

TESTING AND ASSESSMENT OF LARGE CLASSES IN ENGLISH LANGUAGE

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ABSTRACT-The objective of this study is to investigate “Testing and Assessment of Large classes in English Language.” For this purpose, efforts were made to measure the assessment practices that promote learning and to analyze how teachers generate feedback on student’s performance. It provides the guideline for the faculty members to bring effective changes in their testing and assessment procedures. This study was mixed-method approach. The data was collected from students and teachers of undergraduate students of Institute of Southern Punjab. The research sample consisted of 130 students and 10 teachers that responded to the study. The research tools consisted of a questionnaire and closed, fixed 40 questions. The data was analyzed through SPSS software. The findings of our study revealed that testing and assessment has a positive impact on students. The study suggests that teachers brings effective changes in their assessment procedures that would benefit students.

Key words: Testing, assessment, mixed-method approach. assessment procedure.

Type of study: *Original Research paper*

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1-INTRODUCTION:

1.1 Overview of Testing and Assessment:

Assessment and testing are the widely used teaching practices in large classes to monitor learning progress of students. A teacher uses test and other assessment techniques, strategies and tools to face the challenges posed by large classes. Examination system of Pakistan comprises of annual and semester system. According to HEC policy for semester based examination system, students may be required to appear in quizzes, tests, midterms, final examinations, presentations(individual/group), group discussion, and submit projects/assignments/lab reports etc. in each semester. Like many institutions of higher learning in Pakistan, The Institute of Southern Punjab is an autonomous privately managed institute. HEC has listed ISP on its website under the heading “Chartered University / Degree Awarding Institutes of Pakistan in public and private sectors.” The research study is carried out to explore the ways in which assessment and testing is carried out and its impact on student’s progress in large classes of arts and humanities department in city campus. The study is based on the rationale that enforcing formal and authentic assessment strategies is essential and developing student’s abilities of high order thinking, oral and written communication and evaluating their progress is its major component.

1.2 Main Research Problem:

The main research problem of this research study is “How testing and assessment is carried out in large classes?” Despite the extensive research of recent years into effectiveness of assessment strategies and testing in large classes particularly in higher education, its enforcement is restricted. Therefore, it needs deliberate investigation. This research study will help to clarify the students and

teachers point of view regarding assessment, testing, quantity and quality of feedback and role of assessment in helping to identify their academic potential.

1.3 Problem Statement:

What challenges are faced by teacher while assessing large classes? How different tools, techniques and strategies are used by teacher to face challenges and to diagnose learner's strength and weaknesses? How assessment and testing provides a holistic view of learner's academic performance in class? What are the shortcomings of examination system in ISP University? How feedback proves beneficial for both learners and teachers? What type of test items are used to construct test? This study is conducted to find out the answers of these questions.

1.4 Objective of study:

Main objectives of the study include:

- 1.To investigate how does teacher produce feedback on student's performance regarding different types of assessment and testing and to accelerate learning.
- 2.To figure out the assessment practices needed to promote learning.
- 3.To delve into the test and assessment procedures used in in undergraduate studies.
- 4.To help faculty members of different departments and administration to bring effective changes in evaluation strategies that will shift the focus of instruction from teacher to student.
- 5.To learn about the means of measuring learner's level of success or proficiency at the end of semester or course.
- 6.It would help to demonstrate the accomplishment of outcomes regarding skills, values and attitudes, knowledge and understanding.

2- LITERATURE REVIEW:

Falchikov (2005) in his book “Practical Solutions for aided learning in higher and further education” discusses the seven pillars of assessment and types of assessment carried out by teachers in higher education. Seven pillars of assessment being explained involve purpose of assessment, innovative ways to assess students, role of teacher in assessing students and carefully assessing the students. George and Cowan (1999:1) define summative assessment to measure student progress at the end of module or semester. Formative assessment helps to monitor student learning that gives feedback to teachers to improve their teaching and students to improve their learning.

