

CHAPTER ONE

INTRODUCTION

This is a study on "Teacher Beliefs and Practices on Continuous Assessment in English language Classroom". This introduction chapter consists of seven subsections. They are: background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Assessment is the process of examining a programme or process to determine what is working, what is not and why. It determines the value of programmes 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 sizeable budget.

So assessment is a systematic process of examining a programme. Furthermore, it is systematic rigorous and continuous process. It helps to bring the positive outcome.

Continuous assessment is an approach to assessment in which students are assigned regularly throughout the programme other than being a single assessment at the end Richard (1999, p.83). It measures the students' ability. The teacher administers assess in variety of the ways over time to allow them

to observe multiple tasks and to collect information about what pupils know, understand and can do .Continuous assessments are curriculum based tasks that are previously taught in classroom .Continuous assessment occurs frequently during the academic year and as a part of regular teaching learning activities interactions (Baniya, 2007). Students receive feedback from teachers based on their performance that allows them to focus on topics that they have not got mastered .Assessments help to ensure the pupils towards learning make learning progress throughout the school cycle thereby increasing their academic achievement.

Continuous Assessment System (CAS) is an important tool to find out the weaknesses or difficulties in students' learning areas. It allows teachers to monitor the skills ,knowledge, attitude and values a learner displays in his performance his way of responsible(Nxumal,2007).So, CAS is the replacement of traditional ways of testing or examination system .It is powerful diagnostic tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their effort in those areas .It allows teachers to solve the difficulties of the students .On the basis of students academic activities in the class room, teachers can modify their pedagogical strategies to include the construction of remediation activities for pupils who are not working at the creation of enrichment activities for pupils.

The continuous assessment plan does talk about the methods teachers should use to gather pupil's records. This may be seen as flexibility in term of teachers 'choice of methods for assessing their pupil's progress in classroom (Hayford,2007).Continuous assessment is an approach that would capture the full range of learner's performance that help teachers understand their learners ,plan and monitor instruction and established available classroom culture. It is regular assessment of the learning performance that helps teachers understand their learners plan and monitor instruction .It is separated from examinations and accomplishment by regular feedback.

CAS supports cycle of self evaluation and pupils specific activities by both pupils and teachers; it means they can interact between strengths and weaknesses of the teachers and students. These exchanges foster a pupil's teacher's relationship based on individual interactions. It develops the one to one communication between the teacher and student and motivates pupils to continue attending school and to work hard to achieve higher level of mastering. These kinds of assessments help the students in the regular improvement in their learning .Furthermore, it inherently supports all the stakeholders to achieve the goals of curriculum and evaluation .This system is based on child psychology and practical life to the students.

Thus, in continuous assessment system teachers assess the curriculum as implemented in the classroom .It allows teachers to evaluate the effectiveness of their teaching strategies as dictated by the needs of their pupils. It enables pupils to monitor their achievement of grade level goals and to visualize their progress towards those goals before it is too late to achieve them. It means, this kind of process is gathering information about the learners ability and teachers tests and students performance regularly and give the suitable feedback to the students .So, here this study mostly focuses on CAS and presents beliefs system and teacher s' perception towards CAS.

1.2 Statement of the Problem

Continuous assessment is typical classroom based strategy which provides regular information about the teaching and learning process .In the context of Nepal, the importance of continuous assessment system is very high. The government has formulated a policy to implement CAS in school but practices being weak in real context. It has been practiced in basic level since 2063B.S. Its major problems are: inappropriate size of the classroom, number of the students, limited time, lack of teacher training, lack of observation and inspection by authentic person and government negligence, heterogeneous level of students and lack of monitoring problem .As a result teacher cannot

keep the students record effectively .Some teacher take it as a extra burden and work load without sufficient time to maintain portfolio of individuals regularly.

I have reviewed many previous works in this field and a number of studies have been carried out by different researchers. However, I have experienced that CAS has not been practiced properly in classes. The teachers take it as an extra burden in teaching time .But I was much more encouraged to apply it in the real classes as it brought positive changes in teaching and learning .It helped a lot to make active for both students and teachers. Even the learning became durable and meaningful through my experiences. So I was motivated in practicing CAS. This discursive problem of this study is related to the challenges for implementing CAS .Thus, the problem being addressed to this study in how we can manage the challenges of CAS by exploring teachers' beliefs and practices.

1.3 Objectives of the Study

The objectives of the study are as follows:

-) To find out the teachers' beliefs on the use of CAS.
-) To find out the practices adopted by teachers in CAS.
-) To suggest some pedagogical implications.

1.4 Research Questions

The whole study was guided by the following research questions.

-) What do teachers view on the use of CAS?
-) What are the real practices of CAS in classroom implementation?
-) What are the issues in the implementation of CAS?
-) What tools do are used to implement the CAS?

1.5 Significance of the Study

The research study will be significant to the teachers and students, textbook writers, syllabus designers, educationists, administrators, trainers and curriculum development center (CDC) to design or plan the needed materials and system accordingly. It also provide insight to improve the teacher existing belief and practice in classroom .The research study also can be significant to government agency which are responsible for providing training to the school level teachers.

Moreover, this study will be equally important to the interested readers to expand their horizon of knowledge in the field of assessment system in Nepal.

1.6 Delimitations of the Study

Every research has its limitations in terms of time, money and other resources. In the same way this study is confined in term of the following aspects.

-) This study is limited to the beliefs of English teachers towards CAS.
-) This study is limited to find out the current practices of CAS in English language classroom.
-) This study is limited to the basic level English teachers of the private school in Kathmandu district.
-) Observation and interview are the tools for data collection.

1.7 Operational Definition of the Key Terms

Assessment: the act of assessing the students' educational achievement. It is

the process of evaluating students through other activities rather than formal testing.

Continuous: repeated exercise or performance of activity or skill so as to acquire or maintain proficiency without intervening time teacher observes the students achievement.

Evaluation: Deciding on the value or quality of something

Practices: the way teachers take students continuous assessment

Belief: Faith or trust in the realty of using CAS in English language classroom

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with review of the related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework.

2.1 Review of the Theoretical Literature

This section provides the theoretical concept of the study. It consists of concept of Educational Assessment, Assessment, Evaluation, Testing and Policy of Continuous Assessment System.

2.1.1 Concepts of Educational Assessment

Many scholars wrote about the definition of assessment in different ways Greaney and Kelladhan (2001).state that, the term assessment may be used in education to refer to any procedure or activity that is designed to collect information about knowledge attitude or skills of a learner or group of learner. They also state that assessment is process of obtaining information that is used to make education decision about student, to give feedback to the students' progress, strengths and weaknesses or to judge instructional effectiveness and circular adequacy and inform policy.

In another words assessment can be used in education sectors to collect information, knowledge, attitude and skills of learning. It helps to provide constructive feedback to the learners.

Again according to Brown (2004) assessment is any act of interpreting information about student's performance collected through any of multitude of

means and practice .It the procedure through which information about pupils is obtained by any method or procedure that is formally or informally.

