

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**A STUDY OF EFL TEACHERS' CLASSROOM ASSESSMENT TO
ADJUST THEIR TEACHING TECHNIQUES: THE CASE OF TWO
GOVERNMENT SECONDARY HIGH SCHOOLS IN DODOTA DISTRICT.**

BY: GADISSA SEBOKA

JUNE, 2016

ADAMA, ETHIOPIA

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I, the undersigned, declare that this thesis is my original work and that all sources and material used for this thesis have been duly acknowledged.

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Abstract

The purpose of this study was to investigate EFL teachers' classroom assessment to adjust their teaching techniques. In addition, to assess what language teaching techniques teachers used while conducting classroom assessment in their classes, for what purposes they employed, what feedback they obtained using the classroom assessment techniques and whether they used the feedback to adjust their teaching techniques. The participants of the research were 21 EFL teachers. In the selection of the sample population purposive and random sampling were used. The main instruments of data collection were questionnaire, classroom observation and interview. The data were analyzed separately using descriptive survey methods, frequency, percentage and tables. The results were analyzed quantitatively and qualitatively. The findings of the study obtained from quantitative data indicated that teachers used classroom assessment for three purposes: assessment for learning, assessment of learning and assessment as learning. The result of the study depicted that teachers did not use tests, quizzes and other activities that they obtained from learners to adjust their teaching techniques whereas results of the classroom observation revealed that the respondents used repeatedly a few common types of classroom assessment techniques such as giving home works, class works, asking and answering questions were used by the observed English teachers. Similarly, results of the interview indicated that interviewees used different kinds of classroom assessment techniques with variation among them. In short, the findings of the study revealed that English language teachers have not fully manage to use the feedbacks obtained from classroom assessment techniques to adjust their teaching techniques. Finally, Based on the findings, it was recommended that for the successful implementation of classroom assessment techniques, the EFL teachers should use appropriate classroom assessment techniques according to the purposes of classroom assessment, use variety of classroom assessment techniques and maximize the implementation of them by using the feedbacks obtained from classroom assessment techniques to adjust their teaching techniques.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.0 Introduction

This chapter presents discussion on the following points. It starts by presenting discussion on the background and statement of the problem. Following this, discussions are given on objective of the study and the research question. Finally, it winds up the discussion by presenting the significance, the delimitation, the limitation, the organization of the study and the definition of key terms.

1.1 Background of the Study

Although English was taught as a subject in Ethiopian schools starting from the beginning of the 20th century, it was in the 1950's when greater demand to use English in schools became prominent. Italo (1990) says that the need for English language arose from the desire to establish contact with the outside world and the introduction of modern education to the country.

With the emergence of modern education in Ethiopia, English language got significant place in the educational system and its curriculum. As a result, it started to be given in school as compulsory subject beginning from elementary school to university levels. Moreover, English language has been used as a medium of instruction starting from secondary school to university level. Due to this, more time is given to English and mathematics in school schedule than any other subjects. These and other conditions indicate that in Ethiopia English language has gained importance in the curriculum and education system (Bowen, 1976).

However, now-a-days, there is widely prevailing complain among English language teachers, trainers and other stakeholders that many students, even after the completion of university education, are far from achieving mastery of the ability to communicate in English (Mekasha, 2007). Similarly, Gashaw (2008) suggests that high school students and teacher trainees are poor in their English language proficiency. And this might have caused the decline and the low performance of students in English language.

As Diribsa (2009) recommends that one possible factor which reduces the quality of English language could be lack of using classroom assessment feedbacks to be applied as appropriate techniques for teaching.

Classroom assessment can be taken as an effective aspect of teaching and learning and as integral part of the teaching and learning process (Black and William, 1998). For instance, it can be compared to assessment for learning which is likely to improve students' achievement (Brooks and Brooks, 1999). Especially, when classroom assessment is coupled with feedback, it helps teachers to check the current status of their students' language ability with which they are able to assess what the students know and what they don't know. Feedback, on the other hand, also helps students to participate in modifying or pre-planning the upcoming lessons (Bachman and Palmer, 1996).

The Institute of International Education (2012) expresses that in Ethiopian context, English classroom instruction at high school level is more of exam oriented. To overcome this problem, attention is being given to classroom assessment. Shepard (2001) points out that cognitive and constructivist learning theories and reform visions of curriculum and classroom assessment implied that a fundamental transformation is needed for classroom assessment. That is, the content and character of classroom assessment must be improved and that the use of information from classroom assessment must become an integral part of learning process. For instance, look at the current EFL syllabus for grade nine both in the teacher's guide and student textbook recommend that classroom assessments must be implemented in each lesson. Specifically, a closer look at Grade Nine Teacher's guide (2003) reveals that suggestions included throughout it to conduct ongoing assessment during each lesson.

Experts in the fields of education agree that the application of classroom assessment during the lesson has various benefits. For example, Angelo (1990) says that classroom assessment is one of the most promising ways to improve learning quality, to encourage and to enable teachers develop the knowledge for assessing the effects of their teaching on students' learning. However, using classroom assessment alone does not bring the desired change, unless it is practically implemented according to students' various levels of competences.

Furthermore, with respect to the benefit of classroom assessment, Lott (1998) indicates that an accurate classroom assessment is only obtained by the use of varieties of techniques. The use of one or two techniques exclusively will not give an accurate picture of students' growth and development in any subject area. Unfortunately, since teachers don't assess their students the way they need to be assessed, the benefit to be obtained from it is missed (ibid). Diribsa (2009) recommends that no or less attention is given to the teaching-learning process; the dimension which classroom assessment involves to check what really happens in the classroom is also missing.

The above discussions propose that there is a strong need for using varieties of classroom assessment techniques. This is so because for one it helps teachers to get feedback from the assessment they make and for the other it helps to adjust their teaching techniques accordingly, when necessary. In spite of this, when teachers fail to use classroom assessment properly or if teachers use only one type of classroom assessment, it will be simple to guess the harm caused to the teaching and learning process.

1.2 Statement of the Problem

According to Angelo and Cross (1993), classroom assessment is the most important component of language teaching and learning and it involves teachers in the continuous monitoring of students' achievement. They also note that as teaching and learning strategy, classroom assessment provides teachers with feedback about their effectiveness as teachers. It also gives students a measure of their progress as learners too.

Hence, since assessing the quality of learning is better situated in the classroom where teachers make judgments on a day- to- day basis about what their students know and can do; this kind of consideration has to be taken as a means of classroom assessment. Therefore, both teachers and students could be in a better position to change what they do as a result (Callingham, 2008). In this regard, classroom assessment needs to primarily be formative in nature and it has to be aimed more at helping students take the next steps in learning than as judging the end of achievement (ibid).

Through practical classroom assessment of language lessons, teachers are able to better understand and promote learning, and increase their ability to help students themselves become more effective, self-assessing, and become self-directed learners. In short, the central purposes of classroom assessment are to empower both teachers and their students to improve quality of learning in the classroom (Angelo and Cross, 1993). Likewise, Michael and Paul (1994) reveal that classroom assessment allows teachers to assist in performance based activities in a classroom environment that are difficult to assist in examination.

As the primary role of classroom assessment is to improve students' learning abilities and teachers' teaching process, little has been known on how teachers assist their students elsewhere and in the Ethiopian context. For instance, Greany and Kallagham (2004) note that there is evidence that shows that the quality of classroom assessment practices are deficient in many ways.

To begin with, concerning the global nature of the problem, Black and Wiliam (1998) indicate that problems identified about classroom assessment include: the uses of poorly focused questioning, the application of predominance questions that require short answers involving factual knowledge, suggestion of responses that involve repetition rather than reflection and lack of procedures designed to develop higher-order cognitive skills. Such problems may result from either the teacher's lack of awareness of benefit of classroom assessment or negligence of its application during the lesson. Regarding this, Fennema and Romberg (1999) suggest that the way teachers' perceive assessment may influence the way they teach and assist their students.

For instance, observation of classroom assessment practice in some African schools reveals a similar situation. One set of observations from a study made in Kenya relates to the amount of questioning where questions were not used as important element in assessment. Further, the study noted that in many lessons, students were asked no questions at all. Even when questions were asked, the questions were closed ended and they could not facilitate the development of higher-order thinking skills (Greanay and Kellagham, 2004).

In another area of classroom assessment, homework provides the opportunities for teacher to assess the proficiency of their students and to receive feedback on problem.

Greany and Kellagham (2004) also note that classroom assessment has received little attention in reforms that propose the use of assessment to demonstrate students learning.

Most previous studies focused on teachers' beliefs and perception of assessment (Brown, 2002; and McMillan, 2001) and on the perception of students' towards assessment (van de Watering and van de Rijt, 2006). There is limited amount of research devoted to the study of EFL teachers' classroom assessment to adjust their teaching techniques.

Thus, this study aims at investigating the practices EFL teachers' carry out to employ classroom assessment thereby to adjust their teaching techniques in the two government secondary high schools in Dodota District (Dera and Amudie Secondary High Schools). During his ten years teaching service in English language, the researcher has observed various problems. These include students' inability to communicate in English in class, to construct correct sentence, to comprehend reading text or passage and to score good grade in exams or tests.

This could have resulted from the fact that most teachers rely on specific types of assessment rather than using different classroom assessment techniques that assist students to improve their English language skills and achievement. Even if, teachers are trained how, when and why they use appropriate assessment techniques, what they actually practice may affect the way they implement their classroom assessment to adjust their teaching techniques.

To this end, the present researcher found out the ways teachers are implementing classroom assessment and its results for effective teachers contradicts the principles of assessment. Thus, these and other conditions compelled the researcher to conduct a study.

1.3 Objective of the Study

1.3.1 Main Objective of the Study

The main objective of this study was to investigate the types of classroom assessment techniques EFL teachers employed to obtain feedbacks and review how the feedbacks from classroom assessment were used to adjust the EFL teachers teaching techniques.

1.3.2 Specific Objectives of the Study

In line with achieving the main objective, the following specific objectives were set. Therefore, the study examined how Grade Nine EFL teachers aimed to:

- Assess types of classroom assessment techniques they used in classroom.
- Observe how the feedbacks were obtained from the classroom assessments used to adjust the teaching techniques.
- Specify for the purposes of which assessment and assessment techniques were employed by English teachers.
- Identify the importance of classroom assessment techniques to obtain feedbacks for them.

1.4 Research Question

To guide the study during the course of its investigation the following broad and specific research questions were designed.

1.4.1 Broad Research Question

The following broad research question is used for the study is:

- What are the types of classroom assessment techniques EFL teachers use to obtain feedbacks from classroom assessment and how were they used to adjust the teaching and learning of the EFL teachers?

1.4.2 Specific Research Questions

The following specific research questions are set:

- What kinds of classroom assessment techniques are used?
- How are the feedbacks obtained from the classroom assessments used to adjust the teaching techniques?
- For what purposes of which assessment and assessment techniques are employed by the EFL teachers?

- How effective are the feedbacks obtained from classroom assessments helped EFL teachers in the teaching and learning lesson?

1.5 Significance of the Study

The aim of the study was to investigate EFL teachers' classroom assessment to adjust their teaching techniques and their present practices. Therefore, findings of this study were expected to have the following significances. Firstly, it was assumed to help teachers to use appropriate classroom assessment techniques to adjust their teaching techniques so as to improve their teaching English language. Secondly, it may assist students to improve their English language abilities through practicing different classroom assessments in order to increasing their achievements. Thirdly, it may believe that material designers also use the result of the study to add more suitable tasks that can increase the quality of English language learning among secondary schools. Finally, it may serve as a stepping stone to other researchers who conduct researches in the related problems as a source of information for their further studies.

1.6 Delimitation of the Study

This study was conducted in Oromia Region, Arsi Zone, Dodota District in two government secondary high schools of grade nine students. The study was delimited to the investigation of EFL teachers' classroom assessment to adjust their teaching techniques. The study would have been of much significance if it were carried out on a large scale encompassing all secondary school in the zone. However, due to the effort, time, and expense the study would require, it was confined to the schools indicated above by taking only 21 teachers from both secondary high schools.

