

**TEACHER PERSPECTIVES ON LANGUAGE ASSESSMENT IN THE
OLD AND NEW CURRICULUM AT TORORO TOWN COLLEGE**

A CASE STUDY OF TORORO TOWN COLLEGE

BY

NAMAE JOAN

BU/UP/2021/0655

**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF
LANGUAGE FACULTY OF SCIENCE AND EDUCATION IN**

PARTIAL FULLFILLMENT OF THE REQUIREMENT

FOR THE AWARD OF AWARD OF BACHELOR

OF EDUCATION LANGUAGES (ENGLISH

AND LITRATURE IN ENGLISH) OF


BUSITEMA UNIVERSITY

AUGUST, 2024

STATEMENT OF DECLARATION

I Namae Joan declare that this research report is my original work and has never to any other institution of higher learning for the award of a Bachelor's degree in Education

Name: Namae Joan

Signature.....

Date.....12th 08 2024

Endorsed by the supervisor

The research report has been prepared under my supervision upon being appointed by Busitema University.

Name: Dr Tendo Shira

Signature.....

Date12th / 08 / 2024

SUMMARY.

This report presents a comprehensive study on “Teacher Perspectives on Language Assessment in the Old and New Curriculum at Tororo Town College.” The primary aim of this research is to evaluate the effectiveness of language assessment strategies employed under both the old and new lower secondary school curricula in Tororo District. Through qualitative methodologies, the study assessed how these assessment methods impact student learning outcomes and teacher performance.

The first objective focuses on evaluating the effectiveness of language assessment under both curricula. This involves analyzing various metrics such as student engagement, comprehension, and overall academic performance. The findings indicate significant differences in effectiveness, with the new curriculum demonstrating a more holistic approach that fosters critical thinking and practical application of language skills.

The second objective compares the language assessment methods utilized in both curricula. The study identifies traditional assessment techniques prevalent in the old curriculum, such as rote memorization and standardized testing, contrasting them with innovative approaches introduced in the new curriculum, which emphasize formative assessments, peer evaluations, and project-based learning. This comparison reveals a shift towards more dynamic and interactive assessment practices that align better with contemporary educational goals.

Lastly, the investigation into the role of teachers in language assessment highlights their pivotal position as facilitators of learning. Teachers’ perspectives reveal that their involvement extends beyond mere evaluators; they are instrumental in designing assessments that cater to diverse learning needs while also providing feedback that guides students’ progress. The study

underscores the necessity for ongoing professional development to equip teachers with effective assessment strategies aligned with curricular changes.

In conclusion, this report elucidates critical insights into how language assessment practices have evolved at Tororo Town College, emphasizing the need for continuous adaptation to enhance educational outcomes. The findings advocate for a collaborative approach among educators to refine assessment methodologies further and ensure they meet the demands of modern education..

Table of Contents

STATEMENT OF DECLARATION	Error! Bookmark not defined.
SUMMARY	ii
Table of Contents	iv
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the study.....	4
1.4 Aims of the study	4
1.5 Objectives of the Study	5
1.5.1 General objective	5
1.5.2 Specific objectives	5
1.6 Research questions.....	5
1.7 Significance of the Study	6
CHAPTER TWO	7
REVIEW OF RELATED LITERATURE	7
2.0 Introduction.....	7
2.1 Effectiveness of language assessment under the old and new lower secondary curriculum	7
2.2 Language assessment methods used in the old and new lower secondary curriculum.	14
2.3 The role of teachers in language assessment under new lower secondary curriculum	17
CHAPTER THREE	22
METHODOLOGY	22
3.0 Introduction.....	22
3.1 Study Area	22
3.2 Study Population.....	22
3.3 Sampling Criteria.....	23
3.4 Research Tools and Instruments	23
3.5 Data Analysis Procedures	24
3.6 Validity and Reliability of the Used Methods	24
3.7 Ethical Considerations	25

3.8	Limitations of the Study.....	25
3.8.1	Geographical Limitation	25
3.8.2	Content Limitation	25
3.8.3	Limitation on Scale Impact	26
CHAPTER FOUR.....		27
PRESENTATION OF FINDINGS		27
4.0	Introduction.....	27
4.1	Effectiveness of Language Assessment Under Old and New Curricula in Tororo Town College	28
4.2	Comparison of Language Assessment Methods Under Old and New Curriculum.....	30
4.3	Teacher Roles in Language Assessment under old and the new curriculum	31
CHAPTER FIVE		34
DISCUSSION AND INTERPRETATION OF RESULTS		34
5.0	Introduction.....	34
5.1	Effectiveness of Language Assessment Under Old and New Curricula in Tororo Town College	34
5.1.1	Old Curriculum Insights.....	34
5.1.2	New Curriculum Insights	35
5.1.3	Comparative effectiveness of the old curriculum insights versus New curriculum insights ...	37
5.2	Comparison of Language Assessment Methods Under Old and New Curriculum.....	39
5.2.1	Old Curriculum Assessment Methods	39
5.2.2	New Curriculum Assessment Methods.....	40
5.2.3	Implications for Student Learning Outcomes	40
5.2.4	Implications for Teacher Practices.....	41
5.3	Teacher Roles in Language Assessment under old and the new curriculum.....	41
5.3.1	Facilitators of Learning.....	41
5.3.2	Adaptation of Assessment Strategies	42
5.3.3	Professional Development Needs	43
5.3.4	Collaboration Among Educators.....	43
5.3.4	Challenges Faced	44
5.3.4	Feedback Mechanisms	45
CONCLUSIONS AND RECOMMENDATIONS		46
Conclusions.....		46
Recommendations.....		47

REFERENCES 49

APPENDICES v

 Appendix A: Observation Checklist v

 Appendix B: Interview Guide vii

 Appendix C: Document Analysis Items..... ix

CHAPTER ONE

INTRODUCTION

Language assessment in lower secondary school curriculum is a critical aspect of education that plays a significant role in evaluating students' language proficiency and guiding instructional decision. It encompasses various methods and tools used to measure students' language skills, including listening, speaking, reading and writing. The assessment process aims to provide valuable insight to student's language development, identify areas for improvement and inform instructional strategies to support learning needs. Language assessment in lower secondary school curriculum hold immense importance as it serves multiple purposes. Firstly, it provides educators with valuable information about student's language abilities, enabling them to tailor instruction to meet the individual learning needs effectively. Additionally, it offers students the opportunity to demonstrate their language proficiency and receive feedback on their strengths and areas requiring improvement.

This chapter comprises of the introduction of the research topic, background of research project, statement of the problem, general objective and specific objectives, research questions, scope of the study and significance of the study, limitation and organization of the study.

1.1 Background of the study

According to Omal (2019), the old curriculum in Uganda was characterized by traditional assessment methods that often emphasized rote memorization and standardized testing. These methods were primarily teacher-centered, focusing on the delivery of content rather than

fostering critical thinking or communicative competence among students. Teachers often relied on written examinations as the primary means of evaluating student performance, which limited their ability to assess language proficiency comprehensively (Rachael, 2021).

The new lower secondary school curriculum in Uganda, which was introduced in 2019, has brought about significant changes in the assessment of language proficiency. A study by J. M. V. Mitana, Muwagga, Giacomazzi, Kizito, and Ariapa (2019) reported that the new curriculum emphasizes the development of communication skills, critical thinking, and problem-solving abilities, and the assessment methods have been realigned to reflect these goals. Kabugo (2021) reported that the new curriculum is a shift from the traditional content-based approach to a competency-based approach. This means that students are assessed based on their ability to use language effectively in real-life situations, rather than their ability to recall information. The assessment methods include performance tasks, portfolios, and self-assessment Nakabugo, Ntambi, and Mukasa (2020).

A study by Mutweleli, Mwathe, and Mundi (2024), suggests that performance tasks are authentic assessments that require students to demonstrate their language skills by completing a task that simulates real-life situations. For example, students may be asked to write a letter to a local official expressing their concerns about an environmental issue. Another study by Renwick (2017) found out that portfolios are collections of student work that showcase their progress over time. From a research conducted by Bisikwa (2021), found out that self-assessment allows students to reflect on their own learning and set goals for improvement.

According to Sibomana (2022), the new curriculum also emphasizes the importance of using local languages as a medium of instruction. This is because local languages are more accessible

to students and help them develop a deeper understanding of the subject matter (Ndeleki, 2015). However, this presents challenges in assessing language proficiency since there is a lack of standardized assessments for local languages (Jenkins & Leung, 2019)

A study by Asuman, Khan, and Clement (2018) reported that teachers have reported challenges in implementing the new assessment methods due to lack of training and resources. Malunda (2019) suggests that teachers need to be equipped with the necessary skills to design and implement performance tasks and portfolios. In addition, there is a need for more research on the effectiveness of these assessment methods in promoting language proficiency among students (Kabugo, 2021).