So assessment is a way of collecting information through means and practices .It helps to collect information about students' performances.

Assessment is integral to the process of learning and teaching can impact achievement significantly, but only if it becomes the focus more effects to develop academic programs. In other words this kind if assessment must become an assented part of design and enactment of contemporary learning environment (Pellegrino, 1999).It means assessment is most necessary thing in the field of education. Others have strengthened this view as assessment is assented in never ending cycle of formulating goal of development which emerge as a result of new warning .Assessment implies that consideration has been given to certain trails, values ,standards and that interpretation of the evidence has been made in the light if particular alternation .Assessment is a process of making judgments that is a process for improving that product the process even the goal themselves (Agraawal, cited in Tefere,2012,p.14).

So it's an important process in teaching and learning time .Assessment that is integral to the process of learning and teaching can impact achievement significantly.

2.1.2 Assessment

Assessment is the process of gathering interpreting, recordings the pupils' information their reposes and educational achievements.

A test is a special form of assessment. Tests are assessments made under contrived circumstances especially so that they may be administered. We access verbal and quantitative skills. Whether implicit or explicit assessment is most successfully connected to some goal or objectives for which the assessment is designed. A test or assessment yields information relative to an

objective or goal. Assessment is the process of collecting information about a given objective of interest according to procedures that is systematic and substantively grounded. A product or outcome of this process, such as a test or a verbal description is also referred to as assessment. In the past testing was synonymously taken with assessment, today's assessment leads to effective testing (Bachman 2010). It means assessment is systematic process, like www.nap.edu assessment provides a systematic way to inform students, teachers, parents, policy makers and the public about student's performance. So, assessment gives information that is participated in teaching and learning activities gives the achievement of students to their parents and teachers. Assessment is not just the measurement of learning. It is an integral part in teaching and learning process.

2.1.2.1 Formative Assessment

Formative assessment and continuous assessment are used interchangeable in education measurement and evaluation. Formative assessment can be defined as assessment carried out during instructional process for improving teaching and learning. In the words of Salder 2010 (as cited in Black and William 1998), formative assessment is specially intended to provide feedback on performance to improve teaching. It means teachers and students score them according to their performance. Those performances are graded either in number or grade. The grading systems are different form institution to institution.

Formative assessment is a process is used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students achievement of intended instructional out comes. According to Greenstein (2010), formative assessment is purposefully directed towards the students receive that information ,how well they understand it .Formative assessment ,teachers gather information about their students' progress and learning needs and use this information to make instructional adjustment. So in formative assessment system, teacher provides feedback to the students and

they can improve their mistake or weakness. Thus, According to Greenstein (2010) it has some characteristics: Formative assessment takes place during the time of instruction. It is generally non- graded types of assessment .Moreover, it is process rather than particular types of test .Similarly, and it provides assessment based feedback to the instructors and students. In the same way, its function is to give feedback to the instructors and students marked adjustments that will help to improve their achievement of intended learning. . Formative assessment offers great promise as the next best hope for stimulating student achievement. So, formative assessment is way of improving student's weaknesses and find out the strangeness in their works.

2.1.2.2 Summative Assessment

The goal of summative assessment is to evaluate students learning at the end of an instructional unit. It is often high stake value which means that they have a high point value .In the view of Petrich & Keyworth (2018), summative assessment is an appraisal of learning at the end of an instructional unit or at a specific point in time. It includes the midterm exam, final project standardized tests.

So, Summative assessment judges the students' learning ability on a specific units and goals.

2.1.2.3 Continuous Assessment

There was the practice of summative assessment in our school almost two decades ago although; the practice of continuous assessment in our school was indirectly applied. Because there was also the practices of taking attendance, class work, group work, homework etc. Later the concept of continuous assessment came in the field of education in systematic way. All the works done by students are assessed continuously and value is given. In a word of Richard and Schimidit (1999 p.83), “continuous assessment is an approach to assessment in which students are assessed regularly through the program

rather than being a single assessment at the end." It means CAS is not a single evaluation of a program at last but it continuous over the time.

Continuous assessment means assessing aspects of learners' language throughout their course and then producing a final evaluation result from these assessments. It can be compared with final or summative assessment, which only assesses the learner at the end of the course. Continuous assessment often provides a more accurate and complete picture of the learner's level and has positive impact on learning. In the classroom continuous assessment can be made more relevant and motivating by asking the learners to decide which assignments and tasks will be assessed during the course.

In this assessment system the teacher calculates the marks of every work like home work, attendance, pair work, group work, and creative works. CA is a form of educational examination that evaluates a students' progress throughout a prescribed course .It is often used as an alternative of final examination system ([https://en.wikipedia.org>wiki](https://en.wikipedia.org/wiki/Continuous_assessment)).It is the alternative of annual examination system .Students' get the immediate feedback.

2.1.3 Test

A test or an exam is an assessment intended to measure a test taker's knowledge, skill, aptitude or classification in other topic (Joshi & Paneru 2016) in practice a test may be administered orally, or paper on a computer or in a confined area that requires a test taker to physically perform a set of skills. The basic component of a test is an item, which is sometimes colloquially referred to as question. Nevertheless not every item is phrased to as question giver that an item may be phrased as true/false statement or as a task that must be performed. In many formal standardized test item is after retrievable from an item bank. A test is rigger and requirement. A test is a way of arriving at a meaningful decision (Baker, 1989.p.3). It means a test is an exam of linguistic competence. It tests the capability of person how much he/she uses the

language. In the field teaching and learning the students are graded in different levels via the medium of test. A test is especially divided into formal and informal. In formal tests, information and exam schedule are already planned. It means it is pre planned kinds of test. On the other hand, informal tests refer to the test without pre planned and taken without formal setting. Its main purpose is to find out the strengths and weaknesses and to give the solution of problems. So, test is directly related to teaching & learning activities. Feedback is provided to the students on the basis of capabilities of the tastes.

The current research is concerned with CAS system of testing which relates to achievement particularly class progress test. Hence it is essential to discuss the different types of test here.

2.1.3.1 Achievement Test

Achievement test is defined as a test which measures students' linguistic ability and skill progress in relation to the particular syllabus they have been following. Achievement test is also progress tests. It tests the goal and objectives of particular curriculum. It means how much the goal and objectives are achieved by the learners. This kind of tests measure the progress of tester in a particular time boundary depending or prescribed syllabus .Defining achievement test Davies . (1999 quoted in Joshi 2013 p.69) "An instrument designed to measure what a person has learned within or up to a given time". These kinds of tests are previously familiar with the test patterns, model questions and other rules and regulations to be followed while facing test. Achievement tests measure the education goals and objectives. Success of government plan, strengths of teachers and management of the school, colleges or university. It is based on goal. These kinds of tests are SEE, final exam of class and so on.

2.1.3.2 Class Progress Test

Class progress tests are also known as formation tests. These kinds of the tests are administered after a particular period of the language program .According to Khaniya (2005, p.84) a class progress test is a teacher designed test to be learned from the instruction presented in the classroom. The result of a class progress test enables the teacher to understand the pace of learning of student's effectiveness of his teaching the progress that the students are making towards achieving the set objectives.