Chan C (2010) discusses challenges faced by teacher and strategies to address issues of large classes. These include (UNSW Australia): Motivating students and strengthening thoughtful learning, teacher face problems in producing work with excellence, giving response to a student’s individually, unable to mark or grade fairly, teachers feel burdened due to heavy work load, assessing students distinguishing characteristics and ignoring plagiarism.

Gibbs (1992) being a professor of learning and teaching in higher education argues that evaluation in over-populated classes can be done without neglecting the nature of learning and he proposes various systems including front-ending assessment that is, putting additional time into formulating evaluation practices and making students ready for them, keeping in mind the goal to limit issues that could emerge later. This may include giving complete directions for assignments being submitted to teacher, and describing assessment criteria in detail. McKeachie (1999) points out that feedback on composing, presentation and critical thinking skills can be given both formally and informally by peers, as well as by the teacher.

Boud and Flachikov 2006 (as cited in McMahon, 2010) state the purpose of assessment as, “Preparing students for lifelong learning necessarily involves preparing them for the tasks of making complex judgments about their own work and that of others and for making decisions in the uncertain and unpredictable circumstances in which they will find themselves in the future” (p.223). Assessment of learning can mainly be categorized as formative and summative (Natascha & Maria, 2006). Formative assessment differs from summative assessment in a way that formative assessment is for the students whereas summative assessment is to the students (Ramsden, 1992; Brown & Knight, 1994).

Fareed, Dar, Zaki, Kazmi and Hussain (2014) states peer appraisal that shows learners important fundamental ability of giving recommendations and feedback for performance improvement which they require in their useful lives(Prins,2005).

Huges (2006), commend peer assessment as, "It has numerous attributes of good evaluation. It is exact, reproducible, and efficient. It screens student progress, source of effective feedback, fortifies learning and creates self-assessment abilities. Trumbull and Lash (April 2013) in the research paper “Understanding formative assessment” discusses formative assessment that helps to shape student learning.

Black and Wiliam (1998a) describe formative assessment as a process in which the activities initiated by both teachers and students act as a source of feedback to reshape teaching and learning activities. Heritage (2011) refers to teachers questioning during instruction as “informal, voluntary, formal and planned.” It includes informal vs. formal, quick feedback vs. delayed feedback, oral vs. written, verbal vs. written, open-ended vs. close-ended, graded vs. ungraded.

Mary James in her book (Chapter 3) “Assessment, Teaching and Theories of Learning” deals with the implications of theories in assessment and teaching. She

discussed three major learning theories: behaviorist, constructivist and socio-cultural. Behaviorist theories developed strongly in the 1930s and are most popularly associated with the work of Pavlov, James Watson, B.F. Skinner and Thorndike. According to these theories, the environment plays a noticeable role in learning. Learning is viewed as an automatic response to external stimuli. Rewards are given in recognition of efforts and punishments that modify the individual's behavior by the consequences. These are powerful ways of forming or abolishing habits. Praise is also a part of such reward system for positive reinforcement. Cognitive, constructivist theories of learning derive from a mix of intellectual traditions including gaining knowledge through observable and measureable facts, logic, reasoning and using logic and humanism, as with behaviorist theories and socio-cultural ones. Noted theorists include linguists such as Chomsky, computer scientists such as Herbert Simon, and cognitive scientists such as Jerome Bruner. Learning, under these theories, requires the active engagement of learners as it leads to self-questioning, deeper thinking and problem solving.

Perveen and Saeed (2014) wrote an international journal of academic research on comparative study of examination practices in annual and semester system in public sector universities of Punjab. As mentioned by the journal, students face problems due to mismanagement of examination centers. It includes absence of staff from the offices to receive question papers, question papers are not timely received, insufficient infrastructure facilities, exams are often constructed out of course (syllabus) which cause stress to students. Assessment and evaluation plays essential roles: boosting and upgrading student's knowledge and benefits the instructor to refine and sharpen his teaching methodologies. Usage of tools in summative assessments must be satisfactory and should fulfill student's needs. Maximum use of

multiple choice questions and short essay questions should be included in construction of exams to cover the main content areas of the course outline. Essay questions should be open-ended where students can freely express their opinions.