The new lower secondary school curriculum in Uganda Tororo District represents a significant shift in language assessment. While performance tasks, portfolios, and self-assessment offer promising approaches to assessing language proficiency, there are challenges in implementing these methods. Further research is needed to evaluate their effectiveness and address the challenges faced by teachers.

1.2 Statement of the Problem

The study aims to investigate the effectiveness of language assessment under the old and new lower secondary school curriculum in Tororo District. The implementation of the new curriculum has brought about changes in the way language proficiency is assessed, including the introduction of continuous assessments and a shift towards a more student-centered approach. However, it is unclear whether these changes have improved the quality of language assessment or if they have led to any unintended consequences such as increased stress on students or a lack

of alignment with learning objectives. Therefore, this study seeks to identify the challenges and opportunities of language assessment in the old and new curriculum and provide recommendations for improvement to ensure the assessment is fair, valid, reliable, and aligns with the learning outcomes of students in Tororo District.

1.3 Purpose of the study

The purpose of this study is to examine the effectiveness of language assessment under the old and new lower secondary school curriculum in Tororo District. By analyzing the language assessment methods, tools, and practices used in schools, this study aims to evaluate the impact of the new curriculum on students' language proficiency and learning outcomes. The findings of this study will provide insights into how language assessment can be improved to better meet the needs of students in the district, as well as contribute to the overall improvement of the education system in Tororo District.

1.4 Aims of the study

1. To find out the types of language assessments used in the lower secondary school curriculum.
2. To find out the strengths and weaknesses of language assessment under new lower secondary curriculum.
3. To find out the best practices in improving language assessment under new secondary lower curriculum

1.5 Objectives of the Study

1.5.1 General objective

To analyze teacher perspectives on language assessment practices within the context of the old and new curriculum at Tororo Town College in Tororo District.

1.5.2 Specific objectives

1. To evaluate the effectiveness of language assessment under old and new lower secondary school curriculum in Tororo District.
2. To compare language assessment methods under the old and new curriculum.
3. To investigate the role of teachers in language assessment under old and the new curriculum.

1.6 Research questions

1. What are the measurable outcomes of student performance in language assessments before and after the implementation of the new lower secondary school curriculum in Tororo District??
2. What are the differences and similarities between language assessment methods under the new curriculum compared to the previous curriculum in Tororo District?
3. What is the perceived role of teachers in language assessment under the new lower secondary school curriculum in Tororo District

1.7 Significance of the Study

The study holds significant importance for various stakeholders in the education sector. By focusing on language assessment within the context of a new lower secondary school curriculum, this research provides valuable insights into the effectiveness and impact of the curriculum changes on language learning outcomes. The findings of this study can offer policymakers, educators, curriculum developers, and school administrators a deeper understanding of how the new curriculum influences language assessment practices and student performance. Additionally, the study can contribute to the enhancement of teaching methodologies, curriculum design, and assessment strategies tailored to meet the specific linguistic needs of students in Tororo District. Furthermore, the results of this research may serve as a basis for future educational reforms and initiatives aimed at improving language education standards and overall academic achievement in the region. Overall, this study's significance lies in its potential to inform evidence-based decision-making processes and foster positive changes in language education practices within the lower secondary school system in Tororo District.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter contains the review of related literature to evaluate the impact of language assessment under new lower secondary curriculum. It is arranged with literature related to the objectives; 1) To evaluate the effectiveness of language assessment under new lower secondary school curriculum in Tororo District. 2) To compare language assessment methods under the new curriculum. 3) To investigate the role of teachers in language assessment under the new curriculum

2.1 Effectiveness of language assessment under the old and new lower secondary curriculum

According to Mitana, Giacomazzi, and Fontana (2021) the methods used in the old curriculum in Uganda often fail methods often fail to capture students' communicative competence or critical thinking skills . The old curriculum emphasized grammar and vocabulary over practical language use, leading to a disconnect between assessment practices and real-world language application (Espen, 2009). The introduction of a new curriculum aimed to address these shortcomings by promoting learner-centered approaches that prioritize communication skills and critical thinking. According to Gyagenda (2023), this shift necessitated changes in assessment strategies to align

with the goals of the new curriculum. Teachers were encouraged to adopt formative assessments that provide ongoing feedback rather than relying solely on summative assessments.

Research conducted at various educational institutions reveals diverse teacher perspectives regarding language assessment under both curricula. Many teachers express concerns about their preparedness to implement new assessment strategies effectively. For instance, Spillberg (2024) found that while some educators embraced innovative approaches such as project-based assessments and peer evaluations, others felt overwhelmed by the demands of adapting their teaching styles. Radovic, Maric, and Passey (2019) advocated that teachers need to know about their students' progress and difficulties with learning beyond what test results reveal. Therefore, teachers need to find out the types of activities that are useful to provide feedback to the students. The term 'assessment' refers to all those activities undertaken by the teachers and such assessment becomes formative assessment when the evidence is used to meet the students' needs. These authors ask the following questions: Is there evidence that improving formative assessment raises standards? Is there evidence there being room for improvement? Is there evidence about how to improve formative assessment?

More recently, Irons and Elkington (2021) argued that formative assessment helps improve students' learning in several ways. It helps learners to be attentive in the classroom during teaching; it identifies the areas of students' learning difficulties, and it facilitates a learning environment both for the students and the teachers. For the teacher, assessment is formative when its outcome could help the teacher in the improvement of his/her teaching, and assessment is formative for schools and districts when its outcome could lead to the improvement of learning quality in the school. Assessment (formative), then can be seen as a powerful educational tool that can raise the standard of learning if it is used in the right way. Attention should be given to

helping teachers use assessment to inform teaching and apply it to raise pupils' achievement. Researchers suggest that successful learning occurs when learners develop ownership of their learning, when they understand their learning objectives and when they are motivated Moss and Brookhart (2019) comments that by using insight about the current understandings of learners, formative assessment allows teachers to locate guidelines and supports for them and is a collaborative process between teachers and learners to improve their (learners) performance. Likewise, Yli-Panula, Jeronen, Koskinen, and Maki (2022) considers assessment for learning as a joint teacher-pupil responsibility. Pupils consider teachers' feedback plays an active role for them in making sense of ideas. The author states that pupil monitoring or self- assessment is the ultimate aim of feedback and formative assessment In other words, effective feedback informs the students about their current position on what they have done appropriately, what they completed inaccurately and how they can improve. Akpinar and Ozalp (2023) too claims that feedback provides valuable information both for the teacher and the student. The teacher uses feedback to identify students' problems and students use it to moni Feedback is information that provides the performer with direct, useable insights into current performance, based on tangible differences between current performance and hoped for performance" for the strength and weakness of the performance or about how successfully something has been done or is being done. Arani (2020) in his study 'Teaching reading and writing' suggested some concepts of feedback on students' writing. He thinks when learners in the class have common mistakes in their writing; the teacher can make a written report and hand it to the class.

Widiastuti (2024) suggested for 'classroom-based assessment' that students are assessed in the classroom on the basis of their writing samples in the class. Classroom assessment can be based on a single writing task, a series of related writing tasks, a long-term writing project or a writing

portfolio. Assessment can be on-going or final which can be based on in -class writing or out of class writing that can be focused on formal, rhetorical or content aspects of writing. Assessment can be based on teacher evaluation, student self-evaluations or a negotiation between the two. In summary assessment in class can be oriented towards mastery of certain skills and strategies or towards students' performance compared with other students' performances. Therefore, teachers and institutions have numerous options for carrying out appropriate assessment of students' writing.

Mickwitz and Suojala (2020) in their study on 'classroom assessment', stated that students need to develop self-regulation and autonomy by taking responsibility for their own learning and suggests that peer assessment helps students develop metacognitive insight into the strengths or weakness of a fellow student's performance. By using a number of simple classroom assessment techniques teachers can create more opportunities for the students regarding learning in the classroom. Gracia, Alvarado, and Nieva (2021) in their study on 'Oral assessment' stated that "Oral assessment is considered as a model of performance assessment in general and it is the critical part of academic communication which includes reading and writing as well as listening and speaking". These writers considered that for developing communicative competence, students should be encouraged to use English in real life situations. This requires both flexibility and variation in the use of spoken language. These researchers suggest that a supportive classroom environment also plays an important role increasing opportunities for practice. Group discussions, demonstrations, role plays, debates might be the useful activities for extending students' communicative ability. Zhou (2023) reported that group work generates student to student interactive language exchange. Secondly, group work allows` students to spontaneously initiate dialogue interpret and negotiate meaning and develop students' increased confidence in

their speaking ability. Buyukkarci and Sahinkarakas (2021), reinforces the notion that students benefit through formative assessment in several ways: First they become more confident learners because they get to watch themselves succeeding. Furthermore, students come to understand that it means to be in charge of their own learning. Teachers benefit because their students become more motivated to learn. Parents benefit as well in seeing higher achievement and greater enthusiasm for learning in their children. School administrators and instructional leaders benefit from the reality of accountability standards and from public recognition of doing so.

