

# CHAPTER – ONE

## INTRODUCTION

The present thesis is about the “Use of Continuous Assessment in Developing Proficiency on Grammatical Items ”This chapter includes background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### 1.1 Background

Language testing has become an independent discipline in itself. There are various universities which have awarded Ph.D. degree in language testing. In the context of Nepal, T.U. has recently given language testing a separate status as an independent subject for study at M.Ed. level at the Department of English Education. Until then, language testing was confined as a unit under English language teaching (ELT) methodology course. Testing is an indispensable part of language teaching learning activities. Without testing, teaching would be meaningless. Testing is an inherent part of language teaching and learning experiences. There is a saying; "Testing and teaching are two sides of the same coin". This means, testing is an integral part of teaching a language. Hughes (2003, p.3) also argues "The proper relationship between teaching and testing is surely that of partnership". Testing and teaching go side by side because sometimes testing is geared for teaching. However, some other times, teaching is geared for testing. From the above discussion, we can infer that the relationship between testing and teaching is like the relationship between flesh and blood. Blood has no place without flesh and flesh has no life without blood. To be a living organism, both flesh and blood are equally important things. The existence of one cannot be imagined in the absence of other. Similarly, without testing there is no guarantee of teaching and learning experiences and without teaching, no place for testing as well. Anyway, the

relationship between testing and teaching is similar to the relationship between flesh and blood.

To test language ability is a very complex task for a tester, so that it takes more time to test one's ability, based on language components. There are various components of language which are important for language tester. According to Bachman and Palmer (1996 p.126), the following are the components of language competence i.e. organizational competence and pragmatic competence. One may not be a language tester without the knowledge of language components. In other words, language tester should know about the students' psychology, background knowledge, their environment, contextual knowledge, linguistic knowledge, and so on.

There are various definitions of language testing but some of the definitions can be put into following lines. According to Carrol (1968, p. 46),"A test is a procedure designed to elicit certain behavior from which one can make inferences about certain characteristics of an individual". It means a test is the measurement of one's linguistic ability.

According to Fulcher and Davidson (2007, p.xix):

Testing and assessment are the parts of modern life. School children around the world are constantly assessed, whether to monitor their educational progress or for government to evaluate the quality of school system. Adults are tested to see if they are suitable for a job they have applied for, or if they have the skills necessary for promotion.

From this definition, we can figure out that testing and assessment are part of human life. The existence of human knowledge can be not imagined in the absence of testing and assessment.

Davies (1968, as cited in Hughes 1995, p.2) writes "The good testing is an obedient servant since it follows and apes the teaching". It means testing should measure teaching and learning activities of the teacher and student rather than the knowledge of the tester.

Continuous Assessment System, CAS in short, is a newly developed form of language testing. Students are uplifted on the basis of their grade criteria as it determined in CAS. It is an approach to measure one's ability by the help of observation. It is opposed to formal exam system.

From the above discussion, we can infer that testing is an important part for teaching and learning languages. CAS is introducing as a powerful means of language testing to provide immediate feedback in order to improve the situation of teaching and learning experiences. Testing should be on the basis of communicative components, linguistic component, and grammatical component and so on. These days, the scholars of language testing are strongly argued to adopt continuous assessment system in developing language proficiency in grammatical items is an inevitable part of language proficiency. In order to develop such proficiency language teacher must be continuous assessment system due to its boundless benefits. Looking such importance in learning language, I have chosen the topic "use of CAS in developing proficiency in grammatical items" for investigation.

## **1.2 Statement of the Problem**

A problem statement is a clear description of issue which includes a vision, issue statement, and method used to solve the problem. The problem statement of the present study expresses the words that will be used to keep the effort focused and it represent a solvable problem.

When the EFL teachers take the English language teaching as an endeavor to develop students overall linguistic proficiency rather than only involving in teaching and learning then testing becomes useful whatever the learners gained

from teaching and learning only becomes measurable with the sound provision of testing Continuous Assessment System (CAS) as a constructive means of evaluation aims to assess the learners performance and provide constructive feedback regularly. I have raised the problem of its in developing proficiency in grammatical items in this study.

The problem to be addressed in this study is whether or not we can increase the developmental proficiency in grammatical items of the students through continuous assessment. Grammar or grammatical items are the basic infrastructure of language proficiency and those items are duly included in our textbooks and exercise. However, still there is a controversy on how to assess the learners' proficiency in such items. Thus, this study is being concerned to the use of CAs in developing proficiency in grammatical items. Similarly, the problem being address in these studies are: how and to what extent CAS helps in teaching and learning process of the learners, how language teacher can implement CAS in their learners' evaluation and so on. So, I want to find the solution of the about mentioned problems throughout this study.

### **1.3 Rationale of the Study**

A rational is a description of the under lying foundation for an action taken or decision made. it is an explanation of the controlling principles in the circumstance, the intellectual or sensible path chosen and the logic toward the expected outcome , opinion or practice certainly, this perspectives is a vital one as we explore the need for developing rational for our research.

The present study on "Use of CAS in developing proficiency in grammatical items is important as it intends explore the developmental proficiency in grammatical items of the students through continuous assessment. It becomes justifiable to carry out since it presents the valuable information for language teacher, students, and scholars and policy makers about CAS, role of CAS, tools used in CAS, impact of CAS in developing proficiency of learns on

grammatical items, process of CAS, teachers and students role in CAS and interrelationship between CAS and periodical testing. In my own opinion this study becomes so important in testing that deserves to be supported. It is because; the aim of teaching is to bring the change in real life situation by providing the learners with skills to face the challenges of life and also learning himself. The only solution lies in the continuous person of knowledge and sound provision of testing, if the teacher have the skills and habit of assessing their learns through CAS especially, on grammatical items i.e. tense and preposition, they will be able to develop their learners proficiency, the problem of CAS occurs in course of effective evaluation. All the means of evaluation may not be apt to all levels of students. However, CAS be useful for those all.

Though a number of research works have been carried out in the field of language testing and CAS, those studies are significance vary from present study because nobody has carried out a research on use of CAS in developing grammatical proficiency of the learners. Similarly, it is based on action research design that is why the curiosity had brought research to select this topic. Lastly but not far from the rational, the results of this study provide valuable information needed to concerned people about CAS and opens up possibilities for further research as well.

#### **1.4 Objectives of the Study**

The main objectives of my study were:

- a) To find out the developmental proficiency in grammatical items of the students through continuous assessment.
- b) To suggest the pedagogical implications based on the study.

#### **1.5 Research Questions**

To complete this research, I used the following questions as the researches questions of the study:

- ) What is CAS?
- ) What is the role of CAS in developing proficiency on grammatical items?
- ) What are the specific tools of CAS?
- ) What is the role of students in CAS?
- ) What is the role of teachers in CAS?
- ) What is the process of CAS?
- ) What is the relationship between CAS and periodical testing?
- ) Why should language teachers enroll their students in CAS?

## **1.6 Significance of the Study**

The research work on Use of Continuous Assessment in Developing Proficiency on Grammatical Items i.e. Preposition and tense of their learners bears great significance in the field of language teaching and testing. Teachers are benefitted to improve the proficiency level on preposition and tense if they properly become successive applied CAS in the classroom. In the same way, teachers become constantly able to make decisions about their remedial teaching to improve the proficiency for individual students. This research work is equally important for curriculum designer, syllabus designer and textbook writer to make curriculum, syllabus, and textbook based on students' proficiency level on grammatical items. This study encourages establishing CAS as an integral form of learners evaluation. They must include the grammatical portion in curriculum, syllabus and textbook to teach primary level learners along with CAS.

On the other hand, the research work will be important for teachers' trainers to give training based on CAS to train the teacher in their student's testing. Trainees are benefitted to improve the method of teaching and learning and to adapt a new trend of assessing learners' achievements if it is applied in the classroom.

## 1.7 Delimitations of the Study

The study had the following delimitations:

- i. The study was limited to Shree Manjushree secondary school Jyamrung of Dhading district.
- ii. The study was limited to primary level only grade 5 and data was collected from the students of that class.
- iii. The study was limited to observation and tests. However, check list, class work, project work, behavior change, creativity and attendance were confined under observation.
- iv. The study was limited on preposition and tense.

## 1.8 Operational Definitions of the Key Terms

*Continuous Assessment system:* An ongoing device of measuring once ability and level of knowledge by means of different tools that a teacher can constantly use.

*Cyclical:* Repatriation of something

*Formative:* A continuous form of the examination with constructive feedback and remedial tips.

*Observation:* Perception/ remark of the behavioral change especially here in the learning language.

*Practitioner:* Person who practice teaching and testing in their academic concerns.

*Preposition:* A grammatical item which fulfills the gap of naming words in sentences.

*Proficiency:* Ability of someone to do something

- Summative:* A form of examination system generally helps at the end of academic year.
- Tense:* An item of grammar which is related to the tempera aspect.
- Upgrade:* Somebody to give somebody a better seat on room.
- Pilot:* A person with special knowledge of a difficult area.
- Test:* An examination of somebody's knowledge, consisting of questions for them to answer.
- Authorities:* The power to give orders to people.



## **CHAPTER – TWO**

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

This chapter is about the review of related literature and conceptual framework of the study. It is divided into four different sections. The firsts, the review of related theoretical literature; secondly, the review of related empirical literature thesis light on empirical studies, so far carried out on the related topics the implication of the review for study presents the relation between reviewed works with present study. For used on describing the theoretical ground for this study and finally, the chapter ends with conceptual framework which summarizes the whole process to be followed for selected topic.