2.1.3.3 Diagnostic Test

Diagnostic test is a test in which a tester examines the strengths and weakness of the students. In other words, diagnostic test is an act of finding out problem and cause its main purpose is to find out the strengths and weakness of learner's when they are taught a subject matter and to motivate the learners.

According to Harmer (200,p. 380)"while placement test are designed to show how good a student's English is in relation to a previously agreed system of level, diagnostic test can be used to expose learners difficulties gaps in their knowledge and skills deficiencies during a course. Thus, under we know what the problem are, we can do something about them, " This means it is based on the error of learners it is like a doctor's (treatments) judgment on a illness Pursue further treatment is equated to a teacher's judgment on students in order to eliminate the problems of the tastes in acquiring knowledge. This is called also formative and progress tests. Diagnostic test gives the information about both quantitatively and qualitatively of a students. So, Khaniya (2005 p.88) said that "A diagnostic test is like diagnosis of a medical doctor. As the doctor makes a judgment or an illness after examining the person in order to pursue further treatment, a teacher administers a diagnostic test to a ascertain the strength and weakness of the students so as to determine the kind of further remedial action needed for a particular group of students. Information obtained

from the diagnostic test in useful at the beginning of a during a language course."

2.1.4 Continuous Assessment System

As a part of Education continuous assessment system(CAS) replaces the traditional approach that mainly focused on examination system, continuous assessment takes into consideration in skills, knowledge, attitude and values a learners display in his performance on his way to responsible (Nxumal, 2007).CAS evaluates the students different kinds of extracurricular activities ,skills attitude and knowledge as well.

A continuous assessment scheme is one that involves a systematic collection of marks or grade into a final score take into account in deciding the candidate's final grades. The most distinctive features of continuous assessment in general is that is a cumulative process, developing as the pupil develops and reflecting his/her changes in response to the course (Nijabili 1999,114 cited in Emionn 2002).It's the evaluation of the pupils' progress throughout a course of study ,as distinct from annual examination system.

Like continuous assessment (Spady, 1994. cited in Nuxmal 2007) said, "Continuous assessment is based on the achievement of specific outcomes by learners and educators are bound to year their assessment towards achieving the outcomes." It means continuous assessment helps to achieve the objective and to get the learning output. So, continuous assessment is helpful for formative progress and specific level of mastering and to provide the constructive feedback.

According to George et.al (2007), "Continuous assessment is most useful materials for school teacher for every country of the world. These system materials are focused on basic level 1-8. Secondary teachers may also use continuous assessment materials in different countries and in different

assessment within a country. This is to say CAS is quite essential for every teacher. It mainly focuses for basic level i.e. from 1 to 8.

Continuous assessment is a class room strategy implemented by teacher to ascertain the knowledge, understanding and skills attained students. In this regard Baniya (2015, p. 173) writes:

Teacher administer assessment is a variety of ways over time to allow them to observe multiple task and to collect information about what pupil know, understand and can do. These assessments are curriculum based tasks previously taught in class. Continuous assessment occurs frequently during the school year and is part of regular teacher-pupil interactions. Pupil receives feedback from teachers based on their performance that allows them to focus on what they have not mastered.

From the above definition, CA is seen as essential part of the teaching and learning process that operates in the classroom situation. It is the systematic way used by teachers to determine how well their students have learned and what has been taught.

So, CAS is organic cycle process that is strategy of teacher. It measures the student's performance and provides the current feedback in learning.

a) Usefulness of Continuous Assessment System

To enhance the success in teaching learning activities, the continuous assessment system plays significant role. According to *Nirantar Bidhyarthi Mulyankan karyanwayan pustika* (CDC, 2067, p. f₁), the usefulness of continuous assessment are as follows .

- a. It provides the information to the parents about their children progress.

- b. It provides opportunities to learners to perform their capacities and talents.
- c. It helps to identify the problem and to find out the solutions.
- d. It helps to create child friendly learning and evaluating atmosphere.
- e. It helps in effective communication.
- f. It encourages the students in individual works, group works project work, creative works etc.
- g. It helps in developing critical thinking and constructive thinking.
- h. It helps the learners to increase active participation in teaching learning activities.

b) Objectives of Continuous Assessment System

Continuous assessment system is also called formative assessment. It has its own goals / objectives according to *Nirantor Bidhyarth Mulayankan Teacher's Guide* (CDC, 2001, p.2)

- a. to evaluate learners continuously using various tools and measures .
- b. to increase the rate of learners regulating.
- c. to decrease the rate & drop outs and repetition.
- d. to minimize the stress of examination in learners.
- e. to encourage the brilliant learners and assist to poor learner.
- f. to create liberal promotion policy through CAS.
- g. to maximize the rate of successful achievement by the learners.

c) Continuous Assessment System in Nepali Scenario

When we look back to the history of CAS in Nepal, it is not as history of language testing .In other words, the history of CAS is not so long in Nepal .In Nepal CAS is implemented up to grade seven .In past, only terminal examinations were held in school level .Those periodic exams did not reflect all the skills and capacities of the students .The evaluation and examination only freighted to the students. Moreover, the pass and fail system of these

examinations also discourages the students .Exam increases failure rate, class repetition rate and even the dropout rate of students. But CAS minimized the number of failure through liberal promotion system because it is upgrading system through continuous evaluation of student achieved. In this regard, DOE (2012, p.3) writes.

The government of Nepal is omitted to provide the education to all children and to improve the quality of education since last five years. Almost all educational, plans of Nepal and national commissions 'reports have focused the need of regular assessment of the students learning.

In the same way, the 9th (1997-2002)and 10th (2002-2007)five years plan stated to introduce CAS at the primary level and liberal promotion policy to upgrade one to three .Moreover the 10th five years plan targeted to introduce CAS up to grade five on the basis of pointed experiment .

According to *Narantar Bidhyartha Mulayankan Karyanwayan Pustika* (CDC, p.15) Primary education Curriculum 2062 (Grade 1-3) and 2065 (Grade 4-7) has implemented the programmed of CAS. The following points are inclusion of CAS in the curriculum.

- a. The students of 1-3 class liberally upgraded on the basic of continuous assessment system. Different tools of education will have to be used.
- b. Students of 1-3 classes are evaluated on the basis of CAS. So no pass marks is stated in the evaluation system.
- c. Students will be classified into three groups (*ka to ga*) scale on the basic of their progress in grade 1-3. The classification will be like this:

70% - 100% 'Ka' group

40% - 69% 'Kha' group

Below the 40% 'Ga' group

- d. The students of class 4 and 5 will be evaluation through 50% continuous (formative test). The students will be up graded on the basic of formative and summative test 40% will be pass mark of written test.
- e. For grade '6' and '7', there will be a terminal (summative examination covering 60% and the remaining 40% will do through CAs).

