

## **CHAPTER- ONE**

### **INTRODUCTION**

The present study entitled **Use of Continuous Assessment System (CAS) in Developing Writing Skill at Basic Level: A Narrative Inquiry** explores the practices, experiences and challenges of continuous assessment system for developing writing skill at basic level in term of teachers' narratives. This introduction part 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 main purpose of the language teaching is to enable the learners to communicate in a language they study or learn. It is necessary, therefore, every moment of the every language is directed to equip learners with the language skills they really need. Teaching English language, no doubt, involves teaching four skills; listening, speaking, reading, and writing. Here, teaching writing skill is one major area of language teaching which can be taught in different ways.

In contrast other skills, teaching writing skill is very difficult especially in basic or primary level because the L2 learners have to acquire a number of writing skills varying from spelling and punctuation to planning and organization. Scholars such as Richards and Renandya (2002, p. 303) argue that, "there is no doubt that writing is the most difficult skill for L2 learners to master. The difficult lies not only in generating and organizing ideas but also in translating these ideas in readable text". In this way, teaching writing skill is not easy because it requires higher level skills such as brainstorming, preparing draft, revising and editing on the part of learners. Many approaches and techniques like process and product approach are being practiced in teaching writing skill according to the nature and level of the students. Instead focusing on creative and innovative techniques like process oriented technique, still traditional techniques such as copying and dictation are widely used in course of teaching writing skills. At present,

new approaches for teaching writing like process approach have been emerged which focus to nurture the creative ability of the learners. Harmer (2007, p. 325) suggests process approach, product approach, genre based approach and creative writing approach which focus more on the process of writing producing various genres by encouraging the learners toward creative writing either individually or cooperatively. At present in Nepal, specifically at basic level these new ways of teaching writing are in practice gradually. The focus on learner oriented techniques in teaching writing along with continuous assessment of learners' writing is rarely considered to improve writing ability of the learners. Language testing, in another hand is a major part of the language teaching. In this regard, Khaniya (2005, p.14) says "Testing, in broad sense, has always been an inherent part of teaching." So for the effective language teaching whether it is skill or aspect, testing is integral part of the teaching task. Generally in Nepal, while teaching writing at the basic level, the teachers are using student oriented new techniques such as brainstorming, drafting, revising and editing but do not pay their serious attention toward language testing or continuous assessment of students' progress of writing for the purpose of providing essential feedback to further improvement.

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

## **1.2 Statement of the Problem**

The English Language Teaching (ELT) situation of Nepal is gradually shifting toward new trends and techniques. English teachers are getting professional training from the governmental and non-governmental agencies like National Centre for Educational Development (NCED) and Nepal English Language Teachers' Association (NELTA) respectively. In spite of practices of new innovations and recent trends in ELT, assessing aspects of the language teaching is not satisfactory. English language teachers have less applied systematic procedures of assessment which resulted counter in public schools of Nepal.

The importance of assessment in teaching and learning writing cannot be exaggerated. Writing assessment can be used for a variety of appropriate purposes such as to evaluate the learners' writing progress, minimize the number of students who repeat the same class and provide suggestive feedbacks for less talented learners which monitor what students actually do while writing and provides feedback to students on specific aspects of their writing like spelling, grammar and punctuation. Similarly, it is also useful primarily as means of improving teaching and learning by using multiple assessment of writing activities including written summaries and written letters. Moreover, continuous assessment methods relate to the procedures, the teacher wishes to follow in order to assess the students, these procedures include self and peer assessment which are key strategies to involve students in taking more responsibility for their own learning for writing and involve them in monitoring and making judgment about aspects of their own and peer's learning writing.

Beside this ground reality, in Nepal, in the name of assessment, English teachers are using exam oriented evaluation system such as terminal, half annual and annual examinations which could not capture the real spirit of effective language teaching and testing. More particularly, while assessing learners' writing ability at basic level, teachers generally design summative test items like writing examination not for the purpose of improving writing but for the validation of learners' writing task and to grade them in to

upper classes. Most of the teachers are less aware about the effectiveness of CAS in enhancing learners' writing skill. Beside this some responsible agencies of government like District Education Office (DEO), Resource Centers (RC) and training hubs are less accountable and responsible in proper supervision, monitoring and training. In this scenario of Nepal, following problems can be taken in to consideration.

- i) Most of the schools are practicing periodic assessment system like terminal and annual examination which could not evaluate students' writing progress regularly because of teachers' less concern to implement the CAS.
- ii) Assessment tools like class tests are used to judge learners' progress but other effective tools of CAS like portfolio maintenance, self-correction and classroom participation are less focused.
- iii) In continuous assessment, schools are more focusing to the students' gradation rather than providing suggestive feedbacks for the improvement of learners' writing ability.
- iv) All basic level teachers could not get fully support from the concern authorities like School Supervisors, Resource Person (RP) and Head teachers to implement CAS in writing classes.

Beside this, English teachers are facing other problems regarding the practice of CAS such as lack of sufficient time in the classroom, lack of essential materials and tools of CAS, teachers' inadequate knowledge of CAS, mixed abilities of students in class and lack of teachers' rigors. Thus this study is being concerned and oriented to address such type of the problems, more particularly problems associated with CAS and developing writing skill of basic level students in term of their grammatical, spelling, punctuation and organization skill.

### **1.3 Objectives of the Study**

The objectives of this study were as follows:

- a) To find out the basic level teacher's practices, experiences and challenges about CAS in developing writing skill in term of organization, punctuation, spelling, and grammar and
- b) To recommend some pedagogical implications on the basis of findings.

### **1.4 Research Questions**

This study addressed the following research questions:

- a) What are the practices of CAS in developing writing skill by basic level teachers?
- b) What are the experiences and challenges of class seven teachers about the impact of CAS in organization, punctuation, spelling and grammar process in developing writing skills?
- c) How can tools of CAS like portfolio, classroom participation, observation and homework help to develop the writing skill of basic level students?
- d) What are the best benefits of the CAS in teaching writing skill at basic level?

### **1.5 Significance of the Study**

This present research study will be beneficial and significant to those who are involving and interested in language teaching in general and English language teaching in particular. It aims to establish the true picture of CAS in developing writing skill of the basic level students.

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

progress of the learners. Likewise, it will help the syllabus designers to design the English syllabus with varieties of tools, ways and means for the regular evaluation process. Textbook writers will be equally benefited while choosing activities and exercises for testing writing skill of the learners. It will also be helpful for the researchers who want to carry out their further research on the area of language testing, more particularly in CAS.

More importantly, this research study helps the teacher trainers and training agencies like Resource Centre (RC), Leader Research Centre(LRC), NCED and training hubs to design appropriate training modules and strategies on the basis of teachers' practices, experiences and challenges of CAS which are presented in this study.

### **1.6 Delimitations of the Study**

It is very difficult and hard to cover large area in this kind of small research because of the limited time and resources. So, this study had some delimitation which are listed below:

- a) The study was delimited to the four teachers of Shree Laxmi Higher Secondary, Janajyoti Secondary, Amar Lower Secondary and Durga Secondary School of Kandebas VDC Galkot, Baglung district. ( All school's name are pseudonyms)
- b) This study was confined to 4 English teachers of basic level.
- c) Only CAS was used in developing writing skill of basic level students.
- d) The study was delimited to writing skills of English language teaching.
- e) The study was delimited to narrative inquiry research design.
- f) Only purposive sampling procedure was used to select sample population.
- g) Teacher narratives and diary writings of class observation of basic level teachers were used as tools for the data collection.

These six limitations mentioned above should be borne in mind while reading and interpreting the following analyses.

## 1.7 Operational Definitions of the Key Terms

In this study, some key terms are used which carry different meanings than the general meanings. The following definitions are provided to ensure understanding of these terms in a consistent manner throughout the study.

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

**CAS:** In this research, CAS means continuous assessment system which refers, collecting information and making observations about students' progress periodically to find out what students know, understand, and can do with the aim of providing essential feedbacks to improve learners' writing ability.

**Portfolio:** In this research, portfolio means a purposeful collection of all aspects of a student's work that tells the story of a student's efforts, skills, abilities, achievements and contributions regarding writing on the basis of which essential feedbacks are provided for the further improvement of writing skill.

**Teacher Narrative Guidelines:** In this study, teacher narratives refer to semi-structured guidelines (questions) to eliciting basic level teachers' practices, experiences and challenges regarding CAS in developing writing skill.

## **CHAPTER- TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

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

#### **2.1 Review of Theoretical Literature**

One of the most important aspects to help the learners to express their ideas orally or graphically is theoretical knowledge about contents and skill. The more theoretical knowledge about writing skill we have, the more we can express our ideas in written form. So this chapter aims at providing some theoretical background of the study thematically.

##### **2.1.1 Definition of Writing Skill**

Writing is one of the major productive skills of language teaching which includes the task of gathering raw ideas from the various sources and developing them in to the readable text. Lado (1961, p.143) describes writing as, “learning to write a foreign language is learning to put down at a speed greater than that of drawing the conventional symbols of the writing system that represent the utterance one has in the mind.” According to him writing should represent an understandable language which other can easily read. In another hand, writing skill involves others several sub skills like framing the writing topic, drafting and revising. Harmer (2007, p. 323) mentions that handwriting, spelling, layout and punctuation are the basic skills of writing. In this way, writing skill is an umbrella term which covers others basic and sub skills such as gathering information,



organizing ideas into a logical sequence, structuring, and the sequence, editing and writing out a final text. Similarly, focusing the permanent feature of writing, Ur, (2013, p.150) states, “a text once written is there on paper or on the screen, to be easily reread or rewritten, either very soon after it was written or later.” Here, his main focus is flexibility of written text, in which we can add or remove according to the writer’s intention which is not possible in other skill like speech.

Encapsulating these all ideas, it is concluded that writing skill is different medium for communication than other skill like listening and speaking which requires both higher level skills like planning ,organizing, manipulating, structuring, communicating and lower level skills like spelling, punctuation, and word choice on the part of learners as a writer. Thus, it is essential to teach writing to enable the learners in both higher and lower level of writing process.

### **2.1.2 Purposes of Teaching Writing**

The exposure to the foreign language through more than one medium or skill is very effective than only single medium or skill. It is very effective to express inner ideas, intentions, desires and understanding through the graphic representation. Writing provides feeling of more secure, especially, to those who do not easily learn through oral practice. Here especially those who are unable to express and communicate their ideas orally, at this situation writing skill really provide them the opportunities to communicate easily.

Learners who engage in writing task, they can get support to provide variety in classroom activities serving as a break from oral work. Likewise, Harmer (2007, p.330) presents two major purposes of teaching writing, they are: writing for learning and writing for writing. Mainly some students who try to write something, their intention may be to learn the language. Thus, if we say to write two sentences using present tense, our aim is not to train students to write, but rather to help them remember the present tense. Similarly some students write for only writing purposes. When a student designs a good

magazine article, however, he/she is doing this to become a good writer not to learn the language. Likewise, Ur (2013, p.151) says, “In writing, learners as a writer have time to rewrite and edit from that they get chance to better improve their writing ability.” In this way, from the practices of rewriting, editing and re editing learners can get sufficient time to practice time and again for their better writing performance.

Writing as a productive skill helps learners to get mastery over the communication except than speech and also develop ability of improving their writing task effectively from the practice, rewriting, editing and reediting. From the process perspectives, writing is a complex, recursive and creative process. Without assessing the students’ progress continuously during the process of writing, it is impossible to achieve the desired objectives of teaching writing.

### **2.1.3 Relationship between Assessment and Teaching Writing Skill**

Without proper assessment we cannot imagine the task teaching. Assessment in teaching task refers to the process of obtaining information and data about the skills, abilities, knowledge and attitude of the learners particularly in specific area like language skill, aspects, and vocabulary. Heaton (1975, p.5) says, “Both teaching and testing are so closely interrelated that is virtually impossible to work in either field without being constantly concerned with the other.” In this way, testing or assessment provides useful inputs to the teachers and chance to improve their learning on the basis of the feedbacks to the students.

Regarding in teaching writing skill, assessment provides areas of writing to be improve like spelling, grammar, organization and writing style on the basis of learners’ actual performance in writing task. Ur, (2013, p.161) mentions following questions which can be addressed by feedbacks after the proper assessment of writing:

When a student submits a piece of original writing, the most important thing about it is, arguably, its message: does it succeed in conveying the content...? Then there is organization and presentation: are the ideas arranged in a way that is

easy to follow and interesting to read? Finally, there is the question of language forms: are the grammar, vocabulary, spelling and punctuation of an acceptable standard of accuracy?

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

#### **2.1.4 CAS: An Introduction**

Continuous assessment system is a regular way of students' evaluation which involves, collecting information and making observations about students' progress periodically to find out what students know, understand, and can do with the aim of providing essential feedbacks to improve learners' learning ability. Hyland (2006) states that, "CAS as a formative assessment refers to the way used to evaluate information about the learners, allowing the teacher to advise students, monitor learning process." So, continuous assessment refers to practice of continuously checking on learner's attainments with an aim of building an assessment profile. The shape of assessment takes the form of working through learning activities; learners demonstrate their capacities in developing their level. Garrison and Ehrighaus (2007) mention that continuous assessment is any assessment made during the class year that mean to improve learning process, and provides the information needed to adjust teaching and learning while they are happening, also helps teachers in determining next steps during the learning process.

As a formative assessment, continuous assessment refers to the process of gathering information about the level of students on regular and continuous basis in order to improve learning and it helps the teaching learning process. Focusing its importance

Dudley-Evan and John (1998) argue that continuous assessment is important because it provides teachers and learners with the feedback and grades of the activities done in the classroom or as homework. Bachman and Palmer (2010) state that, “continuous assessment is used to provide a description of the individuals’ progress for their further improvement”. From this it is clear that assessment focuses on testing, measuring or judging the progress and the achievement or the language proficiency of the learners.

