

**Teachers` Perceptions on Continuous Assessment System in Developing Writing  
Skills**

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

**Submitted By  
Parbati Acharya**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2023**

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2023**

**T.U. Regd. No: 9-2-53-211-2014  
M.ED. Fourth Semester  
Examinations Roll No: 7428088/074**

**Date of the Approval of  
Thesis Proposal: 08/02/2023  
Thesis Submission: 10/04/2023**

## 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.

Date: 09/04/2023

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### **Recommendation for Acceptance**

This is certify that **Ms. Parbati Acharya** has prepared this thesis entitled **Teachers` Perceptions on Continuous Assessment System in Developing Writing Skills** under my guidance and supervision.

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## **Dedication**

Dedicated

to

My parents who have devoted their whole life to make me what I am today.

## Acknowledgements

As a result of tireless and regular efforts, I have completed this study on **Teachers` Perceptions on Continuous Assessment System in Developing Writing Skills**. 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 **Dr. Purna Bahadur Kadel**, Reader, Department of English Education, T. U. Kirtipur; who encouraged, inspired and guided me throughout my research work, as a result I came up at this stage.

I am also extremely grateful to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education, T. U. for his kind co-operation, valuable suggestion and inspiring appreciations during the period of thesis writing as well as before this period.

I would like to express my sincere gratitude to **Dr. Ram Ekwel Singh**, external supervisor, reader in English Education, for providing his precious feedback and suggestions being as an external supervisor during my thesis presentation.

I am equally grateful to **Prof. Dr. Anjana Bhattarai, Prof. Dr. Tara Datta Bhatta, Mr. Bhim Prasad Wasti, Dr. Renu Kumari Singh, Mr. Guru Prasad Paudel, Mr. Resham Acharya, Mr. Khem Raj Joshi and Mr. Ashok Sapkota**, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu for supporting me on the completion of this study. Similarly, I am thankful to administrators and teachers of those schools for providing time and authentic data to accomplish this study.

I would like to express special thanks to all the informants for providing me valuable information while carrying out this research.

I would like to acknowledge to my friends and well wishers for the help and support during the university days. The moments shared with you were the incredible moments in my university life.

## Abstract

This research entitled **Teachers` Perceptions on Continuous Assessment System in Developing Writing Skills** was conducted out to explore the perceptions, experiences and reflections of impact of CAS in developing writing skills of basic level English teachers. Furthermore, it focuses writing skills in term of teaching writing skill and its other areas like punctuation, grammar, spelling and organization at the basic level. I used survey research design to carry out this research work. To meet the objectives of the research, the eight basic level teachers were selected using non-random purposive sampling method. For the collection of the data, I administered in-depth interview on the basis of interview guideline. The findings of the study revealed that teachers are practicing CAS with its other tools like homework, project work and class work as major teaching task. They experienced that from the use of CAS, students are motivated, inspired and interested toward further learning about writing tasks. From this research study I found that, teachers' reflection was positive and CAS in influence positively impact in developing writing skills. 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.

This thesis consists of five main chapters. The first chapter deals with the introduction of the study along with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter deals with the review of related literature and conceptual framework. Similarly, the third chapter includes methods and procedures of the study. Likewise, the fourth chapter deals the analysis and interpretation of the data. The fifth chapter five includes the findings, conclusion and recommendation in policy related, practice related and further researches. At the end, the references and appendices are included.

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### List of Symbols and Abbreviations

|        |   |  |
|--------|---|--|
| CAS    | = | Continuous Assessment System                 |
| DEO    | = | District Education Office                    |
| Dr.    | = | Doctor                                       |
| E. g.  | = | For example                                  |
| EFL    | = | English as a Foreign Language                |
| etc.   | = | et cetera (other similar things)             |
| i. e.  | = | That is                                      |
| L2     | = | Second Language                              |
| LRC    | = | Leader Resource Center                       |
| M. Ed. | = | Master of Education                          |
| NCED   | = | National Centre for Educational Development  |
| NELTA  | = | Nepal English Language Teachers' Association |
| No.    | = | Number                                       |
| p.     | = | Page   |
| Prof.  | = | Professor                                    |
| RC     | = | Resource Center                              |
| RP     | = | Resource Person                              |
| S. N.  | = | Serial Number                                |

## **Chapter I**

### **Introduction**

The present study is entitled **Teachers Perceptions on Continuous Assessment System in Developing Writing Skills**. This introduction part consists of background of the study, statement of the problems, objectives of the study, rationale of the study, delimitations of the study and operational definitions of the key terms.

#### **Background of the Study**

In the present context continuous assessment (CAS) or the classroom based assessment has been taken as the very important part of everyday classroom instruction which is also a key tool for ensuring the quality of learning.

Continuous Assessment System is a mechanism whereby grading of the learners in the cognitive, affective and psychomotor domain of learning systematically takes account of all their performances during a given period of schooling (Falayalo, 1986 BS). Richards et al. (1999, p.83) defined CAS as “an approach to assessment in which students are assessed regularly throughout the program other than being given a single assessment at the end”. Both formal and informal assessments are done on a regular and continuous basis that is known as continuous assessment. The concept of continuous assessment has been around for some time, but in recent years, it has become increasingly popular in a range of educational settings. This type of assessment system is designed to measure the progress of students over time, rather than relying on a single assessment at the end of a course or unit. Continuous assessment can take many forms, including tests, quizzes, essays, and projects. In this essay, I will discuss the advantages and disadvantages of continuous assessment systems, as well as the impact they can have on the development of writing skills and teachers’ perceptions of student performance.

The main purpose of the language teaching is to enable the learners to communicate in a language they study or learn. It is necessary, therefore, every moment of the every language is directed to equip learners with the language skills they really need. Teaching English language, no doubt, involves teaching four skills; listening, speaking, reading, and writing. Here, teaching writing skill is one major

area of language teaching which can be taught in different ways. In contrast other skills, teaching writing skill is very difficult especially in basic or primary level because the L2 learners have to acquire a number of writing skills vary in from spelling and punctuation to planning and organization. Scholars such as Richards and Renandya (2002, p. 303) argue that, “there is no doubt that writing is the most difficult skill for L2 learners to master. The difficult lies not only in generating and organizing ideas but also in translating these ideas in readable text”. In this way, teaching writing skill is not easy because it requires higher level skills such as brainstorming, preparing draft, revising and editing on the part of learners. Many approaches and techniques like process and product approach are being practiced in teaching writing skills according to the nature and level of the students. Instead focusing on creative and innovative techniques like process oriented technique, still traditional techniques such as copying and dictation are widely used in course of teaching writing skills. At present, new approaches for teaching writing like process approach have been emerged which focus to nurture the creative ability of the learners. Harmer (2007, p. 325) suggests process approach, product approach, genre based approach and creative writing approach which focus more on the process of writing producing various genres by encouraging the learners toward creative writing either individually or cooperatively.

At present in Nepal, specifically at basic level these new ways of teaching writing are in practice gradually. The focus on learner oriented techniques in teaching writing along with continuous assessment of learners” writing is rarely considered to improve writing ability of the learners. Language testing, in another hand is a major part of the language teaching. In this regard, Khaniya (2005, p.14) says “Testing, in broad sense, has always been an inherent part of teaching.” So for the effective language teaching whether it is skill or aspect, testing is integral part of the teaching task. Generally in Nepal, while teaching writing at the basic level, the teachers are using student oriented new techniques such as brainstorming, drafting, revising and editing but do not pay their serious attention toward language testing or continuous assessment of students” progress of writing for the purpose of providing essential feedback to further improvement.

It is also very much important for enhancing the learning capacity of the students. Assessment is very important tool for language learning in the classroom for the students for finding out their weaknesses and strengths regarding language learning and their level of achievement. Advantage of continuous assessment is that it can help to develop writing skills. Writing is an important skill that is often neglected in traditional assessment systems. With continuous assessment, however, students are required to write regularly in order to demonstrate their understanding of course material. This can help to improve their writing skills over time, as well as provide teachers with an opportunity to provide feedback and guidance on their writing.

Moreover, continuous assessment system (CAS) is a most important evaluative teaching technique which helps to develop basic level students' writing skill and improves their writing ability providing proper feedbacks, on the basis of regular assessment using its tools like portfolio, homework classroom participant, observation, and self-correction. In addition, CAS provides information on achievement of particular level of skills, understanding, knowledge and attitude rather than only achievement of certain marks or scores. So, CAS enables the learners to monitor their own progress, particularly writing achievement. Thus, I tried to explore teachers' practices, experiences and challenges regarding CAS in developing writing skill of basic level students in term of teachers' own narrative.

In this regard, Bachman and Palmer (1996, p.8) state, "Language teaching and testing are the most important language assessment and it is equally important for finding out to what extent language teaching and methods are appropriate for the effective language learning". Continuous assessment is very important in the instructional process in order to bring the expected outcome in the learning process of the students. The continuous assessment system (CAS) has been recognized as a vital part of everyday classroom instruction at the basic level of education in many developing countries, like Nepal. It is an important component of any teaching-learning process. Students need to be given assessment and follow-ups frequently to boost up the educational progress in the teaching and learning process. It refers to the use of several assessments during the academic period instead of a single final examine the last weeks of the academic year. It is also referred to as regular assessment (Rezaei, 2015). It can be used to improve students' learning activities as

well as their engagement in the classroom (Holmes, 2015). In both activities, continuous assessment can be used to provide feedback to students and teachers.

Language teaching and testing is really very complex task especially in the second language context like Nepal. Language teaching and testing are interwined with each other. Language testing is an important part of language testing without testing teacher cannot know what the student has learnt. Testing is a tool or means of measuring or evaluating the students' performance or the abilities of the in the whole academic session. In this regard, Brown (2003, p.14) writes "A test, in simple term is a method of measuring a person's ability, knowledge, or performance in a given domain". Language assessment is also crucial for evaluating the students as well as teachers and also the curriculum whether the students are learning as expected or not and teachers are responsible towards their duties or not and also the curriculum is effective to bring the desired outcomes among the students or not.

### **Statement of the Problems**

The present research on "the impact of continuous assessment system in developing writing skill." will be more benefited for the teachers and students both. It helps the teachers how to implement the continuous assessment system in the classroom teaching learning process especially in writing skill. The English Language Teaching (ELT) situation of Nepal is gradually shifting toward new trends and techniques. English teachers are getting professional training from the governmental and non-governmental agencies like National Centre for Educational Development (NCED) and Nepal English Language Teachers' Association (NELTA) respectively. Teachers and students will know that what the impact of CAS is in English language teaching writing skill. In the same way, teachers will be able to make decisions about their remedial instruction for individual students for the betterment of teaching and learning. Thus, this research will be benefited to the teachers for managing. This research study will be significant for the text book writers, syllabus designers, educationists, trainers and language planners. The study is also significant to National Center for Educational Development (NCED), Curriculum Development Center (CDC), and the government agency responsible for providing training to the school level teachers. The study will be important to the interested readers as well to increase their knowledge in ELT Classroom.

In Nepal, in the name of assessment, English teachers are using exam oriented evaluation system such as terminal, half annual and annual examinations which could not capture the real spirit of effective language teaching and testing. More particularly, while assessing learners' writing ability at basic level, teachers generally design summative test items like writing examination not for the purpose of improving writing but for the validation of learners' writing task and to grade them in to upper classes. Most of the teachers are less aware about the effectiveness of CAS in enhancing learners' writing skill. Beside this some responsible agencies of government like District Education Office (DEO), Resource Centers (RC) and training hubs are less accountable and responsible in proper supervision, monitoring and training. In this scenario of Nepal, following problems can be taken in to consideration. There are many problems in teaching and learning of English. The perception of teacher plays vital roles in the overall teaching and assessment process. Most of the teachers in the context of Nepal are seemed to be less teacher's confidence towards in continuous assessment system. The researcher intends to study "Perceptions of English teacher on the impact of continuous assessment system in writing skills on students in the context of Nepal through the survey by basic level English teacher.

### **Rationale of the Study**

This present research study will be beneficial and significant to those who are involving and interested in language teaching in general and English language teaching in particular. It aims to establish the true picture of CAS in developing writing skill of the basic level students. It is very important for the policy makers to make the policy on the part of education to improve the education system they must depend on the findings of research. The findings of the investigation are used by the policy maker. The teachers will also use the findings of the investigation to enhance their teaching and making the teaching learning more effective and fruitful by adopting effective the teaching styles and strategies.

As the study provides information on the use of CAS in enhancing learners' writings skill, it will indeed encourage the English language teachers to be up-to-date with the different varieties and means of continuous assessment like portfolio, classroom participation and self-correction for development of writing skills of

students. It will encourage test designer to design test more systematically on the basis of continuous progress of the learners. Likewise, it will help the syllabus designers to design the English syllabus with varieties of tools, ways and means for the regular evaluation process. Textbook writers will be equally benefited while choosing activities and exercises for testing writing skill of the learners. It will also be helpful for their searchers who want to carry out their further research on the area of language testing, more particularly in CAS. More importantly, this research study helps the teacher trainers and training agencies like Resource Centre (RC), Leader Research Centre(LRC), NCED and training hubs to design appropriate training modules and strategies on the basis of teachers’ practices, experiences and challenges of CAS which are presented in this study.

### **Objectives of the Study**

The objectives of the study were stated as follows:

- To explore the perceptions of English teacher in developing writing skills
- To find out their reflection on the impact of CAS in writing skills.
- To suggest some pedagogical implications.

### **Research Questions**

This study had been based on the following research questions:

- What are the perceptions of basic level English Teachers towards Continuous assessment?
- How does CAS provide an opportunity to improve the students’ writing skills?

### **Delimitations of the Study**

Due to various delimitations and resource constraint, is not possible to conduct the research on the large scale. Hence delimitations for this research were follows:

- The study was delimited within Paiyun Rural Municipality Parbat District.
- It was limited to the basic level English teachers of public schools.
- The study was limited to the perceptions of teachers towards CAS.
- Eight English Teachers of basic level were selected as the sample Population.

- The study was limited to survey research design under quantitative approach.
- The tool for the data collection was guideline questions.
- This study was delimited to the impact of CAS in developing writing skills.
- The sample of this study was limited to non-random sampling procedure.

### **Operational Definitions of the Key Terms**

**Achievement.** Achievement of this study is defined in terms of the scores obtained by the students on English language writing test constructed by the researcher.

**Basic level.** In this research, basic level means a public school where children receive basic education. As per Nepalese Educational Act 2028 BS, basic level refers ECD to grade eight and this level is expected to complete within age of 12.

**CAS student.** Students of that school where CAS system are implementation

**Continuous assessment system.** Continuous Assessment System in such type of student evaluation, which can be carried out along with their teaching-learning activities.

**Impact.** The force action of one object hitting another or a powerful affects that something, especially something new on a situation or person (Cambridge Dictionary).

**Public school.** Public school is those which receive regular government logistic and financial support.

## Chapter II

### Review of Related Literature and Conceptual Framework

This section is divided into four main subheadings. The first is review of the related theoretical literatures which covers theories related to the research area. The second one, review of related empirical literatures describes the summary of the researches which are already carried out in this area. The third, implications of the review for the study clarifies the contributions of the reviewed literatures for the present study. Similarly, the last and fourth, conceptual framework conceptualizes the research.

#### Review of Theoretical Literature

**CAS: An Introduction.** Continuous assessment system is a regular way of students' evaluation which involves, collecting information and making observations about students' progress periodically to find out what students know, understand, and can do with the aim of providing essential feedbacks to improve learners' learning ability. Hyland (2006) states that, "CAS as affirmative assessment refers to the way used to evaluate information about the learners, allowing the teacher to advice students, monitor learning process." So, continuous assessment refers to practice of continuously checking on learner's attainments with an aim of building an assessment profile. The shape of assessment takes the form of working through learning activities; learners demonstrate their capacities in developing their level. Continuous assessment is any assessment made during the class year that mean to improve learning process, and provides the information needed to adjust teaching and learning while they are happening, also helps teachers in determining next steps during the learning process. As a formative assessment, continuous assessment refers to the process of gathering information about the level of students on regular and continuous basis in order to improve learning and it helps the teaching learning process. Focusing its importance Dudley-Evan and John (1998) argue that continuous assessment is important because it provides teachers and learners with the feedback and grades of the activities done in the classroom or as homework. Bachman and Palmer (2010) state that, "continuous assessment is used to provide a description of the individuals' progress for their further improvement". From this it is clear that assessment focuses on testing, measuring or judging the progress and the achievement or the language

proficiency of the learners. Incorporating these all argumentations, continuous assessment is very effective way of evaluation also refers to formative evaluation that helps the teacher to find out what the student has learned and help teacher to evaluate the student's performance in a systematic manner. Continuous assessment takes the shape of specific tasks that are given to the students based on what has been taught. The teacher observes students doing these tasks and then makes a judgment on how well they are doing. Continuous assessment is an assessment approach which involves the use of a variety of assessment instruments like observation and project work to measure learners' performance, and check various components of learning; it will take place over a period of time.

