



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITY AND LAW

DEPARTMENT OF ENGLISH

POST GRAGUATE PROGRAM

**AN INVESTIGATION OF GRADE 11 AND 12 ENGLISH LANGUAGE TEACHERS'
PRACTICE OF CONTINUOUS ASSESSMENT IN READING CLASS: THE CASE OF
DERA PREPARATORY SCHOOL.**

BY

MUSEFA MUZEYIN

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS
OF THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN
LANGUAGE (TEFL)**

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An Investigation of Grade 11 and 12 English Language Teachers' Practice of Continuous Assessment in Reading Class: The Case of Dera Preparatory School.

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September, 2017

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DECLARATION

I hereby affirm that my research work entitled “*An Investigation of Grade 11 and 12 English Language Teachers’ Practice of Continuous Assessment in Reading Class: The Case of Dera Preparatory School*”. A Thesis Submitted for the partial Fulfillment of the Requirement for the Award of the Degree of Masters in Teaching English as a Foreign Language (TEFL) is my own original work and has not been submitted for any assessment, degree, diploma or award at ASTU or any other University/Institutions.

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Place:- Adama, Ethiopia.

Date:- 15/9/2017

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

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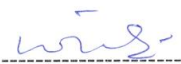
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Acronym

CA = Continuous Assessment

ETP=Educational Training Policy

MOE = Ministry of Education

WEO = Woreda Education Office

Abstract

The main purpose of this study was to investigate teachers' practices of continuous assessment in EFL reading classes in Dhera preparatory schools in Dhera town, Arsi zone. The research questions asked focused on assessing the extents to which English teachers implemented continuous assessment (CA) in reading classes, to analyze the types of CA tools English teachers used to assess students' reading skills, to review whether appropriate feedbacks were given to students based on results of CA and to review the major problems English teachers encountered in using CA. To answer the research questions and to conduct the study, descriptive survey research design having both qualitative and quantitative approaches was employed. The study involved a total of fifty-nine respondents' who were selected using simple random sampling technique. Three teachers and fifty six students were used as the main sources of data gathered through questionnaire, interview and document analysis. Structured questionnaire was administered to fifty-six students while semi-structured interview was carried out with three Grade 11 and 12 English language teachers. The quantitative data collected through questionnaire were analyzed using descriptive statistical tools like frequency, mean and standard deviation whereas the qualitative data from interview and document analysis were analyzed using narrative form and interpretative way. The finding of the study revealed that teachers were not using various kinds of continuous assessment devices during the reading lessons. Teachers were not also giving appropriate feedback to learners after every assessment, and teachers' failures in using the students' continuous assessment for decision making on learners progress implied that continuous assessment was not practiced effectively. To overcome these problems, it was recommended that due attention should be given to using adequate assessment devices, employing mechanisms to deal with large class size problems, and giving appropriate and constructive feedback.

Key words: - assessment, decision making, device, feedback, implement, reading skill,

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1. Introduction

This chapter treats the background of the study, the statement of the problem, objective of the study, the research questions, significance of the study, delimitation and limitations of the study, organization of the study, and definition of key terms.

1.1 Background of the Study

In most part of the world, the English language plays a major role in different aspects of people's lives. For instance, English language is used as a medium of instruction in Ethiopian high schools and preparatory levels of education. Although it has a determining role in students' academic lives in levels higher than secondary schools in Ethiopia, learners level of performance in the language has been reported to be in a state of decline from time to time. According to a study made by Teshome (2001), it was found out d that the English language competence of students in secondary school level was unsatisfactory for their level.

This is students' poor performance in English language is attributed to a variety of factors, such as, the method used to teach the language, the quality of teachers' training, quality of curricular materials, the evaluation system, lack of continuous (on job) training and attitude of both teachers and students (Rogers 2000 and Cross 1995). Of the determinant factors which contribute to the inadequacy of learner performance in English language, teachers' evaluation system could be the one that might be emphasized.

Abiy (2013) also conducted a study on high school teachers' perception, attitude and actual practices of continuous assessment (CA). His study revealed that CA was exclusively used for developing students' intellectual skills. Teachers gave learners assignments to evaluate their achievement of the learning objectives. His study also added that the English teachers did not properly practice CA in their schools.

In the process of assuring quality education, an emphasis on assessment is essential. Rink (as quoted in Abera, 2012) asserts, ‘One of the recent directions of educational reform has been the emphasis given to assessment practice in the teaching learning process’ (p.14). This is to mean that as assessment and instruction are integrated together, what behaviors students can demonstrate due to increase in their knowledge, skills, and attitudes can be measured through careful assessment.

Furthermore, the practices of continuous assessment help gather information about students’ progress. The exact status of students’ development can be obtained by assessing the learning process continuously. This helps review whether students make learning progress throughout the school or education cycle when they receive feedback from their teacher based on their performance. And this makes them refocus on topics they have not yet mastered. Besides, assessment helps teachers also identify which students need revision and remedial teaching and which learners are ready to begin complex lessons.

According to our country’s education and training policy (ETP), attention has been given to continuous assessment (MoE, 1994). The policy reads as follows, “Continuous assessment in academic and practical subjects, including aptitude tests will be conducted to ascertain the formation of all round profile of students at all levels” (p. 18).

Like in any other subjects, the practice of continuous assessment in English classrooms enable teachers to realize how learners are progressing or developing in the language skills, knowledge and values. In line with this, out of the four macro skills, the practice of continuous assessment in reading class has to be emphasized because assessing reading ability is regarded all over the English speaking world as one of the most important way of monitoring educational standards (Harrison & Salinger, 1998). This study, therefore, was intended to investigate Grade 11 and 12 English language teachers’ practice of continuous assessment in reading classes at Dhera Preparatory School, which is found Dhera town, Arsi Zone, Oromia Region.

1.2 Statement of the Problem

Obviously continuous assessment is being implemented with the intention of improving learning and guiding teaching in particular and raising the standard of education in general. The prominent reason that motivated the researcher to undertake the study on the given title was that continuous assessment is highly recommended to support learners' learning and to inform teachers' instructions. There is substantial evidence in literature to confirm that effective practice of continuous assessment enhances learners' performance and improves the standards of education (Taras, 2009).

The other factor that motivates the researcher to focus on this topic was the researcher's experience as he has served for many years as English language teachers at different levels. Due to this, he has got opportunities to observe teachers' practice of continuous assessment in English language reading classes. For example, at Dhera preparatory school, where the researcher has been working, although the practice of reading skill is being applied, he assumes that continuous assessment that measure students reading ability might have not been done properly. In addition, the researcher speculates that English teachers hardly use mark lists that show continuous assessments for the reading skills.

Thus, based on reasons discussed above, the researcher speculated that English language teachers' practices of continuous assessment in reading classes could be the area where problems concerning the possible benefits teachers and students were expected to obtain from the applications of CA were missing. Furthermore, preparatory level teachers also need to make use of CA in order to review their students' level of progress. However, when the practice of CA in these grade levels is not properly implemented, teacher would not be able to provide remedial measures and to assist students to achieve their goals of joining universities. As a result, assessing the practice of CA in these grade levels would become crucial.

Concerning the practice of continuous assessment for language teaching and learning; various studies had been conducted at different places both abroad and in Ethiopia. The result, these studies suggested a verity of recommendations with regard to varied problems of the stitutions.

For example, a study carried out by Sitiggnns (1998) concluded that the uses of continuous assessment in English languages classrooms were for teachers to find out what students know and could do. Popham (1999) also conducted a study to assess the reason why teachers used continuous assessment and why they did not prefer to use the method in English languages classrooms. Another study by Ostcrhof (1999) on the practice of continuous assessment in English language class was aimed at gaining insight in what teachers say their students know and can do and what opportunity it provided children with what they know to promote learning for understanding.

Coming to the Ethiopian context, Mbea (2008) carried out a study on the challenges of continuous oral assessment in EFL classes of Debre Birhan teachers' college. Her study revealed that there was positive attitude towards continuous oral assessment even though it was not implemented properly. Furthermore; different factors that hinder its implementation were identified. Another study conducted by Dagne (2009) in Jimma Teachers' College was concerned with the practice of continuous assessment and it came up with a finding that teachers always used continuous assessment in order to assess students' English language performance. The finding also revealed that teachers did not get adequate training on it. Moreover, Habtamu (2009) conducted a research focusing on the implementation of continuous assessment among Dilla University EFL teachers. In his study, lack of adequate knowledge about CA, limited use of assessment devices and different challenges during its implementation were identified.

What makes this study different from the studies mentioned above was that in this study, first, more attention was given to teacher's practice of CA in reading classes. Second, none of the above studies were carried out to assess the English language teachers' practice of CA in Grade 11 and 12 since these grade levels are place where students prepare themselves to join university. Third, as far as the awareness of the present research is concerned, no study had been conducted on the practice of CA in Dhera Preparatory school. Due these reasons, the researcher was motivated to conduct a study to investigate Grade 11 and 12 English language teachers' practices of continuous assessment in reading classes at Dhera Preparatory school, found in Dhera town, Arsi Zone, Oromia Region.

1.3. Objectives of the Study

The study had the following general and specific objectives.

1.3.1. General Objectives

The general objective of the study was:-

- To investigate Grade 11 and 12 English language teachers implementation of continuous assessment with regard to the principle and purpose of assisting students to improve their reading skill.

1.3.2. Specific Objectives

Specifically, this research was intended to:

1. Point out the extent to which EFL teachers implemented CA in reading classes.
2. Identify the CA tools EFL teachers mainly used to assess students' reading skills.
3. Find out whether or not appropriate feedbacks were given based on results of CA.
4. Identify major problems EFL teachers encountered in implementing CA during reading lessons.

1.4 Research Questions

To achieve the above objectives, the following research questions were formulated:

- To what extent were EFL teachers implementing CA in English reading classes?
- What types of CA tools did EFL teachers used to assess students' reading skills?
- What appropriate feedbacks were given to students based on results of CA?
- What were the major problems EFL teachers encountered in using CA in reading classes?

1.5 Significance of the Study

The aim of this study was to assess the practice of continuous assessment in reading class. Thus, the finding was hoped to generate information about the teachers' practice along with its effects. In view of this, the study was hoped to provide recent information to school leaders, to heads of woreda educational office and other concerned officials about teachers' practice of continuous assessment during reading classes of the preparatory school in order to take appropriate measures.

The finding of the study was also expected to indicate to English language teachers what their current practices of CA looked like, what problems their practices of CA faced and what should be done to tackle the problems. Thus, based on the feedback English teachers would get from the study; they would be able to evaluate their assessment strategies. Moreover, the finding would provide information about the tools they were using to assess their learners and would help them determine the CA tools they should use and to continually take corrective measures based on the feedbacks teachers get from CA.

Besides, since continuous assessment is one of the tools teachers can use to inform them about their teaching and about their students' progress and since assessment and learning are integrated in the classroom, the results of the study was expected to benefit students in some ways. First, it was hoped that students would obtain assistance and support from teachers on areas students have problems in the skill. Next, it was expected that as long as teachers employed the appropriate CA tools, students would get proper guidance and remedial measures to improve the language in general and the reading skill in particular. Finally, the finding of this study could also be used as a starting point, as a background and as a reference to those who want to conduct further studies on related areas in the future.

1.6 Delimitation of the Study

The study was delimited to Dhera Preparatory School which is found in Sub-North Arsi Zone that encompasses four (4) administrative woredas. The classification of woredas in sub-zone was

made by the researcher only for the purpose of this study. Thus, there are four (4) preparatory schools in this sub-zone. Out of these preparatory schools, Dhera Preparatory School was selected as a target area for the study because the school had large number of students and teachers when it was compared with that of other preparatory schools found in this sub-zone. And the study did not deal with the other schools.

The scope of this study was also delimited to the implementation of continuous assessment in Grade 11 and 12 English classes of the school. Although all macro and micro skills of the English language are taught in class, the study was delimited to assessing the practices and devices used for the CA in the reading skill. The study was also delimited to assessing the practices of English teachers not including students. In addition, the study was delimited to using research instruments, such as, questionnaire, interview, document analysis and observation.

1.7 Limitations of the Study

This study has bounded with some limitation like shortage of time and resources. Again lack of responsibility of some respondents in filling the questionnaire and responding to the interview in both students' and teachers' part were some of the limitations encountered during the study. As a result, the findings of the study might not be sufficient to make generalization at the country level. It would be better and more effective if much number of schools and participants were to be included in the study to gather adequate information thereby to make sound generalization.

1.8 Organization of the Study

This study has five chapters. The first chapter treats the introductory part that includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, and definitions of key terms. The Second Chapter focuses on providing literature review to concepts and ideas raised in the study. Chapter Three deals with research design of the study, the sampling techniques; the research instruments employed for data gathering, the procedures used for data collection and analysis. The purpose of Chapter Four

is focused on the presentation, analysis, interpretation, and discussions of the data collected. The last chapter, Chapter Four, treats the summary, conclusions and recommendations of the study.

1.9 Definitions of Key Terms

In this section, attempts are made to provide working definitions to some of the basic concepts and words used in the study as per the contexts they were used.

Assessment: - the term assessment refers to the way of observing and collecting assessment information and making decision based on the information (Plessis, et al, 2003).

Continuous Assessment: - refers to making observation and collecting information periodically to find out what the students know, understand, and can do (Plessis, et al, 2003).

Evaluation: - is an activity carried out at the end of teaching and learning process to ascertain the extent to which the objectives laid down or the specified educational objectives have been attained

Practice: - the term practice refers to a thing, a habit or a custom that is done regularly.

Reading Assessment: - is the gathering of information to determine a student's developmental progress in the reading skill (Mariotti & Homan, 2005).

