

**Teachers' Perceptions of Continuous Assessment in Enhancing English Speaking
Skills of Basic Level**

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

**Submitted by
Tuku Maya Ale**

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

2025

**Teachers' Perceptions of Continuous Assessment in Enhancing English Speaking
Skills of Basic Level**

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

**Submitted by
Tuku Maya Ale**

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

2025

TU Reg. No: 9-2-593-101-2015

Fourth Semester Examination

Exam Roll No.: 7628090/076

Date of Approval

Proposal: 06 – 01- 2025

Thesis Submission: 01-07-2025

Declaration

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

Date: 01-07-2025

.....

Tuku Maya Ale

Recommendation for Acceptance

This is to certify that **Mrs. Tuku Maya Ale** has prepared this thesis entitled **Teachers' Perceptions of Continuous Assessment in Enhancing English Speaking Skills of Basic Level** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 01-07- 2025

.....

Mr. Resham Acharya (Supervisor)

Teaching Assistant

Department of English Education.

Tribhuvan University, Kirtipur

Recommendation for Evaluation

The following **Research Guidance Committee** has approved this thesis:

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

T.U., Kirtipur, Kathmandu

Chairperson

Mr. Resham Acharya (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

Member

Dr. Hari Maya Sharma

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

Member

Date: 06 -01- 2025

Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee**.

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Chairperson Department of English Education

T.U., Kirtipur, Kathmandu

Chairperson

Dr. Ram Ekwāl Singh

Reader

Department of English Education

T.U., Kirtipur, Kathmandu

Expert

Mr. Resham Acharya (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

Member

Date: 01-07- 2025

Dedication

Dedicated to

My parents, for the exceptional love, endless support and sacrifices.

Acknowledgements

Firstly, I would like to express my sincere gratitude to my supervisor, **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu, for his invaluable guidance, insightful comments, and constant encouragement throughout the course of this research. His expert supervision and motivational words always guided me in the right direction and inspired me to improve at each stage.

I am thankful to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education, T.U., Kirtipur, for his academic guidance and continuous encouragement. His support was invaluable in shaping my research.

I am also grateful to **Dr. Ram Ekwel Singh**, Reader and Expert, Department of English Education, T.U., Kirtipur, for his constructive feedback and helpful suggestions. His insights greatly improved the quality of my study.

I am also deeply grateful to my respected gurus and gurumas: **Prof. Dr. Kamal Kumar Paudel, Dr. Renu Kumari Singh, Dr. Hari Maya Sharma, Dr. Kamal Raj Devkota, Dr. Priti Kumari Mandal, Mr. Guru Prasad Paudel and Mr. Ashok Sapkota** for their valuable suggestions, motivation, and inspiration during various stages of my academic journey.

My sincere thanks also go to all the respected teachers at the Department of English Education, T.U., Kirtipur. Their teaching, guidance, and academic interactions throughout my studies enriched my knowledge and critical understanding.

I would like to acknowledge the officials at the Department of English Education for their administrative assistance and cordial cooperation throughout my academic tenure. Their consistent support made my academic process smooth and manageable.

Lastly, I am extremely grateful to all the informants, sample schools, teachers, and students for their time, cooperation, and for providing invaluable information essential to this research. I extend heartfelt thanks to my family for their unconditional love, support, and encouragement, which have always been my source of strength. I am also thankful to my friends and colleagues for their continued support, meaningful discussions, and moral encouragement throughout the writing process.

.....

Tuku Maya Ale

Abstract

The study entitled **Teachers' Perceptions of Continuous Assessment in Enhancing English Speaking Skills of Basic Level**. This study explored how English teachers perceive the role of the Continuous Assessment System (CAS) in improving the speaking skills of basic-level students in Nepal. Despite CAS being introduced to support ongoing and comprehensive evaluation, its real impact on developing English speaking skills has been unclear. The study aimed to understand teachers' views on CAS, how they use different CAS techniques to support speaking skills, and to suggest ways to improve its use in classrooms. A descriptive survey design was used, involving 40 English teachers from 15 public schools in Tanahun district. Data were collected through a set of questionnaires and interview guideline. The results showed that most teachers believe CAS is helpful for students become more confident, motivated, and active in speaking. They used activities like oral presentations, role-plays, peer-assessment, and self-assessment to teach speaking skills. However, challenges such as large class sizes, lack of training, limited resources, and curriculum gaps made CAS difficult to apply effectively.

This study comprises five chapters. The first chapter gives an introduction to the study, including background, statement of the problem, objectives, research questions, significance of the study, Delimitations, and definitions of key terms. The second chapter reviews related theories and previous research works and presents a conceptual framework. The third chapter explains the research design, population, sample of the study, data sources, tools, data collection and analysis methods, and ethical considerations. The fourth chapter presents the results and their interpretation. The fifth chapter includes the findings, conclusions, and recommendations for improvement. The final part includes references and appendices.

Table of Contents

<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>viii</i>
Chapter I : Introduction	1
Background of the Study	1
Statement of the Problem	3
Objectives of the Study	5
Research Questions	5
Significance of the Study	5
Delimitations of the Study	7
Operational Definition of the Key Terms	7
Chapter II : Review of the Related Literature and Conceptual Framework	9
Review of Related Theoretical Literature	9
Continuous Assessment System(CAS): An Introduction	9
The role of CAS in enhancing speaking skills	10
Oral presentations	11
Role-play and simulations	11
Dialogues and conversations	11
Pronunciation practice	12
The role of feedback in speaking skill development	13

The role of motivation in language learning	14
Formative assessment and speaking skills	14
Review of Related Empirical Literature	15
Implications of Review for the Study	21
Conceptual Framework	23
Chapter III : Methods and Procedures of the Study	25
Design of the Study	25
Population, Sample, and Sampling Strategy	26
Data Collection Tools and Techniques	26
Sources of Data	27
Primary sources	27
Secondary sources	27
Data Collection Procedures	28
Data Analysis and Interpretation Procedures	28
Ethical Considerations	29
Chapter IV : Analysis and Interpretation of Results	30
Teaching Experience of Participants	30
Training on Continuous Assessment System (CAS)	32
Frequency of CAS Use in Classroom	33
CAS Techniques for Assessing Speaking Skills	34
CAS for Improving Students' Confidence	36
Students' Response to CAS-Based Speaking Activities	37
Type of Feedback Provided	39
Major Challenges in Implementing CAS	40
Curriculum Support for CAS Implementation	41

Support Required for Effective CAS Implementation	42
Effectiveness of CAS in Improving Speaking Skills	44
Mode of Speaking Skill Assessment	45
Regular Feedback to Students	46
Student Engagement through CAS	48
Student Participation in Peer Assessment	49
Motivation for Implementing CAS	50
Use of Technology for CAS	52
Administrative Support for CAS	53
Observed Improvement in Students' Speaking Skills	54
Enhancing CAS for effective speaking skill assessment	56
Effective CAS activities for developing speaking skills	56
Students' perceptions of CAS compared to traditional assessment	57
Role of digital technology in enhancing CAS-based speaking assessment	58
Speaking activities commonly used in CAS implementation	58
Policy recommendations for strengthening CAS in language learning	59
Chapter V : Findings, Conclusions and Implications	60
Findings	60
Conclusions	62
Recommendations	63
Policy related	63
Practice related	64
Further research related	64
References	
Appendices	

Chapter I

Introduction

The present study is entitled, “Teachers' Perceptions of Continuous Assessment in Enhancing English Speaking Skills of Basic Level.” This introductory chapter comprises background of the study, statement of the problem, objectives, research questions, rationale, delimitations, and operational definition of the key terms.

Background of the Study

In contemporary classrooms, the Continuous Assessment System (CAS) is recognized as a vital approach for enhancing the quality of student learning. Rather than relying solely on final examinations, CAS evaluates students' progress continuously through multiple assessment methods. As Richards, Gallo, and Renandya (2020) explain, CAS is “a continuous process that helps assess students with different methods, giving them feedback to improve” (pp 66–74). According to Pandey (2023), CAS fosters student engagement, particularly in the acquisition of practical skills such as speaking.

In the context of language education, the primary objective is to develop learners' communicative competence, particularly their ability to understand and produce spoken language effectively (Richards, Gallo, & Renandya, 2020). Among the four core language skills listening, speaking, reading, and writing, speaking is often regarded as the most challenging, especially for second-language learners (Brown, 2021; Nunan, 2020). This difficulty arises because speaking requires not only linguistic knowledge but also real-time processing, fluency, and interactional skills in diverse communicative settings (Bygate, 2020). Khadka (2022) emphasizes that speaking requires not only lexical knowledge but also confidence, cultural awareness,

and the ability to interact appropriately in diverse contexts. Mastery of sub-skills such as pronunciation, fluency, and conversational strategies further complicates both the teaching and assessment of speaking. Although modern pedagogical techniques like role play and group discussions aim to increase students' speaking opportunities, many classrooms in Nepal still adhere to traditional, teacher-centered methods. In such settings, students often have limited opportunities to actively use the language. As noted by Koirala and Thapa (2021), traditional teaching practices tend to prioritize rote memorization over communicative competence, leaving students inadequately prepared for real-life communication.

The Government of Nepal has recognized the importance of continuous assessment in improving educational outcomes. In alignment with the School Sector Development Plan (SSDP), the Ministry of Education introduced CAS to promote regular and holistic student evaluation. The SSDP advocates for diverse assessment strategies that provide timely feedback to teachers, enabling them to adapt their instructional methods accordingly. Furthermore, the SSDP encourages practical and student-centered approaches, such as the use of portfolios and peer evaluations, to assess speaking skills in authentic contexts (Ministry of Education, 2016). Despite these policy-level commitments, implementation remains hindered by systemic challenges, including limited teaching resources, inadequate infrastructure, and a lack of professional training for teachers.

The motivation for conducting this study arises from the ongoing challenges faced by basic-level students in Nepal in developing English-speaking proficiency. As an educator, I have observed that many students struggle with oral communication, even after several years of formal English instruction. The conventional examination system, which heavily emphasizes written assessments, does not adequately support

the development of speaking skills. Additionally, classroom environments often lack interactive opportunities, and students frequently suffer from low confidence and fear of making mistakes, all of which further inhibit their communicative abilities.

Considering the increasing importance of English proficiency in academic and professional domains, the integration of CAS holds significant potential to enhance students' speaking abilities. CAS offers structured opportunities for practice, along with regular, formative feedback that supports continuous improvement. Therefore, this study seeks to explore the effectiveness of CAS in fostering communicative competence and aims to contribute to improved pedagogical practices within the Nepalese educational context.

Statement of the Problem

In the context of Nepal's English Language Teaching (ELT), several deeper and interconnected problems hinder the effective use of the Continuous Assessment System (CAS) to enhance students' speaking skills at the basic level.

Firstly, teachers lack practical knowledge and training in using CAS tools effectively, especially for assessing speaking skills. Though teacher training programs have been introduced by agencies like the National Centre for Educational Development (NCED) and the Nepal English Language Teachers' Association (NELTA), they often focus more on theoretical aspects and less on how to apply CAS techniques in real classroom situations. As a result, many teachers feel unprepared to implement continuous assessment strategies for developing oral language skills (Poudel, 2022).

Secondly, misalignment between curriculum, textbooks, and CAS goals further weakens speaking skill development. The current curriculum still emphasizes rote learning, grammar rules, and written tests. Speaking is rarely assessed formally,

and few activities in textbooks support communicative tasks (CDC, 2021; Khanal, 2021). This results in speaking being neglected both in teaching and in assessment.

Third, limited use of educational technology also holds back CAS. Although digital tools can support speaking practice and ongoing assessment, many teachers lack the necessary digital literacy or access to resources such as language apps, audio-visual materials, or recording devices (Shrestha & Karki, 2023). Even in schools where technology exists, it is underutilized due to lack of training or confidence.

Fourth, there is a lack of policy enforcement and institutional monitoring to ensure CAS is being used properly. Local education offices and resource centers rarely provide supervision or feedback on how CAS is being implemented in schools (Khanal, 2021; NCED, 2020). Without accountability, schools often revert to traditional practices that are easier to manage but less effective for language learning.

Fifth, students' motivation and confidence in speaking English remain low. Due to the focus on exams and writing-based assessments, students often feel anxious or embarrassed when speaking in class (Bhattarai, 2023). This is made worse by the absence of continuous support and personalized feedback, both of which are key components of CAS.

Lastly, classroom culture in many schools does not support active speaking practice. Teacher-centered methods still dominate, with limited time given to student talk, peer interaction, or group activities. As a result, students are not encouraged to use English in meaningful, real-life ways (Richards, 2015).

This topic is researchable because it deals with a real and important challenge in Nepali schools helping students improve their English speaking skills through better assessment. While continuous assessment is meant to support regular learning, many teachers are unable to use it effectively due to practical barriers like large class

sizes, lack of training, limited materials, and poor support systems. Students are not getting enough opportunities to speak in class or receive helpful feedback. Therefore, this study aims to explore how teachers perceive and use continuous assessment for speaking, what problems they face, and how CAS can be better applied to improve students' speaking abilities in English classrooms at the basic level.

Objectives of the Study

The study had the following objectives:

- a. To find out the perceptions of English teachers regarding the role of Continuous Assessment System (CAS) in enhancing speaking skills at the basic level.
- b. To examine teachers' reflections on the impact of CAS in improving students' speaking abilities.
- c. To suggest some pedagogical implications.

Research Questions

The study had the following research questions:

- a. What are the perceptions of English teachers on the role of CAS in enhancing speaking skills at the basic level?
- b. How do English teachers reflect on the impact of CAS in improving students' speaking abilities?

