

CHAPTER-ONE

INTRODUCTION

The present study entitled **Practices of Formative Assessment in Public Schools: A Case of Bardiya District** was conducted to identify the practices of formative assessment in public schools. This chapter consists of general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Language teaching is the process of developing ability or capacity of the learners to use particular language in a successful way. The main purpose of language teaching is to enable the learners to communicate in that language. Language teaching is closely related with the language testing. Testing is the process of examining how far the students have learnt what the teacher wishes to teach. This means, if there is teaching, there must be testing as well. Both teaching and testing are closely inter-related that is almost impossible to work on in the absence of another. Focusing this fact, Heaton (1975, p.5) states, "Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the others". Here, assessment is the main part of language teaching where testing is the tool of assessment. We assess the students' performance and competence, the role of language teachers, the textbooks, the efficiency of the methods and materials, the syllabus and the whole language program through testing. Test is the tool for the assessment where test and assessments are covered in language teaching. Assessment is the process of evaluating students learning achievement through different tasks like: classwork, homework, weekly test, annual test. Assessment is one of the most important parts of language teaching and learning which helps teachers to find out the ability and disability of learners in the concerned areas.

There are two types of assessment in general; they are formative and summative assessment. Summative assessment evaluates what students learn during a course and it is conducted at the end of the semester or academic year. Alderson (2005) associated with summative assessment with long traditional test which were so stressful to students. It lacks further feedbacks and only possible use of it is gathering scores in the eyes of students. Focusing on the given definition, summative assessment basically focuses on the gradation of the student rather providing corrective feedback. On the other hand, formative assessment is the process of assessing students' performance continuously during learning through the help of different activities like classwork, homework, weekly test. Few of the public schools of Nepal, not all the schools are practicing both formative as well summative assessments to assess the students' learning achievement but the greater focus is given on summative assessment. In the present context of language learning, formative assessment is the most important to evaluate students' performance and learning achievement. In this regard, Sadler (1998, p.77) says, "Formative assessment refers to assessment that is specifically intended to provide feedbacks on performance to improve and accelerate learning." Similarly, Nitko (1993), has given two purposes of formative assessment a) selecting or modifying learning procedures and b) choosing the best remedies for improving weak points in learning and teaching. Only focusing on summative assessment, the teacher cannot evaluate all the aspects of the learners, like: creativity of learners, performance, innovative aspects, and critical ability. It is impossible to measure the learners' ability only through summative assessment or final exam. To address or assess all the aspects of learners, we need to focus on formative assessment which takes place during a course and also provides remedial feedbacks for further improvement.

Because of the unsystematic practices of assessment, the real achievement of public school is not satisfactory. Because of most practice of paper pencil test, several effective and continuous evaluation are shadowed. Teachers regularly use summative assessment but neglect benefits of formative

assessment which has created wide gap between objectives and achievement. So, I have chosen practices of formative assessment in public schools to develop the ability of learners in learning and assess them properly.

1.2 Statement of the Problem

Without proper means of assessment, we cannot imagine teaching and learning to be effective. In the field of teaching and learning, there are several means of assessment such as formative, summative, diagnostic and so on, which are used for separate purposes. Generally, formative assessment is regarded as the continuous evaluation process during whole educational session, which is used to improve the learning and teaching tasks. Policies related documents like: National Curriculum Framework (NCF) 2063, Education Act, and soon have focused on formative assessment but most of the public schools of our country have been practicing only summative assessment for students' evaluation. Formative assessment is practicing only in few schools of forwarded place. On other hand, some teachers are blaming that the formative assessment and its forms like: Continuous Assessment System (CAS), portfolio maintenance, classroom participation are as a means of students pass guarantee because in the name of liberal promotion the quality of education is decreasing day by day. In Nepal, in the name of assessment, English teachers are using exam oriented evaluation system such as terminal, half annual and annual examinations which could not capture the real sprite of effective language teaching and testing. More particularly, while assessing learners' overall ability at school level, teachers generally design summative test items like writing examination not for the purpose of improving writing but for the validation of learners writing task and to grade them in to upper classes. Most of the teachers are less aware about the effectiveness of formative assessment in enhancing learners learning. Beside this, some responsible agencies of government like District Education Office (DEO), Resource Centers (RC), training hubs are less accountable and responsible in proper supervision, monitoring and training in the context of Nepal. Therefore, I decided to carry out the research on this topic

for identifying practices and exploring the problems of practicing formative assessment in public schools of Bardiya district.

1.3 Objectives of the Study

The main objectives of this study were as follows:

- a) To identify the practices of formative assessment in public schools.
- b) To explore the problems of practicing formative assessment faced by the English teachers of public schools.
- c) To suggest some pedagogical implications on the basis of the findings.

1.4 Research Questions

This study was oriented to find out the answers of the following questions:

- a) What are the practices of formative assessment in public schools?
- b) What are the teachers' problems regarding practices of formative assessment in public schools?
- c) What are the benefits of formative assessment in teaching learning?

1.5 Significance of the Study

The present study will be significant to those who are interested in language teaching and learning. It aims to identify practices and problems of formative assessment in public schools. It will definitely arouse new interest among experts, curriculum developers, practitioners, teachers and even the university students who are going to involve their career in language teaching. It will also be useful for resource person to develop relevant materials.

As the study provides information on the practices of formative assessment in public schools; it will encourage English teachers to use formative assessment and its means like weekly test, project work, classwork and homework for assessing students' learning achievement.

1.6 Delimitations of the Study

It is difficult to include a large area in this kind of small research due to the limited time and resources. So, it had some limitations, which were as follow:

- a) The study was limited to 15 public schools of Bardiya district.
- b) All the lower secondary level English teachers of public schools were the population of the study. Among them, 30 English teachers were selected as the sample population.
- c) The study was limited to practices and problems of formative assessment.
- d) The study was limited to survey research design.
- e) The sample population was selected by using non-random purposive sampling procedures.
- f) Data collection tool was questionnaire.

1.5 Operational Definitions of the Key Terms

Achievement: In this research, achievement refers to progress of students in their learning.

Assessment: In this study, assessment means a process of evaluation used in the classroom while teaching and learning to judge the students.

Performance: Here, performance refers to the ability of students that can be shown and observed easily through classroom activities

Test: In this study, test refers to the tools intended to measure student's expression of knowledge, skill, or abilities.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

From the review of related theoretical and empirical literature, a researcher can get an insight to a number of aspects that have direct or indirect relation with the research topic. Review of the literatures also serves as a basis for developing theoretical framework which directly helps to investigate the problem that researcher, wishes to do. So, under this chapter review of theoretical and empirical literatures, implications of the review for the study and conceptual framework are included in to separate headings.

2.1 Review of Theoretical Literatures

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

2.1.1 Formative and Summative: An Introduction

Generally, assessment refers to any methods, strategy or tool which helps the teachers to collect necessary evidences and information regarding the learners' learning progress toward the achievement of established goal. Without the proper assessment, the task, language teaching cannot be successful. In practice, students' achievement is generally assessed through test, classroom and home assignment, and assigned project. Strictly speaking, assessment refers to assignment and task that provides information for making decisions. In course of day to day learning, the students gain a wide range of knowledge, skills and abilities and attitudes. We sometimes speak of testing and assessment together even though test is specific type of assessment. When used in this way, an assessment emphasizes the broad area of performance and projects that

might not be called to mind by the word testing. According to Linn and Gronlund (2000, p.1), assessment is much more comprehensive and inclusive term than measurement or testing. It may include both quantitative (measurement) and qualitative description (non-measurement) of students.

Both formative and summative assessments equally contribute to provide necessary feedbacks for further improvement and validation of the learnt learning. But in deeper level they are used for totally separate purposes in teaching fields. Summative assessment is used to valid the learning. Summative assessment generally comes at the end of the course or unit of instruction. It is designed to determine the extent to which the instructional goals have been achieved and is used primarily of assigning course grades or for certifying students' mastery of the intended learning outcomes. Regarding the summative assessment, Ur (2013, p.167), has defined it as the process of evaluating students to provide only a grade, often expressed as a percentage, offer no specific feedbacks on aspects of performance and are designed to summarize or conclude a period of learning".

Formative assessment on the other hand, is a range of formal and informal assessment procedures employed by the teachers during the teaching and learning process in order to modify teaching and learning activities to improve students' attainment. It typically involves instructive feedbacks (rather than scores) for both teachers and students that focuses on the details of contents and performance. Black and William (1998, p.27) write, "All these activities under taken by the teachers or students which provides information to be used as feedbacks modify the teaching and learning as they are engaged." Similarly, Ur (2013, p.167) says, "Formative assessment provides clear feedback in the form of error correction and suggestions for improvement, and has the primary aim of enhancing future learning." In the word of Brown (2004, p.6), "Formative assessment is evaluating students' in the process of forming their competencies and skills with the goal of helping them to continue that growth process". So, formative assessment is major means of modifying the methods,

techniques, materials and procedures of teaching especially being based on the past experiences and result. In this way both formative and summative assessment are practiced for separate function, although both are very integrate part of language testing and assessment.