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

A theoretical frame work guides any rules each work by using ' what work' in the experiences or exercise of doing something by those directly involved research study. After reading related literature, a number of theories and theoretical assumptions have been developed from different perspectives. The information far used from different literature is used under the main themes of theoretical literature. The theoretical literature of this study include and information about language testing, language assessment, relationship between assessment and testing types of language assessment, continuous assessment system, features of basic principles, objectives of CAS along with historical perspectives of CAS in Nepal, and need of CAS at primary level , which are discussed below:

##### **2.1.1 Language Testing**

In general, testing is considered as a way to systematically measure a person's level of knowledge. In other words, language testing is a way to measure a person's level of knowledge based on any particular language; such as, English

language, Hindi language, Nepali language etc. Testing plays an important role in teaching a language in a classroom environment. There are different types of language testing but Hughes (1995, p.9) presents the four types of testing i.e. proficiency testing, achievement testing, diagnostic testing and placement testing.

Different linguists have different views towards language testing. According to Hughes (2003, p.3), "Language testing and language teaching are partnership". It means that language testing is an inherent part of language teaching or without language testing, teaching would be meaningless. Similarly, Valette (1994, as cited in Yadav and Yadav, 2011, p.11), says that "Tests" are large scale proficiency tests and assessments are school based tests. According to Douglas (2010, p.11)" A test is a measuring device, no different in principle from a ruler, a weighing scale, or a thermometer". Douglas means a test is nothing but it is a measuring device to measure the knowledge of the learners.

From the above mentioned definitions, we can figure out that testing is a method to find out the learners achievement based on any particular criteria. Testing is a way of collecting information about an individual to know about his/her level of knowledge or how much he/she has learned from something else. Testing is an important for language learners because it plays a crucial role for making an effective teaching and learning experiences. Testing is an unavoidable part for language teaching. In other words, teaching without testing is like dancing without the musical instruments and songs.

### **2.1.2 Language Assessment**

The term assessment is a broad term in comparison to testing. It is an umbrella term which consist different modes of testing. Etymologically, the meaning of the word "assessment" is derived from the Latin word 'assider' which means to 'sit beside'. This may cover all methods of testing and assessment. Most of the

linguists argue that assessment and testing are different in terms of formality. It means, testing is more formal than assessment.

According to Fulcher and Davidson (2007, p. 29) "Assessment is performance based that refers to a particular features of the classroom context in collaboration between learners". Gardener (1993, cited in Altan, 2002, p.57) defines assessment as "The process of obtaining information about the skills and potential of individuals and useful data to the surrounding community". According to him, assessment is a process in which necessary information about the skills and potentials of students are collected. According to Altan (2002, p.57) assessment is "An ongoing process through which a student is not only monitored but also involved in making decisions about the degree to which his performance matches with his ability ". From this definition, we can infer that both teacher and students are active agenda in assessment.

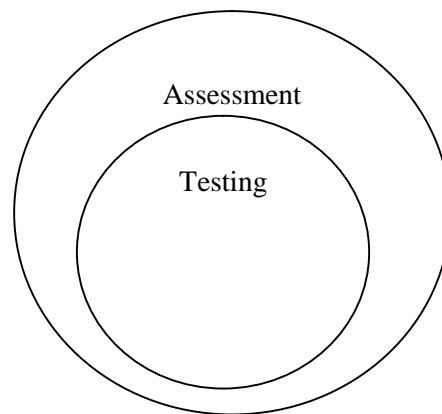
From the above definitions, we can figure out that students are administered indifferent testing in order to measure their potentiality due to the lack of proper means of testing; students are facing different problems. So teachers' duty is to find out those problems in order to assess learners' achievement in better way, for this purpose we have to adopt a systematic assessment system.

Here, my main concern is on 'Language Assessment', which means, assessing the students ability regardless of any particular time, place, question in a language. It can be done in any time to find out the real understanding of language learners. This can be carried out informally in the classroom to find out the students real picture regarding to language. In the past, testing was equal to assessment. However in recent time assessment leads to more effective testing that of the past.

### 2.1.3 Relationship between Assessment and Testing

Testing and assessment look similar in some ways. However, they are different from each other in terms of inputs they provide. According to Bachman (2010), "There is whole part relationship between assessment and testing". It means that assessment is the whole part of evaluation; whereas testing is a specific part of evaluation. Assessment is an umbrella term or a cover term which includes of testing as its part. From the above discussion, it can be understood that testing may be more formal, whereas assessment is less formal than testing. We can present following diagram to make clear concept about their relationship:

**Figure No.1**  
**Relationship between testing and assessment**



From this diagram, assessment and testing are the ways of evaluation in which assessment includes testing as its part.

### 2.1.4 Types of Language Assessment

Hughes (2010) describes the following two types of assessment:

- a. Formative assessment
- b. Summative assessment

Formative assessment is a type of assessment which is done regularly in the classroom to find out the weaknesses of the students. It is similar to continuous assessment system because the main purpose of formative assessment is to improve the learners' behaviors which are similar to the purpose of CAS. So, the formative assessment is similar to continuous assessment.

Summative assessment on the other hand, is opposed to the formative assessment. It is done at the end of the year, month, etc. The main purpose of summative assessment is to pass or fail the students.

To improve the learners' knowledge, formative assessment is better. However to find out the learners particular ability, summative assessment becomes better to the tester. The main differences between the formative and the summative assessment can be presented in the following table.

<b>Formative assessment</b>	<b>Summative assessment</b>
<ul style="list-style-type: none"> <li>- Its main purpose is to improve learner.</li> <li>- It is done by class teacher.</li> <li>- This is more informal.</li> <li>- Weekly exam, homework, class work, etc. are the examples of formative assessment.</li> <li>- It is students' center.</li> <li>- The checklist, portfolios are main tools to know about their students.</li> <li>- There is not any pass and fail system in formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>- Its main purpose is to find out the learners ability.</li> <li>- It may or may not be conducted by subject teacher.</li> <li>- This is more formal than formative assessment.</li> <li>- Final exam, yearly exam are known as example of summative assessment.</li> <li>- Often, summative assessment is teacher oriented.</li> <li>- Tests are main tools to know the level of their learners.</li> <li>- It is based on pass fail system of learner's gradation.</li> </ul>

Though formative assessment and summative assessment are different from each other, both are the types of assessment. The main purpose of formative assessment is to improve teaching and the learning environment whereas the purpose of summative assessment is to find out the learners ability in order to grade them.

### **2.1.5 Continuous Assessment System (CAS)**

So far, I have described about formative assessment and summative assessment in the above discussion, formative assessment is similar to continuous assessment. It is because the main purpose of formative assessment system is to improve rather than to prove. Similarly, CAS is also used to improve the learners' proficiency level by the help of regular test. Continuous assessment is one of the new concepts in language teaching experience. It is opposed to periodical examination systems which are used to evaluate the only one aspect of students rather than whole aspects of learners.

When both formal and informal assessments are done on regular basis they are referred to as continues assessment. It is meant as an inherent part of teaching in order to improve learning process of the students.CAS is nothing but only a way of gathering information for assessing the student's progress.

CAS is an approach of assessing our students' performance. According to this approach, we can put the students' records in our portfolio and judge, accordingly. There may not be any pass and fail system in CAS although, there may be the different groups of learns on the basis of their proficiency level.

There are some ways to implement CAS. According to primary level Curriculum (2062), the following ways are the basic means to implement CAS in a language classroom.

- a. Class works
- b. Project Work
- c. Behavior change

- d. Creativity work
- e. Attendance

CAS is a new concept in the context of Nepal because of our traditional examination system. In the present time, CAS has been implementing up to the seventh grade of our school education system.

CAS, as its name suggests, is done regularly rather than a certain time. We must evaluate our students' performance according to our daily lesson plan. There may be a certain criteria to implement CAS in the field of teaching and learning; one of the criteria is using checklist. Our students' behavior can be put in checklist by the help of observation of behavior the result of different exercises. According to Richard et.al (1999, p.83), "CAS is an approach to assessment, in which students are assessed regularly throughout the program other than being given a single assessment at the end". This definition focuses on the continuous process of collecting information.

Similarly, Airasian (1991) describes continuous assessment as:

Assessment approach which should depict the full range of sources and methods teachers use to gather interpret and the synthesize information about learners; information that is used to help teachers understand their learners, plan and monitor instructions and established viable culture.

(p.27)

From this definition, we can conclude that CAS is an assessment approach which involves the use of variety of assessment instrument assessing various components of learning. It takes over a period of time.

### 2.1.6 Features of CAS

According to Fulcher and Davidson (2007,p.29), assessment is a performance based testing. As mentioned in the former topic, testing and assessment are important ways of language education's evaluation. This means that without testing and assessment there may not be effective teaching and learning, so that testing and assessment are important tools to know about students' level of knowledge.