In the same way, the CDC has been running continuous assessment system(CAS) programme under the Ministry of Education(MOE) in Nepal since 2001. In this regard ,Prajuli (2003,p.3)writes, The pilot program was first introduced in the five primary schools of five different districts(Ilam, Chitwan ,Syanja Surkhet and Kanchanpur)for the first time'' .Currently ,it has been expanded in all the primary school of Nepal and has been applied according to liberal grade promotion policy to the students from grade one to the three. According to Niranter Bidhyarthi Mulyankan Karwayanayan Pustika (2001, p.2) the objectives of such continuous student assessment system are follows:

-) To minimize the number of students who repeat the class.
-) To minimize the students fear, anxiety and tension that arouse due to exam.
-) To apply the policy of liberal upgrading system.
-) To offer primary education compulsory for the students who drop the school because of being failed during or at the end of the session.

Now, continuous assessment system has been implemented in grade six since 2070 and seven from the year of 2071 BS to some schools of Nepal .For grade six and seven, there will be a terminal (summative) examination covering 60% and the remaining 40% will be done through CAS .Serious attention should be given to differently level students with different ability in designing assessment tools to such student.

According to the *Niranatar Bidhayartha Mulayankan Pustika* (CDC, 2067, p.21).The list of agencies that are responsible to the effective implementation of CAS are given below.

-) Ministry of Education
-) Department of Education
-) Curriculum Development Center
-) School Management Committee Resource Person
-) School Supervisor
-) District Education Office
-) Head teacher ,teacher parents
-) Controller of Examination office

So, policy is seen very lovely to implement CAS in all schools but practice is being weak in real life context .It is found to be implemented in all districts .It has not been successfully applied yet there is vast gap between policy and practice .It will make clear that ,CAS is necessary for students performance is inevitable.

d) Reason of Continuous Assessment

According to American Institute for Research George (2007), the main reasons of continuous assessment are:

- To find out what students know and can do
- To promote learning for understanding
- To gain confidence in what our students know and can do
- To improve teaching
- To let the students know how well they are progressing in their own learning
- To help determine what kind of remediation and enrichment activities to provide and identify which students need assistance.

- To let the students know how well they are progressing their own learning
- To let parents know how their children are progressing
- To lead to overall evaluation.

2.1.5 Tools of Continuous Assessment System

Continuous assessment system offers many tools that are used by teachers. It is a classroom strategy implemented by teachers to ascertain the knowledge, understanding and skills attained by students. Teacher's use various tools over time for observing and collecting information about what students know, understand and can do. Niranter Bidhayarhi Mulyankan Karwanayan Sahayogi Pustaka (2009, p.2) divided the tools of CAS in two kinds, process tools and product tools are very essential to CAS. Process tools are those tools that have been used while students are working; students' progress is evaluated in observation form. Such tools are oral questionnaire, dance, experiment work, sports, drama, debate singing, interview and various skills demo. Likewise, product tools are used after finishing the work done by students. Those tools are report writing project work, essay writing, prepared model prepared pictures, writing questionnaires.

Teachers can use more tools to assess the students, which should be specialized for assessment of the learner's ability including strengths and weaknesses that can be used as input into the teaching or instructions process. All assessment tools are used according to the demands and needs of the lesson .Every subject and every lesson needs different tools for assessing keeping portfolio of students is very important in CAS. Here portfolio means the overall record of students in learning .According to Richards and Farrell (2005, p.98), ' portfolio consists of asset of different types of documents and artifacts that have been selected on a principled basis and that are organized to tell a story''. Therefore, the portfolios tell all stories about the students' performance in various activities .In portfolio teachers puts, all the achievements taken by process and

product tools, for that teacher should make students progress file .A student portfolio is systematic collection of students work and related materials that depicts the student's activities, accomplishment, and achievement in one or more subject.

Finally, what we can say is that CAS is a way of assessing pupil's knowledge and skills through numbers of tools. The underlying principle is that all times the teacher need to know for each of his or her pupils in the class, how much well they have understood the ideas being taught. A teacher has freedom to choose the learning outcomes of the students.

2.1.6 Teachers Beliefs about CAS

The definitions of beliefs are vary beliefs not only affect hoe people behave and perceive in it environments. Richardson (1996) defines beliefs as psychological held understandings premises or prepositions about the word that are felt to be true. This definition of beliefs found in language education focus primarily on how teachers think about the nature of language teaching and learning.

There is a growing body of evidence to indicate that teachers are highly influenced by their beliefs, which in turn are closely linked to their views of the world and to conceptions of their place within it. 'Teachers beliefs and educational research conclude that these had a greater influence than teachers' knowledge on the way they planned their lessons, on the kinds of decisions they made and on their general classroom practice (Pajares1992).Beliefs were also found to be for more influential than knowledge in determining how individuals organize and defines predictors if how teachers behaved in the classroom.

Breen (1991) conclude teachers' beliefs as:

Teacher had many incorrect beliefs about how language are learned and that influenced their teaching .Real and effective changes in teaching practice can only occur through a change in their beliefs and that beliefs shape the way teacher behave.(as cited in Tereanlioglu 1986,p.148)

Beliefs are notoriously difficult to define and evaluate, but there do appear to be a number of helpful statements that we can make about them. They tend to be culturally bound ,to be formed early in life and to be well established by the time a student get to collage (Weinsein1989) They are closely related to what we think we know but provide an effective filter which screens redefines ,distorts or reshape subsequent thinking and information process (Nespor,1987).

So teachers' beliefs are related to psychological objectives and environments of classroom. All pedagogical acts are included under the teachers' perceptions. Student's behaviors' and performances are affected on teachers' beliefs.

2.2 Review of Empirical Studies

Several researchers have been carried out in the field of assessment in foreign countries and Nepal as well. Regarding the CAS also a number of research work have been carried out in the department of education TU, here I received following related studies to measure my study in systematic way

Eimann (2002) carried out a research entitled "The Implication of Continuous Assessment in School Studies, Grade 6-7 in the Windhoek educational Region in School Studies." The objective of the studies was investigating the external to which CAS has been implemented 5-7 in the Windhoek education region,

Denmark. Similarly to identify the problems encountered by teachers in implementing CAS in social studies. The instrument used to collect data was questionnaire, administered to 28 social studies teachers. Frequency table were used to analyze the data. Finding of the study social studies teachers experience no proper guideline given to them and lack of in- service training to implement continuous assessment, inadequate time and duration of in service training, lack of assistance in ministerial as well as school level. Absence of supervision and monitories from the officials' ministry of basis education sport and culture was a cause of implementation. The teachers also indicates the factors that turreted them from carrying out their task in conducting continuous assessment effectively. These included leanness not doing their homework and no funds available for purchasing adequate teaching and learning materials, no proper guideline to implement CAs and proper training received.