2.1.2 Purposes of Formative Assessment in Language Teaching

There are many purposes and uses of assessment. Gipps and Stobart (1993) identify six uses of assessment which are: screening, diagnosis, record keeping, feedback, certification, and selection. Screening refers to the process of testing students at the entrance level, to identify who needs special help. Diagnosis serves to discover students' strengths and weaknesses. Record keeping means that assessment records can be used to help students transfer from one school to another. Assessment can provide feedback about the progress of individual students, and the success of teachers' and schools. Assessment becomes formative when the information is used adopt teaching and learning to meet students' needs. Feedback is the central function or purpose of formative assessment. Regarding the purposes of formative assessment, Harlen and James(1997, p. 365) say, "It is essentially feedback both to the teachers and to the pupil about present understanding and skill development in order to determine the way forward". But Sadler (1998, p.77) argued differently in this matter. According to Sadler (ibid), "Formative assessment refers to assessment that is specifically intended to provide feedback on performance to improve and accelerate learning". Similarly, Crook (2001, p.26) presented the purposes of formative assessment which are as follows:

-) To provide feedback for teachers to modify subsequent learning activities and experiences.
-) To identify and remediate group or individual deficiencies.
-) To move focus away from achieving grades and on to learning processes, in order to increase self-efficacy and reduce the negative impact of extrinsic motivation.

) To improve students' meta-cognitive awareness of how they learn.

While analyzing these above arguments, it is clear that the main aim of the utilizing formative assessment is to provide feedback to accelerate the learning. In another hand formative assessment is beneficial both the teachers and students to improve their further performance correcting their past mistakes and weaknesses.

2.1.3 Assessment Practices in Public Schools

Both formative and summative assessments can give equally contribute to enhance the learning. In the absent of one, there is not any existence of another in evaluation process. In Nepal, generally in school level there is blending system of evaluation process which includes both formative and summative procedures (Regmi, 2014).NCF (2063), has made policy regarding assessment system introducing both types of assessment system in school level. It shows that there is policy of 70% formative assessment (40% CAS and 30% terminal exam) and 30% summative assessment (final exam) in basic level (class 1-8). Regarding the secondary level, 40% terminal exam, i.e. formative assessment and 60% final exam which belongs to summative assessment is practiced till now. The government of Nepal has introduced the system of continuous assessment system (CAS) up to basic level for the liberal promotion of the students but because of the weak implementation, it could not work properly (Nepali, 2012). In this way, for the effective assessment system, the government has made clear policies but due to the weak monitoring system from the respected and concern authorities, it has been valueless day by day.

The government has also provided major criteria for CAS such as excellent, good and general, on the basis of several criteria and indicators such as, attendance, class work, homework, participation and project work. If students fully attain the class then three ticks are given for excellent and if they mostly attain the class it is good and two ticks are provided them likewise if their attendance is less, it is general and only one tick is provided. Likewise it

happens to all the indicators respectively. Even though the government of Nepal has focused formative assessment introducing its several means such as continuous assessment system, liberal promotion of the students and maintenance of portfolio through several policies, but in ground reality, most of the public schools are only being product oriented by focusing on final examination i.e. summative, because of such educational system of the public schools (not all), the educational achievement of the students is not satisfied.

2.1.4 Tools and Forms of Formative Assessment

As mentioned in the Formative Assessment Package (2065, p.1), tools and forms of formative assessment are as follows:

Observation of day to day activities in the classroom can elicit very important information regarding an individual students' learning progress in term of cognitive power skills, social and emotional behaviors e.g. if we observe students' participations in classroom discussion and activities our observation will make us able in finding out in which areas of learning students are progressing or not. At the same time, various methods of assessment provide us with cues concerning the areas of learning which need more attention.

Therefore, it is important that observation as a tool of formative assessment be seen as integral part of teaching.

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

Homework, unit test, quarterly test, classroom test weekly test can also be used in formative assessment. We may use subjective (long and short answer) and

objective test items like multiple choice items, alternate response items, matching items depending on the nature of instructional objectives of the course. These items allow us to identify how much and in what way, the students are progressing in relation to the curricular objectives.

Classroom discussion can tell the teachers much about students' learning and understanding of basic concepts. The main goal of discussion in classroom is to build knowledge and develop critical and creative thinking skills.

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

2.1.5 Importance of Formative Assessment

Formative assessment is a method of judging the worth of a program while the program activities are in progress. This part of assessment focuses on the process. The role of formative evaluation in the real society is basically to permit the curriculum developers, learners and instructors to monitor how well the instructional goals and objectives are being met. Its main purpose is to catch deficiencies of the learners. So, appropriate interventions are placed in every level of process. As mentioned in Dahal (2010, p.39), it is important for both the teachers and students to provide and obtain feedback. Similarly, its objectives are to analyze the individual difference regarding learning. Assessment further provides clear framework and directs the teaching and learning process.

So, by enhancing the quality of education it guides both teachers and learners toward the improved way. Beside this, it evaluates the learning achievements and the learners along with objectives of the unit. On the basis of the evaluation and observation of the achievements, it identifies the problems of the learners. In this way, formative assessment promotes co-operative and cordial relations

between teachers and students by raising students' level of achievement in learning.

2.2 Review of Related Empirical Literatures

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

Baral (2008) carried out a research study on "The Effectiveness of Formative Assessment in English language Teaching." The objectives of this study were to find out the effectiveness of formative assessment in English language teaching and to suggest some pedagogical implications. It was an experimental research. All the grade eleven students of Bhanudaya Higher Secondary School, Nawalparasi were the population of the study. Among them sixty students of class eleven were the sample population. A set of subjective and objective test items were the major tool for data collection. Major finding of this study was that experimental group which was taught using formative assessment got better success in learning English language in comparison to the exam oriented assessment systems.

Rahman, Babu and Ashrafuzzaman (2011) published a research article in journal of NELTA entitled "Assessment and Feedback Practiced in the English Language classroom". The study mainly focused on exploring the nature of English language classroom assessment and feedback practiced within Junior Secondary Schools of Bangladesh. Finding of the study showed that assessment and feedback were the inseparable part of classroom practice but assessment and feedback practiced in the classroom were not up to the mark. One of the reasons for this was that both English teachers and the head teachers didn't have adequate knowledge about the English curriculum.

Regmi (2014) carried out research study entitled, “The Effectiveness of Formative Assessment in Teaching Grammar”. The main objectives of his research were to find out the effectiveness of formative assessment in teaching grammar and to suggest some pedagogical implications on the basis of findings. It was an experimental research design in which the researcher used all the grade eight students as the population of the study. Among them thirty students of Shree Bishnu Higher Secondary school, Phuyetappa, Ilam district were the sample population of the study. Data were collected using pre-test and post-test of forty marks which were the major tools of data collection. The major finding of this study was that both, controlled and experimental groups were benefited from teaching but comparatively, that group that got formative assessment, i.e. experimental group was found to perform better in all the cases.

Similarly, Chand (2014) conducted an action research on “Use of Continuous Assessment in Developing Proficiency in Grammatical Items.” His main objective was to find out the developmental proficiency in grammatical items of the students through continuous assessment. In his research, primary level students were the population and students studying in grade five were the sample of the study. Observation and test were used as the tools for data collection. The researcher’s major finding of this study was that CAS has crucial role in developing proficiency on preposition and tense system to the primary level students than others traditional ways of assessment like terminal and annual examination.

Kadel (2015) carried out a survey research entitled “Implementation of Continuous Assessment System in Schools.” The main objective of her research was to find out the implementation of CAS and its tools adopted by the teachers. Twenty teachers and thirty students of basic level from Dang district were the primary sources of the data. Mainly questionnaire and interview were used as research tools to collect the data. Both descriptive and statistical tools were used to analyze the collected data. Finally, her one major

finding was that the teachers are implementing CAS and also adapting tools to some extent. Similarly, another finding was that CAS was not easy to implement in the schools because lack of sufficient number of teachers and weak government policies.

