

CHAPTER I

INTRODUCTION

1.1 General Background

Language is a means of human communication through which we can express our feelings, thoughts, wants, emotions, experiences, ideas and so on. Besides it, language is used to convey message and impart factual information. It can also be taken as a social phenomenon that is used in our society to establish a good relationship among human beings.

There are many languages used in the world. Among the various languages spoken in the world, English is the richest and widely used language. It is the principal language for international communication.

English being used widely has become a link language because it is used to communicate with the people who are of different linguistic backgrounds. So the sound knowledge of the English language is a basic need in these days. Most of the books related to different fields of life such as, technology, science, education, commerce, arts etc. are written in English. So, it is the excellent vehicle to transmit modern innovation and technology in any corner of the world. Keeping these facts in view, the English language is given a great importance in the educational system of each country in the world. It has been a second language in all the schools and it is offered as a compulsory subject from the primary to bachelor level in Nepal.

1.1.1 English Language Teaching in Nepal

In the context of formal education, English Language teaching officially started in 1910 B.S. with the establishment of Durbar High School. This school was established by the then Prime Minister Janga Bahadur Rana, after his returned from England to give formal education to his children and to the children of other ruling Rana family members. But the learning of English was confined only to the children of Ranacracy, not for the children of public at that time. The Rana guarded the school as treasure for as many as three decades. Durbar High School was shifted to Ranipokhari in 181 A.D. from Dakhchowk, Thapathali. Then, the children of other high-class families also got chance to study there. Gradually, after many years, even the children of common people got change to learn English there.

Now, English is no longer confined to any social class. Thus, the credit goes to Janga Bahadur Rana though the door of that school was open only for the children of Rana family, not for other common people.

Ranacracy was overthrown in Nepal in 1951 A.D. and democracy was introduced for the first time. Before this, education was confined only to the children of the Rana family. But after the introduction of democracy, a number of school and colleges were established. As a result, a large number of common people started getting chance to study modern education. Thus, the dawn of democracy brought light of education in Nepal. English in Nepal, along with other language

subjects, revealed to all common people after the establishment of democracy in 2007.

In the higher education, English was started formally with the establishment of Tri-Chandra College (1919 AD). Before the establishment of SLC board and the TU (1956AD), English occupied a vital position as a medium of instruction in education in Nepal.

The implementation of NESP brought radical changes in all aspects that is in teaching method, evaluation system, teacher training and so on. After the implementation of the NESP in 1971, English language teaching has been introduced from Grade IV. Before it schools were allowed to begin English from any class they liked. All schools' or colleges' syllabuses had occupied an important place for English because till 1950's even in Secondary Schools the English language Curriculum occupied an important place. "Many SLC candidates voluntarily opted for English as the medium of examination for all subjects other than Sanskrit and vernaculars (Malla 1977: 21)."

After the report submitted by National Education Commission (NEC-1992 A.D.) the government has modified the curriculum and it has been implemented since 2053 B.S. Realizing the importance of the English language the government has implemented English as a compulsory subject right from the class one since 2060 B.S. (English subject used to be taught from grade four before). Now, it is compulsorily learnt and taught from grade one up to bachelor level. At University level, it is taught and learned as a compulsory as well as optional subject. At private schools of Nepal, it is given more

emphasis on school level from the very beginning classes and it is used as a medium of instructional language.

Since English is the dominant language in the scenario and Nepal is a member of many international communities and organizations, it is very much essential and relevant for Nepal to accept English language. If we lack English, we will be disadvantaged from many opportunities.

1.1.2 Teaching and Testing

Testing in a broad sense has always been an inherent part of teaching. Assessment of learning is as old as education itself. From the time when teaching began, the teacher has always been keen to know the extent to which his teaching has been effective in making the learner understand what has been taught.

There are a lot of terms in the literature such as testing, assessment, evaluation, examination, measurement etc. Conventionally, it is believed that the above said terms are administered to expose the weakness of the learners or not only the means of students' fault finding device. They are no longer taken as an end themselves rather they are taken as a means to an end, language teaching.

Despite testing being so nicely interwoven in teaching ever since teaching began, it was only after the world war second the idea of language testing appeared as a distinct activity. Before that there was no clear distinction between teaching and testing.

Both teaching and testing are so closely interrelated that it is virtually impossible to work in either field without primarily

concerned with the other. Tests may be constructed primarily as a device to reinforce learning and to motivate the students' performance in the language. In the former case, the test is regarded to the teaching that has taken place whereas in the last case the teaching often geared largely to the test.

Regarding teaching and testing Khaniya, (2005:1)says, "Testing is used as a process of scrutinizing how far learners have been learned what the teacher wishes them to learn. In this process, the teacher usually makes queries in the class-room during or after his teaching or administers an examination at the end of lesson, or a unit or a chapter or a course of study."

Richard et. al. (1985:291) defines, "Testing as the use of the test or the study of theory and practice, their use, development and evaluation. Test is any procedure for measuring ability, knowledge or performance."

Ingram states (1974:314), "a test is a measuring device which we use when we want to compare an individual with other individuals who belong to the same group. If we want to compare for height, we can use yard stick, if we want to compare them in terms of their command of a foreign language, we can use a language test ".

Tests are supposed useful and important. In this regard Geoff Brindely (2001:76) writes "assessment is carried out to collect information on the learners' language proficiency or achievement that can be used by the stakeholders in language learning programs for various purposes like selection, certification, accountability diagnosis, instruction, a decision making motivation etc." Similarly, Underhill (2000:6) says "tests are not inherently good or bad, valid or invalid,

they become so when they are applied to a particular situation". "Good tests provide the opportunity for learners to show how much they know about language structure and vocabulary as well as how they are able to use these formal linguistic features to convey meaning in class-room language activities through listening, speaking, reading and writing" (Hedze 2000:11)

Though English language teaching and learning has a long run history in Nepal, many students get failed in this subject and eventually they drop the schools without completing school education. Specially, this kind of drop-outs is found in elementary classes. Thus the government has been trying to check the number of drop-outs by implementing different programs but it has not got desired success yet.

The testing system is all school levels, in Nepal, is similar but in higher level, it has its own system. Terminal, half yearly and yearly examinations are administered in school levels but in campus level only yearly examination is given. It could be the common comment that only these sorts of examinations are not enough to assess the learners' further progress in language. So, to minimize the number of drop-outs, failures and to assess the learners further progress Curriculum Development Centre (CDC) has been running continuous assessment system (CAS) project under Ministry of Education and sports since ninth five-year plan (2054-2059 B.S.). This program is implemented from class one to class three in public schools in some districts as an experiment.

The main purposes or functions of a test are to provide students with a sense of achievement, feedback, permission to go on to further

education, teacher with the feedback about the effectiveness of their teaching and employers with a guarantee of competence in these examined to perform the task demanded of them by the jobs or profession they take-up. Agazzi (1970:196) states, "The functions of examinations are to provide teachers and parents with the information about pupils' progress and performance, useful guidance and information for selection and with information about the overall results of the education system."

Though all the educational commissions and reports have focused their statements on the need of continuous evaluation system and its implementation in the schools, external examination are still popular in Nepal. In all most all government schools as well as in many private schools they still depend on examination system. They conduct terminal and final examinations although these examination measure only a small sample of the behaviour pattern of the examinee. Score is given high priority in the society and people also think that public examination system as being the most effective screening device to reward the abler individuals and marginalize the less able ones.

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

To assess the total aspects of the students' learning and to provide feedback even to the teachers as well as students during the instruction a test is a good tool which can promote the meaningful involvement of the students with materials that is central to the teaching objectives of a given course which can not be expected from examinations. So, a test goes far beyond than examination. To quote the words of Genesee et al. 1996:40) a similar view about final examination is that "they do not provide useful assessment information for students. When the course is over, it is too late for students to take steps to improve learning. Final exam may provide an incentive to study and may reward students to study hard with high grades. They may provide teachers with useful information about students advancement for revising the instruction for the next term but they don't help students learn better." So, to get the necessary information about teaching - learning progress and the level of the achievement achieved by the students, different class progress tests like unit test, weekly test, monthly test, oral tests, continuous assessment and so on can be conducted. Such kinds of tests are very useful to promote the students' learning, providing feedback in their different areas.

But the present testing system of Nepal is not enough to fulfill the aimed purposes of teaching and testing effectively and clearly. It is also not enough to assess the learners' further progress in language. So, many other ways of testing such as class-test, unit test, continuous assessment and so on are required to implement in real class room teaching situation.

1.1.3 Testes

Whether we realize it or not, we test everyday effort we make. When we read a book, listen to the news on T.V. or prepare a meal, we are testing hypotheses and making judgment. We are making a judgment about something on the behaviour. The foreign language learner is testing his newly acquired forms of language almost every time. He speaks, he makes hypotheses about how the language forms are structured and how certain functions are expressed in forms. On the basis of the feedback he receives, he makes judgments and decisions. Language teachers also test, informally and intuitively, in every contact with learners. As a learner the teacher makes a judgment about the performance and from that judgment infers certain competence on the part of the learners.

a. What is a Test ?

A test, in plain, ordinary words, is a method of measuring a person's ability or knowledge in a given area. The definition captures the essential components of a test.

A test is first a method. The method generally requires some performance or activities on the part of either the testee or the tester or both. The method may be quite intuitive and informal or may choose technique in which the tester or the teacher can objectively discern correct responses.

Secondly, a test has the purpose of measuring. Some measurements are rather broad and inexact while others are quantified in mathematically precise terms. The difference between formal and informal testing exists to a great degree in the nature of the quantification of data. Informal tests are difficult to quantify in comparison to formal tests.

Thirdly, a test measures a person's ability or knowledge. It must be taken in any test to understand who the testee is. What is the previous experience of the testee-his entry behaviour ? Is the test appropriate of the testee ? How are sources to be interpreted for individuals ?

Fourthly, a test measures ability or knowledge, that is competence. A test samples performance but infers certain competence e.g. a driving test for a driver's license is a test which requires a sample of performance, but that performance is used by tester to infer someone's general competence to drive a car. Similarly a language test samples language behaviour and infers general ability in a language e.g. a test of reading comprehension may consist of some questions following one or two paragraphs, a small sample of a second language learner's total reading behaviour. From the results of that test, the examiner infers a certain level of general reading ability.

Finally, a test measures a given area e.g. a test of pronunciation might be a test of a particular phonemic minimal pair in a language.