It is of the most important aspects to help the learners to express their ideas orally or graphically is theoretical knowledge about contents and skill. The review of related literature involves the identification analysis is document related to the study. Every new task needs the knowledge of previous background which can help and direct to each the new target for finding out new things or ideas. Many researchers have been carried out regarding Continuous Assessment System (CAS). I have reviewed some research works, articles, books, theses related to CAS. Language teaching and learning are the important part of successful language learning which are closely interrelated with each other. Continuous assessment is the task done by the teacher to evaluate students, to find out the problems and to solve the problems faced by the students while learning a language in the classroom. Here, assessment is categorized into two types; formative and summative assessment. Formative assessment refers to the assessment which is done in the process of "forming" and developing the skills and competencies. On the other hand, summative assessment aims to measure or summarize what the student has achieved at the end of the academic course or unit of instruction. In the past days all types of assessment like (quizzes, periodic review tests, and mid-term exams.) were considered as summative assessment. Different authors have defined continuous assessment differently based on their point of emphasis.

Thus, we can say that continuous assessment is very much useful for providing feedback to the students as well as teachers it helps the students to find their language learning weaknesses despite the good language learning environment and

also it is very important for teachers to improve his/her teaching strategies and techniques.

**History of CAS: A Nepalese Scenario.** When we look back to the history of CAS in Nepal, it is not as old as the history of language testing. In past, only terminal examinations were practiced in the name of assessment. Those periodic exams did not reflect the all potentialities, skills and capabilities of the learners. So, now CAS is implementing up to the basic level. CAS was developed along with the liberal promotion system to reduce the failure rate, class repetition rate and dropout rate of the learners. DOE, (2012, p.3) mentions, „almost all the education plan of Nepal and national commission report have focused the need of regular assessment i.e., CAS“. In the same way, the 9th (1997-2002) and 10th (2002-2007) five year plans started to introduce CAS for the primary level. More particularly, 10th five-year plan targeted to introduce CAS up to grade five on the basis of pilot experiment. According to the CDC (2009, p. 15) primary education curriculum 2062 (grade 1-3) and 2065 (4-7) have implemented the program of CAS in evaluation system of government schools. At present, the students of grade 1-3 are upgraded on the basis of liberal promotion system with CAS. For grade 1-3 students no pass mark is allocated in evaluation system. It shows that CAS is major criteria in the evaluation system of basic level. Similarly, the students of class 4-5 are also evaluated through 50% on the basis of CAS. Now this trend is increased up to the class seven at basic level. In this way, in the context of Nepal CAS is being major tool of assessment which is practiced regularly to reduce failure rate, dropout rate and class repetition rate of the basic level learners.

**Policy provision of class based CAS.** Continuous assessment in the present context is playing the great role for enhancing the learning capacity of the students slowly and gradually. Several plan and policy in the part of assessment has been made by the government of Nepal. According to Nirantar Bidhyarthi Mulyankan pustika (CDC, 2067, p.7) the importance or usefulness of continuous assessment is listed below:

- I. It diagnoses the students' strengths and weaknesses.
- II. It informs the parents about the progress of students' time and again.
- III. It does remedial teaching diagnosing the poor (weak) students.

- IV. It informs the parents about the achievement or progress of the students timely.
- V. It provides the feedback to the students for finding out their weakness and for improving them and also it helps to implement student centered teaching and evaluation.
- VI. It provides the students opportunity to show their capacities

National curriculum framework (CDC, 2063) has developed different policies in the student evaluation process which can be done on the basis of summative and formative Evaluation. According to Nirantar Bidhayrthi Mulyankan karyanwayan pustika (CDC, 2067, p.13). The following policies are being implemented during the continuous assessment process:

- i. Using formal and informal evaluation tools, internal and external evaluation process will be implemented in all level and classes.
- ii. Class work, project work, community work, unit test, achievement test, terminal examination, observation and constructive work will be used while evaluating the students.
- iii. Liberal promotion system from grade one to grade seven.
- iv. To promote and certify the students' achievement summative test will be used.

**Relationship between assessment and teaching writing skill.** There is good relationship between assessment and teaching writing skill because without proper assessment we cannot imagine the task teaching. Assessment in teaching task refers to the process of obtaining information and data about the skills, abilities, knowledge and attitude of the learners particularly in specific area like language skill, aspects, and vocabulary. Heaton (1975, p.5) says, "Both teaching and testing are so closely interrelated that is virtually impossible to work in either field without being constantly concerned with the other." In this way, testing or assessment provides useful inputs to the teachers and chance to improve their learning on the basis of the feedbacks to the students when a student submits a piece of original writing, the most important thing about it is, arguably, its message: does it succeed in conveying the content...? Then there is organization and presentation: are the ideas arranged in a way that is easy to follow and interesting to read? Finally, there is the question of language

forms: are the grammar, vocabulary, spelling and punctuation of an acceptable standard of accuracy? In this way, from the effective assessment whether it is in oral or written form, the learners as a writer can improve all areas or aspects of writing such as contents coverage, organization, spelling, grammar and punctuation. Thus, this is clear that teaching writing and assessment more particularly continuous assessment is mutually inclusive and complementary with each –other. So, without continuous assessment system (CAS) we cannot fulfill the desired objectives of teaching writing and its others various process like drafting, organization, revising and editing more effectively.

**Tools of CAS.** Continuous assessment can be practiced with certain forms or tools like self-assessment, homework, portfolio and classroom participation which collect students’ task, progress and achievement systematically. Teachers should have a sound knowledge about appropriate tools for assessing their students that provide a range of opportunities for students to demonstrate knowledge and skills regarding writing. CDC, (2009, p. 64) presents following tools of continuous assessment system:

*Observation.* From the observation, the language teacher can get actual status of the learners about what and how much they are learning. Here, the teacher observes certain aspects of the learners regarding the teaching contents like participation, presentation and performance and creativity then provides suggestive feedbacks for the further improvement of writing ability.

*Project work.* Project is an activity undertaken over a period of time and includes both individual and group work and it is often presented through an oral or written report. Project focuses mostly on learners’ ability to recall and comprehend the material they have studied. Project is generally longer and more complex than the usual kind of classroom activities.

*Self-evaluation.* Only teachers are not the key persons to evaluate the learners learning, but the learners can assess themselves from their own performance. When the students participate in peer and self-assessment it, helps to involve student to explicit what is implicit, not just checking for error or weakness. Through self-assessment method students can learn from their previous mistakes, identify their

strengths and weakness and monitor their progress. So, self-assessment is key tool for CAS.

*Portfolio.* Portfolio is the systematic collection of students' tasks regarding learning like piece of good writing, creative art, and extra innovations. On the basis of continuous record and management of students' tasks, the teacher can find out required areas of the learners to be corrected.

*Home work.* Take home assignment is generally more suited to assessment of reading and writing although it can be used as a preparation for classroom activities involving speaking and listening. Therefore, the teacher should take steps to ensure that any homework used for assessment purposes are the work of the individual concerned, or at least that any collaboration which has taken place.

In this way, from these effective tools or forms of CAS, we can bring varieties of assessment strategies which enhance the language learning on the part of the learners. So, the success of CAS depends on proper use of the proper tools according to the contents and context both.

**Definition of writing skill.** Writing is one of the major productive skills of language teaching which includes the task of gathering raw ideas from the various sources and developing them in to the readable text. Lado (1961, p.143) describes writing as, "learning to write a foreign language is learning to put down at a speed greater than that of drawing the conventional symbols of the writing system that represent the utterance one has in the mind." According to him writing should represent an understandable language which other can easily read. In another hand, writing skill involves others several sub skills like framing the writing topic, drafting and revising. Harmer (2007, p. 323) mentions that handwriting, spelling, layout and punctuation are the basic skills of writing. In this way, writing skill is an umbrella term which covers others basic and sub skills such as gathering information organizing ideas into a logical sequence, structuring, and the sequence, editing and writing out a final text. Similarly, focusing the permanent feature of writing, Ur, (2013,p.150) states, "a text once written is there on paper or on the screen, to be easily reread or rewritten, either very soon after it was written or later." Here, his main focus

inflexibility of written text, in which we can add or remove according to the writer's intention which is not possible in other skills like speech.

**Language testing and language assessment.** Test is also one form of assessment which aims to measure a learner's learning ability at a fixed or specific point in time. In this regard, Brown (1994, p.46) states, "A test is plain or ordinary words, is a method of measuring a person's ability or knowledge in a given time." It means that the test is done in the preplanned schedule with fixed rules and regulations regarding measuring the student's learning achievement whereas assessment or language assessment can be done informally in the classroom or outside the classroom through which teachers can find out the real problems regarding language learning.

**Types of assessments.** Assessment is taken as the crucial part of the teaching learning process. It is helpful for improving the student's performance by finding out their problems and providing the appropriate remedy to their problems. Assessments are categorized into two types they are as follows:

*Summative assessment.* Summative assessment is the assessment which is done at the end of the academic session to find out the achievement of the student or the output of the whole year. Hughes (2003, p.5) says that, "summative assessment is used at the end of the term/semester/year in order to measure what has been achieved by both group and by individuals." which clarifies that summative assessment is the final evaluation of the student to categorize them as pass or fail. It is also a final judgment of the student to certify them and to grade them. Summative assessment is the process of assessing what students know and are able to do at certain points in the learning process. These assessments such as end of unit test and performance are used to determine the student's grade. The goal of summative assessment is to evaluate the student learning at the end of an instructional unit by comparing it.

*Formative assessment.* Formative assessment is the assessment which is done while the academic session is going on, it is done for finding out the weaknesses of the student or the problems they are facing and for helping them to solve those problems. Hughes (2003, p.5) says that, "Formative assessment is the assessment which is used by the teacher to check on the progress of their student to see how far they have mastered, what they have learned and they use this information to modify

their future plans.” which is to say, formative assessment is the tool or means of providing feedback to the students in the form of Homework, class work, weekly test, monthly test, etc. similarly, formative assessment is the process of assessing what students what and also to do so they progress through the learning and practice opportunities, this type of assessment provides ongoing meaningful feedback to help student's improve as the practical learning builds.

*Diagnostic assessment.* Diagnostic assessments are the process of assessing what students know and are able to demonstrate prior to instruction. This variety of assessment helps determine starting points and helps to teacher program appropriate for individual students. It is appropriately for individual students. It is verily used in determining the student's grade.

**Language teaching and testing.** As we know that language teaching is very important part of successful language learning. Successful and effective language learning is not possible if the language is not taught in proper manner. There are many reasons that is responsible for the students’ poor performance of their learning as a foreign language such as the weaknesses of the curriculum, lack of appropriate curriculum design, lack of English teachers and lack of motivation towards learning a language. The relationship between language teaching and language testing has a great role in language learning process. Language testing is very helpful for language teachers to place the students at their appropriate levels, to diagnose the students’ strengths and weakness and to evaluate their performances during and at the end of the academic course. Language testing is a method of measuring a person’s ability or knowledge in a given area. Language testing is also the administration of a test in order to assess and measure a person's language competence and performance or testing the language ability. It is also an individual’s language proficiency. Language teachers regularly use tests which are helpful to diagnosis students’ strengths and weaknesses to assess students' progress and also to evaluate students’ achievement.

Teaching and testing are very much interrelated as test is very much important to determine the effectiveness of instruction. If a teacher teaches effectively then obviously the teacher will perform better on tests. If the teaching is not good and appropriate then obviously testing will be not good. Therefore, teaching and testing influence each other for meaningful learning. In the same way it also affects the way

learners learn the rate and sequence of learning and will also affect and influence the degree and depth of learning.

**Types of language tests.** A test is defined as a method of measuring a person's ability or knowledge in a given area. It is an essence to measure the ability of the tested. It requires some particular norms, values and rules and regulations to be taken where formally or informally. In testing process, there are different types of tests are used. According to Allen and Davies (1994, p.44), there are different types of tests: Achievement tests, proficiency tests, aptitude tests and diagnostic test. Likewise, Hughes (2003, p.11) describes the four types of test: Proficiency tests, achievement tests, diagnostic tests and placement tests which are described in short as following:

*Proficiency tests.* A proficiency test is a test that measures what the learner has learned relative to a specific purpose. It is defined as the one's ability of using language, mathematics, science, etc. without considering the course s/he was taught and learned in a particular situation. Brown (1994, p.258) mentions, "A proficiency test is not intended to be limited to any one course, curriculum or single skill in the language". That means it measures a student's achievement in relation to a specific task which s/he will later be required to perform. Likewise, Davies, et al. (1999, as cited in Khaniya 2005, p.83) defines a proficiency test as "a measure of how much, of a language someone has learned". That is to say, it is such a test which measures the quality of a person for a particular post or job. Moreover, the proficiency test is a forward looking test in the sense that it defines the ability of a student to use a language with reference to a particular task which the learner is expected to perform in the future. This is a test about how much of what s/he needs to know does a candidate actually know. The tests- TOEFL, IELTS, entrance examinations at different colleges or universities, Cambridge Examinations (First Certificate Examination and Proficiency examination), and Oxford EFL Examinations (Preliminary and Higher) are some examples of the proficiency tests. Although proficiency tests are not based on any course of instruction, it is likely to influence teaching and learning. It directs the learner's current standing in relation to his/her future needs. This test doesn't follow a particular course of study; it provides an opportunity to study in university or educational organization.

*Achievement test.* Achievement test is defined as a test which measures students' linguistic ability and skill progress in relation to the particular syllabus they have been following. Achievement tests directly related to language courses. Davies, et al. (1999, as cited in Khania 2005, p.85) describes an achievement test as "an instrument designed to measure what a person has learned within or up to a given time". Unlike achievement tests are directly based on predetermined courses. Similarly, Hughes (2003, p.13) defines "Achievement tests are directly related to language courses, their purpose being to establish how successful individual students, group of students or the courses themselves have been in achieving objectives". That means achievement tests are directly related to language courses, successful of the testers and the achieving their objectives.

*Diagnostic Test.* Diagnostic test is an act of finding out problems and causes. In other words, diagnostic test is a test in which a tester examines the strengths and weaknesses. In this sense Hughes (2003, p.15) defines "Diagnostic tests are used to identify learners' strengths and weaknesses. They are intended primarily to ascertain what learning still needs to take place". A diagnostic test is like diagnosis of a medical doctor. As the doctor makes a judgment on an illness after examining the person in order to pursue future treatment, a teacher administers a diagnostic test to ascertain the strengths and weaknesses of the students so as to determine the kind of further remedial action needed for a particular group of students. Information obtain from the diagnostic test is useful at the beginning of or during a language course.

*Placement test.* Placement test is a test which helps a tester whether a particular taste is able to study in further class or not. In other words, placement test is administered to assign students to different classes and levels according to their proficiency level. Hughes (2003, p.16) states, "Placement tests, as their name suggests, are intended to provide information that will help to place students at the stage (or in the part) of the teaching program most appropriate to their abilities". A placement test is useful to provide information which will to place student's at the most appropriate stage of the teaching program to their abilities.

**Significance of CAS in teaching and learning.** The purpose of assessment is conveying student's expectations about what is important to learn, providing information about the students' progress and helping students to judge their own

learning. Also the performance is defined in term of results. Plessis and Prouty (2003) mention that there are many reasons for using continuous assessment, Some of them are to find out what students know and can do and to provide all the students with opportunities to show what they know, to improve teaching because it tells the teacher whether what they taught was effective and to identify the strengths and weaknesses of learners. The expected advantages of continuous assessment lie-in its being guidance oriented since it will involve data gathering over a long period of time. This could play a vital role in diagnosing and remediating areas of learners “weaknesses. Continuous assessment is an approach that would capture the full range of learners” performance. Similarly, Kellaghan and Greany (2001) argue that continuous assessment has important consequences attached to performance; they are likely to impact directly on teaching and learning process. So, CAS helps to improve the performance of the learners. Finally, it is clear that without the continuous assessment program, teachers would be teaching exclusively for examinations. This implies that pupils who are insecure or ill-prepared for the examinations will tend to engage in some examination malpractices in order to beat the examinations. In conclusion, CAS is very effective in teaching and learning process which gives a true picture of the pupils” ability, facilitates appropriate guidance of the pupils, makes teachers become innovative and creative, helps teachers to assess their own teaching and helps to reduce examination malpractices.

**Assessing language skills.** Assessing all the skills of language includes all the skills like; Reading, writing, listening, and speaking skills. In the absence of any of these skills one cannot get mastery over the language which is very vital for gaining the language proficiency. The needs of assessing four language skills are described.

*Assessing listening skills.* Listening is also an important task of effective language learning. Assessing the listening skill is crucial for assessment purposes. Green (2013) says, “Teachers can assess some listening skills just by speaking to the class, but it is also important to expose students to different voices and to kind of listening texts (such as conversations).” which means teacher can use their own recordings for the assessment purpose for example they can use the phones and video

cameras and voice recorders as the listening tools to assess the students' listening abilities.

*Assessing speaking skills.* Assessing the speaking ability is also the most important part of language assessment. According to Csepes and Fekete (2004) "In order to make valid assessment teachers need to have a good understanding of the nature of speaking, the basic principles of task design as well as scoring and evaluation." That is to say, teacher must have good knowledge of the nature of conversation or the language function and also the teacher must have the knowledge of the test design or the task design. Moreover, the teachers need to know the scoring and evaluation procedure too.

*Assessing reading skills.* Reading skills is the most important skills of language assessment. Reading skill is mainly for finding out to what extent reader can interpret the written text. Grabe and Jiang (2014) list some factors that strongly impact reading abilities and account for individuals differences in reading comprehension performance. For example, efficient readers can formulate the main ideas of a text and they have sufficient motivation to engage in reading and to persist in reading without distraction in order to achieve success in comprehension. So, assessing reading skills is very much important to find out the who is the motivated reader who can engage themselves in the reading without any distraction and also teacher can find out who is good reader and who is not so that teacher can remove the weaknesses and to develop good comprehension.