Significance of the Study

This research holds significant value for anyone engaged in language teaching, especially in the context of English Language Teaching (ELT). By providing a thorough examination of the role of the Continuous Assessment System (CAS) in enhancing speaking skills among basic-level students, the study offers valuable insights. Policymakers in education can leverage the findings to create or revise

policies that strengthen language education, ensuring that it evolves to meet contemporary needs. The outcomes of this study are not only relevant to the educational policy sector but also provide teachers with practical strategies for enhancing their instructional practices. With a deeper understanding of how CAS can be utilized to improve speaking skills, educators are encouraged to stay current with various assessment tools like portfolios and classroom participation activities, fostering more effective learning environments.

In Nepal, the government has acknowledged the critical role of the Continuous Assessment System (CAS) in improving the quality of education. As part of the School Sector Development Plan (SSDP), the Ministry of Education introduced CAS with the aim of enhancing student learning outcomes through regular and systematic assessment practices. The SSDP framework emphasizes that CAS provides a platform for ongoing evaluation and feedback, allowing teachers to continually monitor student progress, identify strengths, and pinpoint areas that need improvement (Ministry of Education, 2016). This initiative aligns with Nepal's broader goal to ensure that education is more responsive to the diverse needs of students, fostering a more inclusive and effective learning environment.

The research also highlights the critical role that assessment tools play in shaping students' development in speaking skills. Test designers can use the findings to create more efficient, continuous assessment methods to track and support learners' progress. Textbook writers, too, will find inspiration in the study's results when crafting exercises and tasks aimed at boosting speaking abilities through CAS. The ripple effect of this research will be felt across the educational spectrum, from curriculum design to assessment practices, providing the necessary structure to improve language acquisition. Furthermore, the study provides a strong foundation for

further research in language assessment, particularly within the domain of CAS for speaking skills. Teacher trainers and training organizations, including Resource Centers (RC), Leadership Research Centers (LRC), and the National Center for Educational Development (NCED), can utilize these insights to develop training modules that address the challenges teachers face when implementing CAS. This ensures the creation of effective professional development programs, ultimately enhancing teaching and assessment practices. By addressing both the benefits and challenges of using CAS to improve speaking skills, this research supports the overall goal of advancing language education in Nepal, helping to create lasting improvements in the quality of teaching and learning.

Delimitations of the Study

This study had the following delimitations:

- The study was delimited to Annbookhaireni rural municipality, Tanahun district.
- It was limited to the basic-level English teachers of public schools.
- The study focused on the perceptions of teachers regarding the role of the Continuous Assessment System (CAS) in enhancing speaking skills.
- Basic-level English teachers were selected as the sample population.
- The study adopted a survey research design under a quantitative approach.
- Guideline questions were used as the tool for data collection.
- The study was confined to the impact of CAS on enhancing speaking skills.
- The sample for this study was limited to a non-random sampling procedure.

Operational Definition of the Key Terms

In this study, the following terms were used as the key terms with the given specific meanings.

Achievement. In this study, achievement is defined as the speaking proficiency demonstrated by students during speaking tasks assessed through tools designed by the researcher.

Basic Level. Basic level refers to public schools where children receive foundational education. As per the Nepalese Educational Act 2028 BS, basic level encompasses ECD (Early Childhood Development) to grade eight, expected to be completed by the age of 12.

CAS Student. Students enrolled in schools where the Continuous Assessment System (CAS) is implemented as part of their regular teaching-learning process.

Continuous Assessment System (CAS). CAS is a student evaluation system carried out alongside regular teaching-learning activities, focusing on frequent and consistent assessment of students' progress to enhance their speaking skills.

Impact. The influence or effect of the Continuous Assessment System on improving students' speaking skills in English, as interpreted through their progress and performance.

Community School. Public schools are those that receive regular government logistic and financial support for their operations and are open to all students.

Chapter II

Review of the Related Literature and Conceptual Framework

This chapter is organized into four main sections. The first section, Review of Related Theoretical Literature, presents the key theories and concepts relevant to the role of Continuous Assessment System (CAS) in enhancing speaking skills of basic level. The second section, Review of Related Empirical Literature, provides a synthesis of past research studies related to the use of CAS in developing speaking skills. The third section, Implications of the Review for the Study, outlines how the reviewed literature informs and supports the present research. Finally, the fourth section, Conceptual Framework, presents a visual representation of the research concept, showing the relationship between CAS and the development of speaking skills.

Review of Related Theoretical Literature

This theoretical literature, presents the key theories and concepts relevant to the role of Continuous Assessment System (CAS) in enhancing speaking skills at the basic level it can be present in following.

Continuous Assessment System(CAS): An Introduction

Continuous Assessment (CAS) is a method of assessing students' progress and performance in a systematic and ongoing manner. It involves collecting and recording data on students' learning over a specific period. Unlike traditional one-time examinations, CAS focuses on evaluating students at multiple stages of their learning process. Hyland (2006) defines CAS as "an affirmative assessment method used to evaluate information about the learners, allowing the teacher to provide advice and monitor the learning process." This assessment approach involves multiple tools and techniques to track, support, and improve student learning.

As a formative assessment, CAS enables teachers to observe students' progress in real-time, identify their strengths and weaknesses, and provide constructive feedback. It involves activities such as quizzes, assignments, projects, and presentations, which help students demonstrate their understanding and skills. According to Bachman and Palmer (2010), CAS provides a continuous description of an individual's progress, which informs the learner's further development. This process makes learning more student-centered and dynamic, as it allows students to actively participate in their learning journey.

When applied to speaking skills, CAS allows teachers to assess students' fluency, pronunciation, grammar, and communication skills in a comprehensive and authentic manner. Teachers can assess speaking through observation, oral presentations, dialogues, and role-play activities. These practices foster students' confidence, reduce anxiety about speaking English, and promote gradual skill development.

The role of CAS in enhancing speaking skills

Speaking is a vital aspect of language learning, especially in English as a Second Language (ESL) or English as a Foreign Language (EFL) contexts. Speaking skills involve the ability to communicate effectively through verbal expression, and CAS plays a crucial role in nurturing this competence. Speaking requires practice, feedback, and opportunities for correction, all of which are facilitated by CAS. Unlike traditional exams, where students may only be assessed once, CAS offers multiple opportunities for learners to improve and refine their speaking skills.

Dudley-Evans and John (1998) emphasize that continuous assessment provides feedback that is essential for teachers and students. By frequently assessing students' oral performance, teachers can identify students' specific problem areas, such

as pronunciation, vocabulary, or grammatical errors, and design targeted interventions to support students' speaking abilities. This also helps students become aware of their progress and motivates them to take control of their own learning. For speaking skill development, CAS provides students with opportunities to engage in:

Oral presentations

In this activity, students are assigned specific topics either individually or in groups to research, organize, and present in front of their classmates. This technique provides a structured opportunity for learners to practice public speaking, improve their pronunciation, and organize their thoughts coherently. It also boosts their confidence and helps them develop the ability to express ideas clearly in English. Teachers can assess various components, such as language accuracy, fluency, eye contact, use of gestures, and engagement with the audience (Brown, 2004).

Role-play and simulations

Role-play involves students assuming specific roles in given scenarios, such as a doctor and patient or a shopkeeper and customer. Simulations are more elaborate enactments that mimic real-life situations, such as booking a hotel or attending a job interview. These interactive tasks foster the development of pragmatic language use, vocabulary expansion, and spontaneous speaking. They encourage students to step out of their comfort zones and apply language in authentic and meaningful contexts, thus enhancing both fluency and communicative competence (Ladousse, 2009).

Dialogues and conversations

Engaging in structured or semi-structured dialogues allows students to interact with peers, reinforcing their listening and speaking skills simultaneously. Through repeated practice of dialogues or participation in open-ended conversations, students gain exposure to sentence patterns, question forms, and colloquial expressions. This

method helps in developing conversational turn-taking, intonation, and fluency in a natural and supportive classroom environment (Richards & Rodgers, 2014).

Pronunciation practice

Pronunciation activities often include reading aloud, minimal pair drills, and repetition of dialogues or tongue twisters. These practices help students focus on individual sounds, stress patterns, intonation, and rhythm of the English language. Teachers use these sessions to assess articulation, clarity, and the intelligibility of students' speech. Feedback is usually immediate, enabling learners to correct mispronunciations and gradually improve their spoken accuracy (Celce-Murcia et al., 2010).

These activities create a communicative environment in which students feel encouraged to express themselves, thereby enhancing their oral proficiency and confidence. Continuous assessment (CAS) plays a vital role in developing students' speaking skills. It is a form of formative assessment that provides ongoing feedback to students, allowing them to reflect on their learning and make improvements. Plessis and Prouty (2003) suggest that continuous assessment helps students identify their strengths and weaknesses, improve their performance, and receive timely feedback.

Through CAS, students are encouraged to engage in activities such as group discussions, role plays, interviews, and oral presentations. These activities enhance students' fluency, vocabulary, pronunciation, and grammatical accuracy. According to Csepes and Fekete (2004), teachers must have a clear understanding of task design, scoring, and evaluation criteria when assessing speaking skills. This ensures that students receive consistent feedback, which motivates them to improve. Moreover, CAS promotes active participation in class activities, increasing students' exposure to speaking opportunities. Teachers can use peer assessments, self-assessments, and

observation checklists to monitor students' speaking abilities. CAS ensures that students remain focused on learning, receive constructive feedback, and understand the areas where they need to improve.

Continuous assessment (CAS) is an essential tool for enhancing speaking skills at the basic level. By focusing on formative assessments, teachers can track students' progress, provide timely feedback, and foster continuous improvement. CAS enables students to practice speaking in various situations, leading to better fluency, vocabulary usage, and pronunciation. In contrast to one-time summative assessments, CAS encourages ongoing engagement with language tasks and ensures that students receive continuous support. The role of language testing, assessment, and CAS cannot be underestimated in promoting students' speaking skills and overall language proficiency.

The role of feedback in speaking skill development

Feedback is integral to improving speaking skills, as it provides learners with guidance on their strengths and weaknesses. According to Hattie and Timperley (2007), feedback should address three key aspects: the task (what was done correctly or incorrectly), the process (how to improve), and self-regulation (how learners can monitor and control their own learning). In the context of speaking skills, continuous assessment through feedback helps students recognize areas for improvement in accuracy and fluency. For example, teachers might use feedback techniques such as error correction, reformulation, or repetition to enhance linguistic accuracy and fluency (Harmer, 2001).

Vygotsky's Zone of Proximal Development (ZPD) (1978) also underscores the importance of feedback in language learning. ZPD suggests that learners can achieve higher levels of understanding and skill with appropriate support from more

knowledgeable individuals (teachers or peers). Continuous assessment, by providing regular feedback, places students within their ZPD, offering guidance that is neither too easy nor too difficult, which leads to optimal learning outcomes in speaking tasks.

The role of motivation in language learning

Motivation plays a central role in language acquisition. According to Deci and Ryan's (1985) Self-Determination Theory (SDT), motivation is influenced by the need for autonomy, competence, and relatedness. Continuous assessment fosters motivation by providing regular, actionable feedback that helps students understand their progress and areas for improvement. In the case of speaking skills, when students receive constructive feedback, they are more likely to feel competent and motivated to improve. This is particularly important in speaking tasks, as learners may feel anxious or hesitant to speak. Positive feedback and a supportive assessment environment help reduce this anxiety and encourage students to engage more actively in speaking activities.

Formative assessment and speaking skills

Formative assessment is specifically designed to monitor and support learning as it occurs, rather than after the learning process has concluded. Black and Wiliam (1998) argue that formative assessment has a significant impact on student achievement when it is used to provide feedback that directly informs instructional decisions. For speaking skills, formative assessment allows teachers to assess students' abilities throughout the learning process and adjust their teaching strategies accordingly. Continuous assessment, through methods such as peer assessments, self-assessments, or teacher feedback during class activities, enables students to continuously improve their speaking skills.

Formative assessment encourages a shift from traditional summative assessments to a more dynamic process where feedback is used to guide learning. In the context of speaking, formative assessments can take the form of oral presentations, group discussions, role-plays, or informal conversations, during which teachers monitor students' progress and provide continuous feedback to help them develop both fluency and accuracy.

The theoretical perspectives discussed above highlight the critical role that continuous assessment plays in enhancing speaking skills at the basic level. By offering regular, constructive feedback, continuous assessment supports language learners in achieving both accuracy and fluency in speaking. Through a combination of feedback strategies, formative assessment, and the promotion of learner autonomy, teachers can help students build confidence, refine their language skills, and develop effective communication strategies. These theoretical foundations underline the importance of continuous assessment in language learning, ensuring that students receive the guidance they need to enhance their speaking abilities.

Review of Related Empirical Literature

Several studies have been conducted to examine the role of CAS in improving students' speaking skills. Empirical evidence from both local and global contexts provides insights into how continuous assessment enhances language learning outcomes.

Ghimire (2010) conducted a study titled “Effectiveness of Continuous Assessments in Enhancing Pupils' Achievement in Grammar”, focusing on the impact of CAS on grammar acquisition and its indirect influence on speaking skills. The study aimed to explore how continuous assessment strategies, such as oral grammar drills, discussions, and group work, contributed to students' grammatical competence.

Using a survey method with questionnaires and interviews, the findings revealed that CAS provided students with more opportunities for practice, helping them develop fluency, accuracy, and confidence in using proper grammatical structures during oral communication. The study concluded that continuous assessment plays a crucial role in language learning by integrating grammatical accuracy with speaking fluency.

K.C. (2011) conducted a survey research titled “Study on Continuous Assessment System in Primary Level English”, which aimed to determine the effectiveness of CAS in improving language skills at the primary level. The study involved 40 primary-level teachers from the Salyan district, with data collected through questionnaires. The findings indicated that CAS was more effective than traditional methods in enhancing students' speaking abilities. Teachers reported that CAS encouraged students to actively participate in oral activities such as role-plays, dialogues, and discussions. However, the study also highlighted challenges, such as a lack of teacher training and inadequate concern for CAS implementation. The study concluded that while CAS has the potential to improve speaking skills, its success depends on teachers' ability to implement it effectively.