To sum up tests are measuring devices which we use when we want to compare an individual with other individuals who belong to the same group. Tests tell the teacher what the students can and can not do and therefore how successful the teaching has been done and they show what areas need to be taught in the future. They also tell the students how well they are progressing and where they need to focus their attention as learners. Regular tests also encourage students to take their learning seriously and give them a series of definite goals to aim towards.

b. Purposes of Tests

- * To find out the students strengths and weakness and take suitable remedial measures.

- * To judge the success or failures of the teacher's own teaching and make the required changes in his methods and strategies.
- * To set a definite objective before both the students and teacher.
- * To provide feedback to the students and to motivate them to leaven.
- * To select students for promotion to the next higher class, or to award certificates.
- * To asses the quality of the staff and effectiveness of the school activities.
- * To provide guidance to the testees for their further improvement and career.
- * To find out effectiveness of the language course.
- * To measure the students ability to perform specific task later and soon.

c. Difference Among Assessment Test, Examination and Evaluation

The terms assessment, test, examination and evaluation are frequently used in the field of teaching and education. All these terms are easily confused because all may be involved in a single process (Linn et al. 2000:31). All these terms, being means of educational inquiry, are confused with each other. When we speak of measuring pupils' progress in any educational system, we often are entangled with the terms assessment, test, examination and evaluation. Although these terms are related, they are not synonymously used. They differ from each other in the prupose why they are sued and in the way how they are used. So, the distinction between these term would be important here.

The terms measurement, testing, assessment and evaluation are very similar in meaning and often they are used synonymously. It is true that all of them try to find out students knowledge, skills and so on. However, there is difference also. The difference in the purpose and in the way they are used. Measurement, for example, tries to measure the knowledge or skills of students quantitatively. On the contrary assessment and evaluation usually follow a qualitative approach to find out what students know.

The difference between tests and examinations as Ingram (1974:313) says. The marker of an examination must use his judgment whereas, 'the marking of a test is not dependent on the judgment of any individual'. The tests and examinations differ in the purpose and in the way we use them. Tests are less formal than examinations. We use class-tests, unit test, monthly tests and so on. Unlike tests, examinations are completely formal. They are administered by the authority of the academic institution. The main objective of the tests administration is to find out what the learners have learnt and what weakness they have whereas an examination attempts to find out whether the students have achieved a certain predetermined standard. It is said that a test is directly concerned with teaching whereas examination is associated with an predetermined standard of achievement.

Similarly, the difference between testing and evaluation is that a test almost always formal whereas evaluation can be informal. Testing is formal in the sense that it usually grades or puts students on a scale. Evaluation is informal in the sense that the teacher can evaluate his or her students even by just talking with them or by collecting opinions about them from another students. Bhatia (1977:84) says 'Evaluation signifies estimating the problem worth of methods or devices used in pursuit of

those activities and estimating at various stages of outcomes resulting from activities. According to Ingram (1974:315) the difference between evaluation and testing is that 'Evaluation is the judgment of total activities involved in teaching learning, on the other hand, tests and examinations are tools used as measuring rods to evaluate objects, events or activities. Tests, therefore, is a measuring device which we use when we want to compare an individual with other individuals who belong to the same group.

The term 'assessment' refers to gathering and interpret information about students' achievement. In practice, student achievement is generally assessed through tests, class-room and take - home assignments and assigned projects. Strickly speaking 'assessment' refers to assignments and tasks that provide information for making decisions. According to Deitel, Herman and Knuth (1991), Cited in Panth et al. 2004 P-2). Assessment may be defined as 'Any method used to better underst and the current knowledge that a student progresses.

We sometimes, speak of testing and assessment together even though tests are a specific type of assessment. When tests are used in this way, assessment emphasizes the broader arrow of performances and projects that might not be called to mind by the world testing. According to Linn et al. (2003:31) 'Assessment is a much more comprehensive and inclusive term than measurement or testing. It may include both quantitative description (measurement) and qualitative description (non-measurement) of students.

To conclude by looking at the above mentioned differences among these terms, we can say that evaluation is a very broad term under which measurement, testing and examination come. However, for a teacher,

practically it does not make much difference whether one calls it testing, evaluation, assessment or evaluation. As the main aim of testing/evaluation is to provide feedback for the improvement of teaching and learning but it should not be used as fault finding device.

d. Types of Tests

In the field of language testing there are Various types of tests which can broadly be divided into three major types and are further sub divided in the following diagram.

I

II

III

i. Goal based Test

Goal based tests are based on certain goals or objectives. They are conducted to find out whether or not the objectives or purposes are achieved. They are of different types.

Placement Test

A placement test is useful to provide information which will help to place students at the most appropriate stage of the teaching program according to their abilities. The placement test is administered to assign students to different classes and level according to their proficiency level. It is similar to an achievement or proficiency test the purpose or the goal of which is to place students in a program or in a certain level of program. A placement test typically induces a sampling of material to be covered in the curriculum, and it provides an indication of the point at which the student is suitable to be placed. Various types of tests or testing procedures e.g. dictation, on interview, a grammar test can be used for placement purposes. Entrance exam which is held by T.U. before entering into the course in each faculty in each level can be taken as examples of placement test.

Diagnostic Tests

A test which is designed to show what skill or knowledge a learner knows or does not know before beginning a language course. A diagnostic test is like a diagnosis of a medical doctor. As the doctor makes a judgment on an illness after examining the person in order to go further treatment, a teacher administers a diagnostic test to ascertain the strengths and weakness of the students so as to determine the kind of future remedial action needed for a particular group of students. Information obtained from the diagnostic test is useful at the beginning of or during a language course. This test will be helpful to teacher to identify and analysis the errors a student makes while learning language.

Diagnostic tests are mainly administered to meet the following purpose

- * To determine how effectively the materials of a course has been taught.
- * To determine specific areas of weakness and difficulties in the language course.
- * To determine, strengths and weakness of a language learner.
- * To find out effectiveness of the language course.
- * To decide whether remedial teaching is required or not.
- * To evaluate the effectiveness of teaching programs and so on.

Proficiency test

A proficiency test is defined as a measure of how much of language someone has learned, "Davies et al. (1919). The proficiency test is deigned to measure people's language ability without considering the course they have been taught and in which situation they have learned. The test items to be included in a proficiency test are not based on the learning areas previously determined by a course of study. The proficiency test is a way of measuring the language ability of students in anticipation of some tasks that they are expected to perform.

Proficiency test is based on analysis of a job or situation or a course of study. The purpose of administering the proficiency test is to investigate whether or not a candidate has adequate proficiency in the language in question in order to cope with the anticipated course or job. In this sense it is necessary to have a clear understanding of the required behaviour of the candidate for the intended task. These tests are used to examine whether someone has sufficient command over a language for a particular purpose; for example work as an interpreter or travel as a tourist, perform as a translator on do coerces in an English medium

university etc. The expected skills and abilities will have to be reflected in the test. The tests TOEFL, IELTS (International English language Testing system) entrance examination at different colleges or universities, Cambridge Examinations and the Oxford EFL examinations (Preliminary and Higher) examination are some examples of the proficiency test.

The prime purpose of proficiency tests can be tested on below:

- * To measure the students' ability to perform specific task career.
- * To measure a testees general ability whether she/he is suitable to provide a job with.
- * To measure a testee's abilities to get admitted to a certain level of a certain university.
- * To find out how much of a foreign language a learner knows.

Aptitude test

An aptitude test is defined as a measuring instrument to find out the extent to which an individual possesses specific language learning abilities, (Davies et al. 1999). The aptitude test is also described as an instrument to assess learning potentiality of the learners. This test is used to find out the probable performance in a foreign language which is not yet started. The aptitude test generally predicts the students probable strength and weakness in learning a foreign language. This is done by measuring performance in an artificial language. This is why it is sometimes called 'prognostic test'. After all an aptitude test can not provide an exact measure of the strengths of the students, rather it provides an estimate of the likely of success in a foreign language. It is a kind of predictor for foreign language learning which could include academic achievement, academic aptitude and aptitude for language learning.

Achievement test

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

Most examinations administered at the end of a course of study by school or colleges come under this category. As the achievement test is a measure of the achievement of the course objectives; it indicates; what ought to have been taught. Some examples of achievement tests are: the SLC exam, Higher secondary exam, the examinations administered by the office of the controller of examinations T.U. final examinations conducted at the end of academic sessions at education institutions etc.

Achievement tests are of two types: final achievement test and class progress test.

Final achievement test

These tests are administered at the end of the course or program. These tests are directly related to the objectives specified in the curriculum of a particular language program. Normally the test used in the annual examination are final achievement tests.

Progress achievement tests or class tests

These tests are designed and administered to measure the progress of the particular language of program. For e.g. unit tests, monthly tests, terminal tests etc. are designed as the progress achieving tests.

ii. Mode based tests

Mode based tests are related to scoring. They are based on the mode of answers the testee have to supply. These tests are categorized into two types. They are subjective tests and objective tests.

Subjective tests

The tests which require testees' answer on their own on the basis of the instructions are simply called subjective tests. In subjective tests the answers are full of subjective exaggeration of the examinee and the assessment of the examinee's work is subjective in the sense that its merit has to be urged or evaluated by the examiner. These tests are also called essay type tests. Short answer items, long answer items, essay type items are different kind of subjective tests.

Objective test

Objective test is that in which the answers are not affected by the subjective exaggeration of the examinee and the assessment of the merit of the examinee's work is objective in the sense that no evaluative judgment is needed on the part of the examiner. Fill in the blanks, Tick the best, true/false, matching are the examples of objective test.

iii. Approach based tests

Approach based tests involve two categories. They are discrete point test and integrative tests. The first is compatible with the principle of the structuralism whereas the second is associated with the principle assumption of the communicative competence.

Discrete point test

Discrete point tests refer to the testing of one element at a time item by item. These test measure knowledge of individual language items such as grammar test which has different sections on tenses, adverbs and prepositions. These tests are based on the theory that language consists of different skills (i.e. grammar, sounds, vocabulary) and different skills (i.e. listening, speaking, reading and writing) and these are made up of elements that can be tested separately.

Integrative tests

The tests in which two or more than two element of language are tested together are known as integrative tests. These tests attempt to assess the testee's capacity to use all the componential parts of language functionally at the same time. Thus, integrative tests require the students to combine many language elements in the completion of a task. Writing a composition making a notes while listening to a lecture, completion a close passage etc. can be the examples of integrative tests.