*Assessing writing skills.* Assessing writing is also a part of teaching English. According to Lyons (2000), "Learning to write in one's own language difficult, learning to write in a second language is even more difficult." It means it is very problematic for the students to write in an accurate form in this condition teachers also might face a lot of difficulties while teaching to write them in a accurate form". So, assessing writing is very much crucial for the teachers to know the strengths and weaknesses of the students and identifying the students' needs and providing feedback to them.

## **Review of Related Empirical Literature**

Continuous assessment is very crucial for language learning at the same time teachers' perceptions either negative or positive also affects a lot for effective language learning of the students' several research works have been carried out in the field of language testing and assessment. Among them some are described below:

K. C. (2011) carried out a survey research on "Study on Continuous Assessment System in Primary Level English." His major objectives were to find out the effectiveness of the CAS in primary level and to find out some behavioral facts about CAS. In his study 40 primary level teachers were the sample of the study. Those primary level teachers were the primary sources of data and other related literatures were the secondary sources. The field or site of the study was the Salyan district. The researcher used questionnaire as the major tool to collect the required information related to the CAS. From the analysis of the data in the tables, chart and numerical way, finally he was concluded that using CAS in the primary level is more effective in comparison to usual systems. His finding was that CAS is very important in the field of assessment in primary school but it was also challenging to implement because of the lack of proper trainings to teachers and teachers "less concern toward on CAS.

Chand (2014) conducted an action research on "Use of Continuous Assessment in Developing Proficiency in Grammatical Items." His main objective was to find out the developmental proficiency in grammatical items of the students through continuous assessment. In his research, primary level students were the population and 29 students studying in grade five were the sample of the study. The researcher used judgmental or purposive non-random sampling procedures to select the school or population of the study. His research site was Dhading district of Nepal. Observation and test were used as the tools for data collection. The researcher's major finding of this study was that CAS has crucial role in developing proficiency on preposition and tense system to the primary level students than others traditional ways of assessment like terminal and annual examination.

Narayan (2014), published a research article in International Journal of Teacher Education Research (IJTER) entitled "Teachers' Perceptions Towards Class Based Assessment." The study mainly seeks to investigate the teachers' perceptions

towards class based assessment and effects towards class based assessment on learning and teaching. The literature suggests that the success of implementing class based assessment depends mostly on the teachers and their attitudes. This study revealed that the most teachers have a positive attitude. However, there are a significant number of teachers with a negative attitude towards class based assessment.

Shrestha (2014) has conducted a research on “Perception of Teachers towards Continuous Assessment System Implemented in Public Primary Schools.” The purpose of the study was to find out the perceptions of a teacher over continuous assessment system in the context of Nepal. He has used questionnaire as the tool for data collection. The major finding of this study is that teachers have good and better perception about continuous assessment in primary level in present evaluation system. It was concluded that most of the teachers have positive impact upon teachers as well as students.

Ghimire (2010) carried out a research on “Effectiveness of Continuous Assessments in Enhancing Pupils’ Achievement in Grammar”. The study showed the continuous assessment system is very effective to enhance the achievement of the students. Similarly, Gurung (2011) conducted a research on “Developing Writing through Continuous Assessment”. He recommended that through the continuous assessment students’ writing skills improve and develop. The objective of the study is to find out the effectiveness of continuous assessment in developing writing skills. Thus, to develop writing skills continuous assessment is more important.

Likewise, Khadka (2017) has conducted a research on study entitle “Practices of Formative Assessment in Public Schools: A case of Bardiya District.” The objectives of this study was to find identify the practices of formative assessment in public schools and explore the problems faced by the teachers while practicing formative assessment in the classroom. Likewise, she has used questionnaire as the data collection tools with both closed and open- ended questions. The findings of this study was there are a numbers of problems like ; overcrowded classroom, less supportive school environment , less availability of required materials, etc. Similarly, maximum and unbearable workloads and limited time are the major problems for the teacher to practice formative assessment.

Neupane (2015) has conducted a research on “Managing Continuous Assessment at Primary level: Teachers’ Perceptions and Practices.” The purpose of this study was to find out teachers’ perceptions towards continuous assessment and benefits, problems and challenges of implementing the CAS in the primary level. She has used a questionnaire and observation checklist as the major tools for the data collection. The major findings of this study were lack of technical knowledge and full trained teachers about CAS. In the same way; limited time, sources, man power and economic criteria are the problems for the implementation of CAS in the effective manner.

Similarly, Kadel (2015) has carried out research on “Implementation of Continuous Assessment System in Schools.” The main aim of this study was to find out the implementation of continuous assessment system in schools. In order to carry out this research, the researcher has used survey research method to complete the research. Her main findings was the teachers are implementing the continuous18 assessment using different tools for the better teaching and learning. In the same way, another finding was it is really very difficult to implement the CAS in schools due to lack of weak government policies and lack of sufficient number of teachers. Nepali (2012) carried out a research on “Challenges in Implementing Continuous Assessment System”. The main purpose of the study was to find out the teacher challenges on implementation of continuous assessment system. The sampling population of the study was 60 primary level teacher of the government aided school. He used purposive non random sampling procedure selected 20 government aided schools of Palpa district and 3 teachers from each school. He used open and close ended questionnaire for data collection. He found that CAS increased the attendance of the students and it minimized the number of failures through liberal promotion system etc.

### **Implication of the Review for the Study**

From the review of above mentioned theoretical and empirical literatures, I got sufficient insights regarding this study. Some reviewed studies are to some extent similar to my study. Theoretical literatures such as Harmer (2007) and Lado (1961) provided me more theoretical ideas regarding my study. From the review of these literatures, I got sufficient ideas about language skills, purposes of teaching those

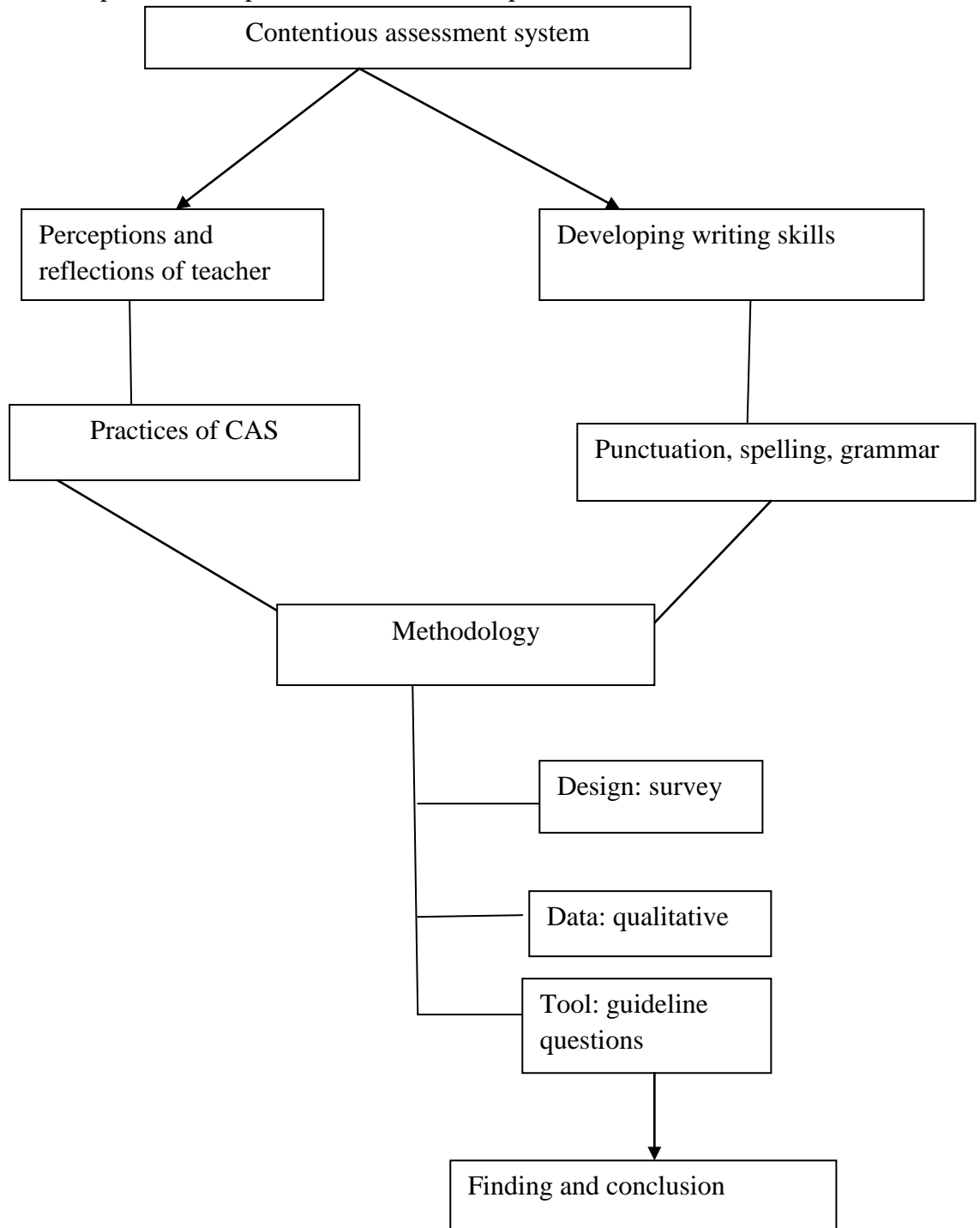
skills and importance for the learners. More particularly, regarding writing skills and its purposes of teaching and learning, I reviewed some practical literatures like Ur (2013) which helped me to know the contextual necessities of teaching writing. Likewise, to get required ideas regarding AS and its applicability I reviewed literatures like Kellaghan and Greany (2003), Bachman and Palmer (2010) from which I got true pictures of practicing CAS in the teaching and learning and its practices in international context.

Similarly, from the review of empirical literatures, I got ideas about CAS, its impact on other aspects of language than writing and purposes of CAS in ELT field. From Gurung(2011) I understood the conceptual framework of the experimental research that is why I differentiate from that. From the research of Chand (2014) I was benefited to understand the way of reviewing the related literature. Likewise, Kadel (2015) benefited me to find out the implemented status of CAS in schools up to 2015. So, from the review of these literatures I clearly understood the theoretical background of CAS, its practices in local and global context and techniques to implement CAS, which directly helped me to develop this study in systematic manner. In this way all reviewed literatures provided me

Similarly, I got various ideas and knowledge regarding language assessment as well as perceptions and management of continuous assessment and the teachers perceptions towards continuous assessment from the study ; Narayan(2014), Shrestha (2014), Neupane (2015), Kadel (2015), Sapkota (2016), Khadka (2017), Khanal (2017), K. C. (2011) . In the same way I also got related knowledge regarding collecting the necessary information, theoretical framework ways of analyzing and interpreting the data as well. It also provides knowledge regarding methodology and data collection procedures and proper strategies for the data collection as well. Clear ideas about research frame, design, and way of analysis and interpretation of data.

## Conceptual Framework

I was design conceptual model before designing real things. It is related to the mental image or concept which is in our imagination. Here, conceptual framework refers to the concepts which are existing in the mind regarding research which is existing as a model or as a mental image in our mind. The conceptual framework was represented, either graphically or narrative form, of the main concept or variable and the relationship of the in dependent various with dependent variable.



### **Chapter III**

#### **Method and Procedures**

This chapter deals with methodology which I used in the study. This chapter includes design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

#### **Design of the Study**

There are many research designs for carrying out the research. The research design is based on the topic, selected objectives to be met and problems to be addressed. I conducted my research design as descriptive survey type. It means that, I adopted survey research design to complete this study. Survey research design is generally used to represent large number of population. In my research I include number of informants. So, I adopted the survey research design under qualitative research approach to complete my study.

Survey research design is most commonly used research design which is very much useful for making the research valid, accurate and economic. In survey research design data are collected through questionnaire, attendance rate and test scores. Different scholars and researchers defined survey research design from different perspectives. Kerlinger (1986): "Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables". From the above given definition, we came to know that survey research design has the wide coverage for attaining the systematic and valid objectives and also this design is very much effective for generalizing the findings in accurate manner. The main aim of the survey research is to find out the opinion, facts and ideas regarding certain issues and educational program. It is the most popular design for the researcher in social science. The main purpose of the survey research is to carry out the investigation in a practical way and in a fixed, accurate and systematic manner.

## **Population Sample and Sampling Strategy**

The population of this study will be the 16 basic level English teachers from 16 schools and 1 teacher selected from each school where continuous assessment system has been implementing. For this study basic level English teachers will be selected from public schools of Parbat district by using non random purposive sampling procedure. When I visited the selected schools to collect data I came to know that only 8 schools have been practicing CAS. However 8 schools of the same rural municipality practicing began CAS yet.

## **Research Tools**

For the collection of the data, I administered in-depth interview on the basis of interview guideline.

## **Sources of Data**

Both the primary and secondary sources adopted for the collection of the required information for this study. The primary sources were used to get the information of motivation factors and experiences of students in learning English language whereas Secondary sources were used in forming the theoretical part of the research.

**Primary Sources.** The primary data will collect from the English language teachers who have been teaching at the basic level in the Paiyun Rural Municipality Parbat.

**Secondary Sources.** In order to complete the study, various books, journals, thesis, and articles and visit some related websites will be used as a secondary source of data to collect more information.

## **Data Collection Procedures**

A researcher should follow the certain and systematic procedures while Collecting data. So, a stepwise procedure was followed for collecting data. Initially, I would prepare interview schedule. Then, I would visited selected schools and ask the permission to administration to carry out the research, explaining the purposes of my

study. After that, I was established a good rapport with the selected respondent teachers by the informal conversation and I would take interview based on the questions and record the data. Then, I was transcribing the recorded data.

### **Data Analysis and Interpretation Procedures**

After the collecting required data, systematically collected data would be Analyzed and interpreted descriptively by using thematic analysis. In this procedure, I would begin a detailed analysis with a coding process. Likewise, I would develop themes by incorporating data directly addressing my research questions, and also I would develop sub themes and sub- themes will also be analyzed and interpreted quantitatively.

### **Ethical Considerations**

Ethical consideration is one of the main aspects of the research. In the words of Cavan (1977, as cited in Cohen, Manion & Morrison, p.58), ethical consideration is, “a matter of principled sensitivity to the rights of others, and that ‘while truth is good, respect for human dignity is better’”. Researcher should be sensitive in the context of privacy of participant, inform consent & manipulation of data by him/herself. We know that, sensitivity is the main principle in ethical consideration of any kind of research activity. Regarding the ethical consideration at first, I will provide the participants with the statement and inform them about the study. Then, I collected required data through interviews. All information collected about the individual kept confidential and anonyms through pseudonym T1, T2, T3.....T8.

## Chapter IV

### Results and Discussion

This section contains analysis and interpretation of the collected qualitative data. The data carried out through the in depth interview and their interview were coded with the themes and sub-themes and analyzed descriptively on the basis of my research questions.

