

CHAPTER ONE

INTRODUCTION

This chapter 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.

1.1 Background of the Study

The term assessment refers to the wide variety of methods or tools that educators use to evaluate measure and document the academic readiness, learning progress, skill acquisition or educational needs of students.

Assessment and testing are two sides of the coin one remain incomplete in the absence of another. Assessment includes a full range of the information teachers gather about their pupils, instruction and classroom atmosphere. It includes interpreting and synthesizing the information to help teacher understand their pupils, plan and monitor, instruction establish viable classroom.

Testing in a broad sense has always been an inherent part of teaching. Assessment of learning is as old as education itself from the time when teaching began the teacher has always been to know the extent to which his/her teaching has been effective in making the learners.

Bachman (2004, pp.6-7) defines assessment as “a process of collecting information about something that we are interested in according to procedures that are systematic and substantially grounded”. In other words, assessment process is collecting the information what is our main motto we investigate in systematic way. Assessment measures if and how students are learning and if the teaching methods are effectively relaying the intended message that you should strive to develop a range of assessment strategies that match all aspects of their instructional plans.

Freeman and Rossi (2004, p. 38) write an assessment is a systematic, rigorous and meticulous application of scientific method assess the design, implementation, improvement or outcomes of a program. It is a resource intensive process, frequently requiring resources such as evaluate or expertise, labor, time and sizeable budget.

Richards et.al (1999, p.83) says “an approach to assessment in which students are assessed regularly through the programme rather than being given a single assessment at the end”. This definition stresses on the continuous process of collecting information. It means the formative assessment not only evaluates the students’ progress at the end but it regularly evaluates the learners’ achievement.

1.2 Statement of the Problem

Assessment is the process of evaluating the students learned behaviors by using certain tools. In the field of the education, there are the great roles of assessment as they are used to evaluate their competency. There is the practice of various types of assessment system with different goals. On other hand, summative system evaluates the overall competency of the students. It is generally used at the end of the academic year. It is used to certify the learned knowledge from the prescribed syllabus. They are used in the final term. They do not provide any chance to improve the mistakes committed by learners.

Various researches have shown that formative assessment has great role to find the weaknesses and strength of the learners in teaching learning process. It also provides input for the teacher to conduct teaching learning process effectively and appropriately many institution of the world are applying the formative assessment process as a tool of assessment in order to find out the actual behavior of the learners. However, some institutions have also both summative assessment in order to upgrade student and formative assessment in order to identify and respond to the students learning needs.

In the context of Nepal, the various policies document like national curriculum framework (2063), have mentioned the provisions of implementing formative system with full interest but at practical level, teachers are found only using summative system in the class. Therefore, there is mismatch between the documented policy and practice done in the real place. Summative assessment is given comparison to formative assessment. Because of the explicit use of summative assessment. The actual behaviour of the learners have not been identified and tried to support the weak one. If formative assessment is administered along with summative assessment obviously it will be better to evaluate the learners effectively and provide them clear guideline to move forward. It is said that the assessment is useful to teach both skills and aspects of language. So it is necessary to conduct a research to find out whether the formative assessment used in the secondary level or not.

1.3 Objectives of the Study

The objectives of the study were as follows:

1. To find out the teachers' perceptions on the use of formative assessment system at secondary level,
2. To find out the challenges to conduct the formative assessment, and
3. To suggest some pedagogical implications.

1.4 Research Questions

This study was emphasized to find out the answer of the following questions:

1. What are the teachers' perceptions on the use of formative assessment in their language class?
2. What are the challenges in conducting the formative assessment?
3. What are the pedagogical implications?

1.5 Significance of the Study

Formative assessment develops the students' multiple intelligence. It provides regular feedback to the students. It helps a teacher to know about the students' ability and capacity to treat them in their own way. It makes teaching learning process effective and fruitful. It provides the encouragement for talented one and special help for weak one. It helps togetherness of students and teachers in classroom. Formative assessment increases the participation of students' and teachers in class activities.

This study provides insights into the improvement of the existing evaluation system. This study is beneficial for teachers, textbook writer, syllabus designers, educationist, language planner and reader.

1.6 Delimitations of the Study

The following were the delimitations of the study:

1. This study was limited to the English Teachers' perceptions on the use of formative assessment at secondary level only.
2. Questionnaire was only tool for data collection.
3. This research was limited to only Arghakhanchi District.
4. This study was limited to only 30 teachers of the secondary level, as sample.

1.7 Operational Definitions of Key Terms

The key words used in the study have been defined in the following lines:

Assessment: Assessment is a consideration of someone or something and a judgment about them. Here in this paper assessment evaluation, an opinion or a judgment about somebody something that has been thought about very carefully. In the secondary level teachers' at Arghakhanchi district.

English Language Teacher: In this study, English language teachers refer to the teachers who teach English subject in the certain schools of Arghakhanchi district.

Formative assessment: A period of time or experience is one that has an important and lasting influence on a person's character and attitudes. Here, formative means diagnostic testing by which we find out the both abilities and abilities of the learners on the concerned areas and recommend by suggestions for them accordingly.

Feedback: If you get feedback on your work or progress someone tells you how well or badly you are doing and how you could improve. Here, in this paper feedback means to tell the how well students' doing progress and what should be improvement.

Summative assessment: Assessment of the students achievement in order to decide whether they are eligible to upgrade or not.

Teachers' Perceptions: In this study, it is a strong feeling or an opinion of secondary level teachers about the use of FA.

Testing: Testing is the activity of testing something or someone in order to find out information. Here, testing means testing the English language of students through formative assessment.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review and conceptual framework are two essential aspects of any research study. This chapter consists of the review for the study and conceptual framework.

2.1 Review of the Related Theoretical Literature

Assessment is helpful to the students according to their ability. It also helps the students and teachers to plan and conduct the instruction programmed.

Regarding this matter, different views and these viewed under the following sub headings:

2.1.1 Language Teaching and Language Testing

Language testing is the practice and study of evaluating the proficiency of an individual in using a particular language effectively. Language teaching and learning, “assessment” refers to the act of collecting information and making judgments about a language learner’s knowledge of a language and ability to use it.

Testing is defined differently by different scholars’ so. Khaniya (2005, p.14) says: “Testing in a broad sense has always been an inherent part of teaching”. Assessment of learning is as old as education itself. From the time when teaching began, the teacher has always been keen to know the extent to which his teaching has been effective in making the learner understand what has been taught. Testing is used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn. In this process, the teacher usually makes queries in the classroom during or after his teaching or administers an examination at the end of lessons or a unit or a chapter or a course of study.

Davies (1968, p.5 cited in Hughes 1992, p.2) has said that “The good test is an obedient servant since it follows and apes the teaching”. Strongly disagreeing with Hughes (1992, p.2) has said that the proper relationship between teaching and testing is surely that of partnership. He further said that “we cannot expect testing only follow teaching. What we should demand of it, however, is that it should be supportive of good teaching and where necessary, exerts a corrective influence on bad testing.” From the statement by Davies (ibid), we can say that the test is very helpful to find out the effectiveness of teaching. Furthermore, test follows the teaching activities and applies in the real field.

According to Fulcher and Davidson (2007 as cited in Joshi, 2013, p.14)

Language tests are designed by teachers with a particular skill and training in test design .this is not because a test task always looks different from classroom task but because a test task is usually designed with certain properties in mind. These are not necessary in the class, where any task is an opportunity for assessment that leads to an adjustment of the learning.

This means, language test are designed by teachers by the teachers to measure specific abilities. A task is taken as an assessment which leads towards the learning process.

Heaton (1975, p.5) says, both teaching and testing are so closely interrelated that it is virtually impossible to being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the student or primarily as a means of assessing the students’ performance in the language. In the former case, the test is geared to the teaching that has taken place, whereas in the latter case, the teaching is often geared largely to the test.

2.1.2 Formative vs. Summative Assessment

Formative assessment assessing the process of learning and teaching to provide information. Information can be used to guide, improve and rectify learning and teaching process but not to give final marks or grades. Formative assessment is part of the instructional process, when incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. The general goal of formative assessment is to collect detailed information that can be used to improve instruction and students learning while it's happening.

McTighe O'Connor (2005) says that formative assessment is ongoing and occurs concurrently with instruction to provide feedback to both teachers and students and serve the purpose of guiding teaching learning.

Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Formative assessment measures student progress but I can also assess your own progress but it can also assess your own progress as an instructor. For Example, when implementing a new activity in class, you can through observation and surveying the students determine whether or not the activity should be used again (or modified)

Just Science Now! (n.d). Assessment- inquiry connection

<http://www.justsciencenow.com/assessment/index.htm>.

Lewy (1990) notes that formative assessment takes place during learning and is aimed to help learning and teaching by giving appropriate feedback. It means to state that formative assessment helps in teaching learning process.

Smith (2011) said that assessment culture at school level is essential for creating the environment needed to develop formative assessment practice. In

this regard, assessment is important for making effective teaching learning environment.

To sum up, formative assessment helps teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring or learning they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

In school, most visible assessment is summative assessment which is used to measure what student have learnt at the end of the unit to promote student to ensure they have met required standard on the way to earning certification for school completion or enter certain occupations or as a method for selecting students for entry into further education.

Black and William (1998b) mention that “summative assessment is judgment about student competence”. Here, he focuses on the judgment of overall competence at the end of the session. It doesn’t provide feedback and time to improve their performance but take decision whether the student has got mastery over the prescribed content or not.

Alderson (2005) views that “summative assessment with long tradition tests which were so stressful to students”. This is to say, summative assessment is traditional and old practice of assessing students upgrade the students in upper classes. It is regardless as a stressful to students because they feel compulsion to perform better over there as that is the matter of pass or fail.

