CHAPTER- ONE
INTRODUCTION

The present study is on the "The Effectiveness of Formative Assessment in Teaching Grammar." This topic consists of background, statement of the problems, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background

The main and compulsory function of the good education is to bring visualized improvement in the learners' achievement by simplifying, renewing and updating the qualification and capability of the teachers. To bring drastic change in teaching and learning and to improve the learners' achievement in learning, teachers should evaluate the students in proper way and regularly in course of time. The teachers need the knowledge of assessment or testing in order to find out the proficiency level of the learners. Assessment is a means by which we find out both the ability and inability of the learners in the concerned areas and provide suggestions for them accordingly. Assessment is administered in order to gather information about learners for making decisions on them. Before making decisions on the learners we have to collect the information about their language ability. In this regard Hughes, (2003, p.15) writes:

A good test provides the opportunity for learners to show how much they

know about language structures and vocabularies as well as how they are

able to use these formal linguistic features to convey meaning in classroom

language activities through listening, speaking, reading and writing.

Assessment is provided to enhance the quality of education. However, the existing quality level of community based schools have not seen satisfactory result to improve the students learning in the English language. More than this, if we analyze the present practice of teaching grammar, we can find that students are just provided the grammatical rules and asked to make a sentence by using given rules. This is the deductive way of teaching grammar. This is the era of communicative approach in the field of language teaching, which expects that grammar should be taught by using inductive way. In this regard Thornbury (1999, p. 51) writes “In inductive learning learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language.” Using formative assessment to teach grammar is an example of teaching through inductive way. The diagnostic use of assessment to

provide feedback to teachers and students over the course of instruction is called formative assessment. In this scenario, the present study tried to analyze the effect of formative assessment in teaching grammar.

1.2 Statement of the Problem

Assessment is not only the process of finding out what the learners learnt, more than this assessment is the process of receiving and providing constructive feedback for both the teachers and the students. Various research have shown that formative assessment has great role to find out the weaknesses and strengths of the learners in teaching learning process. It also provides input for the teachers to conduct teaching learning process effectively and appropriately. Many institutions of the world are applying the formative assessment process as a tool of assessment in order to find out the actual behavior of the learners. However, some institutions have also used both summative assessment in order to upgrade student and formative assessment in order to identify and respond to the students' learning needs.

In the context of Nepal especially, summative assessment is given in comparison to formative assessment. Because of the explicit use of summative assessment, the actual behaviors of the learners have not been identified and tried to support the weak one. If formative assessment is administered along with summative assessment,

obviously, it will be better to evaluate the learners effectively and provide them clear guideline to move forward. It is said that, formative assessment is useful to teach both skills and aspects of language. So, it is necessary to conduct a research to find whether the formative assessment is effective or not in the Nepalese context. Therefore, to find out the effectiveness of formative assessment in teaching grammar at class eight was the main concern of this study.

1.3 Rationale of the Study

In the field of language teaching various methods and approaches have emerged and are emerging day by day. So is the case with grammar teaching. It means to say, there are various methods and approaches which are used in teaching grammar, viz. inductive method, deductive method, communicative approach and so on. However, in the context of Nepal, we have been talking of the usefulness and advantages of communicative approach and inductive method of teaching grammar and, on the other hand, we have been practicing the same traditional methods i.e. grammar translation method, direct method, rote learning, and so on to teach grammar. Due to the change of time the activity which was treated as strong yesterday might have become weak today. It means to say that, the method that we claimed appropriate to teach grammar in the past may not be in present. There are several evaluation techniques

while teaching grammar one of them is formative assessment system. In the context of Nepal only the summative assessment is used while evaluating the students' performance which may not work each and every steps of learning. So, formative assessment should be used as a tool of evaluation to find out the students progress and performance. Therefore, this research tries to find out the effectiveness of formative assessment in teaching grammar, in turn, it will provide insight for the all English language teacher regarding the effect of formative assessment in teaching grammar so that, they can use this technique to evaluate their students while teaching grammar.

1.4 Objectives of the Study

The present study had the following objectives:

i) To find out the effectiveness of the formative assessment in teaching grammar (negative/positive, articles, voice, question tag and subject verb agreement).

ii) To suggest some pedagogical implications based on the findings of the study.

1.5 Research Questions

This study found the answers of the following questions:

i) Does formative assessment help to improve students' performance in grammar?

ii) Would students have significant progress if they were assessed regularly?

1.6 Significance of the Study

This study will be significant for those people who are involved in teaching the English language particularly for the teachers, curriculum designers, examiners and so on. In the sense that after knowing the importance of formative assessment in teaching grammar they will be recommended to follow the same technique to test the learner by ignoring the traditional technique. Similarly, curriculum designer will include the formative assessment technique as a way of testing grammar in the curriculum. In the same way, it will be equally helpful for the learners, language trainers, researchers as well as those people who are directly or indirectly involved in ELT.

1.7 Delimitations of the Study

The study had the following delimitations:

- This study was limited to only one school, Shree Bishnu Higher Secondary School, Phuyetappa.
- It was limited to thirty students of class eight.
- Data was collected through the use of test.
- I have used only formative assessment.

1.8 Operational Definitions of the Key Terms

Assessment- evaluation, an opinion or a judgment about somebody/somethingthat has been thought about very carefully.

Formative assessment – diagnostic testing by which we find out the both abilities and inabilities of the learners in the concerned areas and recommend suggestions for them accordingly.

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

Controlled group – the group in which the usual technique is used to teach.

Experimental group – the group in which the new treatment is used to teach.

CHAPTER- TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section incorporates review of different research carried out in the department of English Education, discussion on the implication of these literatures. Similarly, different theoretical aspects are discussed under theoretical framework. And finally, conceptual framework is presented which was used in order to carry out the present study.

2.1 Review of Related Theoretical Literature

Language is the most unique gift that sets human apart from the rest of the living beings. Language is the means of communication through which we express our feelings, thoughts, wants, desires, ideas, knowledge from generation to generation or person to person. It is a social phenomenon which is used in our society to establish the human relationship. Regarding this the Encyclopedia of Britannica (vol.13,2006, 5th ed.) says:

> Language is a systematic means of communicating ideas or feeling by the use of conventionalized signs, sounds, gestures or marks having understood meaning. It is a system of conventional spoken or written symbols used

by people, as member of a society and shared their culture to communicate with each other.

There are variety of languages which are used in the world, among them English occupies a dominant position. For Harmer (2007) more than 350 million people in the world speak English as their native language. From this we can say that, it is a global language. Harmer (2007) presents five factors which have ensured the widespread use of English. They are:

- A colonial history
- Economics
- Information exchange
- Travel
- Popular culture

The above mentioned factors can play vital role in establishing English in a dominant position in the world. The gravity of the English language is more powerful. It has significant influence in education system of each country, Nepal does not remain untouched by that influence.

In most of the schools and colleges of the world, it has owned the status of separate subject. So, is the case in Nepal. There is no meaning of teaching without testing or evaluation. Therefore, to make the teaching more effective there should be evaluation. In order to investigate the strength and weakness of the learner and suggest them accordingly there must be evaluation.

2.1.1 English Language Teaching

English is a world language. Teaching of English takes place all around the world. The world has understood the taste of using English for many decades in several sectors so is the case with teaching as well. In Nepal, English has been used as a means of instruction and medium of writing by the people from educated and elite circle since Rana Regime. Highlighting the professional status of language teaching, Richards and Rodgers (2001, p.8) state:

> Language teaching came into its own as a profession in the twentieth
>
> century. The whole foundation of current language teaching was
>
> developed during the early part of the twentieth century, as applied
>
> linguists and other sought to develop principles and procedures for the
>
> design of teaching methods and materials drawing on the developing fields
>
> of linguistics and psychology to support a succession of proposal for what
>
> were thought to be more effective and theoretically sound teaching method.

For Richards (2009) we use language in terms of four skills, i.e. listening, speaking, reading and

writing. These four language skills may rarely work in isolation. They are integrated to make communication meaningful and effective. These four skills are divided into two categories, i.e. receptive and productive skills. Similarly, language aspects are also the crucial elements that play vital role in the use of language. Those aspects are vocabulary, pronunciation and grammar.

To deal with English language teaching several methods and techniques are introduced like G.T. method, direct method, natural approach, communicative approach, etc. There are different terminologies in which teaching English is taking place like Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), Teaching English for Speakers of Other Languages (TESOL), English for Specific Purpose (ESP) and so on.

In Nepal, teaching of English language does not seem to have gone satisfactorily because of the lack of its professional development. However, almost all private schools and colleges have adopted English as a medium of instruction in the classroom.

2.1.2 History of ELT in Nepal

Regarding the English language teaching in Nepal, we have to trace back to the Rana regime. The first Rana Prime Minister Janga Bahadur Rana visited England and he observed the importance of the English language at different level of schools and

universities. Then he established a school where English language was started to be taught at Thapathali Durbar in 1910 B.S.

The opening of Trichandra College in 1975 B.S. marks the formal beginning of English in higher education in Nepal. Nepal National Education Commission (NNEC) was formed in 2010 B.S. and Tribhuvan University was established in 2013 B.S. Similarly, the National Education System Plan (NESP) strongly prioritized and developed a curriculum of the English language teaching and learning in education faculty, English literature learning in the faculty of humanities as well as compulsory subject in all schools and under bachelor level.

