ABSTRACT

Tests play a constructive role in the second language classroom because they provide diagnostic information to the language teacher and at the same time help him keep track of the progress that the students are making in learning the language. The present study was aimed at analysing the role of teacher-constructed class tests in helping students with limited proficiency in English develop their writing skills. The study was conducted with a group of eleven first year B.E., B.Tech. students at Anna University. Since the focal point of the study was the use of tests to promote the development of the writing skill, tests were the major tools used in the study. The eleven students who formed the subject for the study were chosen based on their performance in the placement test. Three progress tests were conducted during the study to track their progress.

The dissertation is divided into five chapters. The first chapter which is the introductory chapter discusses issues related to the teaching, learning and testing of English at the tertiary level in India. The second chapter is a critical review of the research in the field of language testing. It also briefly discusses the history of English language testing. The third chapter gives a description of the teaching context where the research was carried out. It describes a limited proficiency student in Anna University and critically analyses the present teaching and testing practices at the university with specific reference to limited English students. The fourth chapter gives a comprehensive report on the study carried out with the first semester B.E., B.Tech. students in the university. The fifth and final chapter discusses the implications of the present study, its limitations and also suggests areas for further research in the field.