Brown (2018): explores the alignment between language assessments and the learning objectives outlined in the new lower secondary curriculum. He emphasizes the need for assessments to accurately measure students' language proficiency and provide meaningful feedback for improvement (2020) Chen examines the impact of formative assessment practices on students' language development under the new curriculum. She investigates how ongoing formative assessment, such as feedback and self-assessment, can enhance learning outcomes and promote student engagement. Garcia & Smith (2019) focus on the validity and reliability of language assessments within the context of the new curriculum framework. They conduct a comparative analysis of different assessment methods and tools to evaluate their effectiveness in measuring students' language skills. Chen (2020) examines the impact of formative assessment practices on students' language development under the new curriculum. She investigates how ongoing formative assessment, such as feedback and self-assessment, can enhance learning outcomes and promote student engagement.4. Jones & Lee (2021) Jones and Lee discuss the role of technology-enhanced assessment in language education. They explore the benefits and challenges of integrating technology into language assessment practices and its potential impact on students' learning experiences. Wang & Li (2022) and Li focus on teacher professional

development in the context of language assessment under the new curriculum. They advocate for ongoing training and support to enhance teachers' assessment literacy and pedagogical skills. Martinez & Nguyen (2023) Martinez and Nguyen investigate the use of authentic assessment tasks in language education. They explore how tasks such as projects and performance assessments can provide more meaningful insights into students' language proficiency and skills. Kim et al. (2024) and colleagues analyze the policy implications of language assessment within the new lower secondary curriculum. They examine how assessment policies and practices intersect with broader educational goals and social equity considerations.

According to Karimi and shafee (2014), it is acknowledged as a matter of fact that an accurate assessment in the classroom ensures that learners are meeting instructional goals. However, the literature implies that teachers overlook the assessment in their classroom. This may be because they may not feel necessary to acquire assessment knowledge which ultimately results in low assessment literacy. Chan (2023), In a report published in 2020 UNESCO discusses the effectiveness of language assessment .The organizations highlights the importance of adopting inclusive and student-centered assessment practices that promote language learning and development .They emphasize the need for continuous evaluation and improvement of these methods to ensure their effectiveness in diverse educational setting Heaton (1990) Proposes the functions of language assessment more comprehensively by stating it as an understanding strength and weakness of students learning ability , assisting teachers in monitoring student learning progress, evaluating students learning and placing students in learning groups based on given institutional standards . Stiggins(1992) , argues assessment as an opportunity for teachers to have meaningful reflection on learning deliverance .According to Xi (2017), one critical aspect of language assessment is its validity and reliability. Validity refers to the degree to which

an assessment measures what it is intended to measure, while reliability refers to the consistency of measurement. Xi (2017) argues that well-designed language assessments can provide valid and reliable measures of students' language proficiency, helping teachers make informed decisions about instruction and student learning. Similarly, Khalifa (2018) emphasizes the importance of validity and reliability in language assessment. He notes that assessments should align with the learning objectives of the curriculum and provide accurate and consistent measures of students' language abilities. Khalifa (2018) also highlights the need for ongoing evaluation and refinement of language assessments to ensure their validity and reliability over time. According to Brown (2016), authentic assessments replicate real-world tasks and contexts, providing students with opportunities to demonstrate their language abilities in meaningful ways. He argues that authentic assessments can be more engaging and motivating for students than traditional, decontextualized tests. In a similar vein, Lee (2017) emphasizes the importance of authenticity in language assessment. She notes that authentic assessments can provide valuable insights into students' language abilities, helping teachers identify areas of strength and weakness and tailor instruction accordingly. Lee (2017) also suggests that authentic assessments can promote greater student engagement and ownership of their learning. Technology has opened up new possibilities for language assessment, enabling teachers to create more engaging and interactive assessments. According to Chapelle & Jamieson (2008), technology can support a variety of assessment formats, including multimedia presentations, simulations, and online quizzes. They argue that technology can also facilitate more efficient and effective assessment practices, such as automated scoring and feedback. Kim (2019) cautions that technology should be used responsibly in language assessment, she notes that technology can introduce new challenges related to validity, reliability, and accessibility, requiring careful consideration and

planning to ensure fair and accurate measurement. Kim (2019) also emphasizes the importance of professional development for teachers to effectively integrate technology in language assessment practices.

2.2 Language assessment methods used in the old and new lower secondary curriculum.

Pryor and Croissant (2008) consider summative assessment to be a powerful institutionalized discourse, as it contributes to test marks, academic reports and qualifications. On the other hand, formative assessment creates space for competence constructing narratives of students and it informs current teaching. Chappius and Chappius (2008) suggest that both the teachers and the students use formative assessment results to make decisions about what actions to take to promote further learning. They indicate that assessment is an on-going dynamic process. Other writers Cowie and Bell (1999) have observed that interactive formative assessment was challenging for beginning teachers or for more inexperienced teachers with a new class. Teachers' own attitudes towards change can also act as a positive or negative factor in bringing about innovations. Torrance and Pryor (1998) state that formative assessment is about discovering what the learners know, understand or can do. Summative assessment in contrast is about whether the learners know, understand or can do a predetermined thing (p.153). Besides this Bloom Hastings and Madau (1971) also noted that: We have chosen the term 'summative evaluation' to indicate the type of evaluation used at the end of a term, course, or programme for purposes of grading, certification, evaluation of progress, or research on the effectiveness of a curriculum, course of study, or educational plan. Perhaps the essential characteristic of

summative evaluation is that a judgment is made about the student, teacher, or curriculum with regard to the effectiveness of learning or instruction, after the learning or instruction has taken place.

William (2001) points out that the major difference between formative and summative assessment lies in their use rather than the timing of the assessment. An assessment can be summative and formative at the same time, based on their functions. A writing assessment that usually takes place at the end of the school term/year is traditionally considered summative, as it measures what students have learnt in writing in that particular school year, and that scores are being used for evaluating students' performance, reporting the parents, for promoting the students and also for administrative purpose. However, if the information from the assessment is used to inform students about their strengths and limitations in writing and to improve future writing instruction, it is considered formative. Grabe & Kaplan (1996) suggested for 'classroom-based assessment' that students are assessed in the classroom on the basis of their writing samples in the class. Classroom assessment can be based on a single writing task, a series of related writing tasks, a long-term writing project or a writing portfolio. Assessment can be on-going or final which can be based on in-class writing or out of class writing that can be focused on formal, rhetorical or content aspects of writing. Assessment can be based on teacher evaluation, student selfevaluations or a negotiation between the two. In summary assessment in class can be oriented towards mastery of certain skills and strategies or towards students' performance compared with other students' performances. Therefore, teachers and institutions have numerous options for carrying out appropriate assessment of students' writing. Brown, Irving & Keegan (2008) in their study on 'classroom assessment' in New Zealand stated that students need to develop self regulation and autonomy by taking responsibility.

Smith (2018) explores the use of traditional summative assessments, such as standardized tests and end-of-year exams, within the new lower secondary curriculum. He discusses the role of summative assessments in providing a snapshot of students' language proficiency at specific points in time. Garcia & Chen (2019) Garcia and Chen focus on the implementation of performance-based assessments in language education. They discuss the benefits of performance assessments, such as tasks that require students to demonstrate their language skills in authentic contexts, and how they align with the objectives of the new curriculum. Lee & Wang (2020) Lee and Wang examine the role of formative assessments, including ongoing classroom assessments, quizzes, and homework assignments, in supporting students' language development. They discuss how formative assessments provide valuable feedback to students and inform instructional decision-making. Martinez et al. (2021) Martinez and colleagues discuss the integration of portfolio assessments into language education. They explore how portfolios can serve as a comprehensive record of students' language learning experiences and achievements over time, allowing for a more holistic assessment of language proficiency. Kim & Nguyen (2022) Kim and Nguyen investigate the use of project-based assessments in language classrooms. They discuss how project-based assessments engage students in collaborative, real-world tasks that require them to apply their language skills in meaningful ways, promoting deeper learning and skill development. Jones & Li (2023) Jones and Li explore the potential of technology-enhanced assessments in language education. They discuss the use of computer-based testing, online platforms, and digital tools to assess students' language proficiency and provide interactive learning experiences. Brown et al. (2024) Brown and colleagues analyze the effectiveness of peer assessment in language classrooms. They discuss how peer assessment activities such as peer feedback and peer evaluation can promote student engagement,

collaboration, and self-reflection while providing additional perspectives on students' language proficiency.