OECD (2011) notes that “summative assessment is used for the students’ promotion, certification, grades and admission for the higher level study”. In other words, summative assessment is used for providing the certificate and grades. They are equally important for recommending the students in particular institutions for particular courses.

To sum up, summative assessment is a high stakes types of assessment for the purpose of making final judgment about students achievement and instruction

effectiveness. By the time it occurs, students have typically existed the learning made. Summative assessment forms and end point that sum up the performance or learning level of achievement. The evaluation of summative assessment provides a look at student performance as well an opportunity practice to evaluate instruction. So, it always happens at the end of educational session.

2.1.3 Types of Formative Assessment

Formative assessment encompasses classroom interactions, questioning, structured classroom activities and feedback aimed at helping students to close learning gaps. There are the following types of the formative assessment:

2.1.3.1 Project Work

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

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

2.1.3.2 Role Play

Role is a classroom activity which gives the students an opportunity to practice the language .it is an ideal vehicle for developing fluency, and it also offers a focal point in lesson integrating the four skills it is highly flexible. Its main goal is not only to put the learners' knowledge into practice, but also to improve their confidence.

Harmer (2008, p.352) notes that “role play can be to encourage general oral fluency or to train students for specific situation, especially where they are

studying English for specific purpose”. It is simple and brief technique to organize in the classroom. It is highly flexible, initiative and imaginative. It helps students to bring outside classroom environment into classroom. It encourages students to talk and communicate ideas with friends. It makes classroom interactive, a variety of language functions, structures, and games can be practiced in the classroom through role plays. It also makes the classroom funny and interesting. It will also be beneficial for shy students. It helps to develop students’ fluency.

2.1.3.3 Pair Work

Pair work is one of the important learner centered techniques which is often used in a communication classroom. Cross (2003, p.49) says that “organization of pair work is a management task, but one which presents no real difficulties”. In pair work, students can practice language together. During the pair work the teacher has two roles. One is to act as a monitor, listening to a few of the pairs and noting any persistent errors. The second role is that of a resource person, providing help, information and feedback upon request.

2.1.3.4 Group Work

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

2.1.3.5 Individual Work

A student has to work individually on a task so that they can prepare their personal ideas, views or arguments in response to a problem or a piece of

stimulus materials. Individual activities, problems or case studies. For example, you might ask students to read through an article and identify the literary terms or to consider the answer to a series of related questions. According to Richards et.al (1999.p.147) recommended the following techniques for individual work: objectives are based on the needs of individual learners, allowances are made in the design of a curriculum for individual differences in what students wish to learn, how they learn, and the rate at which they learn.

2.1.4 Importance of the Formative Assessment

Formative assessments suggest new methods to increase effective feedback will change classroom practices and bring adjustment in learning and teaching. The role of formative assessment in the real society is basically to permit the curriculum developers, learners and instructors to monitor how well the instructional goals and objectives are being met. Its main purpose is to catch deficiencies so that appropriate intervention is placed in every level of process. According to Dahal (2010, p. 39) the importance of formative assessment is as follows:

- a) It is important for both the teachers and the students to provide and obtain feedback.
- b) Objective analysis of individual difference.
- c) It directs the teaching and learning process.
- d) To evaluate the learning achievement and the learner along with objectives of the unit.
- e) To identify the problem of the learners.
- f) Formative assessment promotes co- operative and coordinate relations between teachers and students.
- g) To raise students level of achievement in learning.

2.1.5 Purposes and Benefits of Formative Assessment

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

Black and William (1998) define assessment broadly to include all activities that teachers and students undertake to get information can be used diagnostically to alter teaching and learning under this definition assessment encompass teachers observation classroom discussion and analysis of students work including homework and tests assessment becomes formative when the formative is used to adapt teaching and learning to meet students' needs.

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

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

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

2.1.6 Formative Assessment and its Contribution to Teaching

Formative assessment provides feedback and information during the instructional process, while learning is taking place and while learning is

occurring formative assessment measures the students' progress but it can also evaluate your own progress as an instructor for example, when implementing a new activity in class you can, through observation and or surveying the students, determine whether or not the activity should be used again or modified. A primary focus of formative assessment is to identify areas that may need improvement. These assessments typically are not grade and act as a gauge to students learning progress and to determine teaching effective implementing appropriate activities. From the above discussion, what we can say is that formative assessment provides the necessary feedback to the students. Teachers and whole educational programmed. It not only evaluates the learners' progress but also the teachers' success in language teaching. It helps to find out the area of improvement. It highly supports in the language learning process. It is a continuous process and needless to say it highly helps in the learners learning. So it should be valued in the learning activities.

2.1.6.1 Formative Assessment and Classroom Management

Formative assessment helps to manage the classroom. Classroom management is a one skill of the teacher. In formative assessment, teacher need to know how to manage the well management classroom because to conduct the formative assessment a well manage classroom is needed. How to conduct the role play, how to make group work how to do the pair and how to do the individual work. If manage the well managed class we achieve the desire goal of teaching learning process. That is why to conduct the formative assessment classroom management is one part of the teaching learning process. Classroom management is a place where students gather to learn. Creating a safe and orderly environment in the classroom is a survival skill for teacher and optimizes the learning environment for students. The strategies teachers use to create such classroom environment have been studied and development as of area of: "classroom management" for many years. Classroom management includes several issues, ranging from furniture arrangement to discipline management to dynamics a well manage classroom will certainly be more

productive than usual. In ELT classes this issue is crucial as language teaching is heavily based on process more than issues such as how to organize the room, make it safe and establish the rules of behaviour for the students in that classroom. Management is working with and through others to accomplish the organization goals. Then the major reform agenda is to make effective school on the organizational level.

Krishnamucharyulu (2008, p.3) defines classroom management as “an organizational function in which learning experiences are performed in the classroom leading to the in calculation of good learning habits.” Regarding the differences between classroom management and classroom dynamics.

Krishnamucharyulu (ibid) says, there is a thin layer between the two classrooms dynamics is more a comprehensive term whereas classroom management it is restricted to classroom management discipline and control.

Harmer (2008) mentions:

If we want to manage classrooms effectively, we have to be able to handle a range of variables. This includes how the classroom space is organized whether the students are working on their own or in groups and how we organize classroom time. We also need to consider how we appear to the students and how we use talk to students and who talks most in the lesson is another key factor in classroom management. We also need to think about what role, if any there may be for the use of the students’ mother tongue in lessons. Successful classroom management also involves being able to deal with difficult situations. (p.34)

Similarly, Mehara (2004, p. 43) notes “a system of actions and activities managed in the classroom to include effective learning through effective teacher taught relationship or interaction in a controlled atmosphere.”

Smith and Laslett (1993, p. 91, as cited in Thani, 2008) classroom management refers to skill in the organization and presentation of lessons in such a way that all pupils are actively engaged in learning. The basic goals of classroom management for almost all instructors, articulated by Eggen and Kauchak (1994, p.490) are:

- i. To create the best learning environment possible.
- ii. To develop student responsibility and self-regulation.

It is not possible to a positive learning environment if students' behavior goes unchecked and if students have not developed the sense of responsibility that goes along with being a student. Good classroom management involves equal participation of students and teacher to solve classroom related problems. It is possible to plan well but not be able to react to the classroom dynamics or student need. Some of the most important features of classroom management are the things that students do not necessarily see and instructors find difficult to describe. We must not only prepare for what we want to teach in a period. We also somehow have to prepare ourselves for the unexpected behaviour of the student as well.

Thus, the classroom management is the management for creating learning environment. It is also term used by teacher to describe the process ensuring that classroom lesson smoothly despite disruptive behaviour of the students. In formative assessment teacher should to know about how to conduct the formative assessment. If classroom environment is not well we cannot achieve the desired goals of the teaching learning process. Therefore, classroom management also one of the part of the formative assessment. If the classroom is well managed we should achieved our goal of the teaching learning. It is also the one kind of skill to make the effective teaching learning process. It helps the teacher to know how to conduct the formative assessment.

2.1.6.2 Formative Assessment and Proficiency of the Students

Proficiency tests are designed to measure people's ability in a language regardless of any training they may have in that language. The content of proficiency test, therefore is not based on the content or objectives of language courses that people taking the test may have followed rather it is on a specification of what candidates have to be able to do in the language in order to be considered proficient. In some sort of proficiency test, proficient means having sufficient command of the language for a particular purpose. An example of this would be a test used to determine whether a student's English is good enough to follow a course of the study at certain university. Such test may even attempt to take in to account the level and kind of English needed to follow course in particular subject areas.

(i) Writing Proficiency

Formative assessment helps to develop the writing proficiency through the projects, individual homework, group works. Students write day by day it helps the learners to know about the writing technique. Students have the knowledge how to write systematically. Writing proficiency is one of the most important components of language proficiency. People have realized critical importance of the search for excellence in developing writing assessment instruments that provide the possible information about student proficiency which is quite difficult to realized, the direct topic approach has high validity but while quite typical, this method has a serious drawbacks. It will be accompanied into smaller score range that may occur. If the writers were able to find their own level by writing o to topic, then they feel comfortable with. The indirect objectives approach is not easily affected scores, but the validity of this method has been doubted.

According to Hughes (2003, p. 83)

The best way to test peoples' writing ability is to get them to write. This is not an unreasonable assumption. Even professional testing institutions are unable to constructs indirect tests which measure writing ability accurately. And if, in fact satisfied accurately were a real responsibility, consideration of backwash and ease of construction would still argue for the direct testing of writing within teaching institutions.