In previous days, the teachers used to teach grammar by explaining the forms and rules and then drilling students on them. This result is bored, disaffected students who can produce correct form on exercise and tests but consistently make errors when they try to use the language in context. Now a days, different methods and approaches i.e. inductive method, communicative approach and so on are introduced to deal with grammar.

2.1.3 A Brief Introduction to Grammar

It is hardly possible to define grammar in a single sentence because its meaning differs from person to person and from one school of linguistic to another, however, in general grammar can be defined as how words are combined or changed to form

acceptable units of meaning within a language. Grammar is known as backbone of language. It is also said that grammar is one of the more difficult and controversial aspects of language teaching. Defining grammar Thornbury, (1999, p. 1) writes:

> Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed.

In the same way, according to Holmes, (2001, p. 76):

> The term grammar can also be used to describe the rules that govern the linguistic behavior of a group of speaker. The term English grammar therefore, may have several meanings. It may refer to the whole of English grammar that is grammars of all the speakers of the language in which case the term encompasses a great deal of variation.

The meaning of grammar is not static. It means to say, according to the changes of time the meaning of grammar has also been changing. In traditional

period grammar was viewed as a set of normative rules. Opposition to this, structural grammarians perceived grammar as a scientific record of the actual use of language. In recent years, grammar is viewed as rules which specify the relationship between grammatical forms and the real world which is called communicative grammar.

2.1.4 Teaching Grammar

Grammar is central to the teaching and learning of language. It is also one of the important and more difficult aspects of language to teach well. Many language teachers who adopt the grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. The result of this sort of language teaching is bored and disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

The communicative competence model recognizes that overt grammar instruction helps students to acquire the language more effectively, but it incorporates grammar teaching and learning into the larger context of teaching students to use the language. The instructors using this model to teach students the grammar they need to know to accomplish defined communication task.
Regarding the history of teaching grammar it is said that:

In the western world back in the 17th and 18th centuries foreign language learning was associated with the learning of Latin and Greek, both supposed to promote their speakers' intellectuality. At that time, it was vital importance to focus on grammatical rules, syntactic structures along with rote memorization of vocabularies and translation of literary texts. Late in the nineteenth century, the classical method came to be known as the Grammar Translation Method, which offered very little beyond as insight into the grammatical rules attending the process of translating from the second to the native language. After that, Direct Method was introduced to deal with grammar and language which focused on inductive approach to teach grammar and the classroom instruction was the target language. The outbreak of World War II heightened the need for Americans to become orally proficient in the languages of their enemies. For this new method is introduced i.e. Army Method, which came to known in the 1950s as the Audio-

lingual Method. This method gives emphasis on pronunciation but did not address any grammatical explanation. The Chomskyan revolution in linguistics drew the attention of linguists and teachers to the deep structure of language. The Silent way rested on cognitive rather than affective arguments and it was characterized by a problem-solving approach to learning language and grammar.

The failures of these all methods are the strong point to emergence of communicative approach to deal with language and grammar. This approach focuses on all the components of communicative competence, not only grammatical or linguistic competence and engages learners in pragmatic and functional use of language for meaningful purpose.

(Source- http://www.xtimeline.com/timeline/The-History-of-English-Grammar-Teaching---Selected-Insights)

In order to carry out this study I have selected five grammatical items for experiments. Those items are briefly discussed in Cowen, (2009) as follows:

a. Articles:

The words a, an and the are called articles. They are used before nouns. There are basically two types of articles in English i.e. definite (the) and indefinite (a/an).

b. Question Tags:

Tag questions consist of tag, which is a short question form. It is attached to a steam. It is a common practice in conversation to make a statement and ask for confirmation.

c. Voices:

There are two types of voices i.e. active and passive. In active voice the person denoted by the subject acts. In passive voice the person or thing denoted by the subject is not active but passive, that suffers or receives some actions.

d. Transformation (Negative/Positive):

Transformation is the way of changing the form of sentences. It is the process of forming negative sentences, as opposed to sentences that are affirmative/positive and vice versa.

e. Subject Verb Agreement:

A verb must agree with its subject in number and person. Agreement of subject and verb makes the sentence well formed.

2.1.5 Importance of Teaching Grammar

The knowledge of grammar is a pre-requisite for effective communication. In the field of language teaching it is the age of communicative approach. The main goal of communicative approach is to

develop the communicative competence on the part of language learners. According to Canale and Swain (1980) communicative competence includes; grammatical competence, sociolinguistic competence, strategic competence and discourse competence. On the basis of this fact we know that grammatical competence is also one of the important parts of communicative competence. If we want to develop the communicative competence then we have to develop the grammatical competence on the part of language learners. In order to develop grammatical competence they (learners) need to be taught as well as exposed to huge amount of grammar. Therefore, we can say that in the field of language teaching there is a great importance of grammar.

Regarding the importance of grammar Hutchinson, (as cited in Thornbury, 1999, p. 14) says “A sound knowledge of grammar is essential if pupils are going to use English creatively.”In the same way, regarding importance of teaching grammar Thornbury (1999, pp.15-17) provides the following arguments:

- *The sentence machine argument*
  Grammar provides generative ability to produce unlimited number of sentences from the limited structures.
- *The fine tuning argument*
  Teaching grammar serves as a corrective against the kind of ambiguity respondent in sentences or expressions.

- *The fossilization argument*
  Researchers suggest that learners who receive no instruction seem to be at risk of fossilizing sooner than those who do receive instruction.
- *The advance organizer argument*
  Grammar teaching might have delayed effect. If someone learns English grammar in Nepal and goes to Britain, they learn English faster than those who have not.
- *The discrete item argument*
  Grammar consists of a finite set of rules which approach language teaching organizing into categories, makes the language digestible.
- *The rule of law argument*
  Grammar offers the teachers a structured system that can be taught and tested in methodical steps.
- *The learners expectations argument*
  Many learners come to language classes with some expectations of learning grammatical items.

2.1.6 Testing Grammar

Teaching is the process of making people educated. Testing, on the other hand, is a means by which tester can know whether learners learn what they were supposed to learn or not. It is not other than testing which provides input for the teacher regarding their teaching so that, they can make

further decisions about their teaching activities. If we teach some items for some specified period of time and stop without administering test then it has no meaning. In the same way if we administer test without teaching then it has not any sense so is the case with grammar. It means to say, after teaching some grammatical items for specified period of time we have to administer the test to ascertain whether predetermined objectives of teaching grammar are fulfilled or not.

Grammar is one of the most important aspects of language. Grammar is regarded as the backbone of language. To be more specific, grammar indicates the underlying structures or pattern of language and rules of language. Mainly, grammar test is designed for testing control of the different grammatical systems of a language at production and recognition level. Grammar test generally indicates testing grammatical structures. In this regard Thornbury, (1999. p. 141) writes “grammar is typically tested by means of what are called discrete item tests.” There is not any single absolute test for assessing or evaluating grammatical ability of the learners. However, after reading some of the renowned books of the great scholars I found that formative assessment is one of the best ways of assessing grammar. In this regard Hughes, (2003, p. 173) states:

It would be very useful to have diagnostic/formative tests of grammar

which could tell us-for individual learners and groups-what gaps exist

in their grammatical repertoire such tests could inform not only teachers but

also learners, so that they could take responsibility for filling the existing

gap themselves.

From this, we are convinced with the importance of formative assessment in grammar teaching. As a language teacher we should incorporate different ways of providing formative assessment in language teaching and facilitates students learning.

2.1.7 Assessment

Assessment is the process of examining a program or process to determine what is working, what is not and why. Assessment determines the value of programs and acts as blueprints for judgment and improvement. In this regard, Freeman and Rossi (2004, p. 38) write:

> An assessment is a systematic, rigorous and meticulous application of scientific methods to assess the design, implementation, improvement, or outcomes of a program. It is a resource- intensive process, frequently requiring resources such as evaluator expertise, labor, time and a sizeable budget.

Similarly, for Black and William, (1998) the term assessment refers to all those activities which are undertaken by teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. The main purpose of assessment for learning task is to provide feedback to both the teachers and the learners regarding the learners' progress towards achieving the learning objectives.

Assessment is the structured interpretation and giving of meaning to predict or actual impacts of proposal or results. It looks at original objectives and what is either predicted and what was accomplished and how it was accomplished. So, evaluation can be formative i.e. taking place during the development of a concept or proposal, project or organization with the intention of improving the value or effectiveness of the proposal, projects or organization. Assessment can also be summative drawing lesson from a completed action or project or an organization at a later point in time or circumstances or let's say, it can be done only after completion of the program.

2.1.8 Types of Assessment

Assessment can be done for different purposes. Different scholars have given different types of

assessment. According to Richards (2009, p. 288) there are three types of assessment on the basis of purposes. They are:

Formative assessment

Assessment is carried out as the part of the processes of program development in order to find out what is working well and what is not, what problems need to be addressed and so on. This type of assessment is generally known formative assessment. It focuses on ongoing development and improvement of the program. For example, class tests, home works, observation, discussions and so on.

