



**TEACHERS' PERCEPTION AND PRACTICES OF CONTINUOUS
ASSESSMENT IN ENGLISH LANGUAGE CLASSES: FOCUS ON JIJIGA
AND SHIEK A/SELAM PREPARATORY SCHOOL IN JIJIGA TOWN**

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE ARTS OF
MASTER IN TEFL**

**JUNE, 2015
ADAMA, ETHIOPIA**

Approved by Board of Examiners

This is to certify that, this thesis was prepared by ZebeneGetaneh in titled Teachers' perception and practices of continuous assessment in English language classes: Focus on Jijiga and Shiek A/selam preparatory school in Jijiga town.

It is submitted in partial fulfillment for the requirement of the degree of master in Art of teaching English as foreign language (TEFL). It meets the accepted standard with respect to originality and quality.

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STATEMENT OF THE AUTHOR

First, I declare that this thesis is my genuine work and that all sources of materials used for this thesis have been heartily acknowledged. This thesis has been submitted in partial fulfillment of the requirement for M.A. Degree in teaching English as Foreign Language to school of Humanities and law, Department of English at Adama Science and Technology University.

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ACKNOWLEDGEMENTS

First of all, I am greatly indebted to my Lord Jesus Christ for giving me the health, strength and inspiration to accomplish this task.

My heartfelt gratitude goes to my advisor MeseretTeshome (phD) for his professional and technical guidance as well as constructive comments and suggestions from designing the research proposal up to its completion. His valuable advice and comments helped me a great deal to shape up the paper in its present form. Without his help this research work could not have been accomplished successfully. In addition, I would like to thank KassayeGutema (phD) for his useful comments and advice.

I would like to thank the Somali Regional State Education Bureau for giving me the chance to join Adama Science and Technology University for the MA program.

My thanks also goes due to the school directors and English language teachers of Jijiga and Shiek A/selam preparatory schools. In both schools, the directors helped me to meet with the English language teachers and to collect the data. All of the English language teachers collaborated with me in administering the questionnaire, attending the interview and allowing me to observe the classrooms during the teaching learning process.

Again, I would like to take this opportunity to express my appreciation to my sisters and brothers for their invaluable support for this study. I would like also to extend my deepest gratitude to my friends Mr. AbebeShibru and Mr. Gtacheu Ali for their initiation, encouragement and support for the completion of this work.

Finally, my special and heartfelt thanks go to my beloved uncle, Prof. DargeWole for his valuable contribution in my education career.

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LIST OF ACRONYMS AND ABBRIVATIONS

AED	Academy for Education Development
C.A	Continuous Assessment
CPD	Continuous Professional Development
DOE	Department of Education
GEQIP	General Education Quality and Improvement Program
ICDR	Institute of Curriculum development and Research
MOE	Ministry of Education
TESO	Teacher Education System Overhaul
USAID	United State Agency for International Development

ABSTRACT

The purpose of this study was to investigate teachers' perception and practices of continuous assessment in English language classes focusing on grade 11. The study used both qualitative and quantitative methods of data gathering instruments such as observation, questionnaire, and interview and document analysis. The participants of the study were 16 English language teachers from the two preparatory schools (8 from Jijiga) and (8 from ShiekA/selam) preparatory schools. To this effect 8 English language teachers were selected from the two preparatory schools using simple random sampling technique from a population of 16 English language teachers to be observed and interviewed. A questionnaire was filled in by 16 English language teachers to find information about their perception and practices of continuous assessment in English language classes.

The data was analyzed using descriptive statistical tools such as frequency and percentage as well as careful description of the findings. The results of the study indicated that the majority of the respondents the English language teachers' perception towards continuous assessment were not positive and continuous assessment methods like group work, practical work and other activities were not being practiced by English language teachers in the two selected preparatory schools. Based on the findings, it was concluded that the English language teachers did not practice continuous assessment appropriately in their school.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

English is an international language which most people learn in order to communicate each other. According to Dejene (1990), the need for English language is to establish contacts with the entire world and the introduction of modern education. In Ethiopian context the English language is being taught from primary to preparatory as a subject and from secondary to higher institution as a medium of instruction.

However, there is a high grievance among the English language teachers, trainers and other concerned people that many students were below the standard in English language skills. Possibly many factors result in the students' low performance. One possible factor appears to be the inappropriate use of continuous assessment in the language classroom.

Various studies both in Ethiopia and abroad were conducted on different issues about continuous assessment. For example, Kapambwe (2010) studied teachers' implementation of continuous assessment in Zambian schools. His findings showed that teachers emphasized continuous testing instead of continuous assessment. He assumed that this happened because of past influence of traditional objective based assessment. The above statement was also strengthened by other educators such as (Wuest and Lombardo 1994; Airasian 1997; Kellaghan et. al., 2004), that traditional assessment instrument and techniques tended to measure narrowly defined characteristics, did not facilitate integration of skills or processes, and are frequently artificial in their nature that did not give the complete picture of each student's knowledge, attitude and skill.

Few researchers such as Birhanu (2004), Mulu (2005) and Dagne (2009) have conducted studies in Ethiopia regarding continuous assessment at different educational levels. Abiy (2013) has also stated that teachers' perception were positive towards C.A. They revealed that teachers did not practice continuous assessment in their classrooms. In these studies the perception of teachers and students, their attitudes and practices were studied separately. Especially, in Ethiopia, the focus of their studies was on higher education teachers and students.

Most importantly, the researcher has not seen any research done in Somali Regional State. Therefore, the researcher became interested to explore about the perception and practices of continuous assessment in the two selected schools in Jijjiga Town. The study was focused on preparatory schools.

Moreover, this study was different from the findings of local researchers recently. The findings of Abiy (2013) indicated that teachers' perception was positive towards continuous assessment. In this respect the researcher was worried about this kind perception of teachers in his study area. On the other hand, teachers' did not practice continuous assessment in English Language classrooms as it was expected. These made this study different from the previous researchers' work. The study was focused only on English language teachers' perception and practices of continuous assessment in language classes.

Regarding this, Remesal (2007) suggested that it is necessary to explore teachers conceptions of assessment within and across each particular system if we want to propound strategies of change that are likely to be understood, accepted and assumed by the teacher. To put clearly, success of the reform is dependent on teachers' and other stakeholders understanding of the role and function of assessment. It is, therefore, worth seeing how teachers perceive the purpose of assessment in general and continuous assessment in particular and how they carry out in order to fulfill the intended outcomes.

1.2 Statement of the problems

Since English is the medium of instruction from secondary school to higher institution, there is a growing demand of learning the language properly. Teachers of preparatory school should understand the purpose of teaching and its positive outcome through appropriate use of continuous assessment with relation to the instructional process.

In some official documents including the current Ethiopian education and training policy (TGA 1994) and the GEQIP (MOE 2008) have given special attention for academic excellence and answer important questions about students' performance. The policy of MOE urges the necessity of shifting teachers' assessment practices from the exclusive reliance on summative assessment to using multiple assessments with special emphasis on formative continuous assessment that provides information for improving students learning. Therefore, moving from summative assessment (judgmental) to formative assessment (developmental) is the main feature of the shift of this assessment.

However, as far as the researcher's experience of teaching the English language for 18 years concerned, continuous assessment appeared to be under implemented due to some factors. One of the factors that should be taken into consideration about the teaching of English language in preparatory schools is that teachers do not seem to have a clear understanding of the concept of continuous assessment. Most teachers understand continuous assessment as continuous testing.

The other factor might be large class size, which does not permit teachers to check students' performances during the implementation of continuous assessment. It is also very important to investigate related factors that contribute to the improper use of continuous assessment in English classroom and suggest some solution.

Thus, the researcher is interested in investigating teachers' perception and practices on continuous assessment in language classes (teachers' perceptions are believed to be crucial element of the success of any educational reform Anderson, 1997) and to examine whether the English language teachers' practice continuous assessment properly or not and also to give personal recommendations.

1.3 Objectives of the study

General objective

The overall objective of the study was:

- To explore whether English language teachers perceive and practice continuous assessment appropriately or not.

Specific objectives

The specific objectives of the study were:

- To find out the English language teachers perception of continuous assessment in English language classes.
- To investigate the English language teachers practice on continuous assessment in English language classroom based on the syllabus.
- To investigate the gaps of the English language teachers' perception and practice of continuous assessment in the classrooms.
- To find out the major factors that impedes the implementation of continuous assessment in English language class.

1.4 Research Questions

In order to achieve the above stated objectives the researcher formulated the basic research questions: is there a positive teachers' perception and practices towards continuous assessment? Besides, so as to strengthen the operational question the following specific question can be raised.

1. How do preparatory school teachers perceive continuous assessment?
2. To what extent the English language teachers' practice and address continuous assessment?
3. What are the gaps between the English language teachers perception and practices of continuous assessment?
4. What are the problems that face the English language teachers during the practice of continuous assessment?

1.5 Significance of the study

The findings of the study will contribute:

- To English language teachers', it helps to improve their perception of continuous assessment & apply properly.
- To provide relevant knowledge and information to the inspectorate about the English language teachers perception and practices of continuous assessment in the school.
- To other researchers it will act as a reference for further research.

1.6 Delimitation

This study was delimited in area and research setting. Concerning the area of the study, it was delimited to find out what English language teachers perception of continuous assessment and are they practice it appropriately in their English language classes. Regarding the setting, the study was delimited only grade 11 government preparatory schools in Jijiga Town.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

2.1The concept and definition of assessment

Assessment is a concept that works in different context. So, in this chapter assessment within the context of education will be seen and reviewed in relation to the research questions. According to Linn,R. and Gronlund, N (2000), assessment is a general term that includes the full range of procedures use to gain information about student learning and the formation of value judgments concerning learning process.

Assessment is defined as the process of gathering information about how learners are progressing in their learning. It helps to collect information about what students know and can demonstrate as a result of their learning process. Airasian (1991) also explained that Assessment is the process of collecting, synthesizing and interpreting to aid in decision making. Assessment involves much more than scoring, grading and paper and pencil test.

2.2 The purpose of Assessment

According to Anderson (2003), assessment is the process of gathering information to make informed decision. Before engaging in assessment, teacher must know why the assessment is made, what information is needed to make the decision, when the information is needed and how the information is best collected. Teachers assess students for a quite range of different reasons. Abera A. (2012), also pointed out the following purposes of assessment:

1. **Student Learning:** Assessment is a way for educators to measure progress, strengths and areas of growth. Many teachers assess their students using a pre-test, mid-term, and Post-Test to gauge student learning. This may take place throughout a unit or the entire School year
2. **Improvement of Teaching:** Teachers use assessment to determine what is effective in their teaching practices; what is working and what needs improvement. A variety of assessment tools may be used in order to determine what types of instruction are most beneficial in meeting the needs of students.