Gurung (2011) explored “the role of CAS in developing writing skills through a study titled Developing Writing through Continuous Assessment”. While the primary focus was on writing, the study also highlighted the interconnection between writing and speaking skills. CAS activities, such as oral discussions and story retelling, were instrumental in helping students articulate their thoughts, which, in turn, enhanced both speaking and writing skills. The study used classroom observations and teacher interviews to assess student progress. The findings suggested that CAS creates a participatory learning environment where students are encouraged to engage in discussions, thus fostering oral communication skills. The study

concluded that continuous assessment is essential for developing both oral and written language proficiency.

Nepali (2012) conducted research on “Challenges in Implementing Continuous Assessment System”, focusing on the obstacles teachers faced in implementing CAS at the primary level. The study included 60 primary school teachers from the Palpa district, with data collected through questionnaires comprising both open-ended and closed-ended questions. The findings revealed that CAS significantly contributed to improving students' speaking skills by increasing attendance and participation in oral activities. Teachers observed improvements in students' fluency and confidence in speaking tasks. However, the study identified major challenges, such as a lack of adequate resources, time constraints, and teachers' heavy workloads. Despite these challenges, the study concluded that CAS could enhance students' oral proficiency if proper support and training were provided to teachers.

Chand (2014) conducted an action research study titled “Use of Continuous Assessment in Developing Proficiency in Grammatical Items”. The study aimed to identify how CAS enhances students' proficiency in language use, particularly in grammatical structures that influence speaking skills. Focusing on 29 grade five students from the Dhading district, data were collected through classroom observations and pre-and post-tests. The findings suggested that CAS had a significant impact on improving students' speaking accuracy and fluency. Students demonstrated better usage of prepositions and tense structures in oral communication, thereby improving their overall language proficiency. The study concluded that integrating CAS into classroom practice can help students develop grammatical accuracy and confidence in speaking.

Narayan (2014) published a research article in the International Journal of Teacher Education Research (IJTER) titled “Teachers’ Perceptions Towards Class-Based Assessment”, which examined teachers' attitudes toward CAS and its influence on language learning. Using a survey methodology, the study found that most teachers had a positive perception of CAS, acknowledging its role in enhancing speaking skills through activities like oral presentations, peer discussions, and interactive speaking exercises. However, some teachers were reluctant to implement CAS due to a lack of training and institutional support. The study concluded that teachers' positive attitudes towards CAS play a crucial role in its successful implementation, as they directly impact students' engagement in continuous speaking assessments.

Shrestha (2014) conducted a study on “Perception of Teachers towards Continuous Assessment System Implemented in Public Primary Schools”, which analyzed teachers' views on CAS and its role in student learning. Using questionnaires to gather data, the study found that most teachers had a favorable perception of CAS, stating that it played a crucial role in developing speaking confidence among students. Activities such as class discussions, presentations, and storytelling were commonly used as part of CAS to promote oral language development. The study concluded that teachers play a vital role in shaping the success of CAS, as their positive attitudes and timely feedback encourage students to improve their speaking skills.

Kadel (2015) carried out research on “Implementation of Continuous Assessment System in Schools” to explore how CAS was implemented and its impact on student learning, including speaking skills. The study used a mixed-methods approach, collecting data from teachers and students through surveys and interviews. The findings revealed that teachers employed CAS techniques such as group discussions, oral presentations, and interactive speaking activities to improve students'

communication skills. However, its implementation was hindered by insufficient government support, weak policies, and a shortage of qualified teachers. The study concluded that while CAS significantly enhances oral proficiency, its effectiveness depends on strong institutional support and well-designed policies.

Neupane (2015) conducted a study titled “Managing Continuous Assessment at Primary Level: Teachers’ Perceptions and Practices” to examine teachers' views on the benefits, challenges, and practices of CAS in language learning. Using questionnaires and observation checklists, the study found that CAS played an essential role in improving students' speaking abilities. Through regular oral activities, students had more opportunities for practice and self-reflection. However, challenges such as limited instructional time, inadequate technical knowledge, and insufficient teacher training were identified. The study concluded that proper management of CAS could significantly enhance students' oral language skills and overall language competence.

Khadka (2017) conducted research on “Practices of Formative Assessment in Public Schools: A Case of Bardiya District”, which focused on the practices and challenges of formative assessment, a core component of CAS. The study collected data through classroom observations and teacher interviews. Findings revealed that formative assessment was essential for improving speaking skills, as it emphasized ongoing feedback and continuous monitoring of student progress. However, Khadka identified several challenges, such as overcrowded classrooms, a lack of teaching materials, and excessive workloads for teachers. Despite these challenges, the study concluded that formative assessment strategies, such as peer feedback, self-assessment, and oral presentations, contributed significantly to students' speaking skill development.

Pandey (2021) conducted a mixed-method study titled “Impact of Formative Assessment on Language Learning”, which investigated the role of formative assessment in enhancing language skills, particularly speaking. The study used surveys and interviews with English teachers to examine how CAS strategies influenced students' oral proficiency. Findings indicated that formative assessment allowed teachers to provide timely and individualized feedback, enabling students to improve gradually. The study concluded that integrating continuous assessment into the language curriculum is essential for promoting holistic language development.

Khadka (2022) investigated the role of CAS in fostering oral proficiency among grade 5 students through a study titled “Role of CAS in Fostering Oral Proficiency among Grade 5 Students”. The study employed classroom observations and teacher interviews to assess the effectiveness of CAS techniques such as peer assessment, self-assessment, and oral presentations. Findings showed that these assessment methods significantly improved students' speaking accuracy and fluency by promoting active participation and building self-confidence. The study concluded that CAS is a more effective approach to language teaching than summative assessment alone.

Shrestha (2023) conducted a study titled “Effectiveness of CAS in Improving Speaking Skills among Basic-Level Students in Nepal”, which aimed to assess the impact of continuous assessment on students' speaking fluency, vocabulary, and pronunciation. Using observation, interviews, and focus group discussions, the study evaluated students' progress over an academic year. Findings revealed that students who engaged in role-play, oral presentations, and dialogues showed significant improvements in fluency, vocabulary usage, and pronunciation. Regular feedback encouraged self-reflection, boosting speaking confidence. The study concluded that

continuous assessment fosters speaking skill development by providing frequent practice and feedback, helping students gain confidence in oral communication.

While previous studies have consistently highlighted the benefits of Continuous Assessment System (CAS) in enhancing students' speaking skills such as promoting participation, confidence, and reflective learning most have focused broadly on assessment practices or general language skill development. Unlike these studies, the present research specifically investigates the perceptions of basic-level English teachers in the context of public schools in Tanahun district, Nepal, regarding the role of CAS in developing students' speaking abilities. This localized and skill-specific focus addresses a gap in the existing literature, which has often overlooked the contextual challenges and opportunities unique to Nepalese classrooms. Moreover, this study emphasizes how teachers implement CAS techniques in real classroom settings and explores practical barriers such as limited training, large class sizes, and lack of resources that are often mentioned but insufficiently examined in depth. By capturing the voices of practicing teachers, this study aims to contribute context-sensitive insights that can inform policy decisions and improve the implementation of CAS in similar educational settings.

Implications of Review for the Study

The review of empirical literature provides valuable insights into the benefits of integrating the Continuous Assessment System (CAS) into the curriculum to enhance students' speaking skills at the basic level. Studies (Shrestha, 2023; Khadka, 2022; Pandey, 2021) demonstrate that interactive CAS activities, such as role-plays, oral presentations, and storytelling, significantly improve students' fluency, pronunciation, and vocabulary. This suggests that the present study can benefit by emphasizing the design of engaging CAS activities that foster student participation

and speaking proficiency. Moreover, the literature highlights the importance of formative feedback, showing that self-assessment, peer assessment, and teacher feedback help students reflect on their progress, identify areas for improvement, and gain confidence in oral communication. These findings provide a strong foundation for incorporating feedback mechanisms into the study, ensuring that students receive continuous support to enhance their speaking skills.

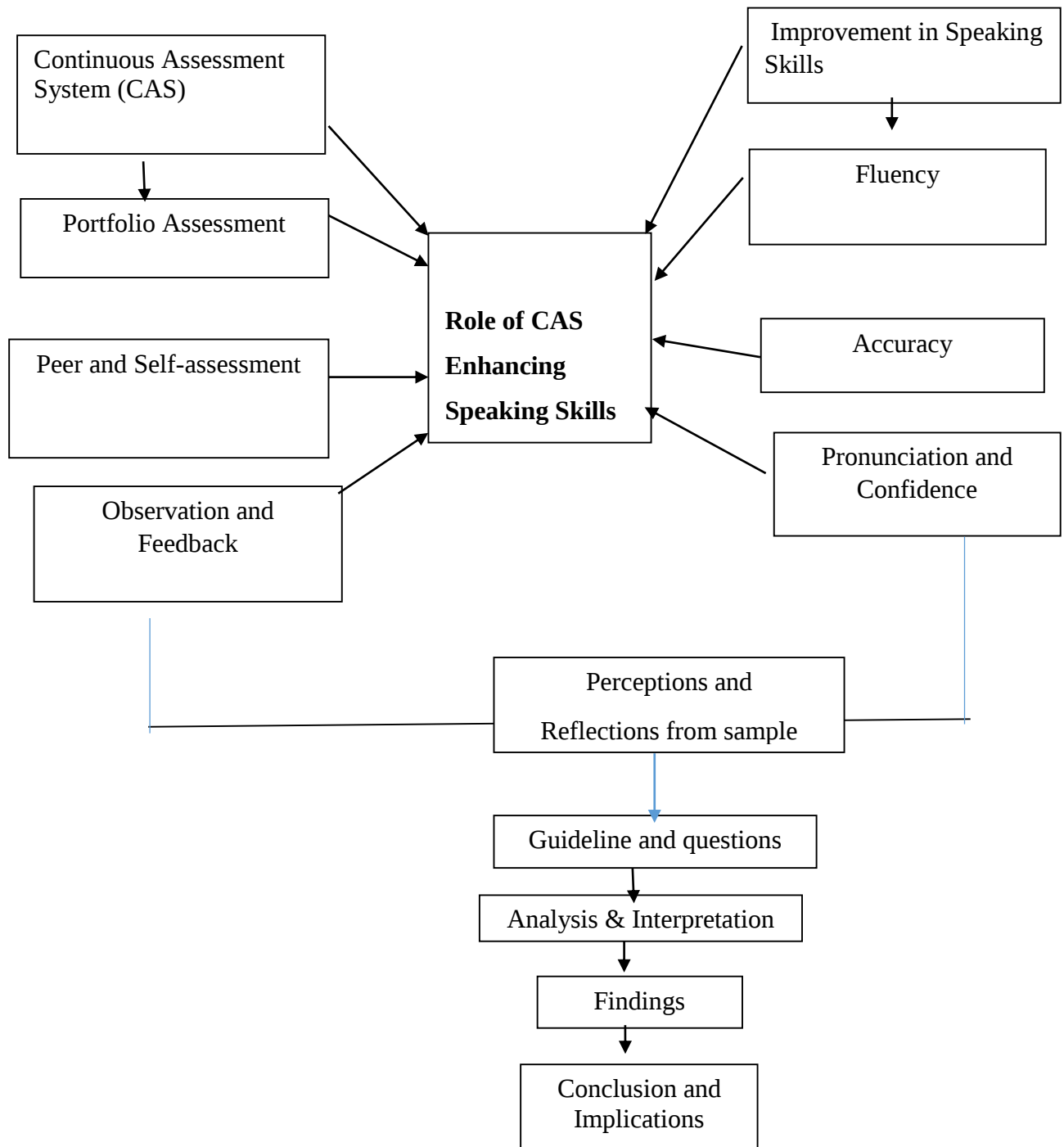
Another key benefit derived from the review is the understanding of the role of teacher training in the effective implementation of CAS. Studies (Neupane, 2015; Narayan, 2014) highlight that teachers' knowledge of CAS and their ability to design and assess oral activities significantly influence students' speaking development. This insight underscores the importance of advocating for teacher capacity-building programs within the study, ensuring that educators are well-equipped to implement CAS effectively. Furthermore, the review identifies common challenges, such as overcrowded classrooms, inadequate resources, and high teacher workloads, which hinder CAS application. By recognizing these barriers, the study can propose strategic interventions, such as improving resource allocation, reducing class sizes, and strengthening policy support, to create an environment conducive to the successful adoption of CAS.

Additionally, the review underscores the significance of policy-level support in sustaining CAS implementation. Studies (Kadel, 2015; Nepali, 2012) indicate that strong policy backing, adequate resources, and continuous monitoring are essential for integrating CAS into schools. These findings guide the study in formulating recommendations for incorporating CAS into the formal assessment process at the basic level. Furthermore, the literature suggests that leveraging technology, such as digital learning tools and recording devices, can enhance oral assessments and provide

individualized feedback. By incorporating these insights, the study can propose innovative solutions that align with modern educational practices, ultimately contributing to the long-term success of CAS in language learning. The review thus offers a well-rounded perspective on the benefits of CAS and provides a strong foundation for designing effective assessment strategies that improve students' speaking skills.

Conceptual Framework

The conceptual framework of this study illustrates the relationship between the Continuous Assessment System (CAS) and the enhancement of speaking skills among basic-level students. The framework also highlights the mediating factors that influence the process.



Chapter III

Methods and Procedures of the Study

This chapter outlines the research methodology adopted for the study on the "Teachers' Perceptions of Continuous Assessment in Enhancing Speaking Skills of the Basic Level." It provides a detailed explanation of the research design, methods, population, sample, and sampling strategy. It also discusses the research tools, sources of data, data collection procedures, data analysis techniques, and ethical considerations maintained throughout the research process. Each component is essential for ensuring the validity, reliability, and ethical integrity of the study.