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

### **2.1.5 Tools of CAS**

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

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

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

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

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

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

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

### **2.1.6 History of CAS: A Nepalese Scenario**

When we look back to the history of CAS in Nepal, it is not as old as the history of language testing. In past, only terminal examinations were practiced in the name of assessment. Those periodic exams did not reflect the all potentialities, skills and capabilities of the learners. So, now CAS is implementing up to the basic level.

CAS was developed along with the liberal promotion system to reduce the failure rate, class repetition rate and dropout rate of the learners. DOE, (2012, p.3) mentions, ‘almost all the education plan of Nepal and national commission report have focused the need of regular assessment i.e., CAS’. In the same way, the 9<sup>th</sup> (1997-2002) and 10<sup>th</sup> (2002-2007) five year plans started to introduce CAS for the primary level. More particularly, 10<sup>th</sup> five year plan targeted to introduce CAS up to grade five on the basis of pilot experiment. According to the CDC (2009, p. 15) primary education curriculum 2062 (grade 1-3) and 2065 (4-7) have implemented the program of CAS in evaluation system of government schools. At present, the students of grade 1-3 are upgraded on the basis of liberal promotion system with CAS. For grade 1-3 students no pass mass is allocated in evaluation system. It shows that CAS is major criteria in the evaluation system of primary level. Similarly, the students of class 4-5 are also evaluated through 50% on the basis of CAS. Now this trend is increased up to the class seven at basic level. In this way, in the context of Nepal CAS is being major tool of assessment which is practiced regularly to reduce failure rate, dropout rate and class repetition rate of the basic level learners.

### **2.1.7 Significance of CAS in Teaching and Learning**

The purpose of assessment is conveying student’s expectations about what is important to learn, providing information about the students’ progress and helping students to judge their own learning. Also the performance is defined in term of results. Plessis and Prouty (2003) mention that there are many reasons for using continuous assessment, Some of them are to find out what students know and can do and to provide all the students with

opportunities to show what they know, to improve teaching because it tells the teacher whether what they taught was effective and to identify the strengths and weaknesses of learners. Alausa (2004) argues that the expected advantages of continuous assessment lie in its being guidance oriented since it will involve data gathering over a long period of time. This could play a vital role in diagnosing and remediating areas of learners' weaknesses. Continuous assessment is an approach that would capture the full range of learners' performance. Similarly, Kellaghan and Greany (2001) argue that continuous assessment has important consequences attached to performance; they are likely to impact directly on teaching and learning process. So, CAS helps to improve the performance of the learners.

Finally, it is clear that without the continuous assessment program, teachers would be teaching exclusively for examinations. This implies that pupils who are insecure or ill-prepared for the examinations will tend to engage in some examination malpractices in order to beat the examinations. In conclusion, CAS is very effective in teaching and learning process which gives a true picture of the pupils' ability, facilitates appropriate guidance of the pupils, makes teachers become innovative and creative, helps teachers to assess their own teaching and helps to reduce examination malpractices.

## **2.2 Review of Empirical Literature**

Several researches have been carried out in the field of English language testing in foreign countries and Nepal. Regarding the CAS also a number of research works have been carried out in the Department of English Education, TU. Here I reviewed following related studies to measure my study in systematic way.

Ghimire (2010) carried out a study on "Effectiveness of CAS in Enhancing the Pupils' Achievement in Grammar." The researcher's main objective under this research was to find out the effectiveness of CAS in enhancing learners' achievement in the grammatical items. His study was based on the experimental research design, a quantitative research and his research site or field of the study was Kathmandu valley. Under the experimental

research design, the researcher has used observation and tests as major tools for the data collection. Both primary and secondary sources of data collection are used along with random sampling procedures. The major finding of his research was that CAS as a valuable evaluative teaching device was more useful and beneficial to teach and learn the grammar in comparison to other tools of assessment like examination.

Gurung (2011) conducted an experimental research on “Developing Writing through Continuous Assessment.” His major objective was to find out the effectiveness of CAS in developing writing skill on the part of learners. The major primary sources of data were the students of grade nine and main tools for the data collection were, pre-test, two progressive-test and post-test. He used purposive non-random sampling procedures to select the sample to get required information. As a finding, he was concluded that CAS was more useful and beneficial for the developing writing skill of the learners than other usual ways.

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

Chand (2014) conducted an action research on “Use of Continuous Assessment in Developing Proficiency in Grammatical Items.” His main objective was to find out the



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

Kadel (2015) carried out a survey research entitled "Implementation of Continuous Assessment System in Schools." The main objective of her research was to find out the implementation of CAS and its tools adopted by the teachers. Twenty teachers and thirty students of basic level from Dang district were the primary sources of the data. Mainly questionnaire and interview were used as research tools to collect the data. Both descriptive and statistical tools were used to analyze the collected data. Finally, her one major finding was that the teachers are implementing CAS and also adapting tools to some extent. Similarly, another finding was that CAS was not easy to implement in the schools because lack of sufficient number of teachers and weak government policies.

All the reviewed studies have been conducted to find out the usefulness and effectiveness of CAS in teaching language and its other aspects like grammar. Gurung's study was a little similar with my study in term of title but different in design and objectives.

However, as I found no any research work has been carried out entitled "Use of CAS in Developing Writing Skills at Basic Level: A Narrative Inquiry." So this study is totally different from other research studies in CAS because all have done survey, experimental and action research but this my research is narrative enquiry which is first research in the Department of English Education, TU. Because of this reason this present study is different from other's researches.

### **2.3 Implications of the Review for the Study**

From the review of above mentioned theoretical and empirical literatures, I got sufficient insights regarding this study. Some reviewed studies are to some extent similar to my study. Theoretical literatures such as Harmer (2007) and Lado (1961) provided me more theoretical ideas regarding my study. From the review of these literatures, I got sufficient ideas about language skills, purposes of teaching those skills and importance for the learners. More particularly, regarding writing skills and its purposes of teaching and learning, I reviewed some practical literatures like Ur (2013) which helped me to know the contextual necessities of teaching writing. Likewise, to get required ideas regarding CAS and its applicability I reviewed literatures likes Kellaghan and Greany (2003), Bachman and Palmer (2010) and Alausa (2004) from which I got true pictures of practicing CAS in the teaching and learning and its practices in international context.

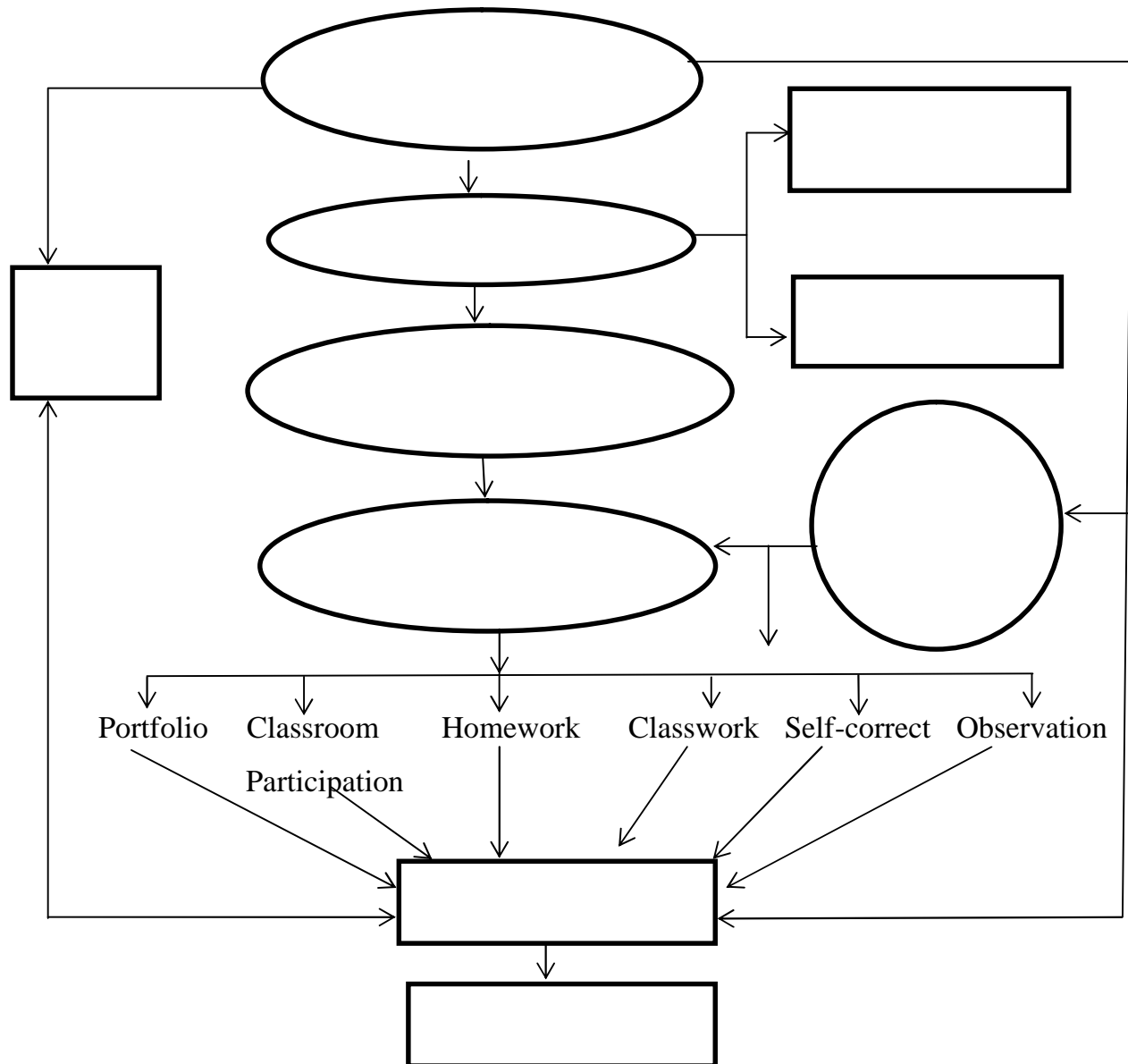
Similarly, from the review of empirical literatures, I got ideas about CAS, its impact on other aspects of language than writing and purposes of CAS in ELT field. From Gurung (2011) I understood the conceptual framework of the experimental research that is why I differentiate from that. From the research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

### **2.4 Conceptual Framework**

Continuous assessment system tries to explore learner's progress and provides required feedbacks for the better improvement. Specifically in developing writing skill of basic level students, CAS uses several tools like homework, classroom participation, self-correction, portfolio etc. which record the students' written performance for the purpose of improving written task from providing suggestive feedbacks.

These all concepts can be shown in framework as below:

**Figure 1: The Conceptual Framework for the Study**



This framework shows the conceptual frame path which I followed through this study. According to this framework, I found basic level teachers' practices, experiences and challenges of using CAS in developing writing skill in term of punctuation, spelling, grammar and organization sub-skills of writing. Under CAS I focused the tools, class and homework, portfolio, self-correction and project work which are presented in this framework. High interface recording system and diary writing of class observation were the major tools under narrative enquiry research design.

## **CHAPTER – THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This methodological part consist design and methods of the study, population, sample and sampling procedures, study area, data collection tools, techniques and procedures and data analysis and interpretation procedures of the study.

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

There are many research designs which are used to find out the truth to a problematic question. The design of this study is based on narrative inquiry. Narrative inquiry, a qualitative research design, refers the process of gathering information for the purpose of research through storytelling. Creswell (2012, p. 502) states, “In narrative inquiry research design researcher describes the lives of individuals, collects and tells stories about people’s lives and writes narratives of individual experiences.” So in narrative inquiry research, life stories and people’s biography are the main subject matter of the research. For the educators who are looking for personal experiences in actual school settings, like me, narrative research offers practical, specific insights. By conducting narrativestudies, researchers establish anintimate relationship with the participants. This may help to reduce a commonly held perception by practitioners in the field that research is distinctfrom practice and has little direct application.

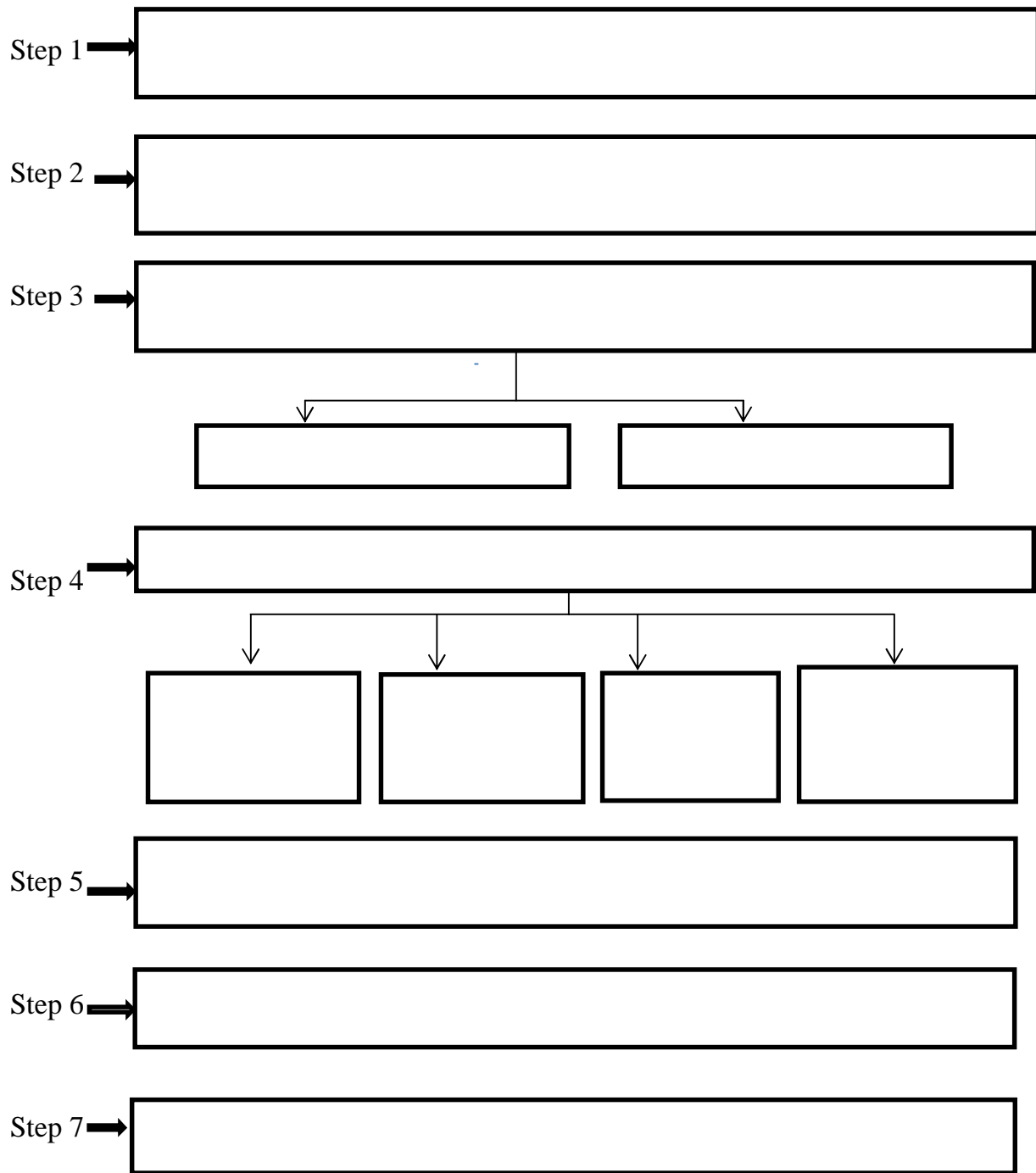
Additionally, for participants in a narrative study,sharing their stories may make them feel that their stories are important and that they areheard. When they tell a story, it helps them understand topics that they need to process.Creswell (2012, p. 507) presents following characteristics of narrative inquiry:

- a) Individual experiences
- b) Chronology of the experiences
- c) Collection of the individual stories
- d) Restoring

- e) Coding for themes
- f) Context or setting
- g) Collaborating with participant

Humans are story telling organisms, which individually or collectively lead storied lives. Telling stories is a natural part of life, and individuals all have stories about their experiences to tell others. In this way, narrative research captures an everyday, normal form of data that is familiar to individuals. As a qualitative research design, we cannot find actual steps, process or procedures of carrying out the narrative research. Although, the procedures or steps for conducting narrative inquiry research are presented following figure:

**Figure 2: Steps for Conducting Narrative Research**



*Source: Creswell (2012, p. 514)*

As presented here, the first step of conducting narrative research is determining if the research problem or question best fits narrative research or not. Then the researcher selects one or more individuals who have stories or life experiences to tell.

After that the researcher collects information about the context of the stories and analyze the participants' stories, and then "restory" them in to framework. So, according to the nature of the research and researcher, there may be many processes for conducting narrative enquiry. From the selection of the research problem to the finding of the study, there can be used several stages like collection of stories, analyzing the stories, retelling, coding and decoding the narratives which help to make the narrative research systematic.

### **3.2 Population, Sample and Sampling Strategy**

The populations of this study were the teachers of basic level schools from Baglung District. The sample populations of the study were included 4 teachers of four different schools from basic level. I used purposive sampling procedure to select the school and teachers for the study. Altogether, 4 teachers of basic level were taken for the study including 2 males and 2 females. I have tried to maintain equal competence level of teachers regarding teaching English language.

### **3.3 Research Tools**

As a narrative research, teachers' narratives were the major tools of the study. Beside these, as a tool, diary writing of class observation was also used to find out the teachers' practices of using CAS in developing writing skill of the basic level students.

### **3.4 Sources of Data**

Both primary and the secondary sources were used for the collection of required information. The primary sources were used to collect the teachers' narratives whereas secondary sources were used in forming the theoretical part of the research.

#### **3.4.1 Primary Source of Data**

The fundamental bases of the study were the primary sources of data. Basic level teachers from the Baglung district were the primary sources of data. The data from primary sources were collected by recording and transcribing their narratives.

### **3.4.2 Secondary sources of Data**

I consulted different books, journals, thesis, articles, and I visited some related websites as a secondary source of data to collect more information for the accomplishment of this study. I consulted the Harmer (2007), Lado (1961), Ur (2013), Kellaghan and Greany (2003), Bachman and Palmer (2010), Alausa (2004), Gurung (2011), Chand (2014) and Kadel (2015) as the secondary sources of data for the study.

### **3.5 Data Collection Procedures**

I followed the following procedures to collect the data:

- a) First of all, I prepared effective teacher narrative guidelines on the basis of objectives of the study. (See Appendix I)
- b) Then, I visited selected schools and ask the concern authority for permission to carry out the research, explaining the purposes of my study.
- c) After that, 4 teachers, 2 male and 2 female teachers were selected from different four schools teaching in class seven.
- d) I established close relationship with selected teachers for their true narrations.
- e) To find out the teachers' practices of CAS, I visited their class and assessment trends. At that time I noted important data in my dairy and took some pictures of their practices or trends. (See Appendix III and IV)
- f) Then, I asked the selected teachers for their stories in different time duration according to their context. At the same time, I recorded their narration using my mobile set and also noted some important information in my diary.
- g) After that I transcribed the recorded narrative without losing their intentions.  
(See Appendix V)
- g) Lastly, I coded and decoded their narratives and stories in to several themes and analyzed thematically to draw out the findings.



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

The data analysis and interpretation procedure involved transcribing narratives and typing up them. I read through all the data to get a general sense of the information and to reflect on its overall meaning. I interpreted and analyzed the collected data through narratives and class observation simultaneously. I began detailed analysis with a coding process. I categorized similar topics using the actual language of the participants. I developed themes by incorporating data directly addressing my research questions. I also looked for sub-themes. A final step was the personal interpretation of the data that captured the main lessons learnt from the research. So, the systematically collected quantitative data are analyzed, interpreted and presented in to several themes and these themes are also analyzed descriptively in to other sub-themes.

### **3.7 Ethical Considerations**

Ethical considerations play significant role in conducting a research study. Every researcher should be aware about the ethical considerations while conducting any research studies. So, at first I took a formal letter from Department of English Education, Tribhuvan University asking permission to carry out my research study in different government schools and visited my fields. Cohen, Manion & Morrison, (2007, p. 52) states, “informed consent is particularly important if participants are going to be exposed to any stress, pain, invasion of privacy, or if they are going to lose control over what happens such informed consent requires full information about the possible consequences and dangers.” That is why; I asked permission with the every individual teacher along with the school administration. I explained objectives and purpose of my proposed study in detail to all the respondents clearly before starting my research. I was conscious and respectful regarding my respondents’ privacy in terms of their personalities, weaknesses, and professional ethics.

I carefully designed my teacher narrative guidelines not including any questions that revealed respondents’ and schools’ identity like name, address and personal details. To find out the teachers’ practices of CAS, I took their photos without covering their face. The participants’ views were kept confidential. I provided a copy of their interview transcripts to the participants to make improvements if needed and assured them that their ideas had not been violated, avoided and modified.

## **CHAPTER-FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

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

#### **4.1 Analysis of Data and Interpretation of the Results**

I started collecting information from my respondents through their narratives that included their practices, experiences and challenges regarding CAS in developing writing skill at basic level. On the basis of the respondents' teaching experience, qualification and most importantly the richness of the information in their narrative and readiness to participate in the research journey further, I selected one respondent from each school. The background and information of each respondent was elicited from the observation and their narrative is presented in appendix- II. The result drawn from those teachers' narratives and dairy writings of class observation are interpreted as follows:

##### **4.1.1 Teachers' Practices of CAS**

To find out the teachers' practices of CAS in developing writing skill of basic level students basically, I used two tools, teachers' narratives and diary writings of class observation with some photos which are presented in appendix part. More particularly, my concerned was that how the basic level teachers are practicing CAS to develop sub-skills like punctuation, spelling, grammar, content coverage and organization skill in teaching writing. These practices, which I found from the narratives and observations, are analyzed in following themes:

## **Theme 1: CAS as an Evaluative Teaching Task to Develop Writing Skill**

This theme is generated from the diary writing of class observation. This theme expresses the idea that most of the basic level teachers practice the CAS as a main tool of students' evaluation regarding writing skills. I have observed seven classes of four teachers and their practices of CAS to develop the punctuation, spelling, grammatical and organization skill on the part of the basic level students.

At 12:30 PM on Srawan 21, 2073 I reached to observe the practices of teacher 1, the teacher was using observation, as a tool of CAS to evaluate the students' punctuation, spelling and grammatical skill. He was further presenting a sample text of writing about Kathmandu and asked the learners to write similar text about '*Galkot*.' Students were participating in the writing task under the teacher's deep observation. While checking the classwork the teacher was focusing grammatical and spelling mistakes. After observation he provided feedbacks regarding their mistakes on these sub-skills. So, the teacher used the CAS and its tools like observation and classwork as a major task of teaching writing which he conducted the teaching activities from the evaluative perspective using tools of CAS like classwork.

Similarly, at the fifth period, in 25<sup>th</sup> Srawan 2073, I observed the classroom practices of teacher 2, regarding CAS. The teacher was checking the students' homework (tool of CAS) about letter writing and noticing some weaknesses regarding organization, spelling, grammar and content coverage skill by red pen as included in appendix- IV and at the end provided constructive suggestion. Students were very curious and enthusiastic to know their mistakes. The teacher was motivating the learners towards the self-correction which is the tool of CAS. After the presentation of the proper rules and ideas regarding letter writing, the teacher focused self and peer correction during his whole teaching. Every sub skills like punctuation, spelling, organization and grammar were corrected and taught through the CAS and its other tools like self and peer correction. In this way, in his class, CAS and its tools were being major teaching and evaluating task of teaching writing.

Likewise, in the observation of teacher 3, I found different practices of CAS. The teacher was teaching autobiography writing and evaluated her students' writings on the basis of classroom participation which is also a tool of CAS. Presenting the picture of Laxmi Prasad Devkota, the teacher was encouraging the students toward active and serious participation in biography writing. His biography teaching was fully oriented toward the CAS, more particularly active participation of the learners in autobiography writing. Focusing content coverage and organization aspects of students' writing, teacher had filled the CAS form which is included in appendix- V. When I observed the form, 9 students had got 3 ticks, 4 students had got 2 ticks and 1 student had got 1 tick according to their performance on writing. The teacher had observed learners' actual performance of biography writing and classroom participation while giving them ticks. As the teacher told, that ticks will be counted at the end period of academic year for the final evaluation. So, the teacher 3 had also made the CAS and its tools like classroom participation, which were major teaching task in his autobiography teaching class.

In this way, it is found that CAS and its tools like homework, observation, classroom participation and self-correction are practiced in writing class to evaluate the students' ability with in sub-skills like organization, spelling, punctuation and grammatical accuracy. Moreover, most of the teachers that I observed practiced the CAS and its means like homework, classwork and peer-correction as their major teaching tasks or activities in teaching writing skill. It is concluded that these tools of CAS are not only the means of evaluation but they are major tasks and activities for teaching writing skill which the observed teachers practiced. So, with the means of assessment, CAS and its tools like classwork, homework and self-correction are practiced as central task in teaching and learning process.

## **Theme 2: CAS: Mixtures with Varieties of Tools for Further Improvement of Learners' Writing Skill**

This theme is derived from the teacher's narratives. In course of narration, all teachers told me that they are practicing CAS in teaching writing skill along with the varieties of tools, especially for the writing improvement. In this regard, respondent 1 articulated:

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

Here, the respondent's practice of CAS is that, he regularly assesses the students' writing task using peer correction and portfolio maintenance which are major tools of CAS. To develop the writing skills like punctuation, spelling and organization the teacher practiced the tools of CAS like self-correction and portfolio maintenance. So, his main purpose of practicing CAS is to provide the feedbacks for the better development of writing skills using varieties of tool such as peer-correction, portfolio and self-correction. Likewise, respondent 2 expressed:

*On the basis of attendance, homework, classwork, project work and classroom participation I have provided them 1, 2, or 3 ticks on the basis of their performance in writing and later I have categorized them in to three groups, Ka, Kha and Ga.*

According to her narrative, she practiced the CAS with many tools like project work, classwork and homework than respondent 1. For the better development of writing skill she kept the actual record of students' progress done in writing with the help of tick ( ) and later she provides essential suggestions for the improvement. She also categorized her learners in to three groupson the basis of learners' performance in sub skills of

writing like grammatical accuracy, spelling, and punctuation. So the teacher practices the CAS with many varieties of tools like attendance, homework, classwork and project work to enable the learners in writing skills from the necessary feedbacks and guidance. Similarly, respondent 3 uses CAS and its tools to develop the correct spelling and punctuation skill. He said:

*I give some classwork about the writing and check some of the students' written task. On the basis of corrected task I ask the other students to correct their mistakes regarding punctuation and spelling. Here I try to make them habituate in correct punctuation and spelling skill through the classroom observation.*

Developing punctuation and spelling skill on the part of learners keep great value in teaching writing to the basic level students. So, respondent 3 practices classwork and classroom observation and checks immediately, corrects students' mistakes regarding spelling and punctuation and habituates the students to write correct writings in term of spelling and pronunciation. Beside this, respondent 4 practices CAS and its tool to develop other sub-skills like grammatical and organization skill. She responded:

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

From these ideas, it is found that she practices classwork, observation, and model writing as tools of CAS to develop organization and grammatical skill on the part of learners. From the practice of peer correction and classwork she develops the grammatical ability in teaching writing. Similarly, to develop the organization skill, she cares every

individual's task and provides model writing and inspires the students to maintain coherence and cohesion. So, the teacher mainly practices different types of the CAS tools such as peer-correction, class task, home task, observation, and self-correction on the basis of the model writings that presented the teacher or students themselves which help them to perform different types of writing skills such as grammatical correctness, organization and Punctuation.