CAS is the view of the post modernism which is one of the new tools that helps to modernize our life. According to Fulcher and Davidson(2007,p.29), assessment includes social learning environment that encourages interaction, communication, achieving shared goals and providing feedback from learners to learners as well as teacher to learner .In fact, Fulcher and Davidson state that the role of CAS is to helps the good social environment of the learns. In CAS, learners have autonomy in the classroom. So, they have not any anxiety while learning particular languages. Learners encourage or become eager to learn the languages from the environment. There is also an opportunity to give feedback from one person to another that may be either in teacher to learner or in learner to learner. There are various features of CAS; the following are some of the important features based on Fulcher and Davidson:

- a) CAS increases attendance rate of students: This means, students are not frightened from formal exam system, i.e. passed and failed system in CAS. In this way by the help of CAS, we can reduce the dropout rate of the students.
- b) CAS motivates the learners to come school.
- c) CAS maximizes the cycle of completion rate of the students: In CAS, nobody has a chance to pass and fail but all are up graded. In this way, all children should complete their level. Hence, CAS maximizes cyclical completion of rate.



- d) CAS encourages brilliant students and assists weak students: The main purpose of CAS is to improve learners' weak points and brilliant students are encouraged to learn better language. Hence, it promotes both brilliant and weak students.
- e) CAS reduces class repetition rate: There is not any pass and fail system in CAS so they have not any chance to repeat the same class.
- f) CAS launches liberal promotion policy: In CAS, weak students have given the liberal promotion.
- g) CAS maximizes the high achievement level of learning to students: The main purpose of CAS is to improve the learner's ability rather than to prove something. So it maximizes the achievement level of the learners.
- h) CAS creates social learning environment: It encourages interaction, communication, achieving shared goals and provides feedback from learner to learner as well as teacher to learner.

### **2.1.7 Basic Principles of CAS**

A principle is one of the highest levels of the teaching and learning activity. Everything has its own principles which are at the top of hierarchy. According to Brown (2011), following are the three basic principles of language teaching and learning viz, cognitive principles, affective principles and linguistic principles. Here, my main concern is to discuss about the principles of CAS rather than the principle of teaching. According to the study report (2003, p.3), the basic principles of CAS are following:

- a) Teaching methodology should be students centered.
- b) All the learning outcomes of the curriculum are used as the basis of teaching and assessment of the students.
- c) The class teacher assesses the students along with teaching on continuous basis. There is no separate periodical examination for assessment.
- d) The class teacher keeps the students' progress record using specific learning outcome indicators.

- e) The students' progress records are kept in their portfolios

### **2.1.8 Objectives of CAS**

CAS is an ongoing process of teaching and learning activities. It has its own autonomy in the field of teaching and learning process. There are various objectives of CAS. Regarding its objectives/ purposes Quansah (2005) says:

The central purpose of CAS is to help the pupil to become a better learner and producer by encouraging pupils to improve their knowledge and skills through learning, test taking and the project undertaking in the critical and the important objectives of the school curriculum. (p.5)

Therefore, the purpose of continuous assessment is to make our students a better learner and producer by improving their knowledge and skills.

The Nirantar Bidhyarthi Mulyankan, Teachers' Manual, (2001\2002, p. 1-2) presents following objectives as well:

- a) To evaluate the students regularly using different kinds of tools and device of measurement.
- b) To use evaluation for effective and child center language learning.
- c) To create environment for the students to be regular in school.
- d) To inspire talented students and offer special help for less talented, students.
- e) To offer complete primary education for the most of the students who dropout the school being failed during or at the end of session.
- f) To lesion the fear of the tests.
- g) To minimize the number of students who repeat the same class.
- h) To apply the policy of liberal upgrading system.

From these objectives, we can figure out that the main objective of the CAS is to find out the learners problem for teaching and learning process.

### **2.1.9 Historical Perspective of CAS in Nepal**

History of English language teaching can be traced back to 1910 B.S when the Prime Minister Jung Bahadur Rana returned Nepal from England by completing his one year visit. After that, Jung Bahadur Rana established Durbar School which was limited only to a few privileged people. The history of English language testing is as old as English language teaching: case for Nepal because teaching and testing go side by side.

In the case of foreign country, CAS was started from many years ago. It becomes clear with the reference of some important works before. Altan (2002) had published a book entitled on “Assessment for Multiple Intelligence”. In the same way, Airasian (1989) also published a book entitled on “Classroom Assessment” and so on. CAS is not as old as language testing in the context of Nepal. It is one of the new forms which is recently used from grade one up to seven in school education. In the field of language testing, in Nepal, CAS has been implementing since 2063 although there is some challenges to implement CAS.

In the case of Nepal, only periodical examinations were held in school level. These periodical exams did not reflect all the skills and capacities. Such exam evaluated only one aspect of students i.e. students' memory power. Students often frightened with the exams. Most of the authorities argue that CAS should be implemented in all the level of school level education. To minimize the number of drop out and failure cases, CDC has been running CAS program under the ministry of education in Nepal since 2001/2. The piloting program was introduced in five districts at primary level education in (Ilam, Chitwan, Syangja, Surkhet and Kanchanpur). It was liberal promotion policies strategies as for granting promotion to students form grade 1 to 3.

In the same way, government has committed to impart quality education of all children and to improve the quality of education since the last 5 decades. Almost all, national commission reports and educational plans of Nepal have emphasis on the need of regular assessment of the students learning. The first report in education, “Education in Nepal, (2011 B.S)”, recommended that education must cover all aspects of students learning and to do so, it must be regular. After this, the second report was “All-round National Education Commission, (2018 B.S)”, which lid emphasis on the need for oral and performance based evaluation system for primary level learners. Similarly National Education System Plan (NESP), (1972-75), developed a comprehensive and continuous evaluation schema for primary level learners by the help of various evaluation tools, although this scheme could be materialized only for a short period of time. It was again in 2049 B.S that National education commission (NEC) report, 2049 B.S stressed the need to introduce comprehensive and regular evaluation scheme for proper judgment of students learning and for quality improvement in education. However, it was not materialized. After that Higher Level National Education Commission (HLNEC) (1992) blamed the existing examination system for creating the serious educational wastage in Nepal. The main cause of wastage at primary level was due to defective examination system. In fact, HLNEC (1992) reported that the traditional annual examination system is the major reason of student's dropout and class repetition in our education system.

In fact, both the ninth- five year plan, (1997-2002) and the tenth- five year plan, (2002-2007) stated to introduce CAS at the primary level learners. The ninth -five year plan targeted to experimentally implement the CAS for primary students and liberal promotion policy to upgrade from grade one to three. The tenth -five year plan has also introduced CAS up to grade five on the basis of piloted experiment. Ministry of Education is planning eventually to introduce CAS widely in primary education all over the nation. According to curriculum

of Primary Education (2009, p.2), the piloting and the implementing year can be presented into the following table:

The piloting year of CAS:

<b>Year</b>	2061	2062	2063	2064	2065
<b>Class</b>	1	2	3	4	5

The implementing year of CAS:

<b>Year</b>	2063	2064	2065	2066	2067
<b>Class</b>	1	2	3	4	5

Different authorities have conducted research on CAS and piloting program as well as workshops about CAS. To make qualitative education, Curriculum Development Center (CDC) has been running CAS program under the Ministry of Education in Nepal since 2001-2002. Based on the result of pilot program introduced, implemented compulsory in five districts (Ilam, Chitwan, Syangja, Surkhet, and Kanchanpur) at primary level, the minister of education and CDC are now planning to implement CAS up to the lower secondary level.

#### **2.1.10 Need of CAS for Primary Level Learners**

At present, we are speaking quietly education. To get quality in education, education system should be based on skills. It is the demand of time to give skill based knowledge to all the children. For such we need good language teaching environment and sound evaluation system thus, CAS is becoming unavoidable in language testing. Hence our teaching and learning should be improved by the help of CAS. CAS is one of the most important and interesting tools which helps maintain quality in education. There are lots of benefits to implement the CAS in our teaching and learning practices.

Mostly, CAS is informal because there are not any fixed criteria or time to assess the learners. We can say CAS should be implemented for the purpose to learn something new. There are various logics behind the urgency of CAS in primary level education. I have tried to justify why CAS should be properly implemented in primary level learners in supported of following reasons.

- a) CAS helps teachers to find out the exact proficiency level of learners.
- b) CAS helps teachers to change their teaching strategies.
- c) CAS helps teachers to manage their classroom accordingly the proficiency level of learners.
- d) CAS saves the time and money because CAS never needs formal education.
- e) CAS helps their parents to understand about their children.
- f) CAS helps administrator to improve their management system.
- g) CAS helps curriculum designers to improve the weaknesses of curriculum.
- h) CAS helps text book writer to write according to the learners' interests and makes them aware to present continuous evaluation scheme of each units.

With reference to above discussion, we can say that CAS is very important for primary level learners because of their age level and proficiency. Equally all other concern authorities are benefited as well.

## **2.2 Review of Related Empirical Literature**

Review of related literature is an inherent part of conducting any research process. There are lots of functions of the review of related literature. But the main function of the literature review is to extend both theoretical and procedural knowledge for research area. According to Kumar (2009, p.31) "the most important function of the literature review is to ensure the researcher around the subject area in which researcher intends to conduct their research

study". It means, the main function is to develop theoretical knowledge in his/her area.

A number of research works have been carried out in the field of CAS in the Department of English Education. I reviewed following related studies to measure my study in systematic track.

Chapagain (2005) carried out a research work on "The Effectiveness of CAS in Enhancing Pupils' achievement in English: "A Case of Grade Six". His main objective was to find out the proficiency in guided writing. The primary sources of data were from students of grade six and secondary sources of data are from other related books and theses. The main tools were tests and a random procedure was used to select the sample population. He concluded that CAS is more beneficial in enhancing achievements in English than the usual way of teaching.