3. **Communication:** Assessment should serve as a means of communication between educators, Students, administrators, and parents. Parents and students often look at assessment to see WHAT is being learned, HOW progress is being measured, and the TYPE of instruction being received. Educators and administrators use assessment to evaluate teaching practices and to determine if there are gaps in the curriculum. Even though, assessment serves as a means of communication between the different stakeholders, choosing appropriate type of assessment tools and assessing learner's progress, weaknesses and strengths continuously make their communication strong.
4. **Program Evaluation:** Assessment can prove a good measure of one's program, revealing Evidence of the effectiveness of that program, throughout the year, assessment can offer Direction to the program and modifications can be made to increase both student and Instructional success
5. **Program Support:** Consistent assessment can be used to validate one's program. Data gained is objective and can show evidence of goals and objectives being met by both student and Teacher. With clear data presented, a strong measure of program support may follow.
6. **Motivation:** Assessment shows progress. When improvement is shown, students feel Positive about their learning environment. Documented assessment can offer proof of growth, thus enhancing students' motivation to perform to the best of their ability.

However, pre-test, mid-exam and post-test doesn't give a complete picture of student's performance. Assessment is best if we apply it day to day using different assessment tools to measure learners Progress, strengths, weaknesses and areas growth.

2.3Types of assessment

Assessment plans involve the utilization of different methods to give learners plenty of opportunities to demonstrate their abilities. The choice of assessment plans or strategies depends on the educator's professional judgment.

The method that we select for assessment activities must be appropriate to the assessment standards and the purpose of assessment must also be clearly understood by all learnersandeducators. Regarding this ICDR (1999) stated that, teachers or instructors utilize various types of assessment to evaluate the performance of learners.

Among these types of assessment are:

- Placement assessment
- Formative assessment
- Diagnostic assessment
- Summative assessment
- Norm referencing assessment
- Criterion referencing assessment
- Self-assessment
- Peer assessment

2.3.1 Placement Assessment

According to ICDR (1999) , placement assessment is highly concentrated with investigating the learner's entry performance. The purpose of this type of assessment is to enable the teachers to establish the amount of knowledge learners are already equip with the skills they have.

2.3.2 Formative Assessment

According to Carol (2000) the diagnostic use of assessment to provide feedback to teachers and students over the course of instruction is called formative assessment. Formative assessment is a type of assessment informing the educator about learning experience of each learner and it take place during learning process. This means that formative assessment aims at helping learners progress.

Formative assessment is developmental in nature and it is characterized by the following:

- It supports the learning process.
- Diagnoses specific strength & weaknesses.
- It provides feedback on learning progress.
- Helps to indicate the students' readiness for a summative assessment.

Mulu (2005) suggests that final examination or test does not bring a complete picture of students' performance. Therefore, the student's progress about the language skills and knowledge areas should be evaluated continuously. Based on this, continuous assessment does not appear to be implemented appropriately by the English language teachers at preparatory schools.

2.3.3 Diagnostic Assessment

Many learners have different learning difficulties. So, diagnostic assessment aims at discovering and addressing them. This is done by identifying the nature and cause of these learning difficulties. According to Institute of Curriculum Development and Research (1999), diagnostic assessment is much more comprehensive than formative assessment. It uses specially prepared diagnostic test as well as various observational techniques. Its aim is to find out the real causes of learning problems to formulate a plan for remedial action.

2.3.4 Summative Assessment

Summative assessment is given especially at the end of a course or semester of instruction. It is designed to determine the extent to which instructional objectives have been achieved. Institute of Curriculum Development and Research (1999) explain that, summative assessment deals with the purposes and outcomes of teaching- learning process. Summative assessment is a final summing up and judgmental which is commonly made on the bases of written examinations, test, and grading, promoting and certifying purposes.

2.3.5 Norm referencing Assessment

This is an assessment designed to measure and compare individual students' performance within an appropriate peer groups (swanson& Watson, 1982). Norm referenced assessment is discriminating assessment that aims to discover how much each student has benefited from the course. Norm referenced interpretation focuses on comparisons of student's assessment scores with those of other students. According to Slavin (2003), the main purpose of norm referenced assessment is to compare individuals in order to identify their similarities and differences.

2.3.6 Criterion referenced Assessment

Criterion reference refers to the practice of assessing a learner's performance against agreed set of criteria. In case of Objective Based Education the learner is assessed against agreed criteria derived from the specific outcomes (DOE, 1997). Criteria are reference points against which other things can be assessed. The criteria as a reference points are specified beforehand and the learner is only assessed according to these criteria.

2.3.7 Self-Assessment

One of the aims of assessment is to develop learners to become responsible. The relevant type of assessment to be applied in achieving this goal is self- assessment. Learners need to be taught how to assess their own work. This practice encourages learners to assume responsibility for their own work.

According to Jccobs and Gawe (1996), the important roles of self-assessment are:

- It helps learner to think critically about their own work.
- If done properly learners have a good idea about their progress.
- It encourages learners to take more responsibility for their own learning.
- Educator can give learners much more meaningful feedback.

2.3.8 Peer-Assessment

Peer-assessment refers to the process by which learners assess one work to other work. This can be an individual task where learners assess one another or how another learner performed in a group task (DOE, 1998). Educators have to teach learner how to conduct peer assessment.

According to Pahad (1997), peer-assessment is advantageous to learners in the sense that:

- It is the real attempt of involving learners in assessment.
- It is a more transparent form of assessment as it involves more than one person.
- Group and paired activities are designed to suit peer and self-assessment.
- Learners are encouraged to help each other in peer activities

2.4 What is continuous assessment?

Continuous assessment is a method of evaluating the progress and achievement of students in an educational institution. Regarding this, LeGrange and Reddy (1998) define continuous assessment is the ongoing process which take place throughout the whole learning process. It aims at getting the trust picture of student's ability and at the same time helping each student to develop his or her abilities to the fullest (Ellington & Earl, 1997).

Desalegn (2004), defines continuous assessment as making observation periodically to find out what student knows, understands and can do. He also stated that continuous assessment is not continuous testing. Giving test every month and accumulating students' marks for final grading is an insignificant aspect of the assessment package.

Continuous assessment is a determining task that requires the use of various assessment tools in order to assure the achievement of curricular objectives by each and every student. Another definition given by Ministry of Basic Education and Culture of Namibia (1999), when both formal and informal assessments are done on a regular and continuous basis, they are referred to as continuous assessment. Continuous assessment is meant to be integrated with teaching in order to improve learning and to help, shape and direct the teaching learning process.

According to Ministry of Basic Education and Culture in Namibia (1999) assessment should be continuous because:

1. It occurs at various times as part of instruction.
2. May occur following the lesson.
3. Usually occurs following a topic and ,
4. Frequently occurs following a theme.

Continuous assessment is not only concerned with the cognitive aspect of the learner but also considers other aspects such as, attitude and values. Nicholson (2001), describes that, continuous assessment as an instrument for promoting learners' skills, knowledge, attitude and values. The outcome based education curriculum requires that learners should be given ample opportunities to demonstrate to their educators what they know and what they can do.

The implementation of continuous assessment demands that learners be assessed throughout the course of the year bearing in mind specific outcomes to be achieved and techniques to be used. From these definitions one can infer that continuous assessment is an approach that involves the use of a Variety of assessment instrument and assessing various components of learning.

Continuous assessment will also take place over a period time. Such an approach would be more holistic, representing the learner in his or her entirety.

United States Agency for International Development (USAID, 2003), also indicated that continuous assessment serves as a means of increasing student's achievement, and is used as an alternative to high stake testing. For it is different from summative tests, continuous assessment is formative in that it enables both teachers and students to be aware of the knowledge and level of students, and also indicates that it helps both teachers and students gaps to be filled.

Therefore, Continuous assessment can be seen as a means of carrying an assessment formally and informally within the classroom, yet at the same time make valid judgments about a given students' progress within a particular subject area.

2.5 The Need for Continuous Assessment

The new Teacher Education System Overhaul (TESO, 2003), program of Ethiopia has emphasized the use of continuous assessment as an integral part of class room instruction. Continuous assessment should play a more useful role to improve the quality of education in a country. In relation to this, Sheppard (2000) points out that “in order to play a role in helping students learn appropriately, it should be moved in to the middle of the teaching and learning process instead of being postponed as only the end point of instruction” (2000: 10). This is to say that assessment of learning is no longer seen as external examination added at the end of a course but as a continuous process from the very beginning of the course.

Shaaban (2001:17), adds that “communicative language methodology brings with it a considerable emphasis on formative (continuous) evaluation with more use of descriptive records of learner development in language and learning” It is thus clear that the current emphasis on the use of continuous assessment in the process of learning has resulted from the new insights into language teaching and learning

Moreover, Huerta-Macias (1995) in Shaaban (2001) notes that continuous assessment, unlike traditional tests, can document “a story for every student-and what is the ultimate goal of evaluation but to give us the knowledge to be able to reflect up on, discuss and assist a student’s journey through the learning process” (2001: 22).

Similarly, Hedge (2000) confirms that students should view continuous assessment “as an opportunity to reflect upon and celebrate their effort, progress, and improvement” (2000:397). Therefore, this is to mean that continuous assessment becomes a diagnostic tool that provides feedback to the learner and the teacher about the suitability of the curriculum and instructional materials, the effectiveness of the teaching methods, and the strengths and weaknesses of the students.

Furthermore, it helps to demonstrate to learners that they are making progress. This will in turn encourage students to do more and “the teacher to work on refining the process of learning rather than its product” (2001:12). Regarding this, Puhl (1997) also adds that “the new policy of continuous assessment is aimed at bringing out a paradigm shift in educational assessment in several ways. The central characteristic of this shift is the moving of assessment from a judgmental role to a developmental role” (1997: 3).

This is to say that continuous assessment is much more useful to students since it provides them with on-going feedback on their performance which helps them to become more self-critical, and encourages them to attempt to make improvement as they actually work through a course rather than leaving the real learning process to the very end.

According to Ellington and Earl (1997), the current need for using continuous assessment fits in well with three current trends in tertiary education. These include:

1. The move to make assessment a more integral part of the learning process.
2. The shift from assessment of content to assessment of process.
3. The increasing unitization and modularization of courses (1997:3).

Similarly, as evident in TESO (2003) and AED (2006) documents, the need to consider continuous assessment in TEIs’ assessment policy seems to be directly related to the current emerging views of education in general and teachers’ and students’ roles in particular. As defined in the Ethiopian context, continuous assessment includes both formative and summative continuous assessment procedures.