Finally, from the all four teachers' narrative it is found that CAS is practiced with many tools or forms of CAS like classwork, homework, self-correction, classroom participation and project work in developing many sub skills of writing such as punctuation, spelling, grammatical and organization on the part of learners. Here, their main intention of practicing CAS and its tools is to improve and develop the learner's writing ability.

### **Theme 3: Classwork and Homework: Frequently Practiced Tools of CAS**

This theme is generated from diary writing of teachers' class observation regarding practices of CAS in developing writing skill. In course of observation, I found that most of the teachers were practicing homework and classwork as major tools of CAS and portfolio maintenance was rarely considered while teaching writing. After analyzing the teachers' narratives, it is found that CAS tools such as classwork and homework are frequently practiced due to its easiness. On the other hand portfolios were not fully maintained because it demands extra time and effort.

It was rainy Friday, when I went to observe the practices of teacher 1; I saw the teacher was practicing class work of writing about *Galkot* and homework writing about *Baglung* while teaching free writing lesson about village. Nineteen students were correcting their homework and classwork from their teacher. While assessing the students' writing ability through the homework and classwork, the teacher was encouraging the students for peer correction to develop the basic skills like grammatical accuracy, spelling and punctuation. Although the teacher was maintaining students' portfolio with excellent and accurate writings but he was frequently assessing the learners' writing skill and

performance using homework and classwork. The central focus of the teacher was to improve and develop learners' writing ability through the maximum practices of homework and classwork about writing task.

On Monday 24, Srawan 2073, I entered to observe the practices of CAS of the teacher 2; I saw the teacher was practicing self-correction technique or tool of CAS to develop the grammatical, punctuation, spelling and content coverage area of letter writing. Students were busy to compare their writing whether home or class task, with their friends' writings. Around the last session of his class, the teacher provided homework about letter writing to their uncle. When I reached there next day, the teacher was checking the students' homework about letter writing to uncle and provided some feedbacks regarding how to organize the letter. Students' were more interesting and motivated from the homework and classwork and requesting to their teacher to give a class task about letter writing. Finally I expressed my curiosities with the teacher regarding the use of student portfolio but, interestingly, he replied that it was kept in the office and no one used it yet.

Similarly, on same Thursday, I went to observe the practice of teacher 3, there the teacher was practicing class work of biography writing and observing the students' writing very deeply. He was also providing individual feedbacks to improve spelling, grammar and organization of words. Furthermore, the teacher was practicing active participation of learners in writing and filling a form on the basis of students' performance. In the second observation of the same teacher, the teacher was providing a classwork, writing about Laxmi Prasad Devkota with some clues and later focused grammatical accuracy in the students' task. So, during his whole two period of biography teaching, he practiced homework and classwork as tools of CAS than others tools such as portfolio and observation to develop grammatical, spelling, punctuation and organization skill on the part of the students.

Likewise, when I observed the practices of teacher 4 in Bhadra 1, 2073, I found that the teacher was also practicing classwork of writing about Dashain festival. The teacher's



major concern was to develop the writing skills through peer-correction in home and class task. At the end students had written well paragraph about Dashain in term of spelling, punctuation and contents, although their writings were not grammatically correct and not organized well. Being based on the homework and classwork correction the teacher was developing learners' writing skill. So, the teacher practiced classwork and homework frequently while teaching writing than other tools of CAS like project work, attendance and portfolio maintenance.

To conclude, from the above analysis, it is clear that most of the teachers practice limited forms or tools of CAS such as homework and classwork in developing sub-skills of writing like punctuation, spelling, grammar, content coverage and organization. All four teachers practiced homework and classwork regularly as the tools of CAS to develop the writing skills along with its sub-skills like grammatical accuracy, organization and content coverage. Only one teacher used active classroom participation to assess the students' writing abilities. One teacher added self and peer-correction techniques to develop the soft skills of writing like punctuation and spelling. Among the seven observations of teachers' classes, only one teacher practiced the portfolio to record the students' momentary progress regarding the writing. In this way, from this analysis it is generalized that classwork and homework are most and regularly practiced tools of CAS and portfolio maintenance is less practiced tool in teaching writing.

#### **4.1.2 Teachers' Experiences of CAS**

Teachers' experiences of CAS in developing writing skill are analyzed on the basis of the teachers' narratives. Mainly, under this sub-topic how and what the basic level teachers are experiencing the CAS and its other tools while developing different basic skills of writing such as punctuation, grammatical accuracy, spelling, organization and content coverage on the part of learners are described. So these experiences are analyzed in following themes which are developed from the teachers' narratives.

## **Theme 1: CAS Helps to Get True and Live Pictures of Learners' Writing**

CAs helps to explore the true picture of learners' writing can be elicited from the experiences of respondent 2 which intention is similar to other 3 respondents' experience. All respondents are positive toward the use of CAS in writing classes. CAS with its other tools like classwork, homework, self-correction and project work assess the students' momentary and real progress and helps the teachers as well as students to take remedial action. In this reference, respondent 1 narrates:

*I use to check the students' homework and classwork regularly and point out students errors by red pen. From this students can get the real information about their writing development and go ahead with some improvements.*

Here the respondent 1 has the experience of using classwork and homework to assess the every progress regarding writing skills. According to his experiences, he used classwork and homework to find out the real mistakes regarding writing and pointed using red pen. From this, the students themselves and teacher can get the real performance under many sub skills of the writing such as punctuation, grammar, and spelling and organization skill. The learners themselves can know where they are and where they are going to. The experiences shared by the respondent 2 also carry the main ideas of this theme:

*I am implementing CAS in my writing class regularly from the academic year of 2069. From these 3/4 year experiences I found that CAS really gives the true picture of learners' learning. It has tracked the learners in to right ways. Especially, in writing classes, tools like classwork, homework, project work and self-correction have made the learners more serious and careful toward their own writing. From the feedbacks by the teacher through these forms, they are getting golden opportunities to get mastery over their writing skills.*

From these experiences, there is no doubt that CAS and its other tools like project work, self-correction and homework show the clear image of students' progress regarding writing and its others sub-skills like grammatical accuracy, organization and punctuation

skill. In another hand feedbacks from these tools directly help the learners to develop their writing skills on the basis of their previous performance. So these experiences tell that at basic level the practice of CAS and its tools mirrored the students writing abilities and help to go ahead with certain improvements. Respondent 3 has the experience of breaking the system of paper pencil test by the CAS. He narrates:

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

These experiences signify that at present, old paper pencil test is substituted by the CAS and its others components like project work, observation and portfolio which help the teacher to assess the momentary progress of students' writing. Furthermore, Students can get clear information about their writing task, especially in which area, spelling, grammar, punctuation or organization, they need to be serious to develop mastery over these sub-skills. Respondent 4 focuses the portfolio as modern tools of the CAS to develop the writing abilities of students. She further shares:

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

Here, she adds more experiences regarding CAS than previous respondents. From the practice of CAS and its other tools in writing class, she has the experience of development of material consulting and self-study habits in the part of learners. It means, the use of tools of CAS like observation, portfolio and project work in the writing class,

makes the students more innovative, creative and autonomous for the writing. Moreover, as a new tool of CAS, portfolio helps the learners to collect information regarding writing and its sub-skills. In another hand portfolio record the momentary progress of students' writing skills for further improvement.

All the experiences under this theme conclude that CAS and its tools like homework, classwork, project work, self-correction, classroom participation and portfolio maintenance help the teacher to assess the students' progress about writing skills developed in the every moment. From this students can get the true pictures of their progress and modify their writing strategies with proper improvements. So CAS helps to understand the real condition of teaching and learning writing for both teachers and learners respectively.

### **Theme 2:Portfolio Maintenance: A Real Challenge or Teachers' Unwillingness**

This theme is developed from the analysis of the three respondents' experiences in one side and one respondent's experiences in another side. Respondent 1, respondent 3 and respondent 4 have some similar experiences about the maintenance of students' portfolio while teaching writing at basic level. They have experienced that portfolio maintenance is extra burden for the teachers and requires other many supplementary resources such as files, papers and forms which the teachers cannot manage themselves. But respondent 2 has different experience than other. She shares her experiences that, yet she has not faced any problems regarding portfolio maintenance of students' writing. Furthermore, she blamed the other teachers who are not really eager to practice the portfolio.

Three respondents among the four share that the task of portfolio maintenance is ineffective due to the teachers' limited time and resources. In this regard, respondent 1 says:

*Listen! Maintaining students' portfolio is itself very challenging for the teacher. Furthermore, collecting students' information regarding writing skills the teachers have to manage each portfolio for an individual with in the limited time*

*of 45 minutes. I use to maintain the portfolio in my leisure time. Beside this there is another challenge that I found is what types of students' writing progress we can include in the portfolio. So, are the all writing tasks are essential to record in the portfolio is burning challenge for me.*

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

Similarly, respondent 3 shares his experiences:

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

In his experiences, he motivates the learners to maintain their portfolio themselves by writing excellent and model writings to record in portfolio. He has established a trend of recording only good writings in the portfolio that is why students try to develop better writing skills which will be recorded in their portfolio. Furthermore, he engages and practices the learners in writing tasks with the proper guidance, from that they develop writing skills with certain improvements. Finally, he also provides feedbacks on the basis

of their recorded writing in the portfolio to develop every sub skills of writing like organization, spelling skill and grammatical accuracy. Beside this, according to his experiences, he is not far from the problems regarding portfolio maintenance of learners writing. He has great confusion that which types, only better, all or average writings can be included in the portfolio. Likewise, respondent 4 narrates her fresh experiences:

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

Here, the teacher has bitter experiences about maintaining students' portfolio in course of teaching writing skill. She has faced the problem of time management while organizing the students' writing in their portfolio. In comparison to the other tools of CAS like homework and classwork, portfolio is really difficult for the teacher because it requires extra time and labor from the teachers' side. As he narrated, he had lost a full period in only keeping the written tasks in their portfolio without any feedbacks what he had planned before. But the experiences of respondent 2 are different than others. She narrates:

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

According to these different experiences regarding portfolio maintenance of students' writing, she has not any experience regarding difficulties of portfolio. As she shared,

there is no need to manage separate portfolio of students' writing but teachers can use the portfolio that is already maintained in the school. Furthermore, she argued that if the teachers really want to implement the portfolio in writing class from their inner heart, it is not impossible to maintain it. So, to maintain the portfolio of students' writing, the teachers should be rigorous and interested. The main challenge is lack of teachers' unwillingness otherwise it is very possible.

Incorporating these all experiences of four respondents regarding portfolio maintenance in writing class, it is found that there are many limitations like lack of time, lack of teachers' skills, inadequate administrative support and teachers' less concern which have made the task of portfolio maintenance difficult and problematic than other tools like project work, class work and self-correction. Beside this, as narrated by respondent 2, if the teacher is fully motivated and inspired to maintain the portfolio, he/she can solve these limitations easily. So, portfolio organization, as a tool of CAS in teaching writing, no doubt has some difficulties like lack of resources, inadequate time for teacher and teachers' less practice in extra time which can be solved by the teachers' willingness and positive attitude of practicing portfolio in writing class.

### **Theme 3: Use of CAS: Motivated, Inspired, Self-oriented and Interested Learners to Develop Their Writing Skills**

This theme is generated on the basis of teachers' experiences regarding how their students are feeling after their practices of CAS and its tools like project work, classwork, classroom participation and homework in teaching writing skill. All respondents narrated that students are full of motivated, inspired and autonomous to learn the writing skills such as organization, punctuation skill, and grammatical accuracy with the tools of CAS. I have asked the all respondents that how their learners are reacting and realizing after the use of CAS in the process of learning writing skill. All teachers had narrated their experiences differently but I have found most of the similarities in their narratives. So,

these similarities of teachers' experiences regarding CAS and its effects on the part of learners are analyzed under this separate theme.

Focusing the positive effects of maintaining students' portfolio on the part of learners in teaching writing, respondent 1 narrates:

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

Here in the respondent's class students always demand varieties of tools of CAS like project work, classwork, and portfolio maintenance. While using these tools in the writing class, the respondent is experienced that learners are full of enthusiastic and motivated to develop their writing abilities. He has further experiences of students' better progress in their writing task. When the respondent recorded the writing piece of grade seven students in portfolio, he found the students doing more progress than past because they are motivated and hearty eager to engage in classwork and homework. Similarly, comparing summative assessment and CAS, respondent 2 shares:

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



These experiences also tell that, learners never feel bore and hesitations with the CAS. According to the respondent, students themselves learn the writing skills; teachers have to only guide them. In spite of the respondent's unhealthiness, students forced her to take the class test which proved that learners are self-oriented toward CAS and its tools to learn writing. From the final words of the respondent, it is found that summative assessment like final exam are not able to motivate the learners toward writing but CAS and its other tools like class test, homework and self-correction draw the students' attention and habituate to practice more writing activities along with these tools with motivated spirit. Likewise, respondent 3 has the experience of accurate, organized and excellent writing after the use of CAS and its tools:

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

Here the respondent experienced that, learners take part in the writing task without any hesitations with many tools of CAS such as group work, pair work, self-correction and homework. He has experienced that except few lazy students, all students feel full of enjoyment while involving in writing tasks. The respondent further has the experience of positive effects of feedbacks given to the learners after the regular assessment of their writing tasks. So, in his experience, from the use of CAS and its tools, students develop their writing in organized form, accurate grammatical structures and attractive layout. Similarly, respondent 4 narrates the same experiences:

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

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

Most of the experiences shared by the respondent 4 are similar to the previous experiences narrated by other three respondents. As she narrated, in her experiences, CAS brings varieties in learning and assessment system. When she engaged her learners in different tasks like preparing greeting cards, invitation letter and other writing pieces at that time learners felt very curious and take part in the writing task more actively which helps to produce the best result regarding writing performance.