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2. Introduction

This part of the thesis presents relevant review of related literature to the general concepts of continuous assessment. In particular, explanation of continuous assessment and its purpose, its principles and significance are also discussed. Furthermore, of the four macro skills, reading assessment is discussed in relation to formative (continuous) assessment with its assessment devices. In the last section, feedback on continuous assessment and its principles, features and functions are also taken into account.

2.1 Testing and Assessment in English Language Teaching (ELT)

Certainly, it is thought that testing and assessment are synonyms. However, the relation between the two terms is understood in a misconceived way. In line with this, Brown (2004) has clearly distinguished that *‘Tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners master all their faculties to offer peak performance, knowing that their responses are being measured and evaluated’* (p.4). On the other hand, assessment is considered as an ongoing process that encompasses a much wider domain. It is shortly mean that tests, then, are a subset of assessment; they are certainly not the only form of assessment that a teacher can make (ibid).With respect to the relationship between assessment and testing, Hedge (2000) states:

“... assessment is the more inclusive term: It refers to the general process. On monitoring or keeping track of the learners’ progress. Testing is one kind of assessment, one which is typically used at the end of a stage of instruction to measure student achievement. Assessment includes testing and other ways of gathering information about the students’ language ability in general and their progress in particular.” (p.376)

Similarly, McNamara (1999) adds:

“... assessment is the set of processes through which we make inferences about a learner’s learning process, skills, knowledge and achievements. Thus, testing is only one instrument out of several (including portfolio assessment, exhibitions, performances, group projects, self and peer assessment, etc.).” (p. 220)

Testing is, thus, one of the various forms of assessment that can be used for gathering Testing is thus information about the students’ achievement on the course. Moreover, testing takes different forms ranging from standardized formal tests to short informal classroom based tests (Brown, 1987 and Heaton, 1990).

Doff (1988), for instance, states:

“As they progress through the various stages of learning English, students are usually given formal tests and examinations from time to time... But in addition to those formal kinds of test, the teacher can also give regular informal tests to measure the students’ progress.” (p. 257)

It seems thus reasonable to regard assessment as a general process that involves using a range of different assessment methods, of which testing is a part, to collect information about the level of attainment of instructional objectives in general and strengths and weaknesses of individual students in particular. Moreover, testing as a component of assessment entails both formal and informal testing procedures. Furthermore, it is believed that assessment is undertaken for different purposes. According to Hedge (2000), assessment is said to be formative if the purpose is pedagogically motivated, whereas it is said to be summative if the purpose is product-oriented. This means that formative assessment is ongoing feedback during the learning. Summative assessment, on the other hand, summarizes the process at the end.

2.2 Continuous Assessment

According to Aggarwal, cited in Mwebaza (2010), CA is not simply continuous testing. CA does not solely depend on formal tests. CA is more than giving a test; it involves every decision made by the teacher in class to improve students' achievement.

As to a Policy and Information Guide of Republic of Namibia (1999), continuous assessment is assessment (both formal and informal) that is done on a regular and continuous basis. CA is meant to be integrated with teaching in order to improve learning and to help, shape, and direct the teaching-learning process. The assessment is continuous because:

- It occurs at various times as a part of instruction,
- May occur following a lesson,
- Usually occurs following a topic, and
- Frequently occurs following a theme. (p.40)

Since assessment is integral to teaching and learning and teachers are dependent on assessment for the improvement of their practice, assessment needs to be continuous. Learning is a continuous process and learners learn in different ways and at different paces. We will only get a good picture of the learner's development if we assess the learning process on an ongoing basis informally and formally.

Capper (1996, as cited in Dagne, 2009,), explains CA that,

“It is a systematic way that teachers can determine how well their students have learnt what has been taught. It may consist of various measures that a teacher can use to tell whether his or her instruction has been effective and to pinpoint students who have or have not mastered particular skills.” (p.7)

CA is a school based assessment process of gathering valid and reliable information about learner performance (on an ongoing basis). It involves assessment activities that are undertaken throughout the year, using various kinds of assessment forms that ensure a fair and representative

sampling of the learning outcomes and assessment standards covered in languages. In Languages, all speaking, listening, reading/viewing, writing, thinking and reasoning, and grammar should be assessed on an ongoing basis.

2.3 Formative (Continuous) Reading Assessment

As to Mariotti & Homan (2005), reading assessment is the gathering of information to determine a student's developmental reading progress; it answers the question 'At what level is this student's reading?'. In addition, assessment procedures provide information about the student's comprehension, phonemic awareness, phonics, vocabulary, fluency, interests, attitudes, and communication skills. If students are not progressing as expected, then diagnosis is in order. Teachers identify their students' strength and weakness in order to maximize their reading progress. According to Williamson (2004), formative assessment of reading, like all classroom assessment, is an ongoing, recursive cycle that includes the following:

- Learning targets are defined clearly, and students understand them.
- Evidence of student learning is gathered in multiple and diverse ways over time.
- Inferences and interpretations are made based on the evidence.
- Instructional plans are made based on those inferences and interpretations.

2.4 Purposes of Assessing Reading

Reading is a crucial skill of language which has got due attention in the changing world. Alderson (2000) has confirmed that:

Reading through which we can access words of ideas and feelings, as well as the knowledge of the ages and visions of the future, is at once the most extensively researched and the most enigmatic of the so-called language skills. Reading has been investigated from numerous perspectives-by linguists, psychologists, educators and second language researchers, and a huge volume of research is now available. Reading

also plays a critical role in applied linguistics research and in the day to day professional life of the language teacher. (p.x)

Based on the ground truth of reading, an understanding of the principles and uses of assessment is essential for all teachers and in particular for teachers of reading. (Snow, Griffin, & Burns, 2005, as it is cited in Grabe, 2009).

Reading assessment has great power to inform researchers, teachers, administrators, and policy makers. Assessment practices can significantly benefit the learning environment or they can inflict great harm. Reading assessment, therefore, needs to be treated with great care, attention, and respect. Teachers specially have responsibility to understand the uses and the impacts of reading assessment and mindful of the consequences of assessment (ibid)

As to Caldwell (2008), there are four basic purposes of reading assessment.

- **To identify good reader behaviors'**

A teacher uses the assessment process to identify the good reader behaviors a student displays. Readers are not passive. They engage in a variety of activities as they construct meaning. Teachers and coaches must have an understanding of these processes, so they are equipped to select valid evidence that documents good reading.

- **Identify areas of weakness**

A teacher must identify areas of weakness with regard to the good reader behaviors, in order to align instruction with student needs. If the teacher or coach recognizes which good reader behaviors are absent or weak, he or she can design and focus instruction to introduce or strengthen them.

- **To determine the type of reading material**

Teachers need to know how to determine whether a specific book is too difficult for a student. They also need to know how to determine a student's reading level that is, the grade level at which a student can read in an acceptable fashion. Knowing a student's reading level allows us to choose appropriate reading material for the student to read on his or her own, as well as appropriate material for instruction. In addition, comparing a student's reading level with his or her chronological grade level can suggest the existence of a reading problem and how serious it may be. For example, a fifth grader who can only read second-grade material is probably experiencing quite a bit of difficulty in school.

- **To document evidence of progress**

Teachers need to document evidence of progress on the part of the student. Unfortunately, much assessment compares the student to his or her peers. Often, for a student who is reading below the level of peers, this obscures any progress that the student may have made. A teacher or tutor needs to compare a student to him or herself.

Besides, Hempen Stall (1998, as it cited in Westwood, 2001) similarly, has suggested that the purpose for assessment in reading include:

- diagnosing particular areas of strength or weakness
- using the information for decisions about instruction
- measuring a child's progress over a period of time
- comparing one child's progress to that of his or her peers
- Screening children for special assistance.

2.5 Principles of Continuous Assessment

As to James (cited in Fisseha, 2010) in implementing CA the following can be used as guiding principles:

- Ensure that assessment procedures promote and reward desired learning activities and outcomes,
- Communicate assessment requirement clearly to students, and
- Strive for providing effective feedback and comment to students on a continuous basis

In detail way Hopkins and Harris (2000) summarize the fundamental principles that underpin CA. These include:

1. **Diagnosis:** Teachers are required to know what their students are able to do or capable of doing. This will provide them with the opportunity to know the ability of individual learners in their class.
2. **Goals:** Teachers are required to have a clear idea about the learning objectives of the language program in general and each lesson/activity in particular.
3. **Diversity of assessment:** CA requires the use of a range of different assessment methods to gather valid and reliable information about the students' language ability.
4. **Shared criteria:** Teachers are required to share assessment criteria with their students.
5. **Feedback:** Feedback is an essential component of CA
6. **Self reflection:** CA creates opportunity for learners to manage their own learning and reflect back on their performance.

2.6 Advantages of Continuous Assessment

Brown (2004) has identified the following advantages:

- Periodic assessment aid in the reinforcement and retention of information
- Assessment can provide a sense of periodic closure to modules within in a curriculum
- Assessment can promote students autonomy by encouraging students' self-evaluation of their progress.
- Assessment can spur learners to set goals for themselves
- Assessment can aid in evaluating effectiveness

Reddy (1998) also identified the following advantages:

- CA makes it possible to assess qualities that are not assessed in traditional examinations and provides the teacher with complementary information
- Both the teacher and learner are provided with ongoing feedback about the learner's progress
- Individual monitoring is required and teachers and learners have to work very closely; in this way, teacher-learner relationships may be enhanced
- A variety of assessment methods are possible.
- A wide range of abilities, skills and attitudes are assessed, which engenders more authentic assessments
- Less emphasis is placed on memory work.
- Examinee stress that usually accompanies formal written examinations is alleviated.

2.7 Reading Skills Assessment Tools

As to Madsen (1983), assessments of reading come in a wide variety of forms and evaluate a broad spectrum of reading activities. These range from pre-reading concerns to reading comprehension, reading speed, and skimming techniques. Advanced and more specialized applications include translation, reading aloud, and reading literature.

In order to address the concerns of reading assessment, reading assessment tools plays a vital role. Different techniques almost certainly measure different aspects of the reading process or product and any techniques will be limited in what it allows us to measure.

Alderson (2000) explains about techniques that allow to measure reading this way:

“Any single technique for assessment will necessarily be limited in the picture it can provide ... we should always be aware that the techniques we use will be imperfect, and therefore we should always seek to use multiple methods and techniques, and we should be modest in the claims we make”. (p.270)

The handbook which was designed by Williamson (2004) and the works of other scholars presented various reading assessment devices. The tools are designed to help teachers clarify and assess, for themselves and for their students, important targets for reading. Moreover, it was designed as formative assessments provide feedback to students and information about what further instruction students need in order to improve their reading.

2.7.1 Reading Strategy Checklist

As to Williamson (2004), this assessment tool helps learners to know what good strategies are. Undoubtedly, effective readers use strategies quickly and easily without consciously thinking about how they are using them. However, less effective readers need to be more deliberate in their thinking about and use of strategies.

The checklist reminds students of the reading strategies they may engage in and asks them to monitor those strategies. Teachers could also monitor students' use of strategies, especially if strategies match the text and purpose for reading.

In using the instrument, the students are required to check appropriate strategies or write a short explanation of how certain strategies were used. Teacher may make a classroom poster for it to refer to the strategies or modify and choose particular strategies to apply to particular place of text. Teachers may also use the list as a spring board of small group or classroom discussion about how to strategies before during, and after reading besides may ask students to add other strategies to the list or share strategies with parents or siblings. As to Alderson (2000), "Good readers are said to be flexible users of strategies" (p. 307).

Besides, checklist helps teachers to assess attitudes towards reading. Certainly, effective readers develop attitudes toward reading. They are self-aware and insightful about their attitudes and behaviors, and they actively and purposefully construct and work toward goals.

2.7.2 Self Assessment

As to Williamson (2004), this assessment tool can be used in conjunction with strategies checklist. It asks students to fill out this tool periodically to self-assess how their uses of strategies change overtime. It helps students to engage in meta-cognition, which is the ability to self-reflect and to become more aware of, insightful about, and purposeful in their use of reading strategies. It is particularly useful in reading content-area materials, will give the teacher valuable insight to help monitor students' use of and application of the strategies overtime.

Puhl (1997) says self-assessment is an assessment method which offers, among other things, numerical scales and checklists. It can also use a 'yes' 'no' checklist or it can have an open ended format. On the basis of the learning outcomes expected of him/her, a student can assess him/her self using the given lists of checklist.

Furthermore, student can be given materials which guide them in making their own judgment about their performance. They can also be asked to explain how well they think they have been performing in their learning. In self-assessment process, a teacher can also tell his students to add a written comment on their performance, giving their own assessment of that performance (Harmer, 2001).

2.7.3 Peer Assessment

Peer- assessment creates a community of learners. It encourages interactive and reflective learning, involves both the process and product of learning, stimulates meta-cognition and motivates the students'. (Puhl, 1997)

On the whole, both self-assessment and peer-assessments are vital to the continuous reading assessment process. This is because they provide a good range of input and responsibility to the students in their learning. These assessments also enable students to take control of their own learning. In line with this, Brown & Hudson (1998, as cited in Brown, 2000) stated that there are a number of advantages of self and peer assessment: speed, direct involvement of students, the

encouragement of autonomy, and increased motivation because of self-involvement in the process of learning.

Besides, Brown (2000) has also stated the ways in which self and peer-assessment can be implemented in reading classes. These are reading textbook passages followed by self-check comprehension questions; reading and checking comprehension with a partner, vocabulary quizzes; self-assessment of reading habits and setting goals.

2.7.4 Tests and Quizzes

These are the widely used CA devices in language classrooms. Their difference is in the purpose for which they are designed rather than their item content. Students are informed about tests in advance in order to prepare well. Tests also cover a limited unit or part of instruction. However, quizzes may not be announced or told beforehand. They can be given in written form or in oral medium.