I had started to collect information from my respondents through survey research design in qualitative approach that included their practices, experiences and impact regarding CAS in developing writing skills at basic level. On the basis of the respondents' teaching experiences, qualification and most importantly the richness of the information in their responses and readiness to participate in the research journey further, I selected one teacher from each school. The background and information of each teacher was elicited from the interview and their answer is presented in appendices- interpreted as follows:

#### **Teachers' Perception of CAS**

To find out the teachers' teacher perceptions of CAS in developing writing skills of basic level basically, I used guideline questions as a tool which are presented in appendices. More particularly, my concern was that, what are the basic level teacher's experiences and reflections about CAS to develop sub-skills like punctuation, spelling, grammar and organization skill in teaching writing. These reflections, which I found from the survey and interview, are analyzed in following themes:

**CAS helps to improve learners' writing skills.** CAS helps to improve of learners' writing skills which could be elicited from the experiences of T2 which intention is similar to other T3, T4, and T7 experiences. All teachers are positive but T6 are a little bit unsatisfied toward the use of CAS in writing classes. CAS with its other tools like class work, homework, self-correction and project work assess the students' momentary and real progress and helps the teachers as well as students to take remedial action. In this regard T2 said:

*I used to check the students' homework and class work regularly and point out students errors by red pen. From this students can get the real information about their writing development and go ahead with some improvements. Mostly I used Class work, homework, and observation which can play important roles to improve the learners' writing skills. From these tools, the students can develop their self-study habits which are directly linked to the development of learning skills. A portfolios also seen as an effective tool to develop learning ability by collecting good pieces of writing and creative work to keep a record of progress every time.*

Here the T2 has the experience of using class work and homework to assess the every progress regarding writing skills. According to his experiences, he used class work and homework to find out the real mistakes regarding writing and pointed using red pen. From this, the students themselves and teacher can get the real performance under many sub skills of the writing such as punctuation, grammar, and spelling and organization skills. The learners themselves can know where they are and where they are going to. The experiences shared by the T3 also carry the main ideas of this theme:

*From my experiences I found that CAS really good of learners' learning. It has tracked the learners in to right ways. Especially, in writing classes, tools like class work, homework, project work and self-correction have made the learners more serious and careful toward their own writing. From my feedbacks, they are getting golden opportunities to improve their writing skills.*

From these experiences, there is no doubt that CAS and its other tools like project work, self-correction and homework show the clear image of students' progress regarding writing and its others sub-skills like grammatical accuracy, organization and punctuation skill. In another hand, feedbacks from these tools directly help the learners to develop their writing skills on the basis of their previous performance. So these experiences tell that at basic level the practice of CAS and its tools mirrored the students writing abilities and help to go ahead with certain improvements. T 3 has the experience of breaking the system of paper pencil test by the CAS. Similarly, T4 asserts:

*According to my real experience, CAS has broken the paper pencil system of evaluation. It has brought varieties in assessment tools like portfolio, observation, self-correction, project work which present learners' actual performance of writing in every moments. Student feel free here than paper pencil test.*

These experiences signify that at present, old paper pencil test is substituted by the CAS and its others components like project work, observation and portfolio which help the teacher to assess the momentary progress of students' writing. Furthermore, Students can get clear information about their writing task, especially in which area, spelling, grammar, punctuation or organization, they need to be serious to develop mastery over these sub-skills. Similarly, T7 focus tools of the CAS play significant role to develop the writing abilities of students:

*According to my experiences and result of my students, to develop the learners' writing skill class work, homework and observation play significant role. From these tools the students can develop their material consulting and self-study habit which directly linked to the development of writing skill. Umm now day portfolio also seems effective tool to develop writing ability by collecting good pieces of writing and keeping record of writing progress in every time for further improvement.*

Here, T7 adds more experiences regarding CAS than previous respondents. From the practice of CAS and its other tools in writing class, she has the experience of development of material consulting and self-study habits in the part of learners. It means, the use of tools of CAS like observation, portfolio and project work in the writing class, makes the students more innovative, creative and autonomous for the writing. Moreover, as a new tool of CAS, portfolio helps the learners to collect information regarding writing and its sub-skills. In another hand portfolio record the momentary progress of students' writing skills for further improvement. All the experiences under this theme conclude that CAS and its tools like homework, class work, project work, self-correction, classroom participation and portfolio maintenance help the teacher to assess the students' progress about writing skills developed in the every moment. From this students can get the true experience of their progress and modify their writing strategies with proper improvements. So CAS helps to

understand the real condition of teaching and learning writing for both teachers and learners respectively. But here T6 have different perception. T6 argued:

*In my perception, CAS makes learners' lazy because they feel like pass if we don't study. Before Implementation of CAS student were too hardworking and putting effort in their studies but nowadays student are not interested in hardworking especially in lower level. So I have little bit dissatisfaction about implementation of CAS.*

Here T6 have different experiences about implementations of CAS. In his perception, CAS makes student lazy, they are not interested in hardworking. However, beside T6 experiences T2, T3, T4 and T7 has positive perceptions so they shows positive reflection about CAS for helps to improve learners' writing skills.

**CAS makes the teachers and learners very rigorous and up to date.** This theme was developed from the experiences by the teachers' interview about the use of CAS and its tools in developing sub skills of writing such as punctuation skill, grammatical accuracy, spelling skills and organization skill on the part of the learners which is very similar to other teachers' experiences. All of the experiences explore that developing organization skill is a little difficult through the CAS because of organize the writing task, learners have to pay serious attention and extra practice with the help of organized writing skills as a model. Use of CAS with its tools like class work, homework, project work, portfolio maintenance and observation no doubt help positively in developing sub-skills of teaching writing skills such as grammatical accuracy, spelling and punctuation skill. But to develop the organization skills on the part of the learners, CAS and these tools are not sufficient. In this regard, T1 says:

*I think teachers' need to update about new ideas and system. If so, learners also have ample exposure to practice and improve. If teacher have good knowledge they can give chance to self learning and talking about organizations of students' writings I have found that CAS is less useful because to organize the writing the students have higher skills and knowledge like coherence and cohesion which can be developed through the knowledge and learners own regular practice rather than homework and class work. Here most of the teacher feels difficult and student also.*

Here, the teacher found that as other sub skills of writing like punctuation and spelling skill, developing organization skill is less effective through the CAS and its tools like class work and homework because to organize the writing, learners have to good knowledge about other extra features of writing like coherence and cohesion. Another focus of the respondent is learners' regular practice from which they can get clear ideas about how to organize their writing in good form. Similarly, teacher also need to up to date for new ideas and system. Likewise, T2 presents:

*To develop the punctuation skill, I use self and peer correction. I immediately observe their writing and ask them to compare with their peers. I also provide some feedbacks about their punctuation mistakes and inspire them for self-correction. The case is similar to the spelling. Regarding the grammar, I assess their writing individually and point out their aspects to be improved and discuss as a whole in the class. Then I provide similar kind of homework for them and correct next day. Similarly, developing the organization skill through CAS in writing class is a little difficult than grammar and spelling. For this I observe every student's writing and present a sample piece of writing which is organized well. Then I ask them to correct their writing as sample. As I found, developing we call serious rigor.*

According to these presented experiences, CAS along with its tools is sufficient to develop the other sub-skills like, punctuation, spelling, grammatical accuracy and vocabulary. To develop the organization skill, the learners should have rigorous practices with the tools of CAS like class work, homework, and project work and portfolio maintenance. In above experiences, the teacher always inspires the learners for self and peer correction which help them to develop basic skills of writing such as spelling skill, punctuation skill and grammatical skill. Furthermore, the teacher uses the homework checking techniques to develop these sub skills of the writing except organization skill. Although, the respondent has experiences of using organized writing piece as a model with the tools of CAS to develop the organization skill, but later the teacher could not get any remarkable development regarding organization skill without learners' own regular practices and serious attention towards development of writing skill. Likewise, focusing teachers' serious guidance to develop organization skill, likewise, T8 shares:

*To develop the organization skill on the part of the learners in writing class using CAS is not easy task so I think both teacher and student both need to up to date and doing hard work. Through, the class work and homework it is not possible. It requires teacher's serious guidance with the many models of organized writings. So I check the students writing in detail discuss with them, ask them to compare their writing with models of writing and finally I provide them similar home as well as class task for further practice. From this I feel learners and teacher feels somehow difficulties.*

In these experiences, the teacher has experienced difficulty to develop the organization skill from the practice of CAS while teaching writing skill at basic level. In his experiences, class work and homework as tools of CAS are not sufficient to develop the organization skill on the part of the learners. He further includes that developing organization skill requires teacher's effective guidance along with the sufficient numbers of model pieces of writings in organized manner. In course of teaching writing, the teacher checks the students writing in detail, notices some mistakes regarding organization parts of writing, discusses in whole class, provides class tasks, and asks to the students to compare their writings with organized piece of writing. These all activities show the teachers' hard and further labor is necessary with the support of CAS to develop the organization skill on the part of the learners. Similarly T7 asserts;

*Ok. To develop the ability regarding grammar I provide the students class work/task, observe their written task and ask them to compare with correct piece of writing whether that is prepared by their friends or their teacher. From the regular practice, later they develop the ability regarding grammar while writing. Developing punctuation and spelling skill are similar with this activity. Ummm to develop the organization skill in writing class through the CAS, I observe every individual's writing deeply and suggest them to maintain coherence and cohesion. For the first time I myself write for the model and ask them to organize their writing as similar way. I have faced some difficulties to develop organization skill on the part of students from the CAS because it requires deep rigors from the learners but our students are less concern about it.*

According to the teacher experience, some basic sub-skills of writing like punctuation, spelling and grammatical ability can be developed easily from the practices of CAS and its tools like home task, observation and self and peer correction. But as the respondent experienced, developing organization skill is difficult than these basic skills. To develop the organization skill the respondent observes students' writing deeply, provides individual feedbacks about the maintenance of coherence and cohesion and also guides them with the help of sample model writing. From these, it is clear that to develop the organization skill on the part of the learners, the teacher should be more careful, laborious and has to pay serious attention to every individual. Furthermore, the respondent experienced that learners are very less concern toward organization part of their writing because of this teachers have to extra seriousness than only practices of CAS.

From the experiences analyzed under this theme, it is found that developing organization skill on the part of learners while teaching writing is not fully possible from the practices of CAS and its tools like homework and class work. Other basic skills except organization, like spelling, punctuation and grammatical ability are achievable from the practices of CAS and does not requires any remarkable extra attention and labor from both teachers and students. But it is difficult to develop the effective organization skill from the only use of CAS and its tools like observation; homework and class work because it requires more concern learners, their extra knowledge regarding organization skills like coherence and cohesion, and higher understanding power to compare their writing with the organized writing that is presented as model or sample. Similarly, from the side of teachers, they have to pay their serious attention to every student, provide model writing, and guide them in every steps of writing. So, In comparison to the other basic sub-skills of writing such as grammatical ability, punctuation and spelling skill, it is difficult to develop the effective organization skill on the part of learners from the use of CAS and its usual tools like home task and class work because it requires further extra seriousness, hard labor, and rigorous practice of both teachers and learners.

**Tools of CAS help for improvement of learners' writing skills.** Teacher's experiences show that varieties of tools are using for development of learners English writing skills. In course of interview, all teachers told me that they are using CAS in

teaching writing skill along with the varieties of tools, especially for the writing improvement. In this regard, T1 argues:

*I always focus particularly peer-correction which is the tool of CAS, while teaching writing. In course of teaching writing I regularly ask the students to compare their writing with their friends and tell them to correct each other's written text. Beside this, in regular assessment of students' writing progress, I collect their writing piece and keep them in their portfolio regularly and after a week I evaluate all tasks and provide feedback.*

Here, the teacher's practice of CAS is that, he regularly assesses the students' writing task using peer correction and portfolio maintenance which are major tools of CAS. To develop the writing skills like punctuation, spelling and organization the teacher practiced the tools of CAS like self-correction and portfolio maintenance. So, his main purpose of practicing CAS is to provide the feedbacks for the better development of writing skills using varieties of tool such as peer-correction, portfolio and self-correction. Similarly, T2 expressed that:

*On the basis of attendance, homework, class work, project work and classroom participation I have provided them 1, 2, or 3 ticks marks on the basis of their performance in writing and later I have categorized them in to three groups, A,B,C and it I think this is also effective....isn't it?*

According to their perception, he practiced the CAS with many tools like project work, class work and homework. For the better development of writing skills he kept the actual record of students' progress done in writing with the help of tick (√) and later she provides essential suggestions for the improvement. She also categorized her learners in to three groups on the basis of learners' performance in sub skills of writing like grammatical accuracy, spelling, and punctuation. So the teacher practices the CAS with many varieties of tools like attendance, homework, class work and project work to enable the learners in writing skills from the necessary feedbacks and guidance. Similarly, T3 uses CAS and its tools to develop the correct spelling and punctuation skill. T3 said:

*I give some class work about the writing and check some of the students' written task. On the basis of corrected task I ask the other students to correct*

*their mistakes regarding punctuation and spelling. Here I try to make them habit of correct punctuation and spelling skill through the classroom observation.*

Developing punctuation and spelling skill on the part of learners keep great value in teaching writing to the basic level students. So, T 3 use class work and classroom observation and checks immediately, correct students' mistakes regarding spelling and punctuation and habituate the students to write correct writings in term of spelling and pronunciation. Besidethis,T4 practices CAS and its tool to develop other sub-skills like grammatical and organization skill.

*To develop the ability regarding grammar I provide the students class work or task, observe their written task and ask them to compare with correct piece of writing whether that is prepared by their friends or their teacher. From the regular practice, later they develop the ability regarding grammar while writing. Ummmm..to develop the organization skill in writing class through the CAS,I observe every individual's writing deeply and suggest them to maintain coherence and cohesion. For the first time I myself write for the model and ask them to organize their writing as similar way.*

From these ideas, it is found that she practices class work, observation, and model writing as tools of CAS to develop organization and grammatical skill on the part of learners. From the practice of peer correction and class work she develops the grammatical ability in teaching writing. Similarly, to develop the organization skill, she cares every individual's task and provides model writing and inspires the students to maintain coherence and cohesion. So, the teacher mainly practices different types of the CAS tools such as peer-correction, class task, home task, observation, and self-correction on the basis of the model writings that presented the teacher or students themselves which help them to perform different types of writing skills such as grammatical correctness, organization and Punctuation.

Finally, from the all teacher's perceptions it is found that CAS is practiced with many tools or forms of CAS like class work, homework, self-correction, classroom participation and project work in developing many sub skills of writing such as punctuation, spelling, grammatical and organization on the part of learners.

Here, their main intention of practicing CAS and its tools is to improve and develop the learner's writing ability.

**Class work and homework trigger aids to develop writing skills.** This theme is derived from the teacher's interview. In course of interview, all teachers told me that Class work and homework trigger aids to develop writing skills. In this regard T2 articulated:

*umm according to my experiences and result of my students, to develop the learners' writing skill class work, homework and observation play significant role. From these tools the students can develop their material consulting and self-study habit which directly linked to the development of writing skill.*

This ideas shows that class work and homework play significant role for developing writing skills. Here T2 argue that to develop the learners' writing skill class work, homework and observation play significant role. From these tools the student can develop their materials so it improve self study habit which is best way to developing writing skills. Similarly, T3 share same reflection about class work and home work. T3 argues that,

*To develop the ability of punctuation in writing class homework and class work play determinant role. I use to check the students' homework and class work regularly and point out students errors by red pen. From this students can get the real information about their writing development and go ahead with some improvement. Later I found less mistakes regarding punctuation in the students' writings. In the case of organization of students' writings I have found that CAS is less useful because to organize the writing the students have higher skill and knowledge like coherence and cohesion which can be developed through the knowledge and learners own regular practice than homework and class work.*

Here T3 share class work and home work play determine role for developing writing skills. He said, he used to check students' homework and class work regularly and point out students errors by red pen. From this students can get the real information about their writing development and go ahead with some improvement which can be developed through the knowledge and learners own regular practice

than homework and class work. Likewise, T4 also had same perception about class work and homework. She said:

*Umm.. From the past there is trend of giving writing homework and class work. Homework directly refers to written task in our context. I am also giving written homework regularly. From that what I found is most of the students did their homework but they become less concern to improve their writing. When I provide them feedback after correcting their homework, gradually they improve their writing task as homework. Regarding class work, it was more effective than homework, because students can get immediate feedbacks from the teachers and their friends and correct their writing effectively. So, homework and class work are not hard to practice because we all are practicing them from our forefather's time. (Laugh).*

Here, she shares about using class work and homework as a tools of CAS. She actually said that, she give homework regularly from that she found most of her student did homework. When she provides feedback after correcting their homework, gradually they improve their writing task as homework. Furthermore, she adds and share about class work. Regarding class work, it is more effective than homework, because students can get immediate feedbacks from the teachers and their friends and correct their writing effectively. From her reflection it concludes that Class work and homework trigger aids to develop writing skills. Accordingly, T5 also had same experiences about class work and homework. He said:

*In my writing class I regularly use homework and class work as major tools of CAS. Though, these are known as old tools of assessment. But my experience told that from the practice of homework and class work we can really make our students more competent in writing because students try to be creative, autonomous, self-reliant and innovative while doing homework and class work. So I found homework and class work as a tools of CAS, are very effective in developing writing skills of basic level's students in comparison to others.*

Here teacher mainly focus regularly use homework and class work as major tools of CAS. Though, these are known as old tools of assessment. But in his experience

told that from the practice of homework and class work we can really make our students more competent in writing because students try to be creative, autonomous, self-reliant and innovative while doing homework and class work. So I found homework and class work as a tools of CAS, are very effective in developing writing skills of basic level's students in comparison to others. Similarly T6 share:

*Um class work, homework, observation, self-correction and classroom participation were the common tools of CAS that w were all practicing regularly whether it is writing class or any others.*

Here T6 had also same perception about class work and homework. He shared class work , homework, observation, self-correction and classroom participation are the common tools of CAS that we all are practicing regularly whether it is writing class or any others. Likewise T7said:

*and beside this, on the basis of attendance, homework, class work, project work and classroom participation I have provided them 1, 2, or 3 ticks on the basis of their performance in writing and later I have categorized them in to three groups, Ka, Kha and Ga. Anyway, I mostly used class work and homework because it is easy and effective for developing writing skills and students also feel easy so it has good impact.*

Hare T7 share about her experiences about classwork and homework. She focuses class work and homework and evaluated from these tools. She said she mostly used class work and homework because it is easy and effective for developing writing skills and students also feel easy so it has good impact. It means that,Class work and homework trigger aids to develop writing skills.

To conclude, from the above analysis, it is clear that most of the teachers practice limited forms or tools of CAS such as homework and class work in developing sub-skills of writing like punctuation, spelling, grammar, content coverage and organization. All teachers practiced homework and class work regularly as the tools of CAS to develop the writing skills along with its sub-skills like grammatical accuracy, organization. Only one teacher used active classroom participation to assess the students' writing abilities. Some teacher added self and peer-correction techniques to develop the soft skills of writing like punctuation and spelling. Among the eight

interviews of teachers, some teacher practiced the portfolio to record the students' momentary progress regarding the writing. In this way, from this analysis it is generalized that Class work and homework trigger aids to develop writing skills. It means that, class work and homework are most and regularly practiced tools of CAS and portfolio maintenance is less practiced tool in teaching writing.