Design of the Study

For this study, a survey research design was employed to explore basic-level English teachers' perceptions of the Continuous Assessment System (CAS) in enhancing students' speaking skills. This design was chosen because it allowed for the systematic collection of data from a relatively large group of teachers across multiple public schools in Tanahun district. Through structured questionnaires, the design enabled the researcher to gather quantitative data on how teachers use CAS techniques such as role-plays, oral presentations, and peer assessments and their perceived effectiveness in improving students' oral communication abilities. The descriptive survey method was particularly suitable for capturing trends, common practices, and challenges in implementing CAS in real classroom settings. It also allowed the researcher to identify patterns and draw conclusions that can inform teaching practices, curriculum development, and teacher training programs.

The descriptive survey research design was chosen because it enabled the researcher to study a representative sample from a larger population and gather information about opinions, practices, and experiences. This design was effective in

collecting both qualitative and quantitative data. For this study, data were gathered from students, teachers, and school administrators through questionnaires, interviews, and observation checklists. The inclusion of multiple perspectives allowed for a comprehensive understanding of the role of CAS in improving students' speaking skills.

Survey research design is widely regarded as a practical, efficient, and systematic method for investigating educational issues. According to Kerlinger (1986), “Survey research is a kind of research which studies large and small populations or universes by selecting and studying samples chosen from the population to discover the relative incidence, distribution, and interrelationship of social and psychological variables.” This definition emphasizes the capacity of survey research to explore relationships and patterns within a population. In the context of this study, the survey design was useful for identifying how CAS strategies like role-plays, oral presentations, and peer assessments contributed to the enhancement of students' speaking skills. By employing this design, the researcher was able to generate evidence-based insights into the effectiveness, challenges, and potential of CAS in fostering students' oral communication abilities.

Population, Sample, and Sampling Strategy

The target population for this study comprised basic-level English teachers employed in public schools where the Continuous Assessment System (CAS) had been implemented. The research was conducted in 15 public schools located within the Tanahun district. Total 40 teachers were selected using random sampling strategy.

Data Collection Tools and Techniques

For the collection of data, a set of questionnaires were administered based on a structured questionnaire guideline. The questionnaire was designed to gather detailed

insights from the selected teachers about their experiences with the implementation of the Continuous Assessment System (CAS) and its impact on enhancing students' speaking skills. The questions focused on teachers' perceptions of CAS, the types of activities used to assess speaking skills, and the challenges and benefits observed in the process. By using open-ended questionnaires, the researcher was able to capture rich, qualitative data that helped to better understand the role of CAS in developing speaking abilities among basic-level students.

Sources of Data

Both primary and secondary sources were utilized to collect the necessary data for this study. The primary sources focused on obtaining firsthand information about the experiences of English language teachers and their perceptions of the Continuous Assessment System (CAS) in enhancing students' speaking skills. Secondary sources were used to form the theoretical foundation of the study and to supplement the primary data.

Primary sources

The primary data were collected from English language teachers who had been teaching at the basic level in schools within the selected area of the study. The data were gathered through in-depth interviews, where teachers shared their experiences, challenges, and observations regarding the use of CAS to improve students' speaking abilities.

Secondary sources

To complement the primary data, various secondary sources such as books, journals, theses, articles, and relevant websites were reviewed. These sources provided additional information on the theoretical aspects of CAS, speaking skills development, and previous studies related to the role of CAS in language learning.

This helped to provide a broader context for the study and strengthened the overall findings.

Data Collection Procedures

To ensure systematic data collection and enhance reliability, the researcher adopted a structured, stepwise approach focusing on interviews with English language teachers. The method aimed to explore teachers' experiences and perceptions regarding the use of the Continuous Assessment System (CAS) to improve students' speaking skills (Creswell & Poth, 2018).

Steps Followed

- The preparation of the interview schedule involved developing questions designed to gather detailed insights into the use and impact of CAS. Formal approval was then obtained from the school administrations after clearly explaining the purpose and significance of the study.
- To build rapport, informal conversations were held with the participating teachers, which helped create a comfortable and open environment. Following this, in-depth interviews were conducted with selected English teachers, and their responses were carefully recorded.
- Finally, the recorded data were transcribed in detail to ensure accuracy and prepare them for systematic analysis.

Data Analysis and Interpretation Procedures

After collecting the required data, it was analyzed and interpreted systematically using thematic analysis. This process began with a coding procedure, where the data were categorized into meaningful segments. Main themes were then developed based on data that directly addressed the research questions. These themes

allowed for a deeper understanding of the role of the Continuous Assessment System (CAS) in enhancing students' speaking skills.

Additionally, sub-themes that emerged from the data were identified and created, providing further insights into the specific aspects of CAS that impacted speaking skills. These sub-themes were also analyzed quantitatively, allowing for a more comprehensive interpretation of the data. The combination of qualitative and quantitative analysis enabled the researcher to draw valid conclusions about the effectiveness of CAS in improving speaking skills at the basic level.

Ethical Considerations

Ethical consideration was a central aspect of this research. As Cavan (1977, as cited in Cohen, Manion & Morrison, p.58) stated, ethical consideration is “a matter of principled sensitivity to the rights of others,” where “while truth is good, respect for human dignity is better.” The researcher ensured sensitivity to privacy, informed consent, and data manipulation throughout the study. In line with this, the privacy and dignity of all participants were prioritized.

Before data collection, participants were provided with a clear statement informing them about the purpose of the study and their informed consent was sought. During the data collection process, it was ensured that all information gathered remained confidential and anonymous, with pseudonyms used to protect the identity of the participants. This ethical approach helped maintain the integrity and trustworthiness of the research, ensuring the rights and privacy of all involved were respected.

Chapter IV

Analysis and Interpretation of Results

This chapter presents the analysis and interpretation of data collected to explore basic-level English teachers' perceptions regarding the role of Continuous Assessment Systems (CAS) in enhancing students' English language. The data was gathered through structured questionnaires administered to teachers from fifteen government schools in Tanahun District. Responses from both closed and open-ended questions were coded, tabulated, and analyzed using descriptive statistics (percentages) and thematic interpretation to highlight teachers' perspectives on the pedagogical value, challenges, and practical implications of CAS in English language education.

The closed-ended questions focused on teachers' perceptions of CAS as a tool for improving English language learning outcomes. The questionnaire consisted of several close-ended questions designed to gather quantitative data regarding teachers' practices, perceptions, and challenges related to CAS implementation for speaking skill development. Each close-ended question is presented in a table, followed by a description of the findings.

Teaching Experience of Participants

Teaching experience plays a significant role in shaping educators' instructional strategies, assessment practices, and attitudes toward innovations such as the Continuous Assessment System (CAS). Understanding the distribution of teaching experience among respondents provides insight into how experience level may influence perceptions and implementation of CAS, particularly in enhancing students' speaking skills.

Table 1: Teaching Experience of Respondents

Years of Experience	Number of Teachers	Percentage (%)
1–5 years	26	65%
6–10 years	8	20%
11–15 years	4	10%
More than 15 years	2	5%

The data reveals that the largest group of respondents (65%) had between 1 and 5 years of teaching experience. This suggests that the majority of the participants were early-career teachers who may be more open to adopting newer approaches like CAS due to recent training or exposure to contemporary pedagogical methods.

A smaller segment (20%) had 6 to 10 years of experience. These mid-career teachers might possess a balanced perspective combining foundational experience with adaptability to newer educational reforms.

Only 10% of the respondents reported 11 to 15 years of experience. These teachers may have more established routines but could still be flexible in adopting CAS if given adequate support. A minimal portion of the sample (5%) had more than 15 years of teaching experience. These veteran educators, though experienced, may be more resistant to change or might face challenges integrating CAS due to familiarity with traditional assessment methods.

The data indicates that the teaching workforce in the sample is predominantly composed of relatively new teachers. This demographic trend may favor the effective implementation of CAS, as early-career teachers are often more responsive to professional development and innovation. However, the limited representation of highly experienced teachers suggests the need for targeted support and training to engage all levels of experience in the adoption of CAS. The overall composition of

the sample highlights the importance of differentiated capacity-building initiatives to ensure that CAS is implemented consistently and effectively across various experience levels.

Training on Continuous Assessment System (CAS)

Training is a critical factor in the successful implementation of educational reforms like the Continuous Assessment System (CAS). Teachers who are formally trained are more likely to understand the objectives, procedures, and strategies required for effective use of CAS. This section examines whether basic-level English teachers have received training on CAS, which directly influences their ability to assess and support students' speaking skills meaningfully.

Table 2: Training on Continuous Assessment System (CAS)

Response	Number of Teachers	Percentage (%)
Yes	22	55%
No	18	45%

The data reveals that 22 out of 40 teachers (55%) had received formal training on CAS. This indicates that a little more than half of the respondents were equipped with the necessary knowledge and skills to implement CAS in their classrooms. These trained teachers are likely to understand how to use CAS tools effectively, provide constructive feedback, and conduct continuous and formative assessments aligned with students' learning needs.

However, a significant proportion 18 teachers (45%) reported that they had not received any training on CAS. This suggests that a large number of teachers are either relying on informal knowledge, peer support, or outdated assessment practices. The absence of formal training may lead to inconsistent or incorrect application of CAS

principles, particularly in assessing oral communication skills which require specific strategies and sensitivity.

The near-equal split between trained and untrained teachers highlights a systemic gap in teacher professional development, which could hinder the overall effectiveness and uniformity of CAS implementation in the district's schools.

Although a majority (55%) of teachers have received CAS training, the presence of a large untrained group (45%) points to an urgent need for expanded and inclusive professional development. Without adequate training, teachers may struggle to implement CAS in a way that truly enhances students' speaking skills. To ensure consistency, quality, and fidelity in CAS practices, educational authorities and stakeholders must prioritize comprehensive training programs that reach all educators, regardless of location or experience level.

Frequency of CAS Use in Classroom

The frequency with which teachers use the Continuous Assessment System (CAS) in their classrooms reflects the system's integration into daily teaching and learning processes. Regular use of CAS can provide students with continuous feedback, promote consistent skill development, and support ongoing evaluation of speaking abilities. This section examines how often basic-level English teachers employ CAS techniques in their instructional practices.

Table 3: Frequency of CAS Use in Classroom

Frequency	Number of Teachers	Percentage (%)
Daily	12	30%
Weekly	16	40%
Monthly	4	10%
Occasionally	8	20%

The data shows that 16 teachers (40%) reported using CAS on a weekly basis, making it the most common frequency of use. This suggests that many teachers integrate CAS activities regularly but not on a daily basis, potentially balancing CAS with other instructional demands.

A considerable portion, 12 teachers (30%), indicated that they use CAS daily, demonstrating strong commitment to continuous assessment and consistent opportunities for students to practice and improve their speaking skills. In contrast, 4 teachers (10%) use CAS only monthly, which may limit students' chances for regular feedback and progressive skill development. Finally, 8 teachers (20%) reported using CAS occasionally, which reflects sporadic or irregular application that may reduce the effectiveness of CAS as a continuous learning tool.

These variations in frequency might be influenced by factors such as class size, time constraints, teacher workload, and resource availability.

The findings suggest that while a significant number of teachers (70%) are using CAS regularly either daily or weekly a notable minority employ CAS less frequently, which could affect students' consistent exposure to formative feedback and practice opportunities. To maximize the benefits of CAS in enhancing speaking skills, efforts should be made to encourage and support more frequent and systematic use of continuous assessment techniques across all classrooms.

CAS Techniques for Assessing Speaking Skills

The variety of techniques used in Continuous Assessment System (CAS) reflects the diversity of approaches teachers employ to evaluate and enhance students' speaking skills. Different methods offer unique opportunities for students to practice oral communication, develop confidence, and engage in self-reflection. This section

analyzes the frequency and preference of various CAS techniques utilized by basic-level English teachers in assessing speaking abilities.

Table 4: CAS Techniques for Assessing Speaking Skills

Techniques	Number of Responses	Percentage (%)
Oral Presentations	34	85%
Role-play	32	80%
Self-assessment	20	50%
Peer-assessment	26	65%
Storytelling	24	60%
Other (specified)	6	15%

Oral presentations emerged as the most frequently employed technique, used by 85% of teachers. This indicates that many educators value structured speaking tasks that allow students to prepare and deliver content in front of an audience, fostering public speaking skills and confidence. Role-play was also widely used, with 80% of teachers incorporating this interactive and practical technique. Role-plays simulate real-life scenarios, helping students practice spontaneous communication and apply language in context.

Self-assessment and peer-assessment were adopted by 50% and 65% of teachers respectively, showing a moderate emphasis on reflective learning and collaborative evaluation. These methods encourage students to critically analyze their own and peers' speaking performance, promoting self-awareness and mutual support. Storytelling, used by 60% of teachers, provides students with opportunities to organize thoughts and narrate experiences, aiding fluency and creativity in speech.

A smaller proportion (15%) of teachers reported using other unspecified techniques, indicating some variation or innovation beyond the main categories. The data suggests that teachers predominantly rely on oral presentations and role-plays to assess speaking skills, likely due to their structured nature and clear focus on communicative practice. Meanwhile, self and peer-assessment techniques, though less frequently used, represent important strategies for fostering learner autonomy and interactive feedback. To enhance speaking proficiency further, encouraging a balanced use of these diverse CAS techniques may benefit students by addressing different aspects of oral communication and learner engagement.

CAS for Improving Students' Confidence

Confidence is a crucial factor in language learning, especially in developing speaking skills. The Continuous Assessment System (CAS) is often seen as a means to provide students with regular opportunities for practice and feedback, which can boost their self-assurance. This section examines teachers' perceptions of the impact of CAS on enhancing students' confidence in speaking English.