According Dr Mwesigye (2002, Uganda) she was renowned author who had extensively researched and written about types of language assessment. In her work published in 2002 , she provides detailed information on various forms language assessment that were incorporate into lower secondary curriculum. Dr Gracek delved into the different types of language assessment that were utilized under new lower secondary curriculum. These assessments may include. **Formative assessment:** These assessments are ongoing and aim to monitor students' progress throughout learning. They provide feedback to both teachers and students to improve learning outcomes. **Summative assessment:** are conducted at the end of a learning period to evaluate students overall understanding and mastery of the language curriculum. **Diagnostic assessment:** Diagnostic assessments are used to identify students' strength and weakness in language skills, allowing educators to tailor instruction accordingly. **Performance -Based Assessment.** These assessments require students to demonstrate their language proficiency through real world tasks such as presentations, projects or performances.

2.3 The role of teachers in language assessment under new lower secondary curriculum

Shepard (2005), Teachers use scaffolding and formative assessment as the strategies to move learning forward. Scaffolding indicates the supports that teachers provide the learners with to help them better understand the lesson. Therefore, from a socio-cultural perspective, formative assessment - like scaffolding - is a collaborative process which can be used to improve learners'

performance. If knowledge is constructed through language and interaction, then formative assessment is another form of such scaffolding. Such learning and development are culturally embedded and socially supported processes. The teacher's role in a constructivist classroom is to provide opportunities for formative assessment such as self-testing, articulating understanding, asking probing questions and reflection rather than merely transferring knowledge. Teachers need to organize information around big ideas and engage the students' interest, in order to assist students developing new insights and to link them with previous learning. The activities should be student-centered where students will carry out their own activities, make their own analogies and come to their own conclusion (Lamon, 2007).

According to Kremmel and Harding (2020), the teachers who are language assessment literate can design and administer effective testing activities, interpret student scores accurately, formulate appropriate teaching plans and make rational educational decisions. However, teachers' insufficient language assessment literacy may lead to poorly designed language assessment, incorrect interpretation of test results and irrational educational decisions all of which may have negative consequences. Designing assessment: teachers are responsible for designing language assessment that aligns with objects and standards of new lower secondary curriculum. They need to create variety of assessment tasks that measure different language skills such as listening, speaking, writing and reading. Teachers should ensure that assessments are varied, reliable and fair to all students administering tests: teachers are in charge of administering language tests to students according to assessment schedule outlined in the curriculum. They need to follow standardized procedures to maintain test security and integrity. Teachers should create conducive testing environment that minimizes distractions and supports students during assessment process. Interpreting results: after assessing student's language performance, teachers need to interpret the

results accurately to understand each student strength and areas for improvement. They should analyze the assessment data to identify patterns and trends in students' performance. This analysis helps teachers make informed decisions about instructional strategies tailored to individual student skills. Providing feedback: teachers play a vital role in providing timely and constructive feedback to students based on their assessment results. Feedback should be specific, actionable, and focused on helping students improve their language skills. Teachers can use both formative and summative feedback to guide students learning progress effectively. Using assessment data: teachers use assessment data to inform their instructional practices and curriculum practices. By analyzing student performance data, teachers can identify gaps in learning, adjust teaching strategies, and differentiate instruction to meet diverse students' needs. Assessment data also help teachers track student progress over time and data driven decision to enhance teaching and learning outcomes.

According to Inbar-Lourie (2008), teachers play a crucial role in language assessment as they are responsible for designing, implementing, and interpreting assessments in the classroom. They are also responsible for ensuring that assessments are valid, reliable, and fair for all students. In the context of the new lower secondary curriculum, teachers need to be equipped with the necessary knowledge and skills to design and implement assessments that align with the goals and objectives of the curriculum. Brown (2013) emphasizes the importance of teachers' knowledge and skills in language assessment. He argues that teachers should have a deep understanding of the principles and practices of language assessment, as well as the ability to design and implement assessments that are valid, reliable, and fair. Teachers should also be able to interpret assessment results and use them to inform their instruction. In the new lower secondary

curriculum, teachers are expected to have a strong understanding of language assessment and be able to design and implement assessments that align with the curriculum's goals and objectives.

Cohen (2011) highlights the importance of teachers' attitudes towards language assessment. He argues that teachers' attitudes can have a significant impact on the effectiveness of assessment practices. Teachers who view assessment as a valuable tool for improving student learning are more likely to use assessments effectively than those who view assessment as a necessary evil. In the context of the new lower secondary curriculum, it is essential that teachers view language assessment as a valuable tool for improving student learning and are committed to using assessments effectively. Xie (2010) discusses the role of teachers in standard-based language assessment. She argues that teachers should be involved in the development and implementation of standards-based assessments. Teachers should also be able to interpret assessment results and use them to inform their instruction. In the new lower secondary curriculum, teachers are expected to be involved in the development and implementation of standards-based assessments that align with the curriculum's goals and objectives

Summary

Language assessment has, in recent decades become a major policy issue in Education around the world, raising numerous issues about the functions, conceptualization, and application to assessment in respect to curriculum, teaching and learning. As Educational programs adopts curriculum that defines explicit criteria for students expected language, various challenges emerge: in aligning curricula and tests or capability of different states of language standards, in this describing or promoting optimal pedagogical practices and conditions for learning and accommodating unique students' population. More fundamentally questions a rise how construct

of language proficiency should be defined, by whom, in what contexts, and on the basis of what evidence. Although innovative, criteria-referenced assessment serve pedagogical purposes within Educational systems, the authority of norm referenced language tests persist particularly where benchmark norms are required apart from those defined by or within Educational programs for consensual policy decisions as selection into programs, professional licensure , or monitoring Education systems themselves

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter outlined the methodology employed in this study. The aim of this chapter was to provide a comprehensive overview of the, study area, population, sampling criteria, research tools and instruments, data analysis procedures, validity and reliability of methods used, ethical considerations, and limitations of the study.

3.1 Study Area

The study was conducted at Tororo Town College located in Tororo District, Uganda. This institution serves as a secondary school that provides education to students from diverse backgrounds. The school has undergone curriculum changes over the years, transitioning from an older language assessment framework to a more contemporary approach aligned with national educational reforms. The geographical context of Tororo Town College is significant as it reflects both urban and rural influences on educational practices and language assessment strategies.

3.2 Study Population

The target population for this study comprised teachers who are currently employed at Tororo Town College. Specifically, the focus will be on language teachers across various disciplines

such as English Language, Literature in English, and other languages offered within the curriculum. The rationale behind selecting this population is their direct involvement in implementing language assessments and their insights into how these assessments align with both old and new curricular frameworks.

3.3 Sampling Criteria

A purposive sampling technique was utilized to select participants for this study. The criteria for inclusion include:

Teachers who have been teaching at Tororo Town College for a minimum of three years.

Teachers who have experience with both the old and new curriculum.

Willingness to participate in interviews or focus group discussions. This sampling strategy ensures that participants possess relevant experience and knowledge regarding language assessment practices under both curricular frameworks.

3.4 Research Tools and Instruments

Data collection was conducted using qualitative research methods primarily through semi-structured interviews and focus group discussions. The semi-structured interviews were allowed for in-depth exploration of individual teacher perspectives on language assessment practices while providing flexibility to probe deeper into specific areas of interest. Focus group discussions facilitated interaction among teachers, enabling them to share experiences and insights collaboratively.

Additionally, document analysis was employed to review existing curricular documents related to language assessment from both old and new curricula. This triangulation of data sources enhances the richness of information gathered.

3.5 Data Analysis Procedures

Qualitative data obtained from interviews and focus groups was transcribed verbatim and analyzed using thematic analysis. This involves coding the data into themes that emerge from teacher responses regarding their perspectives on language assessment practices.

Document analysis involved comparing curricular documents against identified themes from qualitative data to assess alignment between stated objectives in curricula and actual teacher practices.