With regard to good tests and quizzes and their values, Headge (2000) contends the following:

... the opportunity for learners to show how much they know about language structure and vocabulary, as well as how they are able to use these formal linguistic features to convey meanings in classroom language activities through listening, speaking, reading and writing, is identified by the results students get from tests and quizzes. (p.378)

Williamson (2004), says teachers can ask questions in written form about monitoring thinking, organizing details, analyzing information in reference material, determine the purpose and certain elements like in fiction, draw conclusion, analyze and evaluate the text critically, define unknown vocabulary words by examining context, analyze and compare different types of text and paraphrase the main idea of the reading text in order to assess comprehension and high order thinking of learners.

2.7.5 Discussion

As to Williamson (2004), students need to be able to discuss the text they have read in order to clarify ideas and deepen their comprehension and understanding of what they have read. In addition, the teacher needs to have a written record of observations he/she makes during the student discussion, which provides:

- A mechanism for fair and consistent feedback to the students.
- A way of making sure that every student is being observed in a timely fashion
- Assurance that the information from observations is not forgotten over time

2.7.6 Retelling: Assessing Comprehension

Williamson (2004), says the retell allows the teacher to understand how well the student comprehends text and is able to summarize the main ideas or sequence of the story. Retell is beneficial to the teacher in pinpointing problems that students have in basic understanding of text, in seeing the structure of the text, and in remembering important details.

Schumm (2006) says ‘Students use retelling activities to improve reading comprehension. Upon completion of the reading text, students retell what they have read for two minutes’ (p.212).

Besides, Westwood (2001) stated that when assessing comprehension it is important to ask the child to summarize in his or her own words the main gist of what has just been read. This can be followed up with specific questions to cover factual information at the literal level, as well as questions requiring the child to interpret, infer, predict and respond critically to the material.

2.7.7 The Thinking Aloud

Williamson (2004), mentions the think aloud is an activity where the teacher provides a text for the student to read and asks the students to say aloud everything that comes to his or her mind immediately after he or she has read. It enables the teacher to assess the students’ ability to process information during reading. This information is important in helping the teacher

understand the cause of any misunderstanding the child may be having in making meaning of the text. As to Pressley (2002b, cited in Schumm, 2006) “Think aloud are used to activate an awareness of the thinking process and are important in teaching processes. Think aloud consists of thinking about the text as you are reading it and of the comprehension strategies you are using” (p.239)

2.7.8 The Reading Record

Williamson (2004), states the record of a student’s self-selected reading of text outside of class encourages fluency, provides a way for the teacher to give feedback to the student, and helps the student to develop organization skills and a method of tracking what he or she reads over a period of time.

Cook (1997) says the reading record enables teacher to track their learner’s reading skills development as well as the pace at which he/she is making progress.

2.7.9 Fluency Check

Williamson (2004), fluency is the ability to read text accurately and quickly, recognizing words automatically and gaining meaning from the text. Fluency allows readers to read effortlessly, with natural expression, as if they were speaking. Readers who lack fluency read slowly, word by word, in a choppy, plodding manner. Thus, fluency, because it helps the reader to focus attention on what the text means, is a necessary characteristic of an effective reader.(ibid)

In similar way, “A fluency measure can tell you whether students can handle the word level and prosody demands of a text” (Blachowicz & Ogle, 2008).

Classroom fluency can be used for gathering different types of information and has four basic goals:

1. To help you get a quick sense of the class baseline in the fall.

2. To identify those students who may need special support and/or more time when working with grade-level material.
3. To help you in the selection of independent reading material.
4. To enable you to chart the progress of students' fluency over the year as a measure of overall progress (ibid).

2.7.10 Response Journal

As to Williamson (2004), effective readers stop and reflect upon what they are reading. They make connections to their own lives, and they monitor emotional responses to what they are reading. A journal allows students to record these kinds of responses in a systematic way, and it allows the teacher to understand how well students are making connections as they read. According to Genesee and Upshur (1996, as cited in Dagne, 2009), journals are written conversations between students and teachers. Richards and Lockhart (1996) stated that keeping a journal has two main purposes. These are:

- Events and ideas are recorded for the purpose of later reflection.
- The process of writing itself helps trigger insights about what has been learned

2.7.11 Teacher-Student Conference

Spandel and Stiggins (cited in Habtamu, 2009), say short conference can occur while students are reading, writing, listening and speaking. Extended interviews about their processes and products can be organized into each class period. The questions asked by teachers promote students reflection up on what they understand and how they work and learn.

Conferences and interviews, according to Smith (1996), Allerson and Grabe (1986) and Shaaban (2001) as cited in Mbea (2008), provide opportunities for one-on-one interactions where the teacher can learn about a student's communicative abilities.

Moreover, according to Tombini (1991) in Shaaban (2001), conferences will be more effective if they follow focused observations and concentrate directly on the learning processes and strategies employed by the student.(ibid)

2.7.12 Reading Portfolio

One way to collect evidence of each student's reading effectiveness is to create a reading portfolio, a collection of student work over time with an emphasis on progress (Williamson, 2004).

Besides, the following useful criteria in planning and implementing a reading portfolio with students are suggested:

- The student should decide, at least in part, what will be included.
- The student should assess and reflect upon his or her work.
- The portfolio should represent growth over time.
- There should be specified criteria for evaluation of work to be included and specific criteria for evaluating the portfolio as a whole.
- The portfolio should be the student's responsibility (not the teacher's).(ibid)

2.7.13 Reading Logs

As to Schumm (2006), before deciding regarding student reading progress, multiple sources of information on a regular and systematic basis should be obtained using various formats like reading logs and others.

Students use reading logs to maintain a written record of their personal reactions to the text on several levels. The logs are an opportunity for students to express their attitudes towards a text, reflect on their discoveries, and make connections between what they know and what they are learning (Lyutaya, 2011).

2.8 Feedback in Continuous Assessment

In formative CA feedback is regarded as the fundamental component. As to Eliss cited in Mbea (2008) feedback is “a major goal of formative assessment”. Similarly, Shepard (2000) confirms that” providing feedback to the learner about performance will lead to self correction and improvement” (ibid).

In one way or in other way, providing relevant feedback on time does not only indicate where learners’ strength and weakness lies but it also assists learners to monitor their own progress and distinguishing the area where they want to develop further. Furthermore, Hedge (2000) points out that the feedback from classroom based CA has an important role to play.

Formative feedback should endeavor to provide students with an indication of where they are in relation to achieving learning outcomes or standards, where they need to progress to and how they will be able to reach the expected level.

2.9 Principles of Feedback

There is a close relationship between formative (continuous) assessment and formative feedback. According to Black cited in Alastair (2008) suggests the following as the basic principles of formative feedback:

- Goals (learning objectives) need to be clear to students;
- Feedback should measure (give guidance to) the student’s current learning state;
- Formative feedback should be used as a means for closing the gap between the student’s learning state and the learning goals;
- Formative feedback needs to be high quality and effective in its advice.

2.10 Features and Functions of Feedback

Race, Brown and Smith (in Baye, 1998) summarize the basic features and functions of feedback in CA like this:

1. Timely: students should receive feedback on their performance based on the principle of providing opportunity for students to make improvement before proceeding to the next performance.
2. Personal and individual: Feedback in CA should indicate each student's strength and weakness.
3. Articulate: Feedback given to students should be simple and easy for the students to understand.
4. Empowering: Feedback should help students make progress.
5. Manageable: Teachers need to make the necessary preparation before the delivery of feedback to students so that they can manage it easily.
6. Developmental: Feedback should be detailed and informative so that both students and teachers can use it as an input for further decisions.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

1. Introduction

This chapter describes the methodology through which the research was conducted. Thus, in this chapter discussions are provided on, the research design, sampling procedure, instruments of data collection, the sampling techniques and the method of data analysis. It also provides discussions on the variable measurement and ethical considerations.

3.1 Research Design

This study employed descriptive research design having mixed research methods due to the following reasons. Descriptive research design was used to make investigation and report the actual state of affairs of the problem without manipulating events or making tests. Concerning the value of descriptive research in educational studies, Creswell (2003) explains that descriptive research approach is a basic research method that examines the situation, as it exists in its current state. It involves identification of attributes of a particular phenomenon based on an observational basis, or the exploration of correlation between two or more phenomena.

Second, the study used mixed methods because it helps collect both quantitative and qualitative method with which data for the problem under study would be collected from different sources so that the weakness of one data source would be offset with the strength of the other source. In line with this, Creswell (2007) says that mixed method is used to broaden understanding by incorporating both qualitative and quantitative research, or to use one approach to better understand, explain, or build on the results from the other approach. Thus, it is more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in a single study so that the overall strength of a study is greater than either qualitative or quantitative research used separately.

Hence, in this study, quantitative data were collected using questionnaire, classroom observation and document analysis while qualitative data were collected using interview,.

3.2 Sampling Technique

In this section, discussions are given about how the study site, the population and the respondents were sampled and what sampling techniques were used.

3.2.1 Setting

The area under study is found in North Arsi Sub-Zone. It consists of four (4) administrative Woredas, namely Sire, Dodota, Lodie Hetosa and Hetosa Woredas. The classification of Woredas in sub-zone was made by the researcher only for the purpose of this study. There are four (4) Preparatory schools in this sub-zone. Out of these preparatory schools, Dhera Preparatory School was selected as a target area for the study because the school has a large number of teacher and student population than the other preparatory schools found in the sub-zone so that ample data would be obtained to study the problem.

Next, since this school is the place where the researcher works, it was assumed that there would be ease of access to the site and respondents during the study. Besides, this school is site where the researcher observed the problem. As a result, using purposive sampling from the non probability sampling category, Dhera Preparatory School was selected for the study. The study was conducted in 2009 E.C/ 2016/2017 G.C.

3.2.2 Participants of the Study

The primary sources of data for the study were three English language teachers of the school, and students of grade 11 and 12. There were 187 male and 94 female students and totally, there were 281 students of grade 11 and 12 students in the school. Out of these students, 20% of them, that is, in number 56 students were taken using simple random sampling method. The researcher used the three English language teachers for interview, the 56 students for questionnaire, and the

three English language teachers classroom observation. Whereas, the secondary sources were school documents, such as, teachers' mark lists, attendances and lesson plans.

3.3 Data Collections Instruments

The instruments used for data collection in this study were questionnaire, interview, classroom observation and document review. The following sub sections provide details on each instrument.

3.3.1 Questionnaire

For this study, questionnaire survey was the important data collecting tool. It was used as the data collecting instrument to get sufficient primary data from student samples. The questionnaire was close-ended scale-item questions. Questionnaire as data gathering instrument was selected for this study not only because it is the most common data gathering tool, but it also helped collect a great deal of information within the time limit and helped reach large group of research subjects (Kothari, 2004). Thus, this questionnaire was prepared for students based on literature review and related studies. Moreover, questionnaires used in other studies were consulted to provide shape and quality for the questionnaire used in this study.

The questionnaire had five parts. The first part of the questionnaire dealt with the aims and instructions as to how to provide answers. The second part which had five questions dealt with respondents' background information. The third part which was composed of 10 questions was prepared to obtain students' response on practice of CA. The fourth section that had eight items was prepared to assess the level of using devices on reading assessment, and the fifth part which had nine items dealt with the use of feedback on reading assessment.

So, since Afan Oromo and Amharic languages are widely used and are the mediums for communication in the area, the researcher tried to translate the English version into Afan Oromo and Amharic. The Afan Oromo and Amharic versions of the questionnaire were showed to colleagues who teach the languages in the school for comments. The aim of translating the

questionnaire is to help participants express their ideas in detail.

Additionally, the researcher conducted a pilot study on ten (10) randomly sampled students. Finally, the insights gain from the pilot study was used to avoid the weakness but to strengthen the good sides of the instruments.

3.3.2 Observation

The second research method used in the study was classroom observation. The classroom observation intended to verify if the responses given to the questionnaires, the interviews and the document analysis were seen in the real language classroom situations using the designed checklists. Kothari (2004), says observations are important tools that can be employed in descriptive research and other research types for gathering genuine and pertinent data on teachers' and students' behaviors in the actual setting. Accordingly, the goal of the observation was to check whether or not teachers' classroom practices of CA were properly implemented and whether or not various assessment devices were used for the reading lessons. Also it was intended to observe how feedback was provided to students.

As a result, a structured observation checklist, which consisted of four categories having four scales, such as, "Very good", "Good", "Poor" and "Very poor" dealing with the level of teachers' practice of CA were included. The intentions of including these categories were to assess the practice of CA in reading classes. Accordingly, classroom observation was carried out until sufficient data were obtained from three EFL teachers' classroom reading lessons.

3.3.3 Interview

The third research method used was interview guide. The type of interview was semi-structured because semi-structured interview provided the researcher and respondents the autonomy for flexibility to obtain in-depth information from respondents. Thus, semi-structured interview which the researcher used helped achieve holistic understanding of the interviewees' point of view or attitudes (Dawson, 2002).

The interview guide had eight (8) open-ended questions items which were dealing with teachers' practice of continuous assessment, the nature of the feedback they would give, and the administration of CA devices. The question items were prepared based on the research questions, literature review and other relevant sources to crosscheck responses provided for the other research methods.

3.3.4 Document Review

In addition to the above instruments of data collection, document review was used to gather secondary data. Therefore, the relevant data from EFL teachers of the school were obtained from the selected preparatory school. Essential documents, like lesson plan for the implementation of continuous assessment, student mark list, teachers' assessment report and other relevant documents were analyzed.