Parveen, Javed and Hussain (2012) investigated the system of examination in semester system of Pakistan universities. It further discusses the importance of teacher and examination system. A university teacher empowers the students for following: handling, assessing, and applying data in critical thinking and further in career development. (Orr, Appleton, and Wallin,2001) The examination is an instrument to gauge the students' aptitudes, learning and capacities they have attained in a particular span of time. Some functions of examination system have been revealed by Educational policy of 1992 that involves determining the learning outcomes, desired results and fulfillment of objectives by evaluation system. It also stated that examination helps to assess student's academic performance within a specific period of time. (Government of the Punjab: 1992)

Helmick (1974) interpreted closely the system of examination in Pakistan and identified some issues regarding the National Education Commission 1959. He reported that complicated system of examination in Pakistan has invoked many perplexed issues for learners. He mentioned that it ceased to create an environment that helps to enhance learner's skill, imagination and critical thinking. Faulty and ineffective examination system has raised many common concerns such as outdated curriculum, practice of studying intensively of selected topics and high level of malpractices in examination system. Hence, the examination system failed to attain objectives and targets. (pg79).

Shamim (1993) conducted a research on teacher-learner behavior and classroom processes in large ESL classes in Pakistan. It was deduced that not only

teacher's role, behavior, learning activities planned by teacher but the size of the class affects the nature of learner's collaboration and limits the learning opportunities available to students in ESL classes. (Kumar: 1992:44) She focused on the solutions for the problems of teaching large classes by addressing three areas that include teaching general as well as specific language skills, approaches for classroom management, techniques for assessment and feedback in large classes.

2.1- Distinction of this study:

This research study is distinct from all other researches that investigated systematically about testing and assessment to reach conclusions. It explores the efforts made by students for the preparation of tests and assessments carried out at the beginning, middle and at the end of instruction or semester. It addresses the challenges faced by teachers while assessing large classes. It highlights the role of different assessment methods carried out by a teacher in a large class including peer assessment, assignments, group based project, presentations and self-assessment. It helps to explore the role of feedback for learners. It helps teachers of undergraduate department to evaluate their teaching strategies for conducting assessment in large classes.

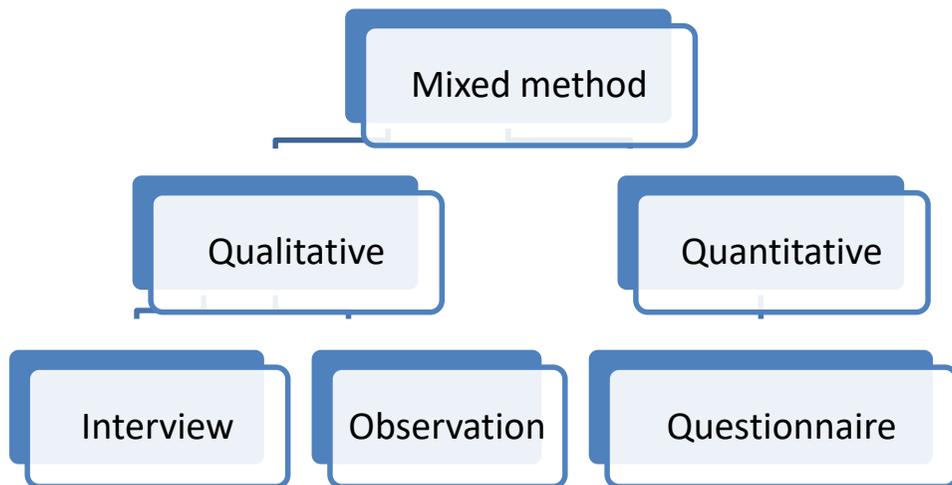
3- RESEARCH METHODOLOGY:

The study aimed to investigate the role of teachers and importance of the test and assessment procedures used in a range of discipline areas at undergraduate level in Institute of Southern Punjab, Multan. This study follows a mixed-method approach because of the nature of the problem, research questionnaires and structured interviews were the sources of data collection.

