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Susmita Sapkota

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English Teachers' Perceptions on the Use of Formative Assessment

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

**Submitted by
Susmita Sapkota**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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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: 26/08/2023

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Recommendation for Acceptance

This is to certify that **Ms. Susmita Sapkota** has prepared the M.Ed. thesis entitled **English Teachers' Perceptions on the Use of Formative Assessment** under my guidance and supervision.

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Dedication

to

My Parents(Mr. Netra Prasad Sapkota and Mrs. Kamala Kumari Banset) who sacrificed all their life for making me stand alone and believing me and my husband, Mr. Kedar Pandey who supported me to chase my dreams.

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Abstract

The present study entitled “English Teachers’ Perceptions on the Use of Formative Assessment” was carried out to identify the English teachers’ perception on the use of formative assessment in terms of its use in the EFL classroom. I used survey research design in order to carry out this research. I collected the data from thirty secondary level English teachers of community schools of Dhading District using purposive non-random sampling strategy. A questionnaire containing 15 close-ended and 6 open-ended questions were used as the data collection tool. The data were analyzed through both statistical and descriptive tools. The major findings of the study showed that formative assessments are used for teaching for providing the feedback to the students, to improve the teaching learning process, to inspire and motivate to students, as a tool to gage students’ progress, to promote quality assessment, to engage the students’ with their study. Moreover, it was perceived that use of formative assessment is beneficial to the students as well as teachers at secondary level in ELT classrooms; but it was also found that lack of the trained teachers, lack of collaboration, teachers’ weak desire, insufficient resources, unmanaged classroom, work load are some hindrances in ELT classroom. It is recommended that teachers are required to get training, active involvement, motivation for teachers and students, parents education, applying communicative techniques and regular follow up activities are some effective ways regarding appropriate and judicious use of formative assessment in ELT classrooms.

This thesis has been divided into five chapters. The first chapter presents background of the study, statement of the problem, objectives of the study, research questions, and significance of the study and operational definitions of the key terms. Similarly, the second chapter is related to the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. Likewise, third chapter deals with methods and procedures of the study under which design of the study, population, sample and sampling strategy, data collection tools, data collection procedures, analysis and interpretations of data. Similarly, the fourth chapter presents analysis and interpretations of data. The fifth chapter presents conclusion and implications of the study and finally references and appendices are included.

Table of Contents

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>xi</i>
Chapter 1: Introduction	1-5
Background of the Study	1
Statement of the Problem	2
Objectives of the Study	3
Research Questions	3
Significance of the Study	4
Delimitations of the Study	4
Operational Definitions of the Key Terms	5
Chapter 2: Review of Related Literature and Conceptual Framework	6-26
Review of Theoretical Literature	6
Teacher's perception	6
Secondary level English curriculum	7
Assessment processes enabled by secondary level English curriculum	8
Different techniques of formative assessment	10
Importance of formative assessment	21
Purposes and benefits of formative assessment	21
Review of Empirical Literature	22
Implications of the Review of the Study	25
Conceptual Framework	26

Chapter 3: Methods and Procedures of the Study	27-30
Design and Method of the Study	27
Population, Sample and Sampling Strategy	28
Sources of Data	28
Primary sources of data	28
Secondary sources of data	29
Research Tools	29
Data Collection Procedures	29
Data Analysis Procedures	29
Ethical Considerations	30
Chapter 4: Analysis and Interpretations of Data	31-43
Analysis of Data and Interpretations of the Result	31
Use of formative assessment in English classroom	31
Time of using formative assessment in classroom	32
Types of formative assessment used in the classroom	32
Motivation and inspiration in FA	33
Promotion of quality assessment through FA	33
Formative assessment for engaging students	33
FA techniques for gaging students' progress	35
Acquire in-depth knowledge through FA	35
FA for students learning multiple intelligence	36
Class Performance-based FA	36
FA for developing students proficiency of English language	37
Well-managed class for FA	37
FA and regular feedback	38
Interpretation and Discussion of Qualitative Data	39
Define formative assessment in EFL classroom	39
Driving force behind formative assessment	40
Initial perceptions regarding the value of using formative assessment	40
Formative assessment techniques frequently used in the EFL classroom	41
Barriers of implementing formative assessment	41
Suggestions for applying FA effectively	42

Chapter 5: Conclusions and Implications	44-48
Findings	44
Conclusion	46
Implications	47
Policy related	47
Practice related	48
Further research related	48
References	
Appendices	

List of Tables

	Page No.
Table 1: Use of FA in English Classroom	31
Table 2: Time of Using FA in Classroom	32
Table 3: Types of Formative Assessment Used in the Classroom	32
Table 4: Motivation and Inspiration in FA, Promotion of Quality Assessment through FA and Formative Assessment for Engaging Students	34
Table 5: FA Techniques for Gaging Students' Progress	35
Table 6: In-depth knowledge through FA, Learning Multiple Intelligence through FA and Class Performance-based FA	36
Table 7: FA for Developing Students Proficiency of English Language, Well- Managed Class for FA and FA and Regular Feedback	38

Chapter 1

Introduction

This introduction part of the study entitled **English Teachers' Perceptions on the Use of Formative Assessment** consists of 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 definition of the key terms.

Background of the Study

Teaching and learning processes consist of two main essential and inseparable activities, namely: teaching and assessment. The two cannot be separated since teaching is always followed by administering an assessment to get an insight into the students' ability and their understanding of the learning material taught. Moreover, assessment can be used to reinforce the students' learning achievement and to motivate the students' learning achievement and to motivate the students to learn and develop their understanding of the learning material further and more deeply. It is also used as a tool to indicate whether the learning objectives have been achieved by the students or whether further intensive learning improvement should be made. In classroom learning practices, teachers generally conduct two main types of assessment. They are formative and summative assessment.

Formative assessment is considered as one of the most influential ways to improve teaching and learning processes. This type of assessment is conducted to assess students' understanding, learning needs, and learning progress concerning a particular unit of learning materials (Karimi, 2014). Formative assessment is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there (ARG, 2002). Formative assessment allows teachers to make adjustments and revision on learning materials and teaching techniques in order to be more successful in teaching. (Heritage, 2008) states that formative assessment is intended to give feedback to the teachers and the students related to instructional processes and to oversee the gaps between the learning process and the desired learning outcomes. In the case of student learning, the main purpose of formative assessment is seen as

helping learning, J. Dolin et al. 55 while the main purpose of summative assessment is to provide information about what learning has been achieved at a certain time. Even major texts on pedagogy have until recently paid almost no attention to the potential of formative assessment to assist the day-to-day learning of students (Black 2016).

Formative assessment would encourage self-learning and provide constructive feedback on students' performances (Bennett, 2011). Teachers believe that formative assessment has a profound impact on student motivation and achievement (Cauley and McMilan, 2010). Even though teachers has positive attitude towards formative assessment practices (Young and Jackman, 2014) they are less confident to implement formative assessment strategies (Marshall and Drummond, 2006). In this context, teachers' perception on these factors is imperative (Alotaibi, 2016) not only to reduce the gap between the theories and practice but also to overcome the barriers in adopting formative assessment (Frunza, 2014).

Statement of the Problem

This curriculum has been revised and developed in line with the aims and objectives of the National Curriculum Framework for School Education, 2076 BS. Efforts have been made to incorporate recent trends and contemporary issues in the field of language learning and teaching. All four language skills are adequately addressed. Considering the changing needs of the students, the present New Curriculum has been changed the evaluation system of the learners. In the field of the education, there are the great roles of assessment as they are used to evaluate their competency. There is the practice of various types of assessment system with different goals. On other hand, summative system evaluates the overall competency of the students. It is generally used at the end of the academic year. It is used to certify the learned knowledge from the prescribed syllabus. They are used in the final term. They do not provide any chance to improve the mistakes committed by learners. In comparison to these two types of assessment, mostly secondary teachers used only summative assessment. Various studies have revealed that formative assessment has great role to find the weakness and strength of the learners in teaching learning process. Formative assessment produces greater increases in student achievement.

Many countries have been trying to make modifications in their assessment policy and practice to improve students' learning and educational outcomes. These modifications are often evident in national policy statements and guidelines for professional development related to assessment focus. In Nepal such modifications have been crucial to integrate assessment in teaching and learning.

My interest in formative assessment arose from my own teaching experience and my struggles to understand the importance of formative assessment. Additionally, I have realized that formative assessment helps to find out the areas of weakness for the further improvement during the teaching and learning process. It is appealing to examine the perceptions of teachers on the use of formative assessment system. The purpose of this study was to investigate how secondary level English teachers perceived the impact of formative assessment on their overall instructional practice

Because of the explicit use of summative assessment, the actual behavior of the learners have not been identified and tried to support the weak one. The finding of this study will be significant for those teachers, who have not been able to take part in the implementation of new curriculum of secondary level.

This study intends to highlight the formative assessment system of Secondary English Curriculum with the perception of the secondary English Teachers while conducting formative assessment in ELT classroom.

Objectives of the Study

The objectives of my study were as follows:

- To find out the English teachers' perceptions on the use of formative assessment system at secondary level,
- To suggest some pedagogical implications.

Research Questions

The following were the research questions of this study:

- How do teachers perceive on the use of formative assessment in EFL classrooms?
- What are the challenges in conducting the formative assessment?

Significance of the Study

A great deal of literature is available on the role of formative assessment in education, but little research is available on a teacher's perception of their understanding of formative assessment and how it affects their instructional practice.

Evaluation and testing are the major parts in teaching and learning activities. The present Secondary Level Curriculum has changed the assessment system of the learners. In this curriculum, different types of learning facilitation process, classroom activities, learning resources, student assessment process, are also included. As a part of assessment process, there are two types of assessments mentioned; viz. formative assessment and summative assessment. This curriculum has given more emphasis to formative assessment and it has also changed the measuring tools and techniques to evaluate the learners as a form of formative assessment.

Even though the curriculum and textbook have been changed but the way of evaluating the learners are still same. So, this study will be beneficial for both teachers and students of secondary level. While evaluating the learners, it seems that teachers are only concerned about summative assessment rather than formative assessment. And as a part of language skills, they used to give importance to only reading skill and writing skill; other skills viz. listening skill and speaking skill seems to be neglected by the teachers. This study will be discussed, how formative assessment is perceived by the Secondary English Teachers' in community school. Most importantly, this study will help to find out the perceptions of teachers while conducting formative assessment with some pedagogical implications and solutions.

Delimitations of the Study

This study had the following delimitation;

- This study was limited to the English Teachers' perception on the use of formative assessment at secondary level only.
- This research was limited to only Dhading District.
- This research was limited to only community school.
- This study was limited to only 30 teachers of secondary level.

Operational Definitions of the Key Terms

Assessment. assessment includes all those activities undertaken by teachers, and by their students by assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.