Likewise, Yadav (2016) conducted a research study entitled “The Effectiveness of Formative Assessment in Teaching Reading Comprehension”. The main objectives of this research were to find out the effectiveness of formative assessment in teaching reading comprehension and to suggest some pedagogical implications. This study was also experimental research. The populations of this study were students, studying in Shree Janta Secondary school Janakpur district. Among them 40 students of class nine in that school were the sample population of the study. Open and close ended test were the major tools for data collection. The finding of this study was that the formative assessment system in teaching reading comprehension was relatively more effective and successful than the usual way of teaching.

All of above studies that I reviewed are about the experimental in research design and only few are based on the survey research design. More particularly, these all studies are carried out about the effectiveness of formative assessment in the field of teaching and learning. But through this study, I have proposed that to identify the practices of formative assessment in public schools. Because of this reason, my present study is different from other studies.

2.3 Implications of the Review for the Study

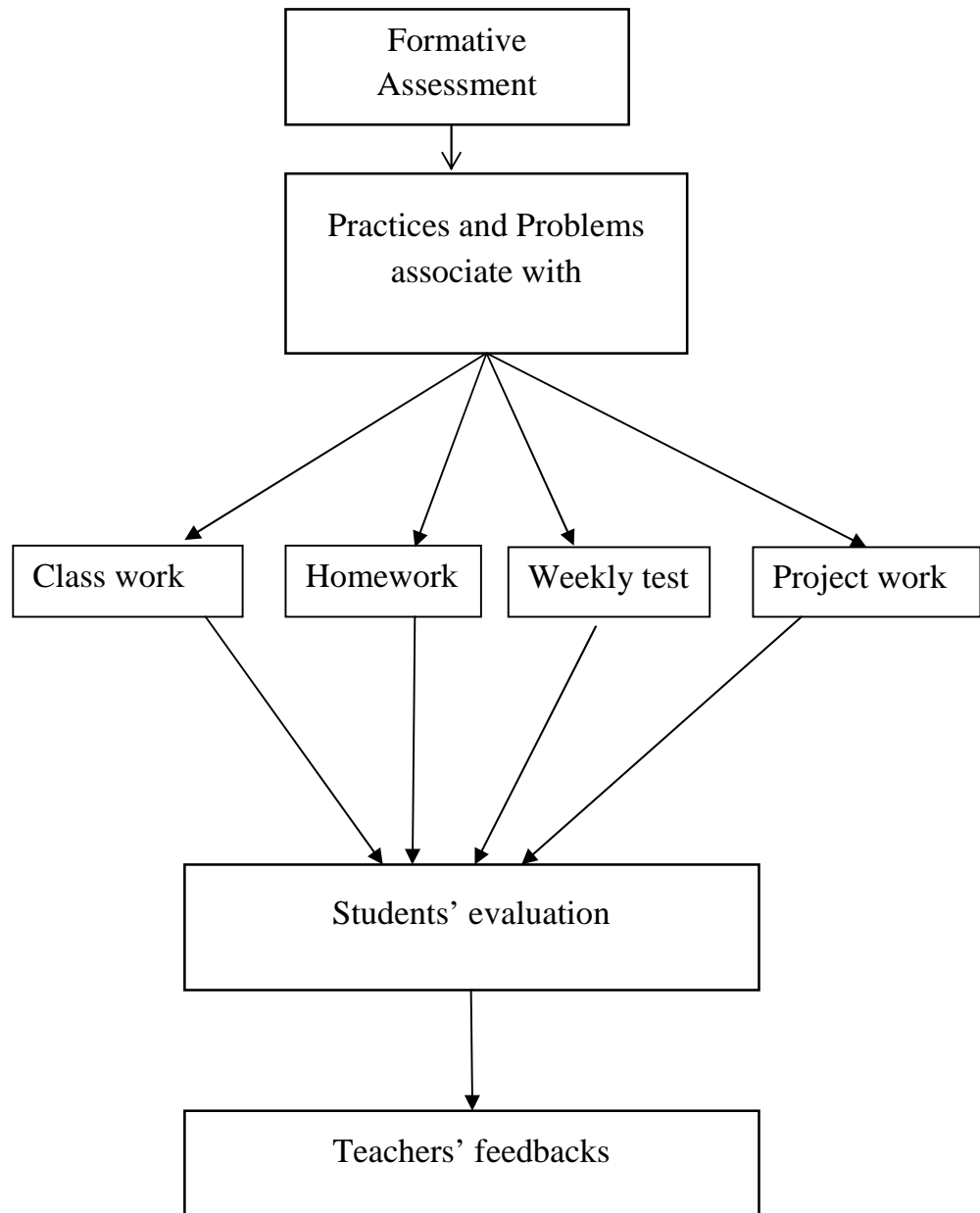
From the review of above mentioned theoretical and empirical literature, I got sufficient insights regarding this research. Some reviewed studies are to some extent similar to this research. Theoretical literature such as Brown (2004) and Heaton (1985) provided me more theoretical ideas regarding my study. From the review of these literatures I got sufficient ideas about language testing, purposes of using assessment and importance for the learners. More particularly, regarding formative assessment and its purposes of teaching and

learning, I reviewed some practical literatures like Ur (2013) which helped me to know the contextual necessities of teaching and testing. Likewise, to get required ideas regarding assessment and its applicability; I reviewed literatures like Alderson (2005) and Salder (1998), Bachman and Palmer (2010) and Nitko (1993) from which I got true pictures of practicing formative assessment in the teaching and learning and its practices in international context.

Similarly, from the review of empirical literatures, I got ideas about formative assessment its impact on other aspects of language than writing, purposes of formative assessment in ELT field etc. From Yadav (2016), I understood the conceptual framework of the experimental research that is why I differentiate from that. From the research of Chand (2014) I was benefited to understand the way of reviewing the related literature. Likewise, Kadel (2015) benefited me to find out the implementation status of formative assessment in schools up to 2015. So, from the review of these literatures I clearly understood the theoretical background of assessment, its practices in local and global context, techniques to implement formative assessment which directly helped me to develop this study in systematic manner. In this way all reviewed literatures provided me clear ideas about research frame, design, and way of analysis and interpretation of data.

2.4 Conceptual Framework

There are a lot of things which are created in our mind as an image. It is also related to mental. So, conceptual framework refers to the mental picture of things in consideration. Conceptual framework presented in figure below indicates interrelation between two variables in this research.



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

The process involved through the whole study must be systematic for the achievement of the objectives and the success of the study largely depends on the way it is performed. In every research study methodology is the most important part as a guideline to attain the predetermined objectives. Regarding the methodology, Kumar (1996, p.19) states, "Research methodology is a sequential procedure to be adopted in a systematic study." In this way, I tried to explore the practices and problems of formative assessment in public schools. The following methodology and procedures were used to carry out this study.

3.1 Design of the Study

There are many research designs which are used to find out the truth to problematic questions. Among them, the present study was based survey research design which is most commonly used method in the field of research study. According to Cohen et al. (2007, p.205):

Surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events. Thus, surveys may vary in their levels of complexity from those that provide simple frequency counts to those that present relational analysis.

In this way, survey research is such type of research which studies large and small population. It is mainly carried out to find out people's attitudes, opinions and the specified behaviors on certain issues, phenomenon, event or situations.

3.2 Population, Sample and Sampling Strategy

The population of this study was all the English language teachers of public schools of lower secondary level of Bardiya district. Among them, thirty English language teachers were the sample of this study. I selected sample by using purposive non-random sampling procedures.

3.3 Research Tools

For the collection of data, I used questionnaire which include both closed-ended and open-ended questions.

3.4 Sources of Data

Both primary and secondary sources were used for the collection of required information. The primary sources were used to collect practices of formative assessment and problems while practicing formative assessment whereas, secondary sources were used in forming the theoretical part of the research.

3.4.1 Primary Source of Data

The fundamental base of the study was the primary source of data. Lower secondary level English teachers of Bardiya district were the primary sources of data. The data from primary sources were collected by open-ended and closed-ended questions.

3.4.2 Secondary Sources of Data

I consulted different books, journals, thesis, articles, and I visited some related websites as secondary sources of data to collect more information for the accomplishment of this study. I consulted the Brown (2004), Heaton (1985), Ur (2013), Alderson (2005), Nitko (1993), Bachman and Palmer (2010), Chand (2014), Kandel (2015), Yadav (2016) as the secondary sources of data for the study.

3.5 Data Collection Procedures

I followed the following procedures to collect the data:

- a) First of all, I prepared suitable questionnaire on the basis of objectives of the study.
- b) Then, I visited 15 public schools of Bardiya district, and talk to the concern authorities for the permission to carry out the research explaining the purposes of my study.
- c) After that, thirty teachers were selected from the lower secondary level.
- d) I established very close relationship among the selected teachers.
- e) Then, I distributed the questionnaire.
- f) I asked them to write the answer without any hesitation and anxiety.
- g) Lastly, I drew out the findings on the basis of analysis and interpretation of the data.