Summative assessment

In summative assessment most teachers and program administrators are familiar with assessment process, which seeks to make decisions about the worth or value of different aspects of the program. Generally it is done after the completion of language program.

Illuminative assessment

Illuminative assessment is like an action research which is conducted to provide a deeper understanding of the processes of teaching and learning that occur in the program, without necessarily seeking to change the course in any way after getting the result. It tries to seek the specific features and language teaching situation. It is also done during the language program, which is going on.

2.1.9 Formative Assessment

Formative assessment or diagnostic testing is a range of formal and informal assessment procedures employed by teachers during the teaching and learning process in order to modify teaching and learning activities to improve students' attainment. It typically involves instructive feedback (rather than scores) for both teacher and students that focuses on the details of content and performance. Regarding formative assessment Black and William (1998, p. 27) writes, "All these activities undertaken by teachers and / or by students which provides information to be used as feedback modify the teaching and learning in which they are engaged."

Similarly, Nicol and Macfarlane (2005), emphasized students role in producing formative assessment. Formative assessment aids learning by generating feedback information that is of benefit to both the teachers and the students. Feedback on performance in class or on assignment enables students to restructure their understanding skills and build more powerful ideas and capabilities.

According to Black and William (1998), Servien coined the term formative and summative evaluation in 1967, and emphasized their differences both in terms of goals of the information they seek and how the information is used. For him, formative evaluation gathered information to assess the effectiveness of a curriculum and guide school system choices as to

which curriculum to adopt and how to improve it. In this regard Ainsworth (2006, p. 23) states:

Formative assessment is typically contrasted with summative assessment.

The former supports teachers and students in decision making, educational

learning process, while the latter occurs at the end of the learning units and

determines if the content being taught are retained.

Tests and examinations are a classic way of measuring students' progress and are integral to accountability of schools and the education system. But in order to identify and response to the student's learning needs formative assessment should be required. In classrooms featuring formative assessment, teachers make frequent interactive assessment to students understanding. This enables them to adjust their teaching to meet individual student's needs and to better help all students to reach high standards. Many teachers incorporate aspects of formative assessment into their teaching. If formative assessment is used as a framework for teaching, teacher changes the way they interact with students and they set up learning situations and guide students towards learning goals. Teachers actively involved in teaching and

learning process and helping students to develop skills that enable them to learn better.

Formative assessment is a part of the instructional process, when incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. One of the key components of engaging students in the assessment of their own learning is providing them with descriptive feedback as they learn. In fact researches show descriptive feedback to be the most significant instructional strategy to move students forward in their learning. Descriptive feedback provides students with an understanding of what they are doing well, links to classroom learning, and gives specific input on how to reach the next step in the learning progression.

2.1.10 Techniques and Forms of Formative Assessment

As mentioned in the Formative Assessment Package (2065, pp.1-2) tools, techniques and forms of formative evaluation are as follows:

Observation of day to day activities in the classroom can elicit very important information regarding an individual students learning progress in terms of cognitive power skills, social and emotional behaviors e.g. if we observe students participations in classroom discussion and activities (carrying out practical instructions, describing situations, reciting a poem, grouping, collections of

given materials, role play, demonstrating an experiment) our observation will make us able in finding out in which areas of learning students are progressing or not progressing. At the same time, various methods of assessment provide us with cues concerning the areas of learning which need more attention. Therefore, it is important that observation as a technique of formative assessment be seen as integral part of teaching.

Questioning students, informal talk and listening to students responses can also yield a large amount of assessment evidence. It is very important that the questions asked should not focus on choral yes or no answers of literal recall. The responses should yield a large amount of assessment evidence revealing the strengths and weaknesses of the students. Similarly, the assignments given during lesson in class, such as reciting a poem, drawing maps, labeling given pictures, describing certain episodes of a story, answering short quizzes, etc. be used to assess students formatively.

Homework assignments, unit test, quarterly test, classroom test, weekly test, etc. can also be used in formative assessment. We may use subjective (long and short answers) or objective test items like alternate response items, multiple choice items, matching items or fill in the gaps items depending on the nature of instructional objectives of the course. These items allow us to identify how much

and in what way, the students are progressing in relation to the curricular objectives.

Classroom discussion can tell the teachers much about students learning and understanding of basic concepts the main goal of discussion in classroom is to build knowledge and develop critical and creative thinking skills. Discussions allow students to increase the breadth and depth of their understanding while discarding erroneous information and expanding and explicating background knowledge.

Peer and self-assessment helps to create a learning community within a class room. With the help of self-assessment students become more aware of their personal strengths and weaknesses. With peer assessment students begin to see each other as resources for understanding and checking for quality work against previously determined criteria.

In order to conduct this research I have used all the aforementioned forms of formative assessment in the classroom, especially, the weekly tests were administered to find out the progress of the students in learning of grammar as a form of formative assessment.

2.1.11 Importance of Formative Assessment

Formative assessment is a method of judging the worth of a program while the program activities are

in progress. This part of assessment focuses on the process. The role of formative evaluation in the real society is basically to permit the curriculum developers, learners and instructors to monitor how well the instructional goals and objectives are being met. Its main purpose is to catch deficiencies so that appropriate interventions are placed in every level of process**.** According to Dahal (2010, p. 39) the importance of formative evaluation are as follows:

- It is important for both the teachers and the students to provide and obtain feedback.
- Objective analysis of individual difference.
- It directs the teaching and learning process.
- To enhance the quality of education.
- To evaluate the learning achievements and the learners along with objectives of the unit.
- To identify the problems of the learners,
- Formative assessment promotes co-operative and cordial relations between teachers and students.
- To raise students' level of achievement in learning.

2.1.12 Purposes and Benefits of Formative Assessment

Black and William (1998) define assessment broadly to include all activities that teachers and students undertake to get information that can be

used diagnostically to alter teaching and learning. Under this definition assessment encompasses teacher observation, classroom discussion and analysis of students work including homework and tests. Assessment becomes formative when the information is used to adapt teaching and learning to meet student's needs.

Feedback is the central function or purpose of formative evaluation. It typically involves a focus on the detailed content of what is being learnt rather than simply a test score or other measurement of how far a student is falling short of the expected standard. According to Crooks (2001, p.26) the major purposes of formative assessment are as follows:

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

When teachers know how students are progressing and where they are having trouble they can use this

information to make necessary instructional adjustment such as re-teaching, trying alternative instructional approaches or offering more opportunities for practice. These activities can lead to improved student success.

To conclude the benefits of formative assessment, it helps to support the expectation that all children can learn to high levels and counteract the cycle in which students attribute poor performance to lack of ability and therefore become discouraged and unwilling to invest in future learning. While feedback generally originates from teachers, learners can also play important role in formative assessment through self-assessment.

2.1.13 Feedback

Feedback given as part of formative assessment helps learner become aware of any gaps that exists between their desired goal and their current knowledge, understanding, skill and guides them through actions necessary to obtain the goal. The most helpful type of feedback on tests and home works provide specific comments about errors and specific suggestions for improvement and encourage students to focus their attention thoughtfully on the task rather than on simply gathering their right answers. This type of feedback may be particularly helpful to lower achieving students because it emphasizes that students can improve as a result of effort rather than be doomed to low achievement due to some presumed lack of

innate ability. Regarding the types of feedback Ramaprasad, (1983, p. 3) writes, “Two forms of feedback can be identifies that given to a class as a whole (generic/group feedback) and that given to a specific students (individual feedback). These two forms are independent: it is obviously possible to deliver both”. For Herold, (1997) the types of feedback can be:

- Intrinsic feedback: Feedbacks from ones own self.
- Extrinsic feedback: Feedback receives from others.
- Negative feedback: Corrective comments about past behavior. These are things that did not go well, and need not to be repeated.
- Positive feedback: Affirmative comments about past behavior. These are things that went well and need to be repeated.

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

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

I had provided the positive, group, individual and oral feedback in teaching to conduct this research.

2.2 Review of Related Empirical Literature

There are numbers of studies carried out on classroom assessment process. However, there is no specific research has been carried out on this topic. Some of the research which has been conducted regarding the assessment process in the department of English Education, Kirtipur was reviewed in brief as follows:

Lamsal (2011) conducted research on title "Effectiveness of Oral Drill in Teaching Grammar." The objective of his research was to find out the effectiveness of oral drill in teaching grammar. In order to conduct this research he used both primary and secondary sources of data. Forty students of grade five at Shree Satyawati Higher Secondary School, Tanahun were the sample of his study. He used non random judgmental sampling procedure to select the sample. The researcher himself was involved in the experimental teaching for the purpose of carry out the research. He used test as a tool to collect the data. Finally, he found that the group taught with using drill technique performed better than the group taught with usual way of teaching.

Bhatta (2011) studied on “Effectiveness of Cooperative Learning in Teaching Grammar” which attempted to find out the effectiveness of cooperative learning in teaching grammar at secondary level. He used both primary and secondary sources of data. The population of the study was students of grade nine of Shree Dasharath Chandra Secondary School, Dhading. He adopted purposive non random sampling procedure to select the sample. He used test as a tool to collect the data. After analyzing the data he found that cooperative learning method was effective in teaching grammar at the secondary.