1.7 Limitation of the Study

This study has got some limitations. Primarily, it is worth keeping in mind that the sample size of the study was limited to only 21 teachers selected from two secondary high schools. For this reason, it can be said that the study is limited to a small group of high school teachers, which makes it difficult to generalize the results to all high school English language teachers. The researcher also felt that demonstrating all aspects which help teacher to adjust their teaching techniques such as continuous professional development, teachers' peer evaluation, different in-

service training etc which are believed to improve teachers' teaching techniques. It would have been better if those issues were included.

Therefore, data gathering instruments are limited to raise only some features of classroom assessment that are emphasis on how teachers adjust their teaching techniques.

1.8 Organization of the Study

This thesis consists of five chapters. Chapter One deals with the background and statement of the problem, objective of the study, the significance, the research question, the delimitation, the limitation of the study and definition of key terms. Chapter Two contains the review relevant literatures on classroom assessment. The Third Chapter is on methodology where participants of the study, instruments of data collection, procedures of data collection and method of data analyses employed in this study are discussed. This chapter also discusses the pilot study conducted and the major insights gained from the study which helped the researcher to make improvements to the instruments and procedures used in the main study. In the Fourth Chapter, the analysis of data and interpretation is presented. The last chapter of the thesis provides the summary, conclusions and recommendations.

1.9 Definition of Key Terms

The definitions of some concepts and terms that were included and used in the context of the study are as follow:

- **Assessment** is a way of observing and collecting information and making decisions based on the information(Plessis et al.,2003)
- **Classroom assessment** is a means of checking whether instructional objectives are attained or not, helps teachers find out how well the learners are learning, and helps students develop their meta-cognitive skills (Anglo and Cross, 1993)
- **Teaching techniques** is an implementation which actually takes place in the classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective (Richards and Rodgers, 1999,p.15)
- **Assessment for learning** is the process of seeking and interpreting evidence for use by learners and their teacher to decide where the learners are in their learning, where they need to go and how best to get there (Assessment Reform Group, 2002, p.2)
- **Assessment of learning** is collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assessing a value to represent that quality (Earl and katz ,2006, p. 144)
- **Assessment as learning** is the process of developing and supporting students' meta-cognition. Students are actively engaged in the assessment process; that is, they monitor their own learning (Earl and katz ,2006, p. 143)
- **Feedback** refers to the information or comment that teacher give/obtain to/ from students about their learning outcomes (Burnett, 2002).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The purpose of this chapter is to present the ideas and findings of different scholars that relate to topic under treatment so as to learn what has so far been done in the area. Therefore, the chapter begins with the discussion on definition of assessment, approaches to assessment, language teaching and assessment, what classroom assessment is and the principles of classroom assessment. In addition to this, it also deals with classroom assessment designs, purposes of classroom assessment, language teaching technique in EFL classroom, classroom assessment techniques, and the importance of feedback.

2.1 Definition of Assessment

Different scholars define assessment in different ways. Erwin (1991: 45) defines assessment as: *“A systematic basis for making inferences about the learning and development of students... The process of defining, selecting, designing, collecting, analyzing, interpreting and using information to increase students' learning and development.”*

In the above discussion Erwin (1991) tries to imply that assessment is a way of knowing the progress of students in their learning, through gathering valuable data about students, giving meaning to the data, and using them to improve students' learning. Similarly, Smith (2001) states that, assessment is the set of process through which inferences are made about learner's learning process, skills, knowledge and achievements. Still more, Harris and McCann (1994) define assessment as a method to measure the performance of students and the progress they make and to diagnose the problems they have and provide our students with useful feedback. Furthermore, assessment is generally agreed that it is necessary part of teaching by which teachers make a judgment about the level of skill or knowledge of students (Taras, 2005).

Plessis et al. (2003:6) give a more comprehensive definition of assessment as follow:

Assessment is a way of observing and collecting information and making decisions based on the information. In schools, assessment is concerned with observing learners and collecting information about those observations. Assessment of learners is a way of finding out what learners know, understand and can do.

Assessments are now widely administered as means to improve teaching and learning. The importance of using assessment for instructional purpose, in which the information gathered from students' performance in a specific test, is used to inform their pedagogical needs.

2.2 Approaches to Assessment.

In recent years there has been a noticeable change in educational assessment where assessment and student learning are viewed as inseparable and assessment is perceived as a tool for supporting student learning (Davison and Leung, 2009). This change in assessment paradigm is due to some reform action in various setting around the world to improve educational planning and practices (Assessment Reform Group, 2002; Chow and Leung, 2011). As this policy-supported practice is increasingly encouraged globally, English language teachers are also called on to apply suitable assessment produces to monitor and evaluate student's progress in their own classrooms (Davison and Leung, 2009).

There are three widely recognized assessment approaches in current literature. There are Assessment for Learning, Assessment of Learning and Assessment as Learning which reflect three different focuses of learning conceptions (Berry, 2008a). In the coming section, a brief discussion is provided on each.

2.2.1 Assessment for Learning.

Assessment for Learning, also called formative assessment, ongoing assessment or dynamic assessment (Stiggins, 2008). According to Black and Wiliam (1998), assessment reforms all those activities undertaken by teachers and by the students in assessing themselves. It provides information to be used as feedback to change the teaching and learning activities in which they

are engaged. Such assessment becomes assessment for learning when the evidence is actually used to adopt the teaching work to meet the needs.

In general terms, Assessment for Learning is concerned with helping pupils to improve their learning. In practice, Assessment for learning is a self reflective process that intends to promote students attainment (Crooks, 2001).

2.2.2 Assessment of Learning

Assessment of Learning is also called as summative assessment (Stiggins, 2002; Earl, 2003). In an educational setting, these types of assessments are typically used to assign students a course grade at end of a course or project. Taras (2005) states that assessment of learning is a judgment which summarizes all the evidence up to a given point. This certain point is seen as finality at the point of the judgment. This type of assessment can have various functions, such as shaping how teachers organize their courses or what schools offer their students, which don't have effect on learning process.

2.2.3 Assessment as Learning

Berry (2008 a) states that Assessment as Learning is different from Assessment for Learning. That means, Assessment as Learning places special attention on the role of the learners and promotes active engagement of learners. However, assessment for Learning places stronger emphasis on the role that teacher plays in promoting learning. From this point of view, Assessment as Learning given strong emphasis on role of the learner and highlights the use of assessment to increase learners' ability to take control of their own learning.

2.3 Language Teaching and Assessment

Language teaching and assessment are so closely interrelated that it may be difficult to view them separately. Language assessment is an integral part of language teaching. That may be why many scholars confirm that it is difficult to achieve the goals of language teaching without the practice of language assessment (Taylor, 2006 and Hughes, 1989).

Assessment contributes a lot for setting goals, planning, and practices of language teaching and learning. DES/WO (1988), as cited in Lambert and Lines (2000:109), states:

Promoting children's learning is a principal aim of schools. Assessment lies at the heart of this process. It can provide framework in which educational objectives may be set, and pupils' progress charted and expressed. It can yield a basis for planning the next educational steps in response to children's needs... it should be an integral part of the educational process, continually providing both feedback and feed forward. It therefore needs to be incorporated systematically into teaching strategies and practices at all levels.

Even though many educators agree that language teaching and assessment have close relationship, they are not clear with which type of assessment may promote language teaching effectively. However, they indicated that tests and exams that are mostly given at the end of a unit, a semester or a course do not reflect the overall achievement of a learner (ibid).

2.3.1 What is Classroom Assessment?

Classroom assessment is good for both teachers and students in various ways. For instance, as a feedback strategy it provides teachers with data on teaching effectiveness and students' comprehension. It also engages students in active mental processing of new information and makes them more aware of themselves as learners. Furthermore, classroom assessment is an educational innovation that unites efforts to improve both teaching and learning (Angelo and Cross, 1993). In view of the above discussion, classroom assessment has been defined by different scholars. In the coming section, therefore, discussion on the definition of assessment is dealt.

Classroom assessment is a means by which teachers successively monitor and evaluate students' language learning, progress and abilities during each lesson and at the end of the course. This enable them to identify how much students know about language, to what extent they perform language tasks efficiently, and how much skill they have developed for further learning. Such evidence can be gathered, through a variety of techniques, in an extended period of time. Based on these pieces of evidence, teachers make judgments on students' performances and give them feedbacks on their strengths and weaknesses as well as give them the needed support and guidance (Greenstein, 2010).

Furthermore, Angelo and Cross (1993) suggest that classroom assessment is a formative rather than a summative approach to assessment. Its purpose is to improve the quality of students learning, not to provide evidence for evaluating or grading students. It provides teachers with feedback about their effectiveness as teachers, and it gives students a measure of their progress as learners. The aim of classroom assessment is to provide school with information on what, how much and how well students are learning. Such assessment are created, administered and analyzed by teachers themselves. Based on the importance of classroom assessment situation for student, Brook Hart, (2001) in Ayele et al (2010:108) expressed that:

From the students' point of view, classroom assessment information is not merely information about him or her. Rather, it forms a major part of his/her learning life, becoming part of the lesson he or she is expected to learn, the relationship he or she has with the teacher and the subject matter, and relationship with peers.

According to Brook Hart (2001) classroom assessment provides the learner not only information about him or her but also about his/her main learning and also how it is suitable for what he/she wants to attend. In addition, it shows the relationship he/she has with his/her teacher, with the subject matter and with the peers. Angelo and Cross (1993:3) mention the significance of classroom assessment for teachers as follow:

Through close observation of students in the process of learning, the collection of frequent feedback on students' learning and the design of modest classroom experiments, classroom teachers can learn about how students learn more specifically and how students respond to particular teaching approaches. Classroom assessment helps individual teachers to obtain useful feedback on what, how much, and how well their students are learning. Teacher can then use this information to refocus their teaching thereby to help students make their learning more efficient and more effective.

2.3.2 Principles of Classroom Assessment

Teachers are expected to employ principles of classroom assessments through effective approaches during the teaching and learning of EFL lessons. From the testing and assessment perspectives, teachers need to have certain assumptions on the relevance of the assessment issues in order to make more effective decisions about their students' actual learning abilities. There are lots of principles that help teachers to use classroom assessment. The most common principles that should be employed in EFL classroom assessments include the following.

2.3.2.1 Assessment should be Formative

Classroom assessment should be carried out formatively in order to inform the ongoing teaching and learning. It should be formative because it refers to the formation of a concept or process. This can be done through providing learners with timely and immediate feedback, the feedback having the future of possibility, resulting in enhancing the learning potential of the pupils (Lambert and Lines, 2000). Still more, Rea-Dickens (2001) recommends that informing the teacher about how many the learners as a group, and how much individuals within that group, have understood about what has been learned or still needs learning as well as the suitability of their classroom activities, thus providing feedback on their teaching and informing planning.

Therefore, classroom assessment needs fully to reach its formative potential if a teacher is to be truly effective in teaching.

2.3.2.2 Assessment should Serve Teaching

Classroom assessment serves teaching through providing feedback on pupils' learning that would make the next teaching event more effective, in a positive, upward direct. Teaching and learning dictate the form and timing of assessment. It is a fact of life for teachers and part of what they do (Lambert and Lines, 2000). Therefore, assessment must be an integral part of instructions. Harmer (2001) thinks of teachers as assessors to fulfill the students' exceptions through offering helpful feedback and correction on their performance. Assessment seems to drive teaching by forcing teachers to teach what is going to be assessed. Teaching involves assessment; that is, whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance (Brown, 2004). So when they are teaching, they are also assessing. A good teacher never stops to assess students, whether these assessment are incidental or intended (ibid).

2.3.2.3 Assessment should Serve Learning

Classroom assessments are an integral part of learning process as well. The ways in which learners are assessed and evaluated strongly affect the ways they study and learn.