In this way, from these all experiences narrated by the four teachers it is found that students really feel the enjoyment with the practices of CAS in learning writing skills. Most of the experiences show that, from the annual paper pencil summative test, students felt a kind of fear but engaging in the tasks of CAS like project work, classwork, homework, portfolio maintenance and group work in course of developing writing skill, learners seem autonomous, interested, self-oriented and motivated.

#### **Theme 4: Developing Organization Skill: Requires Learners' and Teacher's Extra Rigor than Only CAS**

This theme is developed from the experiences, narrated by the respondent 2 about the use of CAS and its tools in developing sub skills of writing such as punctuation skill, grammatical accuracy, spelling skills and organization skill on the part of the learners which is very similar to other respondents' experiences. All of the experiences, narrated by the four respondents, explore that developing organization skill is a little difficult through the CAS because to organize the writing task, learners have to pay serious attention and extra practice with the help of organized writing as a model.

Use of CAS with its tools like classwork, homework, project work, portfolio maintenance and observation no doubt help positively in developing sub-skills of teaching writing such as grammatical accuracy, spelling and punctuation skill. But to develop the

organization skill on the part of the learners, CAS and these tools are not sufficient. In this regard, respondent 1 narrates:

*.... In the case of organization of students' writings I have found that CAS is less useful because to organize the writing the students have higher skill and knowledge like coherence and cohesion which can be developed through the knowledge and learners own regular practice than homework and classwork.*

In these experiences, the teacher is found that as other sub skills of writing like punctuation and spelling skill, developing organization skill is less effective through the CAS and its tools like class work and homework because to organize the writing, learners have to good knowledge about other extra features of writing like coherence and cohesion. Another focus of the respondent is learners' regular practice from which they can get clear ideas about how to organize their writing in good form. Similarly respondent 2 presents:

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

According to these presented experiences, CAS along with its tools is sufficient to develop the other sub-skills like, punctuation, spelling, grammatical accuracy and vocabulary. To develop the organization skill, the learners should have rigorous practices

with the tools of CAS like classwork, homework, and project work and portfolio maintenance. In above experiences, the teacher always inspires the learners for self and peer correction which help them to develop basic skills of writing such as spelling skill, punctuation skill and grammatical skill. Furthermore, the teacher uses the homework checking techniques to develop these sub skills of the writing except organization skill. Although, the respondent has experiences of using organized writing piece as a model with the tools of CAS to develop the organization skill, but later the teacher could not get any remarkable development regarding organization skill without learners' own regular practices and serious attention toward development of writing skill. Likewise, focusing teachers' serious guidance to develop organization skill, respondent 3 shares:

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

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

the organization skill on the part of the learners. Very similar experiences are narrated by the respondent 4:

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

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

From the experiences analyzed under this theme, it is found that developing organization skill on the part of learners while teaching writing is not fully possible from the practices

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

#### **4.1.3 Teachers' Challenges of CAS**

Under this heading, I have analyzed the major challenges faced by the basic level teachers in course of using CAS in developing writing skills, more particularly basic sub skills like grammatical skill, punctuation skill, spelling skill, organization skill and content coverage ability of the students. To find out the teachers' challenges regarding CAS in the writing class I had developed teacher narrative guideline. On the basis of this guideline, selected teachers had narrated their challenges of using CAS in teaching writing differently. I have generated different themes and sub themes regarding the challenges of CAS on the basis of their narratives, which are illustrated below.

##### **Theme 1: Inadequate Materials, Resources, Infrastructures and Support**

This theme is developed on the basis of narratives from the majority of the narrators. Regarding challenges of CAS in teaching writing, the teachers expressed that there is lack of proper materials, resources and infrastructures for the effective practice of CAS in

teaching, more particularly in teaching writing skill at basic level. So under this theme, following challenges, faced by the basic level teachers while using CAS in teaching writing skill, are analyzed by these sub themes:

**Lack of Proper Materials:** CAS is the combined form of various tools, means and materials. For the successful implication of the CAS in language teaching, it requires many resources or materials of CAS like papers, files and separate racks for portfolio, individual recording system and progress charts. As the narrators share, CAS practice in Nepalese schools found pitiful i.e. they even don't have access to fundamental CAS materials like forms and files. With further supporting points, respondent 1 share:

*...Beside that there are other challenges like lack of proper materials to make the means of CAS. Once I had required 35 record files to file the students writing in grade seven but school administration did not provide me but requested to manage myself.*

In these narratives, the narrator lacks basic record files to file the students' writing for further record which is very basic material for CAS and doesn't cost more prices. But he has to compel to manage the file from his own side which proved the lack of basic materials for CAS in the government school. So, most of the basic level teachers in the government schools are facing same problem or challenge of materials while practicing CAS whether it is in teaching writing skill or in other aspects of teaching field.

**Lack of Infrastructures:** Not only materials and resources, the practices of CAS also required other infrastructures like racks, extra rooms and classroom management. This sub theme is generated from the narratives of respondent 3. He narrates:

*...Similarly a poor infrastructure is a problem for the teacher. In our school there are not proper racks to manage the students' portfolios.*

AS the respondent narrated, most of the government schools of Nepal do not have proper physical infrastructures to manage the CAS and its tools like portfolios. According to the

above mentioned narratives, even the school has not provided simple racks to keep the individual portfolio of students' writing. So most of the schools in Nepal are unable to manage sufficient physical infrastructures which required in the practice of CAS, which is being burning challenge for the teachers. The respondent 4 narrates similar challenge:

*Poor infrastructures are being further challenges. In my school there are not sufficient rooms and desk benches and how we can imagine other extra rooms and racks for the CAS?*

From these narratives, it is analyzed that most of the basic level teachers are facing the challenge of poor infrastructures for the proper use and implementation of CAS. In the case of limited rooms and buildings, we cannot imagine about further infrastructures like separate rooms, tables and racks which are daunting challenge for the teachers to use CAS successfully.

**Inadequate Support from Concern Authorities:** This sub theme is generated from the narratives of 2 teachers regarding the challenge of CAS in teaching writing skill. Most of the teachers narrated that they have the challenge of proper support from the concern authorities like Head teacher, RP, Trainers and parents to use the CAS in writing class. Teacher from his/her side cannot do any progress in the practices of CAS without the significant support and help from these authorities. Respondent 1 narrates the same challenge:

*..Similarly inadequate support from RP, trainer and Head teacher is another major Challenge for the teacher. I have not experienced any remarkable guidance and support from the RP and Head teacher to use CAS in the teaching field.*

For the effective use of CAS in language teaching field, it is essential to coordinate with other responsible persons like Head Teacher and RP. As narrated by the respondent, most of the RP and Head Teacher do not provide required support and guidance to the teacher for the effective practice of CAS. Similarly, RP as major person to provide the resources



for the all teachers of a Resource Centre could not guide and provide help in the process of using CAS. Likewise, Respondent 4 narrates:

*...lack of monitoring and supervision from the concern authorities is a big problem. Teachers are being careless toward the practice of CAS because lack of monitor from the responsible persons and agencies like RP, Trainers and DEO respectively.*

Here, the teacher's focus is weak monitoring and supervision system from the responsible persons like RP and Head Teacher. Regarding the challenge of CAS, respondent 4 shares that in one hand teachers do not have proper ideas and knowledge of using CAS and in another hand they are also less careful to implement the CAS in spite of strict policies of the government. The major reason behind this is lack of proper monitor and supervision from the Trainers, RP, DEO and Head Teacher which can be regarded as a major challenge of practicing CAS in teaching and learning field.

In this way, from these all narratives it is found that insufficient resources and materials, poor infrastructures and weak supporting system from the responsible persons like Head Teacher, RP, Trainer and parents are great challenge for the basic level teachers to use CAS in teaching writing skill. As narrated by the respondents, because of this challenge, most of the basic level teachers are compelled to remain silence to use CAS in spite of their inner intention to implement the CAS.

## **Theme 2: Unbearable Work Load and Limited Time for Teachers**

This theme as a challenge of teachers to use CAS is developed on the basis of narratives shared by two respondents, respondent 2 and 3. In the context of Nepal, most of the teachers are engaging lot of tasks such as teaching, homework checking, discussing, and involving the students in to project work in the bound and limited time of 45 minutes. Because of that they could not use CAS in their writing class, which is being a major challenge for the teachers. Respondent 2 shares her challenge:

*AS I felt, unbearable work load of the teacher is also problematic for the teacher. He/she has to teach, take attendance, use materials, discuss with students, check home and class tasks and assess their performance with in the limited time of 45 minutes*

In these narratives, the respondent has expressed her experiences about the excessive work load and limited time bound for the teachers as challenge of CAS in teaching writing skill at basic level. As he narrated most of the teachers in Nepal are very busy in teaching tasks only. They have to teach 7/8 periods per day. Because of that they cannot practice CAS in their class. CAS and its tools like homework and class work checking take extra time, which the teacher cannot allocate, because he has packed schedule of 7/8 periods. Similarly, the teacher is provided 45 minutes for a period which is not fully sufficient to use the CAS and its tools like project work. Beside this, teachers always worry about how to complete the course but not to improve the student's skills like writing skill. So lot of work load and limited time for teachers are major challenge to use CAS in teaching writing skill. Respondent 3 narrates with the famous Nepali proverb:

*Truly speaking limited time for the teachers in school is big challenge. It is being **khayakhaunakhayaghicha** for the teachers.*

It means, most of the basic teachers are imposed by the authorities for the implication of the CAS. But in reality, teachers have very limited time for teaching and testing. An individual teacher cannot use varieties of the tools of CAS in a single writing class because he has to teach content and assess them for the improvement in the same class. But in spite of this fact the busy teachers are compelled to use the CAS and its tools like portfolio for the formality, which could not addressed the real spirit of CAS in teaching writing class. Authorities like RP and Head teacher are imposed the rules of CAS forcefully to the teachers without understanding the problems of limited time and unbearable work load of the teachers. So, it is being *khayakhaunakhayaghicha*(afamous

Nepali proverb) for the most of the basic level teachers which is great challenge to use the CAS in writing class.

### **Theme 3: Lack of Training Programs of CAS for the Teachers**

This theme is developed on the basis of the narratives narrated by the two respondents, respondent 1 and 4 regarding the challenges of CAS in teaching writing skill at basic level. This theme as a challenge of using CAS explores that, most of the basic level teachers are untrained and less skilled about the CAS. The training agencies like Resource center and DEO are only providing training about the teaching methodology and content but not about how to assess the students' performance through the CAS. Regarding this, respondent 1 shares:

*...Furthermore, there is not the trend of providing training for the teachers regarding ways of using CAS. Without proper ideas of using CAS, the teachers cannot use CAS and its tools like portfolio. AS I have experienced, the Resource center and DEO have not provided any training programs for the teachers about the use of CAS. So, from my experiences, lack of proper training for the basic level teachers about CAS is a challenge behind its effective implication.*

These narratives tell that without proper training to implement the CAS, the teachers cannot use the CAS and its other tools effectively. But in the ground reality, in Nepal the training agencies like DEO and RC are not providing the training to the basic level teachers about what is the ways of practicing CAS, how we make effective practice of CAS and what are the new trends of using CAS. Most of the teachers are using CAS from their own styles and ways although they are benefited from the CAS. AS narrated by the respondent 1, most of the basic level teachers have not experienced the training for using CAS. Some tools like portfolio maintenance are very difficult to use in the classroom without proper ideas and skills which lacked most of the basic level teachers. Because of the untrained teachers about the CAS, it is not fully implemented in the all government school of Nepal. Respondent 4, similarly, narrates:

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

These narratives also show the lack of training for the teacher about the practice of CAS is great challenge in the field of assessment as well as language teaching. Generally, agencies like Resource Center and Training hubs organized several training programs like TPD, Curriculum orientation, teaching methodology and materials time and again but there are not any specific training programs to the basic level teachers about CAS. The use of CAS in teaching field is significant for the self-initiated learning that is why most of government schools are using it according to their own ways. But as respondent 4 expected, most of teachers are expecting training programs from the concern agencies like Resource Center. So, lack of CAS training to the teachers is regarded as a great challenge for the teachers to use CAS effectively and significantly.

To conclude, from these all themes and sub themes regarding teachers' challenges, I have found from the class observation and teachers' narratives, most of the teachers are positive toward the practice of CAS along with its tools like portfolio, project work and homework and also getting significant improvement from it. But behind this, they are also facing challenges like lack of proper resources and materials like papers, files, racks and other stationaries. From this challenge most of the basic level teachers could not use CAS and its tools like portfolio effectively in the writing class. Similarly, lack of proper support from responsible persons like RP, Head teachers, Trainers and parents is another problem behind the effective use of CAS. From this challenge, most of the basic level

teachers are demotivated toward CAS because they have not got proper help from these responsible persons.

Furthermore, workload and limited time for the teacher is also a daunting challenge for the basic level teachers to use CAS in teaching writing skill. Teachers have to accomplish finished lot of tasks like checking homework, teaching lessons, participating students in interaction and assessing them regularly with in the limited time of 45 minutes. Beside this they do not have the any leisure time and they must teach are 7/8 hours per a day. That is why teachers have not sufficient time to use the CAS in teaching field which is also a major challenge. Finally, lack of CAS training for the teachers is also seems a great challenge. Teachers are eager, curious, motivated and inspired to use CAS and its other effective tools like portfolio but in lack of proper ideas, skills and training they could not use it effectively in their class. So, lack of CAS training to the teachers is a challenge which basic level teachers are facing in course of practicing CAS in teaching writing class.

## **CHAPTER-FIVE**

### **SUMMARY, CONCLUSION AND RECCOMENDATIONS**

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

#### **5.1 Summary of Findings**

On the basis of analysis of data and interpretation of the result from the teachers' narratives and dairy writing of class observation, I have drawn findings of my research. So under this sub section, summary of the findings is presented on the basis of my research objectives.