3.6 Data Analysis Procedure

The systematically collected data have been analyzed by using appropriate tools and methods. Specially, percentile has been used for quantitative data and other qualitative data have been analyzed descriptively. Analyzed data have been presented thematically and descriptively. Other tools like tables have also been used to analyze the collected data.

3.7 Ethical Considerations

Various ethical issues may arise in course of carrying out research. Since, it is the survey research design, many ethical issues arise in survey research design at distinct point such as collecting data, analyzing data and interpreting the result. A researcher should be conscious about the ethical issues and takes the responsibility of whole research. I as a researcher will be conscious about the following ethical responsibilities which carrying out any research.

-) I kept the responses of participants safely.
-) Confidentiality of the responses was protected.

-) I was conscious about the small sub-information that specifies respondents while analyzing and interpreting the data.
-) I did not include any sign and symbol that reveals the respondents' identities.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF RESULT

This chapter is mainly concerned with analysis and interpretation of the data. The collected information from the informants were analyzed and interpreted to identify the practices of formative assessment in public schools of Bardiya district and what sort of problems are faced by English teachers while practicing formative assessment in those schools. The data were elicited by using questionnaire including close-ended and open-ended questions. The responses obtained from the respondents have been analyzed on the basis of practices and problems of formative assessment in public schools of Bardiya district.

4.1 Practices of Formative Assessment in Public Schools

This section describes the practices of formative assessment in public schools of Bardiya district in the process of students' evaluation while teaching and learning. A set of 12 closed-ended questions are analyzed and interpreted to elicit the practices of formative assessment. The collected responses are analyzed in following different sub-headings

4.1.1 Familiarity of English Teachers with Formative Assessment

Firstly, a very general question was asked to the teachers of public schools to know whether they were familiar with the term formative assessment or not. The responses from the respondents are shown in the following table:

Table 1
Responses on Familiar with Formative Assessment

Categories	Responses	
	No of Teachers	Percentage
Yes	30	100%
No	-	-
Partially	-	-

The above table shows that the total percentage of respondents who said ‘Yes’ is 100% and nobody said ‘No’ or Partially. It means, all 30 teachers of public schools were familiar with formative assessment.

4.1.2 Involvement of Students in Class Work

Another question was asked to explore the participation of students in class work. The percentage of the responses by the respondent is shown in the given table:

Table 2
Responses on Participation of Students on Class Work

Categories	Responses	
	No. of Teachers	Percentage
Always	19	63.33 %
Sometimes	11	36.66 %
Not at all	-	-

On the basis of responses collected from the respondents, this table shows that out of total respondents, majority of the teachers, i.e. 63.33 % always involved their students in the class work, rest of them, i.e. 36.66 % teachers sometimes involved their students in class work but no result was found in the option ‘not

at all'. In sum up, we can say that most of the teachers regularly took participation of their students in the class work while teaching.

4.1.3 Means of Formative Assessment

Another item was asked to identify which means of formative assessment they are practicing many times. The collected responses are shown in the following table:

Table 3
Responses on Practicing Means of Formative Assessment

Categories	Responses	
	No. of teachers	Percentage
Weekly test	4	13.33%
Project work	4	13.33%
Homework	22	73.33%

This table shows that out of total respondents, few no. of teachers, i.e. 13.33% answered that they were using weekly test many times as a major means of formative assessment. Likewise, same percentage of the respondents was using project work many times. Rests of them, 73.33% respondents were highly focusing on homework many times. It means, majority of the teachers, i.e. 73.33% were basically practicing homework many times as the major tool for formative assessment in public schools.

4.1.4 Ways of Checking Students' Homework

The next item was asked to find out the ways of checking students' homework to know whether they only check or provide remedial feedbacks too. The responses from respondents are tabulated here with their percentage:

Table 4

Responses on Ways of Checking Homework

Categories	Responses	
	No. of Teachers	Percentage
Check and provide oral feedback	13	43.33%
Check and correct their mistakes immediately	10	33.33%
Only check	5	16.66%
If others, specify	2	6.66%

The above table specifies that among total respondents, most of the teachers, i.e. 43.33% checked the students' homework and provided feedback orally indicating their mistake while checking students' homework but some of the teachers, i.e. 33.33% checked and corrected their mistake immediately.

Likewise, few of the teachers, i.e.16.66% only checked students' homework but did not provide any feedback to the students for their better learning and only little no. of teachers, i.e. 6.66% had given their own ways of checking homework beside given options. They had specified that they check students' homework by solving answer on the board and through group or peer check. On the basis of this result, we can conclude that in the public schools of Bardiya district, the majorities of the teachers basically checked and provided oral feedbacks to the students for improvement.

4.1.5 Purposes of Checking Homework

Regarding the purpose of checking students' homework difference responses have been collected by the respondents. The number and the percentage are shown in the table in next page:

Table 5

Responses on Purposes of Checking Homework

Categories	Responses	
	No. of Teachers	Percentage
To make them busy	3	10%
To improve learning	25	83.33%
To evaluate	2	6.66%
If others, specify	-	-

The given table presents different numbers and percentages of the teachers who check students' homework for different purpose. It shows that out of total respondents, the majority of the teachers, i.e. 83.33% checked homework for the purpose of improving students' learning. Likewise out of total teacher, some of the teacher, i.e.10% gave and checked students' homework only to make them busy on writing. Among them, small no. of teachers, i.e. 6.66% responded that they evaluated students through checking homework and no specified responses found in the last option. At last, we can conclude that teachers were practicing homework as a means of formative assessment in public schools for improving students' learning rather to make them busy.

4.1.6 Involvement of Students in Project work

The responses of another question to know the ways of involving students in project work have been shown in the following table with number of respondents and their percentage:

Table 6
Responses on Students' Involvement in Project Work

Categories	Responses	
	No. of Teachers	Percentage
Individually	1	3.33%
In group	28	93.33%
Do not involve	1	3.33%
If others, specify	-	-

Looking at the above table, almost all the teachers, i.e. 93.33% involved their students in project work in a group and only few number of the teachers, i.e. 3.33% participated students individually in a project work. Similarly, same percentage of the teachers, i.e. 3.33% responded that they did not involve their students in project work and no one specified the different ways of involving students in project work. That's why, regarding the practice of project work as a major tool of formative assessment; almost all the teachers involved their students in project work in a group.

4.1.7 Roles of Teacher in Project Work

The next item was asked to identify the major role of teacher while engaging the learners in project work. Different respondents have focused on different roles of teacher. The number and percentage of the responses are given below:

Table 7
Responses on Roles of Teacher in Project Work

Categories	Responses	
	No. of Teachers	Percentage
As a facilitator	26	86.66%
As an active participant	3	10%
As a passive participant	-	-
If others, specify	1	3.33%

There are different roles of teachers while engaging learners in project work. On the basis of above table, out of total respondent majority of the teachers, i.e. 86.66% played their roles as a facilitator while involving students in project work. Likewise, few numbers of the teacher, i.e.10% were as an active participant and only 3.33% teachers had specified their roles as a guider and no responses was received in third option as a passive participant. Looking at this scenario, we can claim that majority of the teacher play their major role as facilitator while engaging the learners in project work

4.1.8 Ways of Using Weekly Test

This item was asked to explore the nature of weekly test used in students' evaluation. It is because; different teachers have their own ways of using weekly test. Some use oral questions and other use written questions while giving weekly test. The responses received from respondents are presented in the following table:

Table 8
Responses on Ways of Using Weekly Test

Categories	Responses	
	No. of Teachers	Percentage
Asking oral questions	4	13.33%
Asking written questions	13	43.33%
Asking both oral and written questions	13	43.33%
If others, specify	-	-

This table presents the number and percentage of the respondents on a given item. It shows that out of total respondents, similar number of teachers, i.e. 43.33% used weekly test by asking written questions and both oral and written questions and only few no. of teacher, i.e.13.33% used oral questions for weekly test. For the last option, no specified was received by the respondents.

In the case of practicing weekly test as a tool of formative assessment, teachers were using both oral and written questions for assessing students' learning.

4.1.9 Ways of Assessing Students' Class Work

Different teachers assess students' class work differently. Some teachers check individual student's work, some check in group and some teachers only write correct answers on the board and encourage students for self-correction. The responses from the respondents with number and their percentage about assessing students' class work which are shown in the following table:

Table 9

Responses on Ways of Assessing Students' Classwork

Categories	Responses	
	No. of teachers	Percentage
I check every individual	4	13.33%
I check in group	15	50%
I check one and inspire for self-correction	10	33.33%
If others, specify	1	3.33%

Focusing on this table, out of total respondents few numbers of the teachers, i.e. 13.33% had responded that they checked every individual answer of the students while checking homework. Greater numbers of teachers, i.e. 50% checked students' classwork in group. Likewise, 33.33% teachers checked one student's classwork and inspired others for self-correction and little numbers of teachers, i.e. 3.33% checked by solving the answers on the board. The above result shows that in the case of practicing classwork as a tool of formative assessment, most of the teachers checked students' class work in group.