It is the process of finding out who the students are, what their abilities are, what they need to know, and how they perceive the learning will affect them (Sommer, 1989).

Learning by itself has no meaning without assessment and vice-versa. Thus, assessment places the needs of the students at the center of the teacher's planning (Penaflorida, 1998). The teacher designs the situation based on their assessment of the students learning preference, interest, and needs. If learning is as central concern, then assessment should contribute to the learning process (Cameron, 2001).

2.3.2.4 Assessment should be Interactive

Based on constructivist perspectives of second language learning, as students' cognitive activities are the core of teaching decisions, students should be proactive in selecting the content for assessment (Biggs and Tang, 1998). It provides a context for learning as meaning and purpose for learning and engages students in social interaction to develop oral and written language (O'Malley and Valdez pierce, 1996). In addition, assessment should be viewed as an interactive process that engages both teacher and student in monitoring students' performance (Hancock, 1994).

2.3.2.5 Assessment should be Diagnostic.

A classroom assessment is diagnostic because teachers used it to find out learners' strengths and weaknesses during the in-progress class instruction they also identify learning difficulties (Lambert and Lines, 2000). If the purpose of assessment is to provide diagnostic feedback, then this feedback needs to be provided in a form-either verbal or written-that is for learners to understand and use (Brindley, 2003).

2.3.2.6 Assessment should Lead to Learner's Autonomy

Autonomy is a principle in which students come to a state of making their own decisions in language learning. They assume a maximum amount of responsibility for what they learn and how they learn it (Richards and Schmidt, 2002). Autonomous learning occurs when students have made a transition from teacher assessment to self- assessment.

This requires that teachers encourage students to reflect on their own learning, to assess their own strengths and weaknesses, and to identify their own goods for learning (Genesee and Upshur, 1996). Teachers also need to help students develop their self regulating and met cognitive strategies. Autonomy is constructing to be foster in student, not taught, by teachers.

2.4 Classroom Assessment Design

Another issue of the classroom assessment is how to design accountability assessment which will provide good quality information about students' actual performances without distorting good teaching and learning practice. Assessment design requires teachers to have determined the appropriate objectives and they should also take great care that the design does not affect or distort those objectives.

Therefore, Gipps, (1994) mentions that classroom assessment design should be carried out through six specific steps followed in order of function. These steps include planning, data collection, data selection, data organization, data evaluation and final reporting.

2.4.1 Planning

Planning is the first and fundamental step in classroom assessment. It determines why a teacher should ever assess, what he/she should measure, and who he/she should evaluate. It also specifies how the assessment process should be carried out. Moreover, there should be a focus on the time of assessment administration and the degree to which a teacher can assess the students.

2.4.1.1 Why to Assess

Teachers have meaningful goals for instruction and clear purposes for assessment (Wolf, 1993). They assess to meet the course goal, to check the effectiveness of ongoing instruction, and to improve the learning process. One of the great purposes of assessment is to gather information in order to modify and adapt the materials and curricula. They make decisions about students' current learning needs (Genesee & Upshur, 1996). In short, teachers assess their students to accomplish their objectives.

2.4.1.2 What to Assess

Teachers cannot assess whatever they themselves like. In classroom assessment, teachers are supposed to assess students' current abilities in a given skill or task. The teacher can assess students' oral communication ability if they need to communicate orally. If they are going to develop their academic skills, the teacher can assess how and how far they have mastered them. Teachers may also assess two or multiple abilities of their students at the same time.

They may evaluate their pupils' vocabulary build-up as well as how well they have progressed in reading comprehension, and also how far they have observed the supra segmental rules in reading passages. Thus, it is immediately required that teachers should have adequate perception of what they assess in the classrooms.

2.4.1.3 Who to Assess

It may seem strange to ask whom a teacher should assess in the classroom, but the issue is of great concern. Teachers should treat students as 'real learners', not as course or unit coverers. Teachers should be aware that students enjoy competence and proficiency of different levels and types or different schematic and systemic knowledge. They should also predict that some students are more active and some are less active; some are quick at learning and some are slow at it. In addition, they should expect that "*students vary in how they learn by establishing different goals for learning*" (O'Malley & Valdez Pierce, 1996: 10). Therefore, classroom assessment calls for a prior realistic appraisal of the individuals teachers are going to assess.

2.4.1.4 How to Assess

Teachers employ different instruments, formal or informal, to assess their students. Brown and Hudson (1998) point out that teachers use three sorts of assessment methods; selected response assessments, constructed response assessments, and personal response assessments to evaluate students' ability or progress in language learning. They can adjust the assessment types to what they are going to assess. Because of their difficulty in construction and failure of eliciting any productive language as well as their high-stakes impact, the selected response assessments at least are not much favored in the formative classrooms. Therefore, students are required to produce language through composing written and oral discourse and create and/or enhance the real world communication. Classroom assessment should be carried out *with* learners, not *to* them because, as Harmer (2001) states, students need to know *how* and for what they are being assessed.

2.4.1.5 When to Assess

Whatever teachers assess, they are actually in the process of teaching. They assess when they are going to make instructional decisions at the formative and summative levels, even if those decisions are small.

For example, they assess when there is a shift in instructional units; when there is a check and recheck of the students' ability in perception and production of learning items at different intervals; when the effect of the given materials or curriculum on the improvement of learning process is examined; and when they intend to modify their teaching process to the learning objectives.

2.4.2 Data Collection

In order to make decisions about the effectiveness of assessment in different aspects of pedagogy, we need to gather adequate and appropriate information. Genesee and Hamayan (1991) introduce three ways which teachers use to keep assessment records in EFL classrooms. They are student portfolios, narrative records, and checklists. But the more recent studies suggest further cases in this regard. Among the various alternatives that teachers are supposed to gather information through include: student portfolios, journals, narrative records, quizzes, checklists, drawings, and student-teacher conferences, peer-editing, self-assessments, peer assessments. They employ them because these alternatives are believed to reflect the real world and authentic picture of the learning progress. Record keeping and collections of work samples by both teachers and students provide systematic information that facilitates communication (Tierney, Carter & Desai, 1991).

2.4.3 Data Organization

The collected information cannot by itself sufficient to be evidences based on which decisions are made. They should be systematic and well structured. Systematic collections need to be carefully planned, just like instruction (O'Malley & Valdez Pierce, 1996). Teachers should, therefore, organize the information they collect through various assessment types in order to make possible the evaluation and reporting processes and help the authorities to make easier decisions.

2.4.4 Data Selection

Although structuring, organizing and sequencing information are at the service of facilitating optimal processing, not all the collected and organized information is needed for the immediate reporting. Teachers should select those pieces of assessment data fitting the teachers' and students' immediate needs and being of use for the next classroom activities and materials designing.

2.4.5 Data Evaluation

Before reporting to the people in different levels, judgments should be made regarding the effectiveness of instruction and curriculum and how much the students have been able to progress toward the goals they have set. This evaluation process should preferably occur after each lesson, each instructional session, or each chapter until the end of the term. Examining student progress at the end of major units can help one decide whether the students are ready to proceed to the next unit and for planning for next unit (Genesee & Upshur, 1996). Assessment at the end of each unit of instruction can also provide information about how effective the unit was (ibid).

2.4.6 Reporting

The final step of designing classroom assessment is to report the assessment information to certain people. Therefore, there are five audiences in this regard, each of whom need their own share of them. Teachers, students, administrators, parents, and stakeholders/educational policy-makers are the people who receive the assessment information or results.

2.4.6.1 Teachers

The main users of the information are certainly the teachers themselves. They use them to check the effectiveness of instruction and course materials. They also make decisions about students' needs for the upcoming term. What is of great note to teachers is to know how well their students could reach their stated goals. They, therefore, evaluate student progress or achievement. Teachers have a greater objective; that is, they use the information to do more careful planning for the next instructions.

2.4.6.2 Students

Because the assessment is said to be conducted with the students, they can make full use of the assessment data or results. Involving students into assessment can give them clear feedback as to their progress in language proficiency as well as make them more accountable for their learning. They can take more active roles in making decisions about what they need for the next classroom learning.

Reporting to students can also facilitate the next instruction process because they will realize what the instructional objectives are, while these objectives are set with them. In this case, students' learning awareness will increase considerably thanks to their growing assessment awareness.

2.4.6.3 Parents

The process-oriented assessment will not put the parents out of the educational program, though they are the out-of-class audiences. Valdez Pierce and Gottlieb (1994) regard the parents as at least home collaborators and contributors in the portfolio process. Information reported to them can provide the parents with clear feedback and concrete evidence of their children's progress in language proficiency. Parents can use the information to monitor and supervise their children's work and assignments at home based on the suggestive directions given by the teacher. They can also supply the teacher with information they collect about their children's learning appropriate for internal decision-making. Therefore, reporting the assessment data to parents can create communication line between them and teachers so that they can both monitor the student learning more effectively through exchanging views.

2.4.6.4 Administrative Authorities

Because teaching and assessment occur within the framework of educational systems, the information obtained should be reported to different administrative authorities for making their own decisions. Therefore, teachers are accountable to the educational administrators as well, although educational authorities may collect the accountability information in some cases (Genesee & Upshur, 1996). Typically, Stern (1983) classified the educational systems into two levels: local (i.e., school administration) and regional (i.e., Higher Education).

2.4.6.5 School Administrators

School administrators are also the outside-classroom audiences who need reports to make a variety of decisions there up on about the related issues at more global levels. Using them, they deal with more convenient and careful scheduling and curriculum planning. They focus on the curriculum which is to be articulated both horizontally and vertically, that is, setting and attaining goals at global and specific levels, respectively.

They also wish to make sound decisions about different needs for different proficiency levels as well as the issue of inclusion, exclusion, or modification/revision of the given materials in line with the program policy.

Placement the students into the correct levels/classes is another decision that such administrators make accordingly. Their major concern would be the administrative accountability; i.e., maintaining and enhancing the quality of institutional programs.

2.5 Purposes of Classroom Assessment

Assessment has a lot to do in the development and implementation of every educational performance and every activity in education. It is even unthinkable to rule it out of try to do without it. Educational assessment provides important feedback that assists students and teachers to maximize the outcomes of language teaching and learning (Cone and Foster, 1991).

McKay (2008) indicates several different purposes of classroom assessment including a) to determine whether students have sufficient language proficiency to be able to undertake the study; b) to help teachers to select appropriate materials; c) to enable teachers to increase their own effectiveness by adjustments in their teaching; d) to identify students' strengths and weaknesses; e) to help teachers to locate the precise areas of difficulty encountered by the class or by the individual student; f) to help teacher to identify and analyses the errors a student makes in handling the target language; g) to encourage students to study harder; h) to enable certain groups of students or individuals in the class to benefit more; i) to provide people with a statement of their language ability for employment purposes; and j) to provide educational funding authorities with evidence that intended learning outcomes have been achieved and to justify expenditure.

These purposes show that the central point of assessment, as Angelo and Cross (1993) state, is to empower both teachers and their students to improve the quality of learning in the classroom and provide information for improvement when learning is less than satisfactory.

Also, Westwood (2008) identifies assessment as an integral part of effective classroom teaching because assessment provides essential feedback to the teachers themselves on the quality of their instruction, and to students on their own progress. What is more, according to Strong (2007) assessment is central element of the teaching process.

It is used to determine the effectiveness of a lesson in terms of student learning and engagement, to evaluate student progress, and as a basis for continuing instruction so that teachers must use a variety of assessment practices to monitor student learning.

2.6 Language Teaching Techniques in EFL Classroom.

As the knowledge of second language acquisition increased during the 1970s, teachers and researchers concluded that no single method or technique of language teaching and the researcher finding would mark the start of Universal success in teaching second language (Brown, 2007).

Therefore, in the language teaching technique-learning process, teachers should use different teaching techniques. Because the practice of teaching in education highly advocates the need to involve learners actively in their learning. There are a number of teaching techniques that assist to implement active learning in the classroom. The most common language teaching techniques used in EFL classes will be discussed as follow.