3.1 Nature of research:

Mixed method approach is used in the research that involves collecting and analyzing qualitative and quantitative data to investigate questions of interest. (Figure 3.1) This study is qualitative and quantitative based on the nature of research study. Survey research design including sampling, questionnaire and in-depth interviews had undertaken the study.

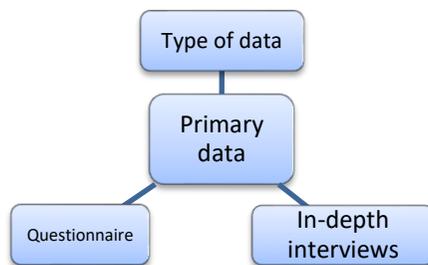
Figure 1: Data collection



3.2 Type of data:

The primary data for the research study was collected using well designed questionnaire and in-depth interviews. (Figure 2)

Figure 2: Primary data



The first stage of development of questionnaire in quantitative research consisted of connected literature i.e. books, journals, articles, research papers and through consultation of supervisor that is based on five point Likert scale. It was comprised of 8 items, each containing 5 close-ended questions covering the discipline of undergraduate level i.e. humanities (Psychology, English). The second stage was in-depth interviews of faculty members of Institute of Southern Punjab that were teaching the undergraduate students regarding their experience of assessments and tests in classroom.

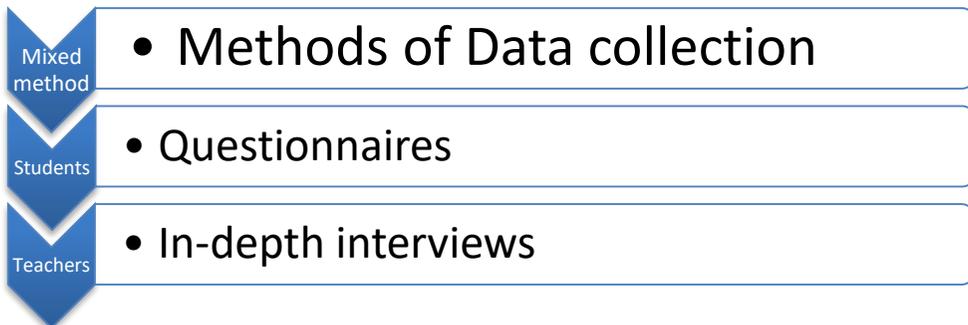
3.3 Sample of study:

Eight classes of undergraduate department from 1st-4th semester studying in the faculty of humanities were being employed as the sample of study among twelve classes for quantitative research. Ten teachers were employed as the sample of study for conducting interviews that were teaching the students of Psychology and English department in English language among thirty-three teachers of undergraduate department. Close fixed response interviewing was done to record responses of the faculty members.

3.4 Data collection:

Primary data for the research topic “Testing and assessment in large classes of English language” was collected through questionnaire method and in-depth interview method. Reid (2006) suggests that reliability and validity of questionnaire is equally important in conducting surveys in educational research. Student’s questionnaire and teacher’s interview were two main methods of data collection (figure 3.4).

Figure 3: Mixed-method approach



First stage of development of questionnaire consisted of connected literature i.e. books, journals, articles and research papers. In the second stage, supervisor was consulted to review the items and variables of questionnaire. He gave clear instructions for constructing a questionnaire. The third stage of data collection involved conducting a piloting questionnaire. For that purpose, a group of 10 students (5 from BS English and 5 from BS Psychology) were asked to fill the questionnaire as pilot test. Questionnaire was comprised of 8 variables, each containing 5 close-ended questions covering the discipline of undergraduate level i.e. humanities (Psychology, English). The questionnaire designed included three sections, the first

section included demographic data(e.g.name, gender, age, education); the second section included the items; and the third section included open-ended response. In the last stage of data collection, questionnaires were distributed among the students in the classroom. Data collection of qualitative research was done with the help of in-depth interviews of faculty members of Institute of Southern Punjab that were teaching the undergraduate students regarding their experience of assessments and tests in classroom. It consisted of 7 close-ended questions with a fixed choice of answers constructed to know teachers' viewpoint about testing and assessment in large classes. I preferred qualitative interviewing because of its appropriateness for research. Interviews are proved significant as they help in collecting in-depth data as the participants are more willing to actively participate and respond to answer the questions in the same context.