Ghimire (2010) carried out a research on "Effectiveness of CAS in Enhancing the Pupils Achievement in Grammar". The main objectives of the research were to find out the effectiveness of CAS in enhancing pupil's achievement in grammar. His samples were the student of grade eight of a public higher secondary school of Kathmandu valley. He used purposive sampling procedure to select the sample. His main tools were pre-test, time or task test progressive test and past-test .He found that CAS was more beneficial in teaching grammar and it helped teachers to enhance the pupil's achievement in English grammar.

Rana (2010) carried out a research or "Attitude of Teachers and Students towards Continuous Assessment System" The main purpose of the study was to find out the attitude of lower searching level teachers and students towards continuous assessment system, challenges faced by the teachers while using continuous assessment system. The sample populations of this study consisted of 30 students 5 teachers of Rukum district. He used non-random sampling procedure. He used open and class ended questionnaire for data collection. He found that positive attitude towards CAS by it increased the rate of regularity in class.

Gashow (2014) carried out the PHD research entitled "Teacher Perception and Practices of Continuous Assessment in Mathematic Class in a Derma Worded a General Secondary and Preparatory School". This research has four objectives used the survey research design methodology and total sample population were 20 teachers, 154 students and 4 school principals. He uses research tools like interviewer, questionnaire, interviews, and observation. The main finding of this research was that mathematic teachers did not use different assessment methods and techniques of continuous assessment in their school.

Like, Shrestha (2014) carried out of the research on "Perception of Teacher towards Continuous Assessment System Implemented in Public Primary School." His objectives of the study were to find out the perception of primary school teachers towards continuous assessment system or the basic of inclusiveness students motivational teachers response and learning environment. He did research at Sindupalchowk district. He used survey research design under mixed method. The sampling population was 30 primary level school teachers. The main finding of this research was CAS increase the attendance of students in language class and improves the quality of primary level education.

Kandel (2015) carried out a research or "Implementation of Continuous Assessment System in Schools". The main objectives of this research assessment system in schools and to find out the tool adopted by the teacher or implementing continuous assessment in the classroom. It used both qualitative and quantitative survey research design ,the sampling population were twenty teacher and thirty students of basic level and used non-random sampling procedure ,she found that CAS increase the rate of classroom participation of the students.

Similarly, Neupane (2015) conducted a research on "Managing Continuous Assessment System of Primary Level: Teachers Perceptions and Practices." Her objectives of the study were to find out the teachers perception towards CAS to

find out the current practices adapted by teachers in CAS, and to suggest some pedagogical implications. The population of the study was primary level teacher and sample consisted of 40 primary teachers from government aided schools of Lamjung district, sample was selected by using purposive non-random sampling method. Her tools of data collection were questionnaire and observation checklist. Finally, the finding of the study showed that there good practice of CAS at primary level that CAS has played vital role to decrease. Students absent rate reduce the dropout rate, and minimize the numbers of failure of students.

Sharma (2017) conducted a research or "Current Practices of Continuous Assessment system in Grade 1-3 in Nawalparasi district". Her main objectives of the study were to find out the current practices of CAS in Nawalparasi district, gap between policy and practice of CAS and provide some implication for effect use of CAS. The population of the study was thirty teachers (primary level) of thirty schools of Nawalparasi district. There resource person and two schools supervision altogether 35 people as a sample. Sample was selected by using purposive non-random sampling method. Here tools of data collection were questionnaire and interview. The main finding of this study was most of the teachers are practicing CAS very well, not proper teachers training , applying CAS applying CAS in schools .While using CAS minimize the rate of failure and decrease the students absent rate in the classroom.

All the reviewed studies have been conducted to find out the practices, usefulness, effectiveness of CAS in teaching language and other aspects like grammar and writing skills. Sharma's study was little bit similar with my study in term of little but different in design and objectives. However I found no any research work has been carried out entitled "Teacher Beliefs and Practices on Continuous Assessment in English Language Classroom."

So this study will be totally different from other research studies in CAS because all have done survey, experimental and other design but this research

will be ethnographic research design .So that this study will be different from others.

2.3 Implications of the Review for the Study

An implication of the review on the study part consist of why the acts of explaining particular review are helpful for research .For making my research complete standard and authentic, I have reviewed the students at conducted in national and international research .From the review, I get information about the practice of CAS in national and international context .I get different ideas about conducting and developing research tools, developing theoretical framework, and analyzing the raw data properly, my research study “Teacher Beliefs and Practices on Continuous Assessment in English Language Classroom’’. Since those research studies have provided me the insight and information about my own study and I have knowledge about my research design , collect the view of the respondent people and view collecting procurers etc .So, on these review I followed the Ethnographic research design to find the English teacher beliefs and practice on CAs.

2.4 Conceptual Framework

Conceptual framework is analysis

Assessment

Test

Formative Assessment

Continuous Assessment

System

Summative Assessment

Continuous Assessment System

Usefulness of CAS

Policy of CAS

Teacher's Belief

Practices

CHAPTER THREE

METHODOLOGY AND PROCEDURES OF THE STUDY

This chapter describes the methodology used to achieve the objectives of the study. Under this chapter design and method of the study, population sample and sampling strategy, source of data, data collection tools and techniques, data collection procedures data analysis and interpretations are included.

3.1 Design and Method of the Study

This study adopted classroom ethnographic design .Ethnographic design are qualitative research procedures for describing analyzing and interpreting a culture sharing group's shared patterns of behaviors, beliefs and language that develop over time .Classroom ethnographic or sociolinguistic or discourse analytic research methods to behaviors, activities, interaction and discourse in formal and semiformal educational setting . Green and Dixon (1993) view that if we look at a classroom from an ethnographic perspective ,we see that cultures are being constructed on the daily basis .The kind of culture that is formed in the classroom determines the kind of learning that takes place . Students and teachers create patterns over time in the way interact, understand, and believe (as cited in Homles, 2005). Like another view about the ethnographic research design ,Ethnographic designs are qualitative research procedures for describing, analyzing and interpreting a culture sharing group's share pattern of behavior believe and language that develop over time .(Le@et.al1993,p.5cited by creswell2010 p.426).So that this design provides the day- to –day picture of the event or activities of the person .

During my research, I observed the English language classroom and took the interview with the English teachers. What kinds of tools is use by teacher in the classroom to assess the student activities.

3.2 Population, Sample, Sampling Strategy

The populations of the study were Basic level English teacher from Kathmandu district .For these study 2 teachers were taken from the two private schools. I was observed 15 classes of each teachers .From those observation and interview I found the teachers' beliefs and practices on CAS. The sample of this study was selected through purposive non random sampling procedure.

3.3 Source of Data

Both primary and secondary data has been used.

3.3.1 Primary Source of Data

Primary source of this study were the two basic level English teachers of private schools.

3.3.2 Secondary Sources of Data

The secondary sources of data collection of this thesis research study were various research works carried out by different scholars. Especially it is consulted from book, journals, articles and materials availed in the internet related to the present research. Basically I consulted the Harmer (2007),Linn & miller(2016),Creswell(2010), Adhikari (2014),Sharma (2017), National Curriculum Framework (2007), Khaniya(2005), Baniya(2015).