2.6.1 Group work

Group work is technique for collaborative teaching that provides a chance for social interaction. It is a class management strategy and the role teacher has to play while teaching is of a facilitator. It is also a teaching strategy at all levels of education and the researchers observed that group based assignments and discussions are a common feature of tertiary education (Allwright and Bailey, 2004). Similarly, many researchers report that group work is a source of intrinsic motivation for students as working in groups is fun for them.

It provides students with opportunity to communicate with each other to share suggestions, insights, feedback about successes and failures. The researchers also claim that a teacher's dominance in class makes it dull and it kills the students' interests (Kundo and Tutto, 1989).

2.6.2 Brainstorming

This is when students generate different ideas about a lesson. It may be done in a number of ways: in groups, in pairs, or as a whole class, with teacher, writing the ideas on the board or pieces of paper. It is a way of finding out what students already know on a subject as well as an excellent review activity (Bonwell and Eison, 2003:132).

2.6.3 Role-playing

Role-playing is one of the most known language teaching technique. Raz (1985) demonstrates that role play is the most effective method in foreign language education, because, it has beneficial effects on the learner's communicative competence and motivation. As the same time, the necessity of learner-centered education in language classes has been proclaimed.

Oyabu (1999) also asserts that the activity of role play is suitable for making an environment in which students don't remain silent but rather can naturally speak in and listen to the target language. It is the best and the most appropriate techniques to improve one's communicative skills while cultivating awareness of grammatical accuracy.

2.6.4 Demonstration

A demonstration activity is when the teachers show how to do something in front of their class. Mutasa and Wills (1995) state that the demonstration method involves the teacher showing pupils how to do something while they observe.

According to Chikuni (2003) there two types of demonstration, namely the step by step and the whole process demonstration. In the whole process demonstration, the teacher demonstrates the full process from the beginning to the end without interruption by learners' participation where as the step by step demonstration is done stage by stage with teacher explaining each action as the operation proceeds. Chikuni (2003) again recommends that the demonstration method should be prepared thoroughly to avoid any kinds of error, as it may be difficult to correct.

Similarly, Gatawa (1990) proposes that when demonstrating, the teacher must explain the reason for the significance of each step. For the demonstration to be effective, the teacher must plan it prior to the lesson.

2.6.5 Peer-Teaching

Peer-Teaching make students' active participants, give them more responsibility and promoting their level of engagement in the task. Metzler (2005) suggests that peer-teaching is to structure a

learning environment in which some students assume and carry out many of the operations of instruction to assist other students in the learning process.

In addition, Topping (2005) states that peer-teaching is the acquisition of skill and knowledge through active help and support among status equals.

2.6.6 Discussion

Discussion can help students acquire better communication skills as they learn to present their ideas clearly and briefly; it also provides opportunities to practice listening to and follow what others are saying. Moreover, discussion permits students to be active in their own learning, which increases their motivation to learn and makes the process more interesting and also gives feedback to teachers about his/her students' acquisition of through questions, comments, elaborations, and justifications(Bligh, 2000).

Likewise, Lowman (1995) explains that discussion consist of students comments separated by frequent searches and clarifications by the teacher that facilitate environment and development of thinking by the whole group. Still more, discussion engages students in what they are presented with in lectures or other class assignments and also it is effective in developing students' thinking skills and higher-level learning such as application, analysis, synthesis, and evaluation (Bloom et at.,1956), and also creativity (Anderson and Krathwol, 2001).

2.6.7 Problem Solving

Problem solving is an instructional technique where teachers and learners attempt in a conscious, planned and purposeful effort to arrive at some solution (Aggarwal 1996). Learning through problem solving, focuses on activities that are relevant and useful to the life of the learner than just learning by memorizing facts that may have no connection with the learners' life. According to Lue, (2000) problem based learning is derived from the conviction that the learner is an active and creative individual with the will and ability to seek knowledge and self development.

2.6.8 Project

Project work involves giving the students a project to complete in a specified amount of time. It may encourage students to bring real problems into language classrooms.

Trigwell (1992) states that project work help students have to use their initiative to identify problems they wish to solve or questions they wish to explore, decide on the information, materials, equipment which they need and how they can obtain them, use this information to plan the work, attempt to solve the problem or answer the question and present their results coherently. EFL teachers should plan and explain to their students how they are going to assess the activities they have given in a project work. If the teachers decide to assess the product of the project, they should consider as it is important to give feedback to every stage of the project process. Such kinds of feedback should help the learning process. If EFL teachers do not give feedback on the activities of the project process, students may focus on the end product of the project by neglecting its process (Elton, 1987). Projects can be done individually or in groups. Group projects may be easy to organize, but it may not be simple to monitor and assess the participation of each student in the projects (Baye, 2006).

2.6.9 Portfolio

Portfolio is a meaningful collection of students' work that demonstrates the knowledge and skills students acquired in EFL classroom. Burke (1999:6) defines portfolio as: *"...a collection of student work gathered for a particular purpose that exhibits to the student and others the student's efforts, progress or achievement in one or more areas."*

Portfolio is not a mere collection of learners' work; rather it is a purposeful activity that includes different contents. According to Gottlieb (1995), as cited in Puhl (1997), there are six portfolio prototypes which include collecting, reflecting, assessing, documenting, thinking, and evaluating. Burke (1999:70) states the importance of reflection in a portfolio as:

"A portfolio without reflections is a notebook of stuff! The power of the portfolio is derived from the descriptions, reactions, processing patterns, and meta-cognitive reflections that help students achieve their goals." Students should think about their thinking by reflecting how they succeed and why they fail in their learning. When students are aware of their language learning processes, they likely establish goals for their learning and they may also more involved in the processes (ibid).

2.6.10 Debating

Debating is an organized discussion on an issue which is usually controversial. The class is divided into two groups, each supporting a “side” of the issue: the people who are “pro” and the people who are “against”. Each side has a leader and supporters.

There is also a chairperson, who keeps order during the debate. Each side presents its argument in an organized, clear, and intelligent manner. The chairperson or chairing committee then decides on who has won. This is decided by judging who has made the strongest, logical arguments and who has refuted the other side’s arguments most successfully (Chet, et.al.1995).

2.7 Classroom Assessment Techniques

Classroom assessment techniques can help students learn how to study, encourage teachers to analyze objectively what transpires in the classroom, and guide students in self analysis of their own learning process. Angelo & Cross (1993) state that classroom assessment techniques (CATs) are promising tools to assess students' learning throughout a course. By using classroom assessment techniques, teachers can monitor students' learning while engaging students in reflective evaluation of course concepts. They are also promising tools to make learning visible to students and the teacher. Frequent opportunities for providing feedback give students insight into their own learning and engage students in encoding exercises, deep processing of information, and met cognition (Steadman &Svinicki, 1998). Intelligent thought requires self-understanding and self-monitoring of the learning and thinking processes.

Classroom assessment techniques can encourage students to think about thinking by scaffolding them with learning strategies (Yussen, 1985).These strategies can aid the learner in reflecting on what they do and do not understand in the course and promote critical thinking (Angelo, 1995).

Angelo and cross (1993) suggest fifty different classroom assessment techniques that are in assessing and improving student learning in various field of study. Among those classrooms assessment techniques that are suitable for language classroom can be discussed as follow:

2.7.1 Oral Technique

For testing the skills of listening and speaking, oral technique is to be used. Different types of task can be used for this purpose; these tasks can be set up either formally or informally.

2.7.2 Written Technique

Exercises, quizzes, homework, class work, written assignments, etc are ideal for evaluating the writing skill. They can be designed according to the students' level.

2.7.3 Minute Paper Technique

A quick and extremely easy way to collect written feedback on what students have learned, with only minimal investment of time and energy. The teacher simply stops class two or three minutes early and asks students to respond to few questions.

2.7.4 Rereading Aloud Technique

For assessing and improving pronunciation, reading aloud is a good activity. Dialogues, short conversational pieces or a short passage from the text book can be given to student to read aloud. The assessment may be made on specific points like pronunciation of vowel and consonants sounds, intonation patterns, stress etc.

2.7.5 Answering Questions

This is a good device for assessing the use of vocabulary, various structure, pronunciation and intention. In this test the student is asked questions of various types and she/he is required to answer them.

2.7.6 One Sentence Summary

This simple technique challenges students to answer the questions ‘‘who does what to whom, when, where, how and why?’’ about a given topic, and then to synthesize those answers in to a simple informative, grammatical, and long summary sentence.

2.7.7 Documented Problems

Documented problems are a natural extension of the not uncommon request to “show your work”, extension of the asking students to show both their work and show the reasoning behind their work, teachers can get extremely valuable and detailed information about any conceptual difficulties or lingering misconceptions students may have, as well as an overview of the basic strategies they are using to solve problems.

2.7.8 Observation Technique

For assessing the listening and speaking skill, informal observation technique can be used. The teacher can observe the students’ use of language while participating in the class.

Whenever in the class work the students are required discussing the role-play, simulating, expressing a point of view or answer the questions etc, the teacher should monitor the activities and quietly observe each students’ participation. It is important that this kind of informal assessment conversational skill should be a regular, ongoing activity throughout the term. The teacher should organize pair work, group work, etc and set up the oral activity in the class to give an opportunity to the student to engage in the activity.

2.8 The Importance of Feedback

Feedback used in educational contexts is generally regarded as crucial to improving knowledge and skill acquisition (Moreno, 2004). In the classroom settings, teachers are constantly conducting various kinds of classroom assessments to draw inferences about their students ‘for example, their knowledge, skills, attitudes, behavior, etc (Anderson, 1990). At the same time, teachers provide various kinds of feedback to students, such as their judgment of their students’, their expectations, and what is valued in their class. It has been increasingly recognized that teachers’ feedback is an important factor influencing students learning (Kluger & DeNisi, 1996).

Costa and Kellick (1995) point out that feedback is one of the chains in the continuous system of teaching, learning, assessing and feedback and beneficial feedback can be cyclical guides to learning and continued progress, and thus may help to make the whole system function as an upward spiral. Teachers need to know what students already know, what they have learned in the

course of instruction over a longer or shorter period and where their strengths and weaknesses are, so that they can plan their instruction appropriately, guide students on where they need to improve and give feedback to students about their learning (Alderson, 2005,). Similarly, Bachman and Palmer, (1996) state that feedback helps teachers to check the current status of their students' language ability through which they can know what the students know and what the students do not know and it also gives chances to students to participate in modifying or re-planning the upcoming classes.

Quality classroom Assessment Techniques(2001) suggests that descriptive feedback is a critical component of classroom assessment; as students receive information about how they are doing, they can decide if their current method of study insufficient or if something needs to change. Effective feedback should be: **clear**-easily understood and legible, **accurate**-in both the student's behavior and the teacher's conclusions, **precise**-based on specifics, not on generalization and **selective**-including important observations, especially patterns of behavior. And also an effective feedback should be **timely** means gives response as soon as possible (ibid).

According to Shermis and Vesta (2011) feedback from classroom assessment helps teachers in making decisions regarding to effectiveness of instruction, identification of the need for changes in instructional methods, adaptation to or accommodation of individual differences and monitoring teaching in terms of student process. Moreover, feedback assists teachers setting of appropriate curricular goals in terms of content standards and provides remedial strategies needed to fix in effective instructional methods. So, the importance of feedback in the teaching-learning process is inevitable.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter provides discussions on the following issues. First, it discusses the types of research design adopted and its relevance to the study at hand. This will be followed by a thorough discussion of the sampling techniques used to obtain the study site and participants of the study. Then it gives discussion on the types of instruments used for data collection and how they were designed as well as their significance to study. The third section presents the effort and results made to pilot test the procedure and instruments preferred for the study. The final two sections, discuss the procedure used for data collection and data analysis also included.