Ghimire (2010) conducted research on title “Effectiveness of Continuous Assessment in Enhancing Pupils’ Achievement in English.” The objective of his research was to find out the effectiveness of continuous assessment on students achievement in English. He used both primary and secondary sources of data. The population of his study was the students of grade seven of public higher secondary school of Kathmandu valley. He used purposive sampling procedure to select the sample. The tools of data collection were the pre-test and post-test. After collecting the data he analyzed them and found that continuous assessment has notable effect in teaching English.

Chapagain (2005) Studied on " The Effectiveness of Continuous Assessment in English: A case of

Grade Six". The objective of his research was to find out the effectiveness of continuous assessment in English. He used both primary and secondary sources of data. The population of his research study was the students of grade six of public school. He used purposive sampling procedure to select the sample. This study was based on experimental research so the test was only a tool for data collection. The study showed the continuous assessment system in English languages learning was relatively more effective and successful than the usual way of teaching.

Panthi (2003) conducted research on title “A Study on Effectiveness of Diagnostic Test.” The objectives of his research were to find out the effectiveness of diagnostic test in teaching and learning and to find out strengths and weaknesses of the students. He used both primary and secondary sources of data. The population of his study was forty students from a public school of grade seven. He used purposive sampling procedure to select the sample. The tool of data collection was the test. After collecting the data he analyzed them and found that diagnostic test is one of the best ways of effective teaching and learning which functions as the motivating factor for the development of language skills and aspects of students.

2.3 Implications of the review for the Study

In the aforementioned topic I have reviewed altogether five different studies which have conducted regarding the assessing or testing of the students under the Department of English Education. Those research works are to some extent related to my study. The reviewed research works are similar with the present research in the sense that their works tried to look at the effectiveness of continuous assessment and diagnostic test in learning English language. However, the present work is different from the aforementioned reviewed research works in the sense that pre-test, post-test and weekly test are used as tool to elicit the data and thirty students of Shree Bishnu Higher Secondary School, Ilam were the sample of this study. Similarly, it tries to find out the effectiveness of formative assessment in teaching grammar.

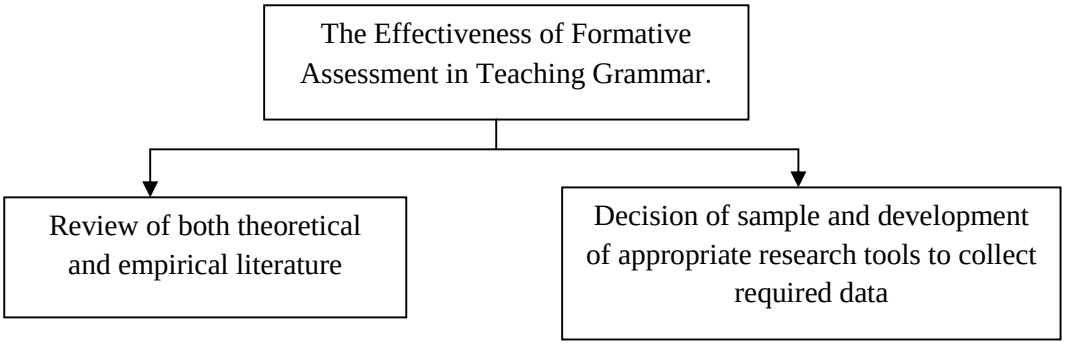
After reviewing the literature I have got lots of ideas regarding the assessment itself, testing or assessing the students continuously, providing feedback, importance of formative assessment, teaching grammar and alike. In order to conduct the research they have used experimental research design and I followed the same i.e. experimental research design. Therefore, after reviewing the literature I got more ideas regarding the process of conducting experimental research design. Similarly, they used test to elicit the data from the population of the study. To design pre-test and post-test their test items provided more insights for me. After

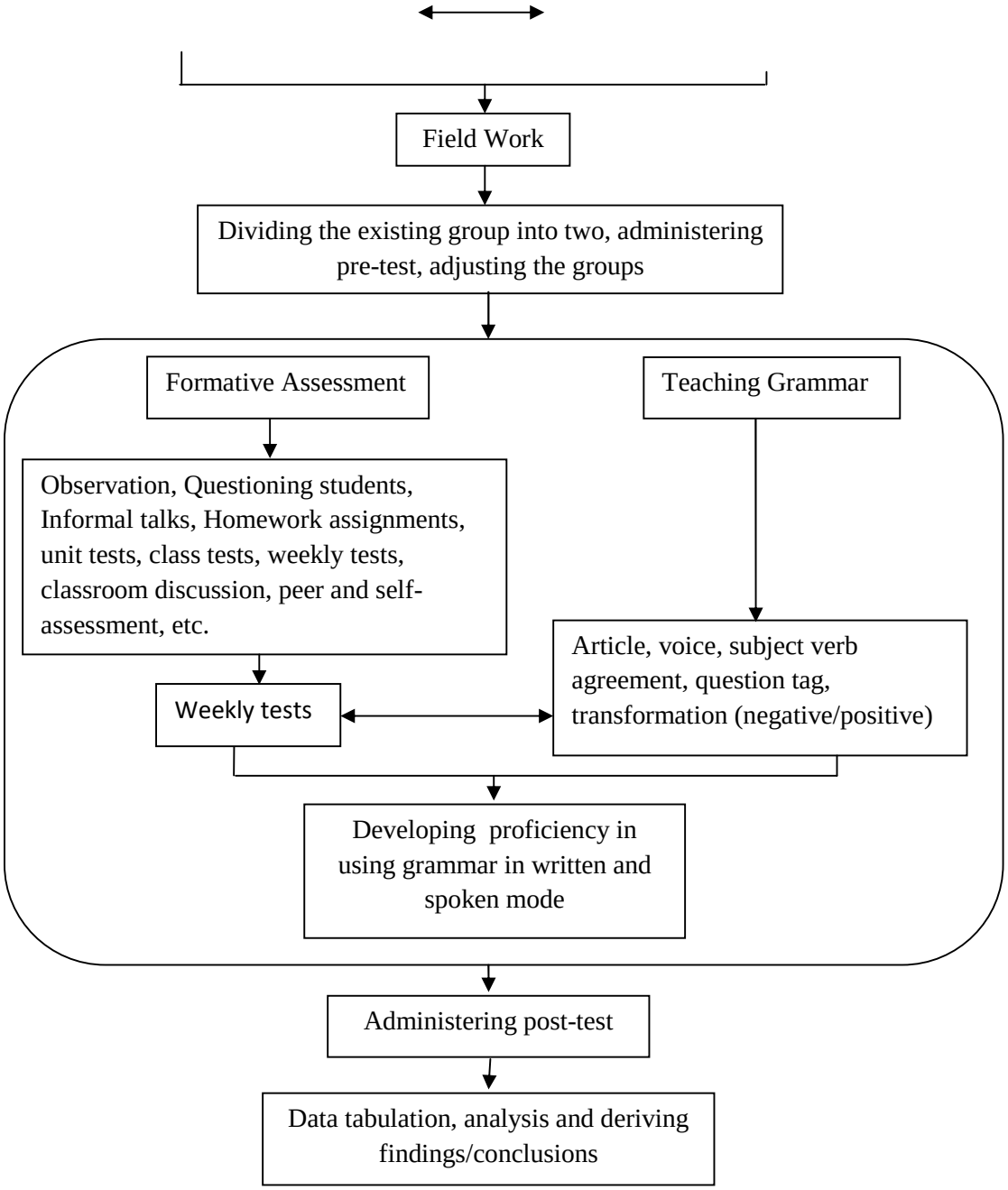
reviewing the theoretical literature I have got lot of ideas regarding the formative assessment, different forms of formative assessment as observation, informal talks, homework assignments, unit test, weekly test, peer and self-assessment, classroom discussion and so on. I have followed the weekly test as a formative assessment while teaching of grammatical items. Similarly, importance of formative assessment helped this study to provide and obtain the feedback in the classroom, identify the real problems of the learners. These are some of the implications of the review of the literature to my study.

2.4 Conceptual Framework

The study on "The Effectiveness of Formative Assessment in Teaching Grammar." has been based on following conceptual framework:

Fig. 1: Framework of this research:





CHAPTER- THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology and procedure was adopted to carry out this research:

3.1 Design of the Study

The present research falls under the experimental design. The term experiments refer to intervene the natural order to get or find something new. Experimental research provides a systematic and logical method of experiment to manipulate certain stimuli, treatments or environmental conditions. The researcher deliberately manipulates some aspect of the experiment in which he is interested. Experiments provide insight into cause-and –effect relation of variables by demonstrating what outcome occurs when a particular factor is manipulated. The experimental research is carried out to find out magnitude of the cause- effect relationship shared by two or more variables either by testing the hypothesis or by verifying the established theories. According to Nunan (1992, p. 26) "…sound experimental design suggests that you should randomly assign students to either the control group, which uses the traditional materials or the experimental group, which uses the innovative materials."

For Best and Kahn (1993) experimental research is a systematic and logical method for answering the research questions. It tests/verifies the hypothesis and discovers the truth being best on the collected data. It is a blue print of the procedure that enables the researcher to test hypothesis by reaching valid conclusion about relationship between independent and dependent variables.