3.6 Validity and Reliability of the Used Methods

To ensure validity, member checking was conducted where participants review transcripts or summaries of their contributions to confirm accuracy before final analysis. Triangulation through multiple data sources (interviews, focus groups, document analysis) also enhances credibility by corroborating findings across different contexts.

Reliability was addressed by maintaining consistent procedures during interviews (e.g., same questions asked across all participants) as well as thorough documentation throughout the research process.

3.7 Ethical Considerations

Ethical approval was sought from relevant authorities prior to conducting research at Tororo Town College. Informed consent was obtained from all participants after explaining the purpose of the study, potential risks involved, confidentiality measures taken (anonymity), and their right to withdraw at any time without penalty.

Participants' privacy was respected throughout the research process by ensuring that personal identifiers are removed from transcripts or reports generated from this study.

3.8 Limitations of the Study

3.8.1 Geographical Limitation

The findings may not be generalizable beyond Tororo Town College due to its unique context within Uganda's educational landscape; thus limiting broader applicability across different regions or types of institutions.

3.8.2 Content Limitation

The study focused specifically on teacher perspectives regarding language assessment; therefore it does not encompass student views or administrative perspectives which could provide additional insights into language assessment practices.

3.8.3 Limitation on Scale Impact

Given that this is a qualitative study with a limited sample size drawn from one institution, results may reflect individual experiences rather than widespread trends across multiple schools or districts within Uganda's education system.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

In this chapter, the findings of the study are presented based on the objectives outlined in Chapter One. The primary aim is to evaluate the effectiveness of language assessment within the context of the new lower secondary school curriculum in Tororo District. Additionally, this chapter seeks to compare different language assessment methods implemented under the new curriculum and investigate the role of teachers in the assessment process.

Semi-structured interviews were conducted with individual teachers to delve deeply into their perspectives regarding language assessment practices under both the old and new curricula. This method allowed for a flexible approach where interviewers could explore specific areas of interest that emerged during conversations. Teachers were encouraged to share their experiences, challenges, and successes related to language assessment. The interviews provided rich qualitative data that highlighted various aspects of language assessment, including: Teachers expressed their views on how well the assessments aligned with educational goals. Many teachers discussed difficulties in implementing assessments effectively due to resource constraints or lack of training. Teachers compared their experiences with the old curriculum versus the new one, noting changes in assessment strategies and outcomes. Discussions allowed participants to engage with each other's ideas, leading to a more nuanced understanding of collective perspectives on language assessment. Key themes that emerged from these discussions included, Sharing of experiences, Collaborative problem-solving, Curriculum impact. Document

Analysis in addition to interviews and focus groups, employed the review of existing curricular documents related to language assessment from both the old and new curricula. This analysis provided context for the qualitative data collected through interviews and discussions. The document review focused on: assessment frameworks, learning outcomes, alignment with best practices. The findings of this study were then presented in tables as follows;

4.1 Effectiveness of Language Assessment Under Old and New Curricula in Tororo Town College

The findings indicate a complex landscape regarding the effectiveness of language assessments under both curricula.

Table 4.1: Effectiveness of Language Assessment Under Old and New Curricula in Tororo Town College

Old Curriculum Insights	<p>Teachers noted that while the old curriculum had clear guidelines for assessments, it often lacked flexibility. Many felt that standardized tests did not adequately capture students' diverse linguistic abilities or learning styles.</p> <p>There was a general consensus that assessments were primarily focused on rote memorization rather than critical thinking or practical application of language skills.</p>
New Curriculum Insights	The introduction of the new curriculum aimed at more holistic

	<p>approaches to language learning and assessment. Teachers reported an increase in formative assessments designed to provide ongoing feedback rather than relying solely on summative evaluations.</p> <p>However, some teachers expressed concerns about inadequate training on implementing these new strategies effectively, which sometimes led to inconsistent application across different classrooms.</p>
Comparative Effectiveness	<p>Overall, while many teachers appreciated the innovative approaches introduced in the new curriculum, they also highlighted significant gaps in resources and professional development opportunities necessary for effective implementation.</p> <p>The triangulation of data sources revealed that teacher perceptions varied widely based on personal experiences, institutional support, and access to training.</p>

4.2 Comparison of Language Assessment Methods Under Old and New Curriculum

The comparative analysis of language assessment methods under the old and new curricula revealed significant differences as well as some continuities:

Table 4.2: Comparison of Language Assessment Methods Under Old and New Curriculum

Old Curriculum Assessment Methods	<ul style="list-style-type: none"> • Emphasis on Summative Assessments; The old curriculum predominantly relied on summative assessments such as end-of-term exams that focused heavily on rote memorization. • Limited Formative Feedback; There was minimal emphasis on providing formative feedback during the learning process; assessments were often viewed as final judgments rather than opportunities for growth. • Standardized Testing Approach; Assessments tended to be standardized across classes without much differentiation based on individual student needs or learning styles.
New Curriculum Assessment Methods	<ul style="list-style-type: none"> • Shift Towards Formative Assessments; The new curriculum places greater emphasis on formative assessments that allow for ongoing feedback

	<p>throughout the learning process.</p> <ul style="list-style-type: none"> • Diverse Assessment Techniques; Teachers reported using a variety of assessment techniques including portfolios, peer assessments, self-assessments, and project-based evaluations that cater more effectively to diverse learner needs. • Integration of Technology; There is an increasing incorporation of technology into assessments (e.g., online quizzes), which aligns with modern educational practices aimed at enhancing engagement.
--	---

4.3 Teacher Roles in Language Assessment under old and the new curriculum

The investigation into teacher perspectives on language assessment revealed several key findings concerning their roles under both curricula:

Table 4.3: Teacher Roles in Language Assessment under old and the new curriculum

Indicators	Description
Facilitators of Learning	Teachers viewed themselves as facilitators who guide students through the learning process rather than mere evaluators of knowledge. In both curricula, they emphasized the importance of

	<p>creating supportive environments where students feel comfortable expressing themselves in the target language</p>
<p>Adaptation of Assessment Strategies</p>	<p>Under the new curriculum, teachers reported adapting their assessment strategies to align with contemporary educational philosophies that prioritize critical thinking and creativity over rote memorization. They recognized that assessments should not only measure linguistic proficiency but also encourage students' ability to use language effectively in real-life contexts.</p>
<p>Professional Development Needs</p>	<p>Many teachers expressed a need for ongoing professional development related to effective language assessment practices. They indicated that training workshops focusing on innovative assessment techniques would enhance their skills and confidence in implementing new curricular requirements.</p>
<p>Collaboration Among Educators</p>	<p>The focus group discussions underscored a desire for greater collaboration among educators when it comes to developing assessments. Teachers believed that sharing best practices could lead to more consistent evaluation standards across different classrooms within Tororo Town College.</p>
<p>Challenges Faced</p>	<p>Despite recognizing positive changes brought about by the new curriculum, many teachers articulated challenges such as limited resources for implementing diverse assessment methods or insufficient time allocated for thorough student evaluations.</p>

Feedback Mechanisms	Teachers highlighted the importance of feedback mechanisms within assessments as crucial for student growth. They noted that timely feedback helps learners understand their strengths and areas needing improvement while fostering a growth mindset toward language acquisition.
---------------------	--

In conclusion, this chapter has presented findings derived from qualitative research methods aimed at understanding teacher perspectives on language assessment at Tororo Town College under both old and new curricula. The triangulation of data sources semi-structured interviews, focus group discussions, and document analysis has enriched our understanding of how teachers perceive their roles in facilitating effective language assessments amidst evolving educational frameworks.

CHAPTER FIVE

DISCUSSION AND INTERPRETATION OF RESULTS

5.0 Introduction

In this chapter, the findings of the research study will be discussed and interpreted in detail. The primary objective is to analyze the results obtained from the data collected during the study and to provide insights into their implications. The discussion will be structured around the research questions and objectives outlined in Chapter One, with a focus on addressing the significance of the findings, their alignment with existing literature, and any potential implications for theory, practice, and future research.

5.1 Effectiveness of Language Assessment Under Old and New Curricula in Tororo Town College

From Table 4.1, the analysis of language assessment effectiveness at Tororo Town College reveals significant insights into the pedagogical shifts from the old curriculum to the new curriculum. This discussion synthesizes teachers' perspectives on both curricula, highlighting their strengths and weaknesses, as well as the implications for student learning outcomes.

5.1.1 Old Curriculum Insights

The old curriculum provided a structured framework for language assessment that was appreciated by educators for its clarity. Teachers noted that the guidelines were explicit, which facilitated a uniform approach to evaluating student performance. However, this rigidity also

posed challenges. The lack of flexibility in assessments meant that they often failed to accommodate the diverse linguistic abilities and learning styles present within the student population.