Formative assessment. formative assessment is an assessment done during the instructional process for the purpose of improving teaching and learning. It is immediately used to make adjustments to help students learn the lessons better.

Teachers' perception. teacher perception is a thought or mental images which teachers have about their professional activities and their students, which are shaped by their background knowledge and life experiences and influence their professional behavior.

English language teacher. In this study, English language teachers refer to the teachers who teach English subject in the community schools of Dhading district.

Textbook. Textbook is the standard book, used as a tool of teaching and learning organized for instructional purpose related with particular subject of curriculum organized for use of students and teachers. In this study textbook refers to the prescribed textbook for secondary level in Nepal.

Chapter 2

Review of Related Literature and Conceptual Framework

This chapter includes the review of theoretical and empirical literature, implications of the review for the study and conceptual framework.

Review of Theoretical Literature

Literature review includes the scholarly writings of different people in the related field. It also includes the review of books, articles, journals, and other sources relevant to a particular issue, areas, or research or theory and provides description, summary and critical evaluation of these works in relation to the research problem being investigated.

Teacher's perception. Perception is defined as the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.). When we make perception about something, we use our senses to understand object and events in our surrounding. The perceptions process happens when we use our senses to start the process of stimulating which is called sensation and thus. Sensation itself is a part of perception. It is a process by which we take raw sensation from our environment and surrounding and then interpret them using our own knowledge and understanding that resulting experiences. The term perception is a noun. Wikipedia 2005 defines perception as “the process of attaining awareness or understanding of sensory information.” The Collins Essential English Dictionary (2006) describes perception as “1. Insight or intuition 2. Way of viewing”. Perception is a uniquely individualized experience. One can only draw from what is known to oneself. The interdisciplinary concept of perception is complex and has many layers. In physiology, perception is examined on the basis of the neurons that enact it (Freeman, 1991). Perception is the conscious reception, selection, processing and interpretation of information by our brain via all senses. Perception is also used to describe what is perceived. According to Freeman (1994), teachers' perception of learners and learning are one of the most critical and decisive factors in the teaching and learning process, and more clearly, in constructing teaching. These views and aspects are associated with a wider agenda relating to the way teachers see themselves

and the work they are doing. Cooper et al. (2004) stated that once one starts to try to find out about teachers' perceptions of students, the investigations would usually link the researchers to what students have achieved and how knowledge about the students shapes teacher knowledge.

How teachers perceive their students may have a substantial influence in these students' future educational outcomes and trajectories (Hamre & Pianta, 2005). Teachers' perceptions of students could influence how often they give encouragement or what grades they award their students. When a teacher holds a student in high regard and, for example, promotes and supports that student frequently, the student might in turn be more motivated and eager to learn in class. The first study was systematically concerned with teacher perceptions and their effects in the classroom was *Pygmalion in the classroom* by Rosenthal and Jacobson (1968). They showed that students performed better when teachers had higher expectations of them. When teachers think about their students, they may not only be thinking about how well they performed in the last week. On the one hand, they may be considering whether they are eager to learn, pay attention in class, are diligent, and show effort, and on the other hand, whether they follow class rules and interact with their peers in appropriate manner. Teachers' beliefs about their students may affect their willingness to change their practices. Changing those beliefs may be a key step toward spreading effective teaching practices to all classroom.

Secondary level English curriculum. According to Secondary Education Curriculum (2078), to achieve the short-term and long term goals of education of a nation, a curriculum is essential. The current secondary level curriculum includes a plan prepared for achieving the educational goals and outcomes intended to be achieved at grade 9-12. English has a dominant position in science, technology, and commerce is published in English. That is why learning English as a foreign language is assuming an increasing importance worldwide as well as in Nepal both within and outside the school system. Through, learning English, learners will develop the confidence to communicate effectively in speaking, listening, reading and writing English that will enable them to participate actively in a global society. Due to the belief of the importance of learning foreign language and the importance of English language in particular, it is being taught at all levels of the school educational system

(1-12). The learning of English opens up the world for our children and youth. It gives them their awareness of the multilingual and multicultural world they live in.

This curriculum primarily focuses on language skills. In the revision of curriculum, level wise competencies have been devised for this level. These competencies relate to listening to, and reading of fiction and non-fiction texts about own and other countries, to communicate orally and in writing in English about own and other cultures, and to compare and contrast Nepali values, beliefs and customs with those of people from other countries. The linguistic competencies of studying English also begin to emerge at this stage, as learners become increasingly able to identify, understand and analyze patterns in English grammar, vocabulary and phonology. To achieve these competencies specific learning outcomes are formulated under each language skill (listening, reading, speaking and writing) with some elaboration of indicators. Furthermore, some soft skills have been integrated into the curriculum. The curriculum anticipates child-friendly learning facilitation and assessment processes.

Assessment processes enabled by secondary level English curriculum.

According to Secondary Education Curriculum (2078, P.51), a letter grading system will be used for assessing student performance. For this, both the formative and summative assessment tools will be used.

Formative assessment. In order to ensure the learning of the students, informal assessment will be conducted regularly and timely feedback will be provided to help them improve. The goal of formative assessment is to help the learners to learn more rather than to check what they have learnt and what they have not. Formative assessment should focus on those areas which pose problems in learning. This can also take the form of remedial teaching. The following techniques/activities can be used as tools for formative assessment:

Observation of students' Linguistic behavior	Tests (class, weekly, monthly)	Games
Anecdotal record	Project works	Debates
Work sample/written samples	Creative works	Story telling/retelling
Interviews	Class work	Dramatization/simulation
Home assignments	Reflective practice	Role play
Group discussion	Journal writing	

Summative assessment. Summative assessment is primarily designed to certify competence and rank the students. The overall students' understanding of the standards (competencies and learning outcomes) of the curriculum will be assessed and graded through summative assessment. Both internal and external assessment procedures will be used under summative assessment.

Internal assessment. For internal assessment, a student portfolio should be maintained/ kept by teacher. The portfolio details the performance of the students. The internal evaluation covers different aspects as shown in the table below and carries 25% weightage. The record of student participation should be kept in the students' portfolio. Testing of listening and speaking will be based on the test specification grid. Teachers need to prepare the listening and speaking tasks themselves.

External assessment. The external assessment carries 75% weightage. The allocation of marks for each language skill and aspect is given below:

S.N.	Language skills and aspects	Marks
1.	Reading	40
2.	Writing	24
3.	Grammar	11
	Total marks	75

Alternative assessment. For students with disabilities, alternative assessment tools will be used. They will be suggested in the test specification chart to be developed by the Curriculum Development Centre.

External assessment. Reading and writing skills will be assessed through a written test. Grammar is included in the writing section. The test will be based on the specification chart.

Different techniques of formative assessment

Observation of students' linguistic behavior. Classroom assessment practice has received a lot of attention in recent years as it is an inseparable aspect of the teaching and learning process. Classroom assessment practice includes a wide range of approaches for the continuing evaluation of student achievement and improvement, including structured tests, quizzes; worksheets; homework assignments; informal assessment of student participation, effort, and behavior (Martinez, Stecher, & Borko, 2009). Every child with a behavior problem can be a useful source of information. Observing students as they solve problems, model skills to others, think aloud during a sequence of activities or interact with peers in different learning situation provides insight into student learning and growth. The teachers find out under what condition success is most likely, what individual student do when they encounter difficulty, how interaction with others affect their learning and concentration, and what students need to learn next. Observation may be informal or highly structured, and incidental or scheduled over different periods of time in different learning context.

Observation checklist allows teachers to record information quickly about how students perform in relation to specific outcomes from the program of studies. Observation checklists, written in a yes/no format can be used to assist in observing student performance relative to specific criteria. They may be directed toward observation of an individual or group. Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and to make judgements about what students know and can do in relation to the outcomes. They offer systematic ways of collecting data about specific behaviors, knowledge and skills. The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the quality of the descriptors chosen for assessment. Their benefit is also dependent on students' direct involvement in the assessment and understanding of the feedback provided.

The purpose of checklists, rating scales and rubrics is to:

- Provide tools for systematic recording of observation
- Provide tools for self-assessment
- Provide samples of criteria for students prior to collecting and evaluating data on their work
- Record the development of specific skills, strategies, attitudes and behaviours necessary for demonstrating learning.
- Clarify students' instructional needs by presenting a record of current accomplishments.

Anecdotal record. Anecdotal notes are used to record specific observation of individual student behaviors, skills and attitudes as they relate to the outcomes in the program of studies. Such notes provide cumulative information on student learning and direction for further instruction. Anecdotal notes are often written as the result of ongoing observations during the lessons but may also be written in response to a product or performance the student has completed. They are brief, objective and focused on specific outcomes. Notes taken during or immediately following an activity are generally the most accurate. Anecdotal notes for a particular student can be periodically shared with that student or be shared at the student's request. They can also be shared with students and parents.

The purpose of anecdotal record notes is to provide information regarding a student's development over a period of time, provide ongoing records about individual instructional needs, capture observations of significant behaviors that might otherwise be lost and to provide ongoing documentation of learning that may be shared with students, parents and teachers.

Work sample/written samples. Work sample testing does not describe a single method or procedure. Rather, it is an approach or rationale for the assessment of individuals' current or likely future job performance. Written performance tests are the most straightforward and literal example of work samples test. Work sample testing is best seen as a rationale for the assessment of current or likely future work performance rather than a single method. This tool seeks to achieve point-to-point correspondence between the content of the assessment measure and that of the job

performance domain. It is also based on the assumption that an individual's past behavior is the best predictor of his her future behavior. Hands-on performance tests have shown higher criterion-related validity and lower adverse impact against minority groups than any alternative selection procedure (Callinan & Robertson 2000).

Work samples not only provide reliable information about student achievement of the curriculum, but also provide student with context for assessing their own work and setting meaningful goals for learning. Displaying concentrate samples of student work and sharing assessments that illustrate grade level expectations of the outcomes are key to winning the confidence and support of parents.

Interviews. Interviews are often used in assessment centers and are designed to get an insight into your personal and professional background. Interview helps to find out the students skills, knowledge and abilities as an oral form. The interview is one of the oldest and most universal tools of assessment. Interviews are best for measuring speaking skill. In the secondary English Curriculum (2078), there are 2 marks allocated for 'Introduction and Interview'. The students will be asked at least three questions on their personal affairs and immediate situation.

Home assignments. Assessment is a necessary part of the teaching and learning process, helping us measure whether our candidates have really learned what we want them to learn. While exams are certainly favorite and useful methods of assessment, out of class assignments such as mock assignments or home assignments can offer similar insights into students learning. A home assignment is a piece of (academic) work or task. It provides opportunity for candidates to learn, practice and demonstrate they have achieved the learning goals. It provides the evidence that the candidates have achieved the goals. There are so many benefits of assignments; it provides knowledge and awareness on particular topic, it helps to widen students cognitive skill, it improves writing skill, it enhances the research traits, it develops students planning and organizing skills, it improves the learning process and it has a scopes for improvement.