According to Kumar, (1999, p.100):

An experimental study can be carried out in either a controlled or natural environment. For an experiment in a controlled environment, the researcher (or someone else) introduces the intervention or stimulus to study its effects. The study population is in a controlled situation such as a room. For an experiment in a natural environment, the study population exposed to an intervention in its own environment.

There are various designs which are used in experimental research. Following Koul, (2001, p.483) there are eight designs of experimental research there are:

Design 1: One group pre-test post-text Design
Design 2: Two groups, static Design
Design 3: Two groups, randomized subjects, post-test-only Design
Design 4: Tow groups, randomized matched subjects, post-test only Design
Design 5: Randomized groups, pre-test post-test Design
Design 6: The randomized Solomon three groups Design
Design 7: The randomized Solomon four groups Design
Design 8: Simple factorial Design of 2 by 2 (2x2)

Among these research designs I have followed the randomized groups, pre-test
post-test design. This design is also termed as pre-test, post-test
equivalent group design. I have selected this research design because in this design, we are free to divide the existing group into two. In this type of design, the subjects are randomly selected and assigned to the groups i.e. controlled and experimental. And pre-test is administered in order to find out the level of proficiency of both the groups. If there is not equal level of proficiency researcher will exchange some members from the groups. After maintaining the equal level of proficiency, the new treatment is started in experimental group and usual technique is used in controlled group. At the end of the experiment the post-test is administered and scores are compared with the help of appropriate statistical tools in order to find out which group yields better results.

The following figure makes the process more clear about this research design.

Fig. 2

Figure of experimental research design

R	O1	x	O2
R	O3	C	O4

Here, R= Random sampling

X = Experimental group

C = Controlled group

O = Observation/Test

Shindu, (2001, p. 204) presents following steps of experimental research:

I. Identifying, defining and delimiting the problem:
   First stage of any experimental research is to locate the problems and define it.

II. Reviewing the literature:
   After selecting the problem, the related literature should be reviewed.

III. Formulating hypothesis and deducing their consequences:
   Researcher should state the hypothesis of his research in this stage.

IV. Drawing up the Experimental Design:
   Researcher should select appropriate design for his study. Duration of the study, tools and sources should be fixed.

V. Defining the Population:
   The researchers should define the population of his study and he also has to specify the sample in which he is going to carried out the research

VI. Carrying out the Study:
   This is real stage of the study in which the researcher carried out his study.

VII. Measuring the outcomes:

After the completion of the study the researcher measures the outcomes and find out the effect of the treatment.

VIII. Analyzing and Interpreting the outcomes:
Researcher analyzes and interprets the data by using different statistical means.

IX. Drawing up the conclusions:
From the analysis s/he derived the conclusion.

X. Reporting the Results:
Finally, the finding is reported in the form of comprehensible report.

The aforementioned process of conducting experimental research is provided by Shindu (2001). Among these processes I followed I, II, IV, VI, VII, VIII, IX and X.

3.2 Population and Sample

All grade eight students of the English language were the population of this study and among them thirty students of class eight of Shree Bishnu Higher Secondary School, Phuyetappa, Ilam were the sample of this study.

3.3 Sampling Procedure

I used purposive nonrandom sampling procedure to select the school and all thirty students of class eight were included in the study. The students were divided into experimental and controlled groups by using simple random sampling procedure. I brought minor changes in both the groups to make the groups equivalent.

3.4 Data Collection Tools

I used test to elicit the required information for the study. Almost all the test items were objective in nature. The test items were five in numbers (**Appendix I**). It was allocated 40 full marks. The marks were distributed equally i.e. 1 mark for 1 question (transformation, subject verb agreement, voice, article and question tag). The test items and distribution of marks are categorized as follows:

Table: 1

Test items and their marks distribution

S. N.	Nature of the test items	Types of grammatical test items	Numbers of test	Allocated marks
1	Objective	Transformation (Negative/Positive)	8	8
2	Objective	Subject verb agreement	8	8
3	Objective	Voice (active/ passive)	8	8
4	Objective	Articles	8	8
5	Objective	Question Tags	8	8
Total			**40**	**40**

In order to prepare the pre-test and post-test I selected test items from the English Grammar and Composition book of grade eight. Along with test I prepared lesson plan (**Appendix II**), some teaching materials and other supporting tools.

3.5 Data Collection Procedures

I adopted the step-wise methodological procedure to collect the required data. For this, I visited the field i.e. school at first and established the rapport with the authority and the subjects. Then students were divided into two groups by applying simple random sampling (fishbowl draw) procedure. I administered a pre-test for both the groups and calculated the mean scores of both the groups and compared. There was some sort of difference in the average score of both the groups then I made some change by exchanging some members of both the groups to establish the equal level of proficiency of both the groups. Then, I started to teach both the groups i.e. in experimental group formative assessment (weekly tests) was used to assess students' performance regularly and in controlled group formative assessment was not used. After a month I administered a post-test for both the groups and calculated the raw scores and found out the

mean. Finally, I compared the results of both the groups.

3.6 Data Analysis and Interpretation Procedure

Data were analyzed and interpreted with the help of simple statistical computation like-mean. Then they were presented and displayed in different tabular forms and described.

CHAPTER- FOUR
RESULTS AND DISCUSSIONS

This chapter especially deals with the results and discussions of the collected data. The main concern of the present research work was to find out the effectiveness of formative assessment in teaching grammar. For that, analyzing students' progress in learning was important concern of this research study. In order to collect data and derive findings regarding the effectiveness of formative assessment in grammar teaching, I divided class eight students into two groups using simple random sampling procedure and administered pre-test and post-test to elicit the data. In the same way, weekly test was used as a form of formative assessment through which I found the progress of the students in learning of English grammar during my experiment. The data obtained from the students have been presented, analyzed and discussed under two main headings. They are:

4.1 Results

From the comparison of the scores of two tests i.e. pre-test and post-test, the following results has been derived.

a) The group 'A' has increased its average by 13.82 from the pre-test to post-test, formative assessment was used in this group but group 'B' has increased its average by 8.27. Here, I found the difference between the marks of two groups that they got in the test is 5.55. So, formative assessment is effective in teaching grammar.

b) In grammatical test item article, the group 'A' got 5.00 average score in pre-test and 6.80 in the post-test. This group has increased its average score by 1.80. On the other hand, the average score obtained by group 'B' in the pre-test was 5.27 and 6.20 in the post-test. The group has increased its average marks by 0.93. Here, the group 'A' led the score by 0.87. From this, it is found that

formative assessment technique of assessing students' performance is little bit effective in teaching grammar.

c) In the grammatical test item voice, the result shows that the group 'A' got the score 1.53 and 5.47 in pre-test and post-test respectively in an average. Similarly, group 'B' scored 1.93 and 5.07 in pre-test and post-test respectively. Here, the difference between group 'A' and group 'B' is 0.80. So, assessing students formatively is effective while teaching grammar at school level.

d) After analyzing the result of subject verb agreement we come to know that, the group 'A' scored 3.74 in pre-test and 6.60 in post-test, here, this group increased its learning by 2.86 in an average. In the same way, group 'B' scored 3.47 in pre-test and 4.94 in post-test. This group also increased its learning by 1.47. The result shows that the group 'A' led the group 'B' by 1.39. So, it is necessary to assess the students' performance formatively while teaching grammar.

e) The result of grammatical test item question tag shows that the average score obtained by group 'A' in pre-test is 4.14 and in the post-test is 6.47. The marks increased by 2.33. Likewise, group 'B' obtained 4.34 in pre-test and 5.74 in post-test in an average. The marks of group 'B' is increased by 1.40. From this, formative assessment is required while teaching grammar.

f) It was found that, the average score of transformation (negative/positive) test item was 4.60in pre-test and 7.54 in post-test of experimental group. This group increased its average score by 2.94. Whereas, the controlled group has increased its average score by 1.60.

g) After analysis and comparison of the pre-test and post-test of both the groups, it was found that the average scores of the post-tests were higher than that of the pre-test of both the groups but the scores of experimental group is higher than that of controlled group. Thus, it is claimed that the using formative assessment

while assessing the students' performance in grammar is one of the effective technique of evaluation in the classroom.

4.2 Discussions

This sub-chapter deals with the results i.e. the marks that the students obtained from the pre-test and post-test and their discussions. I have administered a pre-test and taught and assess students' performance weekly by weekly test i.e. formative assessment in experimental group or group 'A' but taught without formative assessment in controlled group or group 'B'. Here, I have discussed only the scores of pre-test and post-test. Forty questions of five different grammatical items i.e. article, voice, subject verb agreement, question tag and transformation (negative/ positive) in which each items contains eight questions were asked both in the pre-test and post-test. I have discussed the above mentioned results in terms of:

I Holistic Discussion

II Categorical Discussion

III Progress of the Students

4.2.1 Holistic Discussion

For the holistic discussion, the result of pre-test and post-test of experimental and controlled groups was compared. As a whole, the following tables show how the students performed in pre-test and post-test of the experimental and controlled group.