4. DATA ANALYSIS

Data analysis of questionnaire and in-depth interviews was done for meeting the objectives of the study. For analyzing the quantitative data, SPSS software (Statistical program for social science) was used for providing a comprehensive analysis of collected data for the study. It proves helpful to take out results in statistical way. Descriptive statistics are employed for frequency computations.

4.1 Demographic analysis

Table 1 shows the frequencies of 52 males (40 percent) and 78 females (60 percent) in the sample, giving a total of 130 respondents.

Table 1 Gender response

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	52	39.7	40.0	40.0
Female	78	59.5	60.0	100.0
Total	130	99.2	100.0	

Table 2 shows frequencies of the age of respondents having the age groups between the ages of 17 to 21 years.

Table 2 Age of respondents

Age group	Frequency	Valid Percentage
17-19	84	64.6%
20-21	46	35.4%
Total	130	100

Table 3 shows the response rate shows that 130 participants of arts and humanities department among 250 participants of undergraduate department participated in the study.

Table 3 Response rate

Research study	Potential participants	Sample of population	Response rate
Bachelors of Sciences	250	130	52%

4.2 Analysis of selected variables:

Questionnaire consisted of eight independent variables listed below:

- 1.Amount and assortment of study effort
- 2.Assessments and learning
- 3.Quantity and timing of feedback (Formative assessment)
- 4.Quality of feedback
- 5.The examination and learning (summative assessment)
- 6.Diagnostic assessment
- 7.Role of assessment
- 8.Type of test by method

The students responded to eight variables each comprising of five close-ended questions. Data analysis of 40 close-ended statements of questionnaire done through SPSS software is described in detail in the form of tables below.

4.2.1 Amount and assortment of study effort:

First variable was labeled as ASE. It was comprised of five close-ended statements.

1. I do the same amount of study each week, regardless of whether an assignment is due or not. (ASE1)
2. I can be quite selective about what I study and learn and still do well. (ASE2)
3. I only study things that are going to be covered in the assignments. (ASE3)
4. I have to study regularly if I want to do well on the subject. (ASE4)
5. When the assignments are due I spend more time on them.(ASE5)

Frequency and percentage analysis of first variable is shown in Table 4 below:

Table 4: Frequency and percentage analysis

Variable	Options	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
ASE1	Frequency	40	17	32	25	16
ASE1	Percentage	30.8	13.1	24.6	19.2	12.3
ASE2	Frequency	55	17	41	10	7
ASE2	Percentage	42.3	13.1	31.5	7.7	5.4
ASE3	Frequency	27	33	26	30	14
ASE3	Percentage	20.8	25.4	20	23.1	10.8
ASE4	Frequency	45	47	22	10	6
ASE4	Percentage	34.6	36.2	16.9	7.7	4.6
ASE5	Frequency	32	52	26	14	6
ASE5	Percentage	24.6	40	20	10.8	4.6

4.1.2 Assessments and learning:

Second variable was labeled as AL. It was comprised of five close-ended statements.

1. Self-assessment encourages my involvement and responsibility. (AL1)
2. I learn more from doing the assignments than from studying the course material. (AL2)
3. Delivering presentations help to improve communications skills. (AL3)
4. Group work promotes intellectual and social skills. (AL4)
5. Peer assessment lifts the role and status of student from passive to active learner. (AL5)

Frequency and percentage analysis of second variable is shown in Table 5 below:

Table 5: Frequency and percentage analysis

Variable	Options	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
AL1	Frequency	48	42	21	3	16
AL1	Percentage	36.9	32.3	16.9	2.3	12.2
AL2	Frequency	41	43	27	16	3
AL2	Percentage	31.5	33.1	20.8	12.3	2.3
AL3	Frequency	32	70	12	7	9
AL3	Percentage	24.6	53.8	9.2	5.3	6.9
AL4	Frequency	38	69	12	4	7
AL4	Percentage	29.2	53.1	9.2	3.1	5.4
AL5	Frequency	52	45	25	5	3
AL5	Percentage	40	34.6	19.2	3.8	2.3

4.1.3 Quantity and timing of feedback (Formative assessment):

Third variable was labeled as QTF. It was comprised of five close-ended statements.

