ABSTRACT

As the title of the present study suggests, there are three aspects in the study. These are Internal Assessment, Oral Test and Communicative Approach to Testing. The main aim of the study is to assess the authenticity of internal assessment. The study points out the advantages and disadvantages of internal assessment. It also points out the problems faced by the tester when the oral test is conducted in the internal assessment setting.

The idea behind the internal assessment is that a teacher is the tester of his students. Internal assessment provides an opportunity to assess all the educational activities of the student on the campus. Day-to-day activities of the students and their progress cannot be assessed at the end of the session and by an external examination system. It is possible only when the assessment is done internally at the institution and when the assessment is continuous during the course of time.

Oral ability of a learner is progressive. It is not possible to assess this progressive ability at the end of the course. It is possible only when the assessment is internal and continuous in the whole
session. Real direct test of a learner's oral performance would require observation over a period of time. But, there are some problems testing oral ability in the internal assessment setting. There may be lack of physical facilities, lack of people needed for the test or even lack of time.

Communicative approach to testing tries to solve the problems that arise in the oral test in the internal assessment setting. Communicative language test is that which makes an effort to test language in a way that imitates the language used in real communication. It helps in the selection of the authentic tasks and the authentic and valid elicitation techniques. The communicative approach also provides a more valid and reliable criteria for scoring the oral test.

The findings of the investigations are organised under the following chapters:

*Chapter-1* introduces the present study in brief. It deals with the aims and scope of the study. It also deals with a brief survey of literature in the field of language testing. This chapter focuses on the methodology and hypothesis of the present study.
Chapter-2 deals with Internal Assessment. It discusses the theory and need for internal assessment; the basic principles underlying internal assessment, advantages and disadvantages of internal assessment; scoring procedure in internal assessment; and internal assessment in different universities in India.

Chapter-3 concentrates on Oral Test: elicitation techniques and scoring procedure in oral test; physical facilities required for oral test; recording oral test; comparison of oral test to other test modes; oral test in internal assessment; and problems in oral test when conducted in internal assessment setting. This chapter tries to analyse all the aspects in detail.

Chapter-4 focuses on the theory behind Communicative Approach to Testing. It deals with the need for communicative approach to testing; basic principles underlying communicative language testing; design of a communicative test; issues in communicative approach; communicative approach to testing with reference to different types of test communicativeness in the oral test; and communicative approach to testing in internal assessment. This chapter discusses all the topics in great detail.
Chapter 5 analyses the data collected from a sample test. This chapter tries to assess the validity of the objectives and hypotheses of the present study.

Chapter 6 briefly concludes the present study and suggests some measures to apply in future in the field of language testing.