1.1.4 Language Skills and Testing

Teaching Language means teaching different skills and aspects of language. We know that language has four skills viz. listening, speaking, reading and writing. Out of these four skills listening and

reading are receptive skills whereas speaking and writing are productive skills. Therefore, testing language means testing of different skills of language.

i. Reading Skill and Testing

Reading plays a vital role in the field of academic life. One needs to go through a number of books from beginning level to advanced level of academic life. Even daily life, people get information by reading different newspapers and magazines. In the country like Nepal, where most of students do not get adequate exposure to the spoken form of English, learn it by reading different kinds of books written in English Reading skill is necessary for learning good writing. Thus reading skill is quite significant.

Reading comprehension simply refers to the process of extracting three levels meaning from the graphic symbol. These three levels of meaning are lexical, structural/grammatical and socio-cultural meaning. Shrestha (1998:1) says "more than 50% of the students fail in the SLC exam mainly because of their failure in the English subject. One of the main reasons for the students failing in the English subject is because of their low reading comprehension ability". So, keeping the importance of reading comprehension ability in view, the curriculum of lower secondary level has also given more emphasis on reading skill.

Testing reading is general testing reading comprehension but specifically testing reading refers to the testing of all components of reading skill. But it mainly depends on the purpose and context in which it takes place. It also depends on the level of learners.

In this context, it is wise to adopt strategies to test reading as a combination of set of sub-skills. 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 communicative value of sentences or utterances, understanding relations within the sentence, understanding relations between the parts of a text through lexical and grammatical cohesive devices etc.

Therefore, for testing reading skill, different techniques can be suggested. For example true-false items, multiple choice questions, close procedure, C-tests, short answer questions, completion items rearrangement etc.

It is important to know that when testing reading, it is only reading that has to be tested, and nothing else or not any other skill unless integrative skills are to be tested. What is important to note here is whether or not the items that are intended to test reading sub-skill really test those sub-skills. Since testing reading mostly involves objective items, scoring does not become a problem.

ii. Writing Skill and Testing

Writing skill is regarded as a powerful medium of expression of thoughts, emotions, ideas and feelings. It is an act of putting down the graphic on paper that represents a language. It is associated with the productive skill of language. It is usually organized and carefully formulated. It involves the encoding of message of some kind, that is we translate our thoughts into language. It normally uses a generally acceptable variety of language which is deliberately taught and learned. Thus, it is inevitable in language teaching and testing.

Testing writing indicates testing the grammatical, stylistic, mechanical and judgmental skills. The writing ability is tested usually in the form of essays; letters and reports. Like testing of any other skills, the how part of writing largely depends upon the purpose and context of testing. As Bachman and Palmer (1996) argue, the primary purpose of testing writing is to make inferences about the language ability of the learners and the secondary purpose is to make decisions on the basis of those inferences keeping this view in mind, while testing writing, the text tasks should be such that they yield information about the testees based on which we can make inferences about their writing ability.

The best way to test writing is to get the learners write. Indirect testing of writings, cannot be accurate. The general techniques of testing writing vary according to whether they deal separate factors such as punctuation, spelling, structure or vocabulary. However, in every case, we have to set up a stimulus to obtain a controlled response in written form constraining the problem we wish to test. The type of stimulus to be used depends up on testing of writing at different levels e.g. sentence level, supra - sentence level and creative writing.

1.1.5 Class-Test (Class-Progress Test)

Class tests (Progress tests, Hughes 1989 and class progress - test, Heaton 1975) are designed to measure the extent to which the students have mastered the materials taught in the classroom. Brooks says ' the progress test can be used not only to measure individual success in comparison with peers but also to show in detail what area must be better mastered by learner and more effectively taught".

Class tests are conducted at the regular intervals. They help to diagnose gaps in the students knowledge and determine areas in which

they help diagnose gaps need further practice. These tests provide students with opportunity to revise what they have been taught. This increase their motivation and encourages competitive spirit among the students. The teacher should use this device very frequently to measure progress and encourage them for the betterment.

Class test is concerned with the evaluation for the purpose of enabling teachers to increase their own effectiveness by making adjustments in their teaching to enable certain groups of students or individuals in the class to be benefited more.

Khaniya, T.R., (2005:86) states, "A class progress test is a teacher designed test to be used to examine the extent to which the students have learned from the instructions presented in the classroom. It is used to see how students are progressing towards achieving the objectives of the course which can take a form of unit test or can be broken into well-defined short objectives. In other word class-progress tests are made to measure the extent to which what has been taught has been achieved."

A good class-room test will help to locate the precise areas of difficulty encountered by the class or by the individual student. Just as it necessary for the doctor first to diagnose the patient's illness. So it is equally necessary for the teacher to diagnose the student's weakness and difficulties. Unless the teacher is able to identify and analyze the errors a student makes in handling the great language, she/he will be no position to render any assistance at all through appropriate anticipation, remedial work and additional practice.

A class test which gets out to measure student's performance as fairly as possible without in any way setting traps for them can be

effectively used to motivate them. A well constructed class test will provide the students with an opportunity to show their ability to perform certain tasks in the language. Provided that details of their performance are given as soon as possible after the test, the students will be able to learn from their weakness. In this way, a good test can be used as a valuable teaching device.

Why Class Tests .. ?

In my opinion, class –tests are designed, for the following purpose:

- A good class test encourages the students to perform well in the target language in a practice manner and to gain additional confidence.
- It simulates learning and reinforces what has been taught.
- Results obtained from the class-test enables the teacher to become more familiar with the work of each of his/her students to perform well in the target language in a positive manner and to gain additional confidence
- It helps to find out what has been learnt and what has not been learnt yet.
- It helps teacher for counseling and remedial teaching
- To find out whether the objectives specified have been achieved,
- It helps to locate the precise areas of difficulties encountered by the class or by the individual student.

To sum up, a class test is a very important device for providing feedback to the students in their learning. It helps teacher to shift their teaching style and methods, rearrange the class setting. It helps and inspires the students in a better way to take decisions about the progress. It enables the teacher to understand the pace of learning of the students, the effectiveness of his teaching progress that the

students are making towards achieving the set of objectives. It offers motivation for the students. It is a check on their learning; good performance will encourage students to work more.

1.2 Literature Review

Every new tasks needs the knowledge of previous background which can help and direct to reach new target for finding out new ideas. Many articles, reports, theses etc have been written about testing but only few of them are related to the effectiveness of class test on students' performance on reading and writing skills.

Though effectiveness of class test is highly significant in the field of teaching and learning process, yet no research has been carried on the present topic. However, a number of research works have been done on testing can be observed as follows:

Khanal (1997) made on an experimental research on the effectiveness of close test over conventional subjective test in testing reading comprehension in English. The study showed that the close test was far better than the objective test in testing reading comprehension.

Chapagain (1999) carried out a research to find out the impact of teaching materials in languages teaching. It was found that use of teaching materials helped for better learning.

Similarly, Dhakal (2000) studied on the effectiveness of discrete point test and integrative test as measure of English language proficiency. It was an attempt to compare the result of two different types of tests: discrete point test and integrative test. This was a cross sectional study. It concluded that the score in the textual (seen) materials was naturally higher than in the unseen text and girls'

performance was better than boys. The study did not show which test was better.

Sah, R. (2003) carried out a research on the effectiveness of objective and subjective type of tests for grade ten. The research showed that the performance of the students was better in objective test than in subjective test.

Sharma Y. (2003) made an experiment on the effectiveness of role play techniques in teaching communication functions. The study showed that teaching students using role play techniques is effective than teaching them using only icons – directed methods included in the text book.

Neupane (2005) studied on testing listening comprehension: A case of secondary level student. The study showed that students of private schools were better in listening comprehension skills than those of the public schools.

Chapagain, D. (2005) studied on the effectiveness of continuous assessment in enhancing pupil's achievement in English a case study of grade six and the student studied showed that the continuous assessment system in English language learning was relatively more effectiveness and successful than the usual way of teaching.

Although the studies mentioned above are related to testing yet no one has carried out a research on the effectiveness of class test on students performance on reading and writing skills for grade 8 English. So it will be a pure research and will pave the way for other similar researches.

1.3 Statements of the Research Hypothesis

The research hypotheses formulated for this study are as follows:

- i. There is no significant difference on students' performance on reading and writing skills of two groups in language learning where one group is provided with class-test but other is not.
- ii. The achievement of the group provided with class-test is better than the group which is not provided with class test.

In other words, the research hypotheses are:

$H_0: \mu = \mu_2$ (Null hypothesis)

$H_1: \mu \neq \mu_2$ (Alternative hypothesis)

Where. μ and μ_2 are the respective parametric means of two hypothetical population. One having class - test during the instruction and another with out it (class-test).

1.4 The Objectives of the Study

The objectives of this research are:

- To find out the effectiveness of class test on students performance on reading and writing skills.
- To suggest some pedagogical implications.

1.5 Significance of the Study

This study will be significant to all those who are directly or indirectly involved in teaching and learning activity. Mainly students, teachers, text-book writers, educational planners, educationist, guardians, supervisors as well as other interested readers will be benefited. It will have global significance as well.

CHAPTER II

METHODOLOGY

In this chapter, sources of data, definition of population, procedure for the selection of the sample population, tools and procedure of data collection, procedure of analyzing the data, design of experiment and limitations of the study are presented in detail.

2.1 Sources of Data

Both primary and secondary sources of data were used for the collection of data.

2.1.1 Primary Sources of Data

The primary sources of data were the eighth graders who were studying in Shree Wakwani Secondary School in Nawalparasi. They were administered pretest and posttest and their answer sheets were used as data for this study. The same set of test items was used for the both tests. The pretest was administered before the real teaching started and post-test was administered after it. The researcher himself was involved in teaching the students for 6 weeks.

2.1.2 Secondary Sources of Data

For the secondary sources of data, the researcher consulted various books, journals, reports, articles, magazines theses and internet related to this study topic, e.g. Heaton, J.B. (1975) Hughes, A (1989) etc. which are mentioned in the 'Bibliography'.

2.2 Population and Sampling Procure

The population of this study was all the eighth graders who were studying in Shree Wakwani Secondary School in Nawalparasi. The population was chosen purposively. The sample population of this study

consisted of forty students of the same grade which were chosen in a systematically random way on the basis of lottery procedure.