Table 5. Belief that CAS Improves Students' Confidence

Response	Number of Teachers	Percentage (%)
Strongly Agree	14	35%
Agree	14	35%
Neutral	8	20%
Disagree	2	5%
Strongly Disagree	2	5%

A combined total of 70% of respondents (35% strongly agree and 35% agree) expressed positive beliefs that CAS contributes significantly to building students'

confidence in English speaking. This majority viewpoint indicates a strong consensus on the motivational benefits of continuous assessment practices. Meanwhile, 20% of teachers remained neutral, neither agreeing nor disagreeing with the statement. This group might require further evidence or experience to form a firm opinion.

A smaller proportion of teachers, 10% (5% disagree and 5% strongly disagree), did not perceive CAS as effective in improving student confidence. These dissenting views may reflect challenges encountered in CAS implementation or differing classroom experiences.

The findings suggest that most teachers recognize the positive role of CAS in fostering students' confidence during speaking activities. Regular assessments and feedback under CAS likely create a supportive learning environment that encourages students to take risks and practice speaking more freely. However, the presence of neutral and negative responses also highlights the need for addressing factors that may hinder CAS effectiveness, such as insufficient teacher training or resource constraints. Overall, this perception supports the continued promotion and refinement of CAS to enhance learners' oral confidence..

Students' Response to CAS-Based Speaking Activities

Student engagement is a vital indicator of the effectiveness of any teaching and assessment approach. This section examines teachers' observations regarding students' levels of participation in speaking activities conducted under the Continuous Assessment System (CAS).

Table 7: Students' Response to CAS-Based Speaking Activities

Response	Number of Teachers	Percentage (%)
Very Actively	24	60%
Moderately	14	35%
Passively	2	5%

According to the data, the majority of teachers (60%) reported that students participated very actively in CAS-based speaking activities. This suggests that CAS methods such as oral presentations, role-plays, and peer-assessment effectively engage students and encourage active participation.

Furthermore, 35% of teachers noted moderate participation, indicating that while a significant number of students are involved, some may still be hesitant or less engaged. A small minority (5%) observed passive participation, which may reflect challenges such as student anxiety, low confidence, or lack of motivation in speaking activities.

These findings indicate that CAS-based speaking activities generally foster a high level of student engagement, which is critical for developing oral communication skills. Active participation aligns with CAS's goal of providing authentic and continuous opportunities for language practice. However, the moderate and passive responses highlight the need for teachers to identify and support less engaged students, perhaps through differentiated instruction or additional motivational strategies, to ensure that all students benefit fully from CAS..

Type of Feedback Provided

Feedback plays a crucial role in the Continuous Assessment System (CAS) by guiding students to improve their speaking skills. This section explores the various types of feedback teachers use during CAS-based speaking activities.

Table 8: Types of Feedback Provided

Type of Feedback	Number of Responses	Percentage (%)
Verbal Feedback	36	90%
Written Feedback	12	30%
Peer Feedback	24	60%
Self-reflection	10	25%
Other	4	10%

The data indicates that verbal feedback is the predominant form of feedback, utilized by 90% of teachers. This suggests that immediate, oral responses are preferred and likely considered more effective in providing timely guidance and motivation during speaking tasks.

Peer feedback, reported by 60% of teachers, highlights the importance of collaborative learning where students actively participate in evaluating and supporting each other's speaking development. Written feedback and self-reflection are less frequently used, with 30% and 25% respectively, which may be due to time constraints or limited training in incorporating these reflective practices systematically. The relatively low use of written feedback could also reflect the oral nature of speaking skills, where immediate verbal feedback is often prioritized. The 'Other' category, accounting for 10%, may include alternative methods such as audio recordings or digital feedback, though these are less common.

The dominance of verbal feedback aligns well with the communicative focus of speaking skills development, providing students with real-time corrections and encouragement. The considerable use of peer feedback suggests a learner-centered environment fostering active student involvement. However, the underutilization of written feedback and self-reflection indicates potential areas for enhancement, as these practices can deepen students' awareness of their progress and areas needing improvement. Future teacher training could emphasize balanced feedback strategies to maximize the benefits of CAS in speaking skill development.

Major Challenges in Implementing CAS

The effective implementation of the Continuous Assessment System (CAS) in classrooms depends on overcoming various challenges. This section examines the primary obstacles faced by teachers in applying CAS to enhance students' speaking skills.

Table 9: Major Challenges in Implementing CAS

Challenges	Number of Responses	Percentage (%)
Large Class Size	28	70%
Lack of Training	18	45%
Time Constraints	24	60%
Limited Resources	16	40%
Student Reluctance to Speak	22	55%

The data reveals that large class size is the most significant challenge, reported by 70% of teachers. This highlights the difficulty of managing and effectively assessing individual students' speaking skills in crowded classrooms.

Time constraints were the second most frequently mentioned challenge (60%), indicating that teachers struggle to allocate sufficient time for CAS activities alongside other curricular demands. Student reluctance to speak was identified by 55% of respondents, suggesting that despite opportunities, many students may feel shy, anxious, or unmotivated to participate in speaking tasks, which can hinder the assessment process.

Lack of training was noted by 45% of teachers, pointing to a need for more professional development to equip teachers with the skills and strategies required for implementing CAS effectively. Finally, limited resources affected 40% of respondents, reflecting issues such as insufficient teaching materials, technological tools, or classroom facilities that support interactive and continuous assessment.

The prominence of large class sizes and time constraints underscores systemic challenges within the educational context that impede the optimal use of CAS. Addressing these structural issues is crucial to creating an environment conducive to continuous, formative assessment. The notable percentage of student reluctance emphasizes the need for strategies to boost learner confidence and participation. Moreover, the identified gaps in teacher training and resource availability suggest areas for targeted intervention by educational authorities. Comprehensive professional development and improved resource allocation could significantly enhance the effectiveness of CAS in developing students' speaking skills.

Curriculum Support for CAS Implementation

Curriculum alignment plays a crucial role in the successful integration of Continuous Assessment System (CAS) into classroom practices. This section examines teachers' perceptions regarding whether the current curriculum sufficiently supports the implementation of CAS to enhance speaking skills.

Table 10: Curriculum Support for CAS Implementation

Response	Number of Teachers	Percentage (%)
Yes	16	40%
No	24	60%

The data indicates that the majority of teachers (60%) believe that the existing curriculum does not provide adequate support for implementing CAS, particularly in the context of developing students' speaking skills. Conversely, only 40% of respondents felt that the curriculum aligns well with CAS practices.

This imbalance suggests that the current curriculum may lack clear guidelines, activities, or assessment frameworks that promote continuous, formative evaluation of oral communication. Teachers perceiving a lack of curriculum support may face difficulties in integrating CAS activities effectively or may need to rely on their own initiative to implement such assessments.

The finding points to a significant gap between curricular design and classroom assessment practices. Without explicit curriculum support, efforts to employ CAS may be inconsistent or superficial, limiting its potential impact on students' speaking skill development. This underscores the need for curriculum developers and policymakers to revise and adapt curricular frameworks to better accommodate continuous assessment methods, thereby facilitating teachers in implementing CAS more effectively and systematically.

Support Required for Effective CAS Implementation

For Continuous Assessment System (CAS) to be effectively implemented in enhancing students' speaking skills, teachers require various forms of institutional and

instructional support. This section explores the types of support that teachers deem essential for successful CAS integration at the basic education level.

Table 11: Support Required for Effective CAS Implementation

Type of Support	Number of Responses	Percentage (%)
Training Programs	34	85%
More Classroom Resources	26	65%
Administrative Support	22	55%
Reduced Workload	20	50%

The data shows that a significant majority of teachers (85%) identified training programs as the most critical support needed for effective CAS implementation. This finding highlights a substantial demand for professional development focused on continuous assessment strategies, particularly in speaking skill evaluation.

Additionally, 65% of respondents indicated a need for more classroom resources, such as visual aids, audio tools, and speaking practice materials, to better facilitate CAS activities. Administrative support was emphasized by 55% of teachers, suggesting that leadership and institutional commitment play a key role in sustaining CAS practices. Finally, 50% of the teachers noted the importance of a reduced workload, which would allow them to devote adequate time to planning, executing, and providing feedback through CAS activities.

These findings reveal that teachers not only recognize the pedagogical value of CAS but are also aware of the systemic and logistical supports required to implement it effectively. The emphasis on training indicates a knowledge and skills gap that must be addressed through targeted capacity-building initiatives. Similarly, the need for classroom resources and administrative backing underscores the

importance of a supportive educational environment. Addressing these areas will be essential for the widespread and sustained adoption of CAS in promoting speaking skills at the basic level.

Effectiveness of CAS in Improving Speaking Skills

This section evaluates teachers' perceptions regarding the effectiveness of the Continuous Assessment System (CAS) in enhancing students' speaking skills at the basic education level. Understanding the perceived efficacy of CAS helps to determine its impact on learning outcomes and informs future improvements in its implementation.

Table 12: Effectiveness of CAS in Improving Speaking Skills

Effectiveness	Number of Teachers	Percentage (%)
Highly Effective	10	25%
Moderately Effective	26	65%
Not Effective	4	10%

The data indicates that a majority of teachers (65%) considered CAS to be moderately effective in improving students' speaking skills. This suggests that while CAS is seen as beneficial, there may be limitations or contextual factors affecting its full potential.

Additionally, 25% of respondents rated CAS as highly effective, reflecting strong approval from a quarter of the teachers. This group likely experienced more favorable outcomes in terms of student engagement and performance in speaking tasks. However, 10% of teachers perceived CAS as not effective, indicating a minority who either faced implementation challenges or did not observe substantial improvement in students' speaking abilities.

The findings demonstrate that the majority of teachers acknowledge the value of CAS in fostering oral communication, albeit with varying degrees of effectiveness. The prevalence of moderate effectiveness ratings may reflect inconsistencies in implementation practices, availability of resources, or varying levels of teacher training. The presence of some negative perceptions points to the need for further refinement of the CAS approach, including improved support systems, training, and alignment with curriculum goals. Enhancing these elements may help increase the number of teachers who view CAS as a highly effective method for developing speaking skills.

Mode of Speaking Skill Assessment

This section explores the mode through which teachers assess students' speaking skills whether individually or in groups. The choice of assessment mode can influence learner performance, classroom dynamics, and the depth of feedback provided. Understanding teacher preferences in this context sheds light on assessment practices and their alignment with the goals of the Continuous Assessment System (CAS).

Table 13: Mode of Speaking Skill Assessment

Mode	Number of Teachers	Percentage (%)
Individually	22	55%
In Groups	18	45%

The data reveals that 55% of teachers assess students' speaking skills individually, while 45% prefer to conduct assessments in groups. This near-equilibrium suggests that both assessment modes are widely practiced, each likely chosen based on specific classroom contexts and objectives.

Teachers who assess individually may prioritize focused observation, personalized feedback, and the ability to track individual progress. On the other hand, group assessments might be used to foster collaborative communication, peer learning, and social language use, which are critical in real-life speaking scenarios. The slightly higher preference for individual assessment could also reflect efforts to ensure fair evaluation and accountability, especially when aiming to assess specific speaking competencies like fluency, accuracy, and pronunciation without peer influence.

The findings highlight a balanced approach to speaking skill assessment under CAS, with a slight preference for individual assessments. This may indicate that while teachers value the benefits of peer interaction, they also recognize the importance of evaluating each student's performance independently. The close distribution also suggests flexibility in assessment strategies, likely shaped by class size, teacher training, available time, and specific learning objectives. To optimize learning, professional development programs could encourage the strategic integration of both modes depending on the desired speaking outcomes..

Regular Feedback to Students

Feedback is a fundamental component of the Continuous Assessment System (CAS), particularly in the development of speaking skills. Regular and constructive feedback allows learners to identify their strengths and areas for improvement. This section examines whether teachers regularly provide feedback as part of their classroom assessment practices.

Table 14: Regular Feedback to Students

Response	Number of Teachers	Percentage (%)
Yes	30	75%
No	10	25%

The data shows that a significant majority of teachers (75%) provide regular feedback to students as part of their speaking skill assessment practices through CAS. Meanwhile, 25% of teachers reported not doing so regularly.

The prevalence of regular feedback among most teachers reflects an understanding of its pedagogical value. Regular feedback helps students track their speaking progress, builds confidence, and enhances their motivation to improve. It also allows teachers to offer targeted support and adjust instruction based on individual needs. However, the fact that one-fourth of teachers do not provide feedback regularly may point to barriers such as large class sizes, time constraints, lack of training, or insufficient emphasis on feedback in the curriculum or training modules.

These findings suggest that while most teachers recognize the importance of regular feedback, a notable gap remains in consistent implementation. This inconsistency could undermine the effectiveness of CAS in improving speaking skills. Addressing challenges faced by teachers and emphasizing feedback strategies in professional development programs can strengthen CAS application. Ensuring that all learners receive timely and constructive feedback is essential for promoting equitable and effective language learning experiences.

Student Engagement through CAS

Student engagement is a critical factor in the development of speaking skills, particularly in learner-centered approaches like the Continuous Assessment System (CAS). Engaged learners are more likely to participate actively, take initiative, and make consistent efforts to improve their oral communication. This section explores the extent to which teachers perceive CAS as effective in promoting student engagement in speaking activities.

Table 15: Student Engagement through CAS

Response	Number of Teachers	Percentage (%)
Yes	32	80%
No	8	20%

A substantial majority of teachers (80%) reported that CAS contributed positively to increasing student engagement in speaking-related classroom activities. Only 20% of the respondents did not observe increased engagement due to CAS implementation.