4.1.10 Practicing Formative Assessment

The responses on the ways of practicing formative assessment are shown in the given table:

Table 10

Responses on Practicing Formative Assessment

Categories	Responses	
	No. of Teachers	Percentage
With varieties of tools	14	46.66%
With homework and classwork	16	53.33%
With only exams	-	-
If others, specify	-	-

The number and percentage of the respondents show that out of total respondents, some of the teachers, i.e. 46.66% were practicing formative assessment with varieties of tools like; class work, homework, weekly test, students' classroom participation, project work and term exams. Rests of them, maximum numbers of teachers, i.e. 53.33 % were practicing it only focusing on class work and home work. In sum up, classwork and homework were most frequently used tools of formative assessment in public schools.

4.1.11 More Focused Test in Formative Assessment

There are various tests under formative assessment e.g. weekly test, unit test, monthly test and term exams which are used by the teachers to evaluate students' learning achievement. The question was asked to identify the more focused test by the teachers in formative assessment. The responses from the respondents are tabulated here:

Table11

Responses on More Focused Test in Formative Assessment

Categories	Responses	
	No. of Teachers	Percentage
Weekly test	11	36.66%
Unit test	10	33.33%
Terminal	9	30%
If others, specify	-	-

Regarding the test in formative assessment, out of total respondents, majority of the teachers, i.e. 36.66% were focusing on weekly test, some of them, i.e. 33.33% teachers were focusing on unit test and others, i.e. 30% teachers were focusing on terminal exams. This table shows that, majority of the teachers focused on weekly test than terminal exams as a tool of formative assessment.

4.1.12 Practices of Formative Assessment during the Process of Students' Evaluation

The next item was asked to know the practices of formative assessment during the process of students' evaluation. The collected responses are shown in the following table:

Table 12

Responses on Practices of Formative Assessment during Students' Evaluation

Categories	Responses	
	No. of Teachers	Percentage
I practice it along with summative assessment, i.e. final exam	2	6.66%
I practice it only with its means like homework, classwork, project work and weekly test	10	33.33%
I practice it with summative assessment but greatly focus formative assessment for the further improvement	18	60%
If others, specify	-	-

On the basis of above collected data, out of total respondents, few numbers, i.e. 6.66% of teachers were practicing formative assessment along with summative assessment, some of the teachers, i.e. 33.33% were practicing formative assessment with its means like classwork, homework, project work, weekly test. Similarly, great number of the teachers, i.e. 60% were practicing formative assessment with summative assessment but great focus on formative assessment for the further improvement and no specified response was received by the respondents for the last option. It means, formative assessment was practicing in public schools along with summative assessment but greater focus on formative assessment for assessing students learning.

4.2 Teachers' Problems while Practicing Formative Assessment

This section describes the problems of practicing formative assessment faced by English teachers in public schools. A set of 9 closed-ended questions were asked to the teachers to explore the problems of formative assessment. The

responses received from the respondents are analyzed and interpreted in the following sub-headings:

4.2.1 Experience of Facing Problems While Practicing Formative Assessment

This is another question for the respondents to know whether they have experience of facing problem while practicing formative assessment or not. The responses from the respondents are shown below:

Table 13
Responses on Experience of Facing Problem

Categories	Responses	
	No. of Teachers	Percentage
No	-	-
I face sometime	20	66.66%
I have faced regularly	10	33.33%
If others, specify	-	-

Regarding the experience of facing problems while practicing formative assessment out of total respondents, all the teachers had experience of facing problems. Most of the teachers, i.e. 66.66% sometime faced problems and few of them, i.e. 33.33% were regularly facing problems while practicing formative assessment in school. Practicing formative assessment in schools may not create problems all the time even though teachers sometimes face problems to practice it.

4.2.2 Problematic Aspects of Project Work

Next item was asked to explore the problems faced by the teachers while organizing project work. The numbers of responses by the respondents are tabulated here:

Table 14

Responses on Problematic Aspects of Project Work

Categories	Responses	
	No. of Teachers	Percentage
Students' involvement	3	10%
Management	15	50%
Available time	12	40%
If others, specify	-	-

The above table shows that out of total respondents, little number of teachers, i.e., 10% were facing problem in students' involvement in project work, most of the teachers, i.e. 50% were facing problem in proper management for the project work than time and students' involvement. Similarly, some of the teachers, i.e. 40% were facing problem on available time. There is no sufficient time available for the project work which made them very difficult to organize project work regularly and no one specified other problems besides given options. It clearly showed that management part of the schools for practicing project work under formative assessment is very weak which created problems for the teachers.

4.2.3 Difficult Aspects Regarding Weekly Test

Similarly, different responses have been obtained by the different respondents regarding the problems or difficult aspect of weekly test. The responses are as follows:

Table 15

Responses on Difficult Aspects Regarding Weekly test

Categories	Responses	
	No. of Teachers	Percentage
Construction of test item	2	6.66%
Correction of test item	5	16.66%
Management of time and resources	23	76.66%
If others, specify	-	-

This table presents the number and percentage of the responses obtained by the respondents on this very question. The table shows, out of total respondents, few numbers of teachers, i.e. 6.66% were facing problem to form the test items for weekly test. Some of the teachers, i.e. 16.66 % were facing problem on correction of test item in weekly test. Likewise, large numbers of teachers, i.e. 76.66% were facing more difficult on management of time and resources regarding weekly test and no one specified their difficulty on last option. For the successful implementation of formative assessment in public schools, there need to be proper management of time and resources but in reality there lacks management of time and resources. So, majority of the teachers were facing problems of time and fundamental resources while administrating the weekly test.

4.2.4 Problems on Practicing Class work

As the question was asked to explore the major classroom problems that teachers are facing while practicing class work. The responses on this very question by the respondents are shown in the following table:

Table 16

Responses on Classroom Problems While Practicing Class Work

Categories	Responses	
	No. of Teachers	Percentage
To participate all students actively	8	26.66%
To provide individual feedbacks	16	53.33%
To manage the noise as well as time	6	20%
If others, specify	-	-

The above table shows that out of total respondents, some of the teachers, i.e. 26.66% had classroom problem to participate all the students actively in class work and maximum number of teachers, i.e. 53.33% were facing problem to

provide individual feedbacks while practicing class work. Similarly, little number of the teachers, i.e. 20% were facing problem to manage the noise as well as time and no one specified the other problems that they faced in class work. In this way, it had become very difficult for the teachers to provide individual feedback while practicing classwork because of limited time and over crowded classroom.

4.2.5 Problematic Means of Formative Assessment

The next item was asked to the respondents to know which means of formative assessment is more problematic for the teachers to practice. The responses are shown in the following table:

Table 17

Responses on Problematic Means of Formative Assessment

Categories	Responses	
	No. of Teachers	Percentage
Weekly test	1	3.33%
Project works	23	76.66%
Class and homework	4	13.33%
If others, specify	2	6.66%

On the basis of the number and percentage of the respondents that have shown in the above table, out of total respondents, very few numbers of teachers, i.e. 3.33% were facing problems on weekly test, some of the teachers, i.e. 13.33% were facing problems on class work and homework and majority of the teachers, i.e. 76.66% were facing more problems on practicing project work. Similarly, out of them 6.66% teachers said that they had more problems on maintaining students' portfolio than others. As a whole, while practicing formative assessment in public school the more problematic means of formative assessment was project work.

4.2.6 Problems Regarding the Students' Assessment through Homework

The question was asked to know the problems faced by the English teachers regarding the students' assessment through homework. Different respondents have viewed the answer differently. The responses are as follows with the number and percentage:

Table No.18

Responses on Problems Regarding Students' Assessment through Homework

Categories	Responses	
	No. of Teachers	Percentage
To give homework according to the learners' level	6	20%
To check the homework individually and provide feedback	16	53.33%
To make habituated the learners in doing regular homework	8	26.66%
If others, specify	-	-

The present table shows that out of total respondents, little number of the teachers, i.e. 20% were facing problem to give homework according to the learners' level. Similarly, majority of the teachers, i.e. 53.3 % were facing problem to check the homework individually and provide feedback and some of the teachers, i.e. 26.66% were facing problem to make habituated the learners in doing regular homework. At last, no one specified other problems beside those. In conclusion, regarding the teachers' problems while practicing formative assessment it was very difficult for the teachers to check students homework individually and provide feedbacks rather to give homework according to the levels of students.

