EFFECTIVENESS OF OPEN BOOK EXAMINATION IN ENGLISH FOR STANDARD VIII IN DIFFERENT ENVIRONMENTS

A
Thesis
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Testing the Spoken English of Young Norwegians: a study of testing validity and the role of smallwords™ in contributing to pupils™ fluency Angela Hasselgren. Changing language teaching through language testing: A washback study Liying Cheng. ALTE recognises that the field of language testing in different languages will be at different stages of development and that developing a language testing capacity in the European context, albeit in a relatively narrow domain, is an on-going venture. Similarly, progress, in contexts where participants are free to walk away at any time, cannot be achieved through force or coercion but rather through involvement, greater understanding and personal commitment. This is an open event, details of which are available on the ALTE website. All the participants started learning English at school when they were eight years old. Tests showed that CLIL groups significantly outperformed the non-CLIL group in pronunciation, vocabulary, grammar, fluency, and content. Studies in different contexts do not necessarily arrive at the same conclusions. Lasagabaster (2008) (see table of key studies above) found impacts for pronunciation, vocabulary, grammar, fluency, and content. A cohort of BEP students took the University of Cambridge IGCSE examination in 2009. The performance in content subjects, especially Biology, History and Geography (all examined in English), showed that BEP students were able to tackle successfully subject matter in their additional language that was cognitively demanding. Open Access. Published: 03 December 2014. The effectiveness of digital storytelling in the classrooms: a comprehensive study. Najat Smeda. It places greater emphasis on the environment to facilitate the learning process (Jung [2008]). Obviously, students in different grades might need different levels of assistance and scaffolding. Therefore, students worked under the supervision of their teachers, and depending on each individual student, teachers provided help in constructing and creating the story. It is expected that the level of teacher support and the extent of scaffolding may vary across levels; teachers were prepared to provide this support through a series of workshops ([Smeda et al. The Effectiveness of Using Non Standard English as a Technique in. Writing Fiction Basing on Ken Saro-wiwaâ€™s Sozaboy and Brian Chikwavaâ€™s Harare North. Godiah Rocky Imbukuleh. A project paper submitted in partial fulfilment for the award of the degree of Master of Arts in Literature. University of Nairobi. 2014 2. DECLARATION. The project paper has been submitted for examination with our approval as university supervisors. Dr. Alina Rinkanya. Signature:. Date:. (First supervisor). Prof. C. Chesaina.}