The high percentage of affirmative responses suggests that CAS-based tasks—such as oral presentations, role plays, and peer assessments—are successful in fostering students’ active involvement. These activities create meaningful, interactive learning environments where students feel more motivated and confident to express themselves. The 20% of teachers who did not perceive a rise in engagement might be facing contextual barriers such as student reluctance, lack of motivation, or limited classroom support structures. These issues indicate a need for targeted interventions, such as differentiated instruction or scaffolding strategies, to ensure CAS activities are inclusive and accessible to all students.

The findings imply that CAS is generally effective in enhancing student engagement in speaking activities, aligning with learner-centered pedagogical goals. Teachers' positive perceptions support the argument for broader implementation of CAS, provided that contextual challenges are addressed. Increased engagement not only improves speaking proficiency but also contributes to overall language competence and classroom dynamics. Educational stakeholders should thus continue to strengthen CAS practices through training, resources, and curriculum alignment.

Student Participation in Peer Assessment

Peer assessment is a key component of the Continuous Assessment System (CAS), allowing students to evaluate each other's performance, reflect on learning, and develop critical communication skills. This section examines teachers' perspectives on the level of student participation in peer assessment activities and its implications for speaking skill development.

Table 16: Student Participation in Peer Assessment

Response	Number of Teachers	Percentage (%)
Yes	26	65%
No	14	35%

The data shows that 65% of the teachers observed student participation in peer assessment activities, indicating a majority engagement. This suggests that peer assessment is being integrated into classroom practice and is generally well-received by students. Peer assessment not only encourages accountability and collaboration but also gives students opportunities to practice evaluative language and constructive feedback key elements in speaking development.

On the other hand, 35% of the teachers reported that students did not participate in peer assessment activities. This could reflect challenges such as students' discomfort with evaluating peers, lack of training on assessment techniques, or insufficient classroom time allocated for such activities. It may also indicate the need for teachers to provide clearer instructions and create a supportive environment for peer interaction.

The findings suggest that peer assessment is being used in a significant number of classrooms and is contributing positively to student engagement and oral communication. However, the relatively high percentage of non-participation points to the need for further scaffolding and sensitization of students to the purpose and process of peer assessment. When implemented effectively, peer assessment can foster greater ownership of learning and enhance speaking skills through interaction and reflection.

Motivation for Implementing CAS

Understanding the motivations behind teachers' adoption of the Continuous Assessment System (CAS) is crucial to evaluating its implementation and effectiveness in promoting speaking skills. This section explores the key motivational factors that influence basic-level English teachers to integrate CAS into their classroom practices.

Table 17: Motivation for Implementing CAS

Motivation Factor	Number of Responses	Percentage (%)
Encourages Active Participation	32	80%
Provides Continuous Feedback	28	70%
Helps Students Gain Confidence	26	65%
Required by School Policy	4	10%

The data indicates that the most common motivation for implementing CAS is that it encourages active participation in classroom activities, reported by 80% of respondents. This aligns with the CAS philosophy, which emphasizes student-centered learning and engagement.

The second major motivating factor, cited by 70% of the teachers, was that CAS provides continuous feedback, enabling ongoing support and correction that is vital for developing speaking skills. This reflects the formative role of CAS in language instruction, allowing both students and teachers to monitor progress over time. 65% of respondents also identified confidence-building as a reason for using CAS. This suggests that teachers view CAS not only as a tool for assessment but also as a strategy to reduce students' speaking anxiety and promote self-expression in English.

Notably, only 10% of the teachers implemented CAS due to school policy requirements, indicating that intrinsic pedagogical motivations rather than administrative compulsion primarily drive CAS use. The findings reveal that teachers are primarily motivated to implement CAS because of its direct benefits in fostering student participation, providing constructive feedback, and enhancing learners' confidence in speaking. The relatively low influence of policy suggests that CAS is valued more for its educational merits than for compliance. These insights highlight the importance of aligning teacher motivation with pedagogical goals to ensure sustainable and effective integration of CAS in basic-level English language classrooms.

Use of Technology for CAS

Technology has increasingly been recognized as a valuable tool for supporting formative assessment practices in language classrooms. This section investigates the extent to which basic-level English teachers utilize technological tools such as audio recordings, videos, or online platforms for implementing the Continuous Assessment System (CAS) in speaking skill development.

Table 18: Use of Technology for CAS

Response	Number of Teachers	Percentage (%)
Yes	22	55%
No	18	45%

Out of the total 40 respondents, 55% reported using technology as part of their CAS implementation, while 45% indicated non-use. The data reflects a moderate adoption rate, suggesting that while a majority of teachers are incorporating digital tools to some extent, a significant portion still rely on traditional assessment practices.

The 55% of teachers who do integrate technology likely benefit from tools such as audio/video recordings, mobile applications, or learning management systems, which enhance both the efficiency and accuracy of speaking assessments. These tools may also offer flexibility in feedback, facilitate student self-assessment, and support storage and review of student progress over time. On the other hand, the 45% of respondents not using technology might be facing infrastructure limitations, lack of training, or technological resistance, especially in under-resourced public schools.

The results indicate that while a majority of basic-level English teachers have begun integrating technology into their CAS practices, the adoption is not yet universal. This suggests a digital divide in formative assessment practices and

highlights the need for professional development programs and resource provision to promote more widespread and effective use of technology. Encouraging technological integration can further strengthen the implementation of CAS and foster enhanced speaking skill development among students.

Administrative Support for CAS

The successful implementation of Continuous Assessment System (CAS) not only depends on teachers' efforts but also heavily relies on institutional backing. This section presents data on the extent of administrative support teachers receive in implementing CAS for speaking skill development at the basic level.

Table 19: Administrative Support for CAS

Response	Number of Teachers	Percentage (%)
Yes	20	50%
No	20	50%

The data shows an equal distribution between the two categories. Exactly 50% of teachers reported receiving administrative support, while the remaining 50% indicated no support from school leadership or management. This 50/50 split reveals a divergence in institutional engagement. The group receiving support may benefit from provisions such as resource allocation, flexible scheduling, recognition of formative assessment efforts, and encouragement for CAS-based innovation. These factors often lead to a more conducive environment for implementing CAS effectively.

In contrast, the 50% who reported lack of support may be facing institutional neglect, rigid school structures, or unawareness among administrators about the significance of CAS in language learning. Such lack of backing can demotivate

teachers and hinder the systematic application of assessment practices aimed at improving speaking skills.

The findings underscore the inconsistent administrative involvement in the implementation of CAS. The absence of universal support from school leadership indicates the need for increased awareness and engagement at the administrative level. To ensure the successful integration of CAS, school administrations must be more proactive in facilitating resources, providing motivation, and structurally embedding CAS practices into institutional policies and classroom routines. Without such support, even well-intentioned teachers may struggle to apply CAS effectively in developing students' speaking skills.

Observed Improvement in Students' Speaking Skills

One of the core objectives of implementing the Continuous Assessment System (CAS) is to enhance students' speaking proficiency. This section analyzes teachers' perceptions regarding the extent to which CAS has contributed to noticeable improvements in their students' oral communication abilities.

Table 20: Observed Improvement in Students' Speaking Skills

Response	Number of Teachers	Percentage (%)
Yes	34	85%
No	6	15%

The data shows that 85% of the teachers affirmed observing improvement in students' speaking skills as a result of CAS implementation. This high proportion suggests a strong positive correlation between the use of continuous assessment and enhanced speaking performance among students. These improvements could be attributed to the regular speaking activities, formative feedback, increased learner

participation, and confidence-building practices that CAS promotes. Conversely, 15% of the teachers reported no noticeable improvement. This minority perspective could stem from factors such as limited implementation, student-related challenges (e.g., shyness or lack of motivation), or inadequate training and support in effectively using CAS strategies.

The findings clearly indicate that a significant majority of teachers recognize CAS as an effective approach to improving students' speaking skills. The results support the view that frequent, formative, and student-centered assessment practices foster language development more effectively than traditional assessment methods. However, the presence of a small percentage of dissenting views highlights the need for context-specific support, such as teacher training, resource development, and differentiated instruction, to ensure that CAS benefits all learners uniformly.

The analysis of the closed-ended questionnaire responses reveals that basic-level English teachers have a generally positive perception of the Continuous Assessment System (CAS) in enhancing students' speaking skills. A majority of teachers regularly apply CAS techniques such as oral presentations, role-plays, and peer assessments, and believe CAS significantly improves students' confidence, participation, and motivation. While most teachers reported receiving some form of training and observed noticeable improvements in students' speaking abilities, challenges such as large class sizes, time constraints, lack of sufficient resources, and limited curriculum support persist. Furthermore, teachers emphasized the need for more structured training programs, classroom resources, and administrative support to implement CAS more effectively. Technology integration for CAS activities was moderately practiced but seen as a potential area for further improvement. Overall, the findings suggest that although CAS is valued and beneficial for speaking skill

development, its effectiveness could be greatly enhanced through systemic support, better teacher preparation, and curricular alignment.

This presents a detailed analysis of teachers' open-ended responses regarding the role, challenges, practices, and future prospects of the Continuous Assessment System (CAS) in enhancing English-speaking skills. Each theme is presented under an appropriate academic heading with comprehensive discussion.

Enhancing CAS for effective speaking skill assessment

Teachers emphasized several important strategies to improve the effectiveness of Continuous Assessment System (CAS) for speaking skills. They highlighted the need for more targeted and practical training programs that focus specifically on assessing oral communication skills such as pronunciation, fluency, and interactional competence. Such training would equip teachers with concrete techniques to evaluate students' speaking abilities more accurately. Additionally, teachers advocated for reducing class sizes to enable closer monitoring of individual student progress and to facilitate more personalized feedback. The integration of technology, including language learning applications, AI-powered pronunciation tools, and online collaborative platforms, was strongly recommended as a means to modernize and enhance CAS practices. Furthermore, respondents pointed out the necessity of aligning the curriculum with CAS principles by embedding specific speaking activities and assessment standards into textbooks and teaching guidelines. These measures, they believe, would help to ensure CAS is applied more consistently and effectively to improve students' speaking skills.

Effective CAS activities for developing speaking skills

Teachers identified several CAS activities as particularly effective in fostering students' speaking skills. Role-plays and simulations were frequently mentioned for

providing authentic, real-life communication experiences within a safe and supportive environment. Storytelling activities were praised for helping students develop narrative skills, imagination, and fluency. Debates were noted for encouraging critical thinking, the organization of arguments, and persuasive speaking skills. Oral presentations, both individual and group-based, were regarded as valuable for teaching students how to organize ideas, improve pronunciation clarity, and build confidence in public speaking. In addition, small group discussions and peer-assessment dialogues were seen as useful tools to promote interactive speaking practice. Overall, teachers found that CAS activities which prioritize authentic communication, creativity, and student-centered learning tend to yield the best outcomes in improving speaking proficiency.

Students' perceptions of CAS compared to traditional assessment

According to teachers, students overwhelmingly perceive CAS more positively than traditional summative assessments. Students reportedly find CAS less stressful and more encouraging, appreciating the continuous feedback it provides without the high stakes associated with final exams. Teachers observed that students value the opportunity to receive regular, constructive feedback, which helps them track their progress in speaking over time. Unlike traditional assessments that often evaluate performance through a single examination, CAS allows students to demonstrate gradual improvement and reduces their fear of making mistakes. Consequently, CAS fosters a supportive and motivating learning environment where students feel more confident, engaged, and willing to participate in speaking activities. Teachers noted that CAS encourages intrinsic motivation and promotes a growth mindset among learners.

Role of digital technology in enhancing CAS-based speaking assessment

Teachers expressed strong agreement on the potential of digital technology to significantly enhance CAS-based speaking assessments. The use of mobile voice recording applications enables students to self-record and reflect on their speaking performances, promoting self-directed learning. AI-powered tools that provide automated feedback on pronunciation, intonation, and fluency were highlighted as valuable for offering personalized feedback at scale, particularly in classrooms with many students. Online platforms facilitate peer reviews, collaborative speaking tasks, and extended learning beyond the physical classroom. While the integration of technology was seen as essential to modernize the assessment process and make it more flexible and individualized, teachers also noted challenges such as limited access to devices, unreliable internet connectivity, and the need for adequate teacher training. Despite these obstacles, there was consensus that technology can make CAS more authentic, efficient, and student-centered.

Speaking activities commonly used in CAS implementation

Teachers reported using a wide range of speaking activities to assess student performance through CAS. Role-plays and simulations were the most frequently employed activities, as they enable students to act out realistic scenarios requiring spontaneous communication. Storytelling exercises encouraged students to organize their ideas coherently and develop fluency. Debates allowed learners to engage in structured argumentation and defend their opinions persuasively. Oral presentations helped students improve formal speech delivery and idea organization. Other activities such as interviews, classroom discussions, talk shows, and peer feedback sessions were also used to provide diverse opportunities for speaking practice. These varied activities enabled teachers to assess multiple dimensions of speaking, including vocabulary, grammar, fluency, interactional skills, and pronunciation. Teachers

emphasized the importance of authentic, communicative tasks that motivate students and foster genuine language use.

Policy recommendations for strengthening CAS in language learning

Teachers proposed several policy-level recommendations to enhance the effectiveness of CAS in language learning. They emphasized the need to develop comprehensive, hands-on training programs that focus on practical CAS strategies, particularly for speaking skills. Policies should aim to reduce teacher-student ratios by recruiting more qualified English teachers, enabling more effective individualized assessment. Investment in technological infrastructure, such as providing digital devices, reliable internet access, and AI-based assessment tools in schools, was also suggested. Teachers advocated for curriculum reforms that systematically embed CAS principles into learning objectives and teaching materials to ensure continuous assessment is prioritized across language programs. Additionally, offering incentives, awards, or recognition to teachers who demonstrate innovation and effectiveness in CAS practices was recommended to motivate educators. Teachers concluded that only through coordinated policy reforms, resource allocation, and capacity-building efforts can CAS reach its full potential in improving language education.