**Challenging to maintain portfolio of the student in CAS.** This theme is developed from the analysis of teachers' experiences. Some similar experiences about the maintenance of students' portfolio while teaching writing at basic level, they have experienced that portfolio maintenance is extra burden for the teachers and requires other many supplementary resources such as files, papers and forms which the teachers cannot manage themselves. But some has different experience than other. She shares her experiences that, yet she has not faced any problems regarding portfolio maintenance of students' writing. Furthermore, she blamed the other teachers who are not really eager to practice the portfolio. In this regard, T3 says:

*Listen! Maintaining students' portfolio is itself very challenging for the teacher. Furthermore, collecting students' information regarding writing skills the teachers have to manage each portfolio for an individual with in the limited time of 45 minutes. I use to maintain the portfolio in my leisure time. Beside this there is another challenge that I found is what types of students' writing progress we can include in the portfolio. So, are the all writing tasks are essential to record in the portfolio is burning challenge for me.*

Here, the teacher experienced that maintenance of learners' individual portfolio is very difficult because of limited time provided to the teacher. He has realized that the time of 45 minutes are not suitable to record all information of the students regarding writing tasks. So, according to his experiences he has maintained the portfolio in his leisure time. Similarly the teacher is experiencing another difficulty that is which type of writing information is suitable to record in the portfolio. In his experience, are all writing tasks of the learners fit in the portfolio or only model writing, is the matter of great problem. So, maintaining portfolio of

students writing at basic level is a little difficult for him. Similarly, T5 shared his experiences:

*In my school, the portfolio is maintained for every student up to the grade seven. I need not to maintain myself. While talking about writing, I use to select a good piece of writing to keep in the portfolio for the assessment. Students always try to write best writing because best writings are only allowed to keep in the portfolio for the assessment. For that I guide the students, engage them in the group task, and practice them through class and homework. Finally, I suggest them again on the basis of writings i.e., kept in portfolio. But sometimes I have faced problem of what kinds of writing keep in the portfolio and how assess them truly.*

In his experiences, he motivates the learners to maintain their portfolio themselves by writing excellent and model writings to record in portfolio. He has established a trend of recording only good writings in the portfolio that is why students try to develop better writing skills which will be recorded in their portfolio. Furthermore, he engages and practices the learners in writing tasks with the proper guidance, from that they develop writing skills with certain improvements. Finally, he also provides feedbacks on the basis of their recorded writing in the portfolio to develop every sub skills of writing like organization, spelling skill and grammatical accuracy. Beside this, according to his experiences, he is not far from the problems regarding portfolio maintenance of learners writing. He has great confusion that which types, only better, all or average writings can be included in the portfolio. Likewise, T6 argues fresh experiences:

*There are so many difficulties to maintain portfolio individually. As I faced, organizing students' individual portfolio to capture the every events of students regarding writing task is more challenge because it is totally different than other tools like homework. One day I was attaching students' written piece for the evaluation. I had planned to provide individual feedbacks about their writing. But time did not support me. I spent full one period to keep the students' writing in their portfolio. In this way, managing individual portfolio is challenging because of limited time bound.*

Here, the teacher has bitter experiences about maintaining students' portfolio in course of teaching writing skill. She has faced the problem of time management while organizing the students' writing in their portfolio. In comparison to the other tools of CAS like homework and class work, portfolio is really difficult for the teacher because it requires extra time and labor from the teachers' side. As he said, he had lost a full period in only keeping the written tasks in their portfolio without any feedbacks what he had planned before. But the experiences T4 are different than others.

*I have maintained the portfolios of the students. I did not see any hard and difficulties to maintain the students' portfolio of writing task. We need not made separate portfolio for the writing but we can only add writing tasks of the learners in the same portfolio that is already made. The great thing is that teacher's inner desire to make portfolio. So, in my case I have not experienced any challenges.*

According to these different experiences regarding portfolio maintenance of students' writing, she has not any experience regarding difficulties of portfolio. As she shared there is no need to manage separate portfolio of students' writing but teachers can use the portfolio that is already maintained in the school. Furthermore, she argued that if the teachers really want to implement the portfolio in writing class from their inner heart, it is not impossible to maintain it. So, to maintain the portfolio of students' writing, the teachers should be rigorous and interested. The main challenge is lack of teachers' unwillingness otherwise it is very possible. Incorporating these all experiences of four respondents regarding portfolio maintenance in writing class, it is found that there are many limitations like lack of time, lack of teachers' skills, inadequate administrative support and teachers' less concern which have made the task of portfolio maintenance difficult and problematic than other tools like project work, class work and self-correction. Beside this, if the teacher is fully motivated and inspired to maintain the portfolio, he/she can solve these limitations easily. So, portfolio organization, as a tool of CAS in teaching writing, no doubt has some difficulties like lack of resources, inadequate time for teacher and teachers' less practice in extra time which can be solved by the teachers' willingness and positive attitude of practicing portfolio in writing class.

**Positive aspects of CAS in developing writing skill.** This theme is generated on the basis of teachers “experiences regarding how their students are feeling after their practices of CAS and its tools like project work, class work, classroom participation and homework in teaching writing skill. All teachers argue that students are full of motivated, inspired and autonomous to learn the writing skills such as organization, punctuation skill, and grammatical accuracy with the tools of CAS. I have asked the all respondents that how their learners are reacting and realizing after the use of CAS in the process of learning writing skill. All teachers had shared their experiences differently but I have found most of the similarities in their narratives. So, these similarities of teachers’ experiences regarding CAS and its effects on the part of learners are analyzed under this separate theme. Focusing the positive effects of maintaining students’ portfolio on the part of learners in teaching writing, T3 said:

*Really speaking, students are very curious, interesting and enthusiastic with the CAS and its other tools. In my writing class, students always request me to organize project work, group work, and class work. One day a student of grades even had requested me to keep his essay in the portfolio. When I kept his essay in his own portfolio he felt happy and came next day with more fear and excellent hand writing than before. In this way CAS really helps to develop students earning but we teacher are being a little lazy. (Great laugh)*

Here in his class students always demand varieties of tools of CAS like project work, class work, and portfolio maintenance. While using these tools in the writing class, the respondent is experienced that learners are full of enthusiastic and motivated to develop their writing abilities. He has further experiences of students’ better progress in their writing task. When the respondent recorded the writing piece of grades even students in portfolio, he found the students doing more progress than past because they are motivated and hearty eager to engage in class work and homework. Similarly, comparing summative assessment and CAS, T2 shares:

*In my experiences, students are feeling very happy with the CAS and its other means or tools. In my writing classes, I found there great competition to make excellent writing because bad writing was not kept or decorated in their portfolio. On day I had felt physically uneasy but all students of grade seven compelled me to take class test of essay writing because in last class I had*

*declared that the winner of class test will get prize and his/her essay will be published in school journal. In this way, students are fully motivated, inspired and self-oriented from the CAS than summative assessment like final examination.*

These experiences also tell that, learners never feel bore and hesitations with the CAS. According to the respondent, students themselves learn the writing skills; teachers have to only guide them. In spite of the respondent's unhealthiness, students forced her to take the class test which proved that learners are self-oriented toward CAS and its tools to learn writing. From the final words of the respondent, it is found that summative assessment like final exam are not able to motivate the learners toward writing but CAS and its other tools like class test, homework and self-correction draw the students' attention and habituate to practice more writing activities along with these tools with motivated spirit. Likewise, T5 has the experience of accurate, organized and excellent writing after the use of CAS and its tools:

*As I found from the final and terminal examination students were frightening. But when I provide them group work, project work, self-correction task, home work and class work, except some lazy students, most of the learners feel relax and engage in writing activities to develop their writing skill. After assessment, when I provide them feedback they encourage themselves and makes their writing more accurate, organized and excellent.*

Here the teacher experienced that, learners take part in the writing task without any hesitations with many tools of CAS such as group work, pair work, self-correction and homework. He has experienced that except few lazy students, all students feel full of enjoyment while involving in writing tasks. He further has the experience of positive effects of feedbacks given to the learners after the regular assessment of their writing tasks. So, in his experience, from the use of CAS and its tools, student's develop their writing in organized form, accurate grammatical structures and attractive layout. Similarly, T6 said the same experiences:

*I already told you that CAS brings varieties in the learning as well as teaching writing. In my experiences, students express their fear toward paper pencil written test. But when I involve them different project tasks like preparing*

*greeting card invitation card and letter, they really feel happy, start to talk with friends, become curious to ask the questions to me and motivate toward further progress.*

Most of the experiences shared by the respondent 4 are similar to the previous experiences narrated by other three respondents. As she narrated, in her experiences, CAS brings varieties in learning and assessment system. When she engaged her learners in different tasks like preparing greeting cards, invitation letter and other writing pieces at that time learners felt very curious and take part in the writing task more actively which helps to produce the best result regarding writing performance. Advantage of continuous assessment is that it can help to develop writing skills. Writing is an important skill that is often neglected in traditional assessment systems. With continuous assessment, however, students are required to write regularly in order to demonstrate their understanding of course material. This can help to improve their writing skills over time, as well as provide teachers with an opportunity to provide feedback and guidance on their writing. Despite the advantages of continuous assessment, there are also some potential drawbacks. For example, continuous assessment can be time-consuming for both students and teachers. Students may feel overwhelmed by the amount of work they are required to do, while teachers may find it difficult to keep up with the assessment of all their students. In addition, continuous assessment can be difficult to grade objectively, as teachers may be influenced by their own biases or preconceived notions of a student's performance.

Overall, continuous assessment systems can be beneficial for both students and teachers, but there are some potential drawbacks that should be considered. Continuous assessment can provide a more accurate assessment of student progress over time, as well as help to develop writing skills. However, it can also be time-consuming and difficult to grade objectively, and can have an impact on teachers' perceptions of student performance. Ultimately, the decision of whether or not to use continuous assessment should be made on a case-by-case basis, taking into account both the advantages and disadvantages.

In this way, from these all experiences shared their reflection. From here we can say that teachers it is found that students really feel the enjoyment with the practices of CAS in learning writing skills. Most of the experiences show that, from

the annual paper pencil summative test, students felt a kind of fear but engaging in the tasks of CAS like project work, class work, homework, portfolio maintenance and group work in course of developing writing skill, learners seem autonomous, interested, self-oriented and motivated.

## **Chapter V**

### **Findings, Conclusion and Recommendations**

In this chapter, I have presented the conclusion and recommendation of the study on the basis of presentation, analysis, interpretation of collected data and drawn findings. Likewise, I have recommended some pedagogical implications for the practice level and also suggested some applications for the policy level and further research area.

#### **Findings**

On the basis of analysis of data and interpretation of the result from the teachers' interview. I have drawn findings of my research.

#### **Summary of findings regarding teachers' perceptions of CAS in developing writing skills**

1. From the teacher's interview, I have found that these eight teachers are practicing CAS and its tools like class work home work, and project work as a major evaluative teaching task.
2. Teachers are practicing tools like class test, project work and self- correction to develop the sub skills of writing such as grammatical accuracy, punctuation and spelling and organization skill on the part of learners.
3. In the case of teachers' perceptions, T1, T2, T3, T4 and T8 said, CAS is very good so it improve students' writing skills. So they are satisfied. But T5 argue, CAS is extra burden, very much challenges and T6 has different perception, he said, student feel lazy. It means that, he is little bit unsatisfied.

#### **Summary of findings regarding teachers' reflections of CAS in developing writing skills is presented below:**

1. CAS is positive aspects to developing writing skills. It means that it has positive impact on developing writing skills.
2. In the case of teachers' reflections, T1, T2, T3, T4, T7 and T8 said, CAS is very good system so it improve students' writing skills. It means that it has good impact for developing writing skills. But T5 argue, CAS is extra burden,

very much challenges and T6 has different reflection, he said, student feel lazy. It means that, he is little bit unsatisfied with this system.

## **Conclusions**

The major concern of my study was to find out the perceptions, reflection of basic level teachers in developing writing skills on the part of the learners through the CAS. This research study was also focused to suggest some pedagogical implications on the basis of findings. So, on the basis of the analysis and interpretation of the result I have presented my whole study from these following chapter wise conclusions.

The first chapter of this study deals with the contextual descriptions and background information of English language testing, especially in the context of government school of Nepal. Furthermore, the problems regarding CAS are presented more practically. Under the heading of the objectives of the study, mainly three objectives are presented. One is to explore the perceptions of English teacher in developing writing skills and another is to find out their reflection on the impact of CAS in developing writing skills. It means that, to find out the teachers' reflection in developing basic skills of writing like grammar, organization, spelling and punctuation through the CAS.

Likewise, another objective of this study was to suggest some pedagogical implications on the basis of the findings. Beside objectives, research questions on the basis of objectives, delimitation of the study and operational definition of the key terms are presented under this chapter to make the research more systematic and effective.

The second chapter, review of related literatures and conceptual framework covers the theoretical ideas regarding the CAS and assessment within several sub topics. I have reviewed many theoretical literatures like books and publications and empirical literatures like article and thesis. From that I have got lot of ideas to frame my research study. More particularly, I got several ideas regarding designs, methodology, population, tools and procedures of data analysis from the theoretical and empirical review of the literatures. Under this chapter I have also presented a conceptual framework of my research study, which helped me to conceptualize my research with in frame.

The third chapter, methodology of the study deals with the design, population, sampling data collection procedures, study area and procedures of data analysis and interpretation. As a survey research design, I took teacher's interview as main tools of data collection, In developing writing skills on basic level students' through the CAS. As population of the study, I have taken basic level English teachers and as sampling population I took 8 English teachers teaching eight different government schools of basic level using purposive sampling procedures. For the authenticity of my study, I have also included some ethical considerations under this same section.

The fourth chapter, analysis and interpretation of the result, covers the description and analysis of teacher interview after the coding and decoding in the form of themes and sub themes. I have analyzed and interpreted the teacher interview in three sub sections, teacher's experiences and reflections of CAS in developing writing skill of basic level. Under the teachers' practices of using CAS in developing sub skills of writing like punctuation, grammar and spelling. It is found that CAS is practiced as a major evaluative teaching task in teaching writing skill at basic level. Similarly basic level teachers are practicing the CAS as an umbrella term which has include other range of tools like portfolio, project work, homework, self- correction and peer correction in the process of developing writing skill on the part of basic level learners. Finally, it is found that most of the basic level teachers are practicing homework and class work as tools of CAS most frequently while teaching writing skill and its other sub skills.

In the same section, I have also analyzed themes as findings of teachers' experiences of using CAS in developing writing skills. The teachers' experiences of using CAS that I have found are continuous assessment system helps to improve to learners' in developing writing skills, CAS makes the teachers' very rigorous and up to date, portfolio maintenance as a tools of CAS is a little difficult than other tools like homework and class work checking in course of developing writing skills of the learners, inspired, self-oriented, motivated and interested learners to learn writing skills with the tools of CAS and developing organization skills on the part of the learners is difficult through the CAS.

According to my first objective 'to explore the perceptions of English teacher in developing writing skills, I found teachers' attitudes, perceptions and experiences

was positive in the sense that they said CAS help to improve learners' writing skills. Similarly according to my another objective 'to find out there reflections on the impact of CAS in writing skills, I found that CAS makes the teacher and learners both feel very rigorous and need to up to date. Because of teacher must have good knowledge about how to developing writing skills and sub skills through new idea and system and learners also need to be hard working.

As major findings of the teachers' reflections of continuous assessment system in developing writing skills at the basic level I have included themes which are lack of resources, materials and proper supports, unbearable work load and limited time for the teachers and lack of CAS training for the basic level teachers from the responsible agencies like DEO and Resource Center. Finally, I have summarized the major findings of the study on the basis of objectives of the study.

From the teachers' perceptions and reflections, I conclude that CAS is helpful to developing writing skills. CAS tools like class work, homework, observations, project work is give learners' ample opportunity to practice but maintenance individual Finally, at the end of this section I have analyzed teachers' ideas regarding their experiences, perceptions and reflections of using CAS in teaching writing skill in term of themes is positive impact portfolio is difficult for teacher.

Continuous assessment can also be a powerful motivator for students. By receiving regular feedback on their writing, students on their writing, students can see their progress over time, which can encourage them to continue working on their writing skills. Additionally, continuous assessment can provide students with a sense of accomplishment, which can further motivate them to continue developing their writing. From the above summary and findings we can conclude that, Continuous assessment system is positive aspects to developing writing skills. Similarly the tools of CAS help for developing writing skills. It means that it has positive impact in developing writing skills through teacher feel difficult to make CAS tools and use it in limited time. I found that, teachers' reflection was positive and CAS influence positively impact in developing writing skills. Here teacher and learners both need to up to date and give extra effort for improving writing skills as well as learning achievement.

The fifth and last chapter of this study includes conclusions and recommendations of the study. Regarding conclusion of the study, I have concluded all five chapters with major highlights of the study. Similarly, under this same chapter I have recommended some implications in to separate three headings, policy, and practice level and further research area.

### **Recommendation**

Being based on the findings drawn from the analysis and interpretation of the teachers' interviews, I have summarized and concluded my research study. On the basis of these conclusion and summary I have recommended the major implications of the study in to following three different sub-headings:

**Policy related.** Policy is the government's action to formulate the rules, systems and regulations regarding the CAS in the field of the teaching and testing. Rules and regulations from the government help to systematize the every activity regarding testing and teaching fields. The policy makers of the Nepal will get help and ideas to formulate the policies related to the CAS from the following implications.