Ghimire (2010) carried out a research work on "Effectiveness of CAS in Enhancing the Pupils' Achievement in Grammar". His main objective was to find out the effectiveness of CAS in enhancing pupil's achievement in grammar. His main tools were observation and test whereas primary sources and secondary sources of data were used to find out the result of CAS. His conclusion was that CAS was more beneficial to learn grammar.

Gurung (2011) carried out a research work on "Developing Writing through Continuous Assessment". His objective was to find out the effectiveness of CAS in developing writing skill. Source, students of grade IX, the main tools were pre-test, two progressive -test and post- test in order to elicit the required data as the tools of data collection. He concluded that CAS was more beneficial for developing writing skill.

K.C. (2011) carried out a research work on "CAS in Primary Level". His main objective was to find out the effectiveness of CAS in primary level and some behavioral facts about CAS. The primary sources of data were 40 teachers and

secondary sources of data were from other related books and theses. He used questionnaire to collect the information regarding to CAS and he has concluded that CAS is more effective in primary level.

Nepali (2012) carried out a research work on “Challenges on Implementing CAS from Teachers’ Perspectives”. His main objective was to find out the challenge of implementing the CAS. Both primary and secondary sources of data were used to collect the information regarding to his study, and questionnaire was main tool to collect the data from the teachers. He concluded that there were some challenges to implement CAS to primary level learners.

All the above studies have been conducted to find out the use and effectiveness of CAS. However, no research work has been carried out on the “Use of Continuous assessment in Developing Proficiency on Grammatical Items" i.e. Preposition and tense in the Department of English Education. So this study is different from other research work in CAS. It is because they did only survey and experimental research, however mine is action research. That is why, this study is different from others' research.

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

The researcher has got significant ideas about the theory and methodological aspect of the researchers from the above reviewed. The followings are the main implications of the review for this study:

- I. I got benefits from Gurung's thesis to understand the conceptual framework of the test items.
- II. The theoretical background of CAS is most important part for this study so I cultivated the ideas about the CAS from Chapagain (2005), Ghimire (2010), K.C. (2011) and Nepali (2012).
- III. Similarly, I developed conceptual as well as theoretical framework to write thesis on this topic from those all above mentioned reviews.

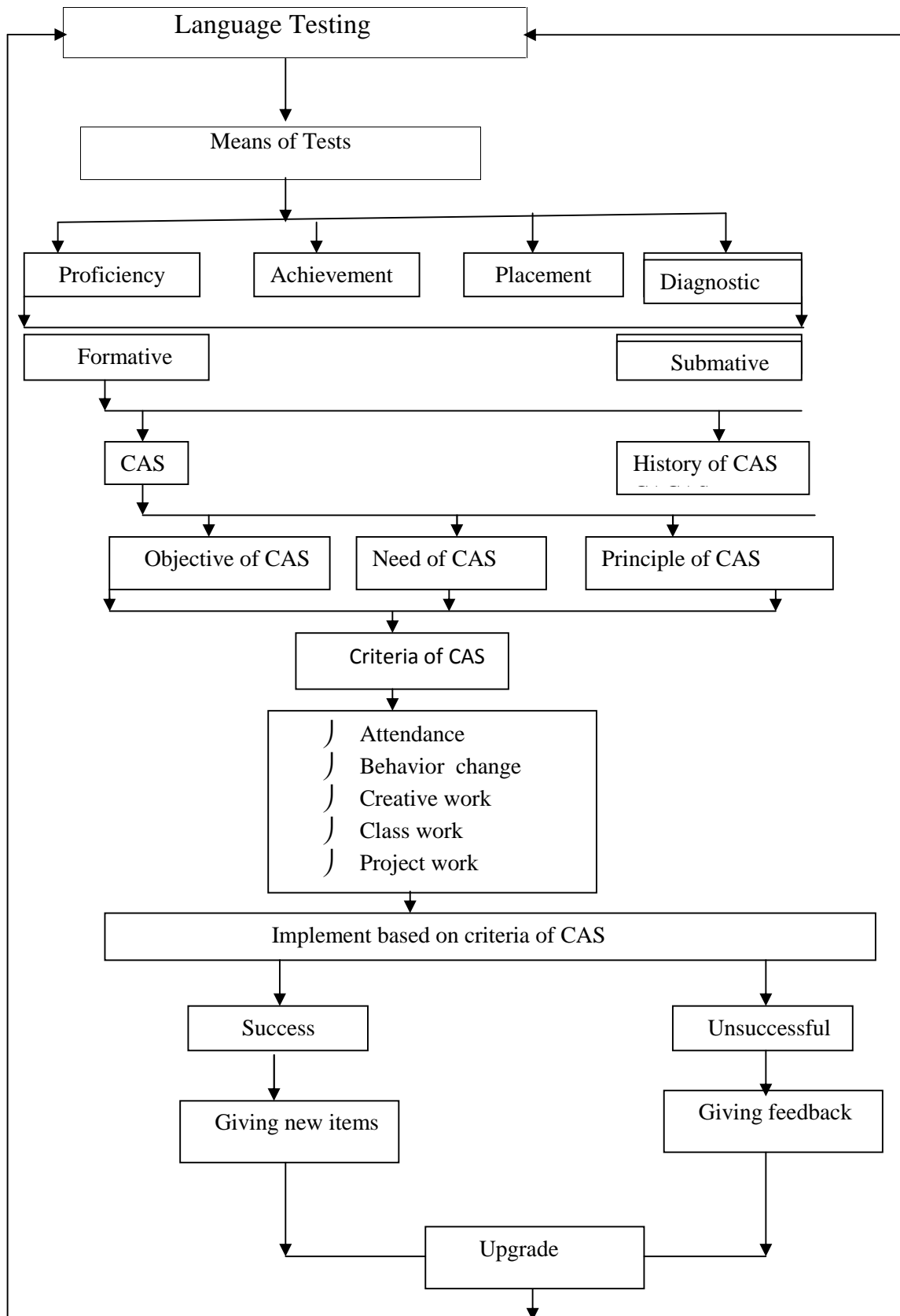


- IV. I was benefited to understand the way of reviewing the related literature from above mentioned theses.
- V. I got the procedural knowledge from the above reviewed theses.
- VI. All in all, the main implication of the review for this study is to understand the theoretical background of CAS and other techniques to implement CAS in the classroom.
- VII. I became familiar with research frame, design, and way of analysis and so on from the literature review mentioned above.

## **2.4 Conceptual Framework**

Every research work has its own conceptual frameworks in order to investigate the new ideas in that very topic. The conceptual framework is the basis of our research problems. This research work entitled "Use of CAS in Developing Proficiency on Grammatical Items" is based on the concept of language testing so the conceptual framework of this study includes the concept of language testing with its different means and give special emphasis on CAS. The conceptual framework of present study is given below:

The conceptual framework for this study was: Figure No.2



## **CHAPTER – THREE**

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

This research has adopted the following methodologies in this study. This methodological part includes the design of study, population and sample, sampling procedures, data collection tools, data collection procedures and data analysis and interpretation procedures respectively.

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

A research design is a plan and strategy of investigation so it is conceived as to obtain answer to research questions. The design of this study is based on action research. Action research, by its name is based on the action to be carried out to improve the present situation.

Up to 1940, only two researches were developed by linguists, they are known as theoretical and applied research. However the most books and journals are written about an action research, since then, the history of action research was begun. The action research is originated with the work of Kurt Lewin (1946), the American psychologist, of the 1940s. This type of research is especially for teachers. Before 1940, the findings were never implemented. However after 1940, most of the researchers try to implement the findings of research. After 1946, different researchers have given different definitions of action research some of them can be presented into following lines:

In Choen and Manions(1985) view “Action research is conducted aiming at the improvement of the current affairs through the process of identifying and solving problem in specific context ”

Kemmis(1988) argues that action research is a form of self reflective enquiry undertaken by participants in order to improve their own professional practice. In the same way, Wallace (1998) defines action research “As a strategy for professional development”.

Carr and Kemmis (1986, p. 162 as cited in Norton, 2009, p.52) write:

Action research is implying a form of self-reflective enquiry under taken by participants in social situations to improve the rationality and justice of their own practices, their understanding of these practices and situations in which the practices are carried out.