3.1 The Research Design

It has been indicated in the various section of this thesis that the purpose of the study was to investigate classroom assessment methods EFL teachers used thereby to adjust their teaching techniques. To achieve this objective, the research design and type adopted for the study based on the following reasons.

To begin with, to determine the research design, it was considered that obtaining both quantitative and qualitative data using different research methods, such as questionnaire, observation and interview were demand appropriately. This was because when multiple data from different sources are collected, it helps to complement the data from the one source with another. Besides, it helps offset the weakness one data sources has with another. Regarding the importance of using data from different sources, Creswell (2009) notes that research designs serve as a blue print for conducting the research. They are plans and procedures for research that span the decisions from broad assumption to hold methods of data collection and analysis.

To this end, since collecting both quantitative and qualitative data were considered useful for this study; the research design adopted was mixed method. Creswell (2009) says that mixed method study allows the collection of both quantitative and qualitative data in a single study.

Although there are various procedures in applying mixed method research in single study, the type of mixed method research employed was of concurrent type because both types of data were collected at the same time. Creswell (2009) notes that concurrent produce in which the researcher converges quantitative and qualitative data in order to provide comprehensive analysis of the research problem. In this design, the researcher collects both forms of data at the same time during the study and then integrates the information in the interpretation of the overall results.

Next, the type of research employed in the study was descriptive with that of survey nature. The type of the present study was descriptive mainly because the aim was only to assess what the types of classroom assessment teachers used and how the assessment they used helped them to adjust their teaching techniques. That is, the study was not used to test or manipulate their teaching techniques thereby to obtain new ways or to devise new teaching techniques. According to Kothari (2004) descriptive studies are used to assess the natural practices of subjects and to make reports but not to manipulate or test them.

Furthermore, the present study was of survey nature because, the aim was to simply collect ideas, opinions and comments on the practices of subjects conduct using survey instruments like questionnaire and interviews.

To sum up, for the present study, the research design adopted was mixed method research with that of concurrent nature. Thus, both quantitative and qualitative data were collected during a single phase. Moreover, the research type employed was descriptive with that of survey nature where ideas and opinions on the types of classroom assessment teachers used were collected using questionnaire, observations and interviews.

3.2 Sampling Techniques

To place the study in context and to obtain appropriate data, various sampling techniques and procedures were employed. The following subsection presents the details of the procedures and techniques undertaken.

3.2.1 Research Setting

The setting where the study was conducted is in Dodota District. It is found in Oromia Region, Arsi Zone some 25 km to the South of Adama town. There are two secondary high schools found in Dodota District namely Dera and Amudie Secondary School.

Therefore, the two secondary high school found in the District were selected using purposively sampling category for two reason. First, since the present researcher works at Dodota District, he considered that he will have each of access to subject and the site then doing the study at other sites. For the other, since the researcher does the study along with his teaching task, it will give him the opportunity conducts the study and research at the same time. However, to obtain the classroom for the study, the sampling procedure used was random sampling. This was because these are two grade levels; grade 9 and 10, one of the grade levels was taken owing to the fact that each grade level has 50 percent chance of being selected. Thus, the grade level for the study was grade 9 for the reason indicated above.

3.2.2 Participants of the Study

As the nature of the study, the participants who were involved in the study were EFL teachers to collect both quantitative and qualitative data. To this end, first, to obtain the EFL teacher subjects, comprehensive sampling from non probability sampling was used. In such way, all 21 EFL teachers (16 males and 5 females) teaching both in the morning and afternoon shift were taken to provide data for the questionnaire.

Second, to conduct classroom observation, the sampling technique used was random sampling. In such away, all 25 sections of grade 9 were written on a piece of paper and lot was drawn to obtain three classrooms to conduct the observation.

Third, to obtain respondent to the interview, three EFL teachers were selected from the population using purposively sampling. To do so, three EFL teachers were selected based on their performance they have shown in the school.

As a result, using the appropriate sampling technique, the site selected was Dodota District and the EFL teachers sampled were all the 21 EFL teachers in both secondary high schools (Dhera and Amudie Secondary High School) selected. On the other hand, the sections for the observation

were grade 9 (in Dera Secondary High School, sections **G** and **O** and in Amudie Secondary High School, section **B**) were selected for the classroom observation and the EFL teachers sampled for the interview were three.

3.3 Data Collection Instruments

In order to collect adequate and reliable data, the researcher used the following instruments: questionnaire, classroom observation and interview, as data gathering tools.

3.3.1 Questionnaire

One of the instruments used for data collection in study was questionnaire. The main reasons for using questionnaire were that they could help in collecting huge data from large number of respondents at a time. Harmer (1991) suggests that questionnaires are often used in educational studies to obtain self-report data on attributes or personal characteristics at a time.

The questionnaire used in this study was adopted from the most commonly used Teachers' questionnaire by Angelo and Cross (1993) and Harris McCann (1994) useful for the practices of classroom assessment. The questionnaire used here had closed-ended items and had two parts. Thus, the first part was prepared to collect information about the role of classroom assessment in teaching English as foreign language. In this part, 10 items were used. So, for the respondents to provide data, these 10 items were designed to have a 4-point Likert Scale which included 'strongly agree', 'agree', 'disagree' and 'strongly disagree'.

The second part was developed to collect information about how EFL teachers' primarily use classroom assessment techniques and their ways of giving feedback to students' on the different classroom activities. Fifteen closed-ended items were included in this part. The response modes used were a 4-point Likert Scale ranging from 'always', 'usually', 'sometimes' to 'never'.

The items of this section were thematically classified into two major dimensions; such as, the role of classroom assessments and techniques of classroom assessments that English language teachers used in their classroom. In general, the above mentioned tools were used to gather data that reflect teachers' practices of classroom assessment on 'the what' and 'the how' of language teachers use of assessment techniques.

3.3.2 Classroom Observation

Classroom observation was used for data collection in order to see teachers' actual classroom practices in relation to their classroom assessment techniques. According to Waxman (2003) classroom observation has always been considered as one of the tools for data collection in language acquisition researches. This was mainly because it allows the study of a phenomenon or behavior at close range with many of the contextual variables present. Similarly, Lewy (1977) suggests that classroom observation is useful to indicate how the lesson is divided in a variety of activities such as, group work, individual work, role-playing, discussion and others.

Still more, Victorian Curriculum and Assessment Authority (2007a) state that observations are a powerful mode of gathering ongoing data of students' learning. They can take place in a variety of settings, across many activities, and can employ a number of different tools to record information. This may include checklists, anecdotal records, frequency count tables, and rubrics. When planning to observe students, teachers should consider whom they want to observe, what to observe, and how to evaluate and document what they see. Teachers may also choose to select smaller groups of students over longer periods of time and focus on particular skills or knowledge to be observed (ibid).

Hence, the purpose of the classroom observation used in the study was to investigate the extent to which teachers' practice classroom assessment in light of their teaching techniques. Therefore, to obtain more information, observation in the actual classroom teaching and learning process was used as data gathering instrument. For the purpose of observation, checklist was employed. According to A Handbook of Policy Guide of St. John's (2000) checklist is list of specific criteria that teachers can prepare using curriculum outcomes. It shows the presence or absence of particular language behaviors and also gives immediate descriptive data and rapid feedback.

As a result, to make observation, a structured observation checklist was prepared and the teachers were observed. In such way, to obtain reliable data, items of the checklist were devised to match the items of questionnaire. The researcher observed three randomly selected English Language teachers and made three classroom lesson observations for each of them. The observation focused on the lesson presentation including teaching techniques and classroom assessment techniques, activities of the lesson, feedback and teacher-students interaction.

Generally, nine classroom lesson observations were conducted for three consecutive weeks with three randomly selected EFL teachers.

3.3.3 Interview

The other data gathering tool used was interview. The interview also provides rich insight for the analysis, because it is helpful to validate the study and fill the gap that may occur in the responses to the questionnaire items and classroom lesson observations. Merriam (1998) implies that interviews are useful means to collect data and to understand the participants' view or interpretations.

For teachers' interview, eight unstructured interview questions were administered to three purposively selected EFL teachers. To check the content validity of the interview items, the questionnaire and classroom observation were taken as a yardstick. Then, the items from the three instruments were made to match and to obtain reliable data on the basis of the review of related literature and the objective of the study.

Teachers' interview mainly focused on how teachers implemented classroom assessment to adjust their teaching techniques. Before the interview, the researcher secured the participants' consent and gave a brief introduction about the importance of the study, the names of the participant and the audio-recorded data were kept secret and no other people had access to them except the researcher.

Then, with consent of each interviewee, the researcher interviewed each teacher in the staff. Thus, a face-to-face interview was carried out using audio recorder. The interview lasted from twenty to twenty five minutes with individual teachers. Finally, after each of the interview session, the researcher organized and made transcription of each teacher's interview and all the data gathered were further structured and analyzed.

3.4 Pilot Testing

Conducting a pilot study before the actual study is very important in any social research. Pilot studies are regarded as the feasibility study undertaken by researchers to assess the logistics and to collect enough information helpful in the planning and improving the quality as well as the efficiency of the main study (Thabane et al. 2010).

Therefore, prior to the main research work a pilot study was conducted on a total of four English language teachers of Dera Preparatory School and the responses of the participants were entered to SPSS (Statistical Package for Social Sciences) version 16 to compute items' internal consistency in order to evaluate the scales and their reliability. The internal consistency reliability of items coined in Likert Scale format was checked and found to be 0.80 Cronbach's Alpha for twenty five items.

According to the findings of the piloting, items properly designed were maintained whereas incorrectly responded or poor items were improved. Finally, for the actual study the improved questionnaires were distributed to the sample participants and enough time were given to fill the necessary information.

3.5 Procedures of Data Collection

In order to collect the required data for the study, the researcher went to the school with permission letter from the department of English Language, Adama Science and Technology University. Then, the researcher discussed with the directors and EFL teachers of the school and made arrangements about the time and implementation of the study schedules. Based on the plan for implementation of the study schedules, volunteer and interested teachers were requested and selected to help the researcher in providing necessary data for the study.

Before collecting the actual data, the researcher conducted a pilot study to test the questionnaire. The pilot study was carried out on four English language teachers of Dera Preparatory Secondary School in Dodota District. The questionnaire was distributed to the teachers out of their shift when they were at their free time on December 21, 2015. The main objective of the pilot study was to see the reliability of the contents of the tool assess, the clarity and the logical flow of items. Finally, the responses of the participants were entered to SPSS in order to evaluate their reliability and to shape the items.

Based on the piloting results, the new versions of the questionnaire were administered twenty five closed-ended questions to twenty one purposively selected English language teachers (16 males and 5 females) of Dera and Amudie Secondary High Schools on January 12, 2016. Then, three EFL teachers were randomly selected for classroom observation from both Secondary High Schools and were observed on March 21st, 2016 to 23rd, 2016 in different periods.

Finally, the researcher administered eight unstructured interview questions to three purposively selected EFL teachers on April 12th, 2016 in the morning and afternoon shift to obtain data to triangulate the data from other tools.

3.6. Method of Data Analysis

All the data collected were organized and analyzed in a way appropriate to answer the research questions. The data were organized based on role of classroom assessment in helping English language teachers to adjust their teaching techniques and the classroom assessment techniques that EFL teacher used in classrooms. Both quantitative and qualitative data analysis methods were used in the research.

Therefore, to conduct the data analysis, the data from each tool was assessed for clarity and proper completion. Then, the data from each was sorted. That means, the data was collected based on its sequence of collection. Firstly, the data from questionnaire was tabulated, analyzed and interpreted thoroughly using SPSS (16 version) software.

Secondly, the data from classroom observation was transcribed based on each teacher's lessons and presentations. Thirdly, the data collected by means of interview was analyzed qualitatively and the audio recorded data that was obtained from interviewees was transcribed accordingly.