##### **5.1.1 Summary of Findings Regarding Teachers' Practices of CAS in Developing Writing Skills**

The one objective of my research was to find out the practices of basic level teachers in developing basic skills of writing like punctuation, organization, grammar and spelling through the CAS. From the dairy writing and teachers' narratives, it is found that all of the basic level teachers are practicing CAS and its tools like homework, classwork, project work and portfolio differently in teaching writing skill at basic level. The summary of findings regarding teachers' practices of CAS in developing writing skill at basic level is presented below:

- I. From the class observation I have found that all of the basic level teachers are practicing CAS and its tools like classwork and project work as a major evaluative teaching task. In course of teaching writing skill to the basic level students the teachers are practicing CAS along with the teaching activities in the form of evaluative task. Teachers are practicing tools like class test, project work and self-

correction to develop the sub skills of writing such as grammatical accuracy, punctuation and spelling and organization skill on the part of learners.

- II. Similarly, all of the basic level teachers are practicing the CAS as an umbrella term which has covered many other tools and forms like classwork, project work, classroom participation, self and peer correction and portfolio maintenance.
- III. These all tools are practicing by the basic level teacher to develop the basic sub skills of writing such as grammar, punctuation spelling and organization on the part of learners while assessing continuously to the students.
- IV. Finally, it is found that among the varieties of tools of CAS, classwork and homework are most and frequently practiced tools to develop the writing skills of basic level students. So, another practice of basic level teachers is use of classwork and homework frequently than others tools like portfolio to develop the sub skills of writing such as punctuation, grammar and spelling, on the part of learners while using CAS.

### **5.1.2 Summary of Findings Regarding Teachers' Experiences of CAS in Developing Writing Skills**

My further objective of this study was to find out the teachers' experiences of using CAS in developing writing skill of basic level students. To find out this objective, I analyzed the teacher narratives in detailed through several themes. So, on the basis of these themes I have summarized following findings regarding the teachers' experiences of using CAS in developing writing skill at basic level:

- I. All of the four respondents shared their experience that, CAS gives true and live picture of students' progress regarding basic skills of writing such as spelling and punctuation. Furthermore, all of the teachers are experienced and realized that through the CAS and its tools, we can get clear and actual writing progress of learners.

- II. Similarly through the teachers' narratives, I have found another experience of teacher that portfolio maintenance, as a tool of CAS is a little difficult in comparison to other tools like self- correction and classwork. So as a teachers' experiences of using CAS in developing writing skill, it is summarized that organizing students' individual portfolio is really difficult for the teacher but it can be solved by the teacher's own rigor, desire and positive thinking of using CAS, as shared by respondent 2.
- III. Another teacher's experience regarding use of CAS in teaching writing skill that I found is related to the students' responses about the CAS. All four respondents narrated that they have experienced that their students are full of motivated, inspired and interested from the use of CAS in their writing class.
- IV. Finally, it is summarized that all four respondents experienced that developing organization skill on the part of basic level students is not possible through only CAS and its tools like classwork but it requires extra practice and rigor of both teachers and students.

### **5.1.3 Summary of Findings Regarding Teachers' Challenges of CAS in Developing Writing Skills**

To find out the teachers' challenges of using CAS in developing writing skill of basic level students, I analyzed teachers' narratives under several themes and sub themes. From these themes and sub themes I have summarized following findings regarding the teachers' challenges of using CAS in basic level's writing class:

- I. AS shared by the four respondents, for the effective and systematic use of CAS in developing writing skill on the part of the basic level students, lack of resources and materials like stationary, racks and extra rooms and proper support from the responsible persons like RP, parents and Head teacher are the real challenges for the basic level teachers.



- II. Unbearable work load and limited time for the teachers is next burning challenge for the basic level teachers to use CAS in developing writing skill of basic level students.
- III. Finally, it is summarized that lack of CAS training for the basic level teachers from the training agencies like Resource Centre, DEO, Training hubs and Leader Resource Center is also big challenge for the basic level teachers to use CAS effectively in developing writing skills like punctuation, spelling, grammar and organization on the part of the basic level students.

## **5.2 Conclusion**

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

The first chapter of this study deals with the contextual descriptions and background information of English language testing, especially in the context of government school of Nepal. Furthermore, the problems regarding CAS are presented more practically. Under the heading of the objectives of the study, mainly two objectives are presented. One is to find out the practices, experiences and challenges of basic level teachers in developing basic skills of writing like grammar, organization, spelling and punctuation through the CAS. Likewise, another objective of this study was to suggest some pedagogical implications on the basis of the findings. Beside objectives, research questions on the basis of objectives, delimitation of the study and operational definition of the key terms are presented under this chapter to make the research more systematic and effective.

The second chapter, review of related literatures and conceptual framework covers the theoretical ideas regarding the CAS and assessment with in several sub topics. I have

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

The third chapter, methodology of the study deals with the design, population, sampling data collection procedures, study area and procedures of data analysis and interpretation. AS a narrative enquiry research design, I have used teacher narratives as main tools of data collection. Furthermore, I used diary writing of class observation to find out the practices of basic level teachers in developing writing skills of basic level students through the CAS. AS population of the study, I have taken basic level English teachers and as sampling population I took 4 English teachers teaching four different government schools of basic level using purposive sampling procedures. For the authenticity of my study, I have also included some ethical considerations under this same section.

The fourth chapter, analysis and interpretation of the result, covers the description and analysis of teacher narratives after the coding and decoding in the form of themes and sub themes. I have analyzed and interpreted the teacher narratives in three sub sections, teachers' practices, experiences and challenges of CAS in developing writing skill of basic level students. Under the teachers' practices of using CAS in developing sub skills of writing like punctuation, grammar and spelling I have generated 3 themes as practices. It is found that CAS is practiced as a major evaluative teaching task in teaching writing skill at basic level. Similarly basic level teachers are practicing the CAS as an umbrella term which has include other range of tools like portfolio, project work, homework, self-correction and peer correction in the process of developing writing skill on the part of basic level learners. Finally, it is found that most of the basic level teachers are practicing homework and classwork as tools of CAS most frequently while teaching writing skill and its other sub skills like organization and content coverage skill.

In the same section, I have also analyzed four themes as findings of teachers' experiences of using CAS in teaching writing skill. The teachers' experiences of using CAS that I have found are CAS gives very true and live pictures of students' writing performance, portfolio maintenance as a tool of CAS is a little difficult than other tools like homework and classwork checking in course of developing writing skills of the learners, inspired, self-oriented, motivated and interested learners to learn writing skills with the tools of CAS and developing organization skill on the part of the learners is difficult through the CAS. Finally, at the end of this section I have analyzed teachers' narratives regarding their challenges of using CAS in teaching writing skill in term of three themes and other sub themes. As major findings of the teachers' challenges of using CAS in teaching writing skill at the basic level I have included three themes which are lack of resources, materials and proper support, unbearable work load and limited time for the teachers and lack of CAS training for the basic level teachers from the responsible agencies like DEO and Resource Center. Finally, I have summarized the major findings of the study on the basis of objectives of the study.

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

## **5.2 Recommendations**

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

### **5.2.1 Policy Related**

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

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

### **5.2.2 Practice Related**

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

- I. CAS gives the true, live and actual progress of the learners in particular learning areas that they involving with some aspects to be improved.
- II. Learners feel motivated, inspired, self-initiated, interested and autonomous from the practice of CAS and its effective tools like portfolio and project work. It helps to decrease absent, reduce, dropout and failure rate of the students.
- III. Effective use of CAS helps to reduce the teachers' work load in the school.
- IV. CAS creates varieties in the classroom along with the range of tools like project work, classwork, self-correction and portfolio maintenance. From it students take part in the learning tasks more actively.
- V. Effective use of CAS requires proper support from the responsible persons like Head Teacher, Resource Person, parents and trainers. So, it is essential to provide the proper guidance and help to the teachers for the successful use of CAS.
- VI. CAS is very effective for the remedial teaching for the less competent students to improve their learning. So, teaching should be formative or continuous assessment oriented rather than paper pencil test oriented.

### **5.2.3 Further Research Related**

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

- I. This research study will be major secondary resource for their study.
- II. It also will be helpful for the selection of other new areas and topics than this present topic.
- III. This study is only limited to the practices, experiences and challenges of basic level teachers in developing writing skill at basic level. Furthermore, other levels, skills and aspects of language teaching can be investigated in the field and area of CAS.
- IV.** This study is based on the narrative research design, a qualitative research design. So, researcher will get strong support regarding methodology, interpretation procedures and thematic analysis who wanted to carry out the narrative research.

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## **APPENDIX- I**

### **Teacher Narrative Guidelines**

These teacher narrative guidelines have been prepared to draw data/information for the research work entitled, “**Use of Continuous Assessment System (CAS) in Developing in Writing Skill at Basic Level: A Narrative Inquiry**” The researcher hopes that you all cooperate by providing information required by these subjective questions.

Thank you!

Researcher

**Bhim Prasad Sapkota**

M. Ed. Fourth Semester, T. U

Kirtipur Kathamandu



**I used the following teacher narrative guidelines (questions) to collect the required data.**

<b>Objectives of the Study</b>	<b>Research Questions</b>	<b>Teacher Narratives Guidelines</b>
<p><b>1)</b> To find out the practices, experiences and challenges of basic level teachers regarding CAS in developing writing skill in term of organization, punctuation and content coverage area.</p>	<p><b>1)</b> What are the practices of CAS in developing writing skill by basic level teachers?</p> <p><b>2)</b> What are the basic level teachers' experiences and challenges about the impact of CAS in organization, punctuation, content coverage and process in developing writing skills</p> <p><b>3)</b> How can tools of CAS like portfolio, classroom participation, observation etc. help to develop the writing skill of</p>	<p><b>1)</b> How are you practicing CAS in you writing class in organization, punctuation and content coverage area at basic class?</p> <p><b>2)</b> What is your experience after implementing CAS and its other means like portfolio, observation, homework, classroom observation etc. in writing class?</p> <p><b>3)</b> How are you maintaining students' portfolio regarding writing progress?</p> <p><b>4)</b> What is your experience after assessing continuously students' writing task</p>

	<p>basic level students?</p>	<p>using homework and classwork?</p> <p><b>5)</b> What are the major criteria that you are using while assessing learners' writing task through classroom participation?</p> <p><b>6)</b> What challenges are you facing while managing students' portfolio of writing task?</p> <p><b>7)</b> Which mean, organizing portfolio or observation or homework or classroom observation is more challenging for you while assessing students' writing task regularly? And why?</p> <p><b>8)</b> What differences are you getting between summative assessment and continuous assessment regarding</p>
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		<p>basic level students' writing?</p> <p><b>9)</b> How the students are reacting about CAS and feedbacks given in their writing class?</p> <p><b>10)</b> What are the major challenges that you are facing while using CAS in writing class of basic level?</p>
<p><b>2.</b> To recommend some pedagogical implications on the basis of findings.</p>	<p><b>1)</b> What are the best benefits of the CAS in teaching writing skill in basic level?</p>	<p><b>2)</b> What advantages are you getting from the CAS in teaching writing?</p> <p><b>3)</b> In what ways CAS can help to produce better result in students' performance?</p>

## APPENDIX-II

### RESPONDENT'S INFORMATIONS

<b>S. N.</b>	<b>Respondents</b>	<b>Gender</b>	<b>Qualification</b>	<b>Teaching Experience</b>	<b>CAS Training</b>
1.	Respondent 1	Male	B. Ed English	6 years	No
2.	Respondent 2	Female	M. Ed English Running	4 years	Only five days orientation training
3.	Respondent 3	Male	B. Ed English, M. A Sociology running	9 years	No
4.	Respondent 4	Female	M. Ed English	12 years	No

## APPENDIX-III

### DAIRY WRITINGS OF CLASS OBSERVATION

No.  
Date

Observation - 1

Name: Teacher<sub>1</sub>

Date: 2073-04-21

period: 3<sup>rd</sup>

Duration: 45m.

Teaching item: writing about village

No. of students: 19

Time: 12:30

Class: 7, p. no. 8

Day: First

- First divided the class into three groups.
- presented a sample text about Kathmandu.
- Asked to write similar text about the village 'Galkot' in group.
- Observed every group and provides suggestions about grammar, spelling, punctuation and so on.
- Asked every group to present their task. Teacher wrote some weaknesses on the board. → conducted whole class discussion on the basis of weaknesses.
- Again asked to write about Galkot individually → after that used peer correction techniques to correct mistakes regarding, spelling, punctuation, organization.
- provided homework. to write about Baglung.

## Observation - 2

Name: Teachers  
Period: 3rd  
Duration: 40m.

No. of student: 18  
Date: 2023-04-23  
Class - 7  
Day - Second

Teaching item: Writing about village.

① - Asked to take out their homework.

→ Teacher checked homework - used red pen → pointed mistakes regarding grammar, spelling, and pronunciation.

→ Suggested to improve.

→ Again gave class task (writing about their own village)

→ Requested to improve their prior mistakes.

→ declared that he will keep three all writing in their portfolio, if they wrote good.

→ Finally checked → found some organization mistakes from some (5) students

→ provided individual feedbacks

→ organized all writings in their own portfolio (after going staff room)

## Observation - 3

Name:- Teacher 2

No. of students: 12

period:- 5<sup>th</sup>

Date: 2023-04-24

class:- 7

Duration: 41 m.

Day: first

Teaching item: letter writing

(page no. 30)

- Taught different parts of the letter
- asked every students to read the letter given in the page 30. of English's book.
- Asked to write a letter to their friend asking some money.
- Requested to follow the rules that he taught before.
- Used self-correction techniques -
- encouraged to correct their mistakes regarding spelling, punctuation, grammar and content coverage.
- observed individual task and provided suggested feedbacks.
- gave homework about writing a letter to their uncle asking to send a mobile set.

## Observation - 4

Teacher name: Teacher 2

No. of std: 14

period: 5th

Date: 2023-04-25

Duration: 35m.

Day: Second.

Teaching item: Writing letters.