Given the decision to test writing ability directly, we are in opposition to taste the testing problem, in general forms for writing. This has the following three parts:

1. We have to set writing tasks that properly representative of the population of the tasks that we should expect the students to be able to perform.
2. The tasks should elicit samples of writing which truly represent the students' ability.
3. It is essential that the samples of writing can and will be scored reliably.

Weir (1993, p.83) states:

Two different approaches for assessing writing ability can be adopted. Firstly, writing can be divided into discrete levels, e.g. grammar, vocabulary, spelling and punctuation and these elements can be tested separately by the use of objectives tests. Secondly, more direct extended writing tasks of various types should be constructed. These would have

greater construct content, face and wash back validity but would require a more subjective assessment.

Thus, testing writing is very complex task because testing of it includes infinite number of thing such as spelling, cohesion, coherence, etc. Besides this, the complexity of testing writing increases due to the fact that writing now is not restricted to articles, books, letters, etc. on paper alone. Today computer offers a wide range of opportunities to write documents, email, faxes or which have made writing a more complex process because the writer has to be familiar with dazzling array of tools with which to prepare, organize and present his write ups.

(ii) Speaking Proficiency

Formative assessment develops the speaking proficiency through the role play technique. Students play the different role and its makes the students to speak in target language. It develops the speaking proficiency. Speaking skill is one of the productive skills and has a second position in its order of presentation. We speak when we want to express our ideas, opinion, and desire to establish social relationship and friendship. When we are trying to teach our learners speaking skill, we have to make them able to communication what they desire to express .most of the speaking activities are based on listening. Teachers need better understanding of this skill to train their learners to speak the target language fluently and appropriately. One important purpose of teaching speaking is to make our students learn some of the features of spoken English which includes pronunciation, vocabulary and grammar are the main elements of speaking skill. Ur (1996, p.120) identifies four characteristics of a successful speaking activity learner talk a lot , participation is even, motivation is high , language is an acceptable level.

Testing speaking generally refers to testing speaking ability. But specifically speaking skill consists two components skills namely pronunciation skill and

communication skill. Pronunciation skill, under speaking skill, under speaking skill deals with sounds stress and intonation on production level.

Communication skill, under speaking, indicates the skill of communication message by using language orally. A number of studies have been carried out in speaking proficiency under the supervision of the department of English education, T.U. Kirtipur. "I can understand my teacher's English but when I speak to 'real' people, I can't understand them". Sharma and Phayak (2006, p.213). As quoted by Sharma and Phayak express that the difficulty to understand native speaker than non- native one.

Sharma (2002) carried out a comparative study to find "The Effectiveness of Role Play Technique in teaching in teaching communicative function". It showed that that role play technique had relatively a better impact in teaching the language on the whole. The objective of this study was to find out the effectiveness of the role play technique in teaching communicative functions. He used both primary and secondary sources for data collection. He selected 84 students of grade x from a school at Kapilvastu district for primary data collection. He used test as a tool for data collection. The findings showed that role play technique was more effective than other classroom technique in teaching communicative functions.

Similarly, Oli (2003) carried out a research entitled "The Proficiency in the Speaking Skill of the 9th." The main objective of the study to find out the proficiency of speaking skill of the 9th graders from the public school of Dang and Rukum districts and to compare the speaking proficiency of 9th graders of Dang and Rukum district on the basis of the variables such as school wise district- wise and urban and rural . Test item was used as the research tools in the study. He found that situation of speaking (skill) proficiency of students from the public secondary school in our country is not satisfactory and adequate to meet the specified objectives of the English curriculum.

Similarly, Khaniya (2005) in his work, "Examination for Enhanced Learning" has highlighted on the argument that speaking and its teaching deserves considerable attention. In the opinion of Khaniya speaking and teaching speaking are very attentive task.

In the same way, Timilsina (2005) carried out research to determine the student's ability to communication orally in English and compare the achievement of the students in terms of different variables. He found out that the syllabus of compulsory English was communicative but student's performance was not satisfactory. There was no significant difference between male and female student's skill in communicating in English. The students of urban setting produced more appropriate sentences than the semi – urban and rural informants. As carried out research by Timilsina expresses communicative English was not satisfactory in terms of student's performance rather it is carefully designed syllabus.

To sum up, Formative assessment helps to develop the both spoken and written proficiency. Formative assessment help to develop fluency and accuracy through the Pair work, Group work, Individual work, project work. Formative assessment develops the habit of speaking English. Students share their problem to their teacher. It is helpful for teacher to identify the strength and weakness of the students.

2.1.6.3 Formative Assessment Improving the Teaching Learning Process

Formative assessment plays the vital role in improving the teaching learning process. It helps to provide the feedback and feedback helps to improve the teaching learning process. Here the main focus is feedback. Feedback has emerged in the literature as a means to facilitate both the learning process and teaching performance .The term feedback is thought to common to all , very difficult to define . It is the information or statement of opinion about something such as any new products that provide s an idea of whether it is successful or linked. According to Ramprasad (1993, p.4) feedback as “

Information about gap between actual level and the reference level of a system parameter which is used to alter the gap in some way.” According to Ur (1996) defines feedback as “the information that is given to the learners about his /her performance of a learning task usually with the objective of improving the performance.” Similarly, Richards, Brown and Johnson (1999) define “feedback as any information which provides a report in the result of behaviour”. So, feedback is any comments given by listener, reader or viewer for the betterment of the writers and speakers output.

Furthermore, Littlewoods (1981) and Lewis (2002) also define “feedback as a telling learners about their progress and showing them their errors in order to guide them to for improvement.

According to Keh (1989, p.18), feedback is any input from reader to writer that provides information for revision: As the students receive information about the effectiveness of their writing and respond to this information before counting their product as finished, they will discover that good writing involves an interaction between ideas, the expression of the idea, and their readers perceptions and reactions to expression. Gutnette (2007, p. 12) concludes: Any type of feedback that does not take the crucial variable of motivation in to consideration is perhaps doomed to fail. If the students are committed to improving their writing skills, they will not improve, no matter what type of corrective feedback is provided.

In Sew’s point of view (2002, p.317 as cited in Dung, 2004, p.21), feedback is regarded as the teacher quick initial reaction to the students drafts.” In this case initial means that teachers’ response should be given at preliminary or intermediate drafts, no to final one because things which are not clear or which could be improved upon still changed it.

Regarding the types of feedback, Ramprasad, (1983, p.3) notes that, two forms of feedback can be identified that given to a specific students (individual

feedback). These two forms are independent. It is obviously possible to deliver both. For Herold (1997) the types of feedback can be following:

- a. Intrinsic feedback: feedback from one's own self.
- b. Extrinsic feedback: feedback receives from others.
- c. Negative feedback: corrective comments about past behaviour.

There are things that did not go well and need not to be repeated.

- ❖ Positive feedback: affirmative comments about past behaviour.
These are things that went well and need to be repeated.

Similarly, for Harmer (2007) the following are the types of feedback:

- ❖ Oral feedback: teacher provides oral guidance and suggestion to students' performance. The nature of feedback is determined by whether the work is accuracy based or fluency based.
- ❖ Written feedback: when students are engaged in the work we can mark their efforts right or wrong, possibly penciling the correct answer for them to study.

Thus, feedback is the one of the part of the formative assessment it helps to the teacher identify the strength and weakness of the students. Which aspect is strong and which aspects should be improve. It showed the overall teaching learning progress and improvement. However, formative assessment plays the vital role in improving teaching learning. It helps teacher as well as students.

2.1.7 Policy Provision of Formative Assessment System in the Context of Nepal

There is many more policy provision which is related to the formative and summative assessment systems in the context of Nepal are given below:

Here, National curriculum framework (2007) Ministry of the education has develop the student assessment develop and implement inclusive assessment and evaluation system.

- Establish CAS as an integral part of teaching.
- Adopt grade wise liberal promotion policy up to grade seven
- According to national curriculum framework (CDC2063) Student evaluation will be on the basis of formative & summative process of evaluation
- Education and sports ministry 9th plan has the provision of Nirantar Bidharthi Mulyankan (1-3).

According to the Nirantar Bidharthi Mulyankan Karyawananyan Pustaka (CDC, 2067, p.13) formal, informal evaluation tool will be implemented.

- Formal ,informal evaluation tool will be implemented
- Class work, project work, community work, unit test, achievement test, terminal
- Examination, observation, constructive work.
- To certify student achievement promote class summative test will be used.
- High visibility of the summative evaluation in school level.
- Minimum standard of the certain level outcome.

2.1.8 The Practices of the Formative Assessment in School Level

According to Nirantar Bidharthi Mulyankan Karyawananyan Pustaka (CDC, 2067, p.13) primary education curriculum 2062 grade (1-3) and 2065 grade (4-7) has tried to implement the programme of continuous assessment system.

- The learning of the student will be ensured through formative evaluation system. The main objectives of the formative test are to improve for this, the teachers' have to provide learning opportunity of students individual learning outcomes.
- Portfolio will be kept for the student of (1-3) classes the portfolio will be updated on the basis of students class work, project work, achievement test, behavioral change in students observation,

attendance etc. The information about taught subject matter and student achievement will have to be sent to the parents and will have to be recorded in portfolio more emphasis is given in class work than in homework in this level (1-3).

- Student will be classified into three groups 'KA to GA' Group scale on the basis of their progress in grade (1-3).the classification will be like this.
 - ❖ 70%-100% 'KA' Group
 - ❖ 40%-69% 'KHA' Group
 - ❖ Below the 40% 'GA' Group
- The student of class 4 and 5 will be evaluated through 50% periodical continuous assessment system (formative test)the students will be upgraded on the written test and students will have to pass separately in written test.
- There is the provision of the group work, project work but that is not applied in the context of the Nepal. In policy there is the provision of the liberal promotion provision the quality education?
- According to Nirantar Mulyankan Pustika (CDC 2063) Portfolio will be kept (1-3) should all the school teachers make the portfolio of the students.