Table: 2

Students' performance in experimental group or group 'A'

	P	**P**

	pre-test	**post-test**
Average score	18.98	32.80
Below average	10 students	6 students

age	s	
Above average	5 students	9 students
Highest score	30 marks	36 marks
Lo	12	28

w **e** **s** **t** **s** **c** **o** **r** **e**	m a r k s	m a r k s

The above table shows that, the experimental group has got 18.98 score in pre-test and 32.80 in post-test in an average. From this we can say that, the group 'A' increased its average score by 13.82. Ten students have got below the average in pre-test and this number is reduced in six in post-test. Similarly, five students have got above the average in pre-test which is increased in nine in the post-test. Thirty marks have got by one student in pre-test and 36 marks have got by two students in post-test as the highest score. The lowest score of the pre-test is 12 and 28 is in post-test.

Table: 3

Students' performance in controlled group or group 'B'

	P **r** **e** **-** **t** **e** **s** **t**	**P** **o** **s** **t** **-** **t** **e** **s** **t**
A	1	2

average score	8.93	7.20
Below average	8 students	9 students
Above	7 stud	6 stud

average	ents	ents
Highest score	31 marks	32 marks
Lowest score	10 marks	21 marks

e		

From the aforementioned table we can say that the controlled group also increased its average score by 8.27. This group got 18.93 in pre-test and 27.20 marks in post-test in an average. Eight students did not get higher than the average in pre-test and nine students got below the average in post-test. Similarly, seven students got above average in pre-test and six students got above the average score of post-test. The highest score of pre-test is 31marks which is scored by two students and the highest score of post-test is 32 marks scored by two students. Likewise, the lowest score of controlled group in pre-test is 10 marks and 21 marks is in post-test.

From the above discussion we can say that, both the groups have increased their learning proficiency during the experiment. But the group 'A' has got better results in post-test by 5.55 in an average. Similarly, the group 'A' reduced its member who got below than average by four but group 'B' increased by one. Five students got above average marks in pre-test which is increased by four in post-test of group 'A' but group 'B' reduced its member who got above than average by one from pre-test to post-test. Likewise, the highest score of pre-test and post-test in group 'A' has increased widely but group 'B' increased its highest score marginally. So is the case with lowest score of both the groups. Thus, formative assessment resulted as effective tool in teaching of English grammar.

The comparison of average scores of experimental and controlled group in the pre-test and post-test as a whole have been presented in the following table.

Table: 4

Comparison of average scores of pre-test and post-test of both the groups

This table indicates that the experimental group has the average score of 18.98 in pre-test and 32.80 in post-test. This group increased its average score by 13.82 in the post-test. Contrary to this, the controlled group has the average score of 18.93 in the pre-test and 27.20 in the post-test. This group increased its average score by 8.27 in the post-test. The comparison of scores of pre-test and post-test of the entire student proved that the experimental group has learnt more effectively than controlled group. The difference in average score of experimental group is 13.82 and 8.27 is in controlled group between two tests. So, as a whole, the experimental group has progressed by 5.55 average score than controlled group.

4.2.2 Categorical Discussion

I have categorized the data in terms of five different grammatical test items. The individual score was taken from the tests i.e. pre-test and post-test and tabulated in the previous sub-section. The total mark of the test was forty and each grammatical item carry eight full marks. Here, I have only presented and discussed the average score of both the groups obtained in pre-test and post-test. The full and individual scores that obtained from each grammatical item are presented in **appendix IV.** As a whole, the differences of obtained average scores of both groups in pre-test and post-test in each grammatical item have been shown in the following table.

Table: 5

Differences of average score of both the groups in each grammatical item

A **v**				

e r a g e t o t a l			

This table shows the holistic comparison of group ‘A’ and group ‘B’ in each numbers of test items. From this, the group ‘A’ increased its average marks by 13.82 from pre-test to post-test, whereas the group ‘B’ has 8.27. It shows that the group ‘B’ has less average score than that of group ‘A’. The group ‘A’ has learnt better by 5.55 than the group ‘B’, with the help of formative assessment. From this we can say that, the use of formative assessment is effective in teaching of grammar than that of conventional way of assessing the learning of English grammar. The aforementioned five different grammatical items are discussed and interpreted separately under the following sub-headings in this section.

4.2.2.1 The result in Article

In order to find out the effectiveness of formative assessment in teaching grammar, article was used as a grammatical item. Eight questions were asked in both pre-test and post-test which carries one marks for each. Some of the students felt a bit easy in pre-test and some got average marks. After teaching both the groups felt easy for the similar sort of questions of article. The average score obtained by two groups in both tests of article have been presented in the following table.

Table: 6

Average score in article

Group			**Difference**
Experimental (A)			1.80
Co			0.

ntrolled (B)			

The above mentioned table shows that the group 'A' has got 5.00 average score in pre-test and 6.80 in the post-test. This group has increased its average score by 1.80 during the one month learning of grammar with the help of formative assessment. Similarly, the average score obtained by group 'B' in the pre-test was 5.27 and in the post-test was 6.20. The group increased its average marks by 0.93. Here, the group 'A' is leading the score by 0.87. It reveals that the group 'A' progressed marginally in this area of grammar than that of group 'B'.

4.2.2.2 The result in Voice

The full marks of voice was eight and eight questions were asked students to change the statements either in active or in passive as indicated in the bracket both in the pre-test and post-test. Most of the students felt very difficult to solve the questions of voice in pre-test but later they felt easy in post-test. The average score obtained by students in voice both in the pre-test and post-test have been presented in the following table.

Table: 7

Average score in voice

Group			**Difference**
Experimental (A)			5.94
Co			5.

ntrolled (B)			14
			0.80

The above table shows that the group ‘A’ has got 1.53 average score in pre-test and 5.47 in the post-test. This group has increased its learning by 3.94 marks in an average. In the same way, the average score obtained by the group ‘B’ in the pre-test is 1.93 and 5.07 is in the post-test. This group has increased its average score by 3.14. Here also the group ‘A’ is leading the average score by 0.80.

It seems the average difference of scores obtained by group ‘A’ in the pre-test and post-test is significant than that of controlled group or group ‘B’. So, the formative assessment especially weekly test technique is marginally effective in teaching grammar especially voice.

4.2.2.3 The result in Subject Verb Agreement

To find out the effectiveness of formative assessment in teaching grammar, I have used the grammatical test item subject verb agreement in both pre-test and post-test. Eight questions were asked to students where each carries one marks equally. I felt difficult to select the teaching items of the subject verb agreement because of its vast area. So, only the simple items i.e. present, past, past participle, present continuous and present participle forms of verbs were selected to deal with this grammatical item.

The appropriate form of verb was asked to choose from the bracket both the tests. Students felt easy to fill the blanks with correct form of verb as in the bracket.

The average score obtained by students in this grammatical test item i.e. subject verb agreement both in the pre-test and post-test scores of both the groups have been presented in the following table.

Table: 8

Average score in subject verb agreement

Group			**Difference**
Experi			2.86

mental (A)			
Controlled (B)			1.4
			1.39

From the above mentioned table we come to know that, the average score of the group ‘A’ was 3.74 in pre-test and 6.60 in the post-test which increased its score or learning by 2.86 marks in an average. On the other hand, the group ‘B’ has got in pre-test 3.47 and 4.94 was in post-test. This group has increased 1.47 marks in post-test than pre-test in an average.

In this type of grammatical test item the group ‘A’ has learnt better by the average score of 1.39 than that of group ‘B’. It shows that, the formative assessment works better in the students learning of subject verb agreement.

4.2.2.4 The result in Question Tag

Eight questions of question were asked to the students to find out the effectiveness of formative assessment in teaching grammar both in the pre-test and post-test. The full marks of this test item were eight. Students felt a bit easy to fill the blanks with appropriate tag for the questions. The average score obtained in this grammatical test item i.e. question tag both in the pre-test and post-test of both the groups have been presented in the following table.

Table: 9

Average score of question tag

Group			**Difference**
E			2

xperimental (A)			.
Controlled (B)			1. 4 0
			0. 9

The above mentioned table depicts that the average score of pre-test is 4.14 and 6.47 is in the post-test of the group ‘A’. This group has increased its average score by 2.33 in post-test than that of pre-test. On the other hand, group ‘B’ has got 4.34 in pre-test and 5.74 in the post-test in an average. Here, the group ‘B’ has increased its learning by 1.40. In this type of grammatical test item the group ‘A’ led the group ‘B’ by 0.93. Thus, assessing students formatively is effective in teaching of the question tag.

4.2.2.5 The result in Transformation (Negative/Positive)

To find out the effectiveness of formative assessment in teaching grammar, I have used the grammatical test item transformation (negative/positive) both in the pre-test and post-test. The full marks of this test item eight and questions were asked same in numbers. Students were asked to transfer the statements either negative to positive or positive to negative as indicated in the bracket. Students felt a bit easy than other grammatical test item in pre-test and they felt easier to deal with this item in post-test than other items of grammar.

The average score obtained by both the groups in this grammatical test item both in the pre-test and post-test have been presented in the following table.