Finally, the data obtained from teachers through questionnaires, classroom observation and interview were analyzed separately using descriptive survey methods, frequency, percentage, tables and cross-checking data obtained through different tools were made. Thus, the data from all instruments were merged to arrive at the findings of the study.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents the analysis and interpretation of data and the major findings of the study. Hence, in order to achieve the objectives of the study and to seek answers to the research questions raised in the first chapter of this thesis, necessary data were gathered using questionnaire, classroom observation and interview. Data collected through the questionnaire has been analyzed quantitatively, whereas data gathered through classroom observation and interview were analyzed qualitatively. For, complete reference, the questionnaires, classroom observation and interview questions are attached as appendices.

4.1 Data Analysis

In this section, the analyses for the data from the three instruments used are given in the following order. The data analysis for quantitative data is given first. Then, data analysis for qualitative data is given next.

4.1.1 Analysis of the Quantitative Data

Question items in the questionnaire were grouped into three main parts: teachers' personal information, the role of classroom assessment and classroom assessment techniques. Therefore, in this sub-section, 25 items which focus on the role of classroom assessment and classroom assessment techniques that teachers employed in classroom were presented. The items particularly focus on the role of classroom assessment such as assessment for learning (items 1.1-1.4), assessment of learning (items 2.1-2.2) and assessment as learning (items 3.1-3.4). Similarly, classroom assessment techniques are classified as questioning and answering techniques (items 1.1-1.2), giving feedback techniques (items 2.1-2.4), written techniques (items 3.1-3.3), testing techniques (items 4.1-4.2) and classroom observation techniques (items 5.1-5.4). Finally, descriptive analysis was used to analyze responses to questionnaire and some abbreviations like **F (Frequency)** and **%(Percentage)** were used in the tables.

4.1.1.1 Characteristics of the respondents

Table 1: Personal Information by Sex and Age

No	Details		Name of High Schools				Grand Total	
			Dera		Amudie			
			Fr	%	Fr	%	Fr	%
1	Sex	Male	12	80	4	66.67	16	76.19
		Female	3	20	2	33.33	5	23.81
		Total	15	100	6	100	21	100
2	Age	20-30	3	20	3	50	6	28.57
		31-40	6	40	2	33.33	8	38.10
		41-50	4	26.67	1	16.67	5	23.81
		≥51	2	13.33	0	00	2	9.52
		Total	15	100	6	100	21	100

As shown in the Table1 above, among twenty one teachers 16(76.19%) are males, whereas 5(23.81%) are females. This implies that, the number of male teacher respondents is more than female teacher respondents by 52.38% in the sampled school. In the school reveals male teachers dominance.

Regarding to the age of respondents, 20-30 age of the teacher participants are 6(28.57%), while the majority of the teacher participants fall between the age group of 31-40(i.e. about 38.10%). About 23.81% percent of teacher participants are in age group of 41-50. The rest are above 51 years old. From this table, in terms of gender, male teachers are more dominate than female and all teachers have different ages.

Table 2: Personal Information: Teaching Experience and Qualification

No	Details		Name of High Schools				Grand Total	
			Dera		Amudie			
			Fr	%	Fr	%	Fr	%
3	Service years in teaching English language	1-5	4	20	2	33.33	6	28.57
		6-10	2	13.33	1	16.67	3	14.29
		11-15	6	20	2	33.33	8	38.10
		16-20	2	13.33	1	16.67	3	14.29
		≥20	7	33.34	0	00	7	33.33
		Total	15	100	6	100	21	100
4	Educational Qualification	Diploma	0	00	0	00	0	00
		Degree	15	100	6	100	21	100
		Master	0	00	0	00	00	00
		Total	15	100	6	100	21	100

As can be seen in Table 2, the teachers have different experiences in teaching English language. That is 6(28.57%) of teachers have served between the service ranges of one to five as a secondary school teachers whereas three respondents (14.29%) of teachers have served between the service ranges of six to ten (6-10 years). And also eight respondents (38.10%), three respondents (14.29%) and seven other respondents (33.33%) have served between the service ranges of eleven to fifteen, sixteen to twenty and greater than twenty respectively.

Under item four of the same table, all of the teacher participants (N= 21) are first degree holders. The qualification of the teachers is in accordance with the requirements of the ministry of education. That is, according to the new educational policy of Ethiopia,

secondary high school teachers should have at least a first degree (MoE 2008).

4.1.1.2 Analysis of Data on Different Assessment Methods.

Table 3: Assessment for Learning

No	Items	Number of respondents in frequency and percent								Total
		Agreement				Disagreement				
		Strongly Agree		Agree		Disagree		Strongly Disagree		
		Fr	%	Fr	%	Fr	%	Fr	%	
1.1	Give immediate feedback for students when they need directions to proceed.	11	52.38	5	23.81	3	14.29	2	9.52	21
1.2	Identify the weakness of students during the lesson.	17	80.95	3	14.29	0	00	1	4.76	21
1.3	Improve the teaching and learning process.	16	76.20	4	19.04	0	00	1	4.76	21
1.4	Improving my teaching techniques.	10	47.62	9	42.82	2	9.52	0	00	21
Total		54	64.29	21	25	5	5.95	4	4.76	84
Grand Total		75		89.29		9		10.71		100%

In the Table 3 above, item 1.1 shows that 11(52.38 %) of the respondents strongly agreed and 5(23.81%) agreed that the classroom assessment which teachers employed in the classroom support them to give immediate feedback for students when they need directions to proceed. Whereas, the rest 3(14.29%) of the respondents showed disagreed and 2(9.52%) of them showed strongly disagreed.

When it comes to item 1.2 in the same table, subjects were asked whether or not the assessment they used helped them to identify their students' weakness. Accordingly, a total of 17(80.95%) of the respondents showed strongly agreed and 3(14.29%) of them showed agreed. On the other hand, no one showed disagree and only 1(4.76%) of them reported that she/he has strongly disagreed.

On the same fashion, concerning item 1.3, the majority of the respondents 16(76.20%) indicated that they strongly agreed and 4(19.04%) of them agreed that classroom assessment they used help them to improving their teaching and learning process. However, no one showed disagree and 1(4.76%) of the respondent reported that she/he has strongly disagreed.

It is also true for item 1.4 that a good number of the respondents 10(47.62%) reflected their strong agreement and 9(42.82%) of the respondents also reflected their agreement that classroom assessment teachers used enable them to improving their teaching techniques. Contrarily, 2(9.52%) of the respondent reported that they have disagreed and no one showed strongly disagree.

From Table 3, it is possible to conclude that the most respondents (89.29%) showed agreement that they use classroom assessment for the purpose of assessment for learning. Among this, 64.29% of them strongly agree whereas 25% of them agree. On the other hand, 10.71% of the respondents showed disagreement that means they did not use classroom assessment for the purpose of assessment for learning. Of this, 5.95% of them disagree while 4.76% of them strongly disagree.

Table 4: Assessment of Learning

No	Items	Number of respondents in frequency and percent								Total
		Agreement				Disagreement				
		Strongly Agree		Agree		Disagree		Strongly Disagreed		
		Fr	%	Fr	%	Fr	%	Fr	%	
2.1	Is a process of administering a test to a student in order to assign grades and report to parents and officials.	3	14.29	8	38.10	6	28.57	4	19.05	21
2.2	Refers to all tests a teacher gives at the end of a topic / term.	2	9.52	6	28.57	10	47.62	3	14.29	21
Total		5	11.90	14	33.33	16	38.10	7	16.67	42
Grand Total		19		45.24%		23		54.76%		100%

As it can be seen from Table 4, in item 2.1, 3(14.29%) of the respondents explained their strong agreement and some of the respondents 8(38.10%) also explained their agreement that the classroom assessment they used help them administer tests to students in order to assign grades and report it to parents and officials. On the other hand, the rest 6(28.57%) and 4(19.05%) indicated that they disagree and strongly disagree, respectively.

The same is true to item 2.2, 2(9.52%) of the respondents reflected their strong agreement and a considerable number of the respondents 6(28.57%) reflected their agreement that classroom assessments refer to all tests the teachers give at the end of a topic or term. However, 10(47.62%) and 3(14.29%) of the respondents reported that they disagree and strongly disagree with the statement respectively. Generally, as it has been discussed in Table 4 above, the results obtained from the teachers' response revealed that some teachers (45.24%) expressed their agreement in that they employed classroom assessment for purpose of assessment of learning.

From this, 11.90% of them showed strongly agree while 33.33% of them agree. Contrary to this, more than half the respondents (54.76%) expressed their disagreement that they did not employ classroom assessment for purpose of assessment of learning. Of this, 38.10% of the respondents showed disagree whereas 16.67% of them showed strongly disagree.

Table 5: Assessment as Learning

No	Items	Number of respondents in frequency and percent								Total
		Agreement				Disagreement				
		Strongly Agree		Agree		Disagree		Strongly Disagree		
		Fr	%	Fr	%	Fr	%	Fr	%	
3.1	Encourage responsibility and allow each student to develop his/her full potential.	18	85.71	2	9.52	0	00	1	4.76	21
3.2	Give opportunities for students to give their own idea and monitor their own progress.	16	76.19	4	19.05	0	00	1	4.76	21
3.3	Obtain feedback on the effectiveness and students’ satisfaction with teaching and classroom activities.	10	47.62	8	38.10	2	9.52	1	4.76	21
3.4	Encourage students to learn and exercise integrated use of skill to improve communication and collaboration among them.	10	47.62	10	47.62	0	00	1	4.76	21
Total		54	64.29	24	28.57	2	2.38	4	4.76	84
Grand Total		78		92.86%		6		7.14%		100%

According to the responses from item 3.1 in Table 5 above, it was visible to realize that most of the respondents 18(85.71%) reflected their strong agreement and 2(9.52 %) of the respondents reflected their agreement on the classroom assessment which supports teachers to encourage responsibility and self-discipline of students to develop their full potential. On the contrary, no one disagreed and 1(4.76%) of the respondent claimed that he/she strongly disagree with idea.

In item 3.2, the majority of the respondents, that is, 16(76.19 %) indicated that they strongly agreed and few respondents 4(19.05%) agree with that classroom assessment they employed help them to give opportunities for students to give their own idea and monitor their own progress. However, no one responded disagree and 1(4.76%) of the respondent responded that he/she strongly disagree with statement.

Similarly, in item 3.3, a good number of the respondents 10(47.62%) expressed their strong agreement that the feedbacks that they obtained from classroom assessment assist them to make teaching and classroom activities become effective to fit students' satisfaction and 8(38.10%) of the respondents also agreed; whereas the rest 2(9.52%) and 1(4.76%) of the respondents reported disagree and strongly disagree with the above classroom purposes respectively.

As given in Table 5, in item 3.4, it is also indicated that a relatively greater number of respondents 10(47.62%) expressed their strong agreement and 10(47.62%) of the respondents reflected their agreement that the classroom assessment they used helped them to encourage students to learn and exercise integrated use of skill to improve communication and collaboration among them. In contrast, no one showed disagree and 1(4.76%) of the respondent showed strongly disagree with the statement.

From the above analysis in Table 5, it is clear that most of the respondents (92.86%) showed their agreement that they used classroom assessment for purpose of assessment as learning. Among this, 64.29% of them said strongly agree whereas 28.57% of them agree. On the other hand, there are a few respondents (7.14%) expressed their disagreement that they did not use classroom assessment for purpose of assessment as learning. From this, 2.38% of the respondents said disagree while 4.76% of them strongly disagree.

4.1.1.3 Classroom Assessment Techniques through Different Methods.

Table 6: Questioning and Answering Techniques

No	Items Through questioning and answering techniques I:	Number of Respondents in frequency and percent								Total
		Used						Not used		
		Always		Usually		Sometimes		Never		
		Fr	%	Fr	%	Fr	%	Fr	%	
1.1	Involve students in oral activities.	19	90.48	1	4.76	1	4.76	0	00	21
1.2	ask different questions to check whether the specific learning objectives are achieved or not	8	38.10	9	42.86	4	19.05	0	00	21
Total		27	64.29	10	23.81	5	11.90	0	00	42
Grand Total		42		100%				0	00	100%

As indicated in Table 6, most of the respondents 19(90.48%) used questioning and answering techniques always. 1(4.76%) noted they used to involve students in EFL classroom assessment usually. While the remaining 1(4.76%) of the respondent said they used questioning and answering technique sometimes.