The total sample population was divided into two halves in terms of odd and even number according to the rank obtained in the pre-test (see Appendix-B) Then the experimental and controlled groups were determined by tossing a coin. So there were 20 students in each group.

2.3 Tools for Data Collection

The main tools for the collection of data was the test items. For this the researcher designed a set of test items, based on English text book of grade - 8, including both subjective and objective type of questions (see Appendix A). Short answer questions, transformation, punctuation, use words or phrases in own words, and paragraph writing questions were included in subjective questions. Likewise, fill in the blanks, match and true/false type of questions were included in objective types of questions. The test items and the marks they carried are given below:

Table 1
Test Item Types

S.N.	Types of Test Items	Marks Allocated
1	Reading comprehension	25
a.	Answer the following questions	$5 \times 2 = 10$
b.	True/false	$1 \times 5 = 5$
c.	Similar words	$1 \times 5 = 5$
d.	Matching words or phrases	$1 \times 5 = 5$
2	Sentences transformation	$1 \times 5 = 5$
3	Fill in the spaces	$1 \times 5 = 5$
4	Use words or phrases in own words	$1 \times 5 = 5$
5	Punctuation	$0.5 \times 10 = 5$
6	Free writing (a paragraph)	5
	Total	50

2.4 Process of Data Collection

To collect the primary data the researcher conducted a pre-test and post-test. For this purpose the researcher adopted the following steps.

At first the researcher went to the concerned school and talked to the head teacher to get permission. After getting permission from the head teacher, he consulted the English teacher of the 8th Grade and requested him to get permission to collect the required data. The researcher explained the process of data collection i.e. administering pre- and post tests. After sampling the school and population, the test items were prepared on the basis of the text book of grade eight (Appendix-A). The pre-test was administered to determine the proficiency level of students. On the basis of the result of the pre-test researcher split the students into two equal proficiency level groups. The students were split into groups on the basis of odd-even ranking of the individual scores (see Appendix B).

Table 2
The Ranking Procedure and Group Division

Pre-test Rank	Group A	Group B
1-10	Odd	Even
11-20	Even	Odd
21-30	Odd	Even
31-40	Even	Odd

Then the scores of the students of both groups were tabulated. Their mean and variance were calculated. Then the mean difference of two groups was compared to check whether two formed groups were statistically homogeneous or not. Then the groups were assigned Experimental group (EG) and Controlled group (CG) by tossing a coin to

avoid partiality. After having both groups balanced in their abilities in English, both groups were taught by the researcher himself. The researcher taught the same language items using the same lesson plans for 6 weeks to the both groups. They were taught six days a week, on period a day and each period lasted for forty - five minutes.

But during the experimental period the researcher conducted 6 class-tests for the experimental group. Each class-test was held at the last day of each week. Each test was checked and the students were made familiar with their mistakes, given feedback and encouraged to learn further, after checking their class-test. (The test items used in the class tests are given in Appendix E). The students of experimental groups were made familiar with their mistakes and helped in their difficulties. But the students of controlled group did not receive such kind of treatment during the experimental period.

At the end of teaching (6 weeks) both groups were administered the same set of test items as post-test which was administered in the pre-test. Then the average scores of both groups of the post test were computed and tabulated as the data.

Finally, the researcher compared the obtained data to determine the effectiveness of class-test on students' performance on reading and writing skills in English Language teaching statistically.

2.5 Deign of the Study

The pre-test posttest equivalent group design was adopted for the purpose of the study. The paradigm of the present study was as follows:

Table 3
The Design of the Study

Equivalent Groups	Pre-test	Treatment	Post-test
Experimental (E)	O ₁	X	O ₂
Controlled (C)	O ₃	-	O ₄

Where : O₁ O₃ = Pre -tests
 O₂ O₄ = Post -tests
 X = Treatment

For this study, two groups were made as nearly equal as possible on the basis of pre-test result before the treatment was given. After the formation of two equivalent groups 'E' and 'C' in this design, one group received the experimental treatment 'X' but another group (controlled) did receive usual treatments. Observation were then done to determine what differences appeared in experimental group as compared to the controlled group.

2.6 Limitations of the Study

The present study had the following limitations

- i. The study was confined to a public school in Nawalparasi district.
- ii. The data were collected only from forty students of 8th grade of the school.
- iii. The study was limited only to class - tests.
- iv. Only the written data were accounted in the study.
- v. The study was limited only on reading and writing skills.
- vi. Only the class test effectiveness in English teaching on reading and writing skills was observed in this study.

CHAPTER III

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. The collected data were analyzed under the following headings so that it dealt to the interpretation of the effectiveness of class-test on reading and writing skills in English Language learning.

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

In order to test the null hypothesis of the study, the investigator established two equivalent groups of the students on the basis of pre-test result. It was necessary for the researcher to make two groups equivalent (i.e. balanced in abilities in English) in order to find out the effect of treatment 'X' (independent variable) which was used during the experimental period. Therefore, the researcher tested the pretest in order to establish two equivalent groups.

Then the scores obtained by the students of both groups in the posttest were tabulated under the headings as mentioned above. After that, the average scores were computed out of the individual scores tabulated. From the average scores, standard deviations and variances were calculated. Then the investigator compared the means of the both groups. While comparing the means, he used holistic and item-wise comparison method to find out the effectiveness of class-test.

The analysis and interpretation of the collected data is shown below.

3.1 Analysis of Pre-test Results

The pretest raw scores of the experimental group and controlled group are presented in Appendix - B. The summary statistics on the mean

achievement of the experimental group and controlled group on the pre-test is presented on the table 4 below.

Table 4

Holistic Comparison of the Pre-test Results

Group	N	Mean	Sd	Var
EG	20	16.2	6.94	48.26
CG	20	16.2	6.93	48.16

The table of holistic comparison of the pre-test result shows number of students, mean, standard and variance of experimental group and controlled group. The analysis of the information mentioned in the above table represents that there are equal no. of students in each group i.e. 20. The mean achievement score of the experimental group and controlled group are 16.2 and 16.2 respectively. It reveals that there is no difference between the achievements of two groups i.e. experimental and controlled. Similarly, the standard deviation of the experiment group is 6.94 and the standard deviation of the controlled group is 6.93. Here, again these two groups are equivalent in their standard deviation. In other words, before the experiment both groups were balanced in abilities in English which was the basic condition that ought to be met in the experimental design for this study.

3.2 Holistic Comparison

The raw scores of the students of both groups in both tests are presented in Appendix 'C' and the summary of statistical calculation of the experimental group and controlled groups is given in table 5 below.

Table 5

Holistic Comparison Between Pre-test and Post - test Results

Group	AV Score in Pre-test	AV Score in Post -test	MD	MD%
EG	16.2	25.72	9.52	58.77
CG	16.2	21.87	5.67	35

The above table of holistic comparison of average marks shows that controlled group has the average score of 16.2 and 21.87 in pre-test and post-test respectively. This group has increased its average scores by 5.67 or 35 percent. Similarly, experimental group has the average scores of 16.2 and 25.72 in the pre-test and post-test respectively. This group has increased its average scores by 9.52 or 58.77 percent.

It shows that EG has made better improvement than CG. The increased difference of experimental group over controlled group is by 3.85 or 67.90 percent.

3.3 Analysis of the Post Test Results

The post-test raw scores of students of controlled group and the experimental group have been presented in Appendix C and the summary of statistical calculation of the experimental group and controlled group is given in table 6 below:

Table 6
Holistic Comparison of Post-test Result

Group	N	Mean	Sd	Var	MD	MD%
EG	20	25.72	8.70	75.73	3.85	17.60
CG	20	21.87	7.90	62.49		

The analysis of the information mentioned in the above table shows that there are twenty students in each group i.e. experiment and controlled. The mean achievement scores of the experiment group and controlled group are 25.72 and 21.87 respectively. The standard deviation of the experimental group is 8.70 and 7.90 of controlled group. The mean difference between these groups is 3.85 or 17.60 percent. The result showed that there is significant difference between the achievements of the two groups in post-test result. In other words, the students in the experiment group did better in the past test results than the students in the controlled group. The evidence for the existence of the result of significant difference between two means was due to the treatment X provided to experimental group against controlled group because both the groups were statistically equivalent or homogeneous before the introduction of the treatment 'X'. Hence, the hypothesis $H_0 : \mu_1 = \mu_2$ was accepted. Thus, the researcher concluded that class-progress test (Class-test) with continuous feedback and encouragement to the students caused better achievement in English language learning than without such kind of feedback to the students. Through this evidence, he inferred that such kind of treatment would enhance pupils achievement in English when applied to similar populations of pupils.

3.4 Item -Wise Comparison

For the process of data collection six different test items (Item-I Reading comprehension with four sub-items) were administered and the

average scores obtained by the students in both tests were tabulated. For the case of item-wise comparison, the mean and standard deviation scores of the both groups in each item and sub-item were used. The obtained scores by the both groups were compared to see the effectiveness of class - test (class - progress test) on reading and writing performance of both groups in each item and sub-item. On the basis of that performance the effectiveness of class test (class-progress test) system was analyzed and interpreted.

3.4.1 Reading Comprehension (Item I)

In this item, there was a small textual seen passage (see Appendix - A) from English text of grade Eight. There were five subjective questions and fifteen objective questions. They carried 25 marks altogether. This item was divided into four sub-items. Item -wise comparison of this reading comparison is presented below.

Answer the following question (Sub-Item)

In this sub-item, there were five subjective questions which were to answer on the basis of the given passage (see Appendix A). It carried ten marks i.e. each item carried two marks. The post-test raw scores of both groups have been presented in Appendix-C. The summary of statistical calculation of both group is given in table - 7 below.

Table 7

Comparison of the post test Results of Items No. 1 (Sub-items A)

Group	N	Mean	Sd	Var	MD	MD%
EG	20	5.4	2.03	4.04	0.68	14.40
CG	20	4.72	1.98	3.93		

The analysis of the information mentioned in the above table represents that there are 20 students in each group. The mean achievement score and standard deviation of experimental group are 5.4 and 2.03 respectively likewise, the mean achievement score and standard deviation of controlled group are 4.72 and 1.98 respectively. The table shows that the mean difference between EG and CG is 0.68 or 14.40 percent. In fact it shows that there is significant difference between the achievements of the experimental and controlled groups in this sub-item and the experimental group does better than another's.