Many educators expressed concern that standardized tests were overly focused on rote memorization. This approach not only limited students' ability to engage critically with language but also hindered their capacity to apply language skills in practical contexts. For instance, assessments predominantly centered around grammar rules and vocabulary recall did not encourage students to develop higher-order thinking skills or real-world communication competencies. Consequently, while students may have performed well on tests, their actual proficiency in using language effectively in varied situations remained questionable.

Moreover, the emphasis on memorization over comprehension led to a superficial understanding of language concepts among students. Teachers observed that many learners could regurgitate information without truly grasping its meaning or relevance. This disconnect between assessment practices and genuine language acquisition raised concerns about the overall effectiveness of the old curriculum in preparing students for future academic and professional endeavors.

5.1.2 New Curriculum Insights

In contrast, the new curriculum introduced a more holistic approach to language learning and assessment. Educators reported a shift towards formative assessments designed to provide ongoing feedback rather than relying solely on summative evaluations at the end of instructional units. This change aimed to foster an environment where continuous improvement was prioritized, allowing students to identify areas for growth throughout their learning journey.

Teachers highlighted several positive outcomes associated with this new approach. For example, formative assessments encouraged collaborative learning experiences and peer feedback mechanisms, which enhanced student engagement and motivation. Additionally, these assessments often included diverse formats—such as projects, presentations, and reflective journals—that catered to various learning styles and allowed for a more comprehensive evaluation of student capabilities.

However, despite these advancements, some teachers voiced concerns regarding inadequate training on implementing these new strategies effectively. The inconsistency in application across different classrooms indicated a need for professional development opportunities focused on best practices for formative assessment integration. Without proper training and support, some educators struggled to adapt their teaching methods accordingly, leading to disparities in how effectively the new curriculum was executed.

Furthermore, while there was enthusiasm surrounding the potential benefits of formative assessments, teachers noted that transitioning from traditional assessment methods required time and adjustment. Some educators felt overwhelmed by the demands of creating varied assessment types while maintaining rigorous academic standards.

In summary, while both curricula had distinct advantages and limitations regarding language assessment at Tororo Town College, it is evident that moving towards a more flexible and holistic approach has potential benefits for enhancing student learning outcomes. The shift from rote memorization towards critical thinking and practical application represents a significant step forward; however, addressing training gaps among educators will be crucial in ensuring consistent implementation across all classrooms.

5.1.3 Comparative effectiveness of the old curriculum insights versus New curriculum insights

The comparative effectiveness of the old curriculum insights versus the new curriculum insights at Tororo Town College in Uganda reveals a complex landscape shaped by various factors influencing teacher perceptions and educational outcomes. This discussion synthesizes qualitative and quantitative data gathered from teachers, students, and administrative staff to provide a comprehensive understanding of the implications of curriculum changes.

Teachers expressed a range of opinions regarding the transition from the old curriculum to the new one. Many educators appreciated the innovative approaches introduced in the new curriculum, which emphasized learner-centered methodologies, critical thinking, and practical skills over rote memorization. This shift aligns with global educational trends that advocate for more engaging and relevant learning experiences.

However, despite these positive sentiments, teachers also highlighted significant gaps in resources necessary for effective implementation. Many reported a lack of teaching materials, inadequate classroom facilities, and insufficient access to technology that could enhance learning experiences. These resource constraints hindered their ability to fully embrace the pedagogical innovations proposed by the new curriculum.

The triangulation of data sources revealed that teacher perceptions varied widely based on personal experiences with institutional support and access to training opportunities. Some educators who received robust professional development reported feeling more confident in implementing the new curriculum effectively. They noted that workshops and training sessions

provided them with valuable strategies for integrating new teaching methods into their classrooms.

Conversely, teachers who lacked such support often felt overwhelmed by the demands of the new curriculum. They expressed concerns about their preparedness to adapt their teaching styles without adequate training or guidance. This disparity underscores the importance of ongoing professional development as a critical component for successful curriculum implementation.

While teacher perceptions are crucial, it is equally important to consider how these curricular changes impact student learning outcomes. Preliminary assessments indicated that students exposed to innovative teaching methods demonstrated improved engagement and motivation compared to those taught under traditional methods associated with the old curriculum. However, this improvement was not uniform across all subjects or student demographics.

Factors such as class size, individual teacher effectiveness, and student socio-economic backgrounds played significant roles in shaping educational outcomes. In some cases, students struggled with adapting to more active learning environments due to varying levels of foundational knowledge acquired under previous curricula.

The findings underscore the importance of continuous evaluation and adaptation of educational curricula to meet evolving pedagogical needs. As Tororo Town College navigates these changes in language assessment practices, ongoing dialogue among educators will be essential in refining approaches that truly support diverse learners' needs.

5.2 Comparison of Language Assessment Methods Under Old and New Curriculum

The comparison of language assessment methods under the old and new curriculum at Tororo Town College in Uganda reveals significant shifts in educational philosophy and practice. This analysis will delve into the implications of these changes, focusing on how they affect student learning outcomes, teacher practices, and overall educational quality.

5.2.1 Old Curriculum Assessment Methods

The old curriculum's reliance on summative assessments primarily aimed to evaluate students' knowledge retention at the end of a learning period. These assessments often took the form of high-stakes examinations that emphasized rote memorization over critical thinking or practical application of language skills. This approach limited students' ability to engage deeply with the material, as they were more focused on passing exams than on understanding concepts.

In this framework, assessments were perceived as final judgments rather than tools for improvement. The lack of formative feedback meant that students received little guidance on their progress or areas needing improvement until after the summative assessments were completed. Consequently, many learners struggled to identify their weaknesses and missed opportunities for growth throughout the academic year.

Standardized tests often failed to account for individual student needs or diverse learning styles. Students who may have excelled in practical applications of language skills might have struggled with rigid testing formats that prioritized rote memorization over critical thinking or creativity.

5.2.2 New Curriculum Assessment Methods

The new curriculum represents a paradigm shift towards formative assessments that prioritize continuous feedback and learning enhancement. By integrating regular assessments into the teaching process, educators can monitor student progress more effectively and provide timely interventions when necessary. This ongoing evaluation fosters a growth mindset among students, encouraging them to view challenges as opportunities for development rather than insurmountable obstacles.

The introduction of varied assessment techniques such as portfolios, peer assessments, self-assessments, and project-based evaluations addresses diverse learner needs more effectively than traditional methods. These approaches not only accommodate different learning styles but also promote active engagement with content. For instance, portfolios allow students to showcase their work over time, reflecting their learning journey and personal growth in language proficiency.

The incorporation of technology into assessments such as online quizzes, interactive platforms, and digital portfolios has been shown to enhance student engagement. These tools often provide a more dynamic learning experience that can cater to various learning preferences.

5.2.3 Implications for Student Learning Outcomes

The transition from an old curriculum focused on summative assessments to a new one emphasizing formative evaluations has profound implications for student learning outcomes:

Students are likely to be more engaged in their learning when they receive regular feedback and have opportunities to reflect on their performance.

With diverse assessment methods that cater to individual strengths and weaknesses, students can develop a broader range of language skills beyond mere memorization.

The focus on formative assessment can lead to increased motivation among students as they see tangible evidence of their progress over time.

5.2.4 Implications for Teacher Practices

Teachers also experience significant changes in their roles under the new curriculum:

Educators transition from being mere evaluators to facilitators who guide students through their learning processes.

To implement diverse assessment techniques effectively, teachers may require additional training and resources to adapt their instructional strategies accordingly.

The emphasis on peer assessments encourages collaboration among students and fosters a supportive classroom environment where learners can share insights and strategies.

5.3 Teacher Roles in Language Assessment under old and the new curriculum

5.3.1 Facilitators of Learning

In both the old and new curricula, teachers have increasingly recognized their roles as facilitators of learning rather than mere evaluators of knowledge. This shift in perspective underscores a fundamental change in educational philosophy, where the emphasis is placed on guiding students through the learning process. Teachers reported that they prioritize creating supportive environments that encourage students to express themselves freely in the target language. This

approach aligns with contemporary pedagogical theories that advocate for student-centered learning, where the teacher's role is to support and nurture student engagement and participation.

The findings indicate that teachers are aware of the importance of fostering a classroom atmosphere conducive to language acquisition. By positioning themselves as facilitators, they aim to reduce anxiety among students, which can often hinder language performance. This supportive environment not only enhances students' confidence but also promotes risk-taking in language use, which is essential for developing communicative competence.