Concerning the item on the use of asking different questions to check whether the specific learning objectives are achieved or not, 8(38.10%) of the respondents said they used the practice always, 9(45.45%) of them said usually and 4(19.05%) of them said sometimes. In items 1.1 and 1.2 above, none of the respondents said that they never used the techniques.

From the data analysis of the two items as none of the respondents said they do not use the techniques, it is possible to suggest that all respondents (100%) employed classroom assessment through questioning and answering techniques at different intervals, which mean 64.29% of the respondents used always, 23.81% of them used usually whereas 11.90% of them employed sometimes.

Table 7: Classroom Assessment Techniques through Giving Feedback

Q. No	Items Through giving feedback on different activities I:	Number of Respondents in frequency and percent								Total
		Used						Not used		
		Always		Usually		Sometime s		Never		
		Fr	%	Fr	%	Fr	%	Fr	%	
2.1	Provide written feedback to students in the class.	8	38.10	12	57.14	1	4.76	0	00	21
2.2	Ask students to give feedback on homework /assignments to the whole class.	4	19.05	6	28.57	11	52.38	0	00	21
2.3	Let learners do homework and assignments at home and give immediate feedback for the whole class.	10	47.62	10	47.62	1	4.76	0	00	21
2.4	Encourage students to mark or correct their homework or class work in the classroom.	4	19.05	6	28.57	11	52.38	0	00	21
Total		26	30.95	34	40.48	24	28.57	0	00	84
Grand Total		84		100%				0	00	100%

In Table 7 above, in item 2.1, 8(38.10%) of the respondents said that they gave written feedback to students in the class always and 12(54.55%) of them said usually. The rest 1(4.76%) of the respondent said they gave written feedback sometimes.

Similarly, item 2.2 in the same table depicts that 4(19.05%) of the teachers encouraged the students to give feedback on homework or assignments in classroom always and 6(28.57%) of the respondents said they did this usually. On the other hand, large number of the respondents 11(52.38%) claimed that they motivated the learners to provide feedback on homework or assignments in classroom sometimes.

With regard to learners doing homework and assignments at home and giving immediate feedback for the whole class, in item 2.3, 10(47.62%) of the respondents said they always gave it, 10(47.62%) said they give it usually and 1(4.76%) said they give it sometimes.

As can be seen from Table 7 in item 2.4, among 21 respondents 4(19.05%) and 6(28.57%) of the respondents encouraged the students to mark or correct their peers' homework or class work in the classroom 'always' and 'usually' respectively. Whereas, more than half of the respondents 11(52.38%) responded that they used peers correction sometimes. In items 2.1, 2.2, 2.3 and 2.4 above, none of the respondents said never used the techniques.

From the Table 7 above, it is possible to learn that all respondents (100%) used classroom assessment through giving feedback technique. When it comes to the detail, 30.95% of the participants said they use it always, 40.48% of them said they use it usually and 28.57% said they use it sometimes. None of the respondents said they used the techniques.

Table 8: Teachers' Classroom Assessment Techniques through written activities

No	Items Through written activities I:	Number of Respondents in frequency and percent								Total
		Used						Not used		
		Always		Usually		Sometimes		Never		
		Fr	%	Fr	%	Fr	%	Fr	%	
3.1	Use assignments / homework to contribute to words students' grades or marks.	6	28.57	6	28.57	9	42.86	0	00	21
3.2	Ask the students to reflect their class work in the portfolio.	2	9.52	1	4.76	10	47.62	8	38.10	21
3.3	Give correction for students' writing.	4	19.05	6	28.57	11	52.38	0	00	21
Total		12	19.05	13	20.63	30	47.62	8	12.70	63
Grand Total		55			87.30%			8	12.70%	100%

According to the responses in Table 8, item 3.1 shows that all respondents used written classroom assessment techniques through assignments or homework to contribute to words students' grades or marks differently. This means 6(28.57%) said they used always and 6(28.57%) said they used usually. The majority 9(42.86%) respondents said they used sometimes. No one said never used the techniques.

In item 3.2 reveals that few participants asked the students to reflect their class work in the portfolio. 2(9.52%) participants replied always and 1(4.76%) participants replied usually. And also 10(47.62%) of the participants said they replied sometimes. On the other hand, 8(38.10%) of the participants responded that they didn't ask the students to reflect their class work in the portfolio. Similarly, in item 3.3 demonstrates that 4(19.05%) of the respondents gave correction for students' writing always and 6(28.57%) said they gave it usually. In addition to this, large number of the respondents 11(52.38%) said they gave written correction for students sometimes and no one said never used written techniques.

To sum up, from Table 8, it can be seen that the majority of the respondents (87.30%) used classroom assessment through written techniques. The detail shows that 19.05% of the participants said they used it always, 20.63% of them said they used it usually and 47.62% said they used it sometimes. On the other hand, 12.70% of the respondents did not use classroom assessment through written techniques.

Table 9: Teachers' Classroom Assessment Techniques through Testing

No	Items Classroom Assessment Techniques through Testing I:	Number of Respondents in frequency and percent								Total
		Used						Not used		
		Always		Usually		Sometimes		Never		
		Fr	%	Fr	%	Fr	%	Fr	%	
4.1	Give quizzes to students	4	19.05	4	19.05	13	61.90	0	00	21
4.2	Use teacher-made short answer tests that require students to explain their reasoning.	4	19.05	2	9.52	14	66.67	1	4.76	21
Total		8	19.04	6	14.29	27	64.29	1	2.38	42
Grand Total		41		97.62%				1	2.38	100%

As stated in Table 9, under item 4.1, some of the respondents used classroom assessment through quizzes. For example, 4(19.05%) responded they used quizzes always and in the same way, 4(19.05%) responded they used them usually. Most respondents 13(61.90%) replied they employed quizzes sometimes whereas none of the respondents said never used the techniques.

In the same table, in item 4.2, different participants used classroom assessment through testing techniques in a different way. That is 4(19.05%) of the participants reported they used testing techniques always and 2(9.52%) reported they used them usually. Most participants 14(66.67%) answered they employed testing sometimes whereas 1(4.76%) respondent said never used the testing techniques.

To conclude that, from Table 9 above, the majority of the participants (97.62%) said they used classroom assessment through quizzes and testing techniques in a different way. From this, 19.04% of the participants said they used it always, 14.29% said they used it usually and 64.29% said they used it sometimes. On the other hand, a participant (2.38%) said never used the testing techniques.

Table 10: Teachers' Classroom Assessment Techniques through observation

No	Items Through observation as classroom Assessment Techniques I:	Number of Respondents in frequency and percent								Total
		Used						Not used		
		Always		Usually		Sometimes		Never		
		Fr	%	Fr	%	Fr	%	Fr	%	
5.1	Involve students in self- assessment.	6	28.57	10	47.62	5	23.81	0	00	21
5.2	Ask the students to give short presentations / talks about the topics.	2	9.52	8	38.10	11	52.38	0	00	21
5.3	Use pair / group work in which stude work on a given various tasks.	11	52.38	10	47.62	0	00	0	00	21
5.4	Observe students’ peer correction result.	6	28.57	8	38.10	7	33.33	0	00	21
Total		25	29.76	36	42.86	23	27.38	0	00	84
Grand Total		84		100%			0	00	100%	

As Table 10 exhibits in item 5.1, 6(28.57%) of the respondents replied that they involved students in self-assessment always, 10(47.62%) said they involved them usually and 5(23.81%) of the respondents said they involved the learners sometimes.

In item 5.2, 2(9.52%) of the respondents reported that they involved students in giving short presentations or talks in the classroom always and 8(38.10%) said they involved them usually.

The majority 11(52.38%) of the respondents requested the students to give short presentations or talks in the classroom sometimes.

In the above table, in item 5.3, it is also indicated that most of the respondents 11(52.38%) said that they used pair or group work through observation always and 10(47.62%) said they used it usually.

In the same table, in item 5.4, 6(28.57%) of the respondents responded that they observed students' peer correction result always, 8(38.10%) said they used it usually and 7 (33.33%) said they used it usually. In items 5.1, 5.2, 5.3 and 5.4 above, none of the respondents said never used the techniques.

From the above Table 10, it is possible to learn that all respondents (100%) used classroom assessment through teachers' observation on various activities with different intervals. When it comes to the detail, 29.76% of respondents said they used it always, 42.86% said they used it usually and 27.38% said they used it sometimes. None of the respondents said they used the techniques.

4.1.2 Analysis of the Qualitative Data

This section presents and discusses the data collected through classroom observation and interview. Data gathered through these devices are analyzed separately.

4.1.2.1 Results of Classroom Observation

The analysis and presentation of the data collected through classroom observation is presented below. To fulfill the purpose of the observation, three randomly selected teachers were observed using classroom checklist (see appendix "C") where data were collected.

The data obtained in this way were analyzed in separate tables. The observation was conducted by the researcher and the result of observed cases were computed and presented in the following tables.

Table 11: The Use of Questioning and Answering Techniques

No	Through questioning and answering techniques the teacher:	Classroom Observation Data of Teachers' in Frequency(Fr) and Percent(%)					
		Yes		No		Total	
		Fr	%	Fr	%	Fr	%
1.1	Involves students in oral exercises	9	100	0	00	9	100
1.2	Asks students different questions to check whether the specific learning objectives are achieved or not.	7	77.78	2	22.22	9	100
Total		16	88.89	2	11.11	18	100

As indicated in the Table 11 above, out of the total 9(100%) classroom observations made to assess if teachers were involving students in oral exercises it was found that the teachers involved students in oral exercises in all cases. When it comes to the teacher asking students different questions to check whether the specific learning objectives were achieved or not, the data showed that 7(77.78%) did that and those who did not ask 2(22.22%).

One can conclude that 16(88.89%) of the teachers used questioning and answering as classroom assessment technique whereas 2(22.22) of the teachers did not use the technique. However, the questionnaire results indicated that all respondents (100%) employed classroom assessment through questioning and answering techniques.

Table 12: The Use of Giving Testing Technique

No	Through giving testing techniques the teacher:	Classroom Observation Data of Teachers' in Frequency(Fr) and Percent(%)					
		Yes		No		Total	
		Fr	%	Fr	%	Fr	%
2.1	Gives quizzes to students.	0	0	9	100	9	100
2.2	Uses assignments / homework to contribute to words students' grades or marks.	0	00	9	100	9	100
2.3	Makes short answer tests that require students to explain their reasoning.	0	00	9	100	9	100
	Total	0	00	27	100	27	100

As it is shown in Table 12, all classroom assessments through testing were not well performed by the teachers. For example, all teachers did not give quizzes to students, use assignments / homework to contribute to words students' grades or marks and did not make short answer tests that require students to explain their reasoning. But, in the questionnaire, the majority of the participants (97.62%) said that they used classroom assessment through quizzes and testing techniques.

Table 13: The Uses of Teacher's Giving Feedback

No	Through giving feedback techniques the teacher:	Classroom Observation Data of Teachers' in Frequency(Fr) and Percent(%)					
		Yes		No		Total	
		Fr	%	Fr	%	Fr	%
3.1	Gives correction for students' writing	4	44.44	5	55.56	9	100
3.2	Provides oral feedback to students in the class.	6	66.67	3	33.33	9	100
3.3	Observes students' peer correction result.	5	55.56	4	44.44	9	100
3.4	Provides written feedback to students in the class.	5	55.56	4	44.44	9	100
Total		20	55.56	16	44.44	36	100

As given in Table 13, in item 3.1 above, attempts were made to assess if teachers were giving correction on students' writing. So, 4(44.44%) of the teachers gave correction for students' writing while 5(55.56%) of them did not give. Similarly, in item 3.2, 6(66.67%) of the teachers observed they provided oral feedback to students in the class whereas 3(33.33%) of them did not do so.