True/False (Sub-item B)

These were five questions asked in this sub item (see Appendix - A) which carried five marks. Students had to state whether sentences were 'true' or 'false'. The posttest raw scores obtained by the students of both group in this sub-item is given in Appendix - C. The summary of statistical calculation of both groups is given is Table 8 below.

Table 8

Comparison of the Post test results of Item No. 1, Sub Item B

Group	N	Mean	Sd	Var	MD	MD%
EG	20	4.35	0.65	0.42	0.6	16
CG	20	3.75	0.69	0.48		

The analysis of the information mentioned in the above table shows that there are twenty students in each group i.e. experimental and controlled. The mean achievement scores of the experimental group and controlled group are 4.35 and 3.75 respectively. The standard deviation of the experimental group is 0.65 and 0.69 of controlled group. The table shows that the mean of the marks secured by the students of EG seems more than the students of C.G. Thus, there is significant difference

between the achievement of the two groups and the experimental group is quite better than the controlled group in this item.

Similar Words (Sub Item C)

In this sub-item there were five questions. Each question carried one marks. In each question, the students had to find out the similar words from the given passage. The post test raw scores obtained by the students in this sub-item are given in Appendix (C). The summary at statistical calculation of both groups is given in table 9 below.

Table 9

Comparison of Posttest Result of Item No. 1, Sub Item - C

Group	N	Mean	Sd	Var	MD	MD%
EG	20	2.25	1.042	1.087	0.75	50
CG	20	1.5	1.16	1.35		

The analysis of the information mentioned in the above table represents that there are twenty students in each group. The mean achievement scores of the experimental group and the controlled group are 2.25 and 1.5 respectively. The standard deviation of the experimental group is 1.04 and of controlled group is 1.16. The mean difference between these groups is 0.75 or 50 percent. Thus the result shows that there is significant difference between the achievement of the two groups and EG is better than the controlled group in this item.

Matching (Sub-Item D)

In this sub-item, there were five questions which carried five marks (See Appendix - A). Students had to match the words/phrases of column 'A' with the words / phrases of column B. The post test scores of the

groups have been presented in Appendix 'C'. The summary of the statistical calculation of both groups is given in Table 10 below.

Table 10

Comparison of the Posttest Results of Item No.1 Sub Item D

Group	N	Mean	Sd	Var	MD	MD%
EG	20	3.7	0.9	0.81	0.05	1.35
CG	20	3.75	0.82	0.68		

The analysis of the information mentioned in the above table shows that the mean achievement scores of experimental and controlled groups are 3.7 and 3.75 respectively. The standard deviation of the experimental group is 0.9 and of the controlled group is 0.82. It indicates that the mean of controlled group is more than that of experimental group. The difference is 0.05 or 1.35 percent. It reveals that there is no effect of class test or students performance in this sub - item.

3.4.2 Sentence Transformation (Item - 2)

It this item there were five questions asked which carried five marks (See Appendix A). Students had to transform the sentences as directed i.e. into negative, tag, affirmative, wh-question and Yes/No question respectively. The post - test scores of the both groups have been presented in Appendix 'C'. The summary of the statistical calculation of both groups is given in Table 11 below.

Table 11

Comparison the Post - Test Results of Item No. 2

Group	N	Mean	Sd	Var	MD	MD%
EG	20	1.8	0.98	0.96	0.3	20
CG	20	1.5	1.43	2.05		

The analysis of the information mentioned in the above table represents that there are equal no. of students in each group i.e. 20. The mean achievement score of experimental group and of the controlled group are 1.8 and 1.5 respectively. The standard deviation the experimental and controlled groups are 0.98 and 1.43 respectively. In other words, the mean difference between the experimental and controlled group is 0.3 or 20 percent. Thus, the class test has positive effect on experimental group in this teaching item.

3.4.3 Fill in the Space (Sentence Completion)

There were five questions asked in this item (see Appendix A) which carried five marks. Students had to complete the sentence using the words, given in the brackets. The post-test raw scores of the both group have been presented in Appendix 'C'. The summary of statistical calculation of both group is given in table 12 below:

Table 12
Comparison of the posttest Results of Item No. 3.

Group	N	Mean	Sd	Var	MD	MD%
EG	20	3.25	0.82	0.69	0.10	3.07
CG	20	3.35	0.65	0.42		

The table No. 12 shows that the mean of the marks secured by experimental group and controlled group. The average score of the experimental group is 3.25 and the average score of the controlled group is 3.35. The standard deviation of experimental and controlled groups are 0.82 and 0.65 respectively. The mean difference between these two groups is 0.10 or 3.07 percent. In this test item, the mean of the experimental group is less than that of controlled group. Thus, it reveals that there is no positive effect on students' performance.

3.4.4 Use Words or Phrases

In this item, there were seven questions out of which students had to do only five questions. It carried five marks. The raw scores of both group have been presented in Appendix - C. The summary of statistical calculation of both groups is given in table 13 below:

Table 13
Comparison of Post test Results of Item No. 4

Group	N	Mean	Sd	Var	MD	MD%
EG	20	2.05	1.16	1.34	0.75	57.7
CG	20	1.3	1.0	1.01		

The analysis of the information mentioned in the above table represents the mean achievement score of the experimental group is 2.05 and its standard deviation is 1.16. In the same way, the mean achievement score of the controlled group is 1.3 and its standard deviation is 1.0. The result shows that there is significant difference between the achievements of the two groups and the experimental group is quite better than the controlled group in this item.

3.4.5 Punctuation

In this item, there was only one question which carried 5 marks (see Appendix A). Students had to punctuate the given text by using different kinds of punctuation marks i.e. Comma; inverted comma; capital letter; small letter, full stop, etc. The posttest raw scores obtained by the students of both groups i.e. experimental and controlled group are given in Appendix C. The summary of statistical calculation of both groups is given in Table 14 below.

Table 14
Comparison of the Post-Test Result of Item No. 5

Group	N	Mean	Sd	Var	MD	MD%
EG	20	1.4	1.16	1.34	0.73	98
CG	20	0.67	0.74	0.55		

The analysis of the information mentioned in the above table shows that the mean achievement scores of the experimental and controlled groups are 1.4 and 0.67 respectively. The standard deviation of the experimental group is 1.16 and the standard deviation of controlled group is 0.74. The result shows that there is significant difference between the mean achievements of the two groups. The mean score of experimental group is higher than that of controlled group. Thus, the experimental group is far better than the controlled group in this item.

3.3.6 Free Writing

In this item, there was only one question which carried five marks (See Appendix A). Students had to write a short paragraph about their school in about 75 words. The post-test raw scores obtained by the students of both experimental and controlled groups are given in Appendix - C. The summary of the statistical calculation of both groups is given in Table 15 below.

Table 15
Comparison of the Post-test Results of Item No. 6

Group	N	Mean	Sd	Var	MD	MD%
EG	20	1.47	0.85	0.73	0.02	1.4
CG	20	1.45	0.86	0.74		

The analysis of the information mentioned in above table shows that there are twenty students in each i.e. experimental group and

controlled group. The mean achievement score of the experimental group is 1.47 and its standard deviation is 0.85. Like-wise, the mean achievement score of the controlled group is 1.45 and its standard deviationism 0.86. The result shows that though there is only a bit difference in the mean achievement between these two groups, the mean of experimental group is higher than that of controlled group. Thus, the class test has positive effect on students performance on free writing item.

CHAPTER IV

FINDINGS AND RECOMMENDATIONS

4.1 Summary

The researcher carried out this practical study to identify, analyze and interpret the effectiveness of class test (class-progress test) in language teaching. This study therefore, was intended to answer the question whether class-test affects in English language learning or not.

A pre-test-post-test equivalent Group Design was adopted for the purpose of this study. Two equivalent groups i.e. experimental and controlled, were established on the basis of pre-test result (See Appendix B). Then the statistical calculation was done in order to find out the differences between two groups statistically. Both groups were taught the selected units by the researcher himself. But the experimental group was taught with the application of class - test providing continuous feedback and encouragement to the students. On the contrary to this such kind of feedback and encouragement were not provided to the student of controlled group. In other words, the controlled group was taught in the usual way. After 6 weeks teaching both group were administrated a post-test. The results of both groups in the form of scores were computed and tabulated. The data thus, obtained, were used for the purpose of analysis of interpretation.

The statistical analysis of the data indicated that the experimental group achieved more than the controlled group. Hence, it is concluded that class-test (Class-progress test) with continuous feedback caused better achievement than the usual teaching without continuous feedback. So, on the basis of the findings the following conclusions are drawn and some recommendations are put forward.

4.2 Findings

1. On the basis of the pre-test result the experimental group's mean achievement score was 16.2 and the mean achievement score of the controlled group was also 16.2. It shows that the both groups i.e. experimental and controlled were equivalent in their abilities before the experiment.
2. The holistic comparison between pretest and posttest shown in Table 5, in which controlled group has increased its average score by 5.67 or 35 percent in the post - test whereas the experimental group has increased average score by 9.52 or 58.8 percent. It shows that the experimental group showed better performance than the controlled group.
3. The holistic comparison of the post-test result between experimental group and controlled group is given in Table 6. The mean achievement scores of the experimental group and controlled group are 25.72 and 21.87 respectively. The standard deviation of the experimental group is 8.70 and the standard deviation of the controlled group is 7.80. It shows that the experimental group achieved better than that of the controlled group.
4. The summary of item-based comparison of the post-test results between experimental group and controlled group is shown in the tables, from Table 7-15. These tables show mixed results in item - wise comparison.

The class test (Class - progress test) was found to be significant in the most of test items viz. answer the following questions, similar words, True false, transformation, using words, or phrases, punctuation and free

writing. On the contrary, this system was found to be insignificant in two test items namely matching and sentence completion. The post test results showed that both groups were benefited.

On the whole, the class-test (Class progress test) in language learning was relatively more effective and successful than the usual way of teaching.

4.3 Recommendations

From the result of experimental study the researcher suggests the following recommendations:

1. Class -test or class progress test should be applied in English language teaching in lower secondary level to enhance the pupils achievement in English.
2. This system could be fruitful in other language as well for the students' better achievement. So, it should be applied carrying out a thorough study in it.
3. After class-test, feedback should be given to the students because feedbacks have the great role on students performance in teaching English as well other languages.
4. The results of the class-test should be given to the students as soon as possible. If the results are given far sooner, the progress of the students will be far better.
5. The answer - sheets of student should be checked properly and they should be returned to concerned students so that the students get chance to have known the areas where they have done well and where they have done bad.
6. Guardians, teachers and social workers should also be made aware of this system. Then only they will ask for the out come of class-

test of their students as it helps them to know where the children are heading to in terms of class performance. To make the guardians; social workers and teachers aware of it, there should be seminars and public lectures about class-test in all schools where teachers and all concerned people should be invited.