In National Curriculum Framework (NCF) there is the provision of letter grading system. According to Curriculum Development Center in 2072 /2073 in S.L.C. There is letter grading system in practice in Nepal. The grading system of S.L.C. list is given below:

Grade point	Letter Grade	Percentage Equivalent	Remarks
4.0	A+	90 above	Outstanding
3.6	A	89% to 80%	Excellent
3.2	B+	79% to 70%	Very Good
2.8	B	69% to 60%	Good
2.4	C+	59% to 50%	Above Average
2.0	C	49% to 40%	Average
1.6	D+	39% to 30%	Below average
1.2	D	29% to 20%	Above Insufficient
0.8	E	19% below	Insufficient

2.2 Review of the Empirical Literature

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

Black and William (1998) note that “assessment is formative if and only if it shapes subsequent learning”. In other words, formative assessment is subsequent learning it helps to support for learning. It is formative in a sense that it keeps the learners learning the language.

Sadler (1998) says “formative assessment is specifically intended to provide feedback on performance to improve and accelerate learning”. In other words, formative assessment gives input to the teachers to know about the current progress of the students and help to make further improvement in the teaching learning activities.

Nichol and Macfarlane (2005), mention “students role in producing formative assessment formative assessment aids learning by generating feedbacks information that is of benefit to both the teachers and the students feedback on

performance in the class or assignment enables students to skills and build more powerful ideas and capabilities”. Here, Nichol and Macfarlane (ibid) a view that formative assessment is helpful for both teachers and students. Furthermore, both teachers and students get benefit from this type of assessment. It helps in students’ better performance which directly enables students to be more powerful and build up the good capacities.

Ainsworth (2006, p.23) states

Formative assessment is typically contrasted with summative assessment the former support teacher and students in decision making educational learning process, while the latter occurs at the end of the learning units and determines if the content being taught are retained.

William and Leahy (2007, p.31) say that “the use of formative assessment is generally in giving feedback within the system and actually used to improve the performance of the system in some way”. It means the main purpose of the formative assessment is to strengthen the performance level of the students before upgrading them in the next class. They are taken as the source of feedback than the base for taking decision for further recommendations in any other way.

Shepard (2008) notes that “formative assessment is defined as assessment carried out during the instruction process for the purpose of improving teaching or learning”. What makes formative assessment is that it is immediately used to make adjustment so as to form new meaning. In other words, formative assessment goes side by side with teaching learning activities and its main goal is to get the insight and intervene in the instruction process in the classroom.

2.3 Implications of the Review for the Study

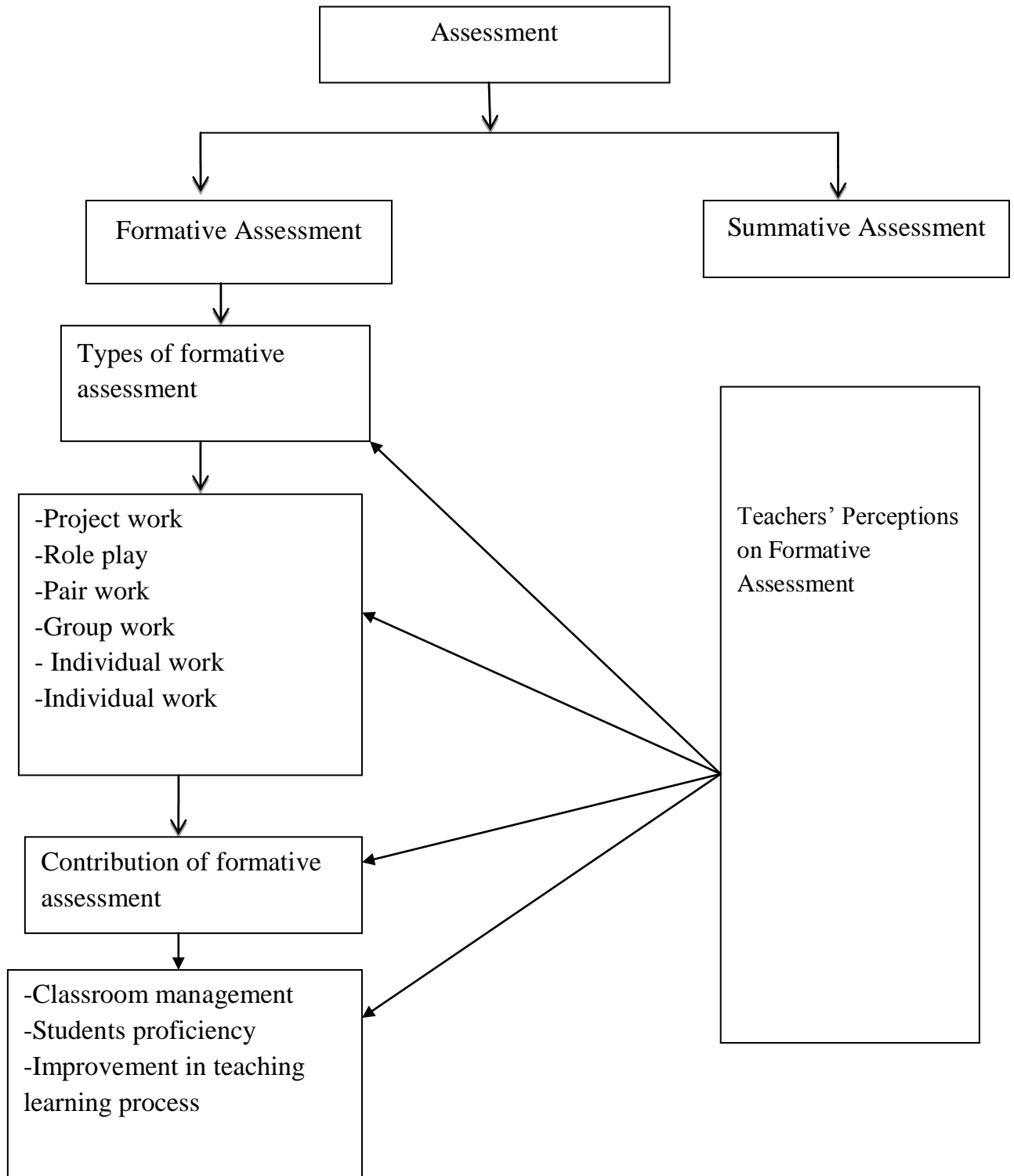
After reviewing all above research works (theoretical and empirical) I have got lots of ideas of knowledge and information about my study. Khaniya (2005) helped me to get information about language testing and its roles in language learning. Ainsworth (2006), Awasthi (2003), Brown (2004), Davies (1999), Harmer (2008), Sadler (1998) and Ur (1996) supported me to take ideas about language testing, summative, formative evaluation types of formative assessment, contribution of formative assessment, CAS, purposes and benefits of formative assessment and so on. In other words, I reviewed many books, journals, articles, websites and theses. These sources helped me to be clear and focus on the research problem, improve methodology etc. It was also equally important to examine and evaluate what has been said before on a topic and what has not be said yet for finding new area for further research . It helped me to be well familiar with general format or techniques that we use to write proposal and thesis.

Similarly, Sharma (2002), Oli (2003), Black and William (1996), Sadler (1996) and Nichol and Macfarlane (2005) helped me to the development of the conceptual framework, sampling procedures, data collection tools, data collection procedures and how to analyzed the collected data. From them, I came to understand that survey design can meet the objectives of my study.

While reviewing the related literature, I found out that no research work has been conducted in the area of English teacher's perception on formative assessment in secondary level. So, this seems to be a new study.

2.4 Conceptual Framework

The conceptual framework sets the stage for presentation of the specific research questions that drive the investigation being reported. The logical and sequential framework of my research study were as follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

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

3.1 Design and Method of the Study

I adopted survey research design to complete my study. Survey is the most commonly used method of investigating in educational research. It is a superficial study of an issue or phenomena. Survey research in education can be carried out either by a group of research or by individual. Craswell (2012, p. 376) writes, “Survey research design are procedures in quantitative research in which investigators administer a survey to a sample or the entire population of the people to describe the attitudes, opinions, behaviors, or characteristics of the populations.” It means to state that surveys research design is such a design which is quantitative in Nature and helps us to generalize the results to the entire population. Similarly, Nunan (1992, p. 140) says:

The main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time. Survey is most commonly used descriptive method in educational research, which is from large scale investigations to small scale attitudes.

From the above mentioned definitions, it can be said that data is collected at a single point of time aiming to obtain over view of a phenomenon, event, issue or a situation. Survey addresses the large group of population; sampling is the most to carry out the investigation. The sample should be representative of the study population as a whole. The findings of survey are generalizable and

applicable to the whole group. In other words, surveys are used mostly in scale researches where a huge population is required to be included in research.

Survey research is a popular and widely used design in the field of education. Similarly, Bryman (1989, as cited in Sapkota, 2012, p. 138) writes, "Survey research entails the collection of data on a number of units and usually at a single time, with a view of collecting systematically a body of quantifiable data in respect of a number which are when to discern pattern of association." From the above discussion, we can conclude that survey is the important research design in the field of educational research. It is the best design to find our attitudes, beliefs, opinions, and so on. Based on Bryman (1989, as cited in Sapkota, 2012(ibid)) the following are the processes used in the survey research:

- a. Identification of the problem
- b. Specifying the objectives
- c. Constructing hypothesis
- d. Expanding theoretical knowledge
- e. Writing the proposal and preparing research tool
- f. Piloting research tools
- g. Sampling the population
- h. Going to the field /public / contacting the informants
- i. Establishing the rapport with respondents
- j. Implementation of research tools
- k. Collecting data
- l. Analysis of data
- m. Comparison of data (optional)
- n. Calculation of findings
- o. Listing the findings.