It is also true for item 3.3 that 5(55.56%) of the teachers observed students' peer correction result, but 4(44.44%) of them did not observe. Likewise, 5(55.56%) of the respondents showed that classroom observation the teachers provided were written feedback to students in the class while 4(44.44%) of them did not.

According to the observation result in Table 13 above, 20(55.56%) of the teachers gave feedback to students' work. Even though they give feedback to students' work, they did not use them to adjust their teaching techniques. The rest 16(44.44%) of the teachers did not give feedback to students' work. On the other hand, the questionnaire results discussed earlier showed that all respondents (100%) used classroom assessment through giving feedback technique. This contradicted with the results of the classroom observation for the results of teacher's giving feedback.

Table 14: The Uses of Students Self Reflection

No	Through students self reflection the teacher:	Classroom Observation Data of Teachers' in Frequency(Fr) and Percent(%)					
		Yes		No		Total	
		Fr	%	Fr	%	Fr	%
4.1	Asks the students to reflect their class work in the portfolio.	0	00	9	100	9	00
4.2	Increases students' participation in pair / group work on a given task	5	55.56	4	44.44	9	100
4.3	Involves students in self-assessment.	2	22.22	7	77.78	9	100
4.4	The teacher encourages students to exchange home work and mark the class.	2	22.22	7	77.78	9	100
Total		9	25	27	75	36	100

To start with, according to the observation result of Table 14 item 4.1 above shows that, 9(100%) of the teachers observed did not ask the students to reflect their class work in the portfolio. Next, with regard to the item 4.2, 5(55.56%) of the teachers increased students' participation in pair / group work on a given task whereas 4(44.44%) of them did not do so.

Third, when it comes to the item 4.3, 2(22.22%) of the teachers involved students in self-assessment, while 7(77.78%) of them did not do so. The same is true to item 4.4, that is, 2(22.22%) of the teacher encouraged students to exchange home works for correction to mark them in class whereas 7(77.78%) of them did not motivate students to correct their home works with each other.

To sum up, 25% classroom observations employed showed that classroom assessment were used as Assessment as Learning while the majority of the teachers (75%) did not use it as Assessment as Learning. However, in the questionnaire, it was showed that most of the respondents (92.86%) said that they used classroom assessment for purpose of assessment as learning (that means, it was used to develop and support meta-cognition of students and the knowledge of one's own thought processes).

Table 15: The Use of Student's Giving Feedback

No	Through giving feedback techniques the teacher:	Classroom Observation Data of Teachers' in Frequency(Fr) and Percent(%)					
		Yes		No		Total	
		Fr	%	Fr	%	Fr	%
5.1	Asks the students to give feedback on their homework / assignments to the whole class.	6	66.67	3	33.33	9	100
5.2	Encourages students to correct their peers' homework or class work in the classroom.	4	44.44	5	55.56	9	100
Total		10	55.56	8	44.44	18	100

As stated in Table 15 in item 5.1 above, the result of the observation on students' giving feedback for different activities indicated that, 6(66.67%) of the teachers asked the students to give feedback on their homework / assignments to the whole class while 3(33.33%) of them did not request students to provide feedback on their different activities.

Similarly, under item 5.2, of the observed teachers, 4(44.44%) of them encourages students to correct their peers' homework or class work in the classroom whereas 5(55.56%) of them did not motivate students to give peer corrections.

From the above Table 15, it is possible to conclude that 55.56% of the observed classroom teachers encourage student's giving feedback in the class on different activities whereas 44.44% of them did not do so.

4.1.2.1.1 Summary of Data from Classroom Observations

The classroom observation data revealed that teachers use some common types of classroom assessment techniques such as giving home works, class works, asking and answering question were used by the observed English teachers. The teachers made presentations of the activities and exercises from the text basically through reading instruction to students.

Significant differences were also observed among the observed teachers in using classroom assessment techniques during the teaching and learning process. For instance, Teacher 1 usually used class work, homework and asking and answering questions. He encouraged active learning in the class so as to increase students' participation during the lessons, gave them oral feedback at the end of every lesson and also gave written feedback when necessary. In addition to this, he sometimes used classroom assessment (homework) to contribute to words students' grades. However, Teacher 2 in addition to the above mentioned, he employed reading aloud techniques sometimes. On the other hand, Teacher 3 seemed to spend more time in giving additional explanations and clarifications of what and how students required doing before engaging students with the intended activities.

In spite of these, none of the teachers seemed in engaging more students with the classroom activities and exercises since most of the time they gave the chances for the students who participate voluntarily. They all tended to focus on a few volunteered students in instructional procedure.

4.1.2.2 Analysis of Teachers' Interview

This sub section presents the discussion and the results of data gathered through interview to support the results with findings of the questionnaires and the classroom observation.

The interview protocol contained a range of questions that focused on the various classroom assessments that are associated with improvements of teaching and learning. The data was based on the requirement of the teachers' interview transcript (see appendix "G") where data were collected.

With regard to the purposes of classroom assessment the three teachers explained the following main points: monitoring students learning using different classroom assessments, helping teachers to improve their teaching techniques by using feedbacks obtain from classroom assessments and assisting to achieve educational goal.

The three teachers also used different kinds of classroom assessment techniques. According to the interview findings, the first interviewee usually employed assignments, quizzes, tests and exams based on the contents. Similarly, the second interviewee used oral question, assignments, homework and class work. The third teacher also mentioned oral question, assignments, test, homework and class work. As Gonzales and Aliponga (2012) suggests that in conducting assessment for learning is necessary that there is a balance in the types of test items and more complex performance assessment tasks need to be selected with care to ensure that the full range of critical instructional objectives is assessed. Based on the above scholar ideas, the three teachers used only a few classroom assessment techniques to assess their learners. From this, one can conclude that teachers don't use variety classroom assessment techniques.

When it comes to how classroom assessment techniques help teachers to identify the level of students' language abilities the three interviewees gave their own ideas. The first and the third respondents used the result of students to identify their level of language abilities whereas the second interviewee used feedbacks from classroom assessment to identifying the level of his students.

Concerning how often teachers use feedbacks from classroom assessment to adjust their teaching techniques, the first respondent used the techniques sometimes, the second teacher employed it usually and the last interviewee used it often. From this, one can conclude that teachers were using feedbacks from their classroom assessment differently to adjust their teaching techniques. However, the results obtained from classroom observation indicated that rather than applying

detail classroom assessments so as to gain feedbacks from them to adjust their teaching techniques; they should have gone through the book very quickly to cover the portion.

In the interviewees', three of the respondents expressed their concerns regarding how students were benefited from their classroom assessment in different ways. The first teacher listed individual and group assignments were the most useful ways of students benefited from classroom assessment. The second respondent mentioned group work and immediate feedback made the learner became beneficiary. The third interviewee believed that students were benefited from test and group assignments.

The problems that the three interviewees faced during the implementation of classroom assessment included shyness of students, use of mother tongue, large class size, the design of teaching material, shortage of time, lack of students' participation and motivation were the factors that hinder the implementation of classroom assessment in EFL class.

From the explanation given by the three respondents, they recommended what should be done for the successful implementation of classroom assessment techniques in EFL classroom such as the volume of the text book being too large and too bulky, so it should be reduced, the teachers should use various classroom assessment techniques, rather than always using test to assess students and they should employ different types classroom assessment techniques according to the learners' standard, ability and contents of their lesson.

Similarly, with regard to the problems that the respondents faced during implementation of classroom assessment techniques, the three interviewees' suggest solutions to make them more effective in the future include: the volume of the text should be minimized, the content of the text should be appropriate to the level of students, sufficient time should be given to cover the contents and the number of students in a class should be small enough to conduct the assessment.

Moreover, every teacher should employ different types of classroom assessment techniques rather only rely on testing, he/she should assess his/her students at pre-class lesson, while teaching going on and at the end of the lesson/course to check over all understanding of the learners by providing various types of classroom assessments. These classroom assessments help teachers to obtain enough feedbacks to improve their teaching techniques. In short, if these all points put into practice, the classroom measurement techniques become more effective.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with summary, conclusion and recommendation of the study. Therefore, in first section, a brief summary on the procedures and approaches undertaken to conduct the whole study is given. Second, based on the procedures and approaches undertaken, conclusions on the results of the study are given. Finally, on the basis of finding, possible recommendations are given to improve the weak points and to further strengthen the good sides are given.

5.1. Summary

The main purpose of this study was to investigate the EFL teachers' classroom assessment to adjust their teaching techniques in the two selected government secondary high school among grade nine students in Dodota District.

In order to provide answer, to the objectives and the research questions of the study, concurrent mixed method design with that of descriptive survey type research were used. This research design and type helped to collect both quantitative and qualitative data at the same time. To collect the necessary data, first the study site, EFL teacher participants and classroom were sampled using the appropriate sampling procedures. Moreover, data collecting methods such as, questionnaire, classroom observation checklists and interview schedules were developed and the instruments were piloted. Based on pilot results the necessary adjustments were made before data collection for the main study. Next, using the refined instruments, both quantitative and qualitative data were collected. Finally, the data obtained were analyzed using frequency, percentage, tables and statement based on the data analysis and the findings of the study were arrived at. Thus, the major findings of the study are given as follow.

Regarding to, classroom assessment techniques, which were used by English language teachers, fifteen items were developed to collect information about how teachers' primarily used classroom assessment techniques in English classroom depending on the existing literature. Those classroom assessment techniques were classified as questioning and answering, giving feedback, written homework and assignment, testing and classroom observation techniques.

Result of the analysis of the quantitative data collected in relation to this showed that most of the teachers employed nearly all the assessment techniques with some difference in degrees. All respondents (100%) employed classroom assessment techniques through questioning and answering, giving feedback and teachers' classroom observation. Likewise, 87.30% of the respondents used classroom assessment through written techniques and 97.62% of them used through quizzes and testing techniques.

On the other hand, results of the qualitative data revealed that EFL teachers used repeatedly a few common types of classroom assessment techniques such as, giving home works, class works, asking and answering questions. There were also considerable differences among the observed teacher in using classroom assessment techniques during the teaching and learning process. For instance, Teacher 1 usually used class work, homework and asking and answering questions whereas Teacher 2 in addition to the above mentioned, employed reading aloud and written techniques sometimes. In spite of this, Teacher 3 seemed to spend more time in giving additional explanations and clarifications on what and on how students are required to do before engaging students with the intended activities.

Similarly, all interviewees' responses indicated that the three teachers used different kinds of classroom assessment techniques. For example, the first interviewee usually employed assignments, quizzes, tests and exams based on the contents and the second interviewee used oral question, assignments, homework and class work. And also the third teacher employed oral question, assignments, test, homework and class work.

As can be seen from the above discussion, there is a difference between the findings of the quantitative and qualitative data. The interviewees pointed out their difference due to the problems they faced during the implementation of classroom assessment such as; shyness of students, use of mother tongue, large class size, the design of teaching material, shortage of time, lack of students participation and motivation. These could have been the main factors that hinder the implementation of classroom assessment in EFL classes.

In relation to the extent to which teachers implement classroom assessment to adjust their teaching techniques, the result from qualitative (interview) data indicated that teachers use feedbacks from their classroom assessment to adjust their teaching techniques with some

variations in degree. This means that the first interviewee said that he gave his students writing exercises sometimes and checked their exercises in terms of punctuation marks, grammar problems and spelling errors. While he was correcting students' activities, he gave feedbacks and these feedbacks helped him to adjust his teaching techniques. The second teacher also explained that he usually adjusted his teaching techniques based on feedbacks he obtained from students' oral presentation and from their scores in tests. The last interviewee suggested that he often obtained feedbacks by evaluating students during pre-teaching, while teaching, and at the end of the course to check whether the intended learning outcomes were achieved or not and then he