According to TESO (2003) and AED (2006), formative continuous assessment refers to any assessment made during the academic year. This is to say that formative continuous assessment is informal and meant to collect information about learning during the lesson.

Although both formative and summative continuous assessment procedures are necessary for good teaching, “it is formative continuous assessment that holds more promise for improving teaching and learning” (AED 2006). This implies that formative continuous assessment requires teachers to use the assessment results to improve student learning and guide teaching. This shows that formative continuous assessment is much more useful to students and teachers than summative continuous assessment. It will begin with the decision that the teachers make on the learners regarding grading & promotion at the end of year.

2.6 Summative versus Formative (Continuous) Assessment

Summative and continuous assessments are different models of assessment. As it is described earlier, summative assessment is carried out at the end of a semester, but continuous assessment takes place during the course of students' learning. These types of assessments are used to achieve a range of decision-making. However, they are used for different purpose.

According to Afemikhe (2007), summative assessments are high stake examinations, and are used to decide students' promotion and retention. This type of assessment does not give a complete picture of students' achievement and it lacks accountability to improve teaching learning process. As to Afemikhe (2007), and Ellington and Earl (1997), the alternative paradigm to summative assessment is continuous assessment which advocates repeated assessments of students. puh1 (1997), also said that continuous assessment acknowledges that a change in assessment process results in a change in instructional process. However, continuous assessment is not perfect; it has its own disadvantages and advantages.

2.6.1 Advantages of Continuous Assessment on English Language Teachers

Continuous assessment has its own advantage. Alausa Y.A (1991), for example, stated that one of the expected advantages of continuous assessment lies in its being guidance oriented. Since it will involve data gathering over a long period of time, it will yield more accurate data reaching the teachers early enough to modify instruction. This could play a vital role in diagnosing and remediating areas of learners' weaknesses.

Another advantage of continuous assessment is that it places teachers at the center of all performance assessment activities. It encourages more teachers' participation in the overall assessment or grading of his or her learners. Teachers must be given opportunities to select and review assessment so that they become involved and knowledgeable in the process.

Though, teachers would be able to integrate assessment and assessment result in to instructional practice. Teachers will be expected to incorporate assessment into the large learning framework and possibly to provide evidence regarding how assessment information is used to inform and guide instruction for individual learners.

2.6.2 Disadvantages of continuous assessment on English Language Teachers

Continuous assessment has certain disadvantages which are related with teachers' skill and management. According to Alausha Y.A (1991), the problem of continuous assessment could be associated with the teachers' skills in test construction and administration, attitudes towards continuous assessment and record keeping. One of the important aspects of continuous assessment is the availability of valid and reliable tests which could be used in all schools. To make the results comparable across all the schools, teachers need to be equipped with skills of test construction and administration.

However, there is lack of comparability among different school environment. Apart from the skills of test construction measuring cognitive aspects of learning, teachers should also be able to measure the learner's affective attributes such as attitudes, motives, interests, values and other personality characteristics. Alausha investigated that, most teachers lack to measure those skills because of commitment of their own jobs.

Bucher (1967), explained that class size and time allotments are the great problem in implementing continuous assessment in the higher institutions. There is also an evidence that continuous assessment is stated in Ethiopia as one of the objective of teacher education (MOE,2003).

However, the policy of Ministry of Education emphasizes the implementation of continuous assessment at all educational levels, there seems to be problems of implementation related to various factors. According to Birhanu (2004), and Getachew, K (2008), large class size and tight schedule are problems in implementation of continuous assessment. So we can understand that continuous assessment is time consuming.

The other problem associated with continuous assessment is the issue of record keeping. Learners' records have to be adequately kept over a period of time. They should be properly stored. Scores may have to be combined from different sources using various weights. The cumulative effects of those things make teachers become boring.

2.7 The purpose of Continuous Assessment in English language

It is obvious that the purpose of continuous assessment is to monitor learner's progress through an area of learning so decisions can be made about the best way to facilitate further learning in terms of expected knowledge, skills, attitudes and value.

Assessment provides information about the learning difficulties and remedial action necessary to support learners who may be experiencing learning difficulties. Continuous assessment serves to determine whether the learning required for the achievement of the specific outcomes. The guide for Diploma in Education Senior Primary Outlines (DESP, 1995) state that, there are six purpose of continuous assessment these are diagnostic, teaching methodology, motivation, formative, summative and evaluative.

2.7.1 Diagnostic

The diagnostic purpose aims at the identification of the strengths and weakness of the learner. As soon as weaknesses have been identified remedial measures can be taken.

2.7.2 Teaching methodology

This aspect enables English language teachers to evaluate the effectiveness of teaching methods and strategies used and change them if necessary.

2.7.3 Motivation

Learners awareness that they are continuously assessed well make a difference to their end of year progress report and intrinsically motivates them to do their best consistently throughout the academic year.

2.7.4 Formative

The formative purpose endeavors to monitor the learners' progress towards the set and agreed upon learners. After setting expectations, evidence should be collected to provide each learner and teachers with feedback about the progress towards the set goals.

2.7.5 Summative

This purpose aims at evaluating the learners understanding and achievement of goals within a particular time frame. This is a formal reporting of achievement at certain stages of learning, for example at the end of academic year.

2.7.6 Evaluative

This is an attempt to discover the manner in which the subject program is working in relation to the expectations and goals set for the students. It is applied in order to evaluate certain parts of work and to monitor the standards of the preparatory schools as a whole.

2.8 Components of Continuous Assessment

English language teachers do not use different methods of data gathering techniques during the instructional process therefore; problems might happen for continuous assessment. DESP (1995) explained that, Continuous assessment consists of two components, namely formal and informal assessment.

2.8.1 Formal Assessment

The formal component of continuous assessment deals with competency levels. The learners' potentials such as insight, knowledge, problem solving, skills, logical thinking, and reaction time receive recognition by the teachers. These potential are usually evaluated by control tests which are conducted first and second semester and final examination at the end of both semesters.

2.8.1.1 Test and Examination

According to Madaus (1998), there are various educational debates among educationists concerning the inclusion of tests and examinations as part of continuous assessment and the influence they have on the curriculum. The argument is that tests and examinations distort the curriculum and teaching in various ways. Ebel (1979) believes that, tests and examinations have a positive influence on education and tests and examinations are essential for good and productive education. He further argues that some learners only prepare themselves for the final examinations while not having participated during the course of the year. Some learners can be discouraged by continuous assessment.

Tests and examinations are parts of continuous assessment. Marks obtained in tests and examinations are to be added at the end of the term or year as part of continuous assessment.

According to Jacobs and Gawe (1996), there are advantages and disadvantages of continuing with tests and examination as form of assessment in schools. The advantages of tests as part of continuous assessment are:

- They test memory skills;
- Tests enable the educator to see if the learners can work independently;
- The educator can assess if learners can finish activities within certain time limit;
- Tests enable the educator to assess a wide range of learning aspects quickly.

According to Jacobes&Gawe (1996), the disadvantages of tests as part of continuous assessment are:

- Tests take a lot of time to prepare and mark;

- They put a great deal of pressure on educators and learners;
- Tests are costly in time and money;
- They assess a limited range of abilities.

Whether a person supports tests and examinations or not the most important aspect is that all activities should have purpose. Teachers should have reasons for selecting specific assessment strategies. Tests and examinations should be selected for definite and appropriate purposes.

2.8.1.2 Assignment

According to the MOE (1996), assignment is a problem solving exercise with clear guidelines and specified length. Assignment like test is more structured and less open ended than project. In fact, they are more challenging and less text book-based than test. Assignment should not be a mere replica of the questions of ideas raised in student text books. Instead, they have to be written in a way they can enhance higher level of thinking.

2.8.1.3 Group Projects

The Ministry of Education (1999) suggested that, project is an exercise on a single objective or topic that requires investigation with time constraints more relaxed than assignments. Moreover, projects require much more information than assignments and hence required the involvement of group of learners working together.

2.8.1.4 Practical Exercise

Practical exercises are activities that allow learners to demonstrate manual and behavioral skill. The assessment may be based on the end result of the activities. According to MOE (1996), performance assessment techniques measure skills that specially require some type of action. These assessment tools would help teachers to analyses student performance and to comment on time, speed, accuracy, precision and appearance.

2.8.1.5 Oral Question

In teaching learning process of English language subject English language teachers may raise several questions for the topic he/she discussed. Students are allowed to give the correct answer. Teacher may set marking criteria for this assessment tool. Student who gives the correct answer may give one mark, while give partial answer receives half mark and those who missed earned zero mark. At the end of the semester the total mark earned will be converted in to certain minimum of the total assessment (MOE, 1996).

2.8.2 Informal Assessment

The informal component of continuous assessment is concerned with assessing of learner behavior. The following diagnostic measures should be taken into consideration by the teacher in observing the learner's attributes such as behavior, attitudes, confidence, self-concept, oral communication, social skills, technical aptitude, and applied creativity. Informal assessment plays an important role and should take place without learners being aware of what is taking place. Jacobs and Gawe (1996), identify the following examples of how informal assessment can be processed:

- Keeping a checking of learners completing their homework;
- Noting who participates in class discussions;
- Listening and noting down what other educators say about learners;
- Observing who leads in group activities.

2.8.2.1 Anecdotal Records

Most of the learning outcome to be achieved by English language learners may not fully assessed formally by paper-and-pencil tests. According to ICDR (1999), Behavioral changes in personal-social development (social or scientific attitudes, interests, feelings and belief.) are also included. These outcomes could not be tested with the common formal assessment techniques. Behavioral changes of English language students could be measured by using anecdotal records, rating scale or checklists. Thorndike, et. al. (1977) stated that, anecdotal records are informally recorded reports as a guide to teachers increased understanding or to that of others who will later deal with the students. Anecdotal records can be used for obtaining data related to a variety of learning outcomes and too many aspects of personal and social development.

2.8.2.2 Rating scale

The simply a set of characteristics to be judged, accompanied by a kind of scale. Thus the observer uses the scale to indicate which one of the descriptions is best characterized by the individual being judged. Gronlund (1981) stated that, rating scale provide a systematic procedure for obtaining and reporting the judgments of observation.

2.8.2.3 Checklist

According to Gronlund (1981), checklist is often used to search out very specific behaviors of students; a list of performance criteria is associated with a particular performance. In other word Yes/No responses can be used for the behavior to be checked.

2.9 Teacher Perceptions

Implementation of an innovation depends very much on how teachers perceive the teaching and learning effectiveness in relation to the realities in the school context. Since what teachers think is important as to how they interpret and implement the intended policy, there is a need to understand teacher's belief and what they do in the classroom.