Portfolio. A portfolio is a collection of various forms of evidence of achievement of learning outcomes (Davis & Ponnampereuma, 2005). It is a collection of student works that are associated with standards you are required to learn. This collection of work is often gathered over a long period of time to reflect what you have been taught as well as what you have learned. In practical terms, a student portfolio for assessment process is a compendium of reports, papers, and other material, together with the student's reflection on his or her learning and on strengths and weakness. The assessment portfolio is prepared by an individual student either at the direction of the faculty or as uniquely devised by the student. Portfolio evidence is annotated by the learner's reflection regarding his or her learning. The learners depending on their reflective ability, may reflect on the learning experiences at three different cognitive levels: descriptive, analytical, and evaluative. As indicated above, the potential of portfolios to assess student performance and curriculum outcome related to attitudes and professionalism is the major driver for the use of portfolio assessment. Various assessment tools such as tutor rating scales, peer ratings, and patient feedback can be included in the portfolio to provide evidence of the student's or trainee's performance. Portfolio assessment can be used for formative assessment, for summative assessment, or both (Davis & Ponnampereuma, 2005). This makes the portfolio a flexible and robust assessment method. Assessment must be focused on the learning outcomes of the curriculum. The attraction of the portfolio is that it can include evidence of achievement of all the learning outcomes within its structure. Portfolio assessment encourage students to become accountable and responsible for their own learning (i.e., self-directed, active, peer-supported, adult learning), facilitate reflection and self-assessment, offer teachers vital information for diagnosing student s strengths and weakness to help them improve their performance (i.e., formative assessment), promote creativity and problem solving, use multiple method of assessment.

Tests (class, weekly, monthly). Classroom assessment is both a teaching approach and a set of technique. The approach is that the more you know about what and how students are learning, the better you can plan learning activities to structure your teaching. The techniques are mostly simple, non-graded, anonyms, in- class activities that give both you and your student s useful feedback on the teaching learning process. Classroom assessment differs from tests and other forms of student

assessment in that it is aimed at course improvement, rather than at assigning grades. The primary goal is to better understand your student's learning and so to improve your teaching.

Weekly tests are used to inform planning and facilitate rapid intervention of the students. It is either carried out as a pre-learning task to identify what needs to be taught in order to bridge gaps in pupil's knowledge or as a check what has been learned in that week's teaching and to aid the retention of key skills. Apart from the fact that such up-to-date- assessment provides teachers with a wealth of knowledge, there are benefits for the children too. Although many in teaching profession do not like the idea of 'teaching to the test', we have to accept that tests will be part of a child's education and we should be equipping them with the skills and knowledge to achieve this. Giving children regular practice at completing tests, independently identifying their targets and supporting them towards their goals gives the assessment more purpose. Children actually enjoy this process and relish the opportunity to drive their own progress.

Projects works. This is a one kind of learner centered technique for classroom activity. The projects need to allow students to not only make real life connection but also implement decision making skills, interacting with other. In project work, students collaborate and work together.

According to Richards et al. (1985, p. 295) project work is an activity which centers on the completion of a task, and usually requires an extended amount of independent work either by an individual student or by a group of students. In this way, project work can take the form of formative assessment to judge individual or group performance.

Creative works. Amabile (1999) state that "creativity is a concept that is difficult to define and even more difficult to measure". Creative works is when students are able to use imagination and critical thinking to create new and meaningful forms ideas where they can take risks, be independent and flexible. Instead of being taught to reiterate what was learned, students learn to develop their ability to find various solution to a problem. A good classroom environment always has some elements of creativity which makes the lessons more interesting and

interactive. The right mix of creativity along with curriculum helps students to be innovative and also encourages them to learn new things. Students can grow up as good communicators in addition to improving their emotional and social skills. Creative works can really transform the way students acquire education and how they apply it in real life. In fact, creative expression plays a key role in a student's emotional development. It is one of the good tool to evaluate student s performance, because creative works encourage students to learn with fun, freedom of expression, emotional development, enhances thinking capability, reduced stress and anxiety, boosts problem solving skills, improve focus and attention, better communicators, follow passions, future opportunities, innovative mindset, drive lifelong learning.

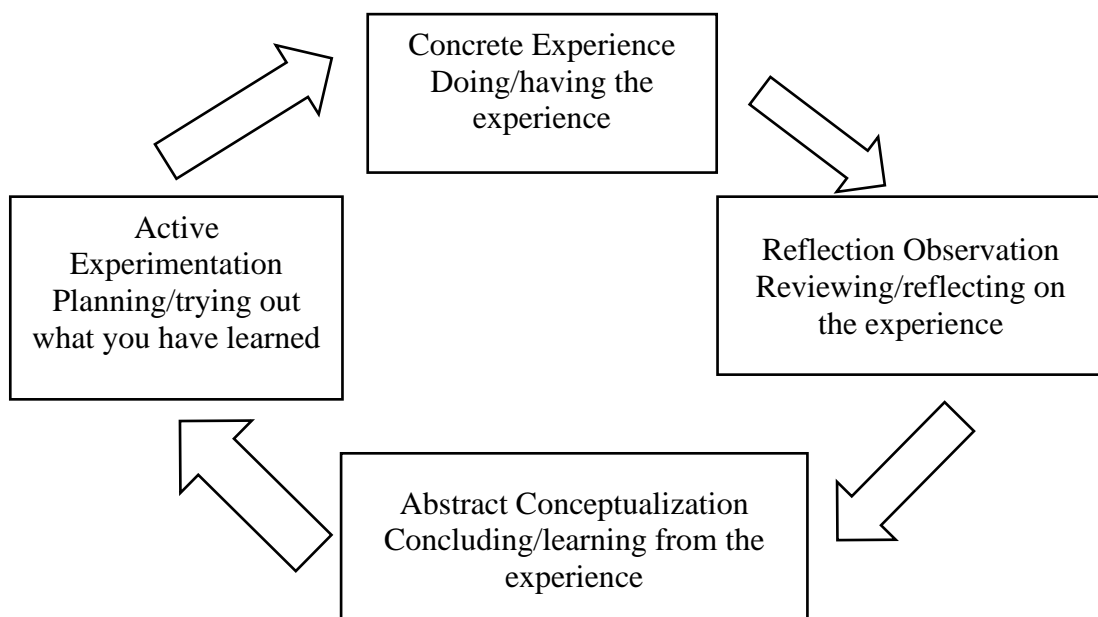
Class work. Classwork involved the active engagement of students in learning and doing the work in the class itself. It includes completing assignments, which have to be completed in the given time. There are various ways and techniques of doing classwork through which students adapt to the learning process, which can be based on critical and analytical adaptive methods. Classwork includes so many tests, assignments, work which is done inside the classroom. Teachers can easily focus on those areas which pose problems in learning to the students. So, it is one of the best techniques for evaluation student s work as a formative assessment.

Reflective practice. Reflective practice is 'learning through and from experience towards gaining new insights of self and practice' (Finalay, 2008). Reflection is a systematic reviewing process for all teachers which allows you to make links from one experience to the next, making sure your students make maximum progress. Reflection is a basic part of teaching and learning. It aims to make you more aware of your own professional knowledge and action by 'challenging assumptions of everyday practice and critically evaluating practitioners' own responses to practice situations' (Finlay, 2008). The reflective process encourages you to work with others as you can share best practice and draw on others for support. Ultimately, reflection makes sure all students learn more effectively as learning can be tailored to them. Reflective practice helps create confident students. As a result of reflecting, students are challenged as you use new methods in the classroom. From reflection, you should encourage your students to take new challenges in learning, developing a secure and confident knowledge base. By asking

your students for their thoughts and feelings on the learning, they play an active part in the learning cycle. This allows them to take ownership of their learning and also work with you and give feedback, which creates self-aware and responsible students. Once the student starts to play an active part in the learning styles and tasks, they become aware of how they learn and they develop key skills and strategies to become lifelong learners.

By varying learning and experimenting with new approaches, students have a richer learning experience. They will think more creatively, imaginatively and resourcefully, and be ready to adapt to new ways and methods of thinking. David Kolb, educational researcher, developed a four stage reflective model. Kolb's Learning Cycle (1984) highlights reflective practice as a tool to gain conclusions and ideas from an experience. First, practitioners have a concrete experience, then observing of the concrete experience, the formation of abstract concepts and at the end the practitioner considers how they are going to put what they have learnt into practice.

Kolb's (1984) four stages of reflective model.



Games. One fundamental premise underlying the use of games for educational purpose is that they can be more engaging than traditional classroom activities (Malone, 1981). Specially, games appear to be intrinsically motivating, with the source of motivation and enjoyment originating from play alone, rather than something external to the task. (fisher,1978), states that if games have the power to extend engaged learning, then they should have impact on achievement measures. One defining characteristic of games is that they evaluate the player, and use interpolated assessment information for adapting the learner's experience. They accomplish this adaption by giving explicit feedback or by using technology to modulate the challenges of the academic material and cognitive demands to sustain play and affect learning.

Viewing games for learning as formative assessment environments introduces the importance of considering how to make the criteria of performance for the students. By playing games, students become more motivated to learn, pay attention and participate in set tasks. Games help students to become a part of a team as well as take responsibility for their own learning. Games also provides children different sensory, physical and cognitive experience. At the same time, teachers can evaluate student's performance by different sort of games as a form of formative assessment.

Debates. Speaking skill is very important in the context of English learning. It is because through verbal language, speaking, one enables to express his/her ideas and thoughts and being able to speak is one of the indicators of mastering the language (Fauzan, 2014). Nunan (1999) argues that the ability to function in another language is generally characterized in terms of being able to speak that language. Considering the importance of the speaking mastery, teachers must focus on how to teach speaking effectively in his/her English class. For the English learners, mastering speaking is a challenging since it needs a huge powerful effort. Many English learners feel obstacles and unsatisfied with their achievement in speaking. They faced some problems in mastering the speaking skill. The students have problems in speaking English due to reluctance, hesitation, fear of making mistakes, or lack pf adequate vocabulary (Fauzan, 2014).

Considering the facts above, there would be a need to implement a new appropriate strategy to improve the student's speaking ability. One of the strategies

that a teacher could use in debate and peer assessment. Debate is a formal method of interactive and representational argument aimed at persuading the audience. Debate can be used to teach speaking in the EFL classes. Krieger (2015) states that debates is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. It is providing meaningful listening, speaking and writing practice. Debate is also highly effective for developing argumentations skills for persuasive speech and writing. Debates in EFL classroom, can be the best guidelines of evaluation for evaluating student's speaking skill, listening skill and also writing skill.