3.4 Data Collection Tools

As ethnographic design suggest observation and interview are the stander procedures for collecting data in the field .Thus, to keep the detail activities of classroom observation of participant teachers, I used observation checklists .similarly to explore the experiences or beliefs of the participant teachers follow-up interview was conducted with them. During my thesis research, I have used the tools like interview and observation .Simply i used interview for beliefs and observations practices in 30 classes.

3.5 Data Collection Procedures

I adopted stepwise procedures to collect the required data for this study. At first I prepared observation checklist as a tool for data collection .Then, I went to field and visited the selected school. I built rapport with principle of selected schools .Then; I used purposive non random sampling strategy to select the teachers. Then, I met with them and clarified the purpose of my study and took permission to observe their classes. After getting permission from them, I observed the classes of the selected teachers by using field note and class observation checklist in which I keep the detail of the event that happened during the observation .I also conducted unstructured interview with the teachers to extend the information .Than after I analyzed the present practices and teacher beliefs on CAS in private school.

3.6 Data Analysis and Interpretation Procedure

In ethnographic research design ,the data are analyzed by using two types of analysis techniques .They are descriptive analysis and interpretive analysis .Being based on the principle of design ,collecting data and every interview were transcribed ,analyzed and interpreted ,I had listened the record again and again and transcribed it word by word .I read field note and interview for many times and code them. After that I described the data thematically and descriptively in detail.

3.7 Ethical Considerations

This research study was conducted for academic purpose .While collecting data, ethical consideration has been taken to ensure for data privacy .Regarding this study, their participation of the ELT teacher was responsible .I was asked in comfortable context with mutual trust .I prevented the best way to collect the respondents as well as different scholars' views idea and definition according to the APA format.

CHAPTER FOUR

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of data. Data was obtained from the ethnological study and field survey since it is an ethnographic research. The collected data through research tools were analyzed and interpreted descriptive approach.

4.1 Analysis of the Data and Interpretation of the Results

In Ethnographic design, the researcher should provide an interpretation of the meaning from the information we got from data, which is done in this section. Thus, being based on the theory of this design, I also develop the themes from the data and presented the data under the different themes ,analyzed the data and interpreted what I learned from the context .I had observed the thirty classes of two different private school English teachers regularly and taken interview to them necessarily. To analyze data, I have given the name of T1 and T2respectively. The data are analyzed thematically and descriptively by giving different heading.

4.1.1 CAS for Motivation

Classroom motivation is important tools when teaching in the classroom .In basic level class motivation plays an impotent role. The teacher can use variety of techniques while teaching English language as well as they can use different activities to motivate the student in teaching learning activities.

In classroom observation when the teacher used different motivated techniques. By use of motivated factors students are encourage to learn, regularity in the classroom and avoid the fear of exam in classroom presentation teachers.

4.1.1.1 Fear of Exam

When I observed classe teacher (T_2) and myself entered into the class. We were greeted by the students by saying good morning miss welcome to our class. Then we also greeted and thanked them. The teacher introduces me with the students. At very first, wrote the date and topic of that day on the white board. The teacher asked about homework that was assigned the day before.

When I observed her class, she asked the student whether they read previous lesson or not .Then after teacher took the one text student did not know the exam but teacher kept the records on a records file.

Excerpt: 1

Class observation of T_2

Teacher: What was your homework?

Students: to find out the meaning of these words open, close, standup.

Teacher: Yes, do you know the meaning and spelling of these words.

Students: tell these words spelling and meaning by actions.

On the basis of action students were motivated to learn the meaning of difficult words and teachers kept the records, but students did not know teacher was taking exam in daily activities that why students were not afraid with an exam.

4.1.1.2 Careful on Classroom Teaching and Learning

Both teacher and students were the most careful on teaching and learning activities .When I observed the classes of teachers T_1 on class 6 that time both are careful in the classroom. In classroom activities were kept on the record file or evaluate daily activities of the student that why they were careful in their learning.

When in interview time I asked her students were careful in their learning .That time Teacher T₁ told to me, yes, they were more careful on their learning .They did every work like homework, class work and active participation in project work as well as class test and unit test.

Like that when I observed the different classes of two different teachers I found that they were more careful on learning activities like that when I asked the next question related to carefulness in learning to the teacher T₂ that question was ,Do you found any differences between traditional between traditional examination system and new ways of assessing students achievement .Teacher T₂ told to me in past and present evaluation system have a vast differences because at past students were not careful and serious in classroom presentation and homework as well as extra curriculum activities but know they are very serious on school and classroom activities.

4.1.2 Improvement in Learning

Classroom assessment purpose is to improve the quality of students learning not provides evidence for evaluating or grading students .Teachers provide feedback immediately so that students were improve their learning. When I observed the class that time I found that things:

Classroom observation: 2

Qualification: B.Ed

Teacher: T₂

Date: April 26, 2019

Period: 2nd

Topic: Grammar (Tense)

Teacher: Good morning

Students: Good morning

Teacher: Yesterday we learned tense, under the tense we learned past tense .Do you make a sentences.

Students: Yes, Mis. We played football.

I play valley ball.

Teacher: At that time teacher revised the yesterday lesson and provide feedback to the students.

In this way, they discussed in the classroom .Teacher gave the activities in the class. And provide feedback to the students from the feedback students were able to improve their mistake.

4.1.3 Classroom Management

Classroom management is crucial in classroom because it support the execution of curriculum development .Classroom management can explained the actions and directions that teachers use to create a successful learning environment ,positive impact in students achievement.

So, in order to find out the classroom management in English language classes. How the CAS help to imply in classroom management .According to them, CAS helped to manage the classroom in following ways, students were aware every classroom activities because they know that every classroom activities are evaluated or our every activities are our exam .So that they were disciplined, they were involved in group work, class work as well as project works and all kinds of class and unit test that why it reduce the teacher talking time

4.1.4 Use of Different Assessment Tools

Assessment plays an important role in teaching .Without sufficient assessment tools, teaching learning activities will not be effective .If the teacher uses the tools it helps the teachers to measure the students progress. When I observed the 30 classes of two private school of Kathmandu district I got following things.

In class observation time teachers used the following tools as assessment tools in classroom teaching in English language classes. They used those tools which are: homework, weekly test, unit test, formative test, creative activities, register, creative work, checklists, and portfolio, class works and so on.

4.1.5 Keeping Daily Record

This section describes the ways of keeping daily record. When I observed the classes both teachers T₁ and T₂ they keep the record on portfolio and take attendance of the students.

When I observed the classes they keep portfolio of every students. However some time teacher cannot bring the portfolio file. In side the portfolio teacher includes the following records of the students: attendance record, classroom performance records, homework, progress report, and personal information, physical condition of the students, creative work and project work reports and so on.

From my observation I found that there is very good practice of keeping portfolio. According to Basic Education Curriculum (2012 p.x) teachers should keep the students' record in portfolio and evaluate accordingly. In portfolio, teachers should include class work project work, creative work, and attendance test report discipline personal information and so on. The results also depict that all teachers practice in keeping all records in a portfolio.