4.2.7 Problematic Areas

Teachers are facing problems in different areas while practicing formative assessment in school. Here my concern is to identify mainly in which area teachers are facing more problems. The responses from the respondents are as follows:

Table 19

Responses on Problematic Areas

Categories	Responses	
	No. of Teachers	Percentage
Lack of resources	14	46.66%
Inadequate support from staffs and principal	3	10%
Classroom situation	13	43.33%
If others, specify	-	-

Out of total respondents, majority of the teachers, i.e. 46.66% were facing more problems mainly in lack of resources for the successful implementation of formative assessment in public schools. Likewise, some of the teachers, i.e. 43.66% were facing more problems on classroom situation like; over- crowded classroom, over loaded period, students' interest in learning, exam oriented teaching and so on. Similarly, little numbers of teachers, i.e. 10% were facing problems on inadequate support from staffs and principal. In conclusion, teachers were facing more problems in the area of unavailability of the required resources and materials to practice formative assessment.

4.2.8 Experience of Problems Related to the Students

Similarly the next question was asked to find out whether the respondents have experience of facing problems related to students or not. On this very question different responses have been collected which are shown in the following table:

Table 20

Responses on Experience of Students Related Problems

Categories	Responses	
	No. of Teachers	Percentage
Yes, I have many experiences	18	60%
I face only sometimes	12	40%
No, I haven't	-	-
If others, specify	-	-

The above table shows that out of total respondents, great number of the teachers, i.e. 60% had many experience of problems related to the students such as to find out the actual learning level of the learners, individual differences and their interests and other teachers, i. e. 40% did not have more serious experience of facing problems.

4.2.9 Ways of Solving Problems of Formative Assessment

This is the last item which was asked to know the way of solving problems related to formative assessment. The responses from the respondents are shown in the following table with their number and percentage:

Table 21

Responses on Ways of Solving Problems of Formative Assessment

Categories	Responses	
	No. of Teachers	Percentage
Myself	8	26.66%
Asking help from staffs	21	70%
Left unsolved	-	-
If others, specify	1	3.33%

The present table shows that out of total respondents, majority of the teachers, i.e. 70% solved the problems of formative assessment by asking help from staffs and some of the teachers, i.e. 26.66% solved the problems themselves rather taking help from staffs. Similarly, small numbers of teachers, i.e. 3.33% have specified that they solved the problems taking help from staffs and administration too. Of course there is no any area of teaching without any problem in the classroom even though problems can be solved easily. In case of public schools, this study shows that most of the teachers solved the problems of formative assessment by taking help from staffs.

4.3 Teachers Responses Obtained From Open-ended Questions

The sample teachers were asked ten open-ended questions to identify practices of formative assessment and to explore the problems faced by teachers while practicing formative assessment in the public school of Nepal. The result obtained from thirty respondents by open-ended questions were analyzed and interpreted on the basis of practices and problems of formative assessment in public schools of Bardiya district.

4.3.1 Ways of Practicing Formative Assessment in Public Schools

To know the actual practices of formative assessment in public schools, I had asked a question to the respondents to identify the ways of practicing formative assessment in public schools. Regarding the ways of practicing formative assessment in public schools, total respondents had viewed in their own way of practicing assessment in the classroom. According to the responses collected from the different thirty respondents, they all had given similar type of answer in this very question. The responses related to the ways of practicing formative assessment are as follows:

They were practicing formative assessment as a major tool for students' evaluation by providing:

) Class work

-) Homework
-) Weekly tests
-) Unit tests
-) Project work
-) Opportunity for active participation
-) Portfolio

Out of total respondents, most of the respondents had focused on classwork, homework, unit test and weekly test while practicing formative assessment and out of 30 teachers, only small numbers of teachers, i.e. 30% had mentioned that they were practicing project work for students' evaluation and 6.66% of them had also mentioned that they were maintaining students' portfolio for practicing formative assessment. From this, it is clear that most of the teachers were practicing formative assessment along with the various means of formative assessment like weekly test, class test, project works and portfolio.

4.3.2 Means of Formative Assessment used in Students' assessment

Similarly, the next item was asked to know the means of formative assessment that are using in students' evaluation. Out of thirty respondents, I have received different responses on the means of formative assessment. The summary of responses related to the means of formative assessment is as follows:

-) Classwork
-) Homework
-) Weekly test
-) Unit test
-) Terminal exams
-) Portfolio maintenance
-) Project work
-) Individual work/ solo work
-) Group work

) Collaborative writing

Majority of the teachers have indicated classwork, homework, terminal exams, weekly test, unit tests and group work as the means of formative assessment. Rest of those respondents, 20% teachers had mentioned that they were using project work and individual work as the means of formative assessment for students' evaluation and few of them, i.e. 6.66% have also mentioned portfolio maintenance and collaborative writing as the major tool for students' assessment.

4.3.3 Maintenance of Student's Portfolio While Assessing Learning

Portfolio maintenance is one of the very difficult task for the teacher as well important too. On the basis of individual portfolio of the students, teachers can assess students' overall achievement. Though, the question was asked to identify how teachers are maintaining students' portfolio while assessing students' learning. Regarding this question, different thirty respondents have given different criteria for maintaining student's portfolio which are given below:

-) On the basis of their best performance
-) On the basis of their presentation of the project work
-) On the basis of their inner potentialities to be exposed
-) On the basis of their participation in learning
-) On the basis of their strengths and weaknesses
-) On the basis of their classroom activities and extra-curricular activities

Above mentioned points are basically followed by the teachers to maintain individual portfolio of the students. Separate files for the individual students were also made or maintained including those mentioned points and keep record for long time and use for the students' evaluation.

4.3.4 Purposes of Formative Assessment

Another item was asked to the sample teachers to identify the purposes of formative assessment that they are practicing in their schools. The points provided by the teachers related to the purposes of formative assessment are presented below:

-) To help students learn better
-) To diagnose learners' weaknesses and provide remedial teaching
-) To provide feedback for better performance
-) To identify the level of students' learning
-) To provide opportunity to the students for further improvement
-) To motivate learners for self- learning
-) To improve the quality of learning
-) To design teaching materials as per as the need of the subject matter and
-) It is also helpful for teachers to findout their own weaknesses

4.3.5 Roles of the Teachers for Effective Implementation of the Formative Assessment

The teacher's role is very crucial for the better implementation of the formative assessment. The sample teachers were asked to provide the role of teachers for effective implementation of the formative assessment in schools. On the basis of their responses the role of teachers are as follows:

-) Active participant
-) Facilitator
-) Feedback provider
-) Content creator
-) Need analyst
-) Guider and
-) Designer

Besides those roles of teachers for successful implementation of the formative assessment, 3.33% of the teachers had mentioned that teacher should actively participate for administrating formative assessment in the school and set questions papers for different tests, correct students' copies provide feedback to them if needed, reteach the content which students find difficult to learn. Thus, we can claim that there is not limited role of teachers for the implementation of formative assessment in schools.

4.3.6 Problematic Areas of Formative Assessment Faced by ELT Teachers

There are various problems faced by ELT teachers in the classroom while practicing formative assessment. To know those problematic areas, the sample teachers were asked to write five problematic areas that they were facing in the classroom. The responses by the teachers related to the problematic areas of formative assessment are as follows:

-) Over crowed classroom
-) Insufficient time
-) Less supportive environment of the school
-) Imbalanced level of learners
-) Unavailability of required materials

Out of totalrespondents, almost all the teachers had mentioned the same problems which have mentioned in the above points. Out of total respondents, 6.66% sample teachers had added few more points of problematic areas. They are: lack of parents' guidance and care, negligence of the students towards learning, course load of the teachers, product oriented teaching system and lack of co-ordinate between teachers. Because of those problems, the teachers were feeling more difficult while practicing formative assessment in their schools.

4.3.7 Problems on Test, Homework, Portfolio and Project work

An item was asked to the sample teachers to identify the problems faced by the ELT teachers while practicing tools of formative assessment like: test,

homework, portfolio and project work. The responses on the given very question by the respondents are presented below:

-) Carelessness on the part of students
-) Carelessness on the part of teachers
-) Difficult to manage assessment regularly
-) Large number of students in the classroom
-) Less amount of time for individual students
-) Difficult to provide individual feedbacks
-) Inadequate time for the portfolio maintenance
-) Difficult to construct weekly and unit tests because of product oriented teaching system
-) Inadequate availability of the resources and materials for the project work and portfolio

Out of thirty respondents, majority of the teachers were facing same types of problems on test, homework, project work and portfolio. Among them, small numbers of the teachers, i.e. 3.33% had mentioned that in comparison to tests and homework, portfolio and project works were more difficult to administer owing to several physical and economical constrains.