The document analysis checklist had four sets of items having two categories were used to see English teachers' CA practice and to obtain evidences about teachers' uses of CA devices and the nature of feedbacks offered. To prepare items of the document analysis checklist, sources, such as, review of related literature, the research questions and the other research method were used.

3.4 Data Collecting Procedure

Firstly, the researcher contacted the school directors and explained the purpose of the study before conducting the study. This helped the researcher collect the data effectively. Then, before implementing the research instruments, a pilot test was carried out using ten students of Grade 11 and 12 from Dhera Preparatory School. The respondents were selected using simple random sampling from those students who were not included in the main study. The pilot test was carried out ahead of the main research time in order to check whether the questionnaire was strong enough and to generate the kind of data the study demanded. To assess the reliability of items of the questionnaire, Cronbach Alpha reliability test was used.

As a result, the reliability of the questionnaire was computed using SPSS version 22 and the obtained reliability index was found out to be $\alpha = 0.841$. According to Bryan & Cramer (2005), a coefficient of 0.8 or above is usually taken as indicating a reliable measure for the instruments to gather necessary information. Based on this criterion, the items were found to have good grounds to be employed in collecting the relevant main data for the study. For face-validity of the questionnaire, the instrument was given to subject experts, university instructors and colleagues. Eventually, having realized the reliability and face validity of the questionnaire as data gathering instrument, the researcher distributed the questionnaire in person during the final study.

Next, the administration of the questionnaire, a face-to-face interview was carried out using tape recorder after having consent form respondents. For the interview, three EFL teachers from Grade 11 and 12 were used to provide answer to the interview guide items. The interview data were collected at teachers' staffroom as per the time agreed to provide data. Next to the interview session, classroom observation was carried out into three EFL teachers classrooms of Grade 11 and 12 based on the prepared observation checklist. Finally, document analysis was carried out focusing on students' mark list, attendance, lesson plan and students' notebook.

3.5 Data Analysis Techniques

The collected data were cleaned and coded before the data analysis phase. So, first, the data from each instrument were analyzed separately according to the mixed methods design of the study. Following this, all the quantitative data results were prepared for further analysis and interpretation. Next, the quantitative questionnaires data were analyzed using descriptive and inferential statistics with Statistical Package for Social Science (SPSS) version 22. Moreover, the quantitative continuous assessment data from teachers' document review and the qualitative data from classroom observation were analyzed using descriptive statistics in separate sections.

In such a way, student questionnaire data was analyzed using descriptive statistical techniques, such as, frequency, percent, mean and standard deviation to describe the general characteristics

of teachers' practices and devices used for continuous reading assessment, and the feedbacks used on reading assessment.

Therefore, descriptive statistics, such as, frequency, percentage, and tabulation for textual and numerical interpretation were employed to analyze the data collected through document review and classroom observation. Then, the results of the quantitative document review and the qualitative classroom observation data were merged with the questionnaire data results. The data from the three instruments were analyzed and triangulated against each other. The finding from such analysis was used to reach at sound conclusion. Finally, the results of the data analysis from the merged data were used to provide the findings of the study.

3.6 The Variable Measurement

The researcher defined the criteria to measure the level of variables using five-level Likert scales employed in the questionnaire. In the discussion of the results, the variable value was defined and calculated by utilizing the width of class interval which Lind et al. (2003) provided as follows. The class interval width of each level, which is the highest score minus the lowest score interval numbers divided by the highest class interval, which could be represented mathematically as: $(5-1/5 = 0.80)$ was used. Therefore, the result of the data analysis regarding each variable was defined using the following classification:

Very High = 5, High = 4, Medium = 3, Low = 2, Very Low= 1

Table 1: - Width of Class Interval

Very High (5)	High (4)	Medium (3)	Low (2)	Very Low (1)
5.00 - 4.21	4.20 - 3.41	3.40 - 2.61	2.60 - 1.81	1.80 - 1.00

The researcher found the value of the mean interval and interpreted them using the strategic formula for the width of class interval that can be divided into 5-class-intervals for the questions of Part I to III in the questionnaire (see Annex 1).

3.7 Ethical Considerations

After receiving official letter of cooperation from Adama Science and Technology University, the researcher tried to communicate all institutions and individuals or participants of the study legally and smoothly. The purpose of the study was made clear and understandable to all respondents. Any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, it was made clear to respondents that all information obtained from individual respondents and the teachers' documents would be kept confidential. Participants were also informed that their names would be represented using codes and that the data collected from them would be used for the study purpose only. As a result the respondents participated in the study on voluntary basis.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4. Introduction

This chapter begins by presenting the response rate for the questionnaire data. Then, it presents the analysis carried out on questionnaire data, followed by the analysis of interview data. Next, the data from classroom observation and document review are presented turn by turn.

4.1 Response Rate

As it has been mentioned earlier, among various data collecting instruments; questionnaire, semi-structured interview and observation checklist were used to collect necessary or relevant information for this study. Thus, a total of 56 copies of questionnaires containing 27 items were distributed to the preparatory school students. Thus, all 56 copies of the questionnaire were returned without any of them having problems in providing data where a 100% response rate was obtained. Next, from the expected English teachers to be interviewed for the study, all the three English teachers appeared for the interview and also 100% response rate was also obtained. Therefore, the total response rate is sufficient and safe to analyze and interpret the data.

4.2 Data from Students Questionnaire

Students' questionnaire had five sections having various question items dealing with the classroom practices of CA. So, this part illustrates, first, students' background information is analyzed. Then, the analyses of the remaining parts of the questionnaire are treated at a time as follows.

4.2.1 Students' Background Information

This section presents the result of data analysis on students' personal information, such as, about their sex and grade level.

Table 2: - Personal Information of Sample Students

No.	Responses in Frequency (Fr.) and Percent (%)			
	Grade	Sex	Fr.	%
1.	Eleven (11)	Male	26	72.2
		Female	13	27.8
		Total	39	100
2.	Twelve (12)	Male	10	65
		Female	7	35
		Total	17	100

The descriptive analysis report given in Table 2 above shows that 26 (72.2%) male and 13 (27%) female students totally 39 (100%) students from grade 11 and 10 (65%) male and 7 (35%) totally 17 (100%) students from grade 12. As a whole, 39 (69.64%) male and 17 (30.36%) female totally 56 (100%) participant students were taken from Dhera Preparatory School.

4.2.2 The Practice of Continuous Assessment

This section presents the data analysis carried out on students responses to the ten questions presented about teachers' practice of CA during the reading lesson as given in Table 2 below.

Table 3: - Students' Responses on the Practice of Continuous Assessment

No.	The extent English teachers give reading activities	N	Mean M	Std. Deviation SD	Responses fall to..
1.	To be done in class,	56	3.86	1.103	High
2.	To be done as homework,	56	3.30	1.206	Medium
3.	Of taking from the students textbook	56	4.48	.660	very high
4.	From other materials, newspaper, novels, magazines etc,	56	2.59	1.304	Low
5.	Students do individually,	56	2.41	1.372	Low
6.	Students do in group,	56	4.12	.689	High
7.	Identify problems students have in the skill,	56	3.34	1.164	Medium
8.	Assisting students to overcome their reading problem,	56	3.39	1.090	High
9.	Reviewing students use of reading skill in other subjects,	56	2.48	1.206	Low
10.	The extent of reviewing student use of the skill in real life.	56	2.63	1.315	Medium
		Av.	3.26	1.111	

As indicated in Table 3 above, 10 questions were used to assess the extent of reading exercises given to students during the lesson. Thus, the results of the analysis revealed that the responses to

the four Items 1, 3, 6 and 8 fall to high, with mean value of 3.86 and SD 1.103; mean value of 4.48 and SD .660; mean value of 4.12 and SD .689; and mean value of 3.39 and SD 1.090 respectively. But the responses to the three Items, that is, to items 2, 7 and 10 falls to medium; that is, with a mean value of 3.30 and SD 1.206; mean value of 3.34 and SD 1.164 and mean value of 2.63 and SD 1.315 respectively. Finally, the responses to the remaining three items, that is, to Items 4, 5 and 9 falls to low, such as, mean value of 2.59 and SD 1.304, mean value of 2.41 and SD 1.372; and mean value of 2.48 and SD 1.206 respectively.

From the above data, one can realize that English language teachers' practice of continuous assessment with regard to giving reading exercises/activities fall to medium with the average mean value of 3.26 and SD of 1.111. Especially, with the items that were dealing with the extent teachers' use from other materials (newspaper, novels, magazines, etc), the level of students doing individually and the extent of reviewing students' use of reading skill in other school subjects fall to low level. Based on the obtained result, it was possible to say that teachers' practice of continuous assessment was not satisfactory.

Table 4: - The Level of Using Devices on Reading Assessment

No.	Level of teachers uses of reading devices on ...	N	Mean M	Std. Deviation SD	Responses fall to
1.	Individual reading activities,	56	3.21	1.398	Medium
2.	Group reading activities,	56	4.18	.876	High
3.	Reading comprehension test/quiz,	56	2.37	1.246	Low
4.	Group discussion on texts read,	56	3.59	1.304	High
5.	Retelling what has been read,	56	2.07	1.006	Low
6.	Reading portfolio,	56	1.39	.679	Very low
7.	Reference books to read,	56	2.63	1.447	Medium
8.	Reading performance checklist,	56	2.07	.951	Low
		Av.	2.69	1.113	

As can be seen in Table 4 above, 8 questions were used to assess the level of using devices on reading assessment during the lesson. Thus, the results of the analysis revealed that the responses to question Items 2 and 4 fall to high, with mean 4.18 and SD .876 and mean value of 3.59 and SD 1.304 respectively. But the responses to question Items 1 and 7 which focus on to what extent English language teachers use individual reading activities device and use reference books to read during reading class are fall to medium level with mean 3.21 and 1.39 S.D and 2.63 M and 1.447 S.D respectively. Then, the responses to items 3, 5, 6 and 8 fall to low, such as, mean 2.37 and SD 1.246, mean 2.07 and 1.006 SD, mean 1.39 and .679 SD and mean 2.07 and .951 SD respectively.

Totally, with regard to the level of English language teachers' use of devices on reading assessment seems inadequate. As can be seen from the result of the analysis, the total average of the table falls to low with mean value of 2.69 and SD 1.113.

Table 5: - English Teachers Use of Feedback on Reading Assessment

No	My English teacher gives feedback....	N	Mean M	Std. Deviation SD	Responses fall to ...
1.	In a written form,	56	2.11	1.039	Low
2.	In a spoken form,	56	3.98	.944	High
3.	Timely,	56	3.77	1.128	High
4.	Easley understandable,	56	3.64	1.052	High
5.	To identify my strong sides,	56	3.11	1.246	Medium
6.	To identify my weak sides,	56	2.07	.951	Low
7.	To help me improve my reading skill,	56	3.07	1.219	Medium
8.	Constrictive to me,	56	2.48	1.206	Low
9.	Based on the activities given.	56	2.41	1.372	Low
		Av.	2.96	1.129	

As indicated in Table 5 above, 9 question used were to assess the level of feedback techniques used by the teacher during the lesson. Thus, the results of the analysis revealed that the responses to question items 1, 6, 8 and 9, fall to low with mean 2.11 and 1.039 SD, mean 2.07 and SD .951, mean 2.48 and SD 1.206, and mean 2.41 SD 1.372 respectively..

On the other hand, the response to question items 2, 3 and 4 fall to high level with mean 3.98 and .944 SD, mean 3.77 and 1.128 SD and mean 3.64 and SD 1.052 respectively. Then the response to question items 5, and 7 falls to medium level with mean 3.11 and SD 1.246 and mean 3.07 and SD 1.219 respectively.

Generally as can be seen from the above table, the level of feedback techniques used on reading assessment is not satisfactory. Because the average result obtained from Table 4 falls to medium level with mean 2.96 and SD 1.129.

Summary of the Questionnaire Data

The analysis of data gathered through questionnaire from fifty six students about the practice of continuous assessment is summarized as follow. As mentioned in the discussion under Table 2, Table 3 and Table 4, the majority students' response on whether or not their English teachers give reading exercises/activities, use variety of devices on reading assessment, and the use of feedback on reading assessment being use in English language classes particularly, during reading lesson seem insufficient to achieve the intended objective. Thus, the researcher realized that teachers did not seem to practice CA in English language reading classes properly.

4.3 Data from Teachers' Interview

This section presents the data from teachers' interview. In so doing, first data about respondents' background is given. Following this, data on various practices of CA are presented turn by turn.

Table 6: - Personal Information of Interviewees

Sex			Age (Range in years)			Teaching Load		Teaching Experience			Educational qualification		
Male	Female	Total	25 to 39	Above 40	Total	15-20	Above 20	10 to 20	Above 20	Total	BED	MA	Total
2	1	3	1	2	3	3	-	1	2	3	1	2	3

As shown in Table 6 above, three teachers were taken from Dhera preparatory school as participants of this study. The descriptive report of the above table elaborated that 2 male and 1 female teachers were participated in interview. Two of them were above 40 years of age and 1 was between 25-39 years of age. Regarding their teaching experience, 2 of them were found between 10-20 and the rest 6 teachers' teaching experience was above 20 years. With regard to the teaching load practice all of them or 8 were thought from 15-20 periods per week. Concerning teachers' educational background, 6 had BED degree and the rest 2 had MA in TEFL.

In this section, the analysis and the findings of the data collected from three teachers through interview was presented. For the ease analyzing the interview data, the participant teacher is coded from T1 through T3. The interview data were analyzed under eight questions that focused on the practice of continuous assessment, the type of devices used in reading skill assessment, feedback given to students and the result obtained from it and finally the suggestion given by the teachers on improving the state of practice of continuous assessment.