Oppenheim (1966), for example, specified that 'an attitude is a state of readiness, and tendency to act or react in a certain manner when confronted with certain stimuli' (p.105). Attitudes are often reinforced by beliefs and often attract strong feelings that will lead to a particular form of behavior.

Ajzen (1991), also looked at the inter-relationship of beliefs, attitudes, and actions by focusing on behavioral intentions. He suggested that people form intentions to do something and these intentions comprise indications of how willing and what efforts are needed to put into the behavior. At an appropriate time, these behavior intentions are translated into actions.

He identified attitude as an individual's affective response to something, while beliefs are cognitively related and reflect the knowledge or information we may have about something. Precisely, behavioral beliefs determine attitudes which consist of an individual view of the likely consequences or outcomes of an. action, together with a positive or negative evaluation of those outcomes.

Kezmedy and Kennedy (1996) related the subjective norms to "others" Who may have influence over the individual! by reason of their social or profession links. When individuals believe that the "important others are supportive of a behavior, this is likely to be an important input to individuals intentions to carry out the behavior. On the contrary, the influential "others" are openly hostile to the behavior or simply not supportive, the input to individual's intentions will be negative.

The perceived behavioral controls consist of enhancing or limiting factors associated with the context. It is related to the degree of control individuals believe they have over an innovation. Behavioral control factors may be internal or external. Internal factors may include skills and abilities of an individual to implement a change or an innovation. External factors refer to the circumstances and environmental considerations which may prevent an individual to identify with the change taking place.

Teachers, as front line educators, make important decisions in determining the adoption, adaptation, invention or rejection of an educational reform. What underlies the teachers' belief systems are found on the goals, values, and beliefs teachers hold in relation to the content and process of the innovation, and their understanding of the systems in which they work and their roles within it. It is worth noting that their belief systems are built up gradually over time and consist of both subjective as well as objective dimensions. Research on teachers' belief systems suggested that they are derived from a number of different sources (Kindsvatter, Willen&TaMer, 1988) as follows:

- Teachers' own experience as learners - all teachers were once pupils and their beliefs are often a reflection of how they themselves were taught. For example, the way teachers themselves had been through the assessment system may lead to the inclination of selective and grading function is of top priority in assessment:
- Teachers experience of what works best - for many teachers, experience is the primary source of beliefs. For example, frequent assessment may be believed to work better to make pupils work hard.
- Established practice - within a school, or a system, certain long held assumptions and practices may be preferred. For example, norm referenced assessment has been an established practice for selecting pupils for higher education.

Marsh and Willis (1995) identified some reasons which may affect the way teachers think. The working conditions on the job force (e.g. reactions of students) school environments (e.g. workload, resources, morale), and the process of fine-tuning and adjusting are conditions or sources both of strengths and weaknesses which affect teacher& thinking.

Teachers may call on their past experience and take advantage of the specific and changing circumstances to solve out the instrumental problem. This seems not only a practical skill but also a necessary professional quality. If such thinking blocks out the ability or inclination to use different ways of thinking to attend to other points of views and to the weighing of alternative courses of action then it becomes a professional weakness. If teachers do not believe in the value of the reforms or if they are just too satisfied with their existing practice, for example, the assessment system, then they will not even bother to make changes.

However, the effectiveness of the measurement of attitudes or beliefs relies very much on the cooperation and frankness of the respondents. Sometimes the positive attitude of teachers or what they believe to be good may not necessarily be something they will do.

Morris (1995) pointed out that positive attitudes of teachers towards innovations have not always been found to be an accurate indicator of behavior. Based on this view, Feiman-Nemser and Floden (1986) revealed that not everything teachers believe would be implemented or acted as merit on knowledge.

According to Nespor (1987), teacher& perceptions were associated with particular, well-remembered events and this might explain why certain beliefs or attitudes were strongly held by individuals. Teachers themselves also have specific beliefs about the effectiveness of certain reforms or innovations. They may also be reluctant to implement the new initiatives when it is associated with problems or complications. For example, continuous assessment need well trained teachers and material resources for successful implementation.

As Fullan and Miles (1992) pointed out, 'Change is resources-hungry because of what it represents - developing solutions to complex problems, learn with new skills, arriving at new insights, all carried out in a social setting already overloaded with demand (p. 750). However, if these are not believed to be fully fulfilled, teachers inclined to suspect the success and effectiveness that the new changes may bring about naturally, they may not be ready to implement the new initiatives.

Torrance (1995) argued that the perceptions of the different role(s) that assessment could play in educational reform span a continuum from seeing assessment purely in terms of its products, its results, and the use to which results might be put in managing or even driving school systems. Assessment can then be seen as a process almost wholly integrated with teaching, such that improvement in assessment means improvement in the process of teaching and learning at classroom level.

However, if teachers believe that the main role of assessment is to select students for the next hurdle of examination, then it will be a total failure to innovate the diagnostic role of assessment to help pupils learn better. Sometimes teachers reject an innovation on the basis that they are not equipped with the necessary skills and knowledge for the reform, they simply return to the old style which seems safe and secured. In other cases, as mentioned earlier, the action of teachers (implement the reform) depends on the behavioral intentions.

These intentions are derived from attitudes (how they perceived assessment), the subjective norms (different school contexts and culture), and lastly the perceived behavioral control ownership of the change or innovation.

2.10 The roles of Teachers in Implementing Continuous Assessment

Effective English teachers provide students with opportunities to work both independently and collaboratively to make sense of ideas. Teachers manage, facilitate, and monitor student participation and record students' results. Effective teachers make use of a wide range of formal and informal assessment to monitor learning progress, diagnose learning issues' and determine what they need to do next to further learning. By asking questions, effective teachers require students to participate in group work, practical work and problem solving. By allowing sufficient time for students to explore responses in depth and by pressing for explanation and understanding, teacher can ensure that students are productively engaged.

Moreover, effective teachers give immediate and helpful feedback for their students. They also provide opportunities for students to evaluate their own work. Teaching and learning is nothing more than interaction between teachers and students. Students' interaction through group work and other forms of interactive participation is helpful for deep understanding and better students' achievements. But, according to Buruce (2007), implementing classroom interaction might be challenges that teachers face is greater requirement for facilitation skills and attention to classroom dynamics and lack of time especially in face of curricular demands.

2.11 The role of Training in the Implementation of Continuous assessment

In- service programs are trainings for teachers who have just entered the service and may be experiencing challenges of being beginners in a new community of professionals with new values and expectations. The purpose for induction meetings or workshops is to provide beginning teachers with a forum and opportunity to share their experience with classroom teaching and their colleagues. The feedback from such meetings could also provide valuable information to the pre-service programs for preparation of future candidates. In addressing the challenge of the beginning teachers at school sites, system of mentoring is intended as an option to guide the beginner teacher through the expertise of an experienced colleague in the school assigned by the head of department. The induction programs are expected to dovetail into the general in-service professional training program.

However, although some efforts have been made towards realizing these intentions, the needs assessment and objectives of training programs structures for making effective impact are still not well established. Some of the activities described have been tried and the results from evaluation of participants' experiences have shown promises (Chakalisaet. Al, 1995).

2.12 Former Ethiopian Researchers and their Findings

Studies conducted in our country on different issues about continuous assessment. Mulu (2005) and (Abera (2009), for instance studied on continuous assessment and revealed in their research that teachers do not use continuous assessment in their classrooms. Tebeje (2009), also stated that instructors at Dilla University had inadequate knowledge of continuous assessment. They considered continuous assessment as an extra work load, which might be interpreted as a negative attitude towards it.

Meba (2008), revealed in his research that teachers educators in DebreBirhan Teachers Education and Vocational Training College had a positive attitude towards continuous assessment. But, they did not apply it in oral assessment. As he stated that the reasons for this were the influence of the old tradition assessment and students low performance of English language. Dagne (2009), on the other hand, found that English language teachers in Jimma University did not use continuous assessment.

The causes for this were the inadequate training they were given. From this, we can understand that teachers had different attitudes towards continuous assessment and they did not implement it in their English language classroom.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the research design, sample selection, participant of the study, data collection and data analysis.

3.1 Research Design

In this study, descriptive survey research design has been utilized both qualitative and quantitative approaches. This method was used to gather various kinds of data in relatively minimum resources to obtain information about the English language teachers perception and practice of continuous assessment in language class classrooms.

3.2 Sample selection

There are two preparatory schools in Jijiga Town. The two preparatory schools (Jijiga and Shiek A/selam preparatory schools) were purposively selected as a source of pertinent, adequate and reliable information for the study.

3.3 Participant of the study

There are 16 grade 11 English language teachers' in the two preparatory schools (Jijiga preparatory school 8 and ShiekAbdiselam preparatory school 8).From 16 grade 11 English language teachers' in the two preparatory schools, 8 teachers were randomly selected to be observed and interviewed. In addition to the 8 randomly selected teachers in the two preparatory schools 8 English language teachers alsorespondedto questionnaire.

3.4 Data gathering instruments

Four research instruments were used to gather relevant information for the study. These are observation, questionnaire, and interview and document analysis.

3.4.1 Observation

Classroom observation was based on the randomly selected grade 11 English language teachers in both schools for four consecutive days while the teachers were teaching and assessing their students' progress. The reason for observing four times was to be more reliable about the activities which were done to avoid bias. The purpose of this observation was to see the practice of Continuous assessment with relation to teaching learning process.

The researcher also prepared the checklist and filled during observation. The checklist was prepared with two point scales to indicate the absence or presence of identified practices in the actual classroom.

3.4.2 Questionnaire

After classroom observation, questionnaire was filled in by the 16 language teachers to find information about their perception and practices of continuous assessment in language classes. This questionnaire was delivered to the 16 English language teachers after classroom observation carried out. The questionnaire was slightly adapted from local research works such as FentieBitew (2012) on the effect of implementation of C.A in practical and theoretical classes of sport Science students in Debre –Marcos and Bahir –Dar Universities.

3.4.3 Interview

The eight randomly selected and observed English language teachers were interviewed using semi-structured interview question. The main objective of the interview was to elicit in-depth information about the English Language teacher's perception, practices, challenges and gaps in continuous assessment in classrooms. This tool was designed by the researcher based on the existed review literature,

3.4.4 Document analysis

This data gathering tool was designed to survey the current practices of teachers on C A. The researcher was used this instrument to get relevant information. Documents enable to study the current teacher's practices of continuous assessment in English language classes. Documents such as the assessment papers, assessment – recording- sheets and grade marks transfer form were also used to obtain information.