- collected homework → checked in detail.
- made a ~~list~~<sup>list</sup> of common mistakes -
- expressed her happiness because not finding any serious mistakes in their homework -
- Noted some mistakes that she found in their checking.
- told some strategies like linking the words using but, although, etc to organize their writing.
- Talked about punctuation: mistakes and ways to improve (How are you?)
- I talked about portfolio but he said there are portfolios but he never used.



## Observation - 5

Teacher Name: Teacher 3 No. of students: 14

Class: Seven

Date: 2073-04-26

period: first

Duration: 40m.

Teaching item :- Writing about person.  
(Autobiography) page: 58

- presented photograph of Devaki Mahato
- wrote - important informations like - date of birth, place of birth, work, experiences etc.)
- asked to ~~the~~ develop a paragraph about Devaki Mahato on the basis of informations.
- Guided every individual on the basis of their task.
- focused active involvement, encouraging to write.
- moved around the class regularly.
- brought a form and ticked (1, 2, or 3) on the basis of students' task.  
(Content coverage and organization <sup>focused</sup> were)
- I observed the form. and found:

9 - students had got - 3 ticks

4 - " " " " = 2 "

1 - " " " " 1 ticks.

→ Teacher's focus was one student who has got only 1 tick

## Observation - 6

Teacher's

period: first

Date: 2023-04-27

No. of students: 12

class: - seven

Duration: - 45 m.

Teaching item: (Autobiography) Day second.

→ started the class asking some questions related to the previous course: like who is dead  
→ presented a picture of Laxmi Prasad Devkota.

→ Also prepared some points about Laxmi Prasad Devkota. (Name, age, works, death)

→ Asked to write a paragraph about Devkota (with correct punctuation).

→ checked regularly moving around the class. → praised for good autobiography

→ stopped some times and provided some feedbacks (in whole) focusing vocabulary, grammar and punctuation.

→ finally, most <sup>of the</sup> students wrote <sup>with</sup> ten mistakes

→ I found the written texts were correct in term of punctuation, spelling, and grammar but not organized well.

## Observation - 7

Teacher 4

period:- third

Date: 2023-05-01

Teaching item: writing about festival  
page no. 70

No. of students: 18

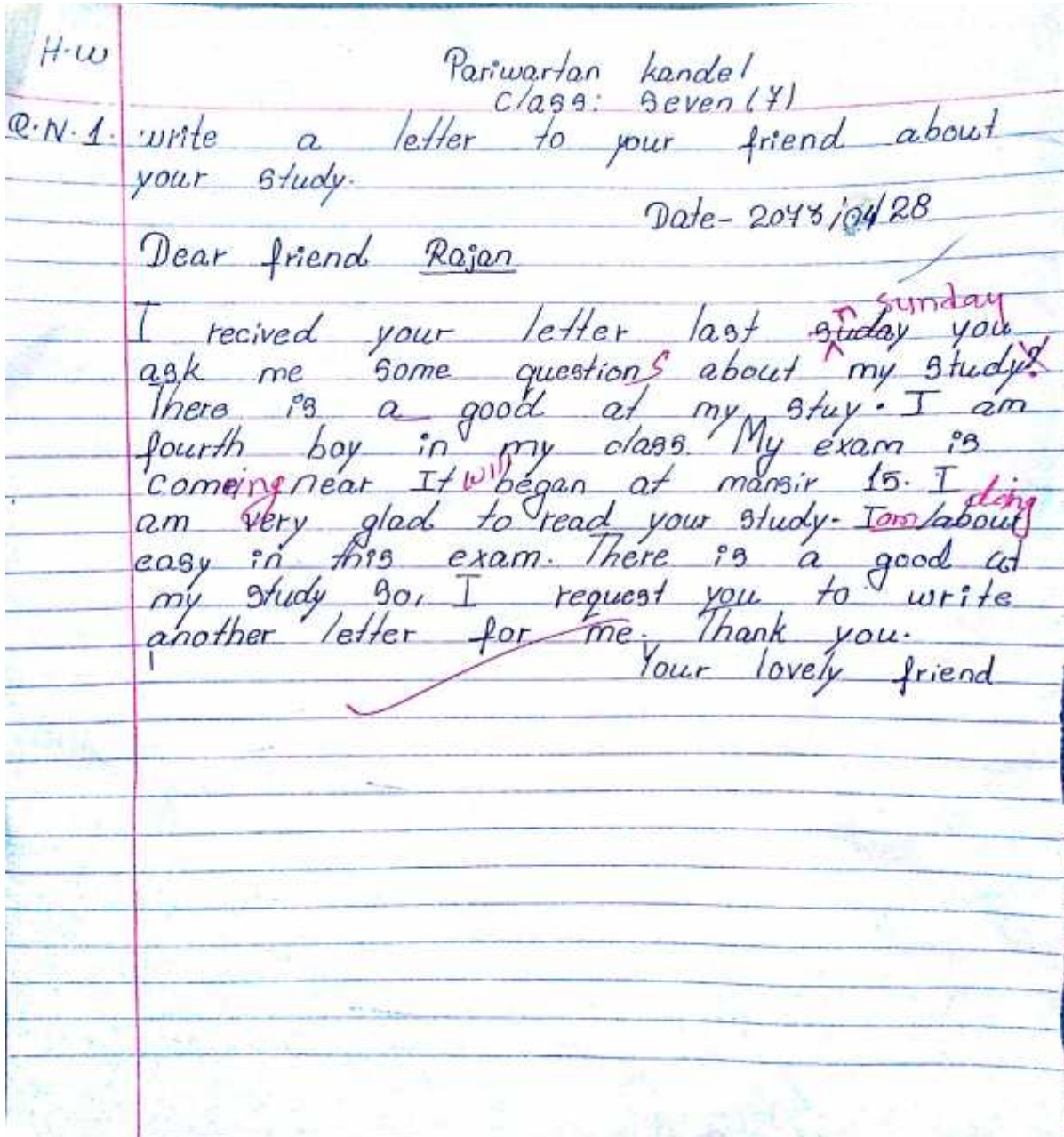
Class: seven

Duration - 48m.

- Distributed texts of Buddha Jayanti
- asked to read (punctuation, spelling, grammar and organization) of texts
- provided a class task - (writing about Dashain festival)
- After finishing asked to compare each others writing → pointed some mistakes → conducted a discussion about how to correct those mistakes.
- Added some way to write organized essay.
- Again asked to write about Tihar
- students were more positive
- promoted self-correction -
- Last, I found student's writings were less mistake in spelling and punctuation but some mistakes are found about grammar and organization.

## APPENDIX IV

### SAMPLE OF STUDENTS' CORRECTED WRITING AFTER OBSERVATION (AS A TOOL OF CAS)



## APPENDIX V

## CAS RECORD FORM USED BY THE TEACHER 3 WHILE TEACHING WRITING SKILL

अनुसूची १  
गिरजातर विद्यार्थी गुल्याडकन अभिलेख फारम  
शैक्षिक सत्र २०२३

कक्षा: Seven विषय: Comp. English

क्र. सं.	विद्यार्थीको नाम	पाठ १	पाठ २	पाठ ३	पाठ ४	पाठ ५	पाठ ६	पाठ ७	पाठ ८	पाठ ९	पाठ १०	पाठ ११	पाठ १२	पाठ १३	पाठ १४	पाठ १५
१	Arju Kandel	✓✓	✓	✓	✓✓	✓	✓✓									
२	Arju Chalise	✓✓	✓	✓✓	✓✓	✓✓	✓✓									
३	Bhagnwor B.C.	✓✓	✓	✓	✓✓	✓	✓✓									
४	Chandra K.C.	✓	✓✓	✓✓	✓✓	✓✓	✓✓									
५	Chhuma Kandel	✓✓	✓	✓✓	✓✓	✓✓	✓✓									
६	Ganga Sunar	✓	✓	✓✓	✓✓	✓	✓									
७	Harka Thapa	✓✓	✓	✓	✓✓	✓	✓✓									
८	Kamala Chalise	✓	✓✓	✓	✓✓	✓	✓✓									
९	Kundan Sharma	✓	✓	✓✓	✓	✓✓	✓✓									
१०	Manju Kandel	✓	✓	✓✓	✓✓	✓✓	✓									
११	Pariwaran Kandel	✓	✓	✓✓	✓	✓✓	✓✓									
१२	Sundar Sapkota	✓✓	✓	✓	✓	✓✓	✓✓									
१३	Tel B. C.	✓✓	✓✓	✓✓	✓	✓✓	✓✓									
१४	Uttam Kandel	✓✓	✓	✓	✓	✓✓	✓✓									

कक्षा शिक्षक: Neel रजु गर्ने ..... प्र.अ.को दस्तखत: H. K. D.

टिप्पण्य : यो सिकाइ अभिलेखका आधारमा विद्यार्थीको सिकाइ उपलब्धीका बारेमा उनीहरूका अभिभावकलाई समय समयमा जानकारी गराइनुपर्नेछ ।

- प्रत्येक वैमासिकमा विद्यार्थीले प्राप्त गरेको रोज समयका आधारमा उनीहरूको श्रेणी छुट्याएर विद्यार्थी प्रति विवरणमा अभिलेख गराइनुपर्नेछ ।
- प्रत्येक पाठमा मूल्याङ्कन मापदण्डका आधारमा रोज मान्नुपर्नेछ ।

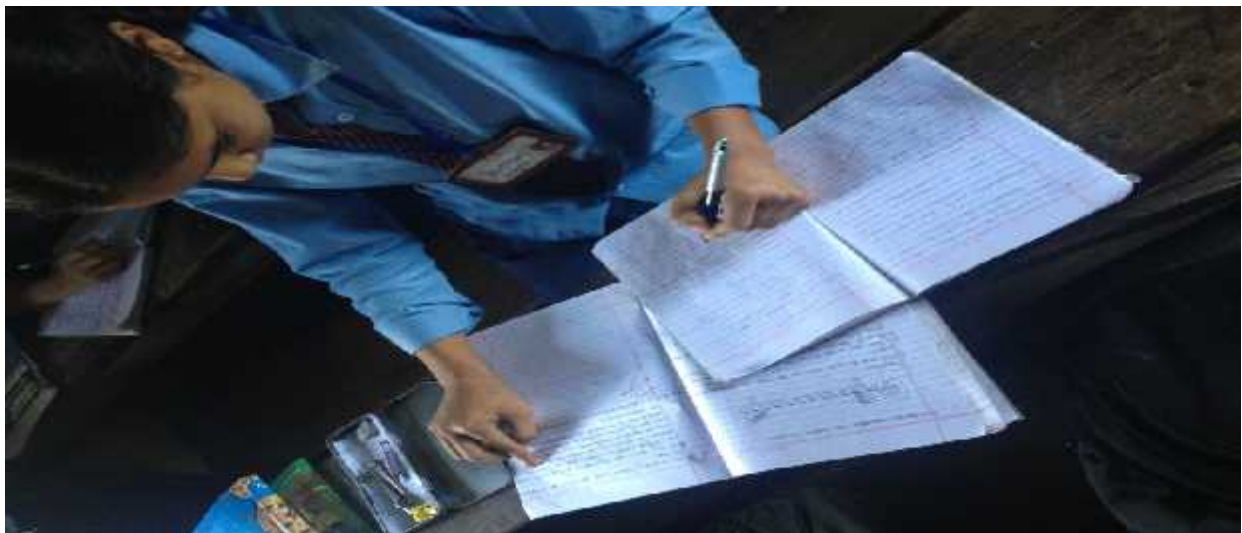
## APPENDIX- VI

### PICTURES OF TEACHERS' PRACTICES OF CAS IN DEVELOPING WRITING SKILL (Taken while observing their class)

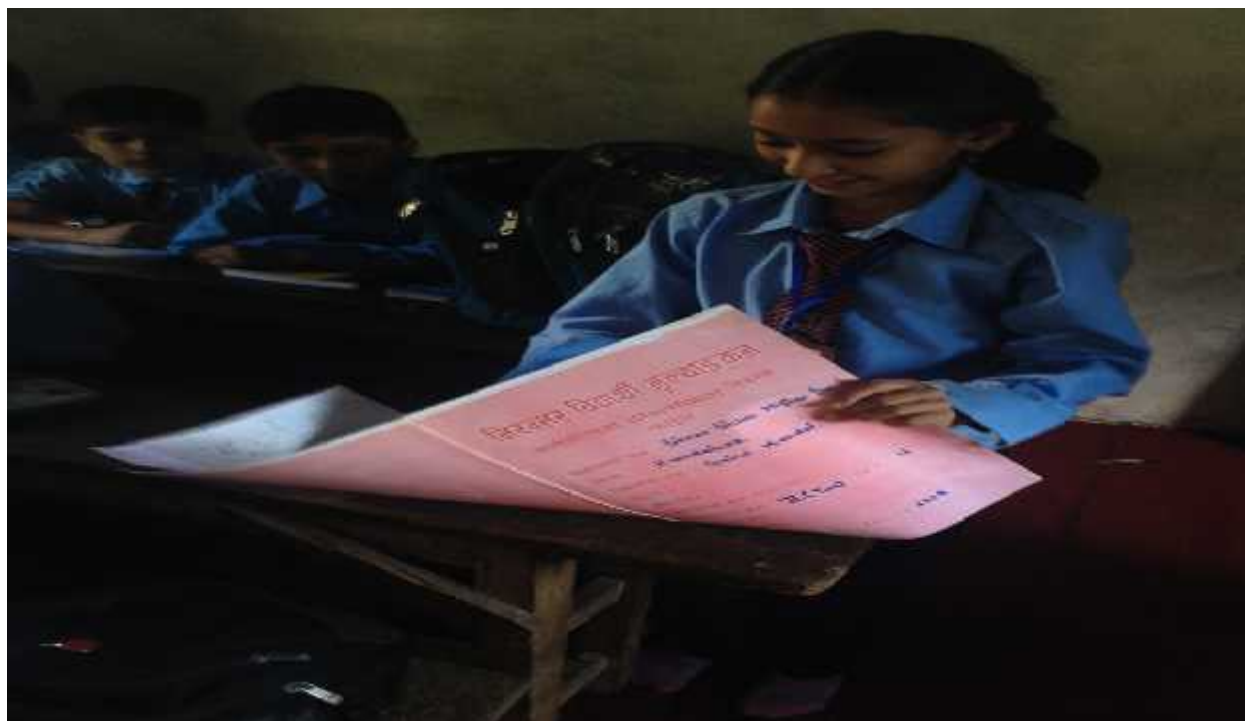
Picture no. 1: Teacher 1 is practicing group correction technique in his writing class



Picture no. 2: A student involving in peer correction task in the writing class of teacher 1



Picture no. 3: A student in the writing class of teacher 1, keeping her best writing in her portfolio



Picture no. 4: Teacher 2, practicing students' portfolio in her writing class



Picture no. 5: Teacher 2, practicing group observation and peer correction tools in her writing class



Picture no. 6: Teacher 3, encouraging the learners toward active participation in writing task to develop the writing skill





Picture no. 7: Teacher 4, correcting learners' individual mistakes regarding grammar, punctuation and spelling in her writing class



Picture no. 8: Teacher 4 is providing feedbacks to the very weak students, after the analysis of learners' portfolio in her writing class



**APPENDIX-VII**  
**TRANSCRIPTIONS OF TEACHERS' NARRATIVES**

**Respondent 1**

**Researcher:** Hello! Sir, Good Morning.

**Respondent:** *Good Morning!*

**Researcher:** How is your teaching profession going here?

**Respondent:** *It is being well. Emm.. But it is also difficult to handle.*

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

**Respondent:***Why not? Please ask me.*

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

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

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

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

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

**Respondent:** *No, No, I use CAS in every classes not only writing.*

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

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

**Researcher:** Nice! You are doing well. There are some aspects of teaching writing such as spelling, grammar, organization and content coverage. How The CAS helps to develop writing skill under these aspects? What do your practices say? Did you understand what I mean?