4.3.1 Responses to the Practice of CA during the Lesson

In the process of assuring quality education, an emphasis on assessment is essential. Rick (2006, as quoted in Abera. 2012) asserts, “One of the recent directions of educational reform has been the emphasis given to assessment practice in the teaching-learning process” (p.14).the above description tells us how much CA is very important to gather information about students’ progress. This is because the exact status of students’ development can be obtained by assessing the learning process continuously. With regard to this question, the target teachers were asked about how often they practice continuous assessment in their own reading classes. Hence, the researcher interviewed three observed teachers to forward their idea as follows.

For instance one of the teachers responded as follows when he was asked about how often he uses continuous assessment in his reading class.

“... I use continuous assessment rarely due to large number of students in a class and work load make me not to give more assessment in my reading skill classroom.” (T1 – 12,07,2009 E.C)

The above teacher seemed to mean that although she believes in the importance of continuous assessment in the development of students’ reading skill, the number of students within a class being large and the period allocated to her being high blocked her from practicing continuous assessment as it was necessary.

Strengthening what the above teacher said, the other teacher also expressed his opinion like this:

“... What I can say about the implementation of continuous assessment in my reading class is that I use it sometimes. Most probably once in each unit. Otherwise many of reading passages are jumped because of: 1) the number of students in a class is very high and overcrowded. 2) Most passages are bulky 3) passages are beyond students reading ability. So these and other problems make the practice of continuous assessment very difficult.” (T2, 12, 07, 2009 E.C)

In addition to what the above teachers said, the other teacher expressed his idea as follows:

“.... In my teaching-learning process, I use reading mainly depending on the textbook. In the textbook each unit has at least two reading passage. In each section, I tell my students to practice

first individually and then in their group in order to help one another with their difficulties. After they practiced individually and in group, I give class work or homework to assess whether they do correctly or not. In the other reading lesson I give exercises as homework or class work and I use it as one of my continuous assessment". (T3.12,07, 2009 E.C)

This interviewee seemed to practice continuous assessment in his reading classes by involving students individually and in group. However, the interviewee did not describe exactly how often he practice continuous assessment

4.3.2 Teachers' Response to the Type of Reading Skill Assessment Devices They Use

With regard to reading skill assessment devices, the interviewees describe their opinion as follows:

"...the type of reading skill assessment device I use in reading class for continuous assessment is integrative reading. This type of reading is very important to students to read and understand the reading passage. After doing so, they also read analyzed questions. That helps the students to give correct answers and also helps the teacher to assess the learners' ability of reading skill." (T1, 12, 07, 2009 E.C)

Concerning this item, the second teacher mentions his experience

When I teach reading skill, I usually use comprehension questions from the reading passage, vocabulary exercises, and reference words, etc from the given text. In my opinion, using such devices enables the students to use different types of reading styles for different purposes. (T2 12,07,2009 E.C)

The third teacher who is coded as T3 also expressed his idea about reading assessment devices by saying;

I use both formal and informal reading skill assessment devices like observing students' performance on literacy tasks, tests and interviews.

4.3.3 Tell me what you will do with the results of the assessments you got to help students

The participant teachers described their idea about what they do with the result of the assessment they got to support their learners as follow:

As a teacher, I order or give necessary advice to my students to read different reading materials such as fictions, newspapers, magazines, textbooks and other necessary written leaflets that help them to accumulate or gain information as well as make them develop their reading skill rather than growing abilities. (T1 12, 07, 2009 E.C)

The above teacher described what she did with the result, but she did not identify the condition when she applied what she said above. That means, this is not clear whether the suggested solution is applied to when students scored good or not.

Likewise, the second teacher replied the following for the above similar item:

If the result of the assessment is good or positive, I praise my students and advise them to continue in the way they score that result. If the result shows negative, I change the way or method of my assessment. (T2 12,07,2009 E.C)

This teacher seemed to use the result obtained through continuous reading assessment to improve students' reading skill.

In addition, the third teacher expressed what he did with the result obtained from students' continuous reading assessment as follows:

After I check the students' writing, I go through each work line by line. For those who get less mark in their reading assessment, I will give remedial reading activities in order to see their problems. Finally, I decide what to do to improve their reading skills. (T3 12,07, 2009 E.C)

4.3.4 How often do you give feedback on students' assessment of reading skill?

In one way or in other way, providing relevant feedback on time does not only indicate where learners' strength and weakness lies but it also assists learners to monitor their own progress and distinguishing the area where they want to develop further. Furthermore, Hedge (2000) points out that the feedback from classroom based CA has an important role to play.

Formative feedback should endeavor to provide students with an indication of where they are in relation to achieving learning outcomes or standards, where they need to progress to and how they will be able to reach the expected level.

Based on the descriptions given by different scholars, the interviewees of this study gave their opinion and practices as follows:

Although I believe in the usefulness of feedback, I rarely give it to my students. This is because the text is very large (bulky) in its size to cover the portion. There is lack of time to do it frequently. (T1 12, 07 2009 E.C)

As shown above the interviewee said that she did not give feedback frequently.

Similarly the other teacher explained his practice of giving feedback like this:

This depends on whether the assessment is given to be done in group or individually. That means if the assessment is given to the groups, I always give feedback. However it's very difficult to manage individual work because of students' large number in a class. (T2 12, 07, 2009 E.C)

The third teacher also described his practice of giving feedback in his reading class

Since feedback enables to identify the students' weakness and strength, I usually give feedback after each reading lesson especially when it is done in group. (T3 12,07,2009 E.C)

Generally all interviewees agreed that giving feedback is possible when it is done in group rather it will be very difficult and boring because students' large number in a class makes it unmanageable.

4.3.5 Please tell me how often you allow students to assess themselves and others?

With regard to this item the respondents expressed their opinion as follows:

The first teacher (T1) shortly said, "I never do that!"

On the other hand, the second teacher said, "I usually make students assess themselves. For instance, I make each student read a passage and get events in order. After that they exchange their work and assessed one another."

Again another interviewee expressed his practice as follows:

'Sometimes I allow students to check their reading work in group. Group correction is also one way of correcting students work'. (T3, 12, 07, 2009 E.C).

Based on teachers' response, it is possible to say that allowing students to assess themselves and others is very poor. It seems all continuous assessment practice is done by the teachers

4.3.6 Please tell me if you would give reading skill assessment for individuals or groups?

In teaching learning process assessment is given to know the ability of the learners and then to support them according to their difficulty area. So the researcher interviewed the participant teachers whether they give reading skill assessment for individuals or groups.

The first teacher said,

I give reading assessment mainly in their group. The reason is, since it is difficult for a student to read and understand the reading passage properly, helping each other is very important. Through discussion they can exchange their ideas and then solve the problems together. (T1 12,07,2009 E.C)

As shown above T1 gave reading skill assessment to be done in groups. She did this because of shortage of time that caused by students' large number in a class.

The second teacher described his experience as follows:

I give reading skill assessment both to individuals and to groups. But most of the time I prefer giving it to groups due to large class size. (T2 12,07,2009 E.C)

Like T1, T2 said that he gave reading skill assessments sometimes for individuals or groups.

In addition to the above two interviewees, T3 also described as he gave reading skill assessment most of the time to groups in case of large number of students in a class. This means when the number of students in a class is large, it will be very difficult to follow up each student.

Generally, the responses of the teachers showed that they give reading assessment mainly to groups. This is because the number of students in a class is very large.

4.3.7 What do you think in the state of continuous assessment in your school (is it being practiced or not).

The researcher interviewed three teachers of the school to forward their opinion in the state of continuous assessment whether it is being practiced in their school or not. The response regarding this issue is analyzed as follows.

With regard to the above question, one of the teachers responded the following:

It is depends on individual teachers. Some teachers use it and others are not. Generally, the continuous assessment with regard to reading skill is not sufficient. (T1 12,07,2009 E.C)

As stated by the teacher above, the continuous assessment with regard to reading skill is not sufficient and it needs more attention.

Unlike the above teacher, the second teacher said:

Reading is not easy skill to understand. Although continuous assessment in reading class is being practiced at least two times through the whole time of teaching learning process, students and teachers are not happy in doing it. The reason is it is difficult to master.(T2 12,07,2009 E.C)

This interviewee expressed what he thinks about the practice of continuous assessment in reading class of the school is different from the first interviewee. As he stated, there is the practice of continuous assessment in my school; however, it is done without interest due to.

In addition to the above teacher, the third interviewee strengthened what the second interviewee suggested about the practice of continuous assessment in the school as follows:

I would like to say for sure that continuous assessment is being practiced in my school. But there are so many problems with it. For example, the test is not given to students because of shortage of paper, time, and etc..(T3 12,07,2009 E.C)

Generally concerning the practice of continuous assessment in Dhera preparatory school seemed to insufficient and inappropriately

4.3.8 What is your suggestion to improve the state of practice of continuous assessment in your school?

Finally the participant teachers were asked for their suggestion on how to bring improvement on the practice of continuous assessment in English language reading class. Thus, they described their opinion as follows:

In my opinion, the number and the size of bulky reading passages of textbook should be highly reduced; on-job training that focuses on continuous assessment should be given to English language teachers, and the number of students in a class should be minimized as much as possible in order to practice continuous assessment properly. (T1 12,07,2009 E.C)

The above interviewee tried to show the problems and solutions based on her experience. For instance, the large size (volume) of student's textbook and the number of reading passages are

being large were stated as problems. And again she stated that the number of students is also another problem on the implementation of continuous assessment in English language reading class.

Similarly, one of the teachers has suggested his idea as follow:

Since reading is one of the basic skills, it must be practiced both by teachers and students. Students' reading problem can be displayed on other skills because all language skills are underpinned to each other. (T2, 12,07,2009 E.C)

The second teacher raised teachers' and students' interest on the practice of continuous assessment. As he described they both have no interest to practice continuous assessment due to students' large number in a class.

In addition to what the above teachers said, the other teacher also expressed his suggestion as follows:

To improve the practice of continuous assessment, there should be appropriate monitoring system on the implementation of continuous assessment in reading classes; the number of students in a class should be reduced. (T3 12,07,2009 E.C)

Just like the above two teachers, this interviewee also suggested that for the better implementation of continuous assessment the number of students in a class should in its appropriate size in order to practice it properly.

Summary of the Interview Data

The analysis of data gathered through interview from three English language teachers about the practice of CA in English language is summarized as follow.

As illustrated in the discussion above in item 1, two of three teachers confirmed that they use/practice CA sometimes in their reading class, but one teacher practices it rarely. Even though they agreed on the importance of continuous assessment in English language reading class, the number of students in a class being large hindered the practice of CA. Regarding item 2, the

types of reading skill assessment devices, they used integrated devices, comprehension, and formal and informal devices as they described. With regard to the result obtained from CA (item 3), the interviewees said that they used it to support the learners, give remedy on their problems, and to praise students who do well or to change style/way of teaching for better achievement. Concerning feedback given to students (in item 4), most of the time feedback is given when the exercise is given to groups. In item 5, about allowing students to assess themselves, the researcher realized that teachers did not seem to allow students in uniformed way. Again in item 6 almost all the interviewees preferred giving reading assessment to groups due to the large number of students in a class. As for item 7, the state of CA whether it is being practiced or not in their school, all teachers agreed as it is being given. However, they expressed as it is not satisfactory.

Finally for item 8, the interviewees suggested their own different ideas on the improvement of teachers' practice of CA in English language reading class. For instance, limiting the number of students, giving on-job training for teachers, reducing the number of reading passages, etc..Therefore, when the interview was conducted with the teachers, it was examined how they practiced CA and what kind of mechanism they used in line with the given items. Thus, the researcher realized that teachers did not seem to practice CA in English language reading classes properly.

4.4 Data from Classroom Observation

In the coming section, the data obtained from the Classroom Observation on various practices of continuous assessment is presented turn by turn.

4.4.1 Data from Teacher Use of CA Practice

Table 7: - English Teacher Presenting the Reading Lesson

No.	The English teacher	Responses in Frequency (Fr.) and Percent (%)					
		Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
1.	Tells the objective of the lesson,	3	100	-	-	3	100
2.	Informs assessment device is to be used,	2	66.7	1	33.3	3	100
3.	Explains assessment criteria to be used,	-	-	3	100	3	100
4.	Encourage students to assess themselves,	3	100	-	-	3	100
5.	Encourage students to assess partners,	-	-	3	100	3	100

As can be seen in Table 7 below, five Items were used to assess how the teachers presented the lesson, such as, whether the teacher tells the objective of the lesson, informs the assessment device to be used, explains the assessment criteria to be used, and encourage students to assess themselves and their partners. Thus, first, concerning the teacher telling students the objective of the lesson, 3 (100%) the teachers told the objective of the lesson. Second, concerning informing the assessment device to be used, 2 (66.7%) of the teachers observed informed students the CA devises to be used. Third, the attempt made whether the teacher explained the assessment criteria to be used, 3 (100%) of the teachers did not explain the assessment criteria. Fourth, it was observed that all 3 (100%) of the teachers encouraged students to assess themselves. Fifth, when it comes to encouraging students to assess their peers, it was also observed that 3 (100%) of the teachers did not encouraged students to assess their partners or peers.