In sum up, my study was based on survey design because survey is such a design where the researcher samples a small population and tries to generalize its findings to the entire population.

3.2 Population, Sample and Sampling Strategy

The population of my study consisted of all the secondary level teachers of government aided schools at Arghakhanchi district. It was not possible to conduct the research with the universe. So, the sample population for this research was limited into a smaller group. I selected thirty English language teachers by using purposive non – random strategy as a sampling strategy to meet the objectives.

3.3 Research Tools

I used both (open-ended and close-ended) questionnaire to obtain data regarding English teachers' perceptions on using the formative assessment at secondary level in English classrooms.

3.4 Sources of Data

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

3.4.1 Primary Sources of Data

As a primary source, I collected data from thirty teachers of twenty–eight government aided schools of Arghakhanchi district. The teachers who were teaching English at secondary level at Arghakhanchi districts by administrating questionnaire.

3.4.2 Secondary Sources of Data

For the secondary sources of data, I reviewed the following key documents as secondary sources of data. Secondary sources were different research works, articles, and books, national and international journals. The books that were studied for the study were: Heaton (1975), Baker (1989), Black, & William (1998), Crooks (2001), Davies (1999), Bachman(2004), Brown (2004), Gregory (2004), (2004), Fulcher & Davidson (2010), Dahal (2010) and so on.

Moreover, the articles and journals that were reviewed for the study include Black and William (1998), Sadler (1998), Nichol & Macfarlane (2005), William & Leahy (2007) and Shepard (2008).

3.5 Data Collection Procedures

Every researcher has to follow the certain procedure to collect the data because without any plan and system one cannot collect data randomly. To fulfill the objectives of the study, I followed the stepwise procedures for data collection. To collect the required data, first of all, I visited District Education Office of Arghakhanchi and asked for the list of secondary level schools. Then, I selected the schools from the list. After that, I went to the schools' head teachers and English teachers and request for the permission to visit the school for the study. I informed the processes, procedures and objectives of the study to the teachers of English. Then, I administered questionnaire to the teachers. Finally, I collected the data from them and thanked to the teachers and school community for their support.

3.6 Data Analysis Procedures

The systematically collected data were analyzed by using appropriate tools and methods. Especially percentile and table were used for quantitative data and other qualitative data were analyzed descriptively. Analyzed data was presented thematically and descriptively.

3.7 Ethical Considerations

Before collecting the data, I got the permission from my supervisor for the betterment of my study. I followed the rules and norms of research. I was aware of the citation of the sources. I took only required data and information. I did not go against of my supervisor and participants while analyzing and interpreting the data. I took an account of the source language text and the writer cultural expression and identity. To maintain the ethicality, I conducted my research by taking permission of sample populations that are secondary

level English teachers by informing them about my research objective and purposes. Likewise, I tried to keep the responses of the respondents confidential and the ideas generated in this research were my own expect from the cited one. To avoid the risk of plagiarism, I gave the proper credit to the authors of books, journals, articles and research works.

CHAPTER FOUR

ANALYSIS AND INTERPRETATIONS OF DATA

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

4.1 Analysis of Data and Interpretation of the Results

In this chapter, the systematically collected data were analyzed and interpreted using appropriate tools to fulfill the objectives. The perceptions of secondary level English teachers have been presented and analyzed here. Altogether 25 close-ended and 6 open-ended questions were asked to collect data regarding teachers' perception on the use of formative assessment in ELT classroom at secondary level from English teachers of Arghakhanchi district. The collected data are analyzed and interpreted under the following headings:

4.1.1 Analysis of Data Collected Through Questionnaire

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

4.1.1.1 Use of Formative Assessment in English Classroom

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

Table 1
Use of FA in English Classroom

Categories	No. of Respondents	Percentage
Yes, I always do	2	16.67%
Yes, I often do	23	76.66%
Yes, I sometimes do	5	6.67%
No, I rarely use	0	-
No, I never use	0	-
Total	30	100

The table 1 shows that most of the teachers (i.e.76.66%) frequently used the formative assessment. Moreover, some teachers (i.e.16.67 %) always used formative assessment in the classroom. But the very few number of the teachers (i.e. 6.67%) sometimes used the formative assessment in their classroom. It shows that formative assessment is highly in practice English classroom at secondary level.

4.1.1.2 Formative Assessment and Regular Feedback

Formative assessment provides the feedback to the teacher as well as students. Most of the teachers do not provide the regular feedback to the students. They only depend on the final examination results of the students. Therefore, to find out whether the FA provides the regular feedback to the students or not, the teachers were asked to respond the statement “FA provides the regular feedback to the students.” The responses are presented in table 2:

Table 2
FA and Regular Feedback

Categories	No. of Respondents	Percentage
Strongly agree	27	90 %
Agree	3	10%
Disagree	0	-
Strongly disagree	0	-
Unknown		
Total	30	100

The table 2 shows that almost all of the teachers (i.e. 90%) strongly agreed that the impact of FA on regular feedback. Likewise, some of the teachers (i.e.10%) agreed with the very statement. Moreover, none of the teachers disagreed, strongly disagreed and were unknown with the statement. In this way, it is clear that almost all of the teachers believed that FA provided the regular feedback to the students.

4.1.1.3Promotion of Quality Assessment through FA

Most of the teacher used the traditional type of testing system. One of the reasons of this traditional teaching and assessment system is they don't want to apply the modern assessment system in their classroom. Therefore, to find out the FA whether the FA promotes the quality assessment or not, the teachers were asked to response the statement "FA promotes the quality assessment". The responses are presented in table 3:

Table 3
Promotion of Quality Assessment through FA

Categories	No. of Respondents	Percentage (%)
Strongly agree	12	40
Agree	18	60
Disagree	0	-
Strongly disagree	0	-
Unknown	0	-
Total	30	100

From the table 3 it is clear that majority of the teachers (i.e.60%) agreed that FA promotes the quality assessment. Similarly, a good number of teachers (i.e. 40%) strongly agreed with the statement. In this way, majority of the teachers viewed that quality assessment is promoted by FA.

4.1.1.4FA Minimizing the Fear, Tension and Stress

Teachers believe that with the implementation of FA, it minimizes those stress, tension and fear which are extreme in the traditional type of assessment. In order to find out whether FA lessen the fear, tension and stress of the students or not, the teacher were asked to respond “FA lessen the fear, tension and stress of the students”. The responses given by the teachers are presented below:

Table 4
FA Minimizing the Fear, Tension and Stress

Categories	No. of Respondents	Percentage
Strongly agree	8	26.66
Agree	18	60
Disagree	2	6.67
Strongly disagree	0	-
Unknown	2	6.67
Total	30	100

From the aforementioned table, it is clear that majority of the teachers (i.e.60%) agreed that FA lessens fear, tension and stress of the students. Moreover, a good number of the teachers (i.e.26.66%) strongly agreed with the statement. Similarly, a few numbers of the teachers (i.e.6.67%) disagreed with the very statement. But some of the teachers (i.e.6.67%) undecided about the statement. From the data, it can be concluded that the vast number of teachers viewed FA as a tool to lessen the fear, stress and tension.

4.1.1.5 Involvement of Teacher and Students in Teaching Learning Process

Most of the teachers do not care about the students' problems. They do not interact with students they only gives the content but do not involves the students in teaching learning process. For the effective teaching learning process both the teacher and students should be involved in the teaching learning. This study has tried to find out whether the FA helps to involve the teachers and students in teaching learning process or not, the respondents were asked to respond to the statement "In FA the students and teachers both are involved in their teaching learning process." With five categories. The teacher responses as their perception are presented in the following table:

Table 5
Involvement of Teacher and Students in Teaching Learning Process

Categories	No. of Respondents	Percentage
Strongly agree	9	30
Agree	21	70
Disagree	0	
Strongly disagree	0	-
Unknown	0	-
Total	30	100

The table 5 indicate that majority of the teachers (i.e.70%) agreed that FA helps both teachers and students to involve in their teaching learning process.

Similarly, a good number of teachers (i.e.30%) strongly agreed with the very statement. Furthermore, the table also shows that none of the teachers disagreed and unknown about the very statement. In this way, it can be concluded that FA both involved the students and teachers in teaching learning process.

4.1.1.6 Making Teacher and Students Responsible

Most of the teachers in Nepal are not responsible or punctual in their teaching learning activities. Most of the time they stay out of the school. One of the reason is traditional teaching and assessment system .Therefore, to find out whether the FA makes the teacher and students more responsible than TAS or not, the teacher were asked to response the statement “FA makes the teachers and students more responsible than traditional assessment system”. The responses are presented in table below:

Table 6
Making Teacher and Students Responsible

Categories	No. of Respondents	Percentage
Strongly agree	19	63.33
Agree	9	30
Disagree	2	6.67
Strongly disagree	0	-
Unknown	0	-
Total	30	100

The table 6 shows that majority of the teachers (i.e.63.33%) strongly agreed that FA makes the teachers and students more responsible in comparison to TAS. Similarly, a good number of teachers (i.e.30%) agreed with the very statement. Moreover, a few number of the teachers (i.e.6.67%) disagreed with the statement and none of teachers totally disagreed with the very the

statement. Thus, it is crystal clear that formative assessment made the teachers and students more responsible in comparison to TAS.