4.3.8 Classroom Problems Faced by the Teachers while Assessing Learning

The question was asked to the sample teachers to identify the classroom problems faced by the teachers. The responses related to the classroom problems faced by the teachers while assessing learning are as follows:

-) Higher number of students
-) Insufficient time
-) Lack of required materials
-) Students hesitate to express themselves
-) Lack of new technology in teaching

-) Students are passive listeners
-) Regular absence of the students
-) Different level of students in the classroom

4.3.9 Types of Support from the Staffs and Principal to Solve the Problem of Formative Assessment

One more item was asked to the sample teachers to find out what types of supports are teachers getting from the staffs and principal to solve the problems of formative assessment in their schools. Regarding this question, majority of the teachers, i.e. 63.33% had mentioned that there was no any noticeable support from the staff and the principal however the principal helped to manage materials required for administering different tools of formative assessment. Similarly, 6.66% teachers had also mentioned that they were not getting much support because of more pressure on completing course and result oriented teaching. Beside that result, other teachers, i.e. 30% had mentioned few points related to support from the staffs and principals which are presented here:

-) To make regular to the students
-) To provide necessary materials used for formative assessment
-) To encourage teachers and students
-) To solve the classroom problems related to teaching
-) To provide necessary guidance for classroom management

4.3.10 Ways of Making Formative Assessment Effective Tool for the Teaching and Learning

It was the last question asked to the sample teachers to identify how we can make formative assessment as best and effective tool for the teaching and learning. The responses related to the ways of making formative assessment effective tool for the teaching and learning are presented in the following way:

-) Number of students per class should be reduced as much as possible
-) Proper management of sufficient materials

-) Class time should be increased
-) Teacher should be given training on how to administer formative assessment effectively
-) Regularly focus on different means of formative assessment
-) Sufficient support should be provided by the administration
-) Classroom should be managed properly
-) More space should be given for the students interaction
-) Classwork and homework should be checked daily and provide individual feedbacks as far as possible
-) Provide task according to the needs and level of students
-) Focus on process oriented rather than product oriented teaching
-) The system of annual or final exams should not be given much importance and room in the whole education process.

CHAPTER-FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

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

5.1 Summaries of Findings

On the basis of analysis and interpretation of the data, I have drawn findings of my research. So, under this section, summary of the finding is presented on the basis of my research objectives.

5.1.1 Summary of Findings Regarding the Practices of Formative Assessment in Public Schools

One of the objectives of my research was to identify the practices of formative assessment in public schools. From the open-ended and closed-ended questions, it is found that all of the lower secondary level English teachers are practicing formative assessment and its tools like classwork, homework, unit test, terminal exams, portfolio and project work differently in teaching for students' evaluation. The summary of findings regarding the practices of formative assessment in public schools is presented below:

- I. From the questionnaire with open-ended and closed-ended questions, I found that all of the lower secondary level English teachers of public schools were practicing formative assessment and its means like classwork, homework, weekly tests, unit tests, terminal exams, maintenance of students' portfolio, students' involvement in classroom activity and project work as a major evaluative teaching task. These were the major tools of formative assessment practiced by the English teachers in public schools to evaluate students' learning achievement and provide corrective feedbacks for better learning.

- II. Similarly, through the teachers' responses, it was found that among the varieties of tools of formative assessment, classwork homework and students' interaction in learning were most and frequently practiced tools to evaluate students' progress in learning. So far the case of tests, weekly test was more practiced by the teachers than other test like unit test and terminal exam.
- III. From the responses of all thirty teachers, I found that almost all teachers were practicing formative assessment with summative assessment but greater focus on formative assessment for the further improvement in students' learning. The main purpose of practicing formative assessment in school is for the betterment of teaching and learning process.
- IV. Finally, it was found that among the varieties of tools of formative assessment, portfolio maintenance as a tool of formative assessment was a little difficult in comparison to other tools like classwork, homework and terminal exams. So as a teachers' experiences of using formative assessment in assessing students' learning, it was summarized that organizing students' individual portfolio was really difficult for the teachers but it could be solved by the teacher's own rigor, desire and positive thinking of using formative assessment, as shared by respondents.

5.1.2 Summary of Findings Regarding the Problems of Practicing Formative Assessment Faced by the English Teachers in Public Schools

To explore the problems of practicing formative assessment faced by the English teachers of public schools, I analyzed both open-ended and closed-ended questions from the teachers' responses with several themes. From these themes, I have summarized following findings regarding the problems of practicing formative assessment:

- I. According to the respondents, there were numbers of problems they were facing while practicing formative assessment in schools. Problems like; over crowded classroom, unsupportive school environment, less availability of required materials, irregularity of the students, negligence of students towards learning and result oriented teaching are frequently faced by the English teachers in schools while practicing formative assessment but they had also mentioned that these problems could be solved if teachers were provided supportive school environment in their teaching from the concerned authorities.
- II. Unbearable work load and limited time for the teachers was found to be another major problem for the teachers to practice formative assessment in public schools.
- III. Similarly, from the responses of the teachers, I had found another problem faced by the teachers. In the case of practicing classwork and homework, it was very difficult to provide individual feedbacks to the learners.
- IV. As shared by the majority of the teachers, project work as a tool of formative assessment was more problematic task for the teachers to administer than other tools like classwork, homework and tests.
- V. Management of time and resources was the great problem for the teachers to administer weekly test and unit test.
- VI. Finally, it is summarized that lack of proper training on practicing formative assessment in schools for the lower secondary level English teachers from the training agencies like Resource Center, DEO, Training hubs and Leader Resource Center is also being big problems for the English teachers to practice formative assessment effectively in assessing students' learning achievement.

5.2 Conclusion

The major concern of my study was to identify the practices of formative assessment in public schools and to explore the problems of practicing formative assessment faced by the English teachers in public schools. This research study was also focused to suggest some pedagogical implications on the basis of findings. So, on the basis of the analysis and interpretation of the result I have presented my whole study from these chapter wise conclusions.

The first chapter of this study deals with the contextual description and background information of English language testing, especially in the context of government schools of Nepal. Furthermore, the problems regarding formative assessment are presented more practically. Under the heading of the objectives of the study, mainly three objectives are presented. One is to identify the practices of formative assessment in public schools. Likewise next one is to explore the problems of practicing formative assessment faced by the English teachers in public schools and last objective is to suggest some pedagogical implications on the basis of findings. Besides objectives, research questions on the basis of objectives, delimitation of the study and operational definition of the key terms are presented under this chapter to make the research more systematic and effective.

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

The third chapter, methodology of the study deals with the design, population, sampling, data collection procedures, study area and procedures of data analysis and interpretation. As a survey research design, I have used questionnaire as a major tool for data collection. Furthermore, I used both open-ended and close-ended questions to identify the practices and problems of formative assessment in public schools. As population of the study, I have taken lower secondary level English teachers of public schools and as sampling population, I took thirty English teachers of 15 public schools of Bardiya district by using purposive non-random sampling procedures. For the authenticity of my study, I have also included some ethical considerations under his same section.

The fourth chapter, analysis and interpretation of the result, covers the description and analysis of teachers responses after the coding and decoding in the form of themes and sub themes. I have analyzed and interpreted the teachers' responses in two sub sections, practices of formative assessment and teachers' problems regarding practicing formative assessment. Under the teachers' practices of formative assessment in public schools for students' evaluation, I have generated 12 themes as practices. It is found that formative assessment is practiced as a major evaluative teaching task in lower secondary level of public schools. Similarly, lower secondary level English teachers are practicing formative assessment and its tools like classwork, homework, weekly test, unit test, terminal exams, students' involvement in learning, portfolio maintenance and project work in the process of continuous evaluation of the students' learning. Finally, it is found that most of the lower secondary level English teachers are most frequently practicing homework, classwork and weekly test as tools of formative assessment. In the same section, I have also analyzed four themes as findings of practices of formative assessment in public schools. The practices of formative assessment that I have found, formative assessment gives very true and live pictures of assessing students' performance. Portfolio maintenance as a tool of formative assessment is a little difficult than other tools like homework, classwork and tests in course of students evaluation.

Finally at the end of the section, I have analyzed teachers' responses regarding their problems while practicing formative assessment in public schools in terms of nine themes. As major finding of the teachers' problem regarding formative assessment in public schools, I have included six themes which are: lack of resources, materials and proper support, unbearable work load, negligence of students towards learning, over crowded classroom, limited time for the teachers and lack of proper teacher training on practicing formative assessment and its tools from the responsible agencies like District Education Office and Resource center. Finally, I have summarized the major findings of the study on the basis of objectives of the study.