Table 8: - Items on English Teacher Use of CA Devices

No.	During the lesson, the teacher used.....	Responses in Frequency (Fr.) and Percent (%)					
		Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
2.1	Strategy checklist,	-	-	3	100	3	100
2.2	Self assessment,	-	-	3	100	3	100
2.3	Group assessment,	3	100	-	-	3	100
2.4	Retelling method,	1	33.3	2	66.7	3	100

2.5	Think aloud method,	-	-	3	100	3	100
2.6	Fluency checklist,	3	100	-	-	3	100
2.7	Response journal,	-	-	3	100	3	100
2.8	Portfolio,	-	-	3	100	3	100
2.9	Reading conference,	-	-	3	100	3	100
2.10	Reading logs	-	-	3	100	3	100

As given in Table 8 above, ten items were used to review teachers' use of CA devices. Thus, first, concerning the use of strategy checklist and self assessment, the data from the observation revealed by 3 (100%) that the teachers did not use strategy checklist and self assessment respectively. Next, in Item 2.3, it was observed that the teachers used group assessment by 3 (100%). Under item 2.4, the data from the observation confirmed that teachers did not employ retelling device by 2 (66.7%). In Item 2.5, the attempt made to assess whether the teachers used think aloud method, the data from the observation showed by 3 (100%) that teachers did not use think aloud method. However, in Item 2.6, it was observed that the teachers were able to use fluency checklist by 3 (100%).

On the other hand, according to the observation results to Items 2.7 to 2.10, the data from the observation showed that teachers did not employ response journal, portfolio reading conference and reading logs by 3 (100%) respectively.

Table 9: - Items on English Teacher Giving Feedback to Students

No.	During the lesson, the teacher used.....	Responses in Frequency (Fr.) and Percent (%)					
		Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
3.1	Students are being given feedback each time,	3	100	-	-	3	100
3.2	Students are told condition of feedback,	3	100	-	-	3	100
3.3	The feedback given is timely,	3	100	-	-	3	100
3.4	Feedback is given to correct errors,	3	100	-	-	3	100
3.5	Feedback given has constructive comments,	2	66.7	1	33.3	3	100
3.6	Feedback given is to individual students,	-	-	3	100	3	100
3.7	Feedback given is to groups.	3	100	-	-	3	100

In an attempt to assess whether teachers were providing feedback to students during the lesson seven items were used as can be seen in Table 9 above. According to the data from the observation, first, in Items 3.1 to 3.4, the data from the observation showed that students are being given feedback each time, students are told condition of feedback, the feedback given is timely, and feedback is given to correct errors were employed by 3 (100%) teachers respectively. Concerning Item 3.5, the data from the observation revealed that the feedback given by 2 (66.7 %) teachers has constructive comments. Under item 3.6, the data from the observation confirmed that teachers did not provide feedback to individual students by 3 (100%).

On the other hand, according to the observation results to Items 3.7, the data from the observation showed that teachers provided feedback to groups by 3 (100%) respectively.

Table 10: - Items on English Teacher Encouraging Students

No.	During the lesson, the teacher used.....	Responses in Frequency (Fr.) and Percent (%)					
		Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
4.1	To assess themselves,	3	100	-	-	3	100
4.2	To assess peers work,	-	-	3	100	3	100
4.3	To provide feedback to individuals,	-	-	3	100	3	100
4.4	To provide feedback to groups	3	100	-	-	3	100

As can be seen in Table 10, four items were used to assess if teachers were encouraging students during the lesson. As a result, first, in Items 4.1 and 4.4 the attempt made to assess whether the teachers encouraged the students to assess themselves and to provide feedback to groups, the data from the observation showed by 3 (100%) that teachers encouraged learners to assess themselves and to provide feedback to groups respectively.

Second, according to the observation results to Items 4.2 to 4.3, the data from the observation showed that teachers did not provide encouragement to assess peer work and to provide feedback

to individuals by 3 (100%) respectively.

4.5 Data from Document Review

Document review was used to obtain data on four areas of the study, such as, the mark list, the feedback given to students, the materials used for CA practices and the lesson plan teachers used for the practice and devices of CA. As a result, the data from the document review has been presented using the following four tables.

Table 11: - Items on the Mark List Teacher Used

No.	The teacher mark list shows.....	Responses in Frequency (Fr.) and Percent (%)					
		Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
1.1	List of tools used to assess reading ability,	3	100	-	-	3	100
1.2	That assessment is given continuously,	-	-	3	100	3	100
1.3	That assessment is given for class work,	3	100	-	-	3	100
1.4	That assessment is given for home work.	1	33.3	2	66.7	3	100

As can be seen in Table 11 above, all teachers' mark list showed the list of tools the teacher used, CA was being given, and the assessment given was only as class work. With regard to students' notebook, even though it showed as feedback was given, way of feedback giving did not allow learners to improve their errors.

Table 12: - Items on Feedbacks Given on Students' Exercise Books

No.	The students' exercise books show.....	Responses in Frequency (Fr.) and Percent (%)					
		Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
2.1	Feedback is given,	3	100	-	-	3	100
2.2	Feedback shows ways to improve errors,	2	66.7	1	33.3	3	100
2.3	Peers are allowed to assess each other's work,	-	-	3	100	3	100
2.4	Group assessment has been used.	-	-	3	100	3	100

As given in Table 12 above, the students' note book did not show whether or not peers were allowed to assess each other's work. As the researcher observed during class room observation, group assessment has been made; however, students' note book did not show any group assessment result. One can realize from this is that the given feedback was almost in spoken form.

Table 13: - Items on Sources/Materials Teachers Used CA from

No.	The teacher used CA from.....	Responses in Frequency (Fr.) and Percent (%)					
		Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
3.1	The teacher guide book,	3	100	-	-	3	100
3.2	Students' textbook,	3	100	-	-	3	100
3.3	Self-prepared materials.	-	-	3	100	3	100

As it has been presented in Table 13 above, concerning the teacher used of CA activities, all teachers' documents showed that they used teacher guide book and student's textbook as a source of activities. But, regarding self-prepared material, the researcher was not be able get any materials prepared by teachers.

Table 14: - Items on the Lesson Plan the Teacher Used

No.	The lesson plan used shows.....	Responses in Frequency (Fr.) and Percent (%)					
		Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
4.1	What CA will be used,	3	100	-	-	3	100
4.2	Shows the objective of the CA,	3	100	-	-	3	100
4.3	Methods/ ways of its implementation.	3	100	-	-	3	100

As given in Table 14 above, with regard to the lesson plan, all teachers, lesson plan showed that what CA will be used, the objective of the CA, and methods/ways of its implementation.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

5. Introduction

This chapter outlines the summary, conclusion and recommendation based on the research findings.

5.1 Summary

The main purpose of this study was to assess the practice of CA in Dodota woreda at Dhera preparatory schools. For the achievement of this objective of the study the following basic questions were raised.

To achieve the above objectives the following research questions were formulated:

1. To what extent were EFL teachers implementing CA in English reading classes?
2. What types of CA tools did EFL teachers use to assess students' reading skills?
3. What appropriate feedbacks were given to students based on results of CA?
4. What were the major problems EFL teachers encountered in using CA in reading classes?

In order to answer these research questions and carry out the study, descriptive survey research having mixed methods was used. This method enables to collect different kinds of data using survey tools, such as, questionnaire, interview, document review and observation. Depending on the nature of the data gathered, descriptive statistics was employed to analyze the quantitative data from questionnaire in line with the qualitative data from open-ended questionnaire, interview and document analysis to substantiate the result of the study. Finally, the study comes up with the following major findings.

Most of the teachers approved that there was less feedback provided to learners after assessments were administered. The students confirmed that teachers are reluctant to give feedback to individual learners. Even though teachers always score and record every assessment result of

learners, it was not supported with necessary feedback to help students' learning. This implies that learners did not get relevant feedback from their teachers after every assessment. However, their feed back to the learners were very important for students. Therefore, learners of the indicated preparatory schools were not in the position to get relevant feedback from their teachers, but which was worth full utmost.

5.2 Conclusions

On the basis of the major findings of this study, the following conclusions were made.

1. The English language teachers used very limited continuous reading assessment devices to collect assessment information. As the findings indicated, the teachers rarely used a range of assessment devices; rather, they frequently used group work, test and quizzes and think aloud. However, according to scholars using different CA devices helps students show their performance.
2. Even if the feedback was provided in a moderate manner by the teachers, it was not exercised as intended. According to the scholars, feedback provision has to be consistent for better attainment of the purpose.
3. Regarding the challenge of the practice of CA in reading class, all the teachers had experienced problems with the large number of students per class. As a result of this, it can be concluded that the teachers found it difficult to give individual attention to the learners. Teachers 'teaching overload, lack of students' interest in reading class were also identified as the most impeding factors to the effective practices of continuous reading assessment.
4. As it can be seen from the analysis, the involvement of continuous assessment practices in reading classes did not always conform to the expectations. For this reason, generally, it was possible to say that continuous reading assessment was found to a neglected area of practice.

5.3 Recommendations

Based on the findings of the study, the following suggestions are forwarded. Moreover, the Suggestions presented here are generally based on interviews, questionnaires and reviews of literature.

1. Teachers have to implement continuous assessment in reading classes for its primary purpose, that is, improving the teaching learning process and guiding the instruction.
2. To foster appropriate feedback in the reading classes, teachers have to adapt specific feedback mechanisms that students can use easily.
3. As remedial teaching is one of the core values of continuous assessment, teachers have to arrange tutorial classes for less performing students to boost their reading skills. From the results of the investigation, it was realized that grade 11 and 12 English language teachers could not practice CA in reading classes most of the time due to the large number of students they teach in their respective classes. Based on this fact, the large number of students in a class has to be minimized in order that the teachers can implement CA in the reading classes and give timely and specific feed back to their students. Thus, WEO (Woreda Education Office) has to plan to construct suitable classrooms and set the number of students based on MOE's (Ministry Of Education) classroom students ratio standard and fulfill manpower as needed for the successful implementation of CA in the reading classes.
4. In general, teachers' practice of continuous assessment in reading classes was not satisfactory. Therefore, it needs to be treated with great care, attention, and respect. Teachers, especially, have a responsibility to undertake CA properly, identify students' problem on reading skills and have to be mindful of the consequences of assessment.

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Appendix 1

INTERVIEW CONSENT FORM

This interview is prepared for the purpose of educational research for post graduate study at Adama Science and Technology University (ASTU), School of Social Science and Humanities, Department of English. Its main aim is to *investigate the Practices of EFL teachers' Continuous Assessment in Reading classes*.

Dear interviewee, this form is prepared to get your informed consent thereby to take part and provide data to the interview prepared for educational study. The aim of this face-to-face interview is to obtain data on *the practice of EFL teachers' Continuous Assessment in Reading Classes*. Therefore, your genuine responses to the entire interview are extremely valuable for the study. So when you are taking part in this interview session, you will be asked questions about the continuous assessment in reading class, CA devices you use, feedbacks and their results, etc.,

The information you provide will be kept confidential and you will not be identified. You are also free to withdraw from the interview any time without penalty. If you have any enquiry about the study and the procedures of providing data (answering questions), you are at liberty to ask the researcher at any time. You can also contact ASTU for any information on the study.

I understand that the data to _____ EFL lesson.

So, I consent that the data is going to be used in this manner only and I also saw the researcher sign to use the data for the purpose indicated.

If you wish to take part in this study please put your name and sign below.

Name _____, Sign _____, Date _____.

I, the researcher, consent to use the interview data as described above.

Name _____, Sign _____, Date _____.

Appendix 2

TEACHER INTERVIEW GUIDE

Dear teacher welcome to this face-to-face interview session.

_____.

1. How often do you use continuous assessment in your (reading classroom) in teaching the reading skill? _____
2. Can you please tell me the types of reading skill assessment devices you use?

3. Tell me what you will do with the results of the assessments you got to help students?

4. How often do you give feedback on students' assessment of reading skill?

5. Please tell me how often do you allow students to assess themselves and others?

6. Please tell me if you would give reading skill assessment for individuals or groups?

7. What do you think in the state of continuous assessment in your school (is it being practiced _____ or _____ not).

8. What is your suggestion to improve the state of practice of CA in your school?

Thank you. I have finished my questions. If you have any question or comment please feel free to forward them.

Appendix 3

CLASSROOM OBSERVATION CHECKLIST

School: - _____ Year :- _____ Semester :- _____

Date of Observation:- _____ Grade Level:- _____ Period:- _____ Minutes:- _____

Chapter:- _____ Topic of the lesson:- _____

Page:- _____ No of the students:- _____ Class Size:- Small [] Medium [] Large []

Teacher's Code:- _____ Observer:- _____

Part A:-Classroom Observation Checklist for Teacher Use of CA Practice

No.	Items on list of CA practices used for reading, The teacher.....	Use of Practice		Remark
		Yes	No	
1.	Tells the objectives of the reading lesson properly,			
2.	Informs which assessment device to be used,			
3.	Explains the assessment criteria to be used,			
4.	Encourages students to assess themselves,			
5.	Encourage students to assess their peers/partners			

Part B: - English Language Reading Class Observation Form

No.	List of Classroom activities The teacher does _____ during the lesson	Very good	Good	Poor	Very poor
1.	While teaching the lesson, the teacher.....				
	1.1 Tells the objective of the lesson,				
	1.2 Informs which assessment device is to be used,				
	1.3 Explains the assessment criteria to be used,				
	1.4 Encourage students to assess themselves				

	1.5 Encourage students to assess their peers/partners				
2.	The teacher uses reading skill assessment devices like				
	2.1 Strategy checklist,				
	2.2 Self assessment,				
	2.3 Group assessment,				
	2.4 Retelling method,				
	2.5 Think aloud method,				
	2.6 Fluency checklist,				
	2.7 Response journal,				
	2.8 Portfolio,				
	2.9 Reading conference,				
	2.10 Reading logs				
3.	Feedback techniques used.....				
	3.1 Students are being given feedback each time,				
	3.2 Students are told condition of feedback,				
	3.3 The feedback given is timely,				
	3.4 Feedback is given to correct errors,				
	3.5 Feedback given has constructive comments,				
	3.6 Feedback given is to individual students,				
	3.7 Feedback given is to groups.				
4.	The teacher encourages students				
	4.1 To assess themselves,				
	4.2 To assess peers work,				
	4.3 To provide feedback to individuals,				
	4.4 To provide feedback to groups				

Appendix 4

DOCUMENT ANALYSIS CHECHLIST

School: - _____ Year: - _____

Semester: - _____ Grade Level: - _____ Section: - _____

Teacher's Code: - _____ Date: - _____

No .	Document Review Checklist	Use of Documents		Remark
		Yes	No	
1.	The mark list the teacher's used show. . . .			

