

**EFFECTIVENESS OF FORMATIVE ASSESSMENT  
IN ENGLISH LANGUAGE TEACHING**

A Thesis Submitted to the Department of English Education,  
Saptagandaki Multiple Campus  
Bharatpur, Chitwan

In Partial Fulfilment for the Master's Degree in Education  
(Specialization in English Language Education)

By

**Shiv Bahadur Baral**

Faculty of Education  
Saptagandaki Multiple Campus, Bharatpur  
Chitwan, Nepal

2008

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Shiv Bahadur Baral** has prepared the thesis entitled “**The Effectiveness of Formative Assessment in English Language Teaching**” under my guidance and supervision.

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## **DEDICATION**

**To my teachers, family and friends.**

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**Shiv Bdr. Baral**

## ABSTRACT

The present study entitled "**The Effectiveness of Formative Assessment in English Language Teaching**" is an attempt to find out the effectiveness of formative assessment system in English language teaching. The primary sources of data were the Grade-Eleven students of Shree Bhanudaya Higher Secondary School in Nawalparasi. They were administered Pre-test and Post-test and data gathered was considered as the primary sources of this study. It is concluded that the effectiveness of formative assessment system was relatively more significant and successful than the usual way of teaching. It is hoped that the present study would be useful for those involved in teaching English in higher secondary level; and to some extent, in English syllabus designing, textbook writing and supplementary material production.

This study has been divided into four chapters. Chapter one includes general background (The history of ELT in Nepal, the evaluation system in ELT in Nepal, distinctions among measurement, testing and assessment, types and functions of assessment and meaning and purpose of formative assessment), literature review, objectives of the study and significance of the study.

Chapter two deals with methodology. It includes sources of data (primary and secondary), population of the study, sampling procedures, tools for data collection, process of data collection, design of the study and limitations of the study.

Chapter three includes analysis and interpretation of the data in detail. It consists of both holistic and item-wise comparisons of pre-test and post-test results. This chapter also includes some statistical tools like average, percentage, tables and charts.

Chapter four incorporates findings and recommendations.

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## ABBREVIATIONS AND SYMBOLS

ARNEC	: All Round National Education Committee
Av.	: Average Marks Obtained by the Students
B.S.	: Bikram Sambat
C.D.C.	: Curriculum Development Centre
CG/C	: Control Group
CUP	: Cambridge University Press
D	: Difference between Pre- and Post-test Result.
DEO	: District Education Office
e.g.	: For example (Latin <i>exempli gratia</i> )
EG/E	: Experimental Group
ELT	: English Language Teaching
et al	: and other people (Latin <i>et alii alia</i> )
HLNEC	: High Level National Education Commission
HSEB	: Higher Secondary Education Board
i.e.	: that is
IELTS	: International English Language Testing System
I.P.	: Increased Percentage
IT	: Information Technology
Ltd.	: Limited
MOES	: Ministry of Education and Sports
MT	: Mother Tongue
NEC	: National Education Commission
NESP	: National Education System Plan
NIED	: National Institute for Educational Development.
No.	: Number
O.E.G.	: Oxford English Grammar
PM	: Prime Minister

Prof.	: Professor
SAARC	: South Asian Association for Regional Co-operation
SLC	: School Leaving Certificate
S.N.	: Serial Number
TOEFL	: Testing of English as Foreign Language
T.U.	: Tribhuvan University
U.K.	: United Kingdom
UN	: United Nations
UNO	: United Nations Organizations
U.S.A.	: United States of America