Story telling/retelling. Story telling/retelling is an effective teaching and assessment tool that enables the reader to focus on specific elements of story structure. When the reader is aware of the important aspects of the story, there is a purpose and sustained focus on learning. Gambrel, Koskinen&Kapinus (1991), explored the use of retelling following four practice sessions with fourth-grade proficient and less-proficient readers. Gambrella et al. found significant increases in the number of prepositions and story structure elements recalled. The number of questions answered correctly also increased significantly after the four practices sessions. Gambrella (1991), argue that the result of her study suggest practice improves the quantity and quality of information supplied by the reader. The opportunity to practice retelling is a crucial feature, because performance expectations for the assessment are clearly linked to the instructional activities. Learning objectives are then defined and the language of the learning task is consistent with the language of assessment tool. O'Malley (1996) points out that when assessment mirrors instruction, students become more self-directed and reflective about their learning. Teachers use assessment information to fine tune and improve the quality of instruction.

Story telling can play an important role in performance-based assessment of reading comprehension. Gambrella (1991), argue that their research documents retelling as a more effective post-reading activity than teacher questioning. It prepares students for real tasks such as selecting, organizing, and conveying essential information. Retelling is more in its application and transfer to the ways in which reader s store, recall, and utilize information. Story telling as a component of

authentic assessment can be introduced when the reader demonstrates proficiency in identifying key story elements. The reader needs to be aware that the purpose of the retelling is to obtain assessment data for self and teacher evaluation.

Dramatization/simulation. For instance, in a situation where students are assigned roles as buyers and sellers of some goods and asked to strike deals to exchange the goods, they are learning about market behavior by simulating a market situation. During a simulation, the teacher acts more as a facilitator, helper, or resource person and less as an expert, or judge (Odo & Odo, 2016). When difficult topics are simulated, it encourages higher degree of students' interest. Simulation is an educational tool where students learn through the application of theory and decision-making to a simulated real-world business scenario. The use of simulation technique in instruction at different levels has been reported to be of high motivational value by researcher (Chauham, 2007). It is acceptable at all levels of teaching because if any teaching technique succeeds in creating motivation in learners, all other problems may be drastically reduced (Chauham, 2007). Simulation technique is a very significant predictor of the mean performances of students taught through simulation game technique as their performance. The teacher should make effective use of simulation method in lesson delivery as it shows to be more promising in enhancing student's academic performance at the basic level of education.

Dramatization is a teaching strategy used by teachers to promote and strengthen mastery in the English language for sustained learner's achievement. According to Comajoan (2014), teaching English language through dramatization has benefits in listening and meaningful interaction where learners use their language resources during the teaching and learning process. Dramatization involves a lot of conversation and discussion. These activities are suitable for low proficiency learners who are encouraged by their peers to participate in learning. They stimulate authentic learner-to-learner conversational interaction leading to higher learner's achievement. Drama motivates learners to speak English fluently. Dramatic genres enable the learners to illustrate real life situations which provide them with the incentive to work hard. When dramatic genres such as role-play and mime are used in the teaching and learning of English language, students become attentive and participate actively in learning (Nkema, 2012). It means, to evaluate student's speaking skill teacher can

conduct drama/simulation activity in the classroom and can evaluate student's oral proficiency.

Role play. Role play is a classroom activity which gives the students an opportunity to practice the language .it is an ideal vehicle for developing fluency, and it also offers a focal point in lesson integrating the four skills it is highly flexible. Its main goal is not only to put the learners' knowledge into practice, but also to improve their confidence. Harmer (2008, p.352) notes that "role play can be to encourage general oral fluency or to train students for specific situation, especially where they are studying English for specific purpose". It is simple and brief technique to organize in the classroom. It is highly flexible, initiative and imaginative. It helps students to bring outside classroom environment into classroom. It encourages students to talk and communicate ideas with friends. It makes classroom interactive, a variety of language functions, structures, and games can be practiced in the classroom through role plays. It also makes the classroom funny and interesting. It will also be beneficial for shy students. It can be very much effective for assessment purpose.

Group discussion. Group work is another important learner centered technique. Group activities tent to more interactive than pair work. Several types of activity are collaborative and easy to use. The teacher is the manager of the activity. During the group work activities the teacher stays mainly at the front of the class. Sometimes, teacher is active if the task becomes wrong, the teacher will stop it and revert to some form of practice before starting group work again and everyone gets chance to be the leader. It is usual to have one member of each group acting as a leader. Correction is made on the spot. So, teachers can give various task related to group work or group discussion and evaluate the students performances.

Journal writing. Journaling is simply the act of informal writing as a regular practice. Journals take many forms and serve different purposes, some creative some personal. Journal writing is the process of recording personal insights, reflections and questions on assigned or personal topics. Journal projects assigned in class may include your thoughts about daily experiences, reading assignments, current science, Experiments. Journal entries are a form of reflective writing in that you can use them to consider and respond to something you have read or learned. Journal writing can be the best technique to measure the student's performances.

Importance of formative assessment. Formative assessments suggest new methods to increase effective feedback will change classroom practices and bring adjustment in learning and teaching. The role of formative assessment in the real society is basically to permit the curriculum developers, learners and instructors to monitor how well the instructional goals and objectives are being met. Its main purpose is to catch deficiencies so that appropriate intervention is placed in every level of process. According to OECD (2005, p.2) the importance of formative assessment is as follows:

- Formative assessment has been show effective in raising the level of student attainment, increasing equity of student outcomes, and improving students' ability to learn.
- It improves quality of students 'work, attention and retention of learning are also improved.
- Formative assessment builds students' "learning to learn" by emphasizing the process of teaching and learning, and involving students as partners in that process.
- It also builds students' skill at peer-assessment and self-assessment, and helps them develop a range of effective learning strategies.
- Students' who are learning to judge the quality of their own and their peers' work against well-defined criteria are developing invaluable skills for lifelong learning.

Purposes and benefits of formative assessment. Formative assessment refers to a wide variety of methods that teacher use to conduct in process evaluations of student comprehension, learning needs and academic progress during a lesson, unit or course.

Bennett (2011), define assessment broadly to include all activities that teachers and students undertake to get information can be used diagnostically to alter teaching and learning under this definition assessment encompass teachers observation classroom discussion and analysis of students work including homework and tests assessment becomes formative when the formative is used to adapt teaching and learning to meet students' needs.

According to Crooks (2001.p.26), the major purposes of formative assessment are as follows:

- To provide feedback for teacher to modify subsequent learning activities and experiences.
- To identify and remediate group or individual deficiencies,
- To move focus away from achieving grades and into learning purposes in order to increase self- efficacy and reduce the negative awareness of negative impact of extrinsic motivation.
- To improve students Meta cognitive awareness of how they learn

When a teacher knows how students are progressing and where they are having trouble they can use this information to make necessary instructional adjustment such as re- teaching, trying alternative instructional approaches or offering more opportunities for practice these activities can lead to improved student access.

Review of Empirical Literature

Formative assessment assesses the process of learning and teaching to provide information. Information can be used to guide improve and rectify learning and teaching process not gives the final marks or grades. Formative assessment in done either before or during the student learning process .The purpose of the formative assessment is to determine what the student knows and adjust learning process accordingly.

There are number of studies carried out on formative assessment. Some previous research study which have been carried out regarding the formative assessment in Department of English Education. T.U., Kirtipur is reviewed in brief as follows:

Ghimire (2010) conducted a research to find out the effectiveness of continuous assessment on students' achievement in English. He conducted experimental research design to achieve the objectives of the study. As the research tool, he designed test items and took exam. He prepared same type of test item for controlled and experimental group in the pre-test and post-test. He selected 40

students as the sample. He used pre-test, post-test experiment to the 8th grade students by using purposive sampling. This study found that CAS is very effective to enhance the achievement of students.

K.C. (2011) studied to identify the effectiveness of CAS in primary level. He used survey design by using questionnaire as research tool. The population was primary level English teachers of salyan district and took 50 teachers as the sample by using non-random purposive sampling. He analyzed data by using statistical tool percentage and result was shown in the diagrams. He found that CAS is an effective tool than traditional assessment system in primary level.

Nepali (2012) carried out the research to find out the teachers' challenges on implementation of continuous assessment system. He conducted survey research to achieve the objectives of the study. To achieve this objective, the researcher selected 60 primary level teachers as the sample size from various schools of the palpa district. The researcher use primary and secondary sources for the data collection. Open and close ended questionnaire was used as the tool of data collection. The main finding was that teachers have faced lots of problems in the implementation of continuous assessment system. They were heterogeneous level of the students, lack of teacher training etc.

Pandit (2014) carried out the research to find out the perception of teachers on CAS practice and to find out the problem in the implementation of CAS. He conducted survey research to achieve the objectives of the study. The researcher uses primary sources for the data collection. The researcher selected 40 teachers as the sample size for the study from Nuwakot district. The finding of this study shows that teachers have positive view regarding CAS. But teachers are facing numbers of challenges in the implementation of CAS.

Regmi (2014) carried out the research to find out the effectiveness of formative assessment in teaching grammar. He conducted survey research to achieve the objectives of the study. Researcher selected 30 students of class eight of Shree Bishnu Higher Secondary School as the sample size. The finding of this study shows that assessing the students' performance of grammar with the help of formative assessment in school level is relatively more effective than that of conventional way

of assessing the grammatical performance of the students. This research concludes that the use of formative assessment technique for the purpose of testing grammar in school level has positive effect.

Neupane (2015) conducted a research to find out the teachers' perception and current practices. He conducted survey research to achieve the objectives of the study. In this survey, data were collected by questionnaire and checklist. Forty teachers from twenty schools of Lamjung were selected by purposive non-random sampling. She found that observation, project work, portfolio, attendance, class work are CAS procedure and it increase the attendance of students.

Tiwari (2015) conducted research to find out the perception of students the internal examination in terms of relevance, cost effectiveness, utility and he used questionnaire tool for data collection of this research. He conducted survey research to achieve the objectives of the study. Thirty students of grade 12 were taken by using non-random sampling procedure. She concluded that majority of the students have positive attitude towards the present system of internal examination.

Khanal (2017) conducted a research, to find out teachers' perception on the use of formative assessment in ELT classroom. She conducted survey research to achieve the objectives of the study. She collected the data by administrating the questionnaire to 30 teachers teaching at secondary schools in Arghakhanchi district. Two sets of questionnaire that consist of close-ended and open-ended were employed to elicit data. The major of the study showed that formative assessments were used for teaching for providing the feedback to the students, to improve the teaching learning process. Most of the teachers the formative assessment in the form of role play, pair work, group work, individual work, terminal examination and discussion at secondary level. Moreover, it was perceived that use of formative assessment is beneficial to the students as well as teachers at secondary level in ELT classrooms; however it was found that there was lack of the trained teachers in ELT classrooms in order to carryout formative assessment. She recommended that teachers are required to get training regarding appropriate and judicious use of formative assessment in ELT classrooms.