3.5 Data Analysis

Quantitative data analysis is usually accorded with numerical forms of statistical analysis. Accordingly, percentages and frequency of the data counted were analyzed based on the items of the questionnaire. In this case, the statistical analysis was mainly concerned with the data collected through the questionnaires. In order to make the analysis simple for discussion the five point Liker scale was condensed into three. Information gathered from observation, interview and documents were discussed and described qualitatively.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

In this chapter, the results obtained from observation, questionnaires, interview for English language teachers of the two schools and document analysis were analyzed. Percentage as a statistical method of was used to analyze and presents the structured items of the questionnaires quantitatively. Besides, to each the information gathered through questionnaires, the data obtained through observation and interview from the two preparatory School English language teachers and document analysis were analyzed and described qualitatively.

4.1 Background Information of English Language teachers Respondents

Based on the responses obtained from English language teachers, their characteristics were examined in terms of sex, age, qualification, work experience in teaching, number of students in each class he or she teaches and work load per week is indicated below.

Table 1: Frequency distribution of English language teacher respondents

No	Item	Respondents			
		English language teachers		Total	
		F	%	F	%
1	Name of the school:				
	Jijiga preparatory school	8	50	16	100
	Shiek A/selam school	8	50		
2	Sex : a) Male	13	81.25		
	b)Female	3	18.75	16	100
3	Age category				
	20-25	1	6.25	16	100
	26-30	2	12.5		
	31-35	1	6.25		
	36-40	5	31.25		
	41-45	3	18.75		
	46-50	4	25		
4	Qualification				
	BA	15	95.75	16	100
	MA	1	6.25		
	Diploma	-			
5	Work experience in teaching				
	0-5	1	6.25	16	100

	6-10	3	18.25		
	11-15	1	6.25		
	16-20	1	6.25		
	More than 20	10	62.25		
6	The number of students in each class				
	50-60	—	-		
	61-70	1	6.25	16	100
	71-80	-	-		
	81-90	5	31.25		
	Above 90	10	62.5		
7	Total teaching load per week				
	5-10	3	18.75	16	100
	15-20	13	81.25		
	Above 20	-	-		

As indicated item 1 in table 1, most of the respondents of the English language teachers 13(81.25%) were male; whereas 3(18.75%) of the respondents were females. This shows that the ratio of female English language teachers in Jijiga and Shiek A/selam preparatory schools are quite low.

Concerning the age of the respondents of English language teachers in the research sample are in age group 20-25 years while 2(12.5%) are between 26-30 and 1(6.25%)are between 31-35 years old respectively. The table further reveals that the majority of the respondents 13(81.25%)are older than 35 years which means they have more experienced in terms of teaching learning process.15(95.75%) are Bachelor of Art, 1(6.25%) are Masters of Art holder. Qualified English language teachers are crucial to ensure quality education and to assess the cognitive and psycho motor aspect of skills improvement of students.

Ayalew(1991) stated that whatever curriculum changes and reforms are made, all will be little or no use without qualified teachers. Based on the data in table 1 shows that, the majority 15(95.75%) of English language teachers have the minimum requirement to be preparatory school teachers which mean Bachelor of Art ;while 1(6.25%) has Master of Art which fulfill the requirement of preparatory school.

The fifth item in table 1 shows work experience of English language teachers at Jijiga and Shiek A/selam preparatory schools more than 20 years and average from 6-10 years. Small number of the respondents in the research sample 1(6.25%) have teaching experience of two years.

When comes to the number of students in a class as could be seen from the above table item 6, the largest population 10(62.25%) teach more than 90 students in a single classroom and 5(31.25%) had between 81-90 students in a class. While 1(6.25%)of teacher respondents have 70 students. However, the standard size of the English language class not more than 35 students as the suitable size for activity classes. Classes should never exceed 45 for one teacher (Bucher,1967).

As shown the item seventh table 1, most 13(81.25%) of the respondents were having teaching loads 15-20 periods per week and few of the respondents 3(18.75%) were having 5-10 period per week.

4.2 Results and Discussions

Here the data obtained from different sources using data gathering instruments were presented and interpreted.

4.2.1 Results on the perception of continuous assessment on the English language teachers at Jijiga and Shiek A/selam preparatory schools

The data collected from the questionnaire for the English language teachers from Jijiga and Shiek A/selam preparatory schools, using Liker's scale are given in table 2. In order to make the analysis simple for discussion the five point Liker scale is condensed in to three as indicated below.

Table 2: Frequency distribution according to respondents' perception of Continuous Assessment

No	Item	Respondents							
		English language teachers							
		Agreed		Uncertain		Disagreed		Total	
		F	%	F	%	F	%	F	%
1	An effective instrument for the promotion of students in English subject	6	37.5	-	-	10	62.5	16	100
2	The main cause of the high failure rate of students	5	31.5	1	6.25	10	62.5	16	100
3	Time consuming to implement in English class	11	68.75	1	6.25	4	25	16	100
4	Continuous assessment is used to identify students' areas of strengths and weaknesses and used to improve teaching learning	10	62.5	-	-	6	37.5	16	100
5	Easy to implement in large class	3	18.75	1	6.25	12	75	16	100
6	Provide early indicator of the likely performance of students	7	43.75	2	12.5	6	37.5	16	100
7	Gives frequent feedbacks on students' performance will have a negative impact on the relation b/n students and teachers	13	81.25	-	-	3	31.25	16	100
8	Applicable in our context as it requires teachers with a high level of experience and training in continuous assessment	11	68.75	-	-	5	31.25	16	100
9	Overburdening English teachers' with extra work	13	81.25	-	-	3	18.75	16	100
10	Not as useful as terminal examination because it makes students feel that they are over assessed	13	81.25	-	-	3	18.75	16	100
11	Increase opportunities for weaker students' achievement and skill improvement	3	18.75	1	6.25	8	50	16	100
12	Assisting English language teachers in identifying problems identified by learners in the mastering of skills	7	43.75	-	-	9	56.25	16	100
13	Creates a conducive teaching learning environment in class.	2	12.5	-	-	14	87.5	16	100
14	Motivates students to learn	9	56.25	1	6.25	6	37.75	16	100
15	Does not have any effects on academic achievement and skill improvement.	13	81.25	1	6.25	2	12.5	16	100

1. An effective instruments for the promotion of students in English language subjects

The majority of the respondents 10(62.5%) of English language teachers disagreed that continuous assessment is an effective instrument for the promotion of students in English language subject ;while 6(37.5%)of English language teacher respondents agreed that continuous assessment is an effective instrument for the promotion of students in English language subjects. These responses of the respondents showed that the perception of continuous assessment as an effective instrument for the promotion of students in English language for the teachers has greater impact on the failure of English language teaching learning.

1. The main cause of the high failure rate of students

Item 2 in table 2, shows that 5(31.25%) of English language teachers respondents agreed that C.A is the main cause of the high failure rate of students; whereas 10(62.5%) of English language teachers respondents disagreed that C.A the main cause of the high failure rate of students.

According to Vader Horts and McDonald (1997), one of the advantages of continuous assessment is that permanent failure is eliminated because learners who have not achieved the required standard can be granted further opportunities to do so.

2. Time consuming to implement in English class

The 3 item in table 2, shows that 11(68.75%) of English language teacher respondents in the research sample agreed that C.A is time consuming to implement in English language class. According to the teachers, the book is full of activities for students to do in pair and group works activities. They replied that the time given to do these activities however doesn't allow them to finish the portion for grade level on times. While 4(25%) of English language teacher respondents disagreed that C.A is time consuming to implement in English class.

However, scholars argue that teaching-learning and assessment of learners are integrated and inseparable entities. Vander Horts and McDonald (1997) states that assessment of learners is integral to all planning and preparation and is applied while teaching-learning is take place.

3. Identify students strengths and weaknesses and to improve teaching learning

More than half 10(62.5%) of English language teacher respondents agreed that C.A is used to identify students area of strengths and weaknesses and to improve teaching learning ; while 6(37.5%) of the respondents of English language teachers in the research sample disagreed that C.A is used to identify students area of strengths and weaknesses to improve teaching learning.

In line with the first finding USAID (2003) stated that continuous assessment is an important and a powerful diagnostic tool that enables students to understand the areas in which they are having difficulty, it enable teacher to assess the curriculum as implemented in the classroom and it provides information on achievement of particular level of skills.

4. Easy to implement in large class

As can be seen from item 5 table 2, 12(75%) of the respondents of English language teachers were disagreed that C.A is easy to implement in large class; while 3(18.75%) of the respondents of English language teachers were agreed with the statement. Continuous assessment should always be integrated with the teaching-learning activities in the classroom (DOE, 1998).

5. Provide early indicators of the likely performance of students

Nearly half 7(43.75%)of English language teacher respondents were agreed that C.A Provide early indicators of the likely performance of students;while 6(37.75%)of the responde3nts in the research sample disagree that C.A Provide early indicators of the likely performance of students.

6. Giving frequent feedback on students' performance will have a negative impact on the relationship between teachers and students

The majority 13(81.25%) of English language teachers agreed that giving frequent feedback on students' performance will have a negative impact on the relationship between teachers and students; whereas 3(18.75%) of the respondents of English language teachers disagreed that giving frequent feedback on students' performance will have a negative impact on the relationship between teachers and students. But, scholars argue that if students receive feedback based on their performance that allows them to focus on the topics they have not yet mastered. Teachers learn which students need review and remediation and which students are ready to move on to more complex work.

7. Not applicable in our context as it requires teachers with high level of experience and training

As can be seen from item 8 table 2, 11(68.75%) of the respondents of English language teachers at Jijiga and Shiek A/selam preparatory schools agreed with the statements ; on the other hand 5(31.25%) of the respondents in the two preparatory schools were disagreed with the statement.

8. Overburdening English teachers with extra work

The 9 item in table 2, shows that 13(81.25%) of English language teachers at Jijiga and Shiek A/selam preparatory schools agreed that C.A overburdening English teachers with extra work ;while 3(18.75%) of the English language teachers in the two preparatory schools disagreed that C.A overburdening English teachers with extra work. The possible reason for the first finding was that teachers have lack of sufficient knowledge of C.A and regard it a separate entity from a normal teaching and learning activities. But, Vander Horts and McDonald (1997) state that continuous assessment should from parts of all teaching-learning and never be implemented separately.

9. Not as useful as terminal examination because it makes students feel that they are over assessed

The majority 13(81.25%)of the respondents of English language teachers agreed that C.A is not as useful as terminal examination because it makes students feel that they are over assessed; whereas 3(18.75%) of the respondents of English language teachers disagreed that C.A is not as useful as terminal examination because it makes students feel that they are over assessed.

10. Increase opportunities for weaker students' achievement and skill improvement

Half 8(50%) of the respondents of English language teachers agreed that C.A increase opportunities for weaker students' achievement and skill improvement; similarly 8(50%) of the respondents of English language teachers disagreed that C.A increase opportunities for weaker students' achievement and skill improvement.