7. The class test system requires more efforts and commitments on the part of the teachers to make it effective. All teachers should be skilled and they should get encouragement continuously. A part from this, there should be the system of reward and punishment for the teachers.
8. The CDC and educationists should develop and provide the materials which are needed in this system.
9. Most of the teachers in our country are untrained. The government should give them training on how to conduct class-test effectively.
10. The teaching load of teachers should be reduced, so that, they can prepare their lesson on class-test and can check and provide result in time.
11. The study was only limited to forty students of a government school in Nawalparasi district. It was confined to only one experimental group and one controlled group. That is why it can't be said that the findings of this research are applicable to conditions in all schools of Nepal. It is, therefore, very essential to carry further more experiments in this area with the involvement of more and more number of students and schools and hence the validity of the findings of this study can be tested.

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APPENDIX A

Test Items

F.M.: 50

Class – Eight

Time: 1:30 hr.

Subject : English

Name:

Group:

Attempt all the questions:

1. Read the following passage and answer the given question;

The balloon flew low the Rapti River. Shanti noticed a gharial crocodile on a sandbank in the middle of the river. They could see its long row of teeth, as it lay with its mouth open. Asha told them that gharials can be six meters long. They don't kill animals but they eat fish. In 1987 there were only 200 left. Now there is a hatchery. That's a place where the eggs and small gharials are kept safely. Then, when they are big, they are put back in the rivers.

"Oh look at all those spotted deer," said Shambhu, "aren't they beautiful! There're about twenty I think. Look at that one's antlers. They haven't all got them, have they?"

"No, those are chital. Only the males have antlers. They use them for fighting each other." Iswor explained

The balloon landed gently in an open space, and everyone climbed out. They went to the elephant breeding farm.

A mahout told them that elephants live for seventy or eighty years, and they can learn as many as twenty or thirty commands. They eat about 200 kilos of fodder and drink 200 liters of water every day.

"Look, the elephant lying down over there is our biggest. It weighs 4,500 kilograms", he told them.

- i. Answer the following questions: 10

- a) Where did Shanti notice a gharial crocodile?

.....

- b) What do deer use their antlers for?
.....
- c) What do gharials eat?
.....
- d) What is a hatchery?
.....
- e) How many commands can an elephant learn?
.....

- ii. Write 'T' for the true and 'F' for the false statement: 5
 - a) Crocodile often lie with their mouth open cool down. ()
 - b) Deer use antlers to kill animals for food. ()
 - c) A breeding farm is one which produce meat for eating. ()
 - d) Elephants live for 70 or 80 years. ()
 - e) Only the males deer have antlers. ()

iii. Write the words from the above passage which are similar to the following words/phrases.

5

- a) Saw.....
- b) Centre
- c) The long horn of a deer
- d) Grass cut to give to animals.
- e) Covered with small dots

iv. Match the words in column 'A' with the words in column 'B' 5

A	B
a) Elephants	() Covered with small dots
b) Deer	() Six metres
c) Gharials	() Twenty or Thirty Commands
d) Hatchery	() Antlers
e) Spotted	() the egg and small gharials

2 Change the following sentences as directed. 5

a) Ram always goes to school. (Into negative)

.....

b) Open the door,? (tag)

c) He did not see anything. (Affirmative)

.....

d) Ram walks slowly (Wh – question)

.....

e) They are playing football now. (yes-no question)

.....

3 Fill in the space with correct words given in the brackets (5)

a) He is nothonourable man (a, an, the)

b) You can look atmirror. (myself, yourself, himself)

c) He will comeSunday. (on, in, at)

d) Rama new bag yesterday. (buys, bought, buying)

e) Ram and Harifriends. (is, are, has)

4. Use any five words and phrases in sensible sentences of your own. (5)

Clever, climb out, excited, domestic, search, look after, favourite

5 Punctuate the following text (5)

You boasted about your maze daedalus. but now the minotour is dead the man who built the maze will die in it.

.....

Q.No.6 Write a paragraph about 'your school' in about 75 words. (5)

.....

Appendix B

Student's Rank Table According to the Pre-test

Rank	Name of the Students	Obtained marks
1.	Chandra Kanta Bhusal	30
2.	Santosh Aryal	30
3.	Lilamani Pandey	27
4.	Bineeta Adhikari	27
5.	Tulsi Ram Lamichhane	26
6.	Sapana Pandey	26
7.	Damber Bahadur Kumal	25
8.	Tara Kumari Luitel	25
9.	Yamkala Bhandari	22
10.	Tulsi Bhandari	22
11.	Sabitri Lamichhane	20
12.	Nar Bahadur Kumal	20
13.	Santa Bahadur Chaudhary	19
14.	Tanka Raj Pandey	19
15.	Bishnu Kumari Pandey	18
16.	Jhalak Nath Kunwar	18
17.	Sita Ram Dhakal	17
18.	Lal Bahadur Thapa	17
19.	Hari Prasad Parajuli	16
20.	Om Prakash Chaudhary	15
21.	Ramesh Bahadur Thapa	15
22.	Bel Kumari Poudel	15
23.	Bidhya Saru	14
24.	Nirmal Thapa	13

25.	Usha Kumari Pandey	13
26.	Samjhana Chaudhary	13
27.	Gun Bahadur Khawas	13
28.	Laxmi Saru	12
29.	Bhaj Kumari Chaudhary	12
30.	Narayan Lamichhane	12
31.	Khem Kumari Parajuli	10
32.	Ananda Damaki Gurain	9
33.	Jhalak Bahadur Thapa	9
34.	Nirmala Kafle	9
35.	Devi Thapa	8
36.	Menaka Bhattra	8
37.	Sita Dhakal	6
38.	Kamal Neupane	6
39.	Nilam Dhakal	6
40.	Parbati Pandey	6

Group A
Table of Group Division

Group Division According to the Odd even Ranking process of the pre-test

Rank	Name of the Students	Obtained marks
1	Chandra Kanta Bhusal	30
3	Lilamani Pandey	27
5	Tulsi Ram Lamichhane	26
7	Damber Bahadur Kumal	25
9	Yamkala Bhandari	22
12	Nar Bahadur Kumal	20
14	Tak Raj Panedy	19
16	Jhalak Nath Kumar	18
18	Lal Bahadur Thapa	17
20	Om Prakash Chaudhary	15
21	Ramesh Bahadur Thapa	15
23	Bidhya Saru	14
25	Usha Kumari Pandey	13
27	Gun Bahadur Khawas	13
29	Bhaj Kumari Chaudhary	12
32	Ananda Damaki Gurain	9
34	Nirmala Kafle	9
36	Menaka bhattraai	8
38	Kamal Neupane	6
40	Parbati Pandey	6

Group B
Table of Group Division

Group division According to the odd - even Ranking process of the pre-test

Rank	Name of the Students'	Obtained Marks
2	Santosh Aryal	30
4	Bineeta Adhikari	27
6	Sapana Pandey	26
8	Tara Kumari Luitel	25
10	Tulsi Bhandari	22
11	Sabitri Lamichhane	20
13	Santa Bahadur Chaudhary	19
15	Bishnu Kumari Pandey	18
17	Sita Ram Dhakal	17
19	Hari Prasad Parajuli	16
22	Bel Kumari Poudel	15
24	Nirmal Thapa	13
26	Samjhana Chaudhary	13
28	Laxmi Saru	12
30	Narayan Lamichhane	12
31	Khem Kumari Parajuli	10
33	Jhalak Bahadur Thapa	9
35	Devi Thapa	8
37	Sita Dhakal	6
39	Nilam Dhakal	6

Appendix - C
Pre-test and Post-test Raw Scores Obtained by the Students of Experimental Group in Each Item

S.N	Name of Students	Item-1								Item-2		Item-3		Item-4		Item-5		Item-6		Total in Pre test	Total in Post test
		Sub item a		Sub item b		Sub item c		Sub item d		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post		
		Pre	Post	Pre	Post	Pre	Post	Pre	Post												
1.	Chandra Kanta Bhusal	6	8	4	5	3	4	4	5	3	4	3	4	3	4	2	4	2	3	30	41
2.	Lila Mani Pandey	6	8	4	5	3	4	3	4	2	4	4	5	3	4	2	3	0	2	27	39
3.	Tulsi Lamichhane	6	8	4	5	2	4	3	4	2	3	3	4	2	3	2	3	2	3	26	37
4.	Damber Bdr. Kumal	6	7	4	5	2	3	3	5	1	2	2	4	2	3	2	3	2	3	25	35
5.	Yam Kal Bhandari	5	7	4	5	1	3	4	5	1	2	3	4	2	3	1	2	1	2	22	33
6.	Nar Bad. Kumal	6	8	4	5	0	2	3	4	1	2	2	4	2	3	1	2	1	2	20	32
7.	Tanka Raj Pandey	5	7	3	4	1	2	4	5	1	2	3	4	1	3	0	2	1	2	19	33
8.	Jhalak Nalth Kunwar	4	6	4	5	1	2	3	4	1	3	3	4	1	3	0	2	1	2	18	30
9.	Lal Bdr. Thapa	4	7	4	5	2	3	3	4	0	2	2	3	1	2	0	1	1	1.5	17	28.5
10.	Om Prakash Chaudhary	4	5	4	4	0	2	3	3	0	2	2	3	1	2	0	1	1	1.5	15	23.5
11.	Ramesh Bdr. Thapa	4	6	4	5	1	2	3	4	0	1	2	3	1	2	0	1	1	1.5	15	25.5
12.	Bidya Saru	3	5	3	4	1	2	3	4	0	1	2	3	1	2	0	1	0	1	14	23
13.	Usha Kumari Pandey	2	4	3	4	2	3	2	4	0	1	2	3	2	2	0	1	0	0.5	13	22.5
14.	Gun Bdr. Khawas	3	4	3	4	1	0	3	3	0	1	2	3	1	2	0	0	0	0.5	13	16.5
15.	Bhoj Kumari Chaudhary	2	4	3	4	1	2	3	3	0	1	2	3	1	1	0	1	0	1	12	20.0
16.	Ananda Damaki Gurain	2	2	3	4	0	1	2	3	0	1	1	3	1	1	0	0	0	0.5	9	15.5
17.	Nirmal Kafle	1	2	2	4	1	2	2	2	0	1	2	2	1	0	0	0	0	0.5	9	13.5
18.	MENAKA Bhattarai	2	3	2	3	1	2	2	3	0	1	1	2	0	1	0	1	0	0.5	8	16.5
19.	Kamal Neupane	1	4	2	3	0	1	2	3	0	1	1	2	0	0	0	0	0	0.5	6	14.5
20.	Parbati Pandey	1	3	2	4	0	1	2	2	0	1	1	2	0	1	0	0	0	1.0	6	15.0
Mean		3.65	5.4	3.3	4.35	1.15	2.25	2.85	3.7	0.6	1.8	2.15	3.25	1.3	2.05	0.5	1.4	0.65	1.47	16.2	25.72
Standard Deviation		1.796	2.03	0.78	0.65	0.90	1.042	0.65	0.9	0.86	0.979	0.792	0.829	0.84	1.16	0.80	1.157	0.72	0.85	6.94	8.70
Variance		3.227	4.04	0.61	0.42	0.82	1.087	0.42	0.81	0.74	0.96	0.627	0.687	0.71	1.34	0.65	1.34	0.52	0.73	48.26	75.73