5.3.2 Adaptation of Assessment Strategies

Under the new curriculum, there has been a notable shift in assessment strategies employed by teachers. They reported adapting their methods to align with modern educational philosophies that emphasize critical thinking and creativity over rote memorization. This adaptation reflects an understanding that assessments should extend beyond merely measuring linguistic proficiency; they should also evaluate students' abilities to apply language skills effectively in real-life contexts.

Teachers acknowledged that traditional assessment methods often failed to capture the full spectrum of language use and comprehension. As a result, many have begun incorporating alternative assessment techniques such as project-based assessments, peer evaluations, and self-assessments. These methods not only provide a more holistic view of a student's capabilities but also encourage active engagement with the material. By focusing on practical applications of language skills, teachers are preparing students for real-world communication scenarios, thereby enhancing their overall linguistic competence.

5.3.3 Professional Development Needs

Despite these positive changes in teaching practices and assessment strategies, many teachers expressed a significant need for ongoing professional development related to effective language assessment practices. The transition from traditional to contemporary approaches requires educators to be well-versed in innovative assessment techniques and methodologies. Teachers indicated that they would benefit from workshops, training sessions, and collaborative opportunities focused on best practices in language assessment.

This need for professional development highlights a critical gap between current teaching practices and educators' preparedness to implement them effectively. Continuous professional growth is essential for teachers to stay updated with evolving educational trends and research findings related to language acquisition and assessment. By investing in professional development programs tailored specifically for language educators, schools can enhance teaching quality and ultimately improve student outcomes.

In summary, this discussion emphasizes the transformative role of teachers as facilitators within both old and new curricula while highlighting the necessity for adaptive assessment strategies aligned with contemporary educational values. Furthermore, it underscores the importance of ongoing professional development as a means to equip educators with the necessary tools to navigate these changes successfully.

5.3.4 Collaboration Among Educators

The focus group discussions underscored a desire for greater collaboration among educators when it comes to developing assessments. Teachers expressed that sharing best practices could lead to more consistent evaluation standards across different classrooms within

Tororo Town College. This collaborative approach is essential as it fosters a community of practice where educators can learn from one another, share resources, and develop assessments that are not only aligned with curricular goals but also reflective of diverse student needs.

Moreover, collaboration can enhance professional development opportunities for teachers, allowing them to engage in joint planning sessions and workshops focused on assessment design. By working together, educators can ensure that assessments are equitable and inclusive, catering to various learning styles and abilities. This collective effort may also help mitigate discrepancies in grading practices that often arise when individual teachers create their own assessments without a shared framework.

5.3.4 Challenges Faced

Despite recognizing positive changes brought about by the new curriculum, many teachers articulated **challenges** such as limited resources for implementing diverse assessment methods or insufficient time allocated for thorough student evaluations. The lack of adequate materials—such as rubrics, assessment tools, and training on innovative assessment strategies—hinders teachers' ability to effectively assess student learning outcomes.

Additionally, time constraints pose a significant barrier; many educators reported feeling overwhelmed by their teaching responsibilities alongside the demands of creating varied assessments. This situation often leads to reliance on traditional testing methods rather than exploring alternative approaches like formative assessments or project-based evaluations that could provide richer insights into student understanding.

Furthermore, some teachers noted that while they were enthusiastic about incorporating new assessment techniques, they felt unprepared due to insufficient training or professional development opportunities related specifically to language assessment under the new curriculum.

5.3.4 Feedback Mechanisms

Teachers highlighted the importance of **feedback mechanisms** within assessments as crucial for student growth. They noted that timely feedback helps learners understand their strengths and areas needing improvement while fostering a growth mindset toward language acquisition. Effective feedback is not merely about correcting errors; it involves providing constructive guidance that encourages students to reflect on their learning processes.

Educators emphasized that feedback should be specific, actionable, and delivered promptly so students can apply it before moving on to new content. This approach aligns with contemporary educational theories advocating for formative assessment practices where ongoing feedback plays a pivotal role in enhancing student engagement and motivation.

Moreover, establishing clear channels for communication between teachers and students regarding expectations and performance can further strengthen this feedback loop. Teachers suggested regular check-ins with students to discuss progress and set personalized learning goals based on assessment results.

In conclusion, while the transition to a new curriculum presents opportunities for improved language assessment practices at Tororo Town College, it also brings forth challenges that need addressing through enhanced collaboration among educators, resource allocation, time management strategies, and effective feedback mechanisms.

CONCLUSIONS AND RECOMMENDATIONS

In this section, we provide a comprehensive overview of the conclusions drawn from the research on language assessment under the new lower secondary school curriculum in Tororo District. Additionally, we offer recommendations based on these conclusions to improve language assessment practices in the context of the new curriculum.

Conclusions

This study has provided valuable insights into the effectiveness, methods, and roles of teachers in language assessment within the educational framework of Tororo District. The findings were summarized based on the three primary objectives of the study:

The evaluation of language assessment under both the old and new lower secondary school curricula revealed significant differences in effectiveness. The old curriculum was characterized by traditional assessment methods that primarily focused on rote memorization and standardized testing. In contrast, the new curriculum emphasizes formative assessments, which are more aligned with contemporary pedagogical practices that foster critical thinking and practical application of language skills. Teachers reported that while the new curriculum offers a more holistic approach to language assessment, challenges such as inadequate training and resources hinder its full implementation.

A comparative analysis of language assessment methods highlighted a shift from summative assessments in the old curriculum to a more diversified approach in the new curriculum. The old methods were largely exam-centric, limiting opportunities for students to demonstrate their

language proficiency through varied formats such as projects, presentations, and peer assessments. Conversely, the new curriculum encourages multiple forms of assessment that cater to different learning styles and promote student engagement. However, teachers expressed concerns regarding consistency in grading and ensuring fairness across diverse assessment types.

The investigation into teachers' roles revealed that they are pivotal in both implementing assessments and interpreting results to inform instruction. Under the old curriculum, teachers felt constrained by rigid guidelines that limited their ability to adapt assessments to meet individual student needs. In contrast, the new curriculum empowers teachers to take a more active role in designing assessments tailored to their students' contexts and abilities. Nonetheless, many teachers indicated a need for ongoing professional development to enhance their skills in creating effective assessments and utilizing data-driven approaches.

Recommendations

Based on these conclusions, several recommendations can be made to improve language assessment practices at Tororo Town College:

It is crucial to establish comprehensive training programs for teachers focused on modern assessment strategies aligned with the new curriculum's objectives. These programs should cover topics such as formative assessment techniques, differentiation strategies, and data analysis for instructional improvement.

To effectively implement diverse assessment methods outlined in the new curriculum, schools should allocate sufficient resources—both material (e.g., technology tools) and human (e.g., support staff)—to facilitate innovative teaching practices.

Encouraging collaboration among teachers can foster an environment where best practices are shared regarding language assessment methodologies. Regular workshops or professional learning communities could serve as platforms for educators to discuss challenges faced during implementation and collectively develop solutions.

Establishing robust feedback mechanisms will allow teachers to receive input from students regarding their experiences with various assessment types. This feedback can guide adjustments in teaching strategies and help ensure that assessments remain relevant and effective.

Continuous monitoring of how language assessments are being implemented under both curricula is essential for identifying areas needing improvement or adjustment. School administrators should conduct regular evaluations involving teacher input to assess whether current practices align with educational goals.

In conclusion, while there have been notable advancements in language assessment under the new curriculum at Tororo Town College compared to the old one, ongoing support for teachers through training, resources, collaboration opportunities, feedback mechanisms, and monitoring will be vital for sustaining progress and enhancing student outcomes.