- i. Every government schools should manage resources, materials and infrastructures for the effective and systematic use of CAS in the teaching and learning fields.
- ii. The assessment system in the government schools should be process oriented rather than product. CAS and its tools like class work, homework, project work, self-correction and classroom participation should be used in course of teaching rather than final examinations.
- iii. There should be the system of monitoring and supervision of the teachers from the responsible persons like RP, Head Teacher and trainers with the full of supportive intentions.
- iv. Some fixed extra time should be allocated to the basic level teachers to prepare and manage the tools of CAs like portfolio maintenance.
- v. Training agencies like Resource Center, DEO, Training hubs and Leader Resource Center should conduct CAS training to the teachers with the coordination of Department of Education and Ministry of Education

**Practice related.** The major implications from the findings of this study in practical or day to day life are recommended under this practice related fields. The useful findings analyzed in this study are related to the practical field of teaching and testing through the implementation of the CAS. So, for the effective and proper utilization of this study, textbook writer, language teacher, curriculum designers, test setters, materials procedures, trainers, supervisors, students and parents will be benefitted. Some major practical implications are:

- I. Effective use of CAS helps to reduce the teachers' work load in the school.
- II. CAS creates varieties in the classroom along with the range of tools like project work, class work, self-correction and portfolio maintenance. From it students take part in the learning tasks more actively.
- III. Effective use of CAS requires proper support from the responsible persons like Head Teacher, Resource Person, parents and trainers. So, it is essential to provide the proper guidance and help to the teachers for the successful use of CAS.
- IV. CAS is very effective for the remedial teaching for the less competent students to improve their learning. So, teaching should be formative or continuous assessment oriented rather than paper pencil test oriented

**Further research related.** Findings drawn from the analysis and interpretation of result of this study are also helpful to the persons those who want to conduct their research in the similar area or topic in coming days. I am hopeful that this my research study will be a major base for the further researchers. They will be benefitted by the following matters:

- i. This study is only limited to the reflection, experiences and impact of CAS teachers in developing writing skills at basic level. Furthermore, other levels, skills and aspects of language teaching can be investigated in the field and area of CAS.
- ii. This study is based on the survey research design, a qualitative research design. So, researcher will get strong support regarding methodology, interpretation procedures and thematic analysis who wanted to carry out the survey research.

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## **Appendices**

### **Appendix – I**

Dear Sir/Madam

The questionnaire has been prepared to explore ‘Teachers’ Perceptions of Continuous Assessment System in developing writing skills’. This research work is being carried under the supervision of **Dr.Purna Bahadur Kadel**. Your cooperation in responding the questionnaire and your response will have a great value to accomplish my research. I appreciate your perception and assure you that your response will be completely anonymous. Please, feel free to put your response as required by that the response made by you will be used only for the present study and will remain confidential.

Research practitioner

Parbati Acharya

Questionnaire

Date:

Name:

Name of the school:

Gender:

Teaching experience:.....years

Please give a short answer of these following questions regarding your experiences about Continuous Assessment System (CAS).

1. ZWhat is yours experiences about CAS?

Answer.....  
.....

2. What are the main problems you face while implementing CAS in developing writing skills?

Answer.....  
.....

3. Do you implement all the assessment tools suggested by CDC? How?

Answer.....  
.....

4. Do you think CAS is burden for the teachers of community schools? Why?

Answer.....  
.....

5. Do you think CAS provides an opportunity to improve the students' performance? How?

Answer.....  
.....

7. What should be done to improve the current implementation of continuous assessment in developing writing skills?

Answer.....  
.....

8. How does CAS provide an opportunity to improve the students writing skills?

.....

9. What should be done to improve the current implementation of continuous assent in teaching and learning English?

.....  
.....

10. What are the experiences about the impact of CAS in organization, punctuation, spelling and grammar process in developing writing skills?

.....  
.....

11. How can tools of CAS like portfolio, classroom participation, observation and homework help to develop the writing skill of basic level students?

.....  
.....

12. How the students are reacting about CAS and feedbacks given in their writing class?

.....  
.....

13. What differences are you getting between summative assessment and continuous assessment regarding basic level students' writing skills?

## Appendix II

### Name of the Schools and Teachers

| S.N | Name of Schools                                     | Practicing CAS |
|-----|---|----------------|
| 1.  | Shree Janasewa Sanskrit Secondary School,<br>Hatiya | Yes            |
| 2.  | Shree Bal Jyoti Primary School, Saurikot            | Yes            |
| 3.  | Kyamune Bhanjyang Secondary School,                 | Yes            |
| 4.  | Palustan Secondary School,                          | Yes            |
| 5.  | Janata Secondary School,                            | Yes            |
| 6.  | Taklak Secondary School,                            | Yes            |
| 7.  | Shree Janata Secondary School                       | Yes            |
| 8.  | Shree Janapriya Basic School                        | Yes            |

**Appendix III**  
**Teacher's information**

| <b>S.N</b> | <b>Teacher</b> | <b>Gender</b> | <b>Qualification</b>     | <b>Teaching experiences</b> | <b>CAS training</b>                 |
|------------|----------------|---------------|--------------------------|-----------------------------|-------------------------------------|
| 1.         | T1             | Male          | B.ED                     | 9 years                     | TPD                                 |
| 2.         | T2             | Male          | B.ED                     | 7 years                     | Only TPD                            |
| 3.         | T3             | Male          | I.AD                     | 25 years                    | Only 2 days orientation training    |
| 4.         | T4             | Female        | B.ED                     | 16 years                    | Only 2 days orientation training    |
| 5.         | T5             | Male          | B.ED                     | 7 years                     | TPD                                 |
| 6.         | T6             | Male          | M. Ed English            | 7 years                     | Curriculum dissemination (1-3) 2077 |
| 7.         | T7             | Female        | M. Ed English<br>Running | 3 years                     | NO                                  |
| 8.         | T8             | Female        | M. Ed<br>EnglishRunning  | 3 years                     | NO                                  |

## Appendix IV

### Interview 1

(It is taken in Nepali language and translates in English.)

Me : Good morning sir.

T: Morning Madam.

Me :It's me Parbati Acharya .you know, I am going to take your interview for my research study about CAS, hope you support.

T: Isn't it difficult?

Me : No sir, I keep secret your name and your schools name.

T: Ok

Me : Which subject do you teach?

T: English and grammar in basic level.

Me :Do you know about CAS?

T: I know I know, let's start what do you want to know? Ask me.

Me : Which language do you prefer?

T: In my opinion Nepali is more comfortable.

Me : Ok. CAS is implemented in your school?

T: Yes why not.

Me :When did your school start to apply it?

T: It's been 8/9 years.

Me : What is yours experiences about it?

T: It is good in the sense that it helps improving student's learning. I teach English, I find it very useful.

Me :Do you think CAS provides an opportunity to improve the students' performance? How?

T: Yes like that, because from these 8/9 years experiences I found it is really good. If you ask me how, it provides true picture of learning it also tracked the student in the right ways. Especially, in writing classes, tools like class work, homework, project work and self-correction have made the learners more serious and careful toward their own writing. From my feedbacks, they are getting golden opportunities to improve their writing skills.

Me: How does CAS provide an opportunity to improve writing skills?

T: I always check the students' homework and class work regularly and find out students' mistakes. From this, students can get real information about their performance in learning activities.

Me : what is your experiences about CAS tools?

T: I always focus particularly peer-correction which is the tool of CAS, while teaching writing. In course of teaching writing I regularly ask the students to compare their writing with their friends and tell them to correct each other's written text. Beside this, in regular assessment of students' writing progress, I collect their writing piece and keep them in their portfolio regularly and after a week I evaluate all tasks and provide feedback.

Me : it means it is helpful?

T: We know that, CAS has broken the paper-pencil test of the evaluation system in Nepal. It has brought different assessment tools like portfolio, observation, self-correction, and project work which help to present learners' actual performance in learning activities every time. Class work, homework, and observation can play important roles to improve the learners' performance. From these tools, the students can develop their self-study habits which are directly linked to the development of learning skills. A portfolio is also seen as an effective tool to develop learning ability by collecting good pieces of writing and creative work to keep a record of progress every time.

Me : How do you feel about CAS and its tools , what do you think ? Is it easy or difficult?

T: There are many challenges to make proper use of the means and materials or you can simply call it the tools of CAS in our school. Sometimes when we ask for paper and record files and other essential materials to maintain the portfolio of the students, the school administration does not provide that materials in time and those are difficult to manage ourselves.

Me :Do you think CAS is burden for the teachers of community schools? Why?

T: Yes, little bit. Poor infrastructure is a problem for the teacher. In our school, there are no proper racks to manage the students' portfolios, which are the main challenge to implement CAS. Poor infrastructures are being a challenge to implement CAS. In my school, there are not sufficient rooms, desks and benches, and we cannot imagine adding other extra rooms and racks for the CAS. It is not possible for us to afford it.

Me :How does CAS provide an opportunity to improve students writing skills?

T1:I think teachers' need to up to date about new ideas and system. If so, learners also have ample exposure to practice and improve. If teacher have good knowledge they can give chance to self learning and talking about organizations of students' writings I have found that CAS is less useful because to organize the writing the students have higher skills and knowledge like coherence and cohesion which can be developed through the knowledge and learners own regular practice rather than homework and class work. Here most of the student feels that is very problematic and difficult.

Me :How it is develop the ability regarding grammar in English writing?

T: To develop the ability regarding grammar I provide the students class work or task, observe their written task and ask them to compare with correct piece of writing whether that is prepared by their friends or their teacher. From the regular practice, later they develop the ability regarding grammar while writing. Developing punctuation and spelling skill are similar with this activity.

Me: did you feel workload?

T: I feel workload to take attendance, use materials, discuss with students, check homework and class work, and assess their performance within the limited time of 45 minutes.

Me : did you take training about it?

T:NO, I don't have any chance. In our school there is no trend of providing training for the teachers regarding ways of using CAS. There is no training for the teachers regarding ways of using CAS. Without proper ideas of using CAS, the teachers cannot use CAS and its tools like portfolio. As I have experienced, training agencies have not provided any training programs for the teachers about the use of CAS. So, from my experiences, the lack of proper training for the basic level teachers about CAS is a challenge behind its effective implication.

Me :CAS tools help properly?

T: According to my real experience, CAS has broken the paper pencil system of evaluation. It has brought varieties in assessment tools like portfolio, observation, self-correction, project work which present learners' actual performance of writing in every moments.

Me :What are the experiences about the impact of CAS in organization, punctuation, spelling and grammar process in developing writing skills?

T: Ummm... to develop the organization skill in writing class through the CAS, I observe every individual's writing deeply and suggest them to maintain coherence and cohesion. For the first time I myself write for the model and ask them to organize their writing as similar way. I have faced some difficulties to develop organization skill on the part of students from the CAS because it requires deep rigors from the learners but our students are less concern about it.

Me : I know you are feeling bore. My last query for you is that in what is yours experiences about it?

T: If we can implement the real spirit of the CAS there is no doubt that it produces better result. I want to focus here, only one thing is that the teacher should be positive to implement the CAS with their full of inquisitive mind to practice the CAS. So the

great thing to implement the CAS for better result depends on the teacher's rigor and positive feeling of implementing CAS.

Me : finally to end this interview last question is ,what are the main problems you face while implementing CAS in developing writing skills? OR what are the major challenges that you are facing while using CAS in writing class of basic level?

T: I have not realized the big and unsolvable problem of challenges regarding CAS and its use in writing class. It does not mean that there are not any challenges of CAS in teaching writing. Classroom management of crowded classes is a problem for teacher. I have felt a challenge regarding homework and class work checking in big class of 33 students in grade three. Likewise, lack of community's support is another challenge for teacher to implement the CAS in writing class. I have not found any effort to make effective use of CAS in writing class from the parents. AS I already said I felt unbearable work load of the teacher is also problematic for the teacher. He/she has to teach, take attendance, use materials, discuss with students, check home and class tasks and assess their performance with in the limited time of 45 minutes. Beside this inadequate training program about CAS especially for the teacher are major challenges that I found in course of implementing CAS in writing class of basic level.

Me : You are not getting help from anyone?

T: There is light help but not enough.

Me : What do you expect?

T: It would be easy if we got support from school and municipality.

Me : I also need meet another teacher so I end this here. Thanks for your valuable time.

T: Ok. Keep it up.

Me : Thank you sir. Thank you so much.

Thank you

## **Interview 2**

**Me:** Sir, good afternoon.

**T:** Oho. Good afternoon.(Kata bat gham udayo aaj?)

**Me:** (smiling.)I'm doing thesis research so.....

**T:** Did you finish master?

**Me:** Ummm. Yes, So should we begin?

**T:** Which topic?

**Me:** It's about CAS.

**T:** What can I do?

**Me:** I take interview with you. Sir shall we start?

**T:** Ok.

**Me:** What is yours experiences about CAS in developing writing skill? Please talk to me in depth.

**T:** Umm according to my experiences and result of my students, to develop the learners 'writing skill class work, homework and observation play significant role. From these tools the students can develop their material consulting and self-study habit which directly linked to the development of writing skill.

**Me:** Do you implement all the assessment tools suggested by CDC? How?

**T2:**On the basis of attendance, homework, class work, project work and classroom participation I have provided them 1, 2, or 3 ticks marks on the basis of their performance in writing and later I have categorized them in to three groups, A,B,C and it I think this is also effective....isn't it?

**Me:** .How does CAS provide an opportunity to improve the students writing skills?

T: I use to check the students' homework and class work regularly and point out students errors by red pen. From this students can get the real information about their writing development and go ahead with some improvements. Mostly I used Class work, homework, and observation which can play important roles to improve the learners' writing skills. From these tools, the students can develop their self-study habits which are directly linked to the development of learning skills. A portfolio is also seen as an effective tool to develop learning ability by collecting good pieces of writing and creative work to keep a record of progress every time.

Me: how does CAS help in writing class?

T: Especially, in writing classes, tools like class work, homework, project work and self-correction have made the learners more serious and careful toward their own writing. From the feedbacks by the teacher through these forms, they are getting golden opportunities to get mastery over their writing skills.

Me: and what about developing writing sub skills?

T: I am coming to that topic, to develop the punctuation skill, I use self and peer correction. I immediately observe their writing and ask them to compare with their peer. I also provide some feedbacks about their punctuation mistakes and inspire them for self-correction. The case is similar to the spelling. Regarding the grammar, I assess their writing individually and point out their aspects to be improved and discuss as a whole in the class.

I: how does CAS help for developing writing sub skills?

T2: To develop the punctuation skill, I use self and peer correction. I immediately observe their writing and ask them to compare with their peers. I also provide some feedbacks about their punctuation mistakes and inspire them for self-correction. The case is similar to the spelling. Regarding the grammar, I assess their writing individually and point out their aspects to be improved and discuss as a whole in the class. Then I provide similar kind of homework for them and correct next day. Similarly, developing the organization skill through CAS in writing class is a little difficult than grammar and spelling. For this I observe every student's writing and present a sample piece of writing which is organized well. Then I ask them to correct

their writing as sample. As I found, developing organization through CAS is really challenging because it demand learners' umm what we call serious rigor.

Me: I have next question for you. How are the students are reacting about CAS and feedbacks given in their writing class?

T: In my experiences, students are feeling very happy with the CAS and its other means or tools. They are getting creative .In my writing classes, I found there great competition to make excellent writing because bad writing were not kept or decorated in their portfolio. One day I had felt physically uneasy but all students of grade seven compelled me to take class test of essay writing because in last class I had declared that the winner of class test will get prize and his/her essay will be published in school journal. In this way, students are fully motivated, inspired and self-oriented from the CAS than summative assessment like final examination.

Me: .What should be done to improve the current implementation of continuous assessment in teaching and learning in English?

T: First at my school it is compulsory to make a portfolio of every student. It is collection of students' progress. Here, your concern is how to maintain the portfolio in teaching writing. I usually ask to the students to make perfect writing. I have made a rule that only perfect and good writings are allowed to decor in their portfolio for excellent model. Because of that learners as a writer always try to make correct and good writings by consulting their friends and teacher also. In the end of every month I present all portfolios in the class, show their writing progress and provide some useful suggestions

Me .What differences are you getting between summative assessment and continuous assessment regarding basic level students' writing?

T : It is clear that summative assessment is oriented toward the gradation of the learner in to upper class. It never provides feedbacks for the further improvement of learners' writing. But in another hand CAS helps to the learners to find out their actual position where they are and what other essential things to be improve regarding their writing. So, CAS is oriented toward the further improvement of students' writing through the tools of CAS like self-correction, homework, observation.

T: my class is going to start so end it now.

Me: Ok we are near to end our talking. My last question for you is that in what ways CAS can help to produce better result in students' performance?

T : I already mentioned that how CAS develop the writing skill of basic level students. Besides that, CAS helps to increase active participation in writing task, informs the parents about their children progress regarding writing skill, encourage the learners in individual work, group work, project work, creative and critical work about the writing which directly develop the writing ability of the learners.

Me : Thank you very much sir for your great support for my research. I will be missing these moments forever.

T : It's my pleasure sir. I am also happy to share my ideas and experiences with you.

Me: Ok sir. See you.

T: Ok be sure to be in touch.

### **Interview 3**

**Question:** Answer:

Me: Sir, Good Morning.

T : Good Morning!

Me : How is your teaching profession going here?

T : It is being well. But nowadays feel difficult. (Budo vaiyo ni ta. Haaaaaaa)

Me ; of course! Teaching is really challenging. Ok! Would you mind sharing your ideas about the assessment system in your school?