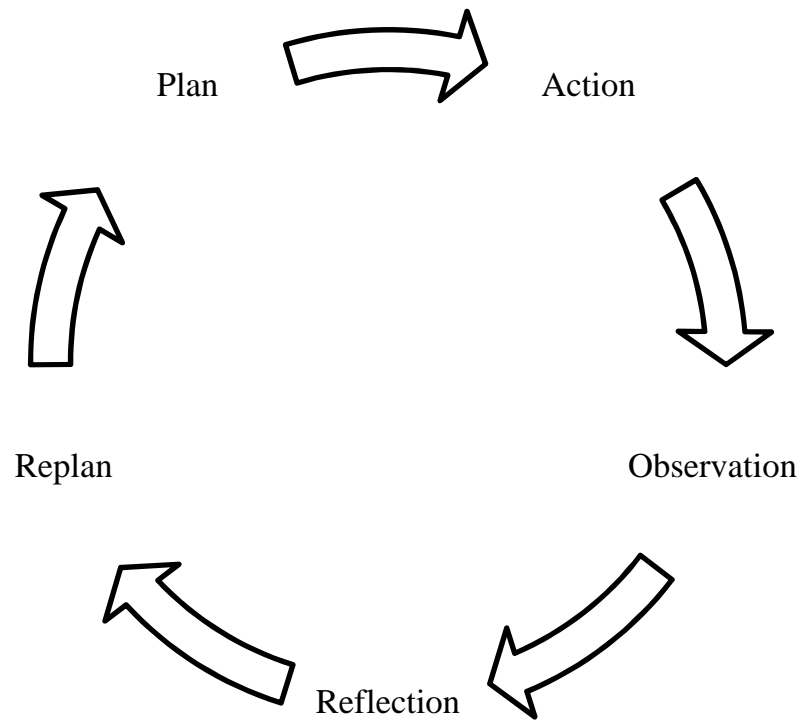
Action research, as its name suggests, is an action rather than theory. Action research is for the teachers to solve the education related problems. The main purpose of action research is to improve the existing situation of teaching and learning. There are some steps to carry out the action research in the classroom which help to make research a comprehensive research. As suggested by Nunan(1992, p. 22), following are the steps to carry out an action research:

- a) Initiation: In this phase, the researcher notices the problems of students and decides to improve.
- b) Preliminary Investigation: In this phase, the practitioner collects the exact data from their informants to find out the majority of students' problems.
- c) Hypothesis Formulation: In this phase, the researchers assume about the techniques that are used to solve the problems.
- d) Intervention: In this phase, the researcher introduces new action.
- e) Evaluation: In this phase, the researcher evaluates the existing situation. It means how much they have improved.
- f) Dissemination: In this phase, the researcher shares the information to the related persons, i.e. head teacher, other class teachers, etc.
- g) Follow up: In this phase, if they are unable to change their behavior then the researcher will repeat from the third step.

From the above discussion, we can say that action research is cyclical because it moves in cyclical way unless the change exists. Following diagram adopted

and adapted from Wallace (1998, p.13) helps us to make clear concept of cyclical nature of action research:

**Figure No. 3**  
**The cyclical process in action research**



From the above diagram, it is clear that at first the researcher makes a plan to conduct his research for the purpose of changing the existing situation, after the plan, the researcher does something based on plan that is his action. After such action, the researcher must observe to find out the achievement of his/her intervention. Finally the researcher compares the result of his/her action, if the result is changed, it is ok otherwise again the researcher makes a plan to change the existing situation. Hence, it is obvious that action research is cyclical types of research.

With the help of above discussion, some important features of action research can be drawn as follows:

- a) Determined by practitioners: Action research is especially for a teacher rather than an expert. In an action research, teacher himself /herself is the researcher to change existing situation. For this reason, action research is determined by practitioners.
- b) Collaborative (working together): Mostly, in action research, practitioners and students are collaborating to each other to improve the existing situation.
- c) Cyclical: It is carried out again and again unless he becomes satisfied from the result. In other words unless the problems are solved, the researcher may not stop his/her research, therefore, action research is cyclical.
- d) Aimed towards Improvement: Mostly, action research is for improving the situation rather than proving the theory. So that, it is to improve the existing theory.
- e) Observation and tests are main tools of action research: The researcher observes the behaviors of the students as well as the situation for the purpose of changing. The researcher conducts tests to find out the position of the existing situation. So that observation and tests are the main tools to conduct action research.
- f) Reflective: The researchers must be transparently reflective about their own practice and implications for the practice that their research has shown.

It means the researcher compares his/ her action in order to find out the achievement, whether situation is changed or not if changed how much situation is changed is also assessed.

Here, my aim is to find out the development in the proficiency of students in preposition and tense system through CAS.

While developing proficiency in grammatical items i.e. preposition and tense through CAS, the researcher repeats his teaching process. So this research is based on action research.

### **3.2 Population and Sample**

The population for this study included the primary level students and the sample of this study included language students of grade five studying at Manjushree secondary school Jyamrung, Dhading.

### **3.3 Sampling Procedure**

I used judgmental or purposive non-random sampling procedure to select the school for this study. I selected all the students (29) of grade 5 of that school as sample for this study.

### **3.4 Tools for Data Collection**

There were different tools to collect the data in order to fulfill the objectives of the study. I used observation and test to collect the data for this study.

### **3.5 Data Collection Procedure**

- a) At first, I visited the selected school and talked to the authority for permission to carry out the research in the school.
- b) After that, I administered pre-test to measure the proficiency level of the students in English and analyzed the score of pre- test.
- c) Then, on the basis of their proficiency in English, I taught the students according to my lesson plan and two progressive tests were taken. I compared the result of pre- test and post- test in order to find out the students achievements.
- d) I did not stop the teaching process unless I became able to develop the proficiency of the student's through continuous assessment in grammatical items. However, after completing 30 periods with

different lesson plans, post -test was taken to find out the final achievement and it was compared with the result of other tests.

- e) After developing the proficiency in limited grammatical items through continuous assessment, I disseminated the result to the concerned authority.
- f) Finally, I compared and interpreted the result to make conclusion.

### **3.6 Data Analysis and interpretation Procedure**

I analyzed and interpreted the collected data with the help of different statistical and descriptive means.



## **CHAPTER – FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Results**

After completing the research entitled “Use of CAS in Developing Proficiency on Grammatical Items, I came up with the following results on the basis of collected data:

- a) Students' result of the pre-test showed that they were not very poor.
- b) After the analysis of the result of first progress- test, it was found that students got higher marks than the result of pre -test. Hence, I found that CAS had positive influence on developing proficiency on grammatical items.
- c) Similarly, after administering the second progress-test and the post- test, it was found the marks also increased in the second and the post progress-test respectively? From this, we can say that CAS had the positive influence in developing proficiency on grammatical items i.e. preposition and tense.
- d) It was too difficult to teach the students through CAS because the number of students. Hence, I found that it would be better to implement CAS if the number of students was only 15 to 20.
- e) It was necessary to understand the clear concept of CAS by the teachers to teach their learners, otherwise, it is impossible to use CAS at school level. So all primary level teachers need training.
- f) There were lots of the challenges to implement the CAS at this level although it was beneficial for them.

The overall result of CAS had positive result in developing proficiency on grammatical items i.e. preposition and tense.

## 4.2 Discussion

This section deals with the analysis and interpretation of the data collected from the primary sources. The main objective of this study was to find out the development of proficiency of the students on grammatical item i.e. preposition and tense through the use of CAS, so the discussion is based on the attempt to be done to fulfill this objectives. The data obtained from the tests are interpreted separately. In this heading, I have interpreted and compared the data in the following order:

### 4.2.1 Score of the pre-test

Pre-test was conducted before starting to teach the students of primary level i.e. grade 5 to the students .The result obtained from the pre- test has been presented in the 'Table No.1'.

**Table No: 1**

**Score of the pre-test**

S.N.	Full Marks	Obtained Scores	Percentage %	No. of Student
1	25	5	12.5	3
2	25	6	15	3
3	25	7	28	5
4	25	8	32	9
5	25	9	36	5
6	25	10	40	4
Total	725	225	31.04	29
Average Score	25	7.5	31.04	

The total number of students was 29. It consisted of 725 full marks and the total obtained mark was 225 i.e.31.04 percent. The highest score was 10 i.e.40

percent and the lowest mark obtained by three students was 5 marks. The highest score of the pre-test was 7.76. The eighteen students secured higher score and others eleven students secured lower than the average score. Thus, the interpretation of the pre-test showed that the proficiency level of the students' was poor.

#### 4.2.2 Score of the post-test

After teaching thirty different lesson plans, the post-test was taken in order to find out the role of CAS in developing proficiency on grammatical items i.e. preposition and tense.

**Table No: 2**  
**Students score on the post-test**

S.N.	Full Marks	Obtained Score	No. of Students	Percentage %
1	25	12	1	48
2	25	13	2	52
3	25	14	5	56
4	25	15	2	60
5	25	16	2	64
6	25			
7	25	18	8	72
8	25	19	1	76
9	25	20	4	80
10	25	21	2	84
11	25	22	2	88
Total	725	500	29	
Average	25	17.25		68.97

The Table No. 2 was about the result of the post-test. It showed the result of the students in the post-test. The score of the post-test showed that the total full-marks of the final test were also 725 and the total obtained mark of the students was 500 i.e. 68.97%. The average score of the students was 17.25. The highest score of the post-test was 22 i.e. 88 percent secured by the two students having roll number 26 and 29. The lowest score in the post-test was 12 i.e. 48% which got by only one student (Roll No. 5). The average score of this test was 17.25 and eighteen students secured higher than the average score and eleven students secured lower marks than average score. Therefore, we can infer that CAS caused better result for developing proficiency on grammatical items i.e. preposition and tense.

#### 4.2.3 Score of the pre-test and the post-test

The pre-test was taken before teaching and the post test was administered after teaching 30 different lessons. The post-test was administered to find out the development in proficiency on grammatical items i.e. preposition and tense. Following is the table about the score of the pre –test and the post- test:

**Table No. 3**  
**Comparisons the score of the pre- test with the post-test**

Test	Full-marks	No of students	Obtained marks	Percentage	Differences	Differences in percent
pre-test	25=725	29	225	32-22	225	
post-test	725	29	500	68-97	500	36.75

In the Table No.3 was about the presentation of the result obtained from the post –test. Interpretation the score of the pre-test and the post-test, difference between the scores of the pre-test and the post test is called differences.

Differences between the score of the pre-test and that of the post-test were

calculated by dividing the total full marks of the test scores and multiplying by hundred.