REFERENCES

- Akpinar, M., & Ozalp, M. T. (2023). Teacher! Please Light My Way: Effect of Providing Individual Feedback on Achievement in Social Studies Education. *International Journal of Education and Literacy Studies*, 11(4), 272-280.
- Arani, J. A. (2020). Teaching Reading and Writing through a Web-Based Communicative Medium: Weblog. *International Journal of Internet Education*, 19(1), 5-15.
- Asuman, B., Khan, M. S. H., & Clement, C. K. (2018). Integration of web-based learning into higher education institutions in Uganda: Teachers' perspectives. *International Journal of Web-Based Learning and Teaching Technologies (IJWLTT)*, 13(3), 33-50.
- Bisikwa, F. (2021). Exploring classroom assessment practices and their impact on preservice teachers self-efficacy in a selected primary teachers' college, Uganda.
- Buyukkarci, K., & Sahinkarakas, S. (2021). The impact of formative assessment on students' assessment preferences. *The Reading Matrix: An International Online Journal*, 21(1), 142-161.
- Chan, C. K. Y. (2023). A comprehensive AI policy education framework for university teaching and learning. *International journal of educational technology in higher education*, 20(1), 38.
- Espen, S.-J. (2009). *Student Learning through a Rural Community Library: A case study from Uganda*. University of Oslo (Norway),
- Gracia, M., Alvarado, J. M., & Nieva, S. (2021). Assessment of oral skills in adolescents. *Children*, 8(12), 1136.
- Gyagenda, A. (2023). Need for a total revamp of the Ugandan educational system towards enabling local graduates to compete on the global scale. *International Journal of Academic Research in Progressive Education and Development*, 12(1).
- Irons, A., & Elkington, S. (2021). *Enhancing learning through formative assessment and feedback*: Routledge.
- Jenkins, J., & Leung, C. (2019). From mythical 'standard'to standard reality: The need for alternatives to standardized English language tests. *Language Teaching*, 52(1), 86-110.

- Kabugo, S. (2021). Assessing Language Proficiency under Competency-Based Curriculum: Challenges and Opportunities. *Journal of Language and Education*, 7(1), 45-57.
- Malunda, P. N. (2019). Teacher support systems and quality of pedagogical practices in Uganda's public secondary schools. *African Journal of Governance and Development*, 8(2), 37-54.
- Mickwitz, Å., & Suojala, M. (2020). Learner autonomy, self-regulation skills and self-efficacy beliefs—How can students' academic writing skills be supported? *Language Learning in Higher Education*, 10(2), 381-402.
- Mitana, Giacomazzi, M., & Fontana, M. (2021). The role of assessment practices in fostering higher order thinking skills: The case of Uganda certificate of education. *American Journal of Educational Research*, 9(10), 612-620.
- Mitana, J. M. V., Muwagga, A. M., Giacomazzi, M., Kizito, O. S., & Ariapa, M. (2019). Assessing educational outcomes in the 21st century in Uganda: a focus on soft skills. *Journal of Emerging Trends in Educational Research and Policy Studies*, 10(1), 62-70.
- Moss, C. M., & Brookhart, S. M. (2019). *Advancing formative assessment in every classroom: A guide for instructional leaders*: ASCD.
- Mutweleli, S., Mwathe, G., & Mundi, S. (2024). Scenario-Based Assessments: Experience from East Africa. In *The contextualisation of 21st century skills: Assessment in East Africa* (pp. 135-149): Springer.
- Nakabugo, J., Ntambi, D., & Mukasa, J. (2020). Assessment under Competency-Based Curriculum: A Case Study of English Language Teaching in Uganda. *Journal of Education and Practice*, 14(14), 5.
- Ndeleki, B. (2015). *Teachers' perceptions on the use of local languages as medium of instruction from grade 1-4 in selected Private Schools of Lusaka*.
- Omal, A. I. (2019). *Pedagogical Practices and Learners' Performance in Upper Primary Education in Uganda: A Case of Wakiso District*. The Open University of Tanzania,
- Rachael, K. (2021). Exploratory study on the teaching of reading in lower primary classes: a case one government primary school in Kocheke Sub County, Uganda.
- Radovic, S., Maric, M., & Passey, D. (2019). Technology enhancing mathematics learning behaviours: Shifting learning goals from “producing the right answer” to “understanding

- how to address current and future mathematical challenges”. *Education and Information Technologies*, 24, 103-126.
- Renwick, M. (2017). *Digital portfolios in the classroom: Showcasing and assessing student work*: ASCD.
- Sibomana, E. (2022). Transitioning from a local language to English as a medium of instruction: Rwandan teachers’ and classroom-based perspectives. *International Journal of Bilingual Education and Bilingualism*, 25(4), 1259-1274.
- Spillberg, R. A. (2024). *Leveraging Technology to Support Teaching and Learning in Uganda*. Northeastern University Boston,
- Widiastuti, I. A. M. S. (2024). CLASSROOM-BASED ASSESSMENT IMPLEMENTED BY HIGH SCHOOL TEACHERS TO IMPROVE STUDENTS’ACHIEVEMENT IN LEARNING. *Jurnal Cakrawala Ilmiah*, 3(6), 2135-2144.
- Yli-Panula, E., Jeronen, E., Koskinen, S., & Maki, S. (2022). Finnish University Students’ views on climate change education and their own ability to act as climate educators. *Education Sciences*, 12(3), 169.
- Zhou, A. (2023). Investigating the impact of online language exchanges on second language speaking and willingness to communicate of Chinese EFL learners: a mixed methods study. *Frontiers in Psychology*, 14, 1177922.

APPENDICIES

Appendix A: Observation Checklist

Teacher perspectives on language assessment in the old and new curriculum at tororo town college.

No.	Observation Item	Findings
1	Clear alignment between assessment and curriculum objectives	
2	Diversity of assessment methods observed	
3	Evidence of students' engagement during assessments	
4	Availability of assessment materials and resources	
5	Adequacy of feedback provided to students	
6	Use of standardized assessment tools and rubrics	
7	Inclusivity of assessment practices for diverse learners	

8	Degree of teacher involvement in assessment process	
9	Professional development opportunities for teachers	
10	Integration of technology in assessment practices	

This observation checklist aims to capture key aspects related to the effectiveness of language assessment, comparison of assessment methods, and the role of teachers in the assessment process under the new lower secondary school curriculum in Tororo District. Each item in the checklist provides a specific area to observe and evaluate during the research process.

Appendix B: Interview Guide

My name is Namae Joan a third year student from Busitema University conducting a research on **Teacher perspectives on language assessment in the old and new curriculum at tororo town college.**

Welcome to my interview on the topic of language assessment under the new lower secondary school curriculum in Tororo District. This research aims to explore and understand the dynamics of language assessment practices within the context of the recently implemented curriculum changes. Language assessment plays a critical role in evaluating students' language proficiency, facilitating their learning progress, and ensuring the attainment of curriculum objectives.

In this interview, we seek to gather insights into the effectiveness of language assessment practices, compare different assessment methods utilized under the new curriculum, and investigate the role of teachers in the assessment process. Understanding these aspects is vital for identifying strengths, challenges, and opportunities for improvement in language assessment within Tororo District's educational framework.

1. Can you share your experiences with language assessment under the new lower secondary school curriculum in Tororo District?
2. How do you perceive the effectiveness of language assessment practices in the new curriculum?
3. What specific aspects of language assessment do you believe are particularly effective or ineffective under the new curriculum?

4. Can you describe the various methods of language assessment used in the new curriculum?
5. In your opinion, what are the differences between these assessment methods in terms of their effectiveness and suitability for evaluating students' language proficiency?
6. How do teachers decide which assessment methods to use for evaluating students' language skills?
7. What are the strengths and weaknesses of the different language assessment methods used under the new curriculum?
8. How do these assessment methods align with the language learning objectives of the new lower secondary school curriculum?
9. What role do teachers play in the language assessment process under the new curriculum?
10. In your view, what are the key challenges faced by teachers in conducting language assessments, and how can these challenges be addressed to improve language assessment practices under the new curriculum?

Thank you very much for your participation, your presence matters to our well being

Appendix C: Document Analysis Items

Teacher perspectives on language assessment in the old and new curriculum at tororo town college.

No.	Document	Analysis Item	Findings
1	Curriculum Guidelines	Evaluation of language assessment objectives and guidelines outlined in the curriculum	
2	Assessment Policies	Comparison of language assessment methods specified in assessment policies	
3	Assessment Tools and Rubrics	Examination of standardized assessment tools and rubrics used for language assessment	
4	Teacher Training Manuals	Investigation into the content and emphasis on language assessment in teacher training manuals	
5	Student Assessment Records	Analysis of types and frequency of language assessments administered to students	

6	Teacher Assessment Reports	Identification of teacher perspectives and practices regarding language assessment	
7	Educational Research Studies	Review of existing research on language assessment effectiveness and best practices	
8	Student Performance Data	Examination of student performance data in language assessments under the new curriculum	
9	School Assessment Plans	Assessment of school-level plans for implementing language assessment under the new curriculum	
10	Government Education Reports	Insights from government reports on the implementation and outcomes of the new curriculum in language assessment	

This document analysis table outlines key items to examine when analyzing documents related to language assessment under the new lower secondary school curriculum in Tororo District. Each item provides a specific focus for analysis, ranging from curriculum guidelines to teacher training manuals and student performance data, to gain insights into the effectiveness of language assessment and the role of teachers in the assessment process.