Table: 10

Average score of transformation (negative/positive)

Group			**Difference**

Experimental (A)			2.94
Controlled (B)			1.60
			1.34

The aforementioned table shows that the average score of group ‘A’ is 4.60 in pre-test and 7.54 in the post-test. The group ‘A’ has increased its average score by 2.94 from pre-test to post-test. Similarly, the group ‘B’ got 3.94 in pre-test and 5.54 in post-test score in an average. The difference of group ‘B’ between pre-test and post-test is 1.60 which is less difference from group ‘A’ by1.34.

Here, formative assessment works better than that of other grammatical test items. Thus, teaching of grammar without assessing students performance formatively is not effective than that of teaching grammar with formative assessment in school level.

4.2.3 Progress of the Students

In order to find out the effect of formative assessment in teaching grammar, the weekly test is used as a form of formative assessment. From the result of the tests we can say that, students did more progress in learning of grammar. Here, both of the groups i.e. experimental (group 'A') and controlled (group 'B') had benefited from the teaching of grammar. But the group 'A' has got more benefit because they were assessed by the weekly test i.e. formative assessment. The weekly test was administered three times during my experiment. The weekly test was like an examination so, students of group 'A' were more aware with the tests but group 'B' did not face any weekly test during my experiment though they performed well in post-test. However, it is less than that of group 'A'.

Both of the groups attempted the pre-test, at that time all the students seemed afraid of the test. They were worried about the examination. This sort of behavior was repeated by the controlled group in the post-test. But the experimental group felt relax at the time of post-test. From this we can say that, the weekly test helped to reduce the students fear regarding the examination. If weekly test i.e. formative assessment is administered, students can evaluate themselves how much they have learnt in a week.

During my experiment the group 'A' seemed to invest more time to study because there was weekly competition to get better marks in the test. However, this sort of behavior was not seen in the controlled group, they were indifferent towards learning. In order to make our students hard working, we have to use the formative assessment as a tool of evaluation while teaching grammar.

One month experiment was done in order to find out the effectiveness of formative assessment in teaching grammar. Tests were administered for the collection of the required data, those data or the result of the tests presented in previous section directly shows that the experimental group did better than the controlled group. The group 'A'

progressed in a high rate from the pre-test to post-test by 13.82 marks in an average, however, the group 'B' progressed from pre-test to post-test by 8.27 marks in an average. Here, the group 'A' leads the progress in learning by 5.55. This sort of progress became possible with the help of formative assessment in learning.

Thus, if we want the progress of the students in learning, we have to apply the formative assessment in day to day teaching and learning of grammar. Teaching of grammar without assessing the students formatively is not much effective than that of teaching grammar with formative assessment.

CHAPTER- FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

After the analysis and discussions of the study results in chapter four, the summary, conclusions and implications of the findings are presented in this section in accordance with the two research objectives and three research questions brought up in chapter one.

5.1 Summary

The teachers need the knowledge of assessment or testing in order to find out the proficiency level of the learners. Assessment is a means by which we find out both the ability and inability of the learners in the concerned areas and provide suggestions for them accordingly. There are mainly two types of assessment in practiced i.e. formative and summative assessment. In the context of Nepal, especially summative assessment is given due emphasis to assess and to upgrade the students. The summative assessment technique of evaluation is failed to assess the actual behavior of the learner, it is only concern with the pass and fail. So, the main purpose of this research is to find out the effectiveness of formative assessment in teaching grammar and from the findings of this study to suggest some pedagogical implications. Does formative assessment help to improve students' performance in grammar? What is its importance in teaching? Would students have significant progress if they were assessed regularly? are the main concern of this study. Teachers, examiners,

researchers, curriculum designers, learners as well as those people who are directly or indirectly involved in ELT will be benefited from this study.

Teaching of English language takes place all around the world because it is used all over the world. In Nepal, English has been used as a means of instruction and medium of writing since Rana regime. If anyone wants to learn any language he needs to learn its grammar at first. Grammar is a backbone of language. There are several methods came into existence to deal with grammar e.g. GT method, ALM, Direct method, Communicative Approach, etc. Along with these methods there are several techniques of evaluation while teaching of language also came into existence e.g. formative, summative, illuminative assessment, etc. Among them formative assessment is important to assess the students behavior because it typically involves instructive feedback for both teachers and students that focuses on the details of content and performance. Different theoretical literatures were reviewed for the sake of more knowledge of formative assessment and teaching grammar. Similarly, five different empirical literatures were also reviewed. These literatures were useful to provide more ideas regarding research design, conducting tests, formative assessment and so on. From those literatures the conceptual framework for the study is derived.

Similarly, this research is an experimental research design. Twenty four classes were taken to conduct an experiment in Shree Bishnu Higher Secondary School, Phuyetappa, Ilam. Thirty one students studying in class eight were sampled for this study where fifteen students were grouped in experimental group or group 'A' and fifteen students were grouped in controlled group or group 'B' with the help of simple random sampling procedure. Tests i.e. pre-test and post-test were administered in order to collect the required data.

After collecting required data I have analyzed them. According to analysis and discussion of those data the following summary has been derived.

a) The difference in average score of group 'A' is 13.82 and 8.27 is in group 'B' between two tests. So, the experimental group progressed by 5.55 average score than controlled group. Thus, assessing students formatively is more effective in teaching grammar.

b) In article, the average difference of group ‘A’ and group ‘B’ is 0.87. Experimental group is least ahead of the controlled. From this, the formative assessment technique of assessing students’ performance is marginally effective in teaching grammar.
c) In voice, the group ‘A’ led the average score by 0.80. So, the formative assessment technique is marginally effective in teaching grammar especially voice.
d) In subject verb agreement, the group ‘A’ learnt better by the average score of 1.39 than that of group ‘B’. So, it is necessary to assess the students’ performance formatively while teaching grammar.
e) In question tag, the group ‘A’ led the group ‘B’ by 0.93 in an average. Thus, assessing students formatively is marginally effective in teaching question tag.
f) In transformation (negative/positive), the group ‘A’ learnt better by the average score of 1.34 than that of group ‘B’. Here, formative assessment works better than that of other grammatical test items.

From the above mentioned points we can say that, the formative assessment is very much important tool to evaluate the students’ performance in grammar. After analysis and comparison of the pre-test and post-test of both the groups, it was found that the average scores of the post-test were higher than that of the pre-test of both the groups. Therefore, it is claimed that the using formative assessment while assessing the students’ performance in grammar is one of the effective technique of evaluation of the students in the classroom.

5.2 Conclusions

The present study investigates the effect of formative assessment in teaching grammar, especially in article, voice, subject verb agreement, question tag and transformation (negative/positive). In this study, I have tried to make an experiment regarding the effect of formative assessment. For this, I have selected the thirty students of class eight. In order to collect the data I have divided the whole class into two groups and administered a pre-test and a post-test.

The findings of this study have been identified on the basis of result of the whole group rather than on the basis of individual students. Both groups were taught a same subject matter by using the same materials. Only the difference was in the use of assessment technique i.e. in experimental group formative assessment was used and formative assessment was not used in the controlled group. The result of post-test shows that both groups are benefited from teaching but comparatively, the group that got formative assessment i.e. group 'A' was found to perform better in all of the cases.

Hence, this study reveals that assessing the students' performance of grammar with the help of formative assessment in school level i.e. class eight is relatively more effective than that of conventional way of assessing the grammatical performance of the students. Thus, this research concludes that the use of formative assessment technique for the purpose of testing grammar in school level has positive effect.

5.3 Implications

On the basis of the major findings of the present study, the following suggestions and implications for different levels are proposed as follows:

5.3.1 Policy level

a) The syllabus designers and textbook writers should include the component of formative assessment technique to assess the grammatical performance of the students while designing the syllabus and writing the textbook.
b) Decision has to be made to provide training for the teachers in order to use the formative assessment in day to day teaching in the classroom at policy level.
c) For the effective implementation of this technique to assess the students' grammatical abilities, the concern body should make the formative assessment as a programme for the school level.

5.3.2 Practice level

a) Group ‘A’ got better results than that of group ‘B’. From this we can say that, the use of formative assessment technique of assessment in teaching grammar is more effective than conventional way of classroom assessment. So, this study suggests the English grammar teachers to evaluate the students’ grammatical performance by using formative assessment in school level.
b) Weekly test can be useful technique to reduce the students fear from the examination.

5.3.3 Further research

This study was only limited to the thirty students of class eight of Shree Bishnu Higher Secondary School, Phuyetappa, Ilam. Therefore, I do not claim that it is complete in itself. This is an experimental study. A survey research study involving the greater number of the schools, teachers, experts, parents, students, etc. should be carried out in this area in the future. Here, I have tried to provide some suggestions and related areas for further research.

First, the sample of the study should be larger so that, there will be the high chance of obtaining real findings. It is suggested that more population should be include to investigate the use, importance, effect, etc. of formative assessment. Therefore, valid and reliable results regarding these topics will be derived. To be clearer, with the large number of sample the results and findings of the study can be more representative and more reasonably be generalize to the whole population.

Second, it is suggested that the further researchers, who want to carry out research in this area, pay attention to find out the effect, use, importance, etc. of the other level students and other district that different from this study. Similarly, further researcher can be carried out the research to find out the effect of formative assessment in other field of language i.e. other than grammar such as vocabulary, pronunciation, language skills, etc.