4.1.6 Assessment System on Creative Works

In order to find out the way to assessment practiced by teachers in a creative works, I observed the different classes of teachers T₁ and T₂ time. I observed very seriously how they assess the students' creativity. The findings are they assess the students' creativity through writing test. Similarly, teachers mentioned that they evaluate students ability through their performance in speaking test and the extracurricular activities. Some time they assess the students ability from Friday programme and pair work, group work and so on are mostly used to assess the creative ability of the students.

4.1.7 Challenges of CAS in Classroom Implementations

When I observed the classes to find out challenges of CAS in classroom implementation, first of all the size of the classroom was not appropriate and the classroom was not managed well. Similarly, commitment and enthusiasm was not found. By the same way, the teachers felt extra loaded as less number of teachers were employed there. Even there was lack of resources materials.

4.1.8 Use of Educational Materials in the Classroom

Use of educational materials in class room has important roles when the teacher uses these materials, teaching and learning activities become fruitful. During my classroom observation, the teachers were found to be using chalk-duster, whiteboard, flashcard, posters, lesson plan, mobile maps, magazine, and overhead projectors and so on. Moreover, they used demonstration method as well. Even the students brought locally available materials too which helped a lot to arouse interest to the learners.

4.1.9 Teachers Beliefs on CAS

In order to find out the teachers' beliefs on CAS I asked the different questions with the two teachers. Both the Basic Level English teachers are named by T₁ and T₂.

4.1.9.1 Meaning and Policy about CA

In order to find out the meaning of CAS they said CAS is very important evaluation system in basic level education. It is the learning for evaluation, which is similar with formative assessment .They said that its direction is always simple to complex that develops the students' mental and psychological ability .It evaluated the students capability inside the school gate so, it is like a progressive and formative test.

When I asked some questions related to policy teachers gave the answers properly .They said that liberal promotion up to grade three, in grading system keeping records of the students in portfolio .Like in class 4 to 7 also imply the CAS. They said that students of grades 1-3 are evaluated through 100% CAS system or through no pass mark policy but in grades 4-5 50% is through CAS system and 50% through final achievement. Similarly in grades 6-7 40% and 60%. However, in class 4, 5, 6 and 7 pass mark is 40%.

When access the students achievement they used project works, home works, creative work, pair work and so on.

4.1.9.2 Teachers beliefs on Traditional Assessment and Continuous Assessment

Here my intention is to find the teachers beliefs or traditional assessment and continuous assessment. They told to me CAS is really better than traditional assessment system (TAS). Now, the behavior of students is changed because they are more active than past. Students are self motivated. Teacher evaluate the students on their performance in different sorts of activities in CAS rather than examination only. They treat all the students equally that's why students are able to improve their mistake but this activity is not found in TAS. They believe that CAS develops the regularities in school and decreases the hesitant habit of the students.

Students get real life skills; it brings the change in student's behavior. Schools provide the students progressive reports to the parents so parents are more active and interested towards the activities of the schools. Students seem not fear towards the exams. So, CAS is students center activities it is practiced knowledge rather than theoretical.

4.1.9.3 Implementation of CAS in a Classroom

In order to find out the practice of implementation of CAS in private school's of Kathmandu district I was asked the question how can you imply CAS in language class They replied that they got training from the school governance District Development and co-ordination office . School made a portfolio format on the basis of students performance .Sometimes they made questionnaires to check their ability. They told that it was difficult to fill the portfolio and to ask the question within a single period because of time boundary. Similarly they kept the records of attendance, regularity in doing homework, doing project work and so on.

4.1.9.4 Strengths and Weaknesses of CAS

In order to find out the teachers beliefs I try to find out the strengths and weakness of CAS .I asked to the teachers they mentioned following weakness and strengths of CAS to implement in the classroom.

According to them, CAS helped to know about every detail of students. Similarly, it became easy to upgrade, Likewise, it helped to minimized the fear of exam not only this, but also encouraged the weak students. Moreover, it reduced the failure rate .And finally it discourage rote learning. Then, they claimed that the use of CAS is somehow difficult task to apply .Similarly, it is time consuming, giving more priority in it creativity than the theoretical learning.

4.1.9.5 CAS Lesser the Fear, Tension and Stress of the Students

When I took interview with the teachers I had asked them if the use of CAS lesser the fear ,tension, stress and anxiety of the students ,they strongly expressed their ideas, views and experiences stating that the use of CAS in class regularly helps to lesser than fear ,stress and problems. Moreover, they told that it helped to arouse interest among the students .They became active and independent.

Even the weak students actively participated in classroom discussion, assignment project work, and peer work and so on. Their fear, stress, tension etc were reduce .AS a result the learning became meaningful, reliable and exciting

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes the findings drawn from the analysis and interpretation of the data. It also includes the conclusions on the study and some points of recommendations to be applicable for the policy makers, practitioners and future researchers.

5.1 Findings

This sections presents the findings derived from the analysis and interpretations of data .The study was proposed to find out the teachers beliefs and practices.

Ethnographic research design was used as a main design of the study collected data were analyzed descriptively and presented thematically .After the analysis of the collected data, the study has come up with some major findings which are as follows:

5.1.1 Teachers Beliefs on Continuous Assessment System

It was found that continuous assessment (CA) became much better than traditional assessment system (TAS).The result indicated that the behavior of students was changed positively in learning .The students were more motivated . Most of the basic level English teachers said that CAS is better way than the TAS.CAS is like a formative assessment system it improves the learners learning habits .It also evaluated the students capability inside the school gate. In this assessment system students are self motivated. They said that teacher evaluate the students on their performance in different sorts of activities in CAS rather than examination only. On the other hand portfolio is major tools to keep individual records of every student.

Like way, teacher said that this system do not use properly because of teacher training , teacher takes it extra burdens .But teachers belief that to imply CAS it has some weakness and strengths which are: time cussing ,reduce the habit of learning, teacher took at extra burden . Strengths are easy to upgrade make students regular. They said that, CAS is very useful techniques to improve the students' achievement and to avoid the fear of exam.

5.1.2 Practices of CAS

5.1.2.1 Use of tools in Classroom Teaching

In classroom observation I found that the teachers use the following tools to measure the students' achievement. Most of the time they focused on portfolio and other tools were group work, class work, homework. Classroom presentation, extracurricular activities .Like other test were unit test and weekly test but the curriculum did not give clear information how to use the educational tools or materials in a classroom.

5.1.2.2 Practice of Keeping Daily Records and Measuring Creative Activities

When I observed the different classes it was found that teachers included the students records on portfolio but sometime they forgot to brought it .Teachers took at extra burden in teaching time, so they did not keep a records in daily. Similarly to measure the creativity of the students .Students could not got opportunity to participate in the programme

5.2 Conclusions

This study was oriented to find out teachers beliefs and practices towards CAS. According to classroom observation reports and interview all the teachers were practicing CAS in school. Teachers' beliefs that from the CAS develop helped to the students learning ability .The teachers used the different tools to assess

students' ability. The teachers kept the records on portfolio, taking attendance, assigning project work, creative works and conducted different periodical tests. The use of those tools reduced the rate of class repetition and failure rate.