1. On this course I get plenty of feedback on how I am doing. (QTF1)
2. The feedback comes back very quickly. (QTF2)
3. There is hardly any feedback on my assignments when I get them back. (QTF3)
4. When I am unable to understand them I don't receive guidance from teachers. (QTF4)
5. I would learn more if I received more feedback. (QTF5)

Frequency and percentage analysis of third variable is shown in table 6 below:

Table 6: Frequency and percentage analysis

Variable	Options	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
QTF1	Frequency	40	49	27	8	6
QTF1	Percentage	30.8	37.7	20.8	6.2	4.6
QTF2	Frequency	60	25	36	7	2
QTF2	Percentage	46.2	19.2	27.7	5.4	1.5
QTF3	Frequency	40	29	39	10	12
QTF3	Percentage	30.8	22.3	30	7.7	9.2
QTF4	Frequency	22	32	25	39	12
QTF4	Percentage	16.9	24.6	19.2	30	9.2
QTF5	Frequency	49	50	12	9	10
QTF5	Percentage	37.7	38.5	9.2	6.9	7.7

4.1.4 Quality of feedback:

Fourth variable was labeled as QF. It was comprised of five close-ended questions.

- 1.The feedback mainly tells me how well I am doing in relation to others. (QF1)
- 2.The feedback helps me to understand things better. (QF2)
- 3.The feedback shows me how to do better next time. (QF3)
- 4.I don't understand some of the feedback. (QF4)
- 5.The feedback prompts me to go back over material covered earlier in the course. (QF5)

Frequency and percentage analysis of fourth variable is shown in table 7 below:

Table 7: Frequency and percentage analysis

Variable	Options	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
QF1	Frequency	55	58	8	2	7
QF1	Percentage	42.3	44.6	6.2	1.5	5.3
QF2	Frequency	46	58	19	5	2
QF2	Percentage	35.4	44.6	14.6	3.8	1.5
QF3	Frequency	41	62	15	5	7
QF3	Percentage	31.5	47.7	11.5	3.8	5.4
QF4	Frequency	25	24	50	28	3
QF4	Percentage	19.2	18.5	38.5	21.5	2.3
QF5	Frequency	53	43	27	4	3
QF5	Percentage	40.8	33.1	20.8	3.1	2.3

4.1.5 The examination and learning (summative assessment):

Fifth variable was labeled as EL. It was comprised of five close-ended questions.

- 1.Preparing for the exam was mainly a matter of memorizing. (EL1)
- 2.End of unit tests help to identify my academic potential. (EL2)
- 3.I learnt new things while preparing for the exam. (EL3)
- 4.I understand things better as a result of the exam. (EL4)
- 5.Summative assessment is not always accurate reflection of learning. (EL5)

Frequency and percentage analysis of fifth variable is shown in table 8 below:

Table 8: Frequency and percentage analysis

Variable	Options	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
EL1	Frequency	45	62	11	6	6
EL1	Percentage	34.6	47.7	8.5	4.6	4.6
EL2	Frequency	38	67	5	6	12
EL2	Percentage	29.2	51.5	10.8	3.8	4.6
EL3	Frequency	52	54	12	7	5
EL3	Percentage	40	41.5	9.2	5.4	3.8
EL4	Frequency	51	49	17	10	3
EL4	Percentage	39.2	37.7	13.1	7.7	2.3
EL5	Frequency	32	28	43	16	11
EL5	Percentage	24.6	21.5	33.1	12.3	8.5

4.1.6 Diagnostic assessment:

Sixth variable was labeled as DA. It was comprised of five close-ended questions.

