

THE EFFECTIVENESS OF FORMATIVE ASSESSMENT IN TEACHING GRAMMAR

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original and no part of it was earlier submitted for the candidature of the research degree to any university.

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ABSTRACT

The research entitled “**The Effectiveness of Formative Assessment in Teaching Grammar**” is aimed at finding the effectiveness of formative assessment in teaching of grammar. In order to conduct the research I collected data by administering test as the tool. To collect data I went to the school which was selected by purposive non-random sampling procedure. The class eight students were divided into two groups i.e. experimental and controlled with the help of simple random sampling procedure and administered the test i.e. pre-test. The sample size consisted of thirty students. Formative assessment was used to evaluate the performance of experimental group but formative assessment was not used for controlled group for four weeks. After that I gave post-test for both the groups. The data obtained from both the tests, i.e. pre-test and post-test were analyzed and discussed to find out the effect of formative assessment in teaching grammar. From the analysis and discussion of the data the research findings were derived. The research findings show that the teaching of grammar without assessing students formatively was less effective component of teaching grammar with formative assessment. Thus, this research study concludes that the use of formative assessment technique for teaching grammar has positive effect.

The study consists of five chapters. Chapter one deals with the introduction. It consists of background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, chapter two focuses on the review of related literature and conceptual framework. It encompasses review of related literature, implication of the review for the study and theoretical as well as conceptual framework. Likewise, chapter three introduces the methods and procedures of the study. This includes design of the study, population and sample, sampling procedure, data collection tools and data collection procedures. In the same way, chapter four consists of results and

discussion of the data. This has been done under the heading viz. results and discussion. Finally, chapter five incorporates summary, conclusion and implications. On the basis of results and discussion, some significant findings and some implications for the policy level, practice level and further research have been made. This chapter is followed by references and appendices.

LIST OF SYMBOLS AND ABBREVIATIONS

ALM	-	Audio Lingual Method
CDC	-	Curriculum Development Centre
ELT	-	English Language Teaching
ESP	-	English for Specific Purpose
GT	-	Grammar Translation
NESP	-	National Education System Plan
NNEC	-	Nepal National Education Commission
TU	-	Tribhuvan University

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