4.1.1.7 FA for Talented and Less talented Students

In this study, I have tried to find out the teachers' perception in case whether the FA inspires the talented students and special help for less talented one or not. For this the teachers were asked to respond to the statement "It inspires talented students and offers special help for less talented one" with five categories. Their responses are presented in the table below:

Table 7
FA for Talented and Less talented Students

Categories	No .of Respondents	Percentage
Strongly agree	10	33.33
Agree	17	56.67
Disagree	2	6.67
Strongly disagree	0	-
Unknown	1	3.33
Total	30	100

The table 7 shows that the majority of the teachers (i.e.56.67%) agreed that FA inspired talented students and offered especial help to the less talented students. Furthermore, a good number of teachers (i.e.33.33%) strongly agreed with the statement. Moreover, a few number of teachers (i.e. 6.67%) disagreed with the very statement. But a less number of teachers (i.e. 3.33%) unknown with the statement and none of the teachers strongly disagreed about the very statement. From this discussion, it is clear that FA inspired talented students and offered special help to the less talented students.

4.1.1.8 FA for Students Learning Multiple Intelligence

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

Table 8
FA for Students Learning Multiple Intelligence

Categories	No. of Respondents	Percentage
Strongly agree	12	40
Agree	15	50
Disagree	1	3.33
Strongly disagree	0	-
Unknown	2	6.67
Total	30	100

The table 8 shows that half number of the teachers (i.e.50%) agreed that FA was more effective and powerful tool in developing students’ learning and multiple intelligence in comparison to TAS. Similarly, a good number of the teachers (i.e.40%) strongly agreed with the statement. Furthermore, some of the teachers (i.e. 6.67%) unknown about the very statement. But a few number of the teachers (i.e. 3.33%) disagreed with the very statement and none of the teachers strongly disagreed with the statement. Therefore, it can be said that FA

was more effective and powerful tool in developing students' learning and multiple intelligence than that of TAS.

4.1.1.9FA Just as a Formality

Most of the teachers do not implement the FA properly in school they think that this is only for formality not for remedial teaching learning. The teachers were asked to respond the statement "FA policy is just implemented to formality not for remedial teaching learning." The responses were presented in table below:

Table 9
FA Just as a Formality

Categories	No. of Respondents	Percentage
Strongly agree	2	6.67
Agree	4	13.33
Disagree	16	53.33
Strongly disagree	6	20
Unknown	2	6.67
Total	30	100

The above table 9 shows that majority of the teachers (i.e.53.33%) disagreed that FA were not just as formality it is remedial for teaching learning process. Furthermore, some of the teachers (i.e.20%) strongly disagreed with the very statement. Moreover, a slight number of teachers (i.e.13.33%) agreed with the very statement. But few numbers of teachers (i.e.6.67) strongly disagreed which the same number of teachers unknown about the statement. From this data, it can be claimed that FA was not just as formality it for remedial for teaching.

4.1.1.10 Motivation and Inspiration Key Points in FA

Feedback like motivation and inspiration are also aspects of assessment.

Assessment plays the vital role in improving the teaching learning activities.

Behind the fruitful teaching learning process motivation and inspiration which plays the important roles. Motivation and inspiration makes the students better learner. The degree of the motivation and inspiration is less in traditional assessment system. Therefore, I have tried to find out whether motivation and inspiration are key points in FA or not. For this, I have asked the teacher to respond to the statement “Motivation and inspiration are key points for the progress of the students in FA. The responses given by the teachers are given in the table below:

Table 10
Motivation and Inspiration Key Points in FA

Categories	No. of Respondents	Percentage (%)
Strongly agree	9	30
Agree	15	50
Disagree	3	10
Strongly disagree	1	3.33
Unknown	2	6.67
Total	30	100

The tables 10 indicate that half number of the teachers (i.e.50%) agreed that motivation and inspiration are the key points in FA. Similarly, a good number of the teachers (i.e.30%) strongly agreed with the statement. Furthermore, the table also shows that some of the teachers (i.e.10%) disagreed with the very statement. But few numbers of the teachers (i.e.6.67%) unknown about the statement and few numbers of the teachers (i.e.3.33%) strongly disagreed with the selected statement. From the received data, what we can easily say is that FA inspires and motivates the students in English teaching learning.

4.1.1.11 Effectiveness of ELT through Formative Assessment

To find out the teachers' perceptions to know whether the effectiveness of ELT through FA or not. The teachers /respondents were asked to respond the statement "How effective is your ELT through formative assessment "with five alternatives. The responses given by the teachers are presented below in table:

Table 11
Effectiveness of ELT through Formative Assessment

Categories	No. of Respondents	Percentage
A great deal	21	70%
To some extent	8	26.66
Not at all	-	0
Unknown	1	3.33
Total	30	100

Here, table 11 possess that majority of the teachers (i.e.70%) viewed that ELT could be more effective through formative assessment. Moreover, a good number of the teachers (i.e.26.66%) took it as a better to some extent and a few numbers of the teachers (i.e.3.33) unknown about the statement. To sum up the discussion, FA helped ELT to make more effective.

4.1.1.12 Types of Formative Assessment is practiced in School

This study has tried to find out what types of formative assessment is practiced in school or not, the respondents were asked to respond to the statement "Types of formative assessment is practiced in school". With five categories. The teacher s responses as their perceptions are presented in the table 12:

Table 12
Types of Formative Assessment is Practiced in School

Categories	No. of Respondents	Percentage
Individual work	15	50
Class work	7	23.33
Group work	5	16.67
Monthly work	2	6.67
Projects	1	3.33
Total	30	100

Here, the table 12 indicates that half number of the teachers (i.e.50%) gave the individual work to the students. Similarly, a good number of the teachers (i.e.23.33%) gave class work to the students'. Likewise, some of the teachers (i.e.16.67%) gave group work to the students. But, few numbers of the teachers (i.e.6.67) gave monthly work to the students and few numbers of teachers (i.e.3.33%) gave the project work to the students. In this way, it can be concluded that individual work has been given more focus by the teachers.

4.1.1.13FA helping to develops the Students' Proficiency

In this study, I have tried to find out the teachers perception in the case whether the FA helps to increase the students' proficiency of English or not. For this, the teacher were asked to respond to the statement "FA helps to increase the students' proficiency of English" with five alternatives. The responses given by the teachers are presented below:

Table13
FA helping to develops the Students' Proficiency

Categories	No. of Respondents	Percentage
Strongly agree	10	33.33
Agree	14	46. 67
Disagree	3	10
Strongly disagree	1	3.33
Unknown	2	6.67
Total	30	100

The table 13 shows that almost half of the teachers (i.e.46.67%) agreed that FA helps to increase the students’ proficiency of English. Moreover, a good number of teachers (i.e.33.33%) strongly agreed with the very statement. Whereas, some of the teachers (i.e.10%) disagreed with the statement. Furthermore, a few number of the teachers (i.e.3.33%) unknown about the very statement. However, A few number of teachers (i.e.3.33) made strong disagreement with the respective statement. To conclude, FA helped in increasing the students’ proficiency in English.

4.1.1.14 Learning by Doing in FA

Here, in this study researcher has tried find out whether learning by doing is main focal of FA or not. For this the teachers were asked to respond to the statement “learning by doing is the main focused point of FA. The responses of the teachers are presented below:

Table 14
Learning by Doing in FA

Categories	No. of Respondents	Percentage
Strongly agree	8	26.67
Agree	22	73.33
Disagree	0	-
Strongly disagree	0	-
Unknown	0	-
Total	30	100

The table14 shows that majority of the teachers (i.e.73.33%) agreed that learning by doing is mainly focused on FA. Moreover, a good number of teachers (i.e.26.67) made a strong agreement with the statement that FA focused on learning by doing. Furthermore, none of the teachers disagreed with the statement and unknown with the statement. In conclusion, what we can say is that learning by doing is the most focused point in FA.

4.1.1.15 The Role of Teacher in FA

Most of the teachers are traditional type of nature. They give only theoretical knowledge to the students but do not care about the students' problem some of the teachers are angry with the students when they asked to question with them. In this study researcher find out the role of teacher in FA is that of facilitator or not. The teachers were asked to respond to the statement "The role of teacher in FA is that of facilitator". The responses of the teachers are presented below in table:

Table 15
The Role of Teacher in FA

Categories	No. of the Respondents	Percentage
Strongly agree	15	50
Agree	10	33.33
Disagree	3	10
Strongly disagree	0	-
Unknown	2	6.67
Total	30	100

The above table 15 shows that half of the teachers (i.e.50%) strongly agreed that the role of teacher in formative assessment is that of facilitator". Similarly, a good number of the teachers (i.e.33.33%) also agreed with the statement. But, some of the teachers (i.e.10%) disagreed that the teacher's role is not a facilitator. Furthermore, a few number of the teachers (i.e.6.67%) unknown about the statement. From this discussion, it is concluded that the role of teachers was as a facilitators.

4.1.1.16 Use of Project Work in the Class

Project work is one type of formative assessment. Majority of the school teachers of Nepal do not use the project this is only limited in policy.

Therefore, whether how often project wok use in the class or not. The teachers

were asked to respond to the statement “How often use the project work in the class” with five alternatives. The responses given by the teachers are presented in table below:

Table 16
Use of Project Work in the Class

Categories	No. of Respondents	Percentage
Per month	0	-
One time in one year	2	6.67
Within a six month	2	6.67
Not use	24	80
Unknown	2	6.67
Total	30	100

Table 16 shows that most of the teachers (i.e.80 %) did not use the project work in the classroom. However, few numbers of the teachers (i.e. 6.67%) used the project work within six month and same number of the teachers (i.e.6.67%) used it one time in one year. Likewise, a few numbers of teachers (i.e.6.67%) used it in every month whilst the same numbers of teachers were unknown about the project work. Thus, it is claimed that project work was not used in the classroom by teachers at secondary level.

