CORRELATION BETWEEN
AURAL-ORAL AND WRITTEN TEST SCORES

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

Submitted by
Netra Prasad Poudel

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
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DEDICATION

Dedicated

to

My Worshipful Parents

DECLARATION

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

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Netra Prasad Poudel

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ABSTRACT

This is a research entitled 'Correlation Between Aural-Oral and Written Test Scores'. The objectives of this research were to find out correlation between aural-oral test and written test score and list out some pedagogical implications. For this, I observed the SLC examinations scores of 2066 B.S. in Parvat district. This research is fundamentally based on secondary sources of data – mark ledgers of SLC graduates. I also consulted some renowned authors' publications along with few more research papers related to the topic. I also obtained a small amount of first hand data - from ten examiners of the SLC examinations in Parvat. I obtained 200 students' scores using stratified random sampling and chose ten examiners through judgmental sampling. I used two tools of data collection: observation of the test scores and interview. On completion of the study, I found out the correlation between the two sets of test scores is 0.60- which shows a weak positive relation. The degree of relation is strong positive (i.e. 0.81) among the institutional schools. The community schools share just 0.22 correlation between the tests- a zero relation. The students of community schools are weaker as a whole than the students of institutional schools. They need more exposure than being received. The students' scores are to match their level of performances in the tests, but in few cases, they are not.

This study consists of four chapters. The first chapter deals with the general background, literature review, hypotheses, objectives and significance of the study. The second chapter incorporates the methodology used in the study, the sources of the data, study population, sampling procedure, tools of the data collection, process of data collection and limitations of the study. The third chapter includes presentation, analysis and interpretation of the collected data. The data obtained were analyzed and interpreted thoroughly in terms of range, average score, percentage and Pearson product moment of correlational coefficient. The fourth chapter deals with the findings, recommendations and pedagogical implications.

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List of Abbreviations

B.S.	:	Bikram Sammbat
BBC	:	British Broadcasting Corporation
CUP	:	Cambridge University Press
DC	:	Degree of Correlation
DEO	:	District Education Officer
EFL	:	English as Foreign Language
etc.	:	Etcetera
Excl.	:	Excellent
G	:	Good
HS	:	High Score
i.e.	:	That is to Say
L	:	Low
LP	:	Level of Performance
LS	:	Low Score
M	:	Medium
M.Ed.	:	Master in Education
Ma.Vi.	:	Madyamik Vidhyalaya/ Secondary School
no.	:	Number
r_{xy}	:	Correlation Between the Two Elements X and Y
SLC	:	School Leaving Certificate
SRS	:	Simple Random Sampling
TU	:	Tribhuvan University
UK	:	United Kingdom
+ve	:	Positive
VG	:	Very Good
Viz.	:	Namely