Kandel (2019) carried out the research, her major objectives of this research were to find out the EFL teachers' perceptions on the use of formative assessment in their classroom. To achieve this objective, the researcher selected survey research design. She conducted two sets of questionnaire close-ended and open-ended were employed to elicit data with 30 EFL teachers using purposive sampling procedure in public schools of Bara district. The researcher use primary and secondary sources for the data collection. The findings of this study showed that formative assessment helps to provide the regular feedback to the students, it promotes the quality assessment to make teaching learning effective and also it helps to identify the strength and weakness of the students.

Implications of the Review of the Study

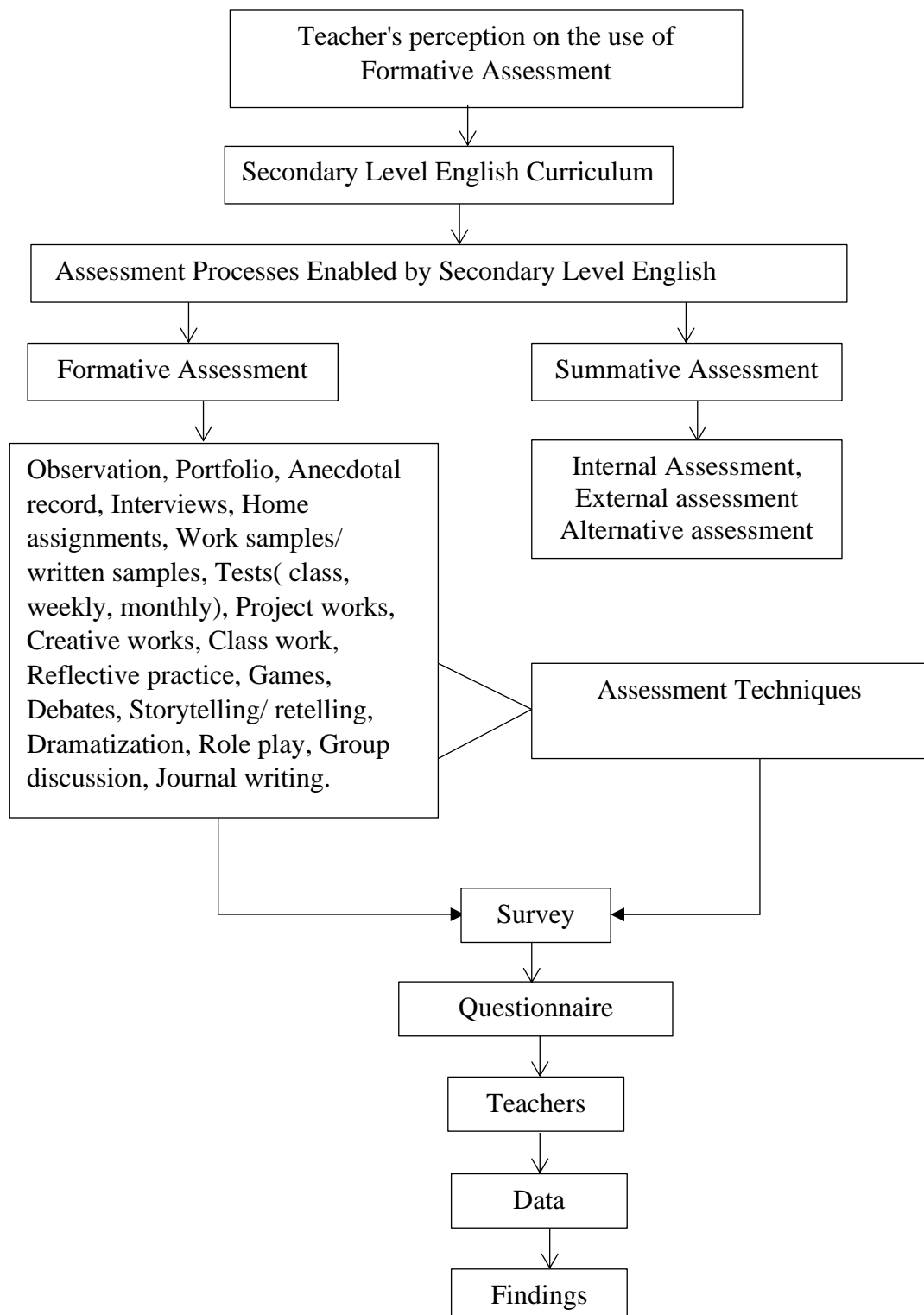
After reviewing all above research works (theoretical and empirical) I have got lots of ideas of knowledge and information about my study. K.C. (2011), Tiwari (2015), Regmi (2014), Nepali (2012), Khanal(2017), Kandel (2019), Ghimire (2010) supported me to take ideas about language testing, perspective of the teachers in formative assessment, summative assessment, formative evaluation, types of formative assessment, contribution of formative assessment, CAS, purposes and benefits of formative assessment and so on.

Similarly, I have received so many theoretical guidelines from the Secondary English Curriculum. It helps me to find out different types of assessment process enabled by the curriculum. Likewise, I have learned about types of assessment, different evaluation process, learning facilitation principles, different types of test and also test specification chart from this curriculum. This review helps me to develop the conceptual framework, sampling procedures, data collection tools, data collection procedure and how to analyzed collected data from them. In other words, I reviewed many books, journals, articles, websites and theses. These sources helped me to be clear and focus on the research problem, improve methodology etc. It was also equally important to examine and evaluate what has been said before on a topic and what has not be said yet for finding new area for further research . It helped me to be well familiar with general format or techniques that we use to write proposal and thesis. Present 'Secondary Level English Curriculum' has been revised in 2078 by CDC, it has not been reviewed yet. Therefore, obviously, this study will be the new

one because no one has studied before teachers' perception regarding the present English curriculum assessment process.

Conceptual Framework

Conceptual framework is representation of the understanding of the theories by researchers and conceptualization of the relationship between different variables. Therefore, conceptual framework of my research was as follows:



Chapter 3

Methods and Procedures of the Study

This chapter includes design and method of the study, sources of data, population, sample and sampling strategy, data collection tools, data collection procedures, data analysis and interpretation procedures and ethical considerations.

Design and Method of the Study

Research design is the framework of research methods and techniques chosen by a researcher. It is the researcher's overall plan for obtaining answers to the research questions guiding the study. It is a blueprint, or outline, for conducting the study in such a way that maximum control will be exercised over factors that could interfere with the validity of the research results (Polit & Hungler, 1999, p. 155). It can even be considered as a scheme or plan of action for meeting the objectives. Thus, it is always acknowledged to be an important factor in a research study as it helps researchers to plan and implement the study in a way that will help them obtain the intended results.

There are a number of research designs used in conducting the studies. Among them, I followed the descriptive research design for carrying out this research. A descriptive research design is a research method that describes the situation or case under study. This methodology focuses more on the 'what' of the research subject than the 'why' of the research subject. It provides an accurate account of characteristics of a particular individual, event or group in real-life situations (Polit & Hungler, 1999, p. 189). A descriptive design is used for the purpose of developing theory, identifying problems with the current practices, justifying current practice, making judgments or determining what others in similar situations are doing (Waltz & Bausell, 1981, p. 7). The purpose of a descriptive design is to provide the perceptions and views of the respondents about the phenomenon studied (Burns & Grove, 1993, p. 293).

This research incorporated the fundamental methods of the descriptive research design as mentioned below.

Step 1: Identify a research topic

Step 2: Conduct a review of the literature

Step 3: Develop research questions

Step 4: Select the participants

Step 5: Administer the survey

Step 6: Analyze and interpret the survey results

Step 7: Final research result

Population, Sample and Sampling Strategy

The term 'population' in research refers to a complete set of elements (persons or objects) that possess some common characteristics defined by the sampling criteria established by the researcher. It is basically composed of two groups: the target population and the accessible population. Sample, on the other hand, refers to the elements (people or objects) chosen for participation in a study. It is a portion or a subset of the research population selected to participate in a study, representing the research population (LoBiondo-Wood & Haber, 1998, p. 250). The eligibility criteria specify the characteristics that people in the population must possess in order to be included in the study (Polit & Hungler, 1999, p. 278).

In this study, the population of my study were the English language teachers teaching at different secondary level community schools in Nepal. The sample included 30 teachers from different community schools in Dhading. I used the purposive non-random sampling strategy to determine the schools and the respondents for my study.

Sources of Data

As sources of data, I used both primary and secondary sources. To fulfill the objectives of the study, I used the following sources:

Primary sources of data. The thirty English teachers teaching at secondary level were the primary sources of the data.

Secondary sources of data. For the secondary sources of data, I reviewed the different research works, articles, books and national and international journals documents as secondary sources of data. Specially, I reviewed different formative assessment techniques enabled by the secondary English curriculum.

Research Tools

Data collection tools basically refer to the devices or instruments used in collecting data. Some examples of such tools are case studies, questionnaires, interview schedules (structured/semi-structured/unstructured), and checklists.

As the method or technique of data collection. I created questionnaire consisting of two major parts through online google forms. The first part covered the close-ended questions related to my research objective, whereas, the second part covered a set of open-ended questions.

Data Collection Procedures

Every researcher has to follow the certain procedure to collect the data because without any plan and system one cannot collect data randomly. To fulfill the objectives of the study, I had followed the stepwise procedures for data collection. To collect the required data, first of all, I visited Education Development and Coordination Unit Office at Dhading and asked for the list of secondary level schools. Then, I selected the teachers from the list. After that, I requested English teachers to participate in the study. I informed the processes, procedures and objectives of the study to the teachers. After that, I created close ended and open ended questions from google forms and collected data by sending a link to the respondents. Finally, I collected the data from their responses and I thanked to the teachers for their support.

Data Analysis Procedures

The systematically collected data were analyzed by using appropriate tools and methods. Especially percentile and tables are used to analyze and interpret the collected data.

Ethical Considerations

Before collecting the data, I got the permission from my supervisor for the betterment of my study. I followed the rules and norms of research. I was aware of the citation of the sources. I took only required data and information. I won't go against of my supervisor and participants while analyzing and interpreting the data. I took an account of the source language text and the writer cultural expression and identity. To maintain the ethicality, I conducted my research by taking permission of sample populations that are secondary level English teachers by informing them about my research objective and purposes. Likewise, to avoid the risk of plagiarism, I gave the proper credit to the authors of books, journals, articles and research works.

Chapter 4

Analysis and Interpretations of Data

Based on the collected data from primary source, data were analyzed and interpretation was done in the following sub-headings.