1.1	List of tools used to assess reading ability,			
1.2	That assessment is given continuously,			
1.3	That assessment is given for class work,			
1.4	That assessment is given for home work.			
2. Students' Notebook shows that		Yes	No	
2.1	Feedback is given,			
2.2	Feedback shows ways to improve errors,			
2.3	Peers are allowed to assess each other's work,			
2.4	Group assessment has been used.			
3. The teacher used CA activities from		Yes	No	
3.1	The teacher guide book,			
3.2	Students' textbook,			
3.3	Self-prepared materials.			
4. The lesson plan includes/contains		Yes	No	
4.1	What CA will be used,			
4.2	Shows the objective of the CA,			
4.3	Methods/ ways of its implementation.			

Appendix 5

STUDENT QUESTIONNAIRE

PART I

Dear respondent, this questionnaire is prepared for the purpose of educational research for post graduate study at Adama Science and Technology University (ASTU), School of Social Science and Humanities, Department of English. Its main aim is to *investigate the Practices of EFL teachers' Continuous Assessment in Reading classes*. Therefore, your genuine responses to the entire questions are extremely valuable for the study.

The questionnaire has **five** pages, which are composed of instructions and different questions under **five** parts. **Part One** deals with the purposes of the study and instructions on how to complete the questionnaire. **Part Two**, which has **five** questions, is meant to obtain background information on respondents. Next, **Part Three**, which is composed of **ten** questions, is designed

So, you are politely requested to read all questions carefully and to respond honestly to provide the required information. Therefore, you can provide your answer by making an “X” or “√” mark in the boxes given in front of the choices. Finally, the producers of the questionnaire like to disclose that they are greatly indebted to all people, who will take part in providing information to the study by filling out the questionnaire. Moreover, the help received will be greatly acknowledged in the paper.

Part II: - Respondents Background Information

1. Respondent sex (gender):- A. Male [] B. Female []
2. Grade level A. grade 11 [] B. Grade 12 []
3. How often do you attend English classes? A. Always [] B. Often [] C. Rarely []
D. Never []
4. Your interest to learn the reading skill?
A. Very high [] B. High [] C. Low [] D. Very low []
5. Your interest to have reading skill assessments?
A. Very high [] B. High [] C. Low [] D. Very low []

Direction: - the following items are on practice of continuous assessment for the reading skill.
Indicate how often your English teacher uses each item by making “X” mark in one of the boxes.

Items on Continuous Assessment Practice

No.	The English teacher gives reading exercises/activities	Very high	High	Medium	Low	Very low
1.	To be done in the class,					
2.	To be done as homework					
3.	From the students textbook					
4.	Other materials (newspaper, novels, magazines, etc),					
5.	For students to do individually,					
6.	For students to do in group,					
7.	To identify problems students have in the skill,					
8.	To assist students to overcome their reading problem,					
9.	To review students use of reading skill in other subjects,					
10.	To review student use of the skill in real life.					

Part IV: - The Use of Devices on reading Assessment

Direction: - Items in the following table deal with teachers' use of continuous assessment devices in teaching the reading skill. Indicate how often your English teacher uses each device by making "X" mark in one of the boxes.

Items on Continuous Assessment Devices Used

No.	The English teacher uses/gives...	Very high	High	Medium	Low	Very low
1.	Individual reading activities,					
2.	Group reading activities,					
3.	Reading comprehension test/quiz,					
4.	Group discussion on texts read,					

5.	Retelling what has been read,					
6.	Reading portfolio,					
7.	Reference books to read,					
8.	Reading performance checklist,					

Part V:-The Use of Feedback on Reading Assessment

Direction: - The following questions are about the use of feedback on reading assessment. Indicate how often your English teacher uses each feedback technique by making “X” mark in one of the boxes.

Items on Feedback Techniques Used

No.	The feedback my English teacher uses/gives it	Very high	High	Medium	Low	Very Low
1.	In a written form,					
2.	In a spoken form,					
3.	Timely,					
4.	Easily understandable,					
5.	To indicate my strong sides,					
6.	To indicate my weak sides,					
7.	To help me improve my reading skill,					
8.	Constrictive to me,					
9.	Based on the activities given.					

Gaaffii Barataaf Qophaa'ee

Kutaa I

Kaayyoon gaafiibarreffamaa kanaa qorannoo barnootaa kan digrii lammaffaa yunivarsitii saayinsii fi teknoloojii Adaamaa, kollejjii saayinsii hawaasaa, muummee barnoota Afaan Ingiliffaa gaggeefamaa jiruufii. Kaayyoon ijoon qorannoo kana madaallin walittifufaan daree dubbisuu keessatti maal akka fakkaatu iyyaafachudha. Kanaafuu deebiin kee galma gahinsa qorannoo kanaaf gahee guddaa qaba.

Gaafiin bareefama kun fuula sadii kan qajeelfamooaafi gaafilee adda addaa kutaa shan qabu of keessatti qabata. Kutaa inni jalqabaa kaayyoo qorannoofi akkamitti deebiin gaafilee akka gutamuu kan ibsuudha. Inni itti aanu immoo odeeffannoo waa'ee seena duubeedeebistoota of keessatti qabata. Itti aansuun, kutaa sadaffaan gaaffilee 10 yoo qabaatu, kan qophaa'eef odeeffannoo waa'ee itti fayyadamaafi ilaalcha barsiisaan madaallii walitti fufaa daree dubbisuu irratti qabu argachuufi. Kutaan inni afraffaa fi shanaffaan gaafilee 10 kannen itti fayyadamaa fi akaakuwwan madaallii walitti fufaa barsiisaan daree dubbii keessatti fayyadamuu fi duubdeebii inni fayyadamu sakattaa'uuf qophaa'eenii dha.

Kanaafuu gaaffilee kennamaniin wal qabatee odeeffannoo dhugaa tahe akka kennitu niin gaafadha. Deebii kee mallattoo 'X' fuuldura gaafilee saduqaa keessaa godhuun deebisi. Dhumarratti, qophessaan gaaffilee kanaa, gaaffilleen nama hudaafuu gatii ol'aana kan qabu ta'e ibsuun barbaada. Dabalataaniis gargaarsi argame waraqaan qorannichaa keessatti guddaa kan galateefamu ta'a.

Galatoomaa !!!

Kutaa II:- Odeeffannoo Seen-duubee Deebistootaa

Qajeelfama- gaaffilee kutaa kana waa'ee odeeffannoo dhunfaa barataa ilaallata. Gaaffilee yoo deebistu mallattoo 'X' sanduuqota lamaan keessa tokkoo filachuun kaa'i.

- Koorneya Dhiira ☐ Dhalaa ☐
- Gola baratu Kutaa11 ☐ Kutaa 12 ☐
- Daree barnoota Afaan Ingiliffaa argamtee yeroo hammamiif ni barataa?
Yeroo hunda ☐ Yeroo baayee ☐ Darbee darbee ☐ Inumaa ☐
- Fedhiin atidandeettii dubbisuu barachuuf qabdu maal fakkaata?
Baayee olaanaa ☐ Olaanaa ☐ Gadi annaa ☐ Baayee gadi aanaa ☐
- Fedhiin ati madaallii dandeettii dubbisuu fudhachuuf qabdu maal fakaata?
Baayee olaanaa ☐ Olaanaa ☐ Gadi aanaa ☐ Baayee gadi aanaa ☐

Kutaa III:- Haala fayyadaminsa Madaallii Walitti fufaa

Qajeelfama- Himoonni armaan gadii waa'ee haala keninsa madaallii walitti fufaa kan dandeettii dubbisutiin walqabata. Barsiisaan kee yeroo meeqa meeqaan akka fayyadamu yookiin kennu mallattoo 'X' kaa'uudhaan agarsiisi.

Tl.	Wantoota kanneen tokkoo tokkon barsiisaan Afaan Ingiliffaa gilgaalaawwan dubbiuu kan kennu	Baayee olaanaa	Olaanaa	G/galaa	G/aana	B/G/aana
1.	Daree keessatti akka hojjatamuuf					
2.	Manatti akka hojjatamuuf					
3.	Kitaaba barataa irraa					
4.	Wantoota biro irraa (gaazexaa, asoosama, barrulee fikan kana fakkattan)					
5.	Dhunfaan akka hojjatamuuf					
6.	Gareen akka hojjatamuuf					
7.	Rakinni Barataan dandeetti dubbisuu irratti qabu adda baasuuf					
8.	Rakinni dubbisuuakka furu gochuuf gargaara					
9.	Itti fayyadainsa dandeetti dubbisuu gola barnoota biro irratti Barataan qabu sakataa'uuf					
10.	Jireenya isaa keessatti faaydaa dubbiss maal akka fakkaatu sakataa'uuf					

Kutaa IV:-Akaakuwwan Madaallii Walittifufaa Daree Dubbisuu Keessatti Kennamu

Qajeelfama:- kanneen gabatee armaan gadi keessatti kennaman waa’ee akaakuwwan madaallii walittifufaa barsiisaan yeroo dandeetti dubbisuu barsiisuu itti fayyadamun dha. Barsiisan kee yeroo hangam hangamiin tokkoon tokkoo isaa akka fayyadamu mallattoo ‘X’ sanduqoota jiran keessa tokkoo jala kaa’uun agarsiisi.

Tl.	Gosaawwan Madaalli Walitti fufaa tokko tokkoon Barsiisaa Ingiliffaa kan kennu	Baayee olaana	olaana	G/galaa	G/aana	B/G/ aanaa
1.	Dhuunfaan hojilee dubbisuu hojjataman					
2.	Hojiilee gareen hojjataman					
3.	Battalle hubannoo dubbisuu					
4.	Marii garee dubbisa dubbifamarratti					
5.	Waan dubbifama irraargatan debii’anii himu					
6.	Portfooliyoo dubbisuu					
7.	Kitaaba wabiilee dubbifaman					
8.	Cheekliistiihojmaata dubbissun					

Kutaa V:- itti fayyadama Duub-deebii Madaallii Dubbiisuu Irratti

Qajeelfama:- gaafileen armaan gadii waa’ee itti fayyadama duub-deebii madaallii dandettii dubbisuu ilaala. Barsiisaan kee hangam takka sirna duub-deebii akka fayyadamuu sanduuqa jiran keessaa tokkoo jala mallattoo ‘X’ kaa’uun agarsiisi.

Tl.	Sina Duub-deebii Fayyadamaa tokko tokkoon	Baayee olaana	olaana	G/galaa	G/aanaa	B/G/aanaa
1.	Barreffamaani					
2.	Bifa dubbiittiini					
3.	Yeroo kan eegatee dha					
4.	Salphattii hubatamaa					
5.	Cimina kiyyaa agarsiisuuf					
6.	Laafina koo akka beekuuf					
7.	Dandeettii dubbisuu akka fooyyeffadhu na gargaara					
8.	Duub-deebiin na jajjabeessa					
9.	Hojiilee kennaman irratti hundaa’e					

ለተማሪዎች የተዘጋጀ መጠይቅ

ክፍል 1

ውድ የዚህ መጠይቅ ተሳታፊ ይህ መጠይቅ የተዘጋጀበት ዓላማ በአዳማ ሳይንስና ቴክኒኮሎጂ ዩኒቨርሲቲ፡በማህበራዊ ሳይንስ፡ በእንግሊዝኛ ዲፓርትመንት ለ2ኛ ዲግሪ መመረቂያ ፅሁፍ ለሚደረገው ትምህርታዊ ጥናትና ምርምር ማሟያነት ነው። የዚህ ጥናትና ምርምር ዋናው ዓላማ የእንግሊዝኛ መምህራን በንባብ ክፍለጊዜ የሚያደርጉትን ተከታታይ ምዘና ምን እንደሚመስል ለመመርመር ነው። ስለሆነም እርስዎ ለሁሉም ጥያቄዎች የሚሰጡት መልስ ለዚህ ጥናትና ምርምር ትልቅ ዋጋ አለው።

ይህ መጠይቅ አምስት ገጾች ያሉትና በውስጡም አምስት የተለያዩ ክፍሎች ያሉት ሲሆን፡ የመጀመሪያው ክፍል የመጠይቁን አሞላል መመሪያ የያዘ ሲሆን፡ ክፍል ሁለት የተጠያቂውን ግለ-ታሪክ መረጃ የተመለከተ ነው። ክፍል ሶስት በውስጡ 10 ጥያቄዎችን የያዘ ሲሆን እንግሊዝኛ መምህራን በንባብ ክፍለጊዜ የሚያደርጉትን ተከታታይ ምዘና የሚመለከት ነው። የመጨረሻዎቹ ሁለት ክፍሎች ክፍል 4 እና 5 እያንዳንዳቸው አስር አስር ጥያቄዎችን ይዘዋል።

ስለዚህ የተሰጡትን ጥያቄዎች በከፍተኛ ጥንቃቄና ቢታማኝነት አንብበው እንዲሞሉ ቢታላቅ አክብሮት እጠይቃለሁ።

ስለትብብርዎ በቅድሚያ እናመሰግናለን!

