

English Teachers' Perception towards CAS at Basic Level

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

**Submitted By
Pawan Koirala**

**Faculty of Education
Tribhuvan University
Janta Multiple Campus
Itahari, Sunsari
2022/ 2078**

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(त्रिभुवन विश्वविद्यालय व्यवस्थापन, मानविकी तथा शिक्षाशास्त्र सङ्काय सम्बन्धन प्राप्त)

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प.सं.

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Pawan Koirala** has completed this thesis entitled "**English Teachers' Perception towards CAS at Basic Level**" under my guidance and supervision.

I recommend the thesis for acceptance and evaluation.

Kamal Raj Dahal (Supervisor)

Reader and Head

Department of English Education



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RECOMMENDATION FOR EVALUATION

The thesis entitled **English Teachers' Perception towards CAS at Basic Level** by **Pawan Koirala** has been recommended for evaluation by the following Research Guidance Committee.

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DECLARATION

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

Date: 2078/11/16 B.S.

.....

Pawan Koirala

DEDICATION

Affectionately Dedicated

To

MY PARENTS

Who devoted their entire life for my study and made me what I am at present.

ACKNOWLEDGEMENTS

As a result of tireless and regular efforts, I have completed this study on “English Teacher’s Perception towards CAS at Basic Level”. I would not have been able to complete this thesis without support and guidance. So, I would like to express my sincere gratitude from the core of my heart to all people who helped me directly and indirectly. First and foremost, I would like to express my sincere gratitude to my respected Guru and thesis supervisor **Mr. Kamal Raj Dahal**, lecturer, Department head of English Education, Janta Multiple Campus, Ithari, Sunsari; who encouraged, inspired and guided me throughout my research work, as a result I came up at this stage.

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Pawan Koirala

ABSTRACT

It is a common sight, now assessment is being an integral part of the language teaching. More particularly, Continuous Assessment System (CAS) is very effective to teach and learn the language with necessary improvements. Thus, the present study entitled “English Teachers’ Perception towards CAS at Basic Level” was to explore the practices, experiences and challenges of CAS faced by the basic level teachers in terms of teaching English language. To meet the objectives of the research, the five basic level English teachers were selected using non-random purposive sampling method. As open ended questionnaire and checklist research design, teachers’ retaliations were used to explore the challenges and experiences of basic level English teachers. The result of the study revealed that teachers are practicing CAS and its other tools like homework, portfolio and classwork as major teaching task. They experienced that from the use of CAS, students are motivated, inspired and interested toward further learning about writing tasks. Although, teachers are also facing some challenges like lack of fundamental materials, training and monitoring system from the concern authorities like Resource Centre and school administration.

In this research at chapter one, CAS is introduced. General background of CAS, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study and operational definitions of the key terms can be found inside it. At chapter two, related literature is reviewed and conceptual framework is presented. Different sub topics can be found under this chapter, namely: review of related theoretical literature, language teaching and language testing, language testing and

language assessment, test, examination and assessment, research gap, review of empirical literature, implications of the review for the study and conceptual framework. Similarly inside chapter three one can find the description of the research design, sources of data, population of the study, sampling procedure, tools of data collection and data collection procedure. Chapter four shows analysis and interpretation of the data got from the teachers and the observation of the researcher. Summary of findings, conclusion and recommendations were kept inside chapter five. Finally chapter six and seven shows the work plan and references, respectively.

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