Pre-test and Post-test Raw Scores Obtained by the Students of Controlled Group in Each Item

S.N	Name of Students	Item-1								Item-2		Item-3		Item-4		Item-5		Item-6		Total in Pre test	Total in Post test
		Sub item a		Sub item b		Sub item c		Sub item d		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post		
		Pre	Post	Pre	Post	Pre	Post	Pre	Post												
1.	Santosh Aryal	6	8	4	4	3	4	5	5	3	4	3	4	3	4	1	2	2	3	30	38
2.	Bineeta Adhikari	6	7	4	5	3	3	4	4	3	4	3	4	2	2	0	1	2	2.5	27	32.5
3.	Sapana Pandey	5	6	4	4	2	3	4	5	2	4	3	4	2	3	1	2	2	2.5	26	33.5
4.	Tara Kumari Lutiel	5	6	4	4	2	3	4	4	2	2	3	4	2	2	1	2	2	2.5	25	29.5
5.	Tulsi Bhandari	4	6	3	4	2	3	4	4	2	3	3	3	2	1	1	1.5	1	2	22	28.5
6.	Sabitri Lamichhane	4	6	3	4	1	2	4	5	2	3	3	4	1	2	0	0	2	2.5	20	28.5
7.	Santa Bdr. Chaudhary	5	4	4	4	0	1	3	4	1	2	3	4	2	2	0	1	1	1.5	19	23.5
8.	Bishnu Kumari Pandey	4	6	4	5	1	0	3	4	1	2	3	4	1	2	0	1	1	2	18	26
9.	Sita Ram Dhakal	4	6	3	4	1	0	3	4	1	1	3	4	1	1	0	0	1	1.5	17	21.5
10.	Hari Prd. Parajuli	4	5.5	3	4	1	1	3	4	1	2	2	3	1	1	0	1	1	1.5	16	23
11.	Bel Kumari Pandel	4	6	3	3	1	2	3	4	1	0	2	3	0	1	0	0	1	1	15	20
12.	Nirmal Thapa	3	4	3	4	1	2	3	3	0	0	2	3	0	0	0	0	1	1	13	16.5
13.	Samjana Chaudhary	3	5	3	4	0	1	3	4	0	1	3	4	0	1	0	0	1	1.5	13	20
14.	Laxmi Saru	4	4	2	2	0	1	3	3	0	0	2	3	0	1	0	0	1	0	12	13.5
15.	Narayan Lamichhane	3	6	3	4	0	1	3	4	0	1	2	3	0	1	0	1	1	1.5	12	21.5
16.	Khem Kumari Parajuli	2	0	3	4	0	1	3	3	0	0	2	3	0	0	0	0	0	0.5	10	11
17.	Jhalak Bdr Thapa	2	3	2	3	0	0	3	4	0	0	2	3	0	1	0	1	0	0	9	14.5
18.	Devi Thapa	2	2	2	3	0	0	2	2	0	0	2	3	0	1	0	1	0	0.5	8	13
19.	Sita Dhakal	1	2	2	3	0	1	2	3	0	1	1	2	0	0	0	0	0	1	6	12.5
20.	Nilam Dhakal	1	2	2	3	0	1	2	2	0	1	1	2	0	0	0	0	0	0.5	6	10.5
Mean		3.6	4.72	3.05	3.75	0.9	1.5	3.2	3.75	0.95	1.5	2.4	3.35	0.85	1.3	0.2	0.67	1.0	1.45	16.2	21.87
Standard Deviation		1.42	1.98	0.73	0.69	0.99	1.16	0.74	0.82	1.02	1.43	0.66	0.65	0.96	1.00	0.4	0.74	0.700	0.86	6.93	7.90
Variance		2.04	3.93	0.54	0.48	0.99	1.35	0.56	0.68	1.04	2.05	0.44	0.42	0.92	1.01	0.16	0.55	0.50	0.74	48.16	62.49

Appendix D
A List of Lesson Plans

Lesson Plan No. 1

Class : 8

Date : 063-8-2

Subj. : English

No. of Students : 20

School's Name: Shree Wakwani Sec. School

Unit : 8

Topic : Sentence Transformation

*** Specific Objective**

On the completion of this lesson the students will be able to change the affirmative sentences into negative.

*** Teaching Materials**

- i. Pocket Chart
- ii. Word Cards
- ii. Sentences Cards

*** Teaching Learning Activities**

1. The teacher revises the previous lesson asking some questions and starts the present lesson.
2. The teacher tells some rule to change on affirmative sentence into a negative.
For e.g. Aux + not do/does/did + not + v1
3. He writes some sentences on the board and changes them into negative.
4. He again writes some sentences on the board and asks students to change the sentences into negative. He asks some individual students and writes their answer on the board.

5. He helps the students if they feel any difficulties in transformation process and encourages them to get the correct answers.

* **Evaluation**

Change the following sentences into Negatives

- a. Ram is reading a book.
- b. He bought a pen yesterday.
- c. He always goes to school.

* **Homework**

- a. Do the question No 1-5 of page No. 29 of your grammar book.

Lesson Plan No. 2

School's Name: Shree Wakwani Sec. School

Unit : 9

Date : 063-8-18

Topic : Tense

Class - Eight

Item : Simple Present Tense

No. of Students : 20

* **Specific Objectives**

At the end of this lesson the students will be able to

- a. tell any four situations of present tense;
- b. use the simple present tense correctly in the appropriate situation

* **Teaching Materials:**

Usual teaching materials.

* **Teaching learning Activities**

1. The teacher asks some questions from the previous lesson to motivate the students and revises the previous lesson.
2. Then the teacher tells some situations of simple present tense and writes some examples on the board.
3. He also tells some time adverbials used in simple present tense.
4. Then he asks some students to make sentences using simple present tense and goes on writing their answer on the board. If they make any mistake then he helps them to make correct sentences.

* **Evaluation**

- Tell any two situations to use simple present tense.

* **Homework**

- a. Write any four situations where present simple can be used.
- b. Use the following time adverbials and make the sentences
Sometimes, often, never, regularly

Lesson Plan 3

School's Name: Shree Wakwani Sec. School

Topic : Reading Passage

Date : 063-8-24

Sub : English

Class : English

Teaching item : Comprehension

No. of Studs : 20

* **Specific Objectives**

At the end of this lesson, the students will be able to answer the questions based on the passage.

* **Teaching Materials**

Usual Teaching Materials.

* **Teaching Learning Activities**

- a. The teacher ask some questions to the students from the previous lesson to motivate the students and comes to the present topic.
- b. Then he writes some questions on the board and asks students to read the passage to find out the answers.
- c. Then he asks them to answer the questions written on the board.
- d. The teacher writes the student's answers on the board and asks other students to find out whether the answer are right or wrong.
- e. Then he explains the lesson in detail and discusses the questions written on the board.

* **Evaluation**

- a. How big is Australia ?
- b. How do people cut the wool ? etc.

* **Homework.**

Do question No. 1-7 of page no. 58.

APPENDIX E

A List of Test Items Asked in the Class Test

Class Test No. 1

Class : Eight

Date : 06-8-8

Subject: English

Full Marks: 20

Time : 45 minutes

1. Read the following passage and answer the given questions,

"How big's Australia?" asked Shanti.

Very, very big. It's bigger than Western Europe, and nearly as big as the USA. It's 55 times bigger than Nepal".

"There must be a big population then", said Shambhu.

Oh no, there're only 16 million people. Less than in Nepal. And nearly all these people live around the edge of the country.

"Why is that?"

"Because it is very dry and very little grows. There are few people,, but there are 139 million sheep. Australia exports a lot of wool?"

"How do they cut the wool?" asked Jyoti.

"Men called shearers use electric scissors. A good shearer can shear 120 sheep in one day."

- a. Answer the following question. 5
- i. How big is Australia ?
 - ii. What is the main export of Australia ?
 - iii. How many sheep can a shearer shear in one day ?
 - iv. Why do many people in Australia live around the edge of the country ?
 - v. Who is a shearer ?
- b. Write 'T' for the true and 'F' for the false statement. 2

- i. Australia is bigger than Nepal.
 - ii. The main export of Australia is rice.
 - iii. There are more people in Australia than in Nepal.
 - iv. The shearer uses electric scissors to shear a sheep.
- c. Write the words from the above passage which are similar to the following words/phases. 2

not wet, sell and send goods to another country, large, outer limit of an object or surface.

2. Change the following sentences as directed. 2
- a. I am a boy ? (Tag)
 - b. Ram eats a mango? (Tag)
 - c. Ram always goes to school. (Neg)
 - d. They did not play football. (Affir)

3. Fill in the space with correct words given in the bracket. 2
- a. Ram is honourable boy (a, an, the)
 - b. Which is longest river in the world ? (a, an, the)
 - c. Ram and Shyam playing yesterday. (was, are, were)
 - d. I a new shirt last week. (buy, bought, will buy)

4. Use any four words and phrases in sensible sentences of your own. 2

take part, clever, proud, exiting, barrage

5. Punctuate the following text. 2

You must flap your arms and fly like a bird he told icarus but did not fly too near the sun.