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

5.3 Recommendations

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

5.3.1 Policy Related

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

- I. Teachers, parents, students, Head teachers and Resource Persons should be responsible and accountable to practice the formative assessment in public schools.
- II. Every government schools should manage resources, materials and infrastructures for the effective and systematic use of formative assessment in the teaching and learning fields.
- III. The assessment system in the government schools should be process oriented rather than product. Formative assessment and its tools like classwork, homework, project work, tests and classroom participation should be used in course of teaching rather than final examinations.
- IV. There should be the system of monitoring and supervision of the teachers from the responsible persons like RP, Head Teacher and trainers with the full of supportive intentions.
- V. Some fixed extra time should be allocated to the basic level teachers to prepare and manage the tools of formative assessment like portfolio maintenance.

5.3.2 Practice Related

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

- I. Formative assessment gives the true, live and actual progress of the learners in particular learning areas that they involving with some aspects to be improved.

- II. Learners feel motivated, inspired, self-initiated, interested and autonomous from the practice of formative assessment and its effective tools like portfolio and project work. It helps to decrease absent, reduce, dropout and failure rate of the students.
- III. Formative assessment creates varieties in the classroom along with the range of tools like project work, classwork, self-correction and portfolio maintenance. From it students take part in the learning tasks more actively.
- IV. Effective use of formative assessment requires proper support from the responsible persons like Head Teacher, Resource Person, parents and trainers. So, it is essential to provide the proper guidance and help to the teachers for the successful use of formative assessment.
- V. Formative assessment is very effective for the remedial teaching for the less competent students to improve their learning. So, teaching should be formative or continuous assessment oriented rather than paper pencil test oriented.
- VI. The Curriculum Development Center (CDC), Textbook writers and Educationist should develop the supplementary materials which can be fruitful in this system.

5.3.3 Further Research Related

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

- I. This research study will be major secondary resource for their study.

- II. It also will be helpful for the selection of other new areas and topics than this present topic.
- III. This study is only limited to the practices of formative assessment and teachers' problem regarding practicing formative assessment in lower secondary level of public schools. Furthermore, other levels, skills and aspects of language teaching can be investigated in the field and area of formative assessment.
- IV. This study is based on the survey research design, a qualitative research design. So, researcher will get strong support regarding methodology, interpretation procedures and thematic analysis who wanted to carry out the survey research.

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APPENDIX I

PARTICIPANT INFORMATION STATEMENT

1. What is this study about?

You are requested to involve in research entitled “Practices of Formative Assessment in Public Schools: A Case of Bardiya District” which aims to identify the practices of formative assessment and teachers' problem regarding practicing formative assessment. In the same way, to identify whether lower secondary level English teachers of Bardiya district are practicing formative assessment or not for the students evaluation and to explore what sort of problems teachers are facing while practicing formative assessment in public schools..

You have been invited to participate in this study because I am interested to identify how teachers are practicing formative assessment in public schools and what are their problems while practicing it in public schools. Your responses will be helpful to know the perception towards formative assessment.

This participant Information Statement tells you about the research study. Knowing what involved help you decide if you want to take part in the research. Please read this sheet about the study. Participation in this research study is voluntary. So it is up to you whether you wish to take part or not.

You will be given a copy of this participant information statement to keep.

2. Who is carrying out the study?

The study is being carried out by Miss KumariJhumaKhadka, as the basis for the master degree of English Education at the Tribhuvan University, Central Department of Education, Kirtipur. This study will take place under the supervision of Mr. Khem Raj Joshi, Department of English Education.

3. What will the study involve for me?

The study involves completing a set of questionnaire containing both open ended and close ended questions form teachers.

4. How much of my time will the study take?

It will take you about 45 minutes to complete the questionnaire.

5. Are there any risks or costs associated with being in the study?

Aside from investing your time, there will not be any risks or costs associated with taking part in this study.

6. Are there any benefits associated with being in the study?

This study will help you to know the practices of formative assessment in public schools. The findings of the study will be helpful to know whether the formative assessment is practiced or not in public schools for assessing students' learning.

Participant consent form

Khem Raj Joshi (Supervisor)

Teaching assistant, Department of English Education

Tribhuvan University, Kirtipur

“Students’ and Teachers’ Perceptions towards Mobile Assisted Language Learning”

I..... [Name] agree to take part in this study. In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and risks/benefits involved.

- I. I have read the participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- II. I have got answers to any questions that I had about the study and I am happy with answers.
- III. I understand that being in this study is completely voluntary and I do not have to take part.
- IV. I understand that I can withdraw from the study at any time before I submit my responses.
- V. I understand that information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
- VI. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

Fill the questionnaire: Yes [] No []

Signature

Name.....

Date

QUESTIONNAIRE

Dear Sir / Madam,

This questionnaire is a research tool for collecting data on **Practices of Formative Assessment in Public Schools**, in term of English language teaching for the partial fulfillment of my master's degree in English education at Central Department of T.U. The Instrument is based on the assessment system regarding the ELT in the context of Nepal. It will take about half an hour to read and write your responses to the questionnaire. Please write your own responses in brief where you are requested to write. Your name and school's name is optional. All the information collected from you through the questionnaire will be kept safely. Please feel free while filling the questionnaire.

Your participation is voluntary and if you decide not to take part, you are still free to withdraw at any stage. If you have any queries regarding the questionnaire, please do not hesitate to talk to the researcher.

Thank you for you kind co-operation.

KumariJhumaKhadka
M.Ed. Fourth Semester
Department of English Education
Tribhuvan University, Kirtipur,
Kathmandu

Name of teacher (optional)

Name of the school (optional).....

Gender.....

Teaching experiences..... Years

Training related to the assessment (write if you have) 1).....

Please tick the best option.

1. Are you familiar with formative assessment?
a) Yes b) No c) Partially
2. How often are you involving your students in class work?
a) Always b) Sometimes c) Not at all
3. Which means of formative assessment are you practicing many times?
a) Weekly test b) Project works c) homework
4. How do you check students' homework?
a) Check and provide oral feedbacks
b) Check and correct their mistakes immediately
c) Only check
d) If others, specify.....
5. What is the purpose of checking students' homework?
a) To make them busy b) To improve learning c) To evaluate
d) If others, specify.....
6. What is your major problem regarding the students' assessment through homework?
a) To give homework according to the learners' level
b) To check the homework individually and provide feedbacks
c) To make habituate the learners in doing regular homework
d) If others, specify.....
7. How do you involve your students in project work?
a) Individually b) In group

c) Do not involved) If others, specify....

17. How do you practice formative assessment during the process of students' evaluation?

- a) I practice it along with summative assessment, i.e. final exam
- b) I practice it only with its means like homework, classwork, project work and weekly test.
- c) I practice it with summative assessment but I greatly focus formative assessment for the further improvement
- d) If others, Specify.....

18. Do you have any experience of facing problem while practicing formative assessment?

- a) No
- b) I face some time
- c) I have faced regularly
- d) If others, specify.....

19. Mainly in which area are you facing problem?

- a) Lack of resources
- b) inadequate support from staffs and principal
- c) Classroom situation
- d) If others specify.....

20. Do you have any experiences of facing problem related to the students, while practicing formative assessment?

- a) Yes, I have many experiences
- b) I face only sometime
- c) No, I haven't
- d) If others, specify.....

21. How do you solve the problems of formative assessment?

- a) Myself
- b) Asking help from staff
- c) Left unsolved
- d) If others, specify.....

Please write short answer of these following questions on the basis of your own experiences about formative assessment.

1) How are you practicing formative assessment in your school?

Answer:.....
.....
.....

2) What are the means of formative assessment that you are using in students' assessment?

Answer.....
.....
.....

3) How do you maintain students' portfolio while assessing learners' learning?

Answer.....
.....
.....

4) What are the purposes of formative assessment that you are practicing it in your school?

Answer.....
.....
.....

5) What is your role for the effective implementation of the formative assessment along with its several means?

Answer.....
.....
.....

6) Write any five problematic areas of formative assessment that you are facing?

Answer.....
.....
.....
.....

7) What types of problems are you facing while using test, homework, portfolio, and project works as tools of formative assessment?

Answer.....
.....
.....

8) What are the classrooms problems that you facing while assessing students' learning through the formative assessment?

Answer.....
.....
.....

9) What types of support are you getting from the staffs and principal to solve the problems of formative assessment in your school?

Answer.....
.....
.....

10) How can we make formative assessment as best and effective tool for the teaching and learning?

Answer.....
.....
.....