TEACHERS' PERCENTIONS ON THE USE OF FORMATIVE ASSESSMESNT AT SECONDARY LEVEL

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

Submitted By
Shova Khanal

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2017

DECLERATION

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

Date: 2017-08-14

.....

Shova Khanal

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Shova Khanal** has prepared this thesis entitled **Teachers' Perceptions on the Use of Formative Assessment at Secondary Level** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2017-08-15

Mr. Bhesh Raj Pokhrel (Supervisor)
Lecturer
Department of English Education
Faculty of Education
T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following **Research Guidance Committee**:

Signature

Dr. Anjana Bhattarai ……
Professor and Head — Chairperson
Department of English Education
T.U., Kirtipur, Kathmandu

Dr. Ram Ekwal Singh ……
Reader — Member
Department of English Education
T.U., Kirtipur, Kathmandu

Mr. Bhesh Raj Pokhrel (Supervisor) ……
Lecturer — Member
Department of English Education
T.U., Kirtipur, Kathmandu

Date: 2016-09-25

EVALUATION AND APPROVAL

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

Signature

Dr. Ram Ekwal Singh .....
Reader and Head — Chairperson
Department of English Education
University Campus
T.U., Kirtipur, Kathmandu.

Dr. Bal Mukunda Bhandari .....
Professor — Expert
Department of English Education
University Campus

Mr. Bhesh Raj Pokhrel (Supervisor) .....
Lecturer — Member
Department of English Education
University Campus
TU, Kirtipur, Kathmandu

Date: 2017-8-2

DEDICATION

Dedicated

ToMy first teacher (my respected Parents) who taught me first letter of my life and who spent whole life to make me what I am today.

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ABSTRACT

The thesis entitled "**Teachers' Perceptions on the Use of Formative Assessment at Secondary Level**" is an attempt to find out teachers' perceptions on the use of formative assessment ELT classrooms. I collected the data by administrating the questionnaire to 30 teachers of different secondary schools of Arghakhanchi district. Two types of questionnaire (close-ended and open-ended) were employed to elicit data. The sample of the study was selected through purposive non-random sampling procedures. The data were analyzed and interpreted in order to find out their perceptions of using formative assessment in ELT classroom. I conduct survey research to achieve the objectives of the study. The major findings of the study show that formative assessments were used for teaching for providing the feedback to the students, to improve the teaching learning process. Most of the teachers used the formative assessment in the form of role play, pair work, group work, individual work, terminal examination and discussion in classroom at secondary level. Moreover, it was perceived that use of formative assessment is beneficial to the students as well as teachers at secondary level in ELT classrooms; but it was also found that lack of the trained teachers in ELT classroom may hinder learning of the students. It is recommended that teachers are required to get training regarding appropriate and judicious use of formative assessment in ELT classrooms.

This thesis consists of five chapters. The first chapter is introduction which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter includes review of related literature and conceptual framework that consists of review of theoretical literature, review of empirical literature, implications of the review of the study and conceptual framework. Similarly, the third chapter deals with methods and procedures of the study which covers design and method of the study, population, sample and sampling strategy, research tools and techniques,

sources of data, data collection procedures, data analysis procedures and ethical considerations. Likewise, the fourth chapter includes the analysis and interpretation of the data. Furthermore, fifth chapter includes findings, conclusion and recommendations. Finally, the references and the appendices, which are necessary for the validation of the research, have also been presented.

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LIST OF SYMBOLS AND ABBREVIATIONS

CDC	:	Curriculum Development Center
ELT	:	English Language Teaching
FA	:	Formative Assessment
NCF	:	National Curriculum Framework
Regd. No	:	Registration Number
SA	:	Summative Assessment
T.U	:	Tribhuvan University
TAS	:	Traditional Assessment System