6. Write a paragraph about 'a cow' in about 50 words.

Class Test No. 2

Class : Eight

Date : 063-8-15

Subject: English

Full Marks: 20

Time : 45 minutes

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

Our friends from the balloon took a few days holiday to visit Muktinath. When they arrived after walking all day from Jomson, it was late. They chose a quiet lodge and ordered supper. While they were eating, there mean arrived, two Nepalese and a foreigner. They had little luggage, but a large purple rucksack. It seemed to be empty. Shambhu noticed how easily the man swung it off and dropped it on the floor. After supper Shambhu was restless, but the others - even Chankhay were tired and wanted to go to bed. "I'll go for a short walk by myself". Shambhu said. When he got back, he stood for sometime on the balcony looking down on the village, pale ion the moonlight. He could hear the murmur of talking from one of the bedrooms. Now and then he heard a few words.

- a. Answer the following question 5
- i. Why did the friends from balloon take a few days holiday ?
 - ii. What happend while they were eating ?
 - iii. What could Shambhu hear from one of the bed rooms ?
 - iv. What was in the purple rucksack on the first day ?
 - v. What language did other men use ?
- b. Write 'T' for the true and 'F' for the false statement. 2
- i. They chose a quiet lodge.
 - ii. Shambhu could near the murmur of talking.
 - iii. Three men had a little luggage but a large purple rucksack.
 - iv. After supper, Shambhu directly went to bed.

- c. Write the words from the above passage which are similar to the following words /Phrase. 2

Select, calm, the bags of a traveler, listened

2. Change the following sentences as directed. 2

- a. Open the door, ? (Tag)
b. He bought a new. (Neg)
c. He walks slowly (yes/No question)
d. He lives in Jargaha. (wh question)

3. Fill in the space with correct words given in the brackets. 2

- a. Do your work (myself, himself, yourself)
b. Somebody coming now. (is, am, are)
c. Look, he now (is dancing, was dancing, dances)
d. Ram is best student of our school. (a, an the)

4. Use any four words and phrases in sensible sentences of your own 2

5. Punctuate the following text. 2

Your great chankhay shambhy wishpered comeon were going to the police with this.

6. Write a paragraph about 'your best friend' in about 50 words. 5

Class Test No. 3

Class : Eight

Date : 063-8-22

Subject: English

Full Marks: 20

Time : 45 minutes

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

On June 2, 1950, Herzog, his friend Lachenal, and two Sherpas, Ang Tharkay and Sarki, left Camp 4 and climbed slowly up the mountain. At Camp 5 they cut the ice to make a small flat space and put their tent there. The two Sherpas returned to Camp 4. Herzog and Lachenal did not sleep that night. They left Camp 5 at six o'clock next morning. They climbed slowly and painfully. They couldn't breathe. They struggled upwards for six hour. And then, as Herzog wrote in his diary.

- a. Answer the following questions 5
- i. Who first climbed Annapurna ?
 - ii. When did they climb it ?
 - iii. Why did they cut ice at camp 5 ?
 - iv. Who returned to camp 4 ?
 - v. How did they climb ?
- b. Write 'T' for the true and 'F' for the false statements. 2
- i. Four men slept at camp 5.
 - ii. Four men reached at camp 5.
 - iii. Only Sarki left camp 4.
 - iv. Lachenal did not sleep that night.
2. Change the following sentence as directed. 2
- a. He won't come ? (Tag)
 - b. She never goes to school. (Affirmative)

- c. She has just cooked rice (Yes/No question)
 - d. He plays football (Neg)
3. Fill in the space with correct words given in the brackets.
- a. I saw European yesterday (a, an, the)
 - b. See he (dances, danced, is dancing)
 - c. Ram and Hari my best friends. (is, am, are)
 - d. Tomorrow, she to Kathmandu (go, went, will go).
4. Use any four words and phrases in sensible sentences of your own. 2
- Prize, struggle, midnight, clever, fodder
5. Punctuate the following text. 2
- Have you visited other places said shanti
6. Write a paragraph about your best teachers in about 50 words.

Class Test No. 4

Class : Eight

Date : 06-8-29

Subject: English

Full Marks: 20

Time : 45 minutes

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

Lumbini is 136 km from Chitwan, 30 km from Bhairawa. At this place Lord Buddha was born around 5623 BC, and today it is a place of pilgrimage and peace.

In 1895, a German archaeologist discovered the remains of a tall pillar. The Indian Emperor Ashoka put up this carved pillar when visited Nepal in 250 BC and it says that Lumbini, was the birthplace of Lord Buddha.

- a. Answer the following questions 5
- i. how far is Lumbini from Chitwan ?
 - ii. What does the carved pillar say ?
 - iii. When and where was Lord Buddha born ?
 - iv. Who put the carved Pillar ?
 - v. When did a German archaeologist discover the remains of tall pillar ?
- b. Write the words from the above passage which are opposite to the following words/phrases. 2
near, short, lady, died.
- c. Match the words in column A with the words in column B 2

A	B
From Chitwan to Lumbini	1895 AD
Indian Emperor Ashoka Visited Nepal	563 BC
Buddha was born	250 BC
A tall pillar was discovered	136 KM

- d. Write 'T' for the true and 'F' for the false statement. 2
- i. Lumbini is a place of pilgrimage and peace.
 - ii. A Swiss archaeologist discovered the remains of a tall pillar.
 - iii. Buddha was born around 560 AD.
 - iv. The carved pillar says that Lumbini was the birthplace of Lord Buddha.
2. Change the following sentences as directed 2
- a. They are playing now, , ? (tag)
 - b. It cost Rs. 20 (Wh question)
 - c. They have already come (neg)
 - d. She did not buy anything. (Affirmative)
3. Fill in the space with correct words given in the brackets. 2
- a. Ram is honourable boy (a, an, the)
 - b. He was born 2050 B.S. (at, in, on)
 - c. If I were you, I teach nicely. (Would, can, will)
 - d. Mathematics my best subject. (is, has, are)
4. Use any four words/phrases in sensible sentences of your own. 2
Archaeologist, hunting congratulation, put on, get down.
5. Punctuate the following text. 2
Oh look at all those spotted deer said shanti.
6. Write a paragraph about 'your village' in about 50 words. 3

Class Test No. 5

Class : Eight

Date : 063-9-7

Subject: English

Full Marks: 20

Time : 45 minutes

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

The balloon is above Jhimruk power station in Pyuthan district. "Look, there's the dam across the Jhimruk Khola. It's stopped the river and made a big reservoir. It looks like a lake."

"And over there, more than a kilometer away, I can see the power house. there, near the Madi Khola".

"Yes the water goes through a tunnel from one river to the other. The tunnel's underground. But you can see the transmission lines taking the electricity to Tamghas and Lamahi. That's on the East-West Highway.

- A. Answer the following questions. 5
- a. In which district is the power station ?
 - b. What are the names of the two rivers ?
 - c. What is there across the Jhimruk Khola ?
 - d. Where are the power houses ?
 - e. Where can you see the transmission lines taking the electricity to Tamghas and Lamahi ?
- B. Complete the following sentences using the words given below: 2
(tunnel, reservoir, dam, power house, transmission lines)
- a. A is a big, thick high wall but to stop a river.
 - b. A is where electricity is generated and a is the thick wire which carries the electric power to other places.
 - c. A is a very long hole through the ground.

- C. Write 'T' for the true and 'F' for the false statements. 2
- a. The power station is in Nawalparasi district.
 - b. There are power houses near the Madi Khola.
2. Change the following sentences as directed. 2
- a. Sita reads a book, ? (Tag)
 - c. I am a teacher (Neg).
 - b. She is singing now. (Yes/No question)
 - d. Ram always goes to School. (Neg)
3. Fill in the spaces with correct words given in the brackets. 2
- a. I am students. (a an, the)
 - b. He slept 9 p.m. yesterday. (on, in, at)
 - c. She a new house last years. (Build, is building, built).
 - d. He and I friends. (is, am, are)
4. Use any four words and phrases in sensible sentences of your own.
climbed up, find out, foreigner, arrived, luggage
5. Punctuate the following test. 2
You're great chankhay Shambhu whispeared
6. Write a paragraph about 'your family' in about 50 words. 3

Class Test No. 6

Class : Eight

Date : 063-9-17

Subject: English

Full Marks: 20

Time : 45 minutes

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

Living world Films

PO Box 2798

Kathmandu

Aug 22

The Manager

Jhimruk Power Station

Pyuthan

Dear Sir,

My company, Living World Films, is making a film about interesting places throughout Nepal. We would very much like to include a hydroelectric power station, and we wondered if it would be possible to visit Jhimruk on Sept 16th and 17th. The theme of the film is a balloon journey. We film from the air first, and then on the ground. There are ten people in our party.

Would it be possible for a member of your staff to take part in the film, showing us around and explaining everything ? We want to make the film interesting and informative.

If the above data are not convenient, we would be very happy to come on any days which you suggest. 9.00 am is a good starting time but please let us know what you will find convenient. We hope this won't be too much trouble, and that you will be able to help us. We look forward to hearing from you.

Yours faithfully,

Iswor Shrestha

- A. Answer the following questions. 5
- Who wrote this letter ?
 - When was this letter written ?
 - Who is this letter addressed to ?
 - what is LWF making ?
 - What is the theme of the film ?
- B. Write 'T' for the true and 'f' for the false statements. 2
- There are ten people in the party.
 - LWF is making a hydro-electric power station.
 - LWF wants to include a hydro-electric power station.
 - This letter is written to the Manager of L.W.F.
- C. Write the words from the above passage which are similar to the following words phrases. 2
- beginning, fitting what you need, the workers in an office, wait
2. Change the following sentences as directed. 2
- She won't come ? (Tag)
 - I did not buy anything. (Affirmative)
 - They are playing now. (Wh-question)
 - She likes dancing (Yes-no question)
3. Fill in the spaces with correct words given in the brackets. 2
- I looked at mirror. (myself, himself, yourself)
 - He is best student of our school. (a, an, the)
 - She has been teaching in this school 3 years. (in, since, for)
 - Ram and Shyam seen many tigers. (has, have, was)
4. Use any four words/phrases in sensible sentences of your own. 2
- Chattering, beautiful, Barrage, image, capital.
5. Punctuate the following text. 2
- yes I know the path ellen said
6. write a paragraph about 'your country' in about 50 words.