Third, more studies could be conducted to find out the attitudes and perceptions of teachers, students, parents, experts, etc. towards the formative assessment in learning. They can also explore the effect of formative assessment in higher level as well.

More than this, they can also conduct research to explore the ways of making formative assessment effective and scientific in the process of teaching and learning of English language.

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Appendix I

Pre-Test

Name:

Date:

Class: Eight

FM: 40

Time: 30 mint.

PM: 16

Sub: English

Roll No.

Q.N. 1 Change the following sentences as indicated in the brackets. 8

a. I have a car. (Negative)

.....
.....

b. They aren't students. (Positive)

.....
.....

c. Bob wrote a book. (Negative)

.....
.....

d. He goes to school. (Negative)

.....
.....

e. I am not so great as him. (Positive)

……
……..

f. Ram does not play football. (Positive)

……
…….

g. He will come again. (Negative)

……
……..

h. Nobody was absent. (Positive)

……
……...

Q.N.2 Choose the appropriate form of the verb and complete the sentences.8

i. Ram and Hari ……. students. (be)
ii. Everybody …… children. (love)
iii. …… you like bananas? (do)
iv. They are.....to go to Pokhara. (plan)
v. Listen! Somebody is.....the door. (knock)
vi. Ninety rupees…….too much for this copy. (is)
vii. Neither praise nor blame ……. to affect him. (seem)
viii. Time and tide …… for no man. (wait)

Q.N.3 Change the following sentences into another one as indicated in the brackets. 8

i. The people will make him president. (Passive)

……
…….

ii. By whom were you taught grammar? (Active)

……
……

iii. Ram gave me a book. (Passive)

……
……

iv. A snake was killed by him. (Active)

……
……

v. My pocket has been picked. (Active)

……
……

vi. A teacher gave him a reward. (Passive)

……
……

vii. My watch has been stolen. (Active)

……
……

viii. The boy is climbing the wall. (Passive)

……
……..

Q.N.4 Complete the following sentences by using appropriate articles. 8

i. Which is…..….. longest river in Nepal?
ii. She is…….. untidy girl.
iii. Sri Lanka is …..…. island.
iv. This is……. best book of elementary grammar.
v. Twelve inches make…….. foot.
vi. He is ……... honest boy.
vii. I first met him ……. year ago.
viii. She is practicing ……..….. piano.

Q.N.5 Add question tag to the followings: 8

i. It’s very hot today,…….. ?
ii. I didn’t hurt you, ……?
iii. Let’s go to the class, ……..?

iv. Kishore will come, …….?
v. Open the door, ……?
vi. You aren't going out,…….…..?
vii. He drives too fast, ……?
viii. I'm late, ……?

Post-Test

Name:

Date:

Class: Eight

FM: 40

Time: 30 mint.

PM: 16

Sub: English

Roll No.

Q.N. 1 Supply the correct article: 8

a. There is ..... apple in the basket.
b. He reads in..... university.
c. He joined ..... gang of robbers.
d. Mr. Sharma is..... engineer.
e. This is……. best book of elementary grammar.
f. Twelve inches make…….. foot.
g. He is …….. first man to arrive.
h. Have …….. nice day!

Q.N. 2 Change the following sentences as indicated in the brackets. 8

i. I know her. (Passive)

……

……

ii. A teacher gave him a reward. (Passive)

……

……

iii. He will be made president by the people. (Active)

……

……

iv. Someone has picked my pocket. (Passive)

……

……

v. A book was given to me by him. (Active)

……

……

vi. By whom were you taught grammar? (Active)

……

……

vii. I opened the door.(Passive)

……

……

viii. He was offered a chair. (Active)

……

……

Q.N.3 Choose the appropriate form of the verb and complete the sentences. 8

i. She always …….to the temple. (go)

ii. If I …..……..…you, I would propose her. (be)

iii. Five dozen bananas ……. Rs. 100. (cost)

iv. Gold and silver ……. precious metals. (is)

v. They are……. ready for walk. (get)

vi. Listen! Somebody is……...……. the door. (knock)

vii. Everybody ……... children. (love)

viii. They are……. to go to Ilam. (plan)

Q.N. 4 Add question tag to the followings: 8

i. We are free,……..?
ii. Shut the door, ……..…….?
iii. She can't swim, …….……?
iv. Binod plays the Flute, ……...……?
v. Let me sing a song, ……?
vi. He won't come again, ……?
vii. She'd rather stay at home, ……?
viii. He'll be here tomorrow, ……?

Q.N. 5 Change the following sentences as indicated in the brackets.8

i. He does not go to school. (Positive)
……
……
ii. He will come again. (Negative)
……
……
iii. Ram did not live many years in India. (Positive)
……
……
iv. Bob wrote a book. (Negative)
……
……
v. They do not obey their parents. (Positive)
……
……
vi. Nepal is developing its economic condition. (Negative)
……
……
vii. They aren't students. (Positive)
……
……..
viii. I always love to play cricket. (Negative)
……
……..

Appendix II

Lesson Plan No.1 (Experimental group)

School:

Date:

Unit:

Time:

Topic: Articles

Class: Eight

Specific objective: At the end of this lesson students will be able to use definite and indefinite articles.

Teaching materials: Usual classroom materials and example chart.

Warm up:

PROCEDURE

Presentation: Teacher will introduce the topic after that present the example chart and ask them to read it out.

Practice: i) Students will be asked to tell some conditions of using definite and indefinite articles i.e. the, a and an on the basis of given examples. If they do not know then teacher will tell them.

ii) Teacher will provide exercise no. 1, from the book and ask them to fill the blanks with appropriate articles and check them then provide positive and individual feedback to them.

iii) Teacher will provide exercise no. 2 from the book as a test and ask them to solve and collect the answer sheet then distribute the answer sheet in the classroom by exchanging and ask them to check the answer of their friends and suggest them.

Production: i) Students will be asked to tell conditions of using articles and teacher will provide some exercises to practice in the classroom and check their answers.

ii) Teacher will ask questions to the students regarding the lesson and ask them to make discussion and listen to the students' responses then provide positive and group feedback for their better improvement.

Homework: Exercise no. 3 and 4.

Lesson Plan No.2 (Controlled group)

School:

Date:

Unit:

Time:

Topic: Articles

Class: Eight

Specific objective: At the end of this lesson students will be able to use definite and indefinite articles.

Teaching materials: Usual classroom materials and example chart.

Warm up:

PROCEDURE

Presentation: Teacher will introduce the topic after that present the example chart and ask them to read it out.

Practice: i) Students will be asked to tell some conditions of using definite and indefinite articles i.e. the, a and an on the basis of given examples. If they do not know then teacher will tell them.

ii) Teacher will provide exercise no. 1 and 2 from the book and ask them to fill the blanks with appropriate articles and check their answers and provide generic feedback to them.

Production: Students will be asked to tell conditions of using articles and teacher will provide exercise no. 3 and 4 to practice in the classroom and check their answers and provide group feedback to them.

Homework: exercise no.5

Lesson Plan No.3 (Experimental group)
School:

Date:

Unit:

Time:

Topic: Question tags

Class: Eight

Specific objectives: After the completion of this lesson students will be able to

use question tags appropriately.

Teaching materials: Usual classroom materials and example chart.

Warm up: Revision

PROCEDURES

Presentation: i) Teacher will present the example chart which contains

some examples of question tag and ask them to read it out.

ii) Teacher will ask them to find out what the example is

about and then teacher will introduce the topic.

Practice: i) Teacher will divide the whole class into the four groups and ask them to discuss with each other regarding the conditions of question tags

with the help of presented example and ask them to present in the class. If they cannot do then teacher will make them clear.

ii) Teacher will provide exercise no. 1 from the book and ask them to solve given exercise then collect their answers and distribute in the class by exchanging their copies and ask them to check the answer in peer then provide individual feedback for their task.

Production: i) Students will be asked to tell some conditions of question tags, if they cannot do then teacher will help them.

ii) Teacher will provide exercise no. 2 and 3 from the book then ask students to solve those problems and teacher will check their answers and positively suggest them in order to improve their learning of question tag.

Homework: Exercise no. 4 and 5.

Lesson Plan No.4 (Controlled group)

School:

Date:

Unit:

Time:

Topic: Question tags

Class: Eight

Specific objectives: After the completion of this lesson students will be able to

use question tags appropriately.

Teaching materials: Usual classroom materials and example chart.

Warm up: Revision

PROCEDURES

Presentation: i) Teacher will present some examples of question tag by

the help of example chart and ask them to read out.

ii) Teacher will ask them to find out what the example is about and then teacher will introduce the topic.

Practice: i) Teacher will ask students to tell some conditions of question tag with the help of presented examples, if they cannot do then teacher will make them clear.

ii) Teacher will provide exercise no. 1 and 2 from the book and ask them to solve given exercises and then correct their answers and provide oral and group feedback to them.

Production: i) Students will be asked to tell some conditions of question tags, if they cannot do then teacher will help them.

ii) Teacher will provide exercise no. 3and 4 from the book then ask students to solve those problems and teacher will check their answers and provide positive and group feedback to them.

Homework: exercise no. 5