ክፍል 2፡- የተጠያቂው ግለ-ታሪክ መረጃ

መመሪያ፡- በዚህ ክፍል ያሉት ጥያቄዎች ነተጠያቂዎ ግለ-ታሪክ ላይ ያተኮሩ ናቸው፡እባክዎን መልሰዎን “X” ምልክት በሳጥኑ ውስጥ ያስቀምጡ።

1. የመላሹ ፆታ ወንድ [☐] ሴት [☐]

2. የክፍል ደረጃ 11ኛ ክፍል [☐] 12ኛ ክፍል [☐]

3. የእንግሊዝኛ የትምህርት ክፍልጊዜን ምን ያህል ትከታተላለህ?

ሁል ጊዜ [☐] አልፎ አልፎ [☐] በከፊል [☐] በጭራሽ [☐]

4. የንባብ ክህሎትን ለመማር ያለህ ፍላጎት ምን ይመስላል?

በጣም ከፍተኛ [☐] ከፍተኛ [☐] ዝቅተኛ [☐] በጣም ዝቅተኛ [☐]

5.ለንባብ ክህሎት ምዘና ያለህ ፍላጎት ምን ይመስላል?

በጣም ከፍተኛ ☐ ከፍተኛ ☐ ዝቅተኛ ☐ በጣም ዝቅተኛ ☐

ክፍል 3:- የተከታታይ ምዘና ትግበራ

መመሪያ:- የሚከተሉትን መጠይቆች በንባብ ክህሎት ተከታታይ ምዘና አተገባበር ላይ ያተኩራል፡፡ የእንግሊዝኛ መምህርህ እንዳንዱን የምዘና አይነት ምን ያህል እንደሚጠቀም “X” ምልክት ሳጥኑ ውስጥ በማድረግ አሳይ፡፡

ተ.ቁ	የእንግሊዝኛ መምህር የንባብ መልመጃዎችን የሚሰጥባቸው መንገዶች	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
1.	ክፍል ውስጥ የሚተገበር					
2.	በቤት ስራ መልክ የሚተገበር					
3.	ከተማሪዎች መማሪያመፃህፍት					
4.	ከተለያዩ መርጃ መፃህፍት					
5.	ተማሪዎች በግላቸው የሚሰሩት					
6.	ተማሪዎች በቡድን የሚሰሩት					
7.	ተማሪዎች በንባብ ክህሎት ላይ ያለባቸውን ችግር ለመለየት					
8.	ተማሪዎች በንባብ ክህሎት ላይ ያለባቸውን ችግር ለይቶ እገዛ ለማድረግ					
9.	የተማሪዎችን የንባብ ክህሎት በሌሎች የትምህርት ዘርፍ ላይ ያለውን ጠቀሜታ ለማየት					
10.	የተማሪዎችን የንባብ ክህሎት የህይወታቸው ላይ ያለውን ጠቀሜታ ለማየት					

ክፍል 4:- በንባብ ምዘና ላይ መምህሩ የሚጠቀማቸው መሳሪያዎች ጠቀሜታ

መመሪያ:- የሚከተለው ሠንጠረዥ በንባብ ምዘና ላይ መምህሩ የሚጠቀማቸው መሳሪያዎች ምን ያህል ስራ ላይ እንደሚያውላቸው የ “X” በመጠቀም መልስዎን ያሳዩ

ተ.ቁ	በንባብ ምዘና ላይ መምህሩ የሚጠቀማቸው መሳሪያዎች ዝርዝር	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
1.	የግል የንባብ መልመጃ					
2.	የጋራ የንባብ መልመጃ					
3.	የንባብን የመረዳት ችሎታ የሚያሳይ ፈተና					

4.	ፅሁፎችን አንብቦ የቡድን ውይይት ማድረግ					
5.	ያነበቡትን ደግሞ መናገር					
6.	ፖርትፎልዮ ማንበብ					
7.	ዋቢ መፃህፍትን ማንበብ					
8.	የአፈፃፀም ዝርዝሮችን ማንበብ					

ክፍል 5:- በንባብ ምዘና ላይ የግብረ-መልስ ጠቀሜታ

መመሪያ:- በንባብ ምዘና እንግሊዝኛ መምህርህ የተለያዩ የግብረ-መልስ ቴክኒኮችን ምን ያህል እንደሚጠቀም የ “X” ሳጥን ውስጥ በማድረግ አሳይ

ተ.ቁ	የእንግሊዝኛ መምህራን የሚጠቀሙት የግብረ-መልስ ቴክኒኮች	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	ኋለኛ
1.	በፅሁፍ መልክ					
2.	በንግግር መልክ					
3.	ወቅቱን የጠበቀ					
4.	በቀላሉ መረዳት የሚቻል					
5.	ጠንካራ ጎንደር የሚያሳኝ					
6.	ደካማ ጎንደር የሚያሳኝ					
7.	የንባብ ክህሎትን እንዲያሳኝ የሚረዳኝ					
8.	ገንቢ ሃሳብ ይሰጠኛል					
9.	ግብረ-መልሱ መልመጃዎች ላይ የተመሰረተ ነው					

Appendix 6

CLASSROOM OBSERVATION TRANSCRIPT DATA

Classroom Teacher Observation Checklist

English Teacher Practice during the Lesson	T1				T2				T3			
	Very	Good	Poor	Very	Very	Good	Poor	Very	Very	Good	Poor	Very
1. While teaching the lesson, the teacher												
1.1 Tells the objective of the lesson,	X	-	-	-	-	X	-	-	X	-	-	-
1.2 Informs assessment device is to be used,	-	X	-	-	-	X	-	-	-	-	X	-
1.3 Explains the assessment criteria to be used,	-	-	-	X	-	-	X	-	-	-	X	-
1.4 Encourage students to assess themselves,	-	X	-	-	-	X	-	-	-	X	-	-
1.5 Encourage students to assess their partners,	-	-	-	X	-	-	X	-	-	-	X	-
2. The teacher uses reading skill assessment devices, such as												
2.1 Strategy checklist,	-	-	-	X	-	-	-	X	-	-	-	X
2.2 Self assessment,	-	-	-	X	-	-	-	X	-	-	X	-
2.3 Group assessment,	X	-	-	-	X	-	-	-	X	-	-	-
2.4 Retelling method,	-	X	-	-	-	-	X	-	X	-	-	-
2.5 Think aloud method,	-	-	-	X	-	-	-	X	-	-	-	X
2.6 Fluency checklist,	-	X	-	-	X	-	-	-	-	X	-	-
2.7 Response journal,	-	-	-	X	-	-	-	X	-	-	-	X
2.8 Portfolio,	-	-	-	X	-	-	-	X	-	-	-	X
2.9 Reading conference,	-	-	-	X	-	-	-	X	-	-	-	X
2.10 Reading logs	-	-	-	X	-	-	-	X	-	-	-	X
3. Feedback techniques used.....												
3.1 Students are being given feedback each time,	-	X	-	-	X	-	-	-	-	X	-	-
3.2 Students are told condition of feedback,	-	X	-	-	-	X	-	-	-	X	-	-
3.3 The feedback given is timely,	-	X	-	-	-	X	-	-	-	X	-	-
3.4 Feedback is given to correct errors,	-	X	-	-	-	X	-	-	-	X	-	-
3.5 Feedback given has constructive comments,	-	-	X	-	X	-	-	-	-	X	-	-
3.6 Feedback given is to individual students,	-	-	-	X	-	-	-	X	-	-	-	X
3.7 Feedback given is to groups.	X	-	-	-	X	-	-	-	X	-	-	-
4. The teacher encourages students....												
4.1 To assess themselves,	-	X	-	-	-	X	-	-	-	X	-	-
4.2 To assess peers work,	-	-	-	X	-	-	-	X	-	-	-	X
4.3 To provide feedback to individuals,	-	-	X	-	-	-	-	X	-	-	X	-
4.4 To provide feedback to groups	-	X	-	-	-	X	-	-	-	X	-	-

Observation 1 (Teacher 1)

Beginning of the lesson:-

The class observed was grade 11A. The number of students in the class was 52. It was observed on March 15, 2009 E.C. The topic of the lesson was “Why weather forecasts are important”.

At the beginning of the lesson, the classroom teacher greeted students and introduced the daily lesson entitled “Why weather forecasts are important” reading passage by writing on the blackboard and told the objective of the lesson. After this the teacher invited students to guess or talk about climate change and other related issues using their own background knowledge. Finally, the teacher made the students ready for reading in their table groups.

Lesson Progression:-

During actual reading time, while the teacher was monitoring the class and encouraging students, the students were reading the passage silently and taking note.

End of the lesson:-

The teacher invited the students to retell what they read, to guess the meaning of new vocabularies and then to do the given exercises. Finally, she gave feedback orally to students’ work and ended the lesson by summarizing the main points.

As I observed in the above teacher’s classroom, it was good in introducing the lesson topic and the objective of the lesson. However, the status of informing which assessment device and criteria are used during the lesson was not good. Again when she (the teacher) invited the students to suggest/guess about the lesson topic using their own background knowledge, the class was passive. With regard to feedback, the teacher gave it only to groups in spoken form.

Generally, although there were some good qualities of the practice of CA in observed class, it is possible to say that it is not satisfactory.

Observation 2 (Teacher 2)

Beginning of the lesson:-

The class observed was grade 11B. The number of students in the class was 48. It was observed on March 18, 2009 E.C. At the beginning of the lesson, the classroom teacher greeted students and introduced the daily lesson, entitled “Why weather forecasts are important” reading passage orally and told the objective of the lesson. After this, he ordered the students to takeout their textbook on page 189 and read in their table groups.

Lesson progression:-

During this time, the students were reading the passage in their groups while the teacher was supporting students when necessary and encouraging them.

End of the lesson:-

After finishing the reading passage, the teacher told the students to discuss the main points and to do the exercises with their partners. Then he told them to elect a representative for each groups to present the finding of their discussion. At last, he did the answers for the given exercise together with volunteered students and gave a summary of the lesson before leaving the classroom.

In conclusion, what the researcher observed in teacher 2 classroom was that the class was dominated by the teacher and students were not asked and encouraged to elicit their own ideas based on the daily lesson topic. The teacher did not use different techniques to show the meaning of new vocabularies. And the researcher also observed that when students got into groups and pairs to do an exercise in the textbook some of the group members did not give any attention to the given activities. Totally, the number of assessment devices and the number of feedback techniques used were not sufficient.

Observation 3(Teacher 3)

Beginning of the lesson:-

The class observed was grade 12C. The number of students in the class was 44. It was observed on March 5, 2009 E.C. At the beginning of the lesson, the classroom teacher greeted students and introduced the daily lesson, entitled “African civilization” and told the objective of the lesson. After this, the classroom teacher presented brainstorming question for students to express their own idea regarding the given topic. After this, he ordered the students to be in groups and open their textbooks on page 184.

Lesson progression:-

During the actual reading time, the students were reading the passage in their groups and taking notes. The teacher was also monitoring the class and supporting the students.

End of the lesson:-

During this time, the teacher told the students to stop reading and discuss on the passage for five minutes. After this he invited them to retell the essence of the passage for the class by group representatives and then ordered to do the exercise. Finally, he gave feedback to groups and summarized before leaving the classroom.

To sum up, in this classroom observation, there was good classroom management. The classroom teacher tried to create participatory condition during retelling time and applied fluency checklist assessment device. On the other hand, there were some problems that the researcher observed during lesson such as the feedback was given only for groups, a number of assessment devices and feedback techniques were limited.

Summary of classroom observation

It is believed that this critical observation of the classroom is one of the best ways to get first hand information to evaluate English language teachers’ practice of continuous assessment in reading classes.

As described above classroom observation was made in three different sections and three teachers were observed. The observation time was classified into the beginning of the lesson (pre reading), lesson progression (during reading) and end of the lesson (post reading) activities. The observation focused on teacher's activities such as assessment devices used, feedback techniques applied, and encouragement made by the classroom teachers during the lesson time.

Generally, classroom observations indicate that a number of assessment devices and feedback techniques used were not sufficient. For example, using response journal, portfolio, reading conference, and reading logs were not totally used by observed teachers. In addition to these, feedbacks were given only for groups due to large number of students in a class. Therefore; the teachers did not seem to have a well-defined position on the direct implementation of continuous assessment in reading classes.

4.4 Document Analysis

This document analysis was made based on the document review checklists below that focus on the mark list the teacher used, students' notebook, the teacher used CA activities sources, and the lesson plan prepared for reading lesson.

Two Grade 11 and one Grade 12 totally three teachers' documents were analyzed during second semester session, in 2009 EC. Teachers were coded as 01, 02, and 03.

Appendix 7

DOCUMENT REVIEW DATA

Document Analysis Checklist

R.N	Document Review Checklist	Use of Document						Remark
		T1		T2		T3		
1. The mark list the teacher’s used show. . . .		Yes	No	Yes	No	Yes	No	
1.1	List of tools used to assess reading ability,	X		X		X		
1.2	That assessment is given continuously,		X		X		X	
1.3	That assessment is given for class work,	X		X		X		
1.4	That assessment is given for home work.		X	X			X	
2. Students’ Notebook shows that		Yes	No	Yes	No	Yes	No	
2.1	Feedback is given,	X		X		X		
2.2	Feedback shows ways to improve errors,	X			X	X		
2.3	Peers are allowed to assess each other’s work,		X		X		X	
2.4	Group assessment has been used.		X		X		X	
3. The teacher used CA activities from		Yes	No	Yes	No	Yes	No	
3.1	The teacher guide book,	X		X		X		
3.2	Students’ textbook,	X		X		X		
3.3	Self-prepared materials.		X		X		X	
4. The lesson plan includes/contains		Yes	No	Yes	No	Yes	No	
4.1	What CA will be used,	X		X		X		
4.2	Shows the objective of the CA,	X		X		X		

4.3	Methods/ ways of its implementation.	X		X		X		
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