The above discussion showed that the total score of the pre-test of the students was 225 i.e.32.22% while the total score of the post-test of the same students was 500 i.e.68.97 %. The post-test score increased by 275 i.e.48.96 %. Which was the higher than the pre-test score. This table showed that CAS helped to develop the proficiency in grammatical items i.e. preposition and tense.

#### 4.2.4 Score of the first progress- test

After conducting the pre-test, I taught 10 lessons using topic related activities to develop students' proficiency on grammatical items 'preposition' and 'tense'. After teaching those ten lessons, I conducted the first progress- test to the students of the grade 5 of Manju Shree School Dhading. The result of the first progress-test is presented in following table:

**Table No. 4**  
**Score on the first progressive- test**

S.N	Full Marks	Obtained Score	Percentage %	No. of Students
1	25	10	40	2
2	25	11	44	5
3	25	12	48	2
4	25	13	52	4
5	25	14	56	7
6	25	15	60	2
7	25	16	64	2
8	25	17	68	3
9	25	18	72	1
10	25	19	76	1
Total	725	400		29
Average	25	13.79	55.18	

The first-progress-test indicated that the total full-mark of the first progressive-test was 725 and the total obtained score was 400 i.e. 55.18 percent. The highest score was 19 i.e. 76 percent out of the 25 mark. The lowest mark was 10 i.e. 40 percent. The average score of this test was 13.80. Sixteen students secured higher score and nine students secured lower score than the average but four students got near average score. Thus the score of this test showed the satisfactory result of CAS.

#### 4.2.5 Score of the second progress- test

After conducting the first progress- test, I taught ten lesson plans which were related to my problem. After teaching those ten lessons, I conducted the second progress- test of the students. Following table is about the result of the second progress-test:

**Table No. 5**

**Scores of the second progress- test**

S.N	Full Marks	Obtained Score	Percentage%	No. of Students
1	25	11	44	2
2	25	12	48	5
3	25	13	52	2
4	25	14	56	5
5	25	15	60	5
6	25	16	64	3
7	25	17	68	2
8	25	18	72	3
9	25	19	76	1
10	25	20	80	1
Total	725	428		29
Average	25	14.75	59.034	

The second progress-test showed that the total full-mark of the second progress- test was also 725 and the total obtained marks of the students were 428. The highest score of the second progress- test was 20 i.e. 80 percent and the lowest mark of the second-progress test was 11 i.e. 44 percent. Above fifty percent students were able to secure the higher marks than the average marks. In this way, from these, scores I found that CAS had a positive influence in developing proficiency on grammatical items i.e. preposition and tense.

#### **4.2.6 The first progress –test and the second progress- test**

The score of the first progress- test was also interpreted in the Table No. 4 and it was compared with the score of the second progress- test which was interpreted in the Table No. 6.

**Table No. 6**

#### **Scores of the first progress-test and the second progress- test.**

Test	Full-marks	No. of Students	Obtained Marks	percent	Difference	Din %
First Progress-Test	25=725	29	400	55.18		
Second Progress-Test	25=725	29	425	59.034	28	3.85

These two tests score showed that the total score of the first progress- test of the students was 400 i.e. 55.18 percent and the total score of the second progress-test of the same students was 428 i.e. 59.034 percent. The second progress- test score was increased by 3.85 percentages. Thus, the second progress- test increased their marks due to CAS.

#### **4.2.7 Score of the pre-test and the post-test in average**

The average score of the pre- test was interpreted and compared with the score of the post- test which was presented in the Table No.7:

**Table No 7**

**Average score of the pre-test and the post -test**

Average Score in Pre-Test	Average Score in Post Test	Differences	Differences in Percent
7.76	17.25	9.49	81.87

The Table No.7 showed that 7.76 percent score in the pre-test and 17.25 score in the post -test. In the post-test, students have increased its average mark by 9.49 i.e. 81.77 percent. So CAS is proved useful for developing proficiency of students on grammatical items i.e. preposition and tense.

**4.2.8 Average score in the first and the second progress- test**

The following table is about the average score in the first and the second progress-test:

**Table No. 8**

**Average score in the first and the second progress-test**

Average Score in First Progress-Test	Average Score in Second Progress-Test	Differences	Differences in %
13.79	14.75	0.96	7.02 %

The average score of the first progress- test and the second progress- test of students were interpreted and compared with the score of the second progress-test average with the first progress-test. The average score obtained by the students in the first progress-test was 13.79 and in the second progress- test the average mark was 14.75. These tests average marks were increased by 0.96. In this way, this discussion also showed that CAS was useful for developing proficiency on grammatical items i.e. preposition and tense.



#### 4.2.9 Score of the pre-test and the first progress-test

The score percentage obtained by the students of the pre-test was interpreted and compared with the score of the first progress- test which was presented in the table No.9. As the table No.9 indicated the highest mark % obtained by four students was 10 marks out of 25 but, in the progress- test the highest mark obtained by only one student was 19.

**Table No. 9**  
**Score of the pre-test and the first progress-test**

S.N.	Full marks of Pre-test and Progress Test	Score in Pre-test	No. of Student	Score in Progress- test	No. of Student	Percent in pre-test	Percent of First-test
1	25	5	3	10	2	12.5%	40
2	25	6	3	11	5	15	44
3	25	7	5	12	2	28	48
4	25	8	9	13	4	32	52
5	25	9	5	14	7	36	56
6	25	10	4	15	2	40	60
7	25			16	2		64
8	25			17	3		68
9	25			18	1		72
10	25			19	1		76

Similarly, the lowest marks % obtained in the pre-test was 5 marks out of 25 full marks but in the progress- test, the lowest mark obtained by two students i.e. 10 marks out of 25 full marks.

#### 4.2.10 Score of the pre-test and the second progress-test

**Table No. 10**

**Comparison of the pre-test and second progress- test**

S.N	Full marks of Pre-test and Progress Test	Score in Pre-test	No. of Student	Score in Progress Test	No. of Student	Percent in pre-test	Percent of First-test
1	25	5	3	11	2	12.5	44
2	25	6	3	12	5	15	48
3	25	7	5	13	2	18	52
4	25	8	9	14	5	28	56
5	25	9	5	15	5	32	60
6	25	10	4	16	3	36	64
7	25			17	2	40	68
8	25			18	3		72
9	25			19	1		76
10	25			20	1		80

The Table No.10 showed that the highest mark in the pre-test was 10 and the highest mark in the second progress-test was 20. Similarly, the lowest mark percentage in the pre-test was 5 and the lowest mark in the second progress - test was 11. In the pre-test nobody obtained more than 10 marks but in the second progress- test, all the students could secure more than 10 marks. This result showed that CAS had positive influence on developing student's proficiency on grammatical items i.e. preposition and tense.

#### 4.2.11 Score of the first progress-test and the post-test of the students

**Table No. 11**

**The First progress- test and the post-test of the students**

S.N	Full marks of both test	Score in the post-test	No of student	Score in 1 <sup>st</sup> progressive-test	No of students	% of the post-test	% of the of the progressive-test
1	25	12	1	10	2	48	40
2	25	13	2	11	5	52	44
3	25	14	5	12	2	56	48
4	25	15	2	13	4	60	52
5	25	16	2	14	7	64	56
6	25		8	15	2	72	60
7	25	18	8	16	2	76	64
8	25	19	1	17	3	80	68
9	25	20	4	18	1	84	72
10	25	21	2	19	1	88	76
11	25	22	2				

The score percentage of the first progress- test and the post-test were interpreted and presented in the Table No.11 This table indicated that the highest mark percentage in the post-test was 88 out of the 725 full marks and the highest mark percentage in the first progress- test was 76. The lowest mark in the first, progress- test was 10 and in the post-test, the lowest mark was 12 out of 25 full-marks.

#### 4.2.12 Score of the second progress the post-test

**Table No. 12**

**Score of the second progress- test and the post-test**

S.N	Full-Marks	score in post-test	no of students	Score in 2 <sup>nd</sup> progress	No of student	% of the post test	% of 2 <sup>nd</sup> progress test
1	25	12	1	11	2	48	44
2	25	13	2	12	5	52	48
3	25	14	5	13	2	56	52
4	25	15	2	14	5	60	56
5	25	16	2	15	5	64	60
6	25	18	8	16	3	72	64
7	25	19	1	17	2	76	68
8	25	20	4	18	3	80	72
9	25	21	2	19	1	84	76
10	25	22	2	20	1	88	80

The score percentage was interpreted and compared with the score percentage of the post- test. As the Table No.12 showed that the highest mark percentage in the post-test was 88 and the highest mark percentage in the second progress- test was 80. Similarly, the lowest mark percentage was 48 in the post-test and the lowest mark percentage in the second progress- test was 44. It showed that students were going to increase their marks on the second progress- test as well as the post test.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND IMPLICATIONS**

This chapter is about the discussion of summary, conclusion and the implications of present research endeavor on the basis of the results and its discussion. I presented summary, conclusion and implications in following sub sections.

#### **5.1 Summary**

The present research is entitled “Use of CAS in Developing Proficiency on Grammatical Items”. It was carried out to find out the development in Proficiency of the learners on grammatical items through the use of CAS. In order to complete the objective of this study, I went through five chapters. At first, I included introductory part where I wrote the background of language testing. In other words, short introduction of language testing. Statement of the problems and rationale of the study were important consideration for writing this thesis. So I expressed the main problem and cause to write this thesis. The main objectives were to find out the development in proficiency on grammatical items of primary level learners and to suggest some pedagogical implications based on the study. After expressing the objectives of the study, I made some research questions to guide this study. To complete the objectives of this study, I went through the background of the study with brief definition of testing as well as significance of the study, delimitations of the study and operational definition of the key terms.