**Respondent:** *Yes, Yes I understand. Umm.. There is no doubt CAS helps to develop many aspects of writing. Taking about the spelling, I provide class works such as writing about village, school, and time table and also inspire them to correct their spelling mistakes searching the spelling in the book or dictionary. From the active classroom participation I sometimes develop the learners' grammatical ability while teaching writing. When the students take part in writing class actively, they can develop their grammatical ability from the teacher's as well as peers' regular feedbacks.*

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

**Respondent:** *To develop the ability of punctuation in writing class homework and class work play determinant role. I use to check the students' homework and classwork regularly and point out students errors by red pen. From this students can get the real*

*information about their writing development and go ahead with some improvement. Later I found less mistakes regarding punctuation in the students' writings. In the case of organization of students' writings I have found that CAS is less useful because to organize the writing the students have higher skill and knowledge like coherence and cohesion which can be developed through the knowledge and learners own regular practice than homework and classwork.*

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

**Respondent:***I have already told that if the learners take active participation in the writing class, no doubt he can develop the writing skill. Learners' collaboration with their friends, activeness in writing task, responses given about the writing queries and so on are the major criteria that I have used in writing class in course of continuous assessment.*

**Researcher:** Are you feeling bore from my queries?

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

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

**Respondent:***Listen, maintaining the students' portfolio itself very challenging for the teacher. Furthermore, collecting students' information regarding writing skills the teachers have to manage each portfolio for an individual with in the limited time of 45 minutes. I use to maintain the portfolio in my leisure time. Beside this there is another challenge that found is what types of students' writing progress we can include in the portfolio. So, are the all writing tasks are essential to record in the portfolio is burning challenge for me but now days because of strict directions from the RP and Ji. Si. Ka. at least we are maintaining the portfolio.*

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

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

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

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

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

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

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

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

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

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

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

**Respondent:** *if we can implement the real spirit of the CAS there is no doubt that it produces better result. I want to focus here, only one things that the teachers should be positive to implement the CAS with their full of inquisitive mind to practice the CAS. So the great thing to implement the CAS for better result depends on the teacher's rigor and positive feeling of implementing CAS.*

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

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

**Researcher:** of course. I will sure provide you.

## **Respondent 2**

**Researcher:** Medam, Namaskar! Are you fine?

**Respondent:** *I am good for you.*

**Researcher:** shall we start our taking about CAS, which I had informed you before 2 days ago?

**Respondent:** *Yes. You can start. Suva karya ma Kina dhila (laugh)*

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

**Respondent:** *Now days it is compulsory to implement the CAS up to class seven. I have maintained the portfolio of every student and kept the regular record of learners' learning. Beside this on the basis of attendance, homework, class work, project work and classroom participation I have provided them 1, 2, or 3 ticks on the basis of their performance in writing and later I have categorized them in to three groups, Ka, Kha and Ga.*

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

**Respondent:** *ok. Regarding the writing skill CAS is very effective. Some tools of CAS like, homework, peer-correction, self-correction, class work and portfolio really help to develop these skills in teaching writing. To develop the punctuation skill, I use self and peer correction. I immediately observe their writing and ask them to compare with their peer. I also provide some feedbacks about their punctuation mistakes and inspire them for self-correction. The case is similar to the spelling. Regarding the grammar, I assess their writing individually and point out their aspects to be improved and discuss as a whole in the class. Then I provide similar kind of homework for them and correct next day. Similarly, developing the organization skill through CAS in writing class is a little difficult than grammar and spelling. For this I observe every student's writing and present a sample piece of writing which is organized well. Then I ask them to correct their writing as sample. As I found, developing the organization through CAS is really challenging because it demand learners' umm what we call serious rigor.*

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

**Respondent:** *Particularly CAS is very effective in teaching writing because writing requires a lot of feedbacks, guidance and support of teacher. I am implementing CAS in my English class along with writing regularly from the academic year of 2069. From these ¾ year experiences I found that CAS really gives the true picture of learners' learning. It has tracked the learners in to right ways. Especially, in writing classes, tools like class work, homework, project work and self-correction have made the learners more serious and careful toward their writing. From the feedbacks by the teacher through these forms, they are getting golden opportunities to get mastery over their writing.*



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

**Respondent:** *Yes I have maintained the students' portfolio. If you want, I can present. Do you want to look?*

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

**Respondent:** *First at my school it is compulsory to make a portfolio of every student. It is collection of students' progress. Here, your concern is how to maintain the portfolio in teaching writing. I usually ask to the students to make perfect writing. I have made a rule that only perfect and good writings are allowed to decor in their portfolio for excellent model. Because of that learners as a writer always try to make correct and good writings by consulting their friends and teacher also. In the end of every month I present all portfolios in the class, show their writing progress and provide some useful suggestions.*

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

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

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

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

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

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

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

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

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

**Respondent:** *It is clear that summative assessment is oriented toward the gradation of the learner in to upper class. It never provides feedbacks for the further improvement of learners' writing. But in another hand CAS helps to the learners to find out their actual position where they are and what other essential things to be improve regarding their*

writing. So, CAS is oriented toward the further improvement of students' writing through the tools of CAS like self-correction, homework, observation.

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

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

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

**Respondent:** *I have not realized the big and unsolvable problem of challenges regarding CAS and its use in writing class. It does not mean that there are not any challenges of CAS in teaching writing. Classroom management of crowded classes is a problem for teacher. I have felt a challenge regarding homework and class work checking in big class of 53 students in grade seven. Likewise, lack of community's support is another challenge for teacher to implement the CAS in writing class. I have not found any effort to make effective use of CAS in writing class from the parents. AS I felt unbearable work load of the teacher is also problematic for the teacher. He/she has to teach, take attendance, use materials, discuss with students, check home and class tasks and assess their performance with in the limited time of 45 minutes. Beside this inadequate training program about CAS especially for the teacher are major challenges that I found in course of implementing CAS in writing class of basic level.*

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

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

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

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

**Researcher:** Thank you very much.

**Respondent:** *You are welcome. Keep in touch.*

**Researcher:** Ok sure.

### **Respondent 3**

**Researcher:** Namaskar and good morning sir. Are you fine?

**Respondent:** *Namaste Namaste. I am fine and how about you?*

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

**Respondent:** *ok you can ask.*

**Researcher:** How do you practicing CAS in the writing class?

**Respondent:** *From this academic year CAS is implementing up to the grade seven. As I understood, CAS is regular assessment. So I have assessed the students' writing regularly with the tools of CAS like portfolio, observation, attendance and so on. I always focus to*

*provide the suggestive feedbacks regarding students' writing. I inspire the learners toward self-correction of their writing after my evaluation. If they cannot correct from peer's help I always assist them to form the accurate form of writing. CAS will also cover 40% mark in the final evaluation.*

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

**Respondent:** *I give some class work about the writing and check some of the students' written task. On the basis of corrected task I ask the other students to correct their mistakes regarding punctuation and spelling. Here I try to make them habituate in correct punctuation and spelling skill through the classroom observation.*

**Researcher:** And how about organization and content coverage skill?

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

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

**Respondent:** *Umm.. The real intention to implement the CAS in teaching field is very positive. According to my real experience, CAS has broken the paper pencil system of evaluation. It has brought varieties in assessment tools like portfolio, observation, self-correction, project work which present learners' actual performance of writing in every moments. I found students are very interesting in their writing task with these kinds of tools. But beside these, teachers have to take extra burden of preparing the tools of CAS*

*regarding students' writing progress. It requires extra skills on the part of teachers. So I have mixture of experiences regarding CAS and its tools in developing writing skill of basic level students.*

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

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

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

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

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

**Respondent:** *Active classroom participation is very essential to develop writing skill. I some time assess the students' writing skill on the basis of their participation in writing task. Learners' progress during classroom is major criteria to assess the students' writing abilities. On the basis of progress in class, I provide them required feedback to develop their writing skills.*

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

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

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

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

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

**Respondent:** *As I found from the final and terminal examination students are frightening. But when I provide them group work, project work, self-correction task, homework and classwork except some lazy students most of the learners feel relax and engage in writing activities to develop their writing skill. After assessment, when I*

*provide them feedback they encourage themselves and makes their writing more accurate, organized and excellent.*

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

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

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

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

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

**Respondent:** *Ok. It's my pleasure. Do the best.*

**Researcher:** Ok Sir.



## Respondent 4

**Researcher:** Good afternoon Madam.

**Respondent:** *Afternoon. How about you?*

**Researcher:** I am totally well. Can I start our talk as our schedule?

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

**Researcher:** How do you practice CAS in developing writing skill of basic level students?

**Respondent:** *I have practiced it as a major part of evaluation. I equally focus the CAS with summative evaluation because we have to evaluate 40% mark from the CAS. I use some tolls of CAS like project work, homework, self-correction and classroom discussion to assess learners' actual progress regarding writing for the purpose of giving them feedbacks. I check every individual's homework regularly from that students get my suggestive feedbacks and improve their writing skill. I sometimes involve the students in to project works like preparing a greeting card and observe their tasks and at the end encourage them to do better regarding the writing task.*

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

**Respondent:** *To develop the ability regarding grammar I provide the students class work or task, observe their written task and ask them to compare with correct piece of writing whether that is prepared by their friends or their teacher. From the regular practice, later they develop the ability regarding grammar while writing. Developing punctuation and spelling skill are similar with this activity. Ummm to develop the organization skill in writing class through the CAS, I observe every individual's writing deeply and suggest*

*them to maintain coherence and cohesion. For the first time I myself write for the model and ask them to organize their writing as similar way. I have faced some difficulties to develop organization skill on the part of students from the CAS because it requires deep rigors from the learners but our students are less concern about it.*

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

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

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

**Respondent:** *Yes I already told that managing portfolio is also effective to develop the writing skill through the collection of every moment's writing progress of the learners for the purpose of further improvement. But in my case lack of proper materials from administration I am unable to practice it in my writing class.*

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

**Respondent:** *Engagement in the classroom activities keeps great value in developing writing skill. Active participation helps the learners to practice their writing task in collaboration with their friends as well as teacher also. I evaluate the learners' writing*

*on the basis of their collaboration with partners, their curiosities for writing and actual progress during the classroom period.*

**Researcher:** Ok. Umm which mean, organizing portfolio or observation or homework or classroom observation is more challenging for you while assessing students' writing task regularly and why?

**Respondent:** *classwork, homework, observation, self-correction and classroom participation are the common tools of CAS that we all are practicing regularly whether it is writing class or any others. As I faced, organizing students' individual portfolio to capture the every events of students regarding writing task is more challenged because it is totally different than other tools like homework. One day I was attaching students' written piece for the evaluation. I had planned to provide individual feedbacks about their writing. But time did not support me. I spent full one period to keep the students' writing in their portfolio. In this way, managing individual portfolio is challenging.*

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

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

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

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

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

**Respondent:** *Yes they are enjoying and learning both (laugh). In comparison to other aspects and skill, writing is more challenging while teaching with CAS because with the tools of CAS, the teacher has to be more careful as the learners. Teacher has to check the students writing as homework and classwork more seriously. So it requires extra rigor on the part of teacher. Similarly, lack of monitoring and supervision from the concern authorities is a big problem. Teachers are being careless toward the practice of CAS because lack of monitor from the responsible persons and agencies like RP and Trainers and DEO respectively. Poor infrastructures are being further challenges. In my school there are not sufficient rooms and desk benches and how we can imagine other extra rooms and racks for the CAS. I have participated much training, organized by DEO and Resource Center like TPD, Curriculum dissemination and teaching methodology but I have not any experience of participating in CAS training. CAS is new concept for the senior teachers because of that they cannot use the CAS effectively in spite of their desire to use it. You can think yourself that how a teacher can apply the CAS without proper training and ideas. That is why, I see lack of training programs for the teachers about CAS is a problem or what we call umm,, challenge in teaching writing as well as other skills and aspects.*

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

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

**Researcher:** Thank you very much Madam for your great support for my research. I will be missing these moments forever.

**Respondent:** *It's my pleasure sir. I am also happy to share my ideas and experiences with you.*

**Researcher:** Ok Madam. See you.