T : Why not? It's my pleasure

Me : Have you heard the term, Continuous assessment System (CAS)?

T :(laughs) haaa. Not only hear we are practicing it strictly in our school.

Me : Oh! Very nice. As you are the teacher of basic level, how much mark is allocated for the CAS at basic level?

T : Umm... there are three system regarding CAS at basic level. Students of 1- 3 classes are evaluated on the basis of CAS along with liberal promotion system. So, no pass mark is stated in the evaluation system. Similarly the students of class 4 and 5 will be evaluated through 50% CAS. 40% mark will be the pass mark of written test. Than for grade 6 and 7 there is system of 60% summative evaluation and 40% mark is evaluation is done through CAS.

Me: what do you think; does CAS help to students' learning ability?

T: From my experiences I found that CAS really good of learners' learning. It has tracked the learners in to right ways. So students, parents and teachers are satisfied with this system. Especially, in writing classes, tools like class work, homework, project work and self-correction have made the learners more serious and careful toward their own writing. From my feedbacks, they are getting golden opportunities to improve their writing skills.

Me :Ok Sir, how are you practicing CAS in developing writing skills of the learners?

T : No, No, I use CAS in every classes not only writing. I give some class work about the writing and check some of the students' written task. On the basis of corrected task I ask the other students to correct their mistakes regarding punctuation and spelling. Here I try to make them habit of correct punctuation and spelling skill through the classroom observation.

Me : I know sir but I am asking your practices in writing classes.

T :Oh! Sorry. I always focus particularly peer-correction which is the tool of CAS, while teaching writing. In course of teaching writing I regularly ask the students to compare their writing with their friends and tell them to correct each other's written text. Beside this, in regular assessment of students' writing progress, I collect their writing piece and keep them in to their portfolio regularly and after a week I evaluate all tasks and provide feedback.

Me : Nice! You are doing well. There are some aspects of teaching writing such as spelling, grammar, organization and content coverage. How does the CAS help in developing writing skills under these aspects? What do your practices say? Do you understand what I mean?

T :Yes, Yes I understand. Umm.. There is no doubt CAS helps to develop many aspects of writing. Talking about the spelling, I provide class works such as writing about village, school, and time table and also inspire them to correct their spelling mistakes searching the spelling in the book or dictionary. From the active classroom participation I sometimes develop the learners' grammatical ability while teaching writing. When the students take part in writing class actively, they can develop their grammatical ability from the teacher's as well as peers' regular feedbacks.

Me : What are your experiences regarding the development of punctuation and organization skill from the home work and class work as tools of CAS in writing class?

T :To develop the ability of punctuation in writing class homework and class work play determinant role. I use to check the students' homework and classwork regularly and point out students errors by red pen. From this students can get the real information about their writing development and go ahead with some improvement. Later I found less mistakes regarding punctuation in the students' writings. In the case of organization of students' writings I have found that CAS is less useful because to organize the writing the students have higher skill and knowledge like coherence and cohesion which can be developed through the knowledge and learners own regular practice than homework and class work.

Me : How nice ideas! What are the major criteria that you are using while assessing learners' writing task through classroom participation?

T:I have already told that if the learners take active participation in the writing class, no doubt he can develop the writing skill. Learners' collaboration with their friends, activeness in writing task, responses given about the writing queries and so on are the major criteria that I have used in writing class in course of continuous assessment.

Me : Are you feeling bore from my queries?

T :No, it is not difficult to share the ideas that I faced before. You can ask any others.

Me : I am very happy with you. What challenges are you facing while managing students' portfolio of writing task?

T: Listen, maintaining the students' portfolio itself very challenging for the teacher. Furthermore, collecting students' information regarding writing skills the teachers have to manage each portfolio for an individual with in the limited time of 45 minutes. I use to maintain the portfolio in my leisure time. Beside this there is another challenge that found is what types of students' writing progress we can include in the portfolio. So, are the all writing tasks are essential to record in the portfolio is burning challenge for me.

Me : Ok sir I realize your challenge (laugh). I have next query that is which mean, organizing portfolio or observation or homework or classroom observation is more challenging for you while assessing students' writing task regularly? Give reasons.

T: I have already told you that maintaining every student's portfolio is great challenge for me. As a main tool of CAS, we cannot forget the portfolio but because of limited time for a teacher it is problematic. Moreover, you are talking about writing skill and its assessment through portfolio which is more challenging in comparison other skills and aspects of language teaching. Others tools like homework, class work and observation are not difficult for me because I am practicing these from my beginning period of teaching.

Me: What differences are you getting between summative assessment and continuous assessment regarding basic level students' writing?

T: it is clear that summative assessment is done for the validation of the learning not for the feedbacks. Regarding writing, CAS is regular evaluation of the students' writing using many forms like homework, class work, project work, self and peer correction for the improvement of writing ability. But summative assessment like final exams are always oriented to evaluate the students' as well as whole program's overall achievement regarding the writing.

Me : How the students are reacting about CAS and feedbacks given in their writing class?

T : Really speaking, students are very curious, interesting and enthusiastic with the CAS and its other tools. In my writing class, students always request me to organize project work, group work, and class work. One day a student of grade seven had requested me to keep his essay in the portfolio. When I kept his essay in his own portfolio he felt happy and came next day with more fair and excellent hand writing than before. In this way CAS really helps to develop students learning but we teacher are being a little lazy. (Great laugh)

Me : I have taken your much valuable time. What are the major challenges that you are facing while using CAS in writing class of basic level?

T : I have said before about some problems regarding the CAS in writing class at basic level. Beside that there are other challenges like lack of proper materials to make the means of CAS. Once I had required 35 record files to file the students' writing in grade seven but administration did not provide me but requested to manage myself. Similarly inadequate support from RP, trainer and Head teacher is another major Challenge for the teacher. I have not experienced any remarkable guidance and support from the RP and Head teacher to use CAS in the teaching field. Furthermore, there is not the trend of providing training for the teachers regarding ways of using CAS. Without proper ideas of using CAS, the teachers cannot use CAS and its tools like portfolio. AS I have experienced, the Resource center and DEO have not provided any training programs for the teachers about the use of CAS. So, from my experiences, lack of proper training for the basic level teachers about the CAS is challenge behind its effective implication.

Me: What advantages are you getting from the CAS in teaching writing?

T : I cannot compare the CAS and summative assessment. It diagnoses the problems and applies remedial teaching, provides actual information to the parents about their children progress and provides the opportunities to learners to perform their capacities and talents. These are major benefits but there are lots of advantages.

Me : I know you are feeling bore. My last query for you is that in what ways CAS can help to produce better result in students' performance?

T: If we can implement the real spirit of the CAS there is no doubt that it produces better result. I want to focus here, only one things that the teachers should be positive to implement the CAS with their full of inquisitive mind to practice the CAS. So the great thing to implement the CAS for better result depends on the teacher's rigor and positive feeling of implementing CAS.

Me : Thank you very much sir for your kind support in my task. I am always indebt toward you.

T:Ok you are really doing good task. I wish best wishes for your further success. One thing, I am expecting a copy of your research

Me: Of course. I will sure provide you.

T: Ok bye

Me: Thank you very much.

#### **Interview 4**

Me :Madam, Namaskar! Are you fine?

T : I am good , how about you?

Me: me too I am fine.

T: where are you from today?

Me: I am going to working on the thesis so ...

T: ah. About what?

Me: my topic is about CAS. shall we start our taking about CAS?

T : Yes. You can start. K k vanna parne ho? What should be said? (laugh)

Me: (laugh).As a basic level teacher, how are you practicing CAS in you writing class.

T: Now days it is compulsory to implement the CAS up to class seven. I have maintained the portfolio of every student and kept the regular record of learners' learning. Beside this on the basis of attendance, homework, class work, project work and classroom participation I have provided them 1, 2, or 3 ticks on the basis of their performance in writing and later I have categorized them in to three groups, Ka, Kha and Ga.

Me: I think it is old ideas about CAS. It has been change from 2076 b.s.

T: I don't know other ideas. We all practicing like that.

Me: ok.

T: the school has to do as it is.

Me: Do you think it helps learners?

T: yes, According to my real experience, CAS has broken the paper pencil system of evaluation. It has brought varieties in assessment tools like portfolio, observation, self-correction, project work which present learners' actual performance of writing in every moments. Student feel free here than paper pencil test.

Me: what is your experience about CAS?

T : I have good experiences is good in the sense that student progress is improve and parents are happy.

I: Here may concern is teaching writing skill. There are other sub skills of writing like punctuation, spelling, grammar and organization. How do you practice the CAS to develop these skills on the part of learners?

T: ok.CAS is very useful for the writing skill CAS is very effective. Some tools of CAS like, homework, peer-correction, self-correction, class work and portfolio really help to develop these skills in teaching writing. To develop the punctuation skill, I use self and per correction. I immediately observe their writing and ask them to compare

with their peer. I also provide some feedbacks about their punctuation mistakes and inspire them for self-correction. The case is similar to the spelling.

Me: And what about grammar teaching?

T: Regarding the grammar, I assess their writing individually and point out their aspects to be improved and discuss as a whole in the class. Then I provide similar kind of homework for them and correct next day. Similarly, developing the organization skill through CAS in writing class is a little difficult than grammar and spelling. For this I observe every student's writing and present a sample piece of writing which is organized well. Then I ask them to correct their writing as sample.

Me: good! Interesting ideas! What is your experience after implementing CAS and its other means like portfolio, observation, homework, classroom observation etc. in writing class?

T: Particularly CAS is very effective in teaching writing because writing requires a lot of feedbacks, guidance and support of teacher. I am implementing CAS in my English class along with writing regularly from the academic year of 2069. From these 9/10 year experiences I found that CAS really gives the true picture of learners' learning. It has tracked the learners in to right ways. Especially, in writing classes, tools like class work, homework, project work and self-correction have made the learners more serious and careful toward their writing. From the feedbacks by the teacher through these forms, they are getting golden opportunities to get mastery over their writing.

Me : Oh! How nice experiences that you have. You mentioned portfolio as a tool of CAS. How are you maintaining students' portfolio regarding writing progress?

T :Yes, I have maintained the students' portfolio. If you want, I can present. Do you want to look?

Me: ok I will observe after finishing our talk. First I want to know that how you are maintaining it regarding writing.

T : First at my school it is compulsory to make a portfolio of every student. It is collection of students' progress. Here, your concern is how to maintain the portfolio

in teaching writing. I usually ask to the students to make perfect writing. I have made a rule that only perfect and good writings are allowed to decor in their portfolio for excellent model. Because of that learners as a writer always try to make correct and good writings by consulting their friends and teacher also. In the end of every month I present all portfolios in the class, show their writing progress and provide some useful suggestions.

Me : I really impressed from your experiences. Then I want to know what your experiences are you're getting after assessing continuously students' writing task using homework and class work?

T :Umm.. From the past there is trend of giving writing homework and class work. Homework directly refers to written task in our context. I am also giving written homework regularly. From that what I found is most of the students did their homework but they become less concern to improve their writing. When I provide them feedback after correcting their homework, gradually they improve their writing task as homework. Regarding class work, it is more effective than homework, because students can get immediate feedbacks from the teachers and their friends and correct their writing effectively. So, homework and class work are not hard to practice because we all are practicing them from our forefather's time. (Laugh).

Me : Ha ha ha. We have done a lot of homework during our student life. Then, what are the major criteria that you are using while assessing learners' writing task through classroom participation?

T : Our trend is that finding whether the students are participating or not. We never assess students' writing progress on the basis of classroom participation. So, truly speaking I belong to the same group. Ha ha (great laugh)

Me : It's ok. Now I have some queries regarding challenges of CAS. What challenges are you facing while managing students' portfolio of writing task?

T : I have maintained the portfolios of the students. I did not see any hard and difficulties to maintain the students' portfolio of writing task. We need not made separate portfolio for the writing but we can only add writing tasks of the learners in

the same portfolio that is already made. The great thing is that teacher's inner desire to make portfolio it is easily possible. So, in my case I have not faced any challenges.

Me: I think you are perfect teacher. Which mean, organizing portfolio or observation or homework or classroom observation is more challenging for you while assessing students' writing task regularly and why?

T : I don't want to repeat my previous ideas. If teacher is heartily eager to use CAS in writing task all means that you mentioned in question are not too difficult. But relatively organizing the portfolio of students' writing progress seems a little difficult because it requires teachers' extra skills and administrative support.

Me : Ok. What differences are you getting between summative assessment and continuous assessment regarding basic level students' writing?

T : It is clear that summative assessment is oriented toward the gradation of the learner in to upper class. It never provides feedbacks for the further improvement of learners' writing. But in another hand CAS helps to the learners to find out their actual position where they are and what other essential things to be improve regarding their writing. So, CAS is oriented toward the further improvement of students' writing through the tools of CAS like self-correction, homework, observation.

Me : I have next question for you. How the students are reacting about CAS and feedbacks given in their writing class?

T : In my experiences, students are feeling very happy with the CAS and its other means or tools. In my writing classes, I found there great competition to make excellent writing because bad writing were not kept or decorated in their portfolio. On day I had felt physically uneasy but all students of grade seven compelled me to take class test of essay writing because in last class I had declared that the winner of class test will get prize and his/her essay will be published in school journal. In this way, students are fully motivated, inspired and self-oriented from the CAS than summative assessment like final examination.

Me : Ok Madam, I am near to the end of our talking. What are the major challenges that you are facing while using CAS in writing class of basic level?

T : I have not realized the big and unsolvable problem of challenges regarding CAS and its use in writing class. It does not mean that there are not any challenges of CAS in teaching writing. Classroom management of crowded classes is a problem for teacher. I have felt a challenge regarding homework and class work checking in big class of 45 students in grade five. Likewise, lack of community's support is another challenge for teacher to implement the CAS in writing class. I have not found any effort to make effective use of CAS in writing class from the parents. AS I felt unbearable work load of the teacher is also problematic for the teacher. He/she has to teach, take attendance, use materials, discuss with students, check home and class tasks and assess their performance with in the limited time of 45 minutes. Beside this inadequate training program about CAS especially for the teacher are major challenges that I found in course of implementing CAS in writing class of basic level.

Me : What advantages are you getting from the CAS in teaching writing?

T: From the CAS students can get help for their effective work habit, we can assist the poor students by diagnostic way; we also can maximize the rate of regularity in school and reduce the rate of drop-outs and class repeaters and so on.

Me : Thank you very much Madam for your great help me. Your help will be a part of memory in my educational journey.

T : Iam really happy with you. You gave me a chance to express my best ideas as well as challenges of CAS through your research. I wish you for your successfully completion of the research.

Me : Thank you very much.

T : You are welcome. Keep in touch.

Me : Ok sure.

### **Interview: 5**

Me : Namaskar and good morning sir. Are you fine?

T : Namaste Namaste. I am fine and how about you?

Me: I am also fine. Can I start our talking about CAS as I informed you?

T : Ok you can ask.

Me : How do you practicing CAS in the writing class?

T : From this academic year CAS is implementing up to the grade seven. As I understood, CAS is regular assessment. So I have assessed the students' writing regularly with the tools of CAS like portfolio, observation, attendance and so on. I always focus to provide the suggestive feedbacks regarding students' writing. I inspire the learners toward self-correction of their writing after my evaluation. If they cannot correct from peer's help I always assist them to form the accurate form of writing.

Me : How do you use CAS to develop organization, punctuation, content coverage, grammar and spelling skill of basic level student while teaching writing?

T : I give some class work about the writing and check some of the students' written task. On the basis of corrected task I ask the other students to correct their mistakes regarding punctuation and spelling. Here I try to make them habituate in correct punctuation and spelling skill through the classroom observation.

Me : And how about organization and content coverage skill?

T : To develop the organization skill on the part of the learners in the writing using CAS is not easy task. Through the class work and homework it is not possible. It requires teacher's serious guidance with the many models of organized writings. So I check the students writing in detail discuss with them, ask them to compare their writing with models of writing and finally I provide them similar home as well as class task for further practice. It is same in the case of content coverage skill.

Me : These are nice ideas. Then what is your experience after implementing CAS and its other means like portfolio, observation, homework, classroom observation etc. in writing class?

T : Umm.. The real intention to implement the CAS in teaching field is very positive. According to my real experience, CAS has broken the paper pencil system of evaluation. It has brought varieties in assessment tools like portfolio, observation,

self- correction, project work which present learners' actual performance of writing in every moments. I found students are very interesting in their writing task with these kinds of tools. But beside these, teachers have to take extra burden of preparing the tools of CAS regarding students' writing progress. It requires extra skills on the part of teachers. So I have mixture of experiences regarding CAS and its tools in developing writing skill of basic level students.

Me : Everything has two aspects, positive and negative. So CAS is not far from this reality. Next query for you is that you talked about the portfolio as a tool of CAS. So, how are you maintaining students' portfolio regarding writing progress?

T : In my school, the portfolio is maintained for every student up to the grade seven. I need not to maintain myself. While taking about writing, I use to select a good piece of writing to keep in the portfolio for the assessment. Students always try to write best writing because best writings are only allowed to keep in the portfolio for the assessment. For that I guide the students, engage them in the group task, and practice them through class and homework. Finally, I suggest them again on the basis of writings i.e., kept in portfolio. But sometimes I have faced problem of what kinds of writing keep in the portfolio and how assess them truly.