Analysis of Data and Interpretations of the Result

To find out the teachers' perceptions toward formative assessment (FA) in ELT classroom, the responses of 30 teachers who were from Dhading district were analyzed and interpreted. Here, I have analyzed the responses by using both statistical and descriptive tools. The opinions of the respondents are tabulated in the following table.

Use of formative assessment in English classroom. In the context of Nepal, most of the teachers use summative assessment system. Therefore, this question was designed to find out whether formative assessment was used in secondary level or not. The teachers' responses are presented in the table 1:

Table 1: Use of FA in English Classroom

Categories	No. of Respondents	Percentage
Everyday	11	36.7%
Frequently	15	50%
Sometimes	4	13.3%
Rarely	0	-
Never	0	-
Total	30	100

The table 1 shows that half of the teachers (i.e.50 %) frequently used the formative assessment in the EFL classroom. Moreover, some teachers (i.e.36.7 %) everyday used formative assessment in the classroom. But the very few number of the teachers (i.e. 13.3 %) sometimes used the formative assessment in their classroom. It shows that formative assessment is highly in practice English classroom at secondary level.

Time of using formative assessment in classroom. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Formative assessment is done at set times, such as the beginning, during a lesson, and end of a lesson: The teachers' responses are presented in the table 2:

Table 2: Time of Using FA in Classroom

Categories	No. of Respondents	Percentage
At the beginning of the lesson	-	-
During a lesson	16	53.3
At the end of the lesson	14	46.7
Total	30	100

The tables 2 indicate that most of the teachers (i.e.53.3%) use formative assessment during a lesson. Similarly, a good number of the teachers (i.e.46.7%) use formative assessment at the end of the lesson. Furthermore, none of the teachers use FA at the beginning of the lesson. From the received data, what we can easily say is that teachers use FA during a lesson and at the end of the lesson.

Types of formative assessment used in the classroom. This study has tried to find out what types of formative assessment is practiced in school or classroom, the respondents were asked to respond to the statement “which means of formative assessment are you practicing most often in the classroom”. With six categories. The teachers' responses as their perceptions are presented in the table 3:

Table 3: Types of Formative Assessment Used in the Classroom

Categories	No. of Respondents	Percentage
Class work and home work	12	40
Observation of students' linguistic behavior	2	6.7
Tests (class, weekly, monthly)	12	40
Project works	-	-
Debates	-	-
Pair work	4	13.3
Total	30	100

Here, the table 3 indicates that most of the teachers (i.e.40%) use class work, homework and tests (class, weekly, monthly) equally in the classroom. Similarly, some of the teachers (i.e.13.3 %) use pair work in the classroom. Likewise, few numbers of the teachers (i.e.6.7%) use observation of students' linguistic behavior in the classroom. In this way, it can be concluded this study shows class work, homework and tests have been more focus by the teachers in the EFL classroom as a form of formative assessment.

Motivation and inspiration in FA. Feedback like motivation and inspiration are also aspects of assessment. Assessment plays the vital role in improving the teaching learning activities. Behind the fruitful teaching learning process motivation and inspiration plays the important roles. Motivation and inspiration makes the students better learner. The degree of the motivation and inspiration is less in traditional assessment system. Therefore, I have tried to find out whether motivation and inspiration are key points in FA or not. For this, I have asked the teacher to respond to the statement "Motivation and inspiration are key points for the progress of the students in FA."

Promotion of quality assessment through FA. Most of the teacher used the traditional type of testing system. One of the reasons of this traditional teaching and assessment system is they don't want to apply the modern assessment system in their classroom. Therefore, to find out whether the FA promotes the quality assessment or not, the teachers were asked to response the statement "FA promotes the quality assessment".

Formative assessment for engaging students. Most of the teachers do not care about the students' problems. They do not interact with students they only gives the content but do not engage the students in teaching learning process. For the effective teaching learning process both the teacher and students should be engage in the teaching learning. This study has tried to find out whether the FA helps to engage the students with their study or not, the respondents were asked to respond to the statement "FA to engage the students with their study" With five categories.

The responses of these topics are presented in the following table:

Table 4: Motivation and Inspiration in FA, Promotion of Quality Assessment through FA and Formative Assessment for Engaging Students

Categories	Motivation and Inspiration in FA		Promotion of Quality Assessment through FA		Formative Assessment for engaging students	
	No. of Respondents	Percentage (%)	No. of Respondents	Percentage (%)	No. of Respondents	Percentage (%)
Strongly agree	12	40	19	63.3	17	56.7
Agree	16	53.3	10	33.3	12	40
Disagree	1	3.33	0	-	-	-
Strongly disagree	1	3.33	1	3.3	1	3.3
Total	30	100	30	100	30	100

The table 4 indicates that majority of the teachers (i.e.53.3%) agreed that motivation and inspiration are the key points in FA. Similarly, a good number of the teachers (i.e.40%) strongly agreed with the statement. Furthermore, the table also shows that few number of the teachers (i.e.3.33%) disagreed with the very statement. Similarly, few numbers of the teachers (i.e.3.33%) strongly disagreed with the selected statement. From the received data, what we can easily say is that FA inspires and motivates the students in English teaching learning.

Similarly, from the table 4 it is clear that majority of the teachers (i.e.63.3%) strongly agreed that FA promotes the quality assessment. Similarly, a good number of teachers (i.e.33.3 %) agreed with the statement. Likewise, very few of the teachers (i.e. 3.3%) strongly disagree with the statement. In this way, majority of the teachers viewed that quality assessment is promoted by FA.

Likewise, the table 4 indicates that majority of the teachers (i.e.56.7%) strongly agreed that FA helps to engage students with their study. Similarly, a good number of teachers (i.e.40%) agreed with the very statement. Furthermore, the table also shows that none of the teachers disagreed and unknown about the very statement. In this way, it can be concluded that FA helps to engage the students with their study.

FA techniques for gaging students' progress. Formative assessment promotes learning. They can provide information you can check progress, modify instruction, and be responsive to your students' instructional needs. Teachers use a variety of assessments to evaluate student progress and decide what, if any, adjustments are needed. Assessments are also what allow stakeholders, such as school administrators, to observe that students are indeed learning. Therefore, I have tried to find out whether FA techniques as a tool to gage students' progress or not. For this, I have asked the teacher to respond to the statement "FA techniques as a tool to gage students' progress". The responses given by the teachers are given in the table below:

Table 5: FA Techniques for Gaging Students' Progress

Categories	No. of Respondents	Percentage
Yes	18	60
To some extent	8	26.7
A little	4	13.3
Not at all	-	-
Total	30	100

The tables 5 indicates that most of the teachers (i.e. 60%) responded yes that formative assessment techniques help to gage students' progress. Similarly, few number of the teachers (i.e.26.7%) responded, yes to some extent with the statement. Furthermore, the table also shows that other few number of the teachers (i.e.13.3%) said, a little with the very statement. Similarly, none of the teachers said not at all with the selected statement. From the received data, what we can easily say is that FA techniques as an effective tool to gage students' progress.

Acquire in-depth knowledge through FA. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. The major aim of formative assessment is to provide overall skills and in-depth knowledge to the learners. This study has try to find out the whether the FA allows the students to acquire in-depth knowledge or not the respondents were asked to respond to the statement "FA allows the students to acquire in-depth knowledge" with five categories.

FA for students learning multiple intelligence. Majority of the teachers in Nepal they do not care about the students multiple intelligence. They are only content centered and they teach for exam centered they do not care about their inherent quality. The reason of traditional assessment system students does not have the opportunity to develop their multiple intelligence. Therefore, whether in comparison of TAS, FA has been effective & powerful tool in developing students learning and multiple intelligence or not. The teachers were asked to respond to the statement “In comparison to TAS, FA has been effective and powerful tool in developing students learning and multiple intelligence” with five alternatives.

Class Performance-based FA. Classroom performance is meeting the performance indicators for instructional planning and indicators for instructional planning and assessment, instructional integrative and learning environment. Likewise, formative assessment builds students’ learning to learn skills by emphasizing the process of teaching and learning, and involving students as partners in that process. It also builds students’ skill at peer assessment, and helps them develop a range of effective strategies. So, this study has try to find out the whether the class performance based formative assessment makes the students’ more tentative in their class or not the respondents were asked to respond to the statement “Class performance based formative assessment makes the students’ more tentative in their class” with five categories.

The responses of these topics are presented in the following table:

Table 6: In-depth knowledge through FA, Learning Multiple Intelligence through FA and Class Performance-based FA

Categories	In-depth knowledge through FA		FA For Students Learning Multiple Intelligence		Class Performance-based FA	
	No. of Respondents	Percentage (%)	No. of Respondents	Percentage (%)	No. of Respondents	Percentage (%)
Strongly agree	11	36.7	11	36.7	13	43.3
Agree	16	53.3	17	56.7	15	50
Disagree	1	3.3	1	3.33	-	-
Strongly disagree	2	6.7	1	3.33	2	6.7
Total	30	100	30	100	30	100

From the table 6 it is clear that majority of the teachers (i.e.53.3%) agreed that FA allows students to acquire in-depth knowledge. Similarly, a good number of teachers (i.e.36.7 %) strongly agreed with the statement. Likewise, very few of the teachers (i.e. 6.7%) strongly disagree with the statement. In this way, majority of the teachers viewed that FA allows students to acquire in-depth knowledge.

Similarly, the table 6 shows that majority number of the teachers (i.e.56.7%) agreed that FA is more effective and powerful tool in developing students' learning and multiple intelligence in comparison to TAS. Similarly, a good number of the teachers (i.e.36.7%) strongly agreed with the statement. Furthermore, few of the teachers (i.e. 3.33%) disagree and strongly disagree about the very statement. Therefore, it can be said that FA is more effective and powerful tool in developing students' learning and multiple intelligence than that of TAS.

Likewise, the table 6 indicates that good number of the teachers (i.e.50%) agreed that Class performance based formative assessment makes the students' more tentative in their classroom. Similarly, a good number of the teachers (i.e.43.3%) strongly agreed with the statement. Furthermore, the table also shows that few number of the teachers (i.e.6.7%) disagreed with the very statement. Similarly, none of the teachers strongly disagreed with the selected statement. From the received data, it can be concluded that Class performance based formative assessment makes the students' more tentative in their classroom.

FA for developing students proficiency of English language. In this study, I have tried to find out the teachers perception in the case whether the FA helps to increase the students' proficiency of English or not. For this, the teacher were asked to respond to the statement "FA helps to increase the students' proficiency of English" with five alternatives.

Well-managed class for FA. Formative assessment helps how to know how well sound and manage is effective for English language. This is one of the skills of the teacher for the effective teaching learning process. It helps to make teaching learning process sound and pleasing while learning English. Therefore, whether for conducting FA well managed class is needed or not. The teachers were asked to respond the statement "for conducting FA well managed class is needed".