11. Assisting English language teachers in identifying problems experienced by learners in the mastering of skills

The 12 item in table 2,9(56.25%)of English language teachers at Jijiga and Shiek A/selam preparatory schools were disagreed that C.Aassisting English language teachers in identifying problems identified by learners in the mastering of skills; while 7(43.75%)of English language teachers at both preparatory schools were agreed that C.Aassisting English language teachers in identifying problems identified by learners in the mastering of skills.

12. Creates conducive teaching learning environment in class.

The majority 14(87.5%) of the respondents of English language teachers were disagreed that C.Acreates a conducive teaching learning environment in class; while only 2(12.25%)of the respondents of English language teachers in the research sample were agreed that C.Acreates a conducive teaching learning environment in class. However, frequent interaction between students and teachers leads that teacher knows the strengths and weaknesses of their learners. According to USAID (2003), one-to- one communication between the teacher and the students can motivate students to continue attending school and to work hard to achieve higher levels of mastery.

13. Motivates students to learn

Thirteen 13(81.25%) of the respondents of English language teachers in the two preparatory schools agreed that C.Amotivates students to learn; on the other hand, 2(12.25%) of the respondents of English language teachers in both preparatory schools were disagreed that C.A motivates students to learn. A possible reason for the first finding is in continuous assessment learners are always aware of their progress and thus able to realize where their strength and weaknesses are this knowledge can motivate learners to participate more actively in their learning with the aim to improve their weaknesses.

14. Does not have any effects on academic achievement and skill improvement

The majority13 (81.25%)of English language teachers were disagreed that C.A does not have any effects on academic achievement and skill improvement; while 2 (12.25%) of English language teachers in the research sample agreed that C.A does not have any effects on academic achievement and skill improvement.

However, Continuous assessment is a classroom assessment strategy implemented by the teachers to ascertain the knowledge, understanding, and skills attained by the students. Continuous assessment occurs frequently during the school year and is part of regular teacher and students' interaction (USAID, 2003).

As can be seen from the responses to questions in table 2 above the majority of the respondents of English language teachers in the research sample did not perceive continuous assessment properly.

4.2.2 Results on the practice of continuous assessment on English language teachers

AtJijiga and Shiek A/selam preparatory schools

The data collected from the questionnaire for English language teachers at the two preparatory schools showed in table 3 below. In order to make the analysis simple for discussion as table 2, the five points liker scale is reduced into three as indicated.

Table 3: Frequency distribution according to respondents' practice of continuous assessment

No	Item	Respondents							
		English language teachers							
		Agree		Uncertain		Disagree		Total	
		F	%	F	%	F	%	F	%
1	English language teachers should know his or her role in the implementation of continuous assessment	8	50	-	-	8	50	16	100
5	Continuous assessment provides English language learners with opportunities to take decisions about their careers at an early stage	2	12.5	-	-	14	87.5	16	100
9	I assess my students using a wide variety assessment technique other than testing.	4	25	-	-	12	75	16	100
12	Continuous assessment creates problems to classroom management.	13	81.25	-	-	3	18.75	16	100
13	A Continuous assessment strategy	13	81.25	1	6.25	2	12.5	16	100

	creates a heavy load on the part of the teacher. Thus, it is difficult to implement.								
14	It is impossible to implement continuous assessment method in large class size.	16	100	-	-	-	-	16	100

1. English language teacher should know his or her role in the implementation of continuous assessment

Half 8 (50%) of English language teachers were agreed that English language teachers should know his or her role in the implementation of continuous assessment; similarly 8 (50%) of English language teachers in the research sample disagreed that English language teachers should know his or her role in the implementation of continuous assessment. Teachers should understand and play their role in implementation of C.A. with regard to the role of the teacher in implementation of C.A Lue (2000) explained that C.A is a classroom strategy implemented by the teacher to ascertain the knowledge, understanding and skills attended by the pupils.

5. Continuous assessment provides English language learners with opportunities to take decisions about their careers at an early stage

The 5 items in table three, shows 14(87.5%) of the respondents of English language teachers were disagreed that Continuous assessment provides English language learners with opportunities to take decisions about their careers at an early stage; while 2(12.5%) of the respondents of English language teachers in the research sample agreed that C.A provides English language learners with opportunities to take decisions about their careers at an early stage.

9. It is better to assess my students using a wide variety assessment technique other than testing.

As can be seen from item 9 of table 3, 12 (75%) of English language teachers in the two preparatory schools were disagreed that with the statement; on the other hand, 4 (25%) of English language teachers at both preparatory schools were agreed with the statement.

12. Continuous assessment creates problems to classroom management.

Thirteen 13(81.25) of English language teacher respondents agreed that C.A creates problems to classroom management; while 3(18.75%) of English language teacher respondents in the research sample disagreed that C.A creates problems to classroom management.

If teachers apply C.A by using group work, they will have to monitor several groups of students who are producing noise, working at different speeds, demanding his or her attention so that they will have much power to control different groups.

13. A Continuous assessment strategy makes teacher over loaded. As a result, it is difficult to implement

The majority 13(81.25%) of the respondents of English language teachers at Jijiga and Shiek A/selam preparatory schools were agreed with the statement; whereas 2(12.5%)of the respondents of English language teachers at both preparatory schools disagreed that with the statements.

It is common to find classes of eighty and above in a single classroom. Teachers indicated that the work load become high as they were required to mark and keep records of the progress of all students. The respondents replied in interview that attempting to practice C.A with large number of students is a serious challenge. Emphasizing on this one teacher from the respondents stated:

It is very difficult to manage more than 90 students in a single class and come up an effective Implementation of C.A. Had there been less number of students, it would have manageable for C.A to be fully practiced.

In line with this Hayes (1997) emphasized on the problems of large class size for teachers in terms of assessment of students work and classroom management. Similarly, Ellington and Earl(1997) and pap Worth (2005)stated that large class size is the major limiting factor that affect the implementation of C.A.

14. It is impossible to implement continuous assessment method in large class size

Hundred 16(100%) of the respondents of English language teachers were agreed thatit is impossible to implement continuous assessment method in large class size. All of the teachersreplied that class size is one of the challenges they faced in implementing C.A methods in their school. They also argued that grade 11 English text book required them group the

students to do activities given in the book; they couldn't do this because the number of students was about eighty and above in the classroom. Teachers commonly complained that the class size is hampering their attempt at practicing C.A and recording each and every student's performance. The interview results also shows that class size is one of the major problems that hamper teachers from practicing C.A. Similar explanation was given by the interviewee in the interview question. In line with the interview one of the interviewee replied that:

The presence of large number of students in a single class reduce the rate at which I assess my students on a continuous basis. This is because I can't reach, check and provide regular feedback to all my students.

C.A methods are necessary in teaching learning process. From the interviews, they confessed that they did not have any clear idea about C.A techniques. This is proved during my observations at schools. According to the observation data, teachers prefer traditional assessment techniques and they did not planned to engage students in classroom activities.

No	Item	Respondents							
		English language teachers							
		Frequently		Never		Some times		Total	
		F	%	F	%	F	%	F	5
2	Do often play your role in implementation of continuous assessment	-	-	3	18.75	13	81.75	16	100
6	How often the English language department provides the necessary support in implementing C.A	-	-	11	68.75	5	31.25	16	100
8	How often have you participated in CPD	-	-	9	56.25	7	43.75		100
10	How do you give homework, class work and assignment	5	31.25	1	6.25	10	62.5	16	100
11	How do you check whether students did their homework class work	2	12.5	-	-	14	87.5	16	100

2. Do often play your role (continuous assessment) in implementation of continuous assessment

As can be seen from item 2 table 3, 13(81.25%) of English language teachers were played their role in the implementation of continuous assessment sometimes; while 3(18.75%) of English language teachers in the research sample never played their role in implementation of continuous assessment.

This implies that teachers did not play their role in implementation of C.A frequently in English language class. So, teachers need to be model in English language classroom in teaching skills and apply methods that reflect goes with the new education and training policy in implementation of C.A in actual classroom.

The data from observation checklist in table 5, also disclosed the same result as that of the questionnaire. As depicted in table 5, the classroom observation checklist result showed that teachers were not arranging students for different classroom activities. In 8(100%) of the classroom observed, no teacher was found to arrange students for different activities.

Moreover, the same table revealed that 6(75%) of the observed classrooms did not show the role of the teacher in giving direction about procedures and activities. Only 2(25%) of the observed classes teachers were seen to give certain directions and guide students for different activities.

Concerning the teachers encouragement students to actively participate in the classroom, 6(75%) of the observed class did not show any encouragement instead teachers waited for students willingness to participate and take parts in activities given. As we can see from table 5, all the activities which were expected to be demonstrated by the teacher were not demonstrated in the classroom.

6. How often the English language department provides the necessary support in implementing C.A

More than half 11(68.75%)of the respondents of English language teachers at JijigaandShiek A/selam preparatory schools indicated that the English language department never provide the necessary support in implementing C.A; while 5(31.25%) of the two ;preparatory schools respondents indicated that the English language department provide the necessary support in implementing C.A sometimes.

7. How often have you participated in CPD

More than half 9(56.25%) of the respondents of English language teachers indicated that they have never participate in CPD program; whereas 7 (43.75%) of the respondents of English language teachers indicated that they have participated in CPD sometimes. CPD is a form of training taken by a group of teachers while they were in their work place. It is considered as a very important element of training for the implementation of instructional method in general and C.A in particular. Except one teacher in Jijiga preparatory school English teacher, all of the research samples were not participated on continuous assessment training.

However, on the basis of their research findings Mutassa and Wills (1995) recommended that teacher should get continuous training in their respective areas of study. In other word, they strictly underlined that over dependency on initial pre-service training doesn't guarantee effective teaching so as to update their knowledge and skills through work shop and seminar.

By and large, however, the data collected and from the questionnaire and interview questions indicated that less attention was given to short-term training. This shows that the role of workshops and seminars in the teaching learning process had not given serious attention by the concerned bodies as can be seen most of the interview indicated in the interview responses.

10. How do you give homework, class work and assignment?

More than half 10 (62.5%) of the respondents of English language teachers indicated that they give class work, homework and assignment sometimes; on the other hand 5(31.25%) of the respondents of the English language teachers indicated that they give frequently.

11. How do you check whether students did their homework&class work

The majority 14(87.5%) of the respondents of English language teachers at Jijiga and Shiek A/selam preparatory schools indicated that they were check their students class work and home work sometimes ; while 2(25.5%) of English language teachers at both preparatory schools indicated they were check their students class work and home work frequently.