Me : Yes it is a little difficult. What is your experience after assessing the students' writing task continuously using homework and class work?

T : In my writing class I regularly use homework and class work as major tools of CAS. Though, these are known as old tools of assessment. But my experience told that from the practice of homework and class work we can really make our students more competent in writing because students try to be creative, autonomous, self-reliant and innovative while doing homework and class work. So I found homework and class work as a tools of CAS, are very effective in developing writing skills of basic level's students in comparison to others.

Me : Ok I have next query about another tool of CAS, Classroom participation. What are the major criteria that you are using while assessing learners' writing task through classroom participation?

T : Active classroom participation is very essential to develop writing skill. I some time assess the students' writing skill on the basis of their participation in writing task. Learners' progress during classroom is major criteria to assess the students' writing abilities. On the basis of progress in class, I provide them required feedback to develop their writing skills.

Me : Which mean, organizing portfolio or observation or homework or classroom observation is more challenging for you while assessing students' writing task regularly? And why?

T : Observation, homework, class work, self and peer correction are the means of CAS which we generally use in our writing class. So I have not faced some major challenges. But umm.. Maintaining portfolio of every student is really difficult because it is very expensive and only skillful teacher can manage it effectively.

I: and?

T6: There are so many difficulties to maintain portfolio individually. As I faced, organizing students' individual portfolio to capture the every events of students regarding writing task is more challenge because it is totally different than other tools like homework. One day I was attaching students' written piece for the evaluation. I had planned to provide individual feedbacks about their writing. But time did not support me. I spent full one period to keep the students' writing in their portfolio. In this way, managing individual portfolio is challenging because of limited time bound.

Me: What differences are you getting between summative assessment and continuous assessment regarding basic level students' writing?

T : To develop writing skill of the basic level student summative assessment does not play any significant role but it only measure the students' final progress on writing skill without any feedbacks. Final written examination is the best example of summative assessment regarding writing skill. But CAS evaluates the students' progress of writing in every moment with the aim of improving and developing the writing ability along with many tools like self-correction.

Me: How the students are reacting about CAS and feedbacks given in their writing class?

T: As I found from the final and terminal examination students are frightening. But when I provide them group work, project work, self-correction task, homework and class work except some lazy students most of the learners feel relax and engage in writing activities to develop their writing skills. After assessment, when I provide them feedback they encourage themselves and makes their writing more accurate, organized and excellent.

Me : Um. Yes CAS is really effective. Then, what are the major challenges that you are facing while using CAS in writing class of basic level?

T: The first challenge that I have found is lack of accountability and responsibility of teacher to implement the CAS. Most of the teachers practice it for only formality, not for the development of writing skill. Similarly a poor infrastructure is a problem for the teacher. In our school there are not proper racks to manage the students' portfolios. Similarly lack of trained teachers is another challenge in the government school. Most of the teachers are untrained about the CAS because of that they cannot implement the CAS due to lack of proper ideas. Truly speaking limited time for the teachers in school is big challenge. It is being khaya khaau nakhaya ghicha for the teachers.

Me : At last, what advantages are you getting from the CAS in teaching writing? And how it helps to develop writing skill?

T: There are many benefits of using CAS to develop writing skills of basic level students. It increase the level of learning outcomes of learners regarding writing, saves additional time and resources, improve the validity and reliability of learning outcomes and create the child friendly learning environment in writing class.

Me: Thank you very much sir for your great passion. It is valuable co-operation for me.

T: Ok. It's my pleasure.

Me : Ok Sir. Nice to meet you after long time.

T: yeah.

## **Interview 6**

Me: Namaste sir.

T: Namaste.

Me . How about you?

T : I am totally well.

Me: Can I start our talk as our schedule?

T : I am ready for you, please. (Smiling)

Me: You are always seems happy.

T: Hahaha. (Laughing).

Me: Ok. We have short time so we can start.

T: Ok.ok.

Me: Your school is also practicing CAS?

T: Yes.

Me: From when?

T: It was there before, but later they removed it as it was really hard to apply this method. Now it has been like 7/8 years since we have started to apply this again.(umm, pahila pahila thiyo feri bich ma xoder ahile 7/8 barsa vayo?)

Me: Why?

T: I think it was hard they had no idea; after arrived new education officer they gave us a little type of training. It was really hard to apply this method.

(khai garo vayo idea aayan vaner re. feri naya education officer aayapaxi halka fulka training jasto diyar feri ...)

Me: Then how did you do it?(ahile chai kasari garne garnu vax t?)

T:It's the same homeworks, classworks and the different list that we prepare for our students.(tai ho. Homewok, classwork lagayat ka suchk herer lesson sakiypaxi tick lagaune)

I:Do you think CAS provides an opportunity to improve the students' performance?

T6: In my perception, CAS makes learners' lazy because they feel like we will pass even if we don't study. Before Implementation of CAS student was too hardworking but nowadays student are not interested in hardworking especially in lower level. So I have little bit dissatisfaction about implementation of CAS.

Me: In what extent it help in teaching writing skills?

T: although, it is very useful for improving writing skill. Daily homework and class work checking it best for writing improvement. But it has some difficulties.

Me :: How do you use CAS to develop organization, punctuation, grammar and spelling skill of basic level student while teaching writing?

T: I am coming, to develop the punctuation skill, I use self and per correction. I immediately observe their writing and ask them to compare with their peer. I also provide some feedbacks about their punctuation mistakes and inspire them for self-correction. The case is similar to the spelling. Regarding the grammar, I assess their writing individually and point out their aspects to be improved and discuss as a whole in the class, in this way.....

Me: Ok. What is your experience after implementing CAS and its other means like portfolio, observation, homework, classroom observation etc. in writing class?

T: um class work, homework, observation, self-correction and classroom participation are the common tools of CAS that we all are practicing regularly whether it is writing class or any others. As I faced, organizing students' individual portfolio to capture the every events of students regarding writing task is more challenged because it is totally different than other tools like homework. One day I was attaching students' written piece for the evaluation. I had planned to provide individual feedbacks about their

writing. But time did not support me. I spent full one period to keep the students' writing in their portfolio. In this way, managing individual portfolio is challenging.

Me : Oh! Portfolio is challenging! Then, what differences are you getting between summative assessment and continuous assessment regarding basic level students' writing?

T: AS I practice summative assessment is used at the end of the term or year. We take final written examination as example. Its main goal is to find out the only learners' ability regarding writing skill not for improvement. In another hand, continuous assessment is an approach to assessment in which students are assigned regularly throughout the program, especially for the improvement of learning ability, here writing ability. It provides regular feedbacks to the students in their writing task which helps to enhance their level of understanding.

Me : Ok now I have a query regarding students' responses. How the students are reacting about CAS and feedbacks given in their writing class?

T: I already told you that CAS brings varieties in the learning as well as teaching writing. In my experiences, students express their fear toward paper pencil written test. But when I involve them different project tasks like preparing greeting card, invitation card and letter they really feel happy, start to talk with friends, curious to ask question me and motivate toward further progress.

Me : Umm. It is so, your student are enjoying with you. Ha ha (laugh). What are the major challenges that you are facing while using CAS in writing class of basic level?

T : Yes they are enjoying and learning both (laugh). In comparison to other aspects and skill, writing is more challenging while teaching with CAS because with the tools of CAS, the teacher has to be more careful as the learners. Teacher has to check the students writing as homework and classwork more seriously. So it requires extra rigor on the part of teacher. Similarly, lack of monitoring and supervision from the concern authorities is a big problem. Teachers are being careless toward the practice of CAS because lack of monitor from the responsible persons and agencies like RP and Trainers and DEO respectively. Poor infrastructures are being further challenges. In my school there are not sufficient rooms and desk benches and how we can imagine

other extra rooms and racks for the CAS. I have participated much training, organized by DEO and Resource Center like TPD, Curriculum dissemination and teaching methodology but I have not any experience of participating in CAS training. CAS is new concept for the senior teachers because of that they cannot use the CAS effectively in spite of their desire to use it. You can think yourself that how a teacher can apply the CAS without proper training and ideas. That is why, I see lack of training programs for the teachers about CAS is a problem or what we call umm,, challenge in teaching writing as well as other skills and aspects.

Me: what do you think what ways CAS can help to produce better result in students' performance?

T : I already mentions that how CAS develop the writing skill of basic level students. Besides that, CAS helps to increase active participation in writing task, informs the parents about their children progress regarding writing skill, encourage the learners in individual work, group work, project work, creative and critical work about the writing which directly develop the writing ability of the learners.

Me: Thank you very much sir for your great support for my research. I will be missing these moments forever.

T : It's my pleasure. I am also happy to share my ideas and experiences with you.

Me : Ok sir, See you.

### **Interview 7**

**Me:** Hello miss, good morning.

T: Good morning. Come and sit.

Me: What is it going on?

T: Nothing.... Just .... And what about you?

Me: Shall we start our taking about CAS, which I had informed you before?

T: Yes

Me: How many years you had been teaching?

T: Since 2076

Me: You are also selecting from .....

T: No no. from internal.

Me: A ok

T: Let's start our subject matter I have limited time so.....

Me: o sorry.. ok, As a basic level teacher, how are you practicing CAS in you writing class?

T: Ummm,. You know that it is compulsory to implement the CAS up to class seven. I have maintained the portfolio of every student and kept the regular record of learners' learning. ( it is somehow challenging for us means new teachers but....)

Me: And then....?

T: And beside this, on the basis of attendance, homework, class work, project work and classroom participation I have provided them 1, 2, or 3 ticks on the basis of their performance in writing and later I have categorized them in to three groups, Ka, Kha and Ga. Anyway, I mostly used class work and homework because it is easy and effective for developing writing skills and students also feel easy so it has good impact.

Me : Umm ok. Here we focus is teaching writing skill. There are other sub skills of writing like punctuation, spelling, grammar and organization. How do you practice the CAS to develop these skills on the part of learners?

T: I used some tools of CAS like, peer-correction, self-correction homework; class work and portfolio really help to develop these skills in teaching writing.

Me: What are the experiences about the impact of CAS in organization, punctuation, spelling and grammar process in developing writing skills?

T: To develop the writing sub skills, I use self and peer correction. I immediately observe their writing and ask them to compare with their other classmate. I also provide some feedbacks about their punctuation mistakes and inspire them for self-correction. The case is similar to the spelling. Regarding the grammar, I assess their writing individually and point out their aspects to be improved and discuss as a whole in the class. From this students performance were improving. Then I provide similar kind of homework for them and correct next day. Similarly, developing the organization skill through CAS in writing class is a little difficult than grammar and spelling. For this I observe every student's writing and present a sample piece of writing which is organized well. Then I ask them to correct their writing as sample. As I found, developing organization through CAS is really challenging.

Me: What is your experience after implementing CAS and its other means like portfolio, observation, homework, classroom observation etc. in writing class?

T: How can I say I feel very difficult to Maintaining portfolio of every student is really difficult because it is very expensive and only skillful teacher can manage it effectively.

Me: But you already say that you practice portfolio.

T: Yes, I practice but feel difficult.

Me: Please share your ideas in depth how do you practice?

T: I have practiced it as a major part of evaluation. I equally focus the CAS with summative evaluation because we have to evaluate 40% mark from the CAS. I use some tools of CAS like project work, homework, self-correction and classroom discussion to assess learners' actual progress regarding writing for the purpose of giving them feedbacks. I check every individual's homework regularly from that students get my suggestive feedbacks and improve their writing skill. I sometimes involve the students in to project works like preparing a greeting card and observe their tasks and at the end encourage them to do better regarding the writing task.

Me: You know that there are several areas of writing skill like grammar, spelling, punctuation and organization. How do you practice your learners to develop these skills while teaching writing through the CAS?

T: I already mention above about writing sub skills. To develop the ability regarding grammar I provide the students class work or task, observe their written task and ask them to compare with correct piece of writing whether that is prepared by their friends or their teacher. From the regular practice, later they develop the ability regarding grammar while writing. Developing punctuation and spelling skill are similar with this activity. Ummm to develop the organization skill in writing class through the CAS, I observe every individual's writing deeply and suggest them to maintain coherence and cohesion. For the first time I myself write for the model and ask them to organize their writing as similar way. I have faced some difficulties to develop organization skill on the part of students from the CAS because it requires deep rigors from the learners but our students are less concern about it.

Me : Good ideas. Then, what is your experience after implementing CAS and its other means like portfolio, observation, homework, classroom observation etc. in writing class?

T : According to my experiences and result of my students tell that to develop the learners' writing skill class work, homework and observation play significant role for improving students' progress.. From these tools the students can develop their material consulting and self-study habit which directly linked to the development of writing skill. Umm now day portfolio also seems effective tool to develop writing ability by collecting good pieces of writing and keeping record of writing progress in every time for further improvement. But because of time and resource limit, it is not fully practiced in my context.

Me : Thank you very much. You just talked about portfolio. How are you maintaining students' portfolio regarding writing progress?

T: Yes I already told that managing portfolio is also effective to develop the writing skill through the collection of every moment's writing progress of the learners for the purpose of further improvement. But in my case lack of proper materials from administration I am unable to practice it in my writing class.

Me : What are the major criteria that you are using while assessing learners' writing task through classroom participation?

T : Engagement in the classroom activities keeps great value in developing writing skill. Active participation helps the learners to practice their writing task in collaboration with their friends as well as teacher also. I evaluate the learners' writing on the basis of their collaboration with partners, their curiosities for writing and actual progress during the classroom period.

Me: Are you satisfied with your student's achievement?

T: Yes. Of course.

Me: You are the best teacher.

T: Haha.(Smiling.)

Me: Ok thank you so much for your valuable time.

T: Ok thank you.

Me: We will meet again

T: Ok sure.

### **Interview no: 8**

Me: Hello miss namaskar.

T: Namaste

Me: what's up miss?

T: I am good. And you?

Me: I am also good.

T: Are you going to do thesis?

Me: Ummm. Yes.

T: What can I do for your help?

Me: Your schools also practicing CAS?

T: Yes. Mam.

Me: What is yours experiences about CAS?

T: To talking about my experiences I found that CAS really good of learners' learning. It has tracked the learners in to right ways. It is very useful for learners'. It makes active both teachers and learners. Especially, in writing classes, tools like class work, homework, project work and self-correction have made the learners more serious and careful toward their own writing. From my feedbacks, they are getting golden opportunities to improve their writing skills so in my view it is very fruitful.

Me : How does it helps for developing writing sub skills?

T8: To develop the organization skill on the part of the learners in writing class using CAS is not easy task so I think both teacher and student both need to up to date and doing hard work. Through, the class work and homework it is not possible. It requires teacher's serious guidance with the many models of organized writings. So I check the students writing in detail discuss with them, ask them to compare their writing with models of writing and finally I provide them similar home as well as class task for further practice. From this I feel learners and teacher feels somehow difficulties.

Me: Do you think CAS provides an opportunity to improve the students' performance? How?

T8: Yes, in my opinion CAS is providing an opportunity for the students as it lets students creative thinking an platform to showcase and also it has a slight negative impact as the students are not take this seriously and think that it's an easy way to pass. Not only students but teachers too are taking this lightly and it's the base education that they are providing if this is not taken seriously this might create a very serious impact on the students' upcoming future, this leads to a certain pressure that the students feel as they were not taught this way.

Me: Ok. And what is your perceptions about organizing portfolio or observation or homework or classroom observation is more challenging for you while assessing students' writing task regularly and why?

T: Class work, homework, observation, self-correction and classroom participation are the common tools of CAS that we all are practicing regularly whether it is writing class or any others. As I faced, organizing students' individual portfolio to capture the every events of students regarding writing task is more challenged because it is totally different than other tools like homework.

Me: Do you feel challenged while following this process or methods?

T8 : No not really, but isn't it common to face challenges in the beginning but as we practice it more I think it will be easier and more effective.

Me: What are the experiences about the impact of CAS in organization, punctuation, spelling and grammar process in developing writing skills?

T8: To developing the writing sub skills, CAS plays the significant role. When I used tools self and per correction. I immediately observe their writing and ask them to compare with their other friends; they find their mistake and error in group after I also provide some feedbacks about their punctuation mistakes and inspire them for self-correction. The case is similar to the spelling. In the case of grammar, I assess their writing individually and point out their aspects to be improved and discuss as a whole in the class. From this students performance were improving. Then I provide similar kind of homework for them and correct next day. Similarly, developing the organization skill through CAS in writing class is a little difficult than grammar and spelling. For this I observe every student's writing and present a sample piece of writing which is organized well. Then I ask them to correct their writing as sample. In this way.....

Me: It means that it has good impact on developing writing skills?

T: Yes, of course. It is best way to improving writing skills.

Me: How the students are reacting about CAS and feedbacks given in their writing class?

T8: In my class student feel free to ask queries if they have and I also take it easy and provided answer in loving way so they were happy. It means that, they are enjoy and learn. If we create this type of loving and easy environment they also feel free for doing activities. When I involved them in different project tasks like preparing greeting card, invitation card and letter they really feel happy and starts to talk with friends, curious to ask questions and motive towards further progress.

Me : Oh mam. I am Happy for your job. And at last what is your reflections about CAS?

T8: Ummmm. I just want to say happy.

Me: Why?

T8: Because it helps to improve learners' performances. Not only me, my students also satisfied with this system.

Me : Thank you so much mam. Nice to meet you.(smiling)

T8: Welcome miss.

Me : Ok bye mam.

T8: Bye