FA and regular feedback. Formative assessment provides the feedback to the teacher as well as students. Most of the teachers do not provide the regular feedback to the students. They only depend on the final examination results of the students. Therefore, to find out whether the FA provides the regular feedback to the students or not, the teachers were asked to respond the statement “FA provides the regular feedback to the students.”

The responses of these sub-heading are presented in table 7:

Table 7: FA for Developing Students Proficiency of English Language, Well-Managed Class for FA and FA and Regular Feedback

Categories	FA for Developing Students Proficiency of English Language		Well-Managed Class for FA		FA and Regular Feedback	
	No. of Respondents	Percentage (%)	No. of Respondents	Percentage (%)	No. of Respondents	Percentage (%)
Strongly agree	12	40	12	40	18	60
Agree	16	53.3	14	46.7	12	40
Disagree	1	3.33	4	13.3	-	-
Strongly disagree	1	3.33	-	-	-	-
Total	30	100	30	100	30	100

The table 7 shows that almost most of the teachers (i.e.53.3%) agreed that FA helps to increase the students’ proficiency of English language. Moreover, a good number of teachers (i.e.40%) strongly agreed with the very statement. Whereas, few of the teachers (i.e.3.33%) disagreed with the statement. Furthermore, a few number of the teachers (i.e.3.33%) strongly disagree about the very statement. To conclude, FA helped in increasing the students’ proficiency in English language in the classroom.

Similarly, the table 7 indicates that majority of the teachers (i.e.46.7 %) agreed that for conducting FA well managed class is needed. Similarly, a good number of the

teachers (i.e. 40%) strongly agreed with the statement. But a few numbers of the teachers (i.e. 13.3%) disagreed with the very statement. However, none of the teachers strongly disagreed with the statement. From, the data shown in the table, it can be said that well managed class was needed for the effectiveness of FA.

Likewise, the table 7 shows that majority of the teachers (i.e. 60%) strongly agreed that the impact of FA on regular feedback. Likewise, most of the teachers (i.e.40%) agreed with the very statement. Moreover, none of the teachers disagreed, strongly disagreed and were unknown with the statement. In this way, it is clear that almost all of the teachers believed that FA provided the regular feedback to the students.

Interpretation and Discussion of Qualitative Data

I administered the open ended questions to find out the teachers' perceptions on the use of formative assessment at the secondary level. The data collected through open-ended questions have been discussed and interpreted as follows:

Define formative assessment in EFL classroom. This question was prepared to find out to know how teachers' define formative assessment in their classroom. Majority of the teachers'(i.e. 54%) responded that it is the process of assessing students' ability in using skills by the teacher himself informally with the purpose of improving students' ability and teaching learning process. Some of the teachers' (i.e. 30%) define it as the tools to see students' weakness and strength in learning. It is ongoing process in teaching and learning. Unlike summative evaluation, it is designed to improve learning rather than giving certificate. Whereas some of the teachers' responded that formative assessment is the method of involving students in various activities which aid in developing students' comprehension. On the other hand, few of the teachers' responded it is a process of ongoing evaluation that teachers use to gather information about students learning to inform their instruction. It is typically used to identify student strength and weakness, track progress, and make adjustment to teaching strategies. Similarly, most of the teachers responded it is mandatory to improve learners' ability. The findings shows that formative assessment is the way of teaching learning process providing necessary treatments during class session and its main motive is to develop learners' capacity.

Driving force behind formative assessment. This question was prepared to find out the main reason behind formative assessment in the EFL classroom and present secondary English curriculum. Majority of the teachers' (i.e. 50%) responded that students' poor performance in the classroom, to make competitive towards examination, to improve the quality education, to improve their learning and to develop their overall skills and performances in the classroom. Similarly, most of the teachers' (i.e. 30%) responded that the main driving force of this assessment is to find learners' weakness and give diagnostic treatment on learning. It gives students' reason to learn. The main purpose of formative assessment is to push the slow achiever to progress more and to treat students' accordingly. Likewise, some teachers' responded teachers' continuous action and reaction for the students during lesson is the main driving force behind formative assessment. On the other hand, few teachers' responded students' learning desires and the teachers' well guidance. Furthermore, a few teachers' responded the desire to help all students' learn and succeed, to improve education system and to incorporate new techniques in the classroom. Similarly, some teachers' responded motivation from teachers and early scheduled learning plan of teachers' or schools are the driving force for formative assessment in the EFL classroom at secondary level. Few teachers' responded need of the students' as they are driving to the modern world due to technology and changing scenario of the society. Finally we can conclude that formative assessment is a process of gathering information about student learning to inform instructional decision making by using formative assessment, teachers' can identify misunderstandings as they happen and adjust instruction accordingly this insure that all students' are kept on track and that they have the opportunity to reach to their destination. So, the major driving force behind formative assessment are feedback, motivation for students', for better output, students and teachers interest, to bring qualitative change and to develop overall skills & performances of the learners' in EFL classroom at secondary level.

Initial perceptions regarding the value of using formative assessment. This question was asked to know about the initial perceptions regarding the value of using formative assessment in the EFL classroom. Most of the secondary English teachers' (i.e. 55%) opinioned that it is most important and most necessary part of the curriculum. In the beginning, it was quite monotonous and boring because current curriculum only focuses more on the formative evaluation. But when we come to

know the importance of the assessment, it feels like that it is the part of teaching and learning process. Likewise, majority of the English teachers' (i.e. 30%) viewed it as a good method of assessment but there is a risk that it might only for formality. Furthermore, some teachers responded that the value of using formative assessment system included in the current secondary English curriculum is good ways of evaluating students' competency. Some teachers' opinioned that it is very important to assess and bring improvement in learning. On the other hand, few teachers' responded that it's just keep students' busy and keep connected to learning and it is more communicative & effective ways of teaching. Thus, this study shows that initial perceptions regarding the value of using formative assessment system included in the current secondary English curriculum is generally positive. Teachers' see formative assessment as a way to identify misunderstanding, adjust instruction to meet the needs of all students, gather evidence of student learning and provide feedback to the students.

Formative assessment techniques frequently used in the EFL classroom.

This question was designed to find out the techniques used by the English teachers' in EFL classroom as directed by current curriculum. Most of the teachers (i.e. 60%) used tests (unit, weekly, class), homework & classwork, presentation, group work, pair work, individual work, role play, and discussion while teaching. Some of the teachers' (i.e. 25%) opined that they used project work, peer assessment, self-assessment techniques in the classroom. On the other hand, a few numbers of the teachers used the activity state that language game, promotion of English through classroom short activities, questioning, drill and communicative techniques in the classroom. Thus, teachers' used tests, classwork& homework, language games, presentation, project work, group work, pair work, individual work, role play group discussion as a formative assessment techniques in the EFL classroom.

Barriers of implementing formative assessment. This question was designed to find out the challenges of formative assessment. Majority of the teachers' (i.e. 65%) responded that lack of the trained teacher, lack of the resources, lack of mastery on formative assessment, lack of time, lack of expertise, insufficient resources, unmanaged classroom, work load and stress, crowded classroom, lack of administrative support, lack of teachers' collaboration and difficult to provide the

individual feedback in large class are the challenges of conducting formative assessment in the classroom. Whereas, some of the teachers' (i.e. 30%) responded that implementing the FA was challenging because motivation is main factor, students may not motivated and exam is often taken as always troublesome. Furthermore, some of the teachers responded that implementing the formative assessment is challenging because of lack of awareness, lack of clarity about the purpose of formative assessment, taking it as monotonous and debate between policy and practice level traditional teacher hesitate to conduct formative assessment. The study found out that the major challenges of implementing FA were lack of the trained teacher, lack of the resources, lack of mastery on formative assessment, lack of motivation and training, work load and stress, to encourage learners towards assessment, lack of training about how to conduct, lack of proper knowledge, not enough practice, lack of administrative support, less attention from guardians, lack of collaboration among teachers, answer sheet checking is taken as burden, difficult to provide the individual feedback in large classroom and lack of clarity about the purpose of formative assessment.

Suggestions for applying FA effectively. Here, the question was directed to find out the suggestions for applying the formative assessment in the EFL classroom. The finding shows that majority of the teachers' (i.e. 67%) responded that providing training, creating co-operation & collaboration among teachers, motivating teachers, manage required tools for assessment are the some ways of applying formative assessment effectively in the classroom. Most of the teachers' (i.e. 29%) responded that the government has to initiate the effort, educators, parents and all the stakeholders need to work on it, by making every concerned bodies alter active and responsible about it can make it more effective. whereas, a good number of teachers' responded that we can make it effective tool by conducting regularly as per the necessary of classroom activities, orient students for learning by doing, parents education, motivating children for education, co-operation of the parents, co-operation of the school administration. Furthermore, some of the teachers' gave suggestion on using a variety of formative techniques (questioning, peer assessment, self - assessment and portfolio assessment), make formative assessment timely and actionable, involve students in the formative assessment process, use formative assessment to inform instruction. Similarly, a few number of the teachers' responded

that by engaging students in communicative tasks of their own interest, practicing daily on it, collecting materials and regular follow up activities. Thus, this study shows that teacher training, teachers' active involvement, and support from school management, motivation for students and teachers, by conducting teaching and learning together, by applying new methods, to work professionally, by applying activities which is suitable for students, by activating and encouraging learner's teacher can apply the formative assessment successfully in the classroom.

Chapter 5

Conclusions and Implications

In this chapter, I have presented the whole findings of the study, conclusions and provided some implications based on the findings analysis and interpretation in chapter four. The following findings, conclusions and implications of the study have been derived based on the analyzed data. I have presented the findings, conclusion and implications in the separate headings so that it will be comprehensible for the concerned readers.

Findings

On the basis of analysis and interpretation of the data, the major findings of the study are as follows:

- a) Most of the teachers (i.e.50. %) frequently used the formative assessment in the English classroom at secondary level.
- b) Majority of the teachers (i.e. 53.3%) used formative assessment during a lesson in the English classroom at secondary level.
- c) Good number of the teachers (i.e. 40%) used class work & homework techniques and similarly other half of the teachers (i.e. 40%) used tests (class, weekly, monthly) techniques in the EFL classroom.
- d) Majority of the teachers (i.e.53%) agreed that FA inspires and motivates the students in English teaching classroom.
- e) Majority of the teachers (i.e. 60%) responded ‘yes’ that formative assessment techniques as an effective tool to gage students’ progress.
- f) Majority of the teachers (i.e.63.3%) strongly agreed that FA promotes the quality assessment.
- g) Most of the teachers (i.e.56.7%) opined that formative assessment helps to engage the students with their study.
- h) Most of the teachers (53.3%) viewed that formative assessment allows students to acquire in-depth knowledge.
- i) Good number of the teachers (56.7%) responded that FA is more effective and powerful tool in developing students’ learning and multiple intelligence.