4.1.1.17 Involvement of Students in Role Play

Role play is another type of formative assessment. In this study researcher find out whether how often students involve in role play in classroom or not. The teachers/respondents were asked the statement “how often students involve in role play in classroom” with five alternatives. Their responses are presented in the table 17:

Table 17
Involvement of Students in Role Play

Categories	No. of Respondents	Percentage
Always	6	20
Sometimes	4	13.33
According to the nature of topic	17	56.67
Per week	3	10
Never	0	-
Total	30	100

The table17 shows that majority of the teachers (i.e.56.67%) used the role plays technique according to the nature of the topic in the classroom. Similarly, a good number of teachers (i.e.20%) always involved the students in role play in the classroom. Likewise, a good number of teachers (i.e.13.33%) sometimes used the role pay technique in classroom. However, few numbers of the teachers (i.e. 10%) used the role play technique one time in a week in the classroom. Finally, we can say that role play technique was used according to the nature of topic in the classroom.

4.1.1.18 Involvement of Students in Pair Work

Teachers believe that with the use of pair work students involves in teaching learning process. In this study researcher find out how often involves the students in pair work in classroom or not. The teachers asked to respond the statement “How often involves the students in pair work in classroom” with five alternatives. The responses given by teachers are presented in table 18:

Table 18
Involvement of Students in Pair Work

Categories	No. of Respondents	Percentage
Always	4	13.33
Sometimes	6	20
According to the nature of the topic	18	60
Per week	2	6.67
Never	0	-
Total	30	100

Aforementioned table clearly indicates that majority of the teachers (i.e.60%) used the very technique pair work according to the nature of topic. Moreover, some of the teachers (i.e.20%) sometimes involved the students in pair work, whereas some of the teachers (i.e.13.33%) always involved their students in pair work and few numbers of the teachers (i.e.6.67%) involved their students in pair work one time in a week. In a nutshell, pair work technique was used according to the nature of the topic.

4.1.1.19 Group Work in English Language Learning

Group work is developing students' habit of sharing. They co-operate each other. In group work students find out the difficult problem to the solution with discussed each other. Whether group work is helpful for English language learning or not. The teachers were asked to respond the statement "Group work is helpful for English language learning" with five alternatives. The responses are presented in the table 19:

Table 19
Group Work in English Language Learning

Categories	No. of Respondents	Percentage
Strongly agree	9	30
Agree	21	70
Disagree	0	-
Strongly disagree	0	-
Unknown	0	-
Total	30	100

The table19 shows that majority of the teachers (i.e.70 %) agreed that group work is helpful for English. Likewise, a good number of teachers (i.e.30 %) strongly agreed with the very statement. However, none of the teachers disagreed, strongly disagreed and unknown about the group work. From the vivid that group work is helpful for English language learning.

4.1.1.20 Individual Work to the Students

Individual work helps to learning English. Students do their task then they know about what they need to be learned. Here, the focus is to find out how often teachers give the individual work to the students. The respondents were asked to respond the statement “How often give the individual wok to the students” With five alternatives. The responses are presented on the table 20:

Table 20
Individual Work to the Students

Categories	No. of Respondents	Percentage
Daily	14	46.67
Sometimes	9	30
Once a week	7	23.33
Monthly	0	-
Never	0	-
Total	30	100

Here, the table 20 shows that almost half of the teachers (i.e.46.67%) gave the daily individual work to the students. Moreover, a good number of teachers (i.e. 30%) sometimes gave the individual work to the students. However, a good number of teachers (i.e.23.33) gave the individual work one time in a week but none of the teachers provided the individual work in a month. From the analysis, it can be interpreted that almost half of the teachers gave daily individual work to the students.

4.1.1.21 Well-Managed Class for FA

Formative assessment helps how to know how well sound and manage is effective for English language. This is one of the skills of the teacher for the effective teaching learning process. It helps to make teaching learning process sound and pleasing while learning English. Therefore, whether for conducting FA well managed class is needed or not. The teachers were asked to respond the statement “for conducting FA well managed class is needed”. The responses are presented on the table 21:

Table 21
Well Managed Class for FA

Categories	No. of Respondents	Percentage
Strongly agree	9	30
Agree	19	63.33
Disagree	2	6.67
Strongly disagree	0	-
Unknown	0	-
Total	30	100

The table 21 indicates that majority of the teachers (i.e.63.33 %) agreed that for conducting FA well managed class is needed. Similarly, a good number of the teachers (i.e. 30%) strongly agreed with the statement. But a few numbers of the teachers (i.e. 6.67%) disagreed with the very statement. However, none of the teachers strongly disagreed and unknown with the statement. From, the data shown in the table, it can be said that well managed class was needed for the effectiveness of FA.

4.1.1.22 FA for developing the Writing Proficiency

Writing is one of the skills of English language learning. This also called as secondary skill of English language learning. In order to find out whether FA helps to develop the writing proficiency of the students or not. The teacher were asked to respond to the statement “FA helps to develop the writing proficiency of the students” with five alternatives. The responses given by the teachers are presented on table 22:

Table 22

FA for developing the Writing Proficiency

Categories	No. of Respondents	Percentage
Strongly agree	5	16.67
Agree	22	73.33
Disagree	3	10
Strongly disagree	0	-
Unknown	0	-
Total	30	100

Here, the table 22 indicates that majority of the teachers (i.e.73.33 %) agreed that FA helps to develop the writing proficiency of the students. In the same way, some of the teachers (i.e. 16.67%) strongly agreed with the very statement. However, some of the teachers (i.e.10%) disagreed with the statement. But none of the teachers made a strong disagreement and were unknown with respective statement. From this, it is concluded that FA was helpful for developing the writing proficiency of the students

4.1.1.23 FA helps to develop the Speaking Proficiency of the Students

Speaking is the primary skill of the English language learning. In find out the perception of teachers about whether FA helps to develop the speaking proficiency of the students or not. The teachers were asked to respond to the statement “FA helps to develop the speaking proficiency of the students” with five alternatives. The responses obtained from the respondents are presented in table 23:

Table 23
FA for developing Speaking Proficiency

Categories	No. of Respondents	Percentage
Strongly agree	7	23.33
Agree	20	66.67
Disagree	3	10
Strongly disagree	0	-
Unknown	0	-
Total	30	100

The table 23 shows that majority of the teachers (i.e. 66.67%) made an agreement that FA helps to develop the speaking proficiency of the students. Similarly, a good number of the teachers (i.e. 23.33%) strongly agreed with the very statement. However, some of the teachers (i.e. 10%) disagreed with the statement. But none of the teachers had a strong disagreement and unknown with the statement. Thus, FA was helpful to develop speaking proficiency of the students.

4.1.1.24. Time for Students to Speak in English

In traditional assessment system majority of the teacher do not provide the time to the students for speaking. In order to find out in FA teachers provide time to the students to speak in English or not. The respondents were asked to respond to the statement “Provide time to the students to speak in English” with five alternatives. The responses are presented on the table below:

Table 24
Time for Students to Speak in English

Categories	No. of the Respondents	Percentage
Yes I always do	8	26.67
Yes I usually do	15	50
Yes I sometimes do	7	23.33
Yes I never do	0	-
Total	30	100

The table 24 clearly shows that a half number of the teachers (i.e.50%) usually provided time to speak for the students. Similarly, a good number of teachers (i.e.26.67%) always provided the time to the students. Likewise, a good numbers of teachers (i.e.23.33%) sometimes did so. From the data, it is concluded that there was given time to the students to speak in the classroom.

4.1.1.25 FA improving the Teaching Learning Process

Formative assessment helps to teaching learning process effective. Formative assessment is helps to provide the feedback to the teacher as well as students it helps to identify the strength and weakness of the students. FA helps the teacher find out the problem area. It also helps to choose the way of the assessment. It helps how to make teaching learning process effectively. In traditional assessment they do not care about the problem area of the teaching learning process. They only depend on the final examination results. They do not care about continuous assessment process. Therefore, the researcher has tried to find out whether formative assessment improves the teaching learning process or not. The teachers were asked to respond to the statement “FA improves the teaching learning process” with five alternatives. The responses given by teachers are presented below:

Table 25
FA improving the Teaching Learning Process

Categories	No. of Respondents	Percentage
Strongly agree	25	83.33
Agree	5	16.66
Disagree	0	-
Strongly disagree	0	-
Unknown	0	-
Total	30	100

The table 25 shows that majority of the teachers (i.e.83.33%) strongly agreed that FA improving the teaching learning process. In the same way, some of the

teachers (i.e. 16.67%) agreed with the very statement. However, none of teachers strongly disagreed and unknown about the statement. To sum up, FA improved the teaching learning process.

4.1.2 Interpretation and Discussion of Open-ended Questions

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

4.1.2.1 The Role of Formative Assessment

This question was prepared to find out either FA plays the role for teaching English effectively or not. Regarding the role of FA majority the teachers (i.e.86.67%) viewed that it helped to provide the regular feedback to the students, and it also role as promotes the quality assessment, to made teaching learning effective, it helped to identify the strength and weaknesses of the students, make sense of belongingness it developed the students multiple intelligence, teacher and student were more responsible than TAS. Likewise, some of the teachers (i.e.13.33%) respond that it lessens the fear, tension and stress, it motivated the talented students and special helped for less talented students, it helps to made well managed class for conducting the formative assessment, observed the students behavior. It was found that the role of teachers were as to provide the regular feedback to the students, and it also role as promotes the quality assessment, to made teaching learning effective, it helped to identify the strength and weaknesses of the students, make sense of belongingness it developed the students multiple intelligence, teacher and student were more responsible than TAS.