1. Teacher determines the causes of learning problems. (DA1)
2. Teacher formulates a plan for remedial action. (DA2)
3. Teacher takes quizzes at the end of learning cycle. (DA3)
4. Mind mapping helps to connect the ideas. (DA4)
5. Conferences prove beneficial for assessment purpose. (DA5)

Frequency and percentage analysis of sixth variable is shown in table 9 below:

Table 9: Frequency and percentage analysis

Variable	Options	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
DA1	Frequency	48	41	29	6	6
DA1	Percentage	36.9	31.5	22.3	4.6	4.6
DA2	Frequency	43	37	38	5	7
DA2	Percentage	33.1	28.5	29.2	3.8	5.4
DA3	Frequency	48	54	15	6	7
DA3	Percentage	36.9	41.5	11.5	4.6	5.4
DA4	Frequency	42	63	12	8	5
DA4	Percentage	32.3	48.5	9.2	6.2	3.8
DA5	Frequency	45	62	14	7	2
DA5	Percentage	34.6	47.7	10.8	5.4	1.5

4.1.7 Role of assessment:

Seventh variable was labeled as RA. It was comprised of five close-ended questions.

- 1.It helps to improve learning and instruction. (RA1)
2. It creates motivation and sense of competition. (RA2)
- 3.Feedback helps teachers to modify instruction. (RA3)
- 4.It helps to identify my academic potential. (RA4)
5. Feedback provides motivation for learning. (RA5)

Frequency and percentage analysis of seventh variable is shown in table 10 below:

Table 10: Frequency and percentage analysis

Variable	Options	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
RA1	Frequency	51	65	8	5	5
RA1	Percentage	39.2	50	6.2	3.8	3.8
RA2	Frequency	45	72	10	1	2
RA2	Percentage	34.6	55.4	7.7	0.8	1.5
RA3	Frequency	63	56	7	3	1
RA3	Percentage	48.5	43.1	5.4	2.3	0.8
RA4	Frequency	56	56	13	5	5
RA4	Percentage	43.1	43.1	10	3.8	3.8
RA5	Frequency	48	62	15	3	1
RA5	Percentage	36.9	47.7	11.5	2.3	0.8

4.1.8 Type of test by method:

Eighth variable was labeled as TTM. It was comprised of five close-ended questions.

- 1.The objective type test is highly structured. (TTM1)
- 2.MCQ'S can measure cognitive levels much better than true/false items. (TTM2)
- 3.It is relatively easier to prepare an essay type test than objective type test. (TTM3)
- 4.Abilities like logical thinking and critical reasoning can be best evaluated by essay type tests. (TTM4)
- 5.Objective tests focus on specific knowledge and skills. (TTM5)

Frequency and percentage analysis of eighth variable is shown in table 11 below:

Table 11: Frequency and percentage analysis

Variable	Options	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
TTM1	Frequency	73	35	16	4	2
TTM1	Percentage	56.2	26.9	12.3	3.1	1.5
TTM2	Frequency	48	57	9	6	10
TTM2	Percentage	36.9	43.8	6.9	4.6	7.7
TTM3	Frequency	45	41	18	21	5
TTM3	Percentage	34.6	31.5	13.8	16.2	3.8
TTM4	Frequency	45	55	24	5	1
TTM4	Percentage	34.6	42.3	18.5	3.8	0.8
TTM5	Frequency	49	54	15	8	4
TTM5	Percentage	37.7	41.5	11.5	6.2	3.1