- j) Majority of the teachers (i.e.50%) agreed that class performance based formative assessment makes the students' more tentative in their classroom.
- k) Good number of the teachers (i.e.53.3%) agreed that FA helps to increase the students' proficiency of English.
- l) Majority of the teachers (i.e.46.7 %) perceived that for conducting FA well managed class is needed.
- m) Most of the teachers (i.e.56.7%) responded that formative assessment improves the teaching learning process.
- n) Majority all the teachers (i.e. 60%) strongly agreed that there is an impact of FA on regular feedback.
- o) Majority of the teacher (i.e. 54%) defined formative assessment as the process of assessing students' ability in using skill by the teacher himself informally with the purpose of improving students' ability and teaching learning process.
- p) Most of the teachers (i.e.50%) responded the driving force behind formative assessment are feedback and motivation, for better output, poor performance in the classroom, to find learners' weakness and give diagnostic treatment, to incorporate new techniques in the classroom, to develop overall skills and performances of the students and to bring qualitative change in the field of education.
- q) Regarding the value of using formative assessment in the classroom, most of the teachers (i.e. 55%) perceived it was quite monotonous and boring in the beginning but later they feel it is the part of teaching and learning process. Few of the teachers responded that it as a good method of assessment but there is a risk that it might only for formality.
- r) Most of the teachers (60%) used the activity of group work, pair work, class work & homework, presentation, language games, individual work, role play, terminal examination and discussion techniques mostly in the English classroom at secondary level.
- s) Majority of the teachers (i.e. 65%) responded that insufficient practice, unmanaged classroom, lack of administrative support, lack of collaboration among teachers, lack of the trained teachers, lack of the resources, lack of mastery on formative assessment, work load of teacher, answer sheet checking is taken as burden, difficult to provide the individual feedback in large class and lack of clarity about the purpose of formative assessment are the major

barriers of implementing formative assessment in the EFL classroom at secondary level.

- t) Regarding the suggestion for effectively applying the formative assessment in the classroom, the majority of the teachers (i.e.67%) responded that teacher training, teachers' active involvement, support from school management, motivation for teachers and learners, by applying communicative techniques in the classroom, activating & encouraging learners, co-operation of parents, practical learning and by making every concerned bodies alert, active and responsible about it are the some ways of applying formative assessment in the EFL classroom at the secondary level.

Conclusion

This study entitled “English Teachers’ Perceptions on the Use of Formative Assessment” was carried out to find out the Teachers’ perceptions on the use of formative assessment in ELT classrooms at secondary level. I selected 30 English teachers who have been teaching English at secondary level at Dhading district. So, the sample population of the study was thirty teachers. Despite the obvious limitations of the study, including the relatively small sample of respondents that reflects the perceptions of using formative assessment English teachers at secondary level.

After analyzing the data, it is found formative assessment is become frequently used in the EFL classroom at secondary level. In this regard, many teachers take this form of assessment positively in most of the cases. Here, in this study formative assessment has been focused in the teaching learning process. The current study provides crucial evidence on the need to apply communicative strategies in implementing formative assessment in EFL classroom. Fostering FA is not an easy task, it faces challenges based on the culture of assessment of learning and includes the lack of understanding of FA as well as lack of resources. The findings suggests that collaboration with colleagues and support from the school organization impacts for the effective use of formative assessment in the classroom. Their positive perceptions are supported by their statement towards the use of formative assessment in the classroom, including providing feedback, enhancing the students’ performance, providing motivation to students, co-operating with colleagues, parent’s education. The findings shows that these issues and challenges must be addressed accordingly

and systematically. Drawings on the findings of this study, some measures to enhance the formative assessment practice in Dhading secondary level community school should be considered. First, the pressures on teachers have to be minimized to get the best result from formative assessment. Instead, teachers should be empowered or given security from any kind of harm. Secondly, the resources problems should also be addressed, and a smaller class size is also recommended.

Implications

The findings of study showed that appropriate use of formative assessment plays important role in ELT classroom. However different approaches, methods and its scholars advocated that formative assessment should be using. In those countries where traditional type of assessment system are applied the teachers face different kinds of problems. It is not easy to teach students by using formative assessment i.e. English language in the context of Nepal. It is better to use formative assessment for teaching English language. So, based on this study “Teachers' perceptions on the use of formative assessment at secondary level”. In ELT classrooms, the following Implications are suggested for the different levels:

Policy related. The policy related implications of the study are presented below:

- Educators and curriculum developers should take extra measures to achieve maximum pedagogical benefits in ELT classroom by the proper use of FA.
- Curriculum designers and textbook writers should determine the proper methods and techniques of teaching English language especially with regard to using FA.
- Teacher trainers should encourage the English teachers to use FA judiciously and appropriately.
- The teachers of English in different secondary level schools should be well trained regarding the use of formative assessment at secondary level.
- The text book writers should make the provisions of using learners' formative type of assessment in the textbook. If they do so, the teachers will be encouraged to use it in the classroom for better understanding of learners.

- The syllabus designers and experts are also suggested to design the syllabus and select the adequate methods of teachings English encouraging the use of formative assessment in the English classroom because if the formative assessment is used, it can help the students to learn better by comparing the traditional assessment system languages in the classroom.
- The government should provide more teaching materials for ELT at secondary level. The use of teaching materials will reduce the overuse of traditional type of assessment system.

Practice related. The practice related implications of the study were as follows:

- Judicial use of formative assessment must be used for the better understanding and ease because, as this study shows, majority of teachers prefer it.
- Over use of traditional assessment system must be avoided and judicious and appropriate use in specific situation should be followed.
- Teachers should use the formative assessment for the practical teaching learning. To help students more comfortable and confident.
- The use of use of the formative assessment system at secondary level is inevitable therefore the English teacher should be well known about when and how to use the formative assessment in ELT classroom.
- Use of formative assessment is effective and helpful way of teaching English. The researchers and teachers should be encouraged to explore the practical as well as theoretical knowledge to apply the technique required by the text and classroom practices.
- Teachers should use the formative assessment in school. i.e. English according to level and ability of the learner in ELT classroom at secondary level.

Further research related. The present study is unable to occupy several areas related to the topic. The findings of the study might not be generalized to all the contexts as it has a lot of limitations. It has limitations in terms of study population, sample, and data collection tool and so on. So, further researches can be conducted concerning the limitations of this research. Here, some other related areas are recommended for further research.

- The research should be carried out to find out the Effectiveness of using formative assessment in teaching communicative functions.
- The research work related to using formative assessment in ELT classroom should be carried out in higher secondary or lower secondary level.
- The research should be carried out in Students' English speaking proficiency by the use of FA.
- The research work related to ELT expert's beliefs on the use of FA in ELT classrooms should be carried out.

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Appendices

Participant Information Statement

Dear respondents,

You are kindly requested to participate in a short questionnaire to the research study **English Teachers' Perceptions on the Use of Formative Assessment**. This study is for the partial fulfillment of masters in English Education from Tribhuvan University under the supervision of **Dr. Renu Singh**. The study aims to identify the teachers' perceptions on the use of formative assessment in EFL classroom.

Your cooperation in responding the questionnaire and your response will have a great value to accomplish my research. Please read the information below and ask questions about anything you do not understand before deciding whether or not to take part. I appreciate your assistance and co-operation with this important study.

Thank you!

Susmita Sapkota

Teachers' Perception Form

Dear colleagues, this questionnaire is designed to identify your perceptions regarding on the use of formative assessment in EFL classroom. Your answers to the questionnaire will be kept confidential and used only for research purposes. Read the statements below choose the correct option which best reflects your perception.

A. Close-ended Questions

Please choose the best option.

1. How often do you use the formative assessment techniques in your classroom?
 - a. everyday
 - b. frequently
 - c. sometimes
 - d. rarely
 - e. never
2. When do you formative assessment in the classroom?
 - a. at the beginning of the lesson
 - b. during a lesson
 - c. at the end of the lesson
3. Which means of formative assessment are you practicing most often the classroom included in the present secondary curriculum?
 - a. class work and home work
 - b. observation of students' linguistic behavior
 - c. tests (class, weekly, monthly)
 - d. projects works
 - e. debates
 - f. pair work
4. Does the present secondary formative assessment techniques help to motivate the student for further improvement?
 - a. yes
 - b. to some extent
 - c. a little
 - d. not at all

5. Do you effectively use present formative assessment techniques as a tool to gauge students' progress?
- yes
 - to some extent
 - a little
 - not at all

To what extent do you agree to the following statements?

6. Formative assessment promotes the quality assessment.
- strongly agree
 - disagree
 - strongly disagree
 - agree
7. Formative assessment helps to engage students with their study.
- strongly agree
 - disagree
 - strongly disagree
 - agree
8. Formative assessment allows the students' to acquire in-depth knowledge.
- strongly agree
 - disagree
 - strongly disagree
 - agree
9. Class performance based formative assessment makes the students more tentative in their class.
- strongly agree
 - disagree
 - strongly disagree
 - agree

10. In comparison to traditional assessment system, present secondary level formative assessment has been effective and powerful tool in developing student learning and multiple intelligence.
- strongly agree
 - disagree
 - strongly disagree
 - agree
11. Motivation and inspiration are key points for the progress of the students in formative assessment.
- strongly agree
 - disagree
 - strongly disagree
 - agree
12. Formative assessment helps to increase the students' proficiency of English language.
- strongly agree
 - disagree
 - strongly disagree
 - agree
13. For conducting the formative assessment well management class is needed.
- strongly agree
 - disagree
 - strongly disagree
 - agree
14. Formative assessment improves the teaching learning process.
- strongly agree
 - disagree
 - strongly disagree
 - agree
15. Formative assessment provides the regular feedback to the students.
- strongly agree
 - disagree
 - strongly disagree
 - agree

B. Open-ended Questions.

16. How do you define formative assessment in your classroom?

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17. What do you see the driving force behind formative assessment?

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18. What are your initial perceptions regarding the value of using formative assessment system in your classroom included in the current secondary English curriculum?

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19. As directed by the current curriculum, which techniques are you using frequently in the EFL classroom?

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20. What are the barriers of conducting present formative assessment techniques in the classroom?

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21. How can we make formative assessment as the effective tool for English language teaching and learning?

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Personal information

Teacher's Name (optional):

School's Name:

Thank you for taking time to respond.

Appendix-I
Participant Information Statement

Dear respondents,

You are kindly requested to participate in a short questionnaire to the research study **English Teachers' Perceptions on the Use of Formative Assessment**. This study is for the partial fulfillment of masters in English Education from Tribhuvan University under the supervision of **Dr. Renu Singh**. The study aims to identify the teachers' perceptions on the use of formative assessment in EFL classroom.

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Thank you!

Susmita Sapkota

Appendices

Appendix II

Participant Information Statement

Dear respondents,

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Thank you!

Susmita Sapkota