No	Item	Respondents							
		English language teachers							
		Excellent		Bad		Good		Total	
		F	%	F	%	F	%	F	%
4	The conduciveness of the classroom to implement C. A strategy	1	6.25	10	62.5	5	31.25	16	100

4. The conduciveness of the classroom to implement C.A strategy

More than half 10(62.5%)of the respondents of English language teachers indicated that the conduciveness of the classroom is bad to implement C.A;while 1(96.25%) of the respondents of English language teachers in the research sample indicated that the conduciveness of the classroom is good to implement C.A.

The two selected preparatory school teachers in the research sample confirmed that the physical environment (classroom arrangement, classroom appearance and layout, chairs and desks etc.) contributes a lot to promote C.A methods. So as can be seen from the data, the majority of teachers indicated their classroom condition is not conducive to implement C.A.

This finding seem to be consistent with that of Lue(2000) which indicated those teachers who have many students over crowded classroom often say it is certainly not suitable to provide practical activity and group work or to use different activities. However, the finding of this study is found to be inconsistent with the recommendation made with by new education training policy (1994). However according to the data collected from the respondents the average number of students in a class was close to eighty.

No	Item	Respondent							
		English language teachers							
		Seminar & symposium		Work shop		Mentoring		Total	
		F	%		%	F	%	F	%
7	The training you attended on continuous assessment	-	-	2	12.5	5	31.25	16	100

7. The training you attended on continuous assessment

Five 5(31.25%) of the English language teachers were attended on mentoring and 2(12.5%) of them were attended work shop on continuous assessment. This shows that teachers were not given enough in-service training on continuous assessment.

Table 4: **Frequency distribution of respondents on the status of practices of a variety of continuous assessment methods**

No	Item	Respondents							
		English language teachers							
		Low		Fair		High		Total	
		F	%	F	%	F	%	F	%
1	Group work	12	75	3	18.75	1	6.25	16	100
2	Homework and class work	4	25	8	50	4	25	16	100
3	Provision of feedback and reinforcement	9	56.25	3	18.75	4	25	16	100
4	Practical work	13	81.25	3	18.75	-	-	16	100
5	Question and answer	-	-	2	12.5	14	87.5	16	100
6	Teacher made test	1	6.25	3	18.75	12	75	16	100
7	Assignment question	11	68.75	4	25	-	-	16	100

1. Group work

Respondents response on the effectiveness of teachers on the implementation of different methods in English language instruction are shown in table 4, most 12(75%)of the teachers rated the frequency of group work on different topics that were given to the students are low; while only 1(6.25%)of the respondents rated high.

Thus, the response from closed ended questions showed that the frequency of the use of group work as a means of assessment in English language instruction was not sufficient.

2. Homework and class work

With regard to the frequency of the use of homework and class work as a means of assessment half 8(50%) of the respondents replied that it was fair; while 4(25%) of the respondents indicated that it was low. This shows that, nearly half of the English language teachers were not apply homework and class work method of assessment in their English language class.

3. Provision of feedbacks and reinforcement

Concerning the Provision of feedbacks and reinforcement in instructional process, 9(56.25%) of the respondents responded that it was low and the rest of the respondents 3(18.75%) responded that it was fair and 4(25%) of the respondents showed that it was high. The data indicated that feedback and reinforcement were not effectively used.

4. Practical work

The frequency of practical work that was given to the students 13(81.25%) of the respondents responded that it was low or none and few teachers 3(18.75%) responded that it was fair. Therefore, the data revealed that the majority of the English language teachers were not used practical work in English language classroom.

5. Question and answer

The data from closed ended questions for the question and answer method given to the respondents of English language teachers 14(87.5%) responded that it was high; while 2(12.5%) of the respondents responded that it was fair. As can be seen from the data it was confirmed that the use of question and answer method to assess students' progress was high.

6. Teacher made test

Regarding the frequency of the use of teacher made test to assess learning progress of students the majority of teachers 12(75%) of the respondents responded that it was high; while 3(18.75%) of the respondents responded that it was fair. Thus, the data from closed ended question confirmed that the use of teacher made test to assess students learning progress was sufficiently practiced.

7. Assignment question

Concerning assignment questions 11(68.75%) of English language teachers rated the frequency assignments that were given to students as low. Quarter 4(25%) of the respondents were responded that the frequency of assignments given to students was fair. This result revealed that giving assignments to students was not frequently implemented.

4.2.3 Results from Interview

1. Is there continuous assessment in this school?

According to interview made to teachers, all of the interviewees answered that there was continuous assessment in their schools.

2. Do you understand your role in the work of continuous assessment?

The majority of the interviewees were told that they knew their roles in continuous assessment. In this case, the researcher tried to find out how they were playing their roles and they answered that by providing continuous tests at the end of each month.

3. Do you often give homework and class work?

The majority of the teachers were indicated that they were not giving class works and home works because of the large number of students per class.

4. For what purpose do you use the information obtained from continuous assessment?

Almost all the interviewees indicated that they were using C.A to evaluate students' achievement although they could show that they did neither use it continuously nor properly.

5. Have you ever participated in any special training on C.A?

Regarding teachers' training on C.A, only some of them took part in mentoring and workshops although they did not get any chance in seminars. In fact, most of them said that they wanted to participate in such continuous training programs on continuous assessment in order to update their skills of assessing students' progress.

6. What would be the benefit and challenges of implementing C.A in your classes?

The majority of the teacher said that C.A benefits both the teacher and the students: teachers use it as a source of feedback on the strength and weakness of their students, and students benefit students to involve in interaction activities in different ability groups. As far as the challenges concerned, they were complaining large class size as one difficulty to give feedback to all students more conveniently.

7. What do think the solution to the problems you have mentioned above?

Most of the interviewees suggested that the number of student per classroom should be reduced to the standard of the country as much as possible in order to alleviate the problems stated.

8. Do you think that there is a gap between the English language teachers' perception and practices on continuous assessment?

Some of the interviewees had good perceptions on C.A although they were not good in classroom practice while some others had a negative feeling towards C.A and low practice in class. The very few teachers said that they had positive perception towards C.A and used it properly in their classrooms.

9. What do you think about teachers' perception of C.A about most of teachers in preparatory schools in general and English language teachers in particular?

Regarding the perceptions of teachers in the two target schools, teachers revealed that there were positive tendency towards C.A in general in all departments and particularly in English language teachers.

10. What do you recommend for the successful implementation of C.A in English language class in your school?

The great majority of teachers recommended that the number of students per class should be reduced, continuous training should be given to the teacher on C.A, and the stalk holders should support the teachers both technically and materially in applying C.A properly.

4.2.4 Results from Observation

The purpose of this observation was to assess the classroom practice in implementing C.A in Jijiga and Shiek A/selam preparatory schools. The observation targeted 8 English teachers in the school based on the predesigned checklist.

Table 5: Observation on teacher activities checklist

No	Items	Yes	No
1	Arrange Students for different classroom activities	-	8
2	Teacher keeps a careful watch on timing and encourages self-management by groups	1	7
3	Give directions about the procedures and activities	2	6
4	Teacher moves round groups as they start doing the given exercise, and encourages students' approach to the problems	1	7
5	Teacher facilitates peer work between groups or by whole class to encourage peer assessment.	-	8
6	Has good interaction with students	2	6
7	He /she plans to engage students in classroom activities	1	7
8	Assess students using a wide variety of assessment technique other than testing	1	7
9	The teacher asks questions in relation to the content and gives students homework to prepare the next lesson.	2	6

As indicated in table 5, the classroom observation result showed that teachers were not arranging students for different classroom activities. Moreover, the same table revealed that 7(87.5%) of the observed classrooms teachers were not kept a careful watch on timing and encourages self-management by groups. Only 1(12.5%) of the observed classroom teacher was kept a careful watch on timing and encourages self-management by groups. This implies that the English language teachers did not apply one of the most important types of assessment. According to Jacobs and Gawe (1996), self-assessment helps learner to think about their own work. Regarding giving directions about the procedures and activities 2(25%) of the observed classes, teachers were seen to give certain direction and guide students for different activities. Concerning with the teachers' encouragement of students to participate in the classroom, 7 (87.5%) of the observed classroom teachers did not showed any encouragement instead teachers waited for students' willingness to participate and take part in activities given. All 8 (100%) of the observed classrooms teachers did not facilitate peer work between groups or by whole class to encourage peer assessment.

However, Pahad (1997) stated that peer assessment is advantageous to learners in the sense that it is the real attempt of involving learners in assessment. Observation item 6, indicated that Only 2 (25%) of the observed classrooms teacher had good interaction with their students, while 6

(75%) of the observed classroom teachers had no good interaction with their students. According to Abera (2012) when involvement is shown, students feel positive about their learning environment. Item 7 indicated that 7(87.5%) of the observed teachers did not plan to engage students in classroom activities; while only 1 (12.5%) of the observed classroom teachers had plan to engage students in classroom activities to improve their learning progress. In observation item 8, only 1 (12.5%) of the observed classroom teacher was used a wide variety of assessment techniques other than testing ; where as 7(87.5%) of the observed classroom teachers were not used a wide variety of assessment techniques other than testing. In observation item 9, the researcher observed that 2 (25%) of the teachers were asking different questions in relation to the content and gave students home work to prepare them for the next lesson; while 6 (75%) of the observed classroom teachers were not seen to ask questions in relation to the contents and gave students home work to prepare them for the next lesson.

4.2.5 Results from document analysis

Document analysis is another source of information in my study. The document of the survey from Jijiga and Shiek A/selam preparatory schools indicated that both schools had the same assessment formats. The assessment procedures of the two preparatory schools contains 40% shall be assessed by C.A constitutes four assessment; while 60% shall be assigned for final exam. The assessment is depending on the interest of the teachers. Moreover, most of the teachers including the school principals thought that giving continuous testing as giving continuous assessment.

In line with this Desalegn (2004) stated that C.A is not continuous testing. He added that giving tests every month and accumulating pupils' marks for final grading is an insignificant aspect of the assessment package. C.A demanding task that requires the use of various assessment tools in order to assess the achievement of curricular objective by each and every students.

In addition to this, there is no clear record keeping system in the two schools. Student's marks were listed without their specification or title. This also shows that teachers are uncertain about their roles about continuous assessment. This can be substantiated by the student's final mark transfer format out of 100%. Teachers expected to submit their students results only out of hundred to the record office. This indicted that there is no follow up system whether the teachers assessed their students using different continuous assessment method or not.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter summarizes the study, draw conclusion and makes recommendation on the basis of the study.