The analysis of teachers' responses demonstrates that basic-level English teachers view CAS as a powerful tool for enhancing students' speaking confidence, engagement, and skill development. However, persistent challenges such as large class sizes, insufficient training, resource limitations, and time constraints hinder its full implementation. Teachers believe that the effective use of CAS depends on systematic institutional support, alignment of curriculum, smaller classes, increased professional development opportunities, and the integration of digital technologies. Overall, while CAS holds great promise for language learning, its success requires comprehensive structural, pedagogical, and technological improvements.

Chapter V

Findings, Conclusions and Implications

This chapter presents the findings, conclusions, and recommendations based on the analysis and interpretation of data regarding the role of the Continuous Assessment System (CAS) in enhancing English-speaking skills among basic-level students. The chapter also discusses pedagogical implications for teachers, policymakers, and educational institutions.

Findings

Based on the analysis of the questionnaire responses and teachers' open-ended feedback, the following major findings emerged:

Positive Perceptions of CAS

The analysis revealed that a majority of English teachers hold positive perceptions of Continuous Assessment System (CAS) as an effective and essential tool for enhancing students' speaking skills. Most respondents reported that CAS significantly boosts students' confidence, motivation, and active participation in speaking activities. Teachers viewed CAS as a means to create a supportive learning environment where students feel encouraged to practice and improve their oral communication abilities regularly.

Frequent Use of CAS Activities

Teachers commonly employed a variety of CAS activities such as oral presentations, role-plays, peer-assessment, storytelling, and self-assessment to both assess and promote speaking skills. These activities, which emphasize authentic and meaningful communication, were reported to be particularly effective in engaging students and developing their fluency, vocabulary, and interactional competence. The

regular use of such diverse and student-centered tasks illustrates teachers' commitment to integrating CAS into everyday classroom practice.

Challenges in CAS Implementation

Despite the recognized benefits, teachers identified several challenges that hinder the effective implementation of CAS. Large class sizes and insufficient time within the school schedule were frequently mentioned obstacles, making it difficult to provide individualized attention and continuous speaking opportunities. The lack of adequate teaching resources and limited professional training on CAS further complicated its consistent application. Additionally, students' reluctance or fear of speaking English in front of their peers presented a significant barrier to effective speaking practice, particularly among beginners.

Technology Integration

Teachers acknowledged the potential of digital technologies to improve CAS practices for speaking assessment. Tools such as voice recording applications, AI-based pronunciation and fluency feedback systems, and online peer-assessment platforms were viewed as valuable assets that could enhance assessment quality and efficiency. The use of such technologies was seen to support individualized feedback, promote learner autonomy, and extend learning beyond the classroom. However, successful integration was noted to depend on access to appropriate devices, reliable internet connectivity, and sufficient teacher training.

Curriculum and Administrative Support

A substantial number of teachers expressed concerns that the current curriculum does not sufficiently support the implementation of CAS. Many felt that assessment practices and teaching materials lack explicit alignment with continuous assessment principles, particularly for speaking skills. Administrative support was

reported to be inconsistent, with some teachers receiving encouragement and resources, while others struggled with a lack of institutional backing. This uneven support limits the sustainability and effectiveness of CAS in language classrooms.

Impact on Speaking Skills

The majority of teachers observed noticeable improvements in their students' speaking fluency, pronunciation, and overall confidence as a direct result of CAS-based practices. Continuous assessment was seen as an effective mechanism to track student progress over time, reduce anxiety associated with high-stakes exams, and foster a positive learning environment that encourages risk-taking and active participation in speaking tasks.

Training and Resource Needs

Teachers overwhelmingly highlighted the urgent need for more practical, hands-on training programs focused on CAS strategies, especially those tailored for speaking skill assessment. They also emphasized the necessity of better classroom resources, including recording devices, assessment rubrics, and language learning materials. Furthermore, manageable workloads and stronger administrative backing were identified as crucial to enabling teachers to implement CAS effectively. Without addressing these capacity and resource gaps, teachers expressed concerns about the sustainability of CAS practices in their schools.

Conclusions

The Continuous Assessment System (CAS) plays a pivotal role in enhancing the speaking skills of basic-level English learners. Teachers' positive perceptions toward CAS demonstrate its potential to foster a communicative, student-centered classroom environment. CAS methods such as regular oral tasks, self and peer

assessments, and immediate feedback enable students to build fluency, accuracy, and communicative confidence.

Despite its recognized benefits, the effective implementation of CAS faces numerous barriers, particularly due to infrastructural limitations, lack of teacher training, heavy workloads, and the absence of clear curricular guidance. Furthermore, although technology shows promise for improving CAS efficiency, its use remains limited due to resource constraints and insufficient digital literacy among teachers and students.

Overall, while CAS is highly effective in enhancing speaking skills, its success depends on systemic changes, including policy support, teacher professional development, and the integration of technology and authentic communicative activities into everyday classroom practices. Without addressing these challenges, the full potential of CAS to improve English-speaking competence may not be realized.

Recommendations

Based on the findings and conclusions, the following recommendations are proposed for teachers, school administrations, policymakers, and future researchers:

Policy-related

My study showed, the Continuous Assessment System (CAS) has the potential to significantly enhance students' speaking skills when it is systematically incorporated into national education policy and classroom practices. Effective implementation depends on strong policy-level commitment, alignment with the curriculum, and adequate institutional support. Based on my study, it is recommended that CAS be integrated into national education policies, curriculum frameworks, and English textbooks with standardized rubrics to ensure consistency and alignment across schools. Furthermore, sufficient resources and incentives should be provided,

including funding, teacher training, digital tools, and recognition for innovative CAS implementation, to motivate teachers and support meaningful classroom practices.

Practice-related

At the classroom level, the effectiveness of the Continuous Assessment System (CAS) in improving students' speaking skills depends largely on how consistently it is implemented within schools and teaching practices. Successful integration requires collaboration among teachers, students, and administrators to embed CAS techniques into daily learning and assessment routines. Based on my study, it is recommended to enhance teaching and learning through CAS activities such as storytelling, role-plays, presentations, and debates, complemented by formative feedback and self- or peer-assessment. Additionally, strengthening institutional and technological support by providing adequate resources, digital tools, teacher training, and administrative backing is essential for the effective and sustainable implementation of CAS in schools.

Further research related

The Continuous Assessment System (CAS) can improve students' speaking skills, but more research is needed to see its long-term effects and adaptability. Future studies should compare CAS with traditional assessments and explore the use of digital tools, as well as study different regions to find challenges and best practices for implementation.

References

- Bachman, L. F., & Palmer, A. S. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world*. Oxford University Press.
- Bhattarai, P. (2020). Continuous assessment in Nepali classrooms: Challenges and opportunities. *Journal of Educational Innovations*, 14(2), 67–81.
- CDC. (2009). *Primary education curriculum 2062 and 2065 (Grades 1-7)*. Curriculum Development Centre, Nepal.
- CDC. (2063 B.S.). *National curriculum framework*. Curriculum Development Centre, Nepal.
- CDC. (2067 B.S.). *Nirantar Bidhyarthi Mulyankan Karyanwayan Pustika [Continuous student assessment implementation booklet]*. Curriculum Development Centre, Nepal.
- Department of Education (DOE). (2012). *Educational plans and reports*. Ministry of Education, Nepal.
- Dudley-Evans, T., & John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge University Press.
- Heaton, J. B. (1975). *Writing English language tests: A practical guide for teachers of English as a second or foreign language*. Longman.
- Hyland, K. (2006). *English for academic purposes: An advanced resource book*. Routledge.
- Kadel, R. (2015). Policy perspectives on continuous assessment in Nepal. *Educational Policy Review*, 7(1), 33–47.
- Khadka, S. (2022a). Developing speaking skills through interactive classroom strategies. *Nepalese Journal of Language Teaching*, 10(1), 43–50.

- Khadka, S. (2022b). The role of continuous assessment system (CAS) in fostering oral proficiency among grade 5 students. *Journal of Language Teaching and Learning*, 15(2), 45–62.
- Khaniya, T. R. (2020). Assessment practices in Nepalese schools: A critical analysis. *Educational Assessment and Policy Review*, 3(1), 12–24.
- Koirala, R., & Thapa, B. (2021). Teachers' perspectives on learner-centered approaches: A case of speaking skills in Nepalese schools. *Asian Journal of Education and Development*, 8(3), 29–40.
- Ministry of Education, Nepal. (2021). *National curriculum framework: Curriculum guidelines for basic education in Nepal*.
- Pandey, R. (2021). Impact of formative assessment on language learning: A mixed-method study. *International Journal of Educational Research*, 12(3), 78–95.
- Pandey, R. (2023). Enhancing student engagement through continuous assessment strategies. *Nepal Educational Journal*, 6(2), 88–95.
- Richards, J. C., Platt, J., & Platt, H. (2020). *Longman dictionary of language teaching and applied linguistics* (5th ed.). Longman.
- Sharma, K. (2022). Impact of continuous assessment on students' academic achievement in Nepal. *Educational Perspectives*, 11(4), 101–118.
- Shrestha, P. (2023). Effectiveness of continuous assessment system (CAS) in improving speaking skills at the basic level in Nepal. *Nepal Journal of Language Education*, 18(1), 23–40.

Appendix I

Cover Letter for Questionnaire Participants

Dear Participants,

I am conducting a research study on the **Teachers' Perceptions of Continuous Assessment in Enhancing English Speaking Skills of Basic Level.**

This questionnaire aims to collect information about teachers' perceptions and practices related to the use of CAS in the classroom. Your valuable responses will contribute significantly to understanding how continuous assessment can improve students' speaking abilities and to identifying the challenges and supports needed for effective implementation.

Please be assured that all the information you provide will be used solely for academic research purposes. Your responses will remain strictly confidential, and your identity will not be disclosed at any stage. Participation is entirely voluntary, and you may choose to withdraw at any time without any negative consequences.

Your honest and thoughtful answers are highly appreciated and will help inform recommendations for teachers, school administrations, and policymakers to improve English speaking assessments.

Thank you very much for your time and cooperation.

Sincerely,

Tuku Maya Ale

This questionnaire aims to collect data on teachers' perceptions and practices regarding the Continuous Assessment System (CAS) in enhancing students' speaking skills. Your responses will be used for research purposes only and will remain confidential.

1. How many years of teaching experience do you have?

- ☐ 1-5 years

- ☐ 6-10 years
- ☐ 11-15 years
- ☐ More than 15 years

2. Have you received any training on Continuous Assessment System (CAS)?

- ☐ Yes
- ☐ No

3. How often do you use CAS in your classroom?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Occasionally

4. What CAS techniques do you use to assess students' speaking skills? (Select all that apply.)

- ☐ Oral presentations
- ☐ Role-play
- ☐ Self-assessment
- ☐ Peer-assessment
- ☐ Storytelling
- ☐ Other (please specify): _____

5. Do you believe CAS improves students' confidence in speaking?

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral

- ☐ Disagree
- ☐ Strongly Disagree

6. Do you think CAS is more effective than summative assessment for enhancing speaking skills?

- ☐ Yes
- ☐ No

7. How do students respond to CAS-based speaking activities?

- ☐ Very actively
- ☐ Moderately
- ☐ Passively

11. What type of feedback do you provide to students while assessing speaking skills?

- ☐ Verbal feedback
- ☐ Written feedback
- ☐ Peer feedback
- ☐ Self-reflection
- ☐ Other (please specify): _____

12. What are the major challenges in implementing CAS for speaking skills? (Select all that apply.)

- ☐ Large class size
- ☐ Lack of training
- ☐ Time constraints
- ☐ Limited resources
- ☐ Student reluctance to speak

13. Do you think the current curriculum supports CAS implementation for speaking skills?

- ☐ Yes
- ☐ No

14. What additional support do you need to implement CAS effectively? (Select all that apply.)

- ☐ Training programs
- ☐ More classroom resources
- ☐ Administrative support
- ☐ Reduced workload

15. How would you rate the effectiveness of CAS in improving speaking skills?

- ☐ Highly effective
- ☐ Moderately effective
- ☐ Not effective

16. Do you assess students' speaking skills individually or in groups?

- ☐ Individually
- ☐ In groups

17. Do students receive regular feedback on their speaking performance through CAS?

- ☐ Yes
- ☐ No

18. Do you think CAS makes students more engaged in speaking activities?

- ☐ Yes
- ☐ No

19. Do students actively participate in peer assessment activities?

- ☐ Yes
- ☐ No

20. What motivates you to implement CAS for speaking assessment?

- ☐ Encourages active participation
- ☐ Provides continuous feedback
- ☐ Helps students gain confidence
- ☐ Required by school policy

21. Do you believe CAS should be a mandatory part of speaking assessment?

- ☐ Yes
- ☐ No

22. Do you use technology (recording devices, online tools) for CAS-based speaking assessment?

- ☐ Yes
- ☐ No

23. Are students more motivated to improve their speaking skills when assessed continuously?

- ☐ Yes
- ☐ No

24. Does your school administration support the implementation of CAS?

- ☐ Yes
- ☐ No

25. Have you noticed any improvement in students' speaking skills due to CAS?

- ☐ Yes

26. How do you think CAS can be improved for better speaking skill assessment?

.....

.....

.....

27. What are the major difficulties you face while implementing CAS for speaking skills?

.....

.....

.....

28. In your experience, what types of CAS activities are most effective for improving students' speaking skills?

.....

.....

.....

29. How do you think students perceive CAS in comparison to traditional assessment methods?

.....

.....

.....

30. Do you think digital technology (such as language apps, voice recordings, or AI-based feedback tools) can improve the implementation of CAS for speaking assessment? Please explain.

.....
.....
.....

31. What types of activities do you use for assessing students' speaking skills through CAS? (e.g., role-plays, storytelling, debates, presentations)

.....
.....
.....