Similarly, I reviewed of the related theoretical literature in order to develop a number of theories and assumptions from different perspectives. From the theoretical literature, my door of this study was opened. After reading different books, I was able to write about language testing, language assessment, relationship between testing and assessment types of assessment, criteria of CAS, objectives of CAS, need of CAS, history of CAS etc. Here I did rigorous

practice to develop theories and assumption from different perspectives for this study. Then I reviewed of related empirical literature. From it, I developed mental map for this study that was the director for this study and I presented implications of the review for this study as well. I made conceptual framework for this study. The conceptual frame work of this study was mainly focused on testing and CAS.

In the same way, to complete the objectives of this study, I went through action research where I taught thirty different lesson plans to the students of grade five at government school of Manjushree in Dhading district but the pre-test, two progress- test and the post -test were taken. After that I analyzed those different tests in order to find out the influencing of CAS in developing grammatical items. Those analyzed tests were compared each other to complete the objectives of this study. It was found that, CAS had positive influence in developing proficiency of learner at primary level of government school. In this study, I presented my major findings on the basis of this study for proving the positive influence in developing proficiency on grammatical items. The second objective was to suggest pedagogical implications based on the study. To complete this object, I listed out some implications on the final chapter of this study.

All in all, CAS had a crucial role in developing proficiency level of students on grammatical items. Here, I had some evidences to make the summary. Before starting to teach along with CAS the average score of the students was 7 out of 25 full marks but this process was going to increase day by day after teaching along with CAS, in this way in the post -test, this average score was increased by 12 marks. Hence, CAS had positive influence in developing proficiency on grammatical items.

## 5.2 Conclusion

The summary of the research enabled me to identify the development in proficiency of the students on grammatical items through the use of CAS. The finding of my study helped me to figure out the conclusion. I have presented the conclusion as follow:

The present research work is on 'Use of CAS in Developing Proficiency on Grammatical Items'. I taught thirty lessons along with CAS and administrated pre-test, two progress-tests and post- test. I made conclusion that CAS has crucial role in developing Proficiency on preposition and the tense system to the primary level learners. From this, qualitative types of research, I concluded that CAS helped to develop the proficiency level of primary level learners on Grammatical Items in English.

What I would like to say from this study is that CAS is implemented for teaching and learning Grammar to primary level learners. However, it is not out of the challenge. Some of the challenges as, I have experienced are:

- ) It would be better if there were 15 to 20 students for a class to use it in the classroom for a teacher. However, there are lots of students at government school of Nepal which hinder to implement CAS at school level.
- ) CAS needs only trained teachers to make effective testing. Nevertheless primary teachers do not have any idea regarding to use of CAS which really hinders for using CAS at this level.
- ) CAS needs only one teacher for a class although teachers feel boredom for same class till at ten to four o'clock.

It will be better if the government of Nepal makes good policy to overcome those problems and challenges of CAS because most of

teachers do not have any ideas about CAS. Hence, training is necessary for implementing the CAS in primary level learners.

### **5.3 Implications**

The present work is my sincere effort to identify the development in proficiency of the primary level students in grammatical items through the use of CAS. I analyzed and compared the result of the pre-test, the progressive test and the post-test. Based on the findings and the conclusion, the major implications of the study at policy level, practice level and further research level are as follows:

#### **5.3.1 Policy Level**

On the basis of the findings, the following implications will have been important for policy makers:

- i. After teaching thirty different classes with CAS, the students obtained better marks in comparison to the pre-test in all the test items later. In this way CAS was found useful in developing proficiency on grammatical items. So that it should be applied in the classroom in order to develop the proficiency level of learners. To apply the CAS in the classroom, syllabus designer should make plan before implementing the CAS.
- ii. CAS had more benefit to develop the proficiency level of Learners. Therefore, the material designers should develop the materials which can effectively be used in CAS. There should be proper space for class work, exercise; group and pair work in the curriculum and course book so the policy maker should be aware on it.
- iii. CAS needs certain criteria to implement in the classroom; so that the Ministry of Education, Department of Education, CDC should make good policy to implement the CAS at primary level learners.



- iv. CAS is also equally important for teacher trainers to give training on the use of CAS effectively. Hence, trainers are benefited to make the format of CAS in training session. Therefore, CAS should be a part of teacher training as well.
- v. CAS is opposed to periodical exam, so that testers are suggested to make the format of testing based on CAS in order to test the ability of learners.
- vi. The expert, scholars and policy maker should adopt the apt strategies to replace annual exams and implement CAS.
- vii. Administer has crucial role in implementing CAS, in this regard administrators are benefited to make the overall policy of the CAS in the field of teaching and learning process.

### **5.3.2 Practice Level**

- i. CAS has influencing role in developing the proficiency level of primary level students on grammatical items. So the teachers should be on their teaching practices with CAS to have better result on their learners' performance.
- ii. Well trained teachers are required to implement CAS, so teachers should be trained from this study.
- iii. CAS showed that periodical evaluation system is a factor affecting in learning. So in practice, learners should be given priority in class work, homework, group work and some other aspects rather than the periodical exams.

### **5.3.3 Further Research**

CAS is an ongoing process which is one of the most important parts of the teaching and learning process. However, there are some issues, or challenges to implement the CAS. Therefore further researchers are suggested to research on this area to make an effective use of CAS. Some other areas of CAS like teacher's perception on CAS, Challenges of CAS, and Strategies used to

overcome the problems of CAS, etc should be investigated. So the further researcher can have several topics of investigation from this study. The findings study strongly implies that language testing is a vast field of investigation. It encourages the new researcher to base their studies on different aspects of testing like CAS.

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## Appendix 'I'

### Model of Pre-Test

Class: Five

Time: one hour

Subject: English

Attempt all the questions (4x6=24)

Q.N.1. Make at Least 10 Sentences by using the following prepositions:

in, on, from, inside, outside

Q.N.2. Read the following dialogue and answer to questions: 6

Ram: where is your book?

Sita: It is ... ..the table.

Ram: where is the pen?

Sita: It is... .. the table.

Sita: where is your copy?

Ram: It is ... ..bag.

Sita: Where are you sitting?

Ram: I'm sitting ... ..the bench.

Q.N.3. Match the following words: 6

- |             |                              |
|-------------|------------------------------|
| a) Students | 1) is inside the blackboard. |
| b) Teacher  | 2) are sitting on the bench. |
| c) Book     | 3) is in the bag.            |

Q.N.4. Fill in the Blanks: 6

- Book is... ..the table.
- Teacher is. ... ..the classroom.
- Students sit... ..the bench.
- Head teacher is... ..the classroom.

## Appendix 'II'

### Lesson Plan 1

Date:

School: Shree Manjushree Secondary School

Class: 5

Teacher: Mohan Singh Air

S.N: 21

Subject: English

Time: 45m.

Lesson: Preposition

Unit: One

#### Exercise: One

1) **Objectives:** On completion of this lesson, learners will be enabled to fill the following blanks with appropriate prepositions :

- a) Book is... .. the table.
- b) Teacher is... .. the classroom.
- c) Students sit... .. the bench.
- d) Head teacher is. ... .. classroom.

2) Teaching Learning Materials

- a) Daily use materials.
- b) Sentences card, phrase cards, word cards.

#### 3) Teaching Learning Activities:

- I. **Presentation:** Teacher motivates students by asking some questions like; where is your book? Where is your pen? Where is your cap? etc. Then teacher presents some word cards then teacher asks students to read. E.g. in, on, inside, outside, at, etc.
- II. **Practice:** Teacher asks students to look at the blackboard. Then teacher asks them to read the given word cards , then after teacher asks two students to come in front of the classroom and makes them 'A' & 'B'. After that the teacher encourages students to ask a question like A: where is your English teacher? And a next student responds like B: He is inside the classroom. This process may not stop unless they have understood about the preposition 'inside'. Finally teacher can make clear concept about it.

- III. **Assessment:** Teacher asks students to write at least ten sentences based on our lesson like, where is your book? Book is on the table. After completing their tasks, teacher checks the students answer sheet.
- IV. **Homework:** Complete the following sentences by using the appropriate prepositions.
- i) Book is... .. the table.
  - ii) Teacher is... .. the classroom.
  - iii) Students sit... ..the bench.
  - IV) The head teacher is... ..classroom.



## Appendix 'III'

### Responses on the pre-test item

Class: 5

R. N.:29

Time: 1/2 hr.

Subject: English

Attempt all questions (each question consist 5 marks)

Q.1 Complete the following dialogue with suitable words.

Ans: Ram: Where is your pen?

Sita: It is ... ..table. (on, in, out)

Ram: Where is your copy?

Sita: It ... ..table. (on, in, out)

Ram: Where are you sitting?

Sita: I am sitting ... ..bench. (on, in, out)

Ram: Where is your book?

Sita: It is ... ..table. (on, in, out)

QN.2 Match the following words:

Ans: (i) Students

(ii) is inside the blackboard.

(ii)Teacher

(i) are sitting on the bench.

(iii) Book

(iii) is in the bag.