5. QUALITATIVE DATA ANALYSIS:

The purpose of conducting close, fixed response interview was conducted to gather teacher’s viewpoint regarding testing and assessment carried out in large classes. 10 respondents were being interviewed individually. According to the analysis, majority of respondents face the main challenge of difficulty in meeting the needs of mixed ability classes and the burden of marking assignments and term papers. The results showed that majority of respondents use tests, assignments, presentations, quizzes, term papers, reports and group activity or peer assessment as the main strategies and tools in testing and assessment of large classes. It was found out that feedback encourages positive motivation and self-esteem and written feedback on assignments help students to produce high quality work. The results

showed that majority of respondents use multiple choice questions, short answers, essay type questions and open-ended questions to construct test. Teacher's responses showed that that majority of respondents find easier to make essay type test than objective type test. Teacher's felt that particular outlook; temperament and a specified way of observation of teachers affect the marking of exams were among the shortcomings of examination system. According to the respondents, testing and assessment offers learner a chance to cover the entire course outline before exams, helps to identify their strengths and weaknesses and shows progress in the subjects. Majority of the respondents' opinion is that implementation is done through taking into account of existing knowledge and ability of learner and by meeting subject specific objectives.

6.FINDINGS AND RESULTS:

Mixed method approach helped to attain the objectives of the research study. It helped to cover a range of assessment practices and to examine test and assessment procedures used in a range of discipline areas in undergraduate studies. This research study is distinct from all other researches that investigated systematically about testing and assessment to reach conclusions. It helped in reconsidering current knowledge and uncovering new facts. It assisted in exploring the efforts made by students for preparation of tests and assessments. It proved to be a helpful source for teachers of undergraduate department to evaluate their teaching strategies, techniques and tools used in large classes. It addressed the main challenges faced by teachers while assessing large classes. It highlighted the role of different assessment methods used efficiently by a teacher in a large class. These findings helped to draw conclusions about the research.

7- CONCLUSIONS:

Based on summarized findings, we drawn the following conclusions:

Testing and assessment has a positive impact on student's learning and motivation. The responses of students showed that self-assessment encourages student's involvement and responsibility. Students learn more from doing assignments than from studying course material. Delivering presentations help to improve their communication skills. Group work promotes intellectual and social skills among them. Peer assessment lifts the role and status of student from passive to active learner. Students get plenty of feedback on how they are doing in class. Teacher determines the causes of learning problems. Teachers face the challenge of meeting the needs of mixed ability classes and the burden of marking assignments and term papers. Teachers use tests, assignments, presentations, quizzes, term papers, reports and group activity or peer assessment as the main strategies and tools in testing and assessment of large classes. Majority of respondents use multiple choice questions, short answers, essay type questions and open-ended questions to construct test. Particular outlook, temperament and a specified way of observation of teachers affect the marking of exams. Implementation of curriculum design evaluation model is done by taking into account of existing knowledge and ability of learner and by meeting subject specific objectives.

8.RECOMMENDATIONS:

There are a number of recommendations that can be made based on the findings of research. Analysis of teacher's interviews show that teachers face the main challenge of difficulty in meeting the needs of mixed ability classes. Different teaching strategies should be developed to cope with these challenges. Maximum use of technology should be done in large classes to grab student's attention. Teachers

should give proper feedback on the assignments as the students learn more if they receive more feedback. Shortcomings of examination system should be overcome by compiling and displaying result at the given time available and satisfactory schedule of exams calendar should be made. Testing and assessment should be given supreme importance in class as it motivates the students to study and helps to identify their strength and weakness. Analysis of student's questionnaire showed that they only study things that are going to be covered in the assignments. Teachers should put great emphasis on the topics that are assigned to students for assignments. Teachers should initiate students to deliver more presentations in class as it helps to improve their communication skills. Peer assessment should be done in large classes as it lifts the role and status of students from passive to active learner. Summative assessment is not always actual reflection of learning. Teacher's shouldn't evaluate students on the basis of summative assessment but rather focus on the overall progress of students in the class. Teachers should formulate a plan for remedial action on regular basis. Teachers should construct more essay type test than objective type test as it is easy to prepare for them and abilities like logical thinking and critical reasoning can be best evaluated by it.

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Authors' contribution/Conflict of interest

This research work was carried out in collaboration between two authors. Author AK designed the study, collected and tabulated data. He wrote first draft of manuscript under the supervision of author AGA. The second Author AGA formatted and edited final draft of manuscript. Both authors read and approved the final manuscript. They declared no conflict of interest with any person or institution.