32. What recommendations would you give to policymakers to enhance the implementation of CAS in language learning?

.....

Appendix II

Questionnaire Response Form – Participant 1

Name (Optional): Respondent A

1. **Teaching Experience:** 6–10 years
2. **CAS Training:** Yes
3. **Frequency of CAS Use:** Weekly
4. **CAS Techniques Used:** Oral presentations, Role-play, Peer-assessment, Storytelling
5. **CAS Improves Confidence:** Agree
6. **CAS vs Summative Assessment:** Yes
7. **Student Response:** Very actively
8. **Type of Feedback Provided:** Verbal feedback, Peer feedback
9. **Major Challenges:** Large class size, Time constraints, Student reluctance
10. **Curriculum Support:** No
11. **Support Needed:** Training programs, Administrative support
12. **Effectiveness of CAS:** Moderately effective
13. **Assessment Mode:** In groups
14. **Regular Feedback:** Yes
15. **Student Engagement:** Yes
16. **Peer Assessment Participation:** Yes

17. Motivation for CAS: Encourages participation, Feedback, Builds confidence

18. Technology Use: No

19. Student Motivation by CAS: Yes

20. School Support: No

21. Improvement in Skills: Yes

22. How do you think CAS can be improved for better speaking skill assessment?

To improve CAS, we need more structured guidance at the curriculum level. Teachers should be provided with specific modules, rubrics, and sample activities targeting different speaking skills. Training programs must be organized frequently to help teachers understand how to evaluate speaking fluency, coherence, pronunciation, and confidence. Additionally, time management strategies should be part of the training, especially for handling large class sizes. Technological integration is necessary, and digital platforms should be introduced for managing assessments and feedback.

23. What are the major difficulties you face while implementing CAS for speaking skills?

The major challenges include large class sizes, time limitations, lack of speaking materials, and insufficient digital tools. Many students lack confidence and are hesitant to speak. Moreover, the curriculum does not prioritize oral assessments, making it harder to integrate CAS meaningfully. Teachers are overloaded with administrative work and cannot dedicate sufficient time to observe and assess each student.

24. In your experience, what types of CAS activities are most effective for improving students' speaking skills?

Role-plays and storytelling are the most effective. These activities allow students to imagine, organize, and articulate their thoughts creatively.

Presentations and short interviews also work well to improve formal and informal speaking. When students are given relatable, everyday topics, their willingness to speak increases.

25. How do you think students perceive CAS in comparison to traditional assessment methods?

Students perceive CAS as less stressful and more engaging. They feel more comfortable and confident when speaking activities are done in a group or through fun tasks. They prefer the immediate feedback they receive in CAS, which helps them to improve gradually. However, they sometimes struggle to take peer feedback seriously unless guided.

26. Do you think digital technology (such as language apps, voice recordings, or AI-based feedback tools) can improve the implementation of CAS for speaking assessment? Please explain.

Yes, technology can be highly supportive. Students can record and listen to their voices to assess fluency and pronunciation. Tools like Google Classroom and mobile apps like Duolingo or English Listening Practice can help both students and teachers monitor progress. AI-based platforms could assist in giving neutral and consistent feedback, especially when teachers are overwhelmed.

27. What types of activities do you use for assessing students' speaking skills through CAS?

I use weekly presentations, role-plays on current topics, pair interviews, and group discussions. In lower grades, I prefer picture descriptions and show-and-tell activities. Sometimes, students perform dialogues based on real-life scenarios, which helps them use functional language.

28. What recommendations would you give to policymakers to enhance the implementation of CAS in language learning?

Policymakers should mandate the inclusion of oral activities in assessments and textbooks. They must organize regional training programs with model lessons and provide sufficient materials. Also, developing online CAS tracking platforms for teachers would be very useful. Most importantly, administrative bodies must monitor the practical use of CAS in classrooms, not just on paper.

Questionnaire Response Form – Participant 2

Name (Optional): Respondent B

1. **Teaching Experience:** 1–5 years
2. **CAS Training:** No
3. **Frequency of CAS Use:** Occasionally
4. **CAS Techniques Used:** Role-play, Self-assessment
5. **CAS Improves Confidence:** Neutral
6. **CAS vs Summative Assessment:** No
7. **Student Response:** Moderately
8. **Type of Feedback Provided:** Verbal feedback
9. **Major Challenges:** Lack of training, Student reluctance, Limited resources
10. **Curriculum Support:** No
11. **Support Needed:** Training, Resources, Reduced workload
12. **Effectiveness of CAS:** Not effective
13. **Assessment Mode:** Individually
14. **Regular Feedback:** No
15. **Student Engagement:** No
16. **Peer Assessment Participation:** No
17. **Motivation for CAS:** Required by policy
18. **Technology Use:** No

19. Student Motivation by CAS: No

20. School Support: No

21. Improvement in Skills: Not significantly

22. How do you think CAS can be improved for better speaking skill assessment?

There should be more integration of speaking activities in the textbooks.

Teachers should get access to pre-made CAS lesson plans that are easy to execute even with minimal resources. Regular workshops and peer-sharing sessions among teachers could help in generating ideas. CAS forms and rubrics should be simplified.

23. What are the major difficulties you face while implementing CAS for speaking skills?

My biggest challenge is student hesitancy. Most students are afraid to make mistakes, especially in English. Another issue is the lack of space and privacy. It is difficult to conduct group or pair speaking tasks in noisy classrooms. Additionally, without enough preparation materials, it becomes time-consuming to prepare CAS activities every week.

24. In your experience, what types of CAS activities are most effective for improving students' speaking skills?

Short conversations, pair work, and show-and-tell activities are the most effective. Students love to talk about their hobbies, family, or local festivals. Picture description and storytelling also help students use a variety of vocabulary.

25. How do you think students perceive CAS in comparison to traditional assessment methods?

They enjoy CAS more. It gives them a chance to express their views instead of just writing exams. Some weaker students still feel shy, but over time, they participate more willingly. They like the casual and supportive environment that CAS offers.

26. Do you think digital technology can improve the implementation of CAS for speaking assessment?

Yes. If we had tablets or mobile labs, students could record their voices and reflect. Teachers could also provide feedback through recorded messages. Apps like Flipgrid or Padlet could make it interactive. However, access to internet and devices is still limited in rural areas.

27. What types of activities do you use for assessing students' speaking skills through CAS?

Mostly, I use pair discussion, describing pictures, and answering daily life questions. For example, "What did you do yesterday?" or "Tell me about your pet." I also sometimes do a "speech chain," where each student adds a sentence to a story.

28. What recommendations would you give to policymakers to enhance CAS?

Please provide classroom audio equipment, mobile labs, and encourage schools to schedule CAS periods. Reduce teachers' paperwork so they can focus on real assessment. Offer training at least twice a year focused on language-specific CAS techniques.

Questionnaire Response Form – Participant 3

Name (Optional): Respondent C

1. **Teaching Experience:** More than 15 years
2. **CAS Training:** Yes
3. **Frequency of CAS Use:** Monthly
4. **CAS Techniques Used:** Oral presentations, Peer-assessment, Storytelling
5. **CAS Improves Confidence:** Agree
6. **CAS vs Summative Assessment:** Yes
7. **Student Response:** Passively
8. **Type of Feedback Provided:** Verbal, Written feedback
9. **Major Challenges:** Large class size, Time constraints
10. **Curriculum Support:** Yes
11. **Support Needed:** Reduced workload
12. **Effectiveness of CAS:** Moderately effective
13. **Assessment Mode:** Individually
14. **Regular Feedback:** Yes
15. **Student Engagement:** No
16. **Peer Assessment Participation:** Yes
17. **Motivation for CAS:** Feedback, Policy
18. **Technology Use:** Yes

19. Student Motivation by CAS: Yes

20. School Support: Yes

21. Improvement in Skills: Yes

22. How do you think CAS can be improved for better speaking skill assessment?

A teacher's manual with structured speaking rubrics and samples for each grade would be helpful. The CAS format should be flexible enough to adapt to different school settings. Classroom activities must be small-group based and integrated into the lesson plans.

23. What are the major difficulties you face while implementing CAS for speaking skills?

The first challenge is lack of time. We have to complete the syllabus and students must also prepare for exams. Speaking is usually ignored in such pressure. Another issue is that many students switch between English and Nepali, and it's difficult to maintain consistency.

24. In your experience, what types of CAS activities are most effective for improving students' speaking skills?

Debates and interviews are useful for older students. In lower grades, storytelling and "guess the object" games work well. Mimicry or character performances also boost their speaking confidence.

25. How do you think students perceive CAS in comparison to traditional assessment methods?

They are more enthusiastic about CAS because it feels like a game or activity rather than a test. They also ask questions more freely in CAS sessions.

- 26. Do you think digital technology (such as language apps, voice recordings, or AI-based feedback tools) can improve the implementation of CAS for speaking assessment? Please explain.**

I record their speeches on my phone and replay to them. But we lack projectors or lab rooms. If available, tools like language learning apps or pronunciation tools would be useful.

- 27. What types of activities do you use for assessing students' speaking skills through CAS?**

Storytelling, poster presentations, daily routine descriptions, and small group discussions.

- 28. What recommendations would you give to policymakers to enhance the implementation of CAS in language learning?**

Provide regular CAS materials aligned with curriculum. Schools should be encouraged to create a CAS-friendly timetable and reward teachers who innovate in assessment.

Questionnaire Response Form – Participant 4

Name (Optional): Respondent D

1. **Teaching Experience:** 11–15 years
2. **CAS Training:** Yes
3. **Frequency of CAS Use:** Weekly
4. **CAS Techniques Used:** Oral presentations, Role-play, Peer-assessment
5. **CAS Improves Confidence:** Strongly Agree
6. **CAS vs Summative Assessment:** Yes
7. **Student Response:** Very actively
8. **Type of Feedback Provided:** Verbal, Peer feedback
9. **Major Challenges:** Time, Resources
10. **Curriculum Support:** Yes
11. **Support Needed:** Training, Resources
12. **Effectiveness of CAS:** Highly effective
13. **Assessment Mode:** In groups
14. **Regular Feedback:** Yes
15. **Student Engagement:** Yes
16. **Peer Assessment Participation:** Yes
17. **Motivation for CAS:** Student growth
18. **Technology Use:** Yes

19. Student Motivation by CAS: Yes

20. School Support: Yes

21. Improvement in Skills: Yes

22. How do you think CAS can be improved for better speaking skill assessment?

Design age-specific speaking tasks in textbooks. Include visual prompts and games. Also, introduce national-level CAS tracking and sharing platforms so teachers can learn from each other.

23. What are the major difficulties you face while implementing CAS for speaking skills?

Students sometimes make fun of each other, so others become shy. Also, it is hard to manage large groups when doing speaking tasks.

24. In your experience, what types of CAS activities are most effective for improving students' speaking skills?

Games, peer interviews, and speech competitions. Also, reading aloud in small groups.

25. How do you think students perceive CAS in comparison to traditional assessment methods?

They love speaking activities if they feel safe and not judged. Many ask for more CAS activities.

26. Do you think digital technology (such as language apps, voice recordings, or AI-based feedback tools) can improve the implementation of CAS for speaking assessment? Please explain.

If every student had a device, it would be easier to track their progress through voice recordings or even pronunciation apps.

27. What types of activities do you use for assessing students' speaking skills through CAS?

Show-and-tell, storytelling, weather reports, and news reading.

28. What recommendations would you give to policymakers to enhance the implementation of CAS in language learning?

Reward schools that implement CAS well. Make training more practical, not just theoretical.

Questionnaire Response Form – Participant 5

Name (Optional): Respondent E

1. **Teaching Experience:** 1–5 years
2. **CAS Training:** Yes
3. **Frequency of CAS Use:** Daily
4. **CAS Techniques Used:** All mentioned + storytelling
5. **CAS Improves Confidence:** Strongly Agree
6. **CAS vs Summative Assessment:** Yes
7. **Student Response:** Very actively
8. **Type of Feedback Provided:** Verbal, Peer, Self-reflection
9. **Major Challenges:** Student reluctance, Resources
10. **Curriculum Support:** No
11. **Support Needed:** Resources, Training
12. **Effectiveness of CAS:** Highly effective
13. **Assessment Mode:** Both
14. **Regular Feedback:** Yes
15. **Student Engagement:** Yes
16. **Peer Assessment Participation:** Yes
17. **Motivation for CAS:** Confidence, Participation, Feedback
18. **Technology Use:** Yes

19. Student Motivation by CAS: Yes

20. School Support: No

21. Improvement in Skills: Yes

22. How do you think CAS can be improved for better speaking skill assessment?

Make CAS part of formal evaluation so teachers and students take it more seriously. Develop software or mobile apps for teachers to track feedback easily.

23. What are the major difficulties you face while implementing CAS for speaking skills?

Too much administrative work. Also, older students tend to resist CAS unless it's exam-related.

24. In your experience, what types of CAS activities are most effective for improving students' speaking skills?

Formal presentations, public speaking, debates, and interviews. They prepare well when they know they're being assessed in groups.

25. How do you think students perceive CAS in comparison to traditional assessment methods?

Students who are good at speaking love CAS. Others need more encouragement. They like activities more than tests.

26. Do you think digital technology (such as language apps, voice recordings, or AI-based feedback tools) can improve the implementation of CAS for speaking assessment? Please explain.

Language labs with headphones, pronunciation tools, and mobile apps can support both teacher and student.

27. What types of activities do you use for assessing students' speaking skills through CAS?

News reading, conversation practice, scripted dialogues, story expansion.

28. What recommendations would you give to policymakers to enhance the implementation of CAS in language learning?

Ministry should provide digital kits and speaking assessment templates.

Include CAS reporting in teacher evaluations to make it a priority.

.....
.....
.....