QN.3 Answers

a) Book is on the table.

b) Teacher is in the classroom.

c) Students sit on the bench.

d) Head teacher is on the classroom.

QN.4 Write the meaning of the following words:

in, on, from, inside, outside.

QN.5 Make at least two sentences by using the following words:

on, from

Note: Total obtained Marks: 10

Class: 5

R. N.:1

Time: 1/2 hr.

Subject: English

Attempt all questions (each question consists of 5 marks)

Q.1 Complete the following dialogue with suitable words.

Ans: Ram: Where is your pen?

Sita: It is ... ..table. (**on**, in, out)

Ram: Where is your copy?

Sita: It is ... ..table. (**on**, in, out)

Ram: Where are you sitting?

Sita: I am sitting ... ..bench. (**on**, in, out)

Ram: Where is your book?

Sita: It ... ..table. (on, in, **out**)

QN.2 Match the following words:

Ans: (i) Students (iii) is inside the blackboard.

(ii)Teacher (i) are sitting on the bench.

(iii) Book (ii) is in the bag.

QN.3 Answers

- a) Book is on the table.
- b) Teacher is in the classroom.
- c) Students sit on the bench.
- d) Head teacher is on the classroom.

QN.4 Write the meaning of the following words:

in, on, from, inside, outside

QN.5 Make at least two sentences by using the following words:

on, from

Note: Total obtained Marks: 5

## Appendix 'IV'

### Responses on the first progress-test

Class: 5

R. N.:29

Time: 1/2 hr.

Subject: English

Attempt all questions. (each question consists of 5 marks)

Q.1 Complete the following lines with suitable words.

- a) Benches are **inside** the classroom.
- b) Roof is **over** the classroom.
- c) Students are **sitting** in the classroom.
- d) Birds are **flying** the jungle.

QN.2 Write at least ten words of preposition as you know?

Ans. on, in, from, inside, outside, towards, since, through, at, off.

QN.3 Make the sentences from the following words along with prepositions:

bench, copy, pen, teacher, ball, cap

Ans: Students are on the bench.

Copy is in the bag.

Pen is in the pocket.

Teacher is in the classroom.

QN.4 Make a short list past tense verbs.

Ans: went, got, received, wrote etc.

QN.5 Make at least five sentences by using the prepositions as you know:

Ans: I am **in** the classroom.

I am **from** Dhading.

We are reading **in** the classroom.

They are **from** Dhading.

She went **through** door.

Note: Total obtained Marks: 19

Class: 5

R.N.:1

Time: 1/2 hr.

Subject: English

Attempt all questions: (each question consists of 5 marks)

Q.1 Complete the following dialogue with suitable words.

Ans:

Ram: Where are you from?

Sita: I am ... .. (**from**, in, out)

Ram: Where is your copy?

Sita: It is ... .. table. (**on**, in, out)

Ram: Where your cap?

Sita: It is ... .. head. (**on**, in, out)

Ram: Where is the blackboard?

Sita: It is ... .. wall. (**on**, in, out)

QN.2 Match the following words:

Ans:    I. Book                                    (ii) on the head  
          II. Cap                                    (i) is on the table.  
          III. Ball                                   (iii) is outside the classroom.

QN.3 Fill in the blanks:

- a) Book is on the table.
- b) Teacher is in the classroom.
- c) Students sit on the bench.
- d) Head teacher is in the classroom.

QN.4 Make a short list past tense verbs.

Ans: goed , ate, made, played, etc.

QN.5 Make at least five sentences by using the following words:

on, from, in, inside, outside

Ans:

- (i) I am sitting on the bench.
- (ii) She came from Dhading.
- (iii) I am in the classroom.

Note: Total obtained Marks: 13

## Appendix 'V'

### Responses on the Second progress-test

Class: 5

Subject: English

R.N.:29

Time: 1/2

Attempt all questions: (each question consist 5 marks)

Q.1 Complete the following dialogue with suitable words.

Ans: Ram: Where are you from?

Sita: I am ... .. (**from**, in, out)

Ram: Where is your copy?

Sita: It is ... .. table. (**on**, in, out)

Ram: Where your cap?

Sita: It is ... .. head. (**on**, in, out)

Ram: Where is the blackboard?

Sita: It is ... .. wall. (**on**, in, out)

QN.2 Match the following words:

- |           |                                 |
|-----------|---------------------------------|
| I. Book   | (ii) on the head.               |
| II. Cap   | (i) is on the table.            |
| III. Ball | (iii) is outside the classroom. |

QN.3 Fill in the blanks:

- Book is on the table.
- Teacher is in the classroom.
- Students sit on the bench.
- Head teacher is in the classroom.

QN.5 Make at least five sentences by using the following words:

on, from, in, inside, outside

Ans:(i) I am sitting in the bench.

(ii) She came in Dhading.

(iii) I am on the classroom.

(iv) She outside the home.

Note: Total obtained Marks: 20

Class: 5

R. N.:1

Time: 1/2 hr.

Subject: English

Attempt all questions (each question consists of 5 marks)

Q.1 Complete the following lines with suitable words.

- a) Benches are inside the classroom.
- b) Roof is over the classroom.
- c) Students are sitting in the classroom.
- d) Birds are flying the jungle.

QN.2 Write at least ten prepositions as you know:

Ans: on, in, from, inside, outside, towards, since, through, at, off.

QN.3 Make the sentences from the following words along with preposition:

bench, copy, pen, teacher, ball, cap

Ans:

- a) Students are on the bench.
- b) Copy is in the bag.
- c) Pen is in the pocket.
- d) Teacher is in the classroom.

QN.4 Write the short introduction based on the following prepositions:

on, from, in, inside, out side

QN.5 Make at least five sentences by using the preposition as you know:

Ans: I am in the classroom.

I am from Dhading.

We are reading in the classroom.

They are from Dhading.

She went through door.

Note: Total obtained Marks: 14

## Appendix 'VI'

### Responses on the post-test

Class: 5

R. N.:29

Time: 1/2 hr.

Attempt all questions (each question consists of 5 marks)

Q.1 Complete the following lines with suitable words.

- a) Benches are inside the classroom.
- b) Roof is over the classroom.
- c) Students are sitting in the classroom.
- d) Birds are flying in the jungle.

QN.2 Write at least ten words of preposition as you know?

Ans: on, in, from, inside, outside, towards, since, through, at, off.

QN.3 Make the sentences from the following words along with prepositions:

bench, copy, pen, teacher, ball, cap

Ans: Students are on the bench.

Copy is in the bag.

Pen is in the pocket.

Teacher is in the classroom.

QN.4 Write your introduction based on the present tense:

Ans: I am Rajesh lamichhane. I read in class5. I live in Dhading.

QN.5 Make at least five sentences by using the preposition as you know:

Ans: I am in the classroom.

I am from Dhading.

We are reading in the classroom.

They are from Dhading.

She went through door.

Note: Total Obtained marks: 22

Class: 5

R. N.:1

Time: 1\2 hr.

Subject: English

Attempt all question (each question consists 5 marks)

Q.1 Complete the following lines with suitable words.

- a) Benches are inside the classroom.
- b) Roof is over the classroom.
- c) Students are sitting in the classroom.
- d) Birds are flying in the jungle.

QN.2 Write at least ten words of preposition as you know?

Ans: on, in, from, inside, outside, towards, since, through, at, off.

QN.3 Make the sentences from the following words along with prepositions:

bench, copy, pen, teacher, ball, cap

Ans:

Students are on the bench.

Copy is in the bag.

Pen is in the pocket.

Teacher is in the classroom.

QN.4 Write your introduction based on the present tense:

Ans: I am Dinesh lamichhane. I read in class 5. I live in Dhading

QN.5 Make at least five sentences by using the prepositions as you know:

Ans: I am in the classroom.

I am from Dhading.

We are reading in the classroom.

They are from Dhading.

She went through door.

Note: Total Obtained marks: 16



## Appendix 'VII'

### Classroom behavior of the students on check list

Date: 2070-3-14

Roll No.	Attendance	Behavior Change	Class work	Creative work	Project work	Total
1	✓	✓	✓	✓	0	4
2	✓	✓	✓		✓	4
3	✓	✓	✓	✓	✓	5
4	✓	✓		✓	✓	4
5	✓	✓	✓		✓	4
6	✓	✓	✓	✓	✓	5
7	0	0	0	0	0	0
8	✓	✓	✓	✓	✓	5
9	✓	✓	✓	✓	✓	5
10	✓	✓	✓	✓	✓	5
11	✓	✓	✓	✓	✓	5
12	✓	✓	✓	✓		4
13	✓	✓	✓	✓	✓	5
14	✓	✓	✓	0	✓	4
15	0	0	0	0	0	0
16	✓	✓	✓	✓	✓	5
17	✓	✓	✓	✓	✓	5
18	✓	✓	✓	0	✓	4
19	✓	✓	✓	✓	✓	5
20	✓	✓	✓	✓	✓	5
21	✓	✓	✓	✓	✓	5
22	✓	0	✓	✓	✓	4

23	✓	✓	✓	✓	✓	5
24	✓	✓	✓	✓	✓	5
25	✓	✓	✓	✓	✓	5
26	✓	✓	0	✓	0	3
27	✓	✓	✓	✓	✓	5
28	0	0	0	0	0	0
29	✓	✓	✓	✓	✓	5

Class Teacher:  
Mr. Karan Chand

Note:

✓ For responses
0 for no responses