Both teachers and pupils were active in teaching learning process. Similarly, there was practice of keeping portfolio of every students to bring their positive outcomes through the use CAS, it increased the students' regularity in class and avoided the fear of exam. But teachers had pointed out some weak points about it: as it made the students lazy, it was little bit expensive, poor students will be promoted.

To conclude, there is good practice of CAS in private schools. All the students of basic level are evaluated from this system. This really helps to promote and uplift the students'. Moreover, the students' active participation with enthusiasm in teaching learning activities proved to be a milestone to promote and uplift the stand of students, teachers and schools.

5.3 Recommendations

Based on major findings and conclusions of the study, I would like to point out some recommendations.

5.3.1 Policy Related

There should be policy of training about CAS for every school level teachers as it is an important ingredient of teaching learning system. The government and concerned authorized body of the nations should make a policy implement and evaluate it. There should be a provision of reward and punishment for its proper uses and negligence. Before the beginning of the academic session, the concerned authorized bodies should provide ample training to implement it effectively. To implement it effectively teachers should be active and extra efforts.

5.3.2 Practice Related

Teacher should be clear about the intent of CAS, its tools to be adopted and roles and responsibility of stakeholders to make this useful and systematic. There should be the provision of observing the teacher classes and classroom activities if they are implementing CAS as well as tools as recommended by CDC. Likewise, for effective implementation teachers can make the portfolio. This research also suggests the authors and materials writers to write the textbook according to the new assessment system. On textbooks should include extracurricular activities and project work rather than theoretical knowledge.

5.3.3 Further Research

This research was limited to the teachers' beliefs and practices on CAS in English language classroom. So, other researchers can do their research in different topic related to CAS. There is less research on teachers' beliefs on CAS in department of English Education at Tribhuvan University. I should assume the research work as a base for their further research work. They will be benefited by this research too. Furthermore, the new researchers will be benefited by this research as it will be secondary source for them. By the same way, it provides them new areas of the study. Similarly, it helps them to find out new research work too.

-) It may be secondary sources for others researchers.
-) It may provide new areas of the study.
-) It may help to find out new research work

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APPENDIX-I

This research study entitled use '**Teacher Beliefs and Practices on Continuous Assessment in English Language Classroom**'. Under the supervision of **Mr. Jagdish Poudel, Lecturer of the Department of English Education .T.U Kirtipur** .In order to collect data I observed the classroom and conduct interview with the teacher .So, I developed the guideline for classroom observation and to conduct the interview to the teacher.

Researchers

Sujita Lamichhane

Fourth Semester

T.U Kirtipur, Kathmandu

Guideline for Classroom Observation

Name of Teacher:

Observed Classroom:

Name of School:

Teaching Item:

Qualification of Teacher:

Date:

1. Initiation of classroom.
2. Motivation to the students.
3. Classroom procured/activities.
4. Use of different assessment tools.
5. Participation of teacher to assess the achievement.
5. Students' homework and class work.

APPENDIX II

Name of the School:

Teacher's Name :

Subject :

Qualification of teacher:

Subject teacher

1. What is the CAS? What is the policy about the CAS?
2. How often do you conduct class test for your students?
3. How regularly do you give your students assignments?
4. How often do you draw attention of the students to their performance in CA?
5. How often do you invite parents concerning the performance of their children?
6. How much time do you spend for the preparation of the CAs?
7. What is the best way of managing CAs in the classroom?
8. What are the educational materials you use in your class?
9. What are the educational materials you use in your class?
10. What type of current practice do you conduct for CAs?
11. It is necessary to apply the CAs at Basic level curriculum?
12. Is portfolio report helps to promote the learners?
13. Is the school governance provides training to imply the CAs in class?
14. What are the challenges faced by teacher while implementing CAS?
15. What types of test are used for weak students to improve their further study?
16. What are the strengths and weakness of continuous assessment system?
17. Have you participated in any related training?
18. How much time do you spend for the preparation of the CAS?
19. What are the challenged faced by teachers while implementing CAS?
20. Which are you think more effective CAS or traditional assessment system? Why?
21. What types of tools use to apply the CAS?

22. How the CAS helps to develop the different language skill?
23. What kind of challenges is facing to implement this evaluation system?
24. What are the strengths and weakness of CAS?

APPENDIX III

Researcher: Good afternoon.

Respondent: Good afternoon.

Researcher: Do you know about CAS and its present policy?

Respondent: yes, I know about it, CAS is very important evaluation system in basic level education .It is similar with formative assessment .It develops the students mental and psychological ability .It evaluate the students inside power through the extracurricular activities.

Researcher: Sir, would you tell something about the policy?

Respondent: Why not! Listen, now this system is apply up to class seven but it has different rule on it. Basic level class 1-3 have liberal promotion that means class 1-3 evaluated through 100% CAS system or through no pass mark policy but grade 4-5 50%in through CAS system and 50%through final achievement test. Similarly, in grades6-7 40%and 60% .However classes 4, 5, 6, 7 pass marks is 40%.

Researcher: You know well! About the policy of CAS, how often do you give assignment?

Respondent: I give some assignment to the students to develop their creative power. Which are some group and individual works?

Researcher: What types of work do you give to assess the student's achievement?

Respondent: I give homework, assignment and keep all achievement records on portfolio.

Researcher: Oh! Good in your view is portfolio records promote the students learning habits?

Respondent: Really! It develops the students' learning habits, students become regular, decrease the dropout rate. As well as we know details information about the students. So, it is helpful to teach in the classroom.

Researcher: Is school governance provides any kinds of training related to CAS?

Respondent: Yes, school governance provides different kinds of training about it.

Researcher: What kinds of challenge face by teacher while implementing CAS?
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Respondent: Every works have a difficulties or challenges in a implementation phase, some challenges are: lack of clear and precise information, difficult to prepare a questionnaire, large number of students, lack of proper training, lack willingness on a learners insufficient resources.

Researcher: Do you find any strengths and weakness of CAS?

Respondent: It has some strengthens and weakness which are: easy to upgrade the students , to know details about the students ,minimize the fear of exam respectively weakness are unable to develop required knowledge, difficult to apply in classroom, poor students can promoted without learning required knowledge.

Researcher: At last what are your beliefs about the CAS?

Respondent: CAS is a kind of evaluations process. It helps to learners to achieve the goals.

Researcher: In your teaching time have you got any differences between TAS and CAS?

Respondent: Yes, TAS is exam oriented and focus on rote learning and CAS does not exam oriented it gives more priority on extracurricular activities.

Researcher: Is it help to manage the classroom?

Respondent: Why, not by the use of CAS, students thought that each classroom activities are evaluated by the teachers or every class work group and project work, are my exam so that students are more serious and self disciplined.

Thank You for Your Kind Cooperation!!!