5.1 Summary

The main purpose of the study was to investigate teacher's perception and practices of continuous assessment in English language class. So an attempt made to meet the purpose of the study , four basic questions were raised on the issue up on which clear objectives were formulated to guide the research activities. For this purpose, descriptive survey method was used. Questionnaires, interview, observation and document analysis were employed as data collecting tools to obtain information from the teachers. After collecting the data by using the above mentioned instruments, both quantitative and qualitative data analysis methods were employed in order to arrive at the results. Based on the data analysis in chapter four, the following major findings were obtained from the study:

5.1.1 Teacher's Perception to C.A

The analysis of the data signifies that most of the subjects of the study perceived C.A as continuous testing. Others were perceived C.A as overburdening teachers with extra work. In both cases, implementation of C.A methods in the schools appears to be very low.

5.1.2 Teacher's practices to C.A

The analysis of data disclosed that the extent of implementation of C.A was found to be low. During the class observation, most teachers were not applied different methods of C.A. The data from teachers' questionnaire and interview revealed that the extent of the practice of C.A seems to be low. Therefore, continuous assessment is still dominated over traditional method of assessment.

There was a gap between the English language teachers in the implementation of C.A in the classroom. Most teachers seemed to be careless in organizing students into different groups for different activities. The only sitting arrangement was traditional teacher fronted style. The majority of the teachers did not give directions and procedures to the students clearly for different activities in the classroom.

5.1.3 Problems that face teachers during the practice of C.A

The fourth question was about problems that face English language teachers of Jijiga and Shiek A/selam preparatory school. As can be seen in the results of the study, the major problem of teachers during the practice of C.A in the English language classes were large class size, lack of time and sitting desks which are not easily movable.

5.2 Conclusion

From the findings we can conclude that continuous assessment was not properly practiced in the two preparatory schools. This is because of lack of clear understanding about continuous assessment. Most of the teachers in the two preparatory schools were understood C.A as continuous testing.

However, an insignificant number of the English language teachers have understanding about continuous assessment. Even though, some teachers replied as they have enough knowledge and skills about it, they were not implemented in the classroom.

This implies that understanding of continuous assessment is one thing, but putting into practice is quite another. Unless continuous assessment is translated into practice, only understanding about it, is useless. For instance, most of the teachers in the research sample evaluate their students' achievement using traditional methods of assessment like teacher made tests. However, teacher made test (paper-pencil) type of assessment method is not the only method of assessment.

The findings of the document analysis showed that teachers are uncertain about their role in the ambitious aspiration of the new curriculum to use continuous assessment. There is a need for comprehensive teachers support strategies that help teachers to understand what it means to use and guide them in organizing continuous assessment within the existing problems at the school levels.

5.3 Recommendations

Based on the findings of the study and the conclusion drawn, the following recommendations are forwarded:

1. Majority of the C.A items are not properly implemented by the selected school teachers. For instance, students are not assessed by their teachers using a wide variety of instruments in English language classes. So, it is better to work hard to make sure that teachers assess their students properly.
2. C.A is understood by most of the respondents in the research sample of the study as giving continuous tests that support students to improve intellectual capacity. However, continuous assessment is not giving continuous tests.
It is a type of assessment that is used to assess student's achievements continuously (formally and informally) using a wide variety of assessment methods to judge students achievements.
3. For proper implementation of C.A, teachers need to have active role and seriously prepare themselves so that students could achieve the expected knowledge, skills and attitudes. It is better if teachers work closely in their departments for effective implementation of continuous assessment.
4. Some of the requirements in in-service training for teachers such as seminars and workshops should be organized regularly for teachers in the schools to expose them acquire the skills required to practice C.A in preparatory school. These seminars and workshops should also embrace programmes that will up-date the knowledge and skills of the serving teachers on the various C.A techniques.
This will help them implement C.A in preparatory school adequately. Moreover, CPD should be strengthened and teachers should get the necessary follow up to attend this peer training successfully.
5. The government and stakeholders should make the maximum effort to reduce the number of student's per-class to manageable numbers, which is optimal.
6. The school management with the collaboration of the English language department should support the English language teachers with the necessary materials.

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Appendix A

**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH
POSTGRADUATE PROGRAM**

A Questionnaire to be filled by teachers

The purpose of this questionnaire is to collect information about the current teacher's perception and practices of continuous assessment in English language classes at jijiga and shiek A/selam preparatory schools. So, you are kindly requested to respond to all questions based on the instruction given.

In responding to the questions, please remember the following:

- I. All questions raised here are equally important to attain the objectives of the study.
- II. All your responses will be kept confidential and used only for the research purpose.

Thank you in advance for your cooperation.

Part One: General information

1. Name of school: Jijiga preparatory school ☐ Shiek ☐ lam preparatory school ☐
2. Sex: Male ☐ Female ☐
3. Age
20-25 ☐ 31-35 ☐ 41-45 ☐
26-3 ☐ 36-40 ☐ 46-50 ☐
4. Work experience in teaching
0-5 ☐ 11-15 ☐ More than 20 ☐
6-10 ☐ 16-20 ☐
5. Qualification
Diploma BA ☐ ☐ ☐
6. The number of students in each class is
50-60 ☐ 71-80 ☐ above 90 ☐
61-70 ☐ 81-90 ☐
7. Total teaching load per week
5-10 ☐ above 20 ☐
15-20 ☐

Part Two: perceptions of English language teachers on continuous assessment

No	As English language teacher in preparatory school I perceive continuous assessments :	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1	An effective instrument for the promotion of students in English language subject					
2	The main cause of the high failure rate of students					
3	Time consuming to implement in English class					
4	Continuous assessment is used to identify students' areas of strength and weaknesses and used to improve teaching/learning					
5	Easy to implement in large class					
6	Continuous assessment provides early indicators of the likely performance of students					
7	Giving frequent feedback on students performance will have a negative impact on the relationship between students and teachers					
8	Continuous assessment is not applicable in our context as it requires teachers with a high level of experience and training in continuous assessment					
9	Overburdening English teachers' with extra work					
10	Continuous assessment is not as useful as terminal examination because it makes students feel that they are over assessed					
11	Increase opportunities for weaker students' achievement and skill improvement.					
12	Assisting English language teachers in identifying problems experienced by learners in the mastering of skills.					
13	Creates a conducive teaching learning environment in class.					
14	Motivate students to learn					
15	Doesn't have any effects on academic achievement and skill improvement.					

Part Three: The practice of English language teachers on continuous assessment

Direction- please indicate your choice by circling one of the letters

1. I understand my role in the implementation of continuous assessment.
A. Strongly agree B. Agree C. Uncertain D. Disagree E. Strongly disagree
2. Do you play your role in the implementation of continuous assessment?
A. Frequently B. Sometimes C. Occasionally D. Rarely E. Never
3. If your answer for question number 2 is "Never", please rank the possible problems according to their severity?
A. Shortage of time B. Lack of interest C. Lack of skill D. Overload E. Students low participation
4. According to your evaluation, how is the conduciveness of the classroom to implement continuous assessment strategies?
A. Excellent B. Very Good C. Good D. Fair E. Bad
5. Continuous assessment provides English language learners with opportunities to take decisions about their careers at an early stage.
A. Strongly agree B. Agree C. Uncertain D. Disagree E. Strongly disagree
6. How often the English language department provides the necessary support in implementing continuous assessment.
A. Frequently B. Sometimes C. Occasionally D. Rarely E. Never
7. Please tick () on the training you attended on continuous assessment
A. Seminar B. Work shop C. Symposium D. mentoring E. Others
8. Have you ever participated in CPD?
A. Frequently B. Sometimes C. Occasionally D. Rarely E. Never
9. I assess my students using a wide variety assessment technique other than testing.
A. Strongly agree B. Agree C. Uncertain D. Disagree E. Strongly disagree
10. How often do you give homework, class work and assignment?
A. Frequently B. Sometimes C. Occasionally D. Rarely E. Never
11. How often do you check whether students did their homework and class work?
A. Frequently B. Sometimes C. Occasionally D. Rarely E. Never
12. Continuous assessment creates problems to classroom management.
A. Strongly agree B. Agree C. Uncertain D. Disagree E. Strongly disagree

13. A Continuous assessment strategy creates a heavy load on the part of the teacher. Thus, it is difficult to implement.

A. Strongly agree B. Agree C. Uncertain D. Disagree E. Strongly disagree

14. It is impossible to implement continuous assessment method in large class size.

A. Strongly agree B. Agree C. Uncertain D. Disagree E. Strongly disagree

Direction: Read carefully each of the item below related to continuous assessment methods and indicate by tick (✓) the rating that you think corresponding to your practice.

A= None B= Very low C= Fair D= High E= Very high

No	Continuous assessment methods	A	B	C	D	E
1	Group work					
2	Homework and class work					
3	Provision of feedback & reinforcement					
4	practical work					
5	Question and answer					
6	Teacher made test					
7	Assignment question					

Appendix B

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY SCHOOL OF HUMANITIES AND LAW DEPARTMENT OF ENGLISH POST GRADUATE PROGRAM

Semi-structured interview with English language teachers at jijiga and shiek A/selam preparatory schools

1. Is there continuous assessment in your school?
2. Do you understand your role in the implementation of continuous assessment?
3. Do you often give homework and class work?
4. For what purpose do you use the information obtained from continuous assessment?
5. Have you ever participated on continuous assessment training?
6. What would be the benefits and challenges (or problems) of implementing continuous assessment in your classes?
7. What do you think the solutions to the problems you have mentioned above?
8. Do you think that there is a gap between the English language teachers and continuous assessment?
9. What do you think about the perception of continuous assessment on most of the preparatory school teachers in general, and in English language teachers in particular?
10. What do you recommend for the successful implementation of continuous assessment in English language class in your school?

Appendix C

**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH
POST GRADUATE PROGRAM**

Classroom observation checklist

Name of the school _____ Date _____

Time of observation: Start _____ End _____

Grade level _____ Teachers' sex _____

The main purpose of this observation check list is to assess the role of teachers in the implementation of continuous assessment in the classroom. Please, mark a tick (✓) in the column provided, that corresponds to the statement.

No	Item	Yes	No
1	Arrange students for different classroom activities		
2	Teacher keeps a careful watch on timing and encourages Self-management by groups.		
3	Give directions about the procedures and activities		
4	Teacher moves round groups as they start doing the given exercise, and encourage Students' approach to the problem.		
5	Teacher facilitates peer work between groups or by whole class to encourage peer assessment.		
6	Has good interaction with students		
7	He /she plans to engage students in classroom activities		
8	Assess students using a wide variety of assessment techniques other than testing		
9	The teacher asks questions in relation to the content and gives students homework to prepare for the next lesson.		

Appendix D

Mark list formats

TEACHER'S NAME _____ GRA. & SEC. _____ ACADAMIC
YEAR 2007 E.C
SEMESTER _____

[illegible]