4.1.2.2 Activities for developing Students' interest in Learning English

This question was designed to find out the activities which aroused students' interest in learning English. The teachers used the activities in the classroom

most of the teachers (76.67%) viewed that activity of group work, pair work, individual work, role play, terminal examination and discussion were mostly used while teaching. Some of the teachers (i.e.16.67%) opined that opinion generating activity, interaction on the activity, monthly test and describing each other were used. On the other hand, a few numbers of the teachers (i.e.6.67%) used the activity state that language game, promotion of English through classroom short activities. Thus, the group work, pair work, individual work, role play and discussion were helpful to arise the students' interest in learning English.

4.1.2.3 Purposes and Benefits of the FA

This question was designed to find out the purposes of the formative assessment. This question was designed to find out the benefits of using FA while teaching English at secondary at secondary level or not. The researcher asked the teachers what were the purposes and benefits of the formative assessment. Most of the teachers (i.e.80%) responded that formative assessment provided the feedback, improved the teaching learning process, identified the problem of the learner .Whereas some of the teachers (i.e.13.33 %)of the teachers responded that FA promoted the co-operative and co-ordinate relation between teachers and students ,to raise students level of achievement in learning. On the other hand, a few numbers of the teachers (i.e.6.67%) responded to trying alternative instructional approaches or offering more opportunities for practice and it made aware about the learning strategy. The findings shows that the purpose and benefits of FA were formative assessment provided the feedback, improved the teaching learning process, identified the problem of the learner.

4.1.2.4 Ensuring the Student's Equal Participating in Learning

The respondents were provided an opportunity to put their views about how they ensure the students' equal participating in learning. To find out whether the teachers ensured the students' equal participating in learning or not. They

were asked to respond to the question “how you ensure the students’ equal participating in learning” at secondary level. Most of the teachers (i.e.83.33%) used individual work, group work, pair teaching, and peer teaching, and giving feedback to each other. Similarly, some of teachers (i.e.10%)ensured the students activity reviewing their past act, students equal participating through calling students to the front, giving role play activities, sharing their ideas. Furthermore, a few number of teachers (i.e.6.67%) ensured the students equal participating through film review other varieties of activities. Finally, we can say that most of the teacher used individual work, group work, pair teaching, and peer teaching, and giving feedback to each other as an activities to ensure the students equal participating in learning.

4.1.2.5 Challenges of Implementing the Formative Assessment

This question was designed to find out the challenges of formative assessment. Whether, challenges of implementing the formative assessment in secondary level or not. Majority of the teachers (i.e70%) responded that lack of the trained teacher, lack of the resources, lack of mastery on formative assessment, work load of teacher; answer sheet checking is taken as burden, difficult to provide the individual feedback in large class. Whereas, some of the teachers (i.e.20%) responded that implementing the FA was challenging because motivation is main factor, students may not motivated and exam is often taken as always troublesome. Furthermore, some of the teachers (i.e.10%) responded that implementing the formative assessment was challenging because of lack of awareness, debate between policy and practice level traditional teacher hesitate to conduct formative assessment. The study found out that the major challenges of implementing FA were lack of the trained teacher, lack of the resources, lack of mastery on formative assessment, work load of teacher; answer sheet checking is taken as burden, difficult to provide the individual feedback in large class.

4.1.2.6 Suggestions for Applying FA Effectively

Here, the question is directed to find out the suggestions for applying the formative assessment. Regarding the suggestion for effectively applying the formative assessment shows that majority of the teachers (i.e. 66.67%) responded that it was needed to provide the formative assessment training to the teachers, make awareness of the formative assessment to the students as well as their parents, make the teaching learning process practical, focused on the learning by doing strategy .Whereas, a good number of the teachers (i.e. 23.33%) responded that suggestion were as that explaining the value of formative assessment to the students, making teaching effective through the use of formative assessment. Furthermore, some of the teachers (i.e.10%) gave suggestion on some internal marks to be used for grading as well. For the effective application of FA, there was need of being aware of FA, training and learning by doing strategy.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

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

5.1 Findings

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

1. Most of the teachers (i.e.76.66%) often used the formative assessment in the English classroom at secondary level.
2. Almost all the teachers (i.e. 90%) strongly agreed that there is an impact of FA on regular feedback.
3. Majority of the teachers (i.e.60%) agreed that FA promotes the quality assessment.
4. Majority of the teachers (i.e.60%) opined that FA lessens fear, tension and stress of the students.
5. Majority of the teachers (i.e.70%) agreed that FA helps both teachers and students to involve in their teaching learning process.
6. Majority of the teachers (i.e.63.33%) strongly agreed that FA makes the teachers and students more responsible in comparison to TAS.
7. The majority of the teachers (i.e.56.67%) perceived that FA inspired talented students and offered especial help to the less talented students.

8. Half of the teachers (i.e.50%) viewed that FA were more effective and powerful tool in developing students' learning multiple intelligence.
9. Majority of the teachers (i.e.70%) viewed that ELT could be more effective through formative assessment
10. Half of the teachers (i.e.46.67%) agreed that FA helps to increase the students' proficiency of English.
11. Majority of the teachers (i.e.73.33%) viewed that learning by doing is mainly focused on FA.
12. Half of the teachers (i.e.50%) strongly agreed that the role of teacher in formative assessment is that of facilitator".
13. Majority of the teachers (i.e.63.33 %) perceived that for conducting FA well managed class is needed.
14. Majority of the teachers (i.e.73.33 %) viewed that FA helps to develop the writing proficiency of the students
15. Majority of the teachers (i.e. 66.67%) made an agreement that FA helps to develop the speaking proficiency of the students.
16. Most of the teachers (i.e.83.33%) strongly agreed that FA improves the teaching learning process.
17. The teachers used the activities in the classroom most of the teachers (76.67%) used the activity of group work, pair work, individual work, role play, terminal examination and discussion were mostly used while teaching in classroom.
18. Majority of the teachers (i.e. 70%) responded that lack of the trained teachers, lack of the resources, lack of mastery on formative assessment, work load of teacher; answer sheet checking is taken as burden, difficult to provide the individual feedback in large class.
19. Regarding the suggestion for effectively applying the formative assessment shows that majority of the teachers (i.e. 66.67%) responded that it was needed to provide the formative assessment

training to the teachers, make awareness of the formative assessment to the students as well as their parents, make the teaching learning process practical, focused on the learning by doing strategy.

5.2 Conclusion

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

The term assessment refers to the wide variety of methods or tools that educators use to evaluate measure and document the academic readiness, learning progress, skill acquisition or educational needs of students. Here, in this study formative assessment has been focused in the teaching learning process. Formative assessment is beneficial for the students as well as teacher. It provides the regular feedback to the students as well as teacher. It promotes the quality assessment. In formative assessment there is mutual understanding between teachers and students. In this assessment system student centered method is applied like group work, pair work, role play. The teacher role as a facilitator. In FA system adopting the learning by doing strategy. It develops the students multiple intelligence. Teachers know the behaviour of the students they know about their interest and it makes the teaching learning process effective. It is a remedial teaching finding the difficulty level of the students. It develops the habit of sharing. Teacher and students are more responsible and involve in teaching learning process. In comparison of traditional assessment system. It provides the chance to point out their weakness and their own

assessment. It develops students speaking and writing proficiency. It improves the teaching learning process. It helps the teacher trying alternative instructional approaches. Therefore, formative assessment is more beneficial for the teaching English at secondary level.

5.3 Recommendations

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

5.3.1 Policy Related

The policy related recommendations of the study are presented below:

1. Educators and curriculum developers should take extra measures to achieve maximum pedagogical benefits in ELT classroom by the proper use of FA.
2. Curriculum designers and textbook writers should determine the proper methods and techniques of teaching English language especially with regard to using FA.
3. Teacher trainers should encourage the English teachers to use FA judiciously and appropriately.
4. The teachers of English in different secondary level schools should be well trained regarding the use of formative assessment at secondary level.

5. The text book writers should make the provisions of using learners' formative type of assessment in the textbook. If they do so, the teachers will be encouraged to use it in the classroom for better understanding of learners.
6. The syllabus designers and experts are also suggested to design the syllabus and select the adequate methods of teachings English encouraging the use of formative assessment in the English classroom because if the formative assessment is used, it can help the students to learn better by comparing the traditional assessment system languages in the classroom.
7. The government should provide more teaching materials for ELT at secondary level. The use of teaching materials will reduce the overuse of traditional type of assessment system.

5.3.2 Practice Related

The practice related recommendations of the study were as follows:

1. Judicial use of formative assessment must be used for the better understanding and ease because, as this study shows, majority of teachers prefer it.
2. Over use of traditional assessment system must be avoided and judicious and appropriate use in specific situation should be followed.
3. Teachers should use the formative assessment for the practical teaching learning. To help students more comfortable and confident.
4. The use of use of the formative assessment system at secondary level is inevitable therefore the English teacher should be well known about when and how to use the formative assessment in ELT classroom.

5. Use of formative assessment is effective and helpful way of teaching English. The researchers and teachers should be encouraged to explore the practical as well as theoretical knowledge to apply the technique required by the text and classroom practices.
6. Teachers should use the formative assessment in school. i.e. English according to level and ability of the learner in ELT classroom at secondary level.

5.3.3 Further Research Related

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

1. Effectiveness of using formative assessment teaching speaking skills.
2. The research work related to using formative assessment in ELT classroom should be carried out in higher secondary or lower secondary level.
3. Students ' proficiency in L2 by the use of FA.
4. ELT expert's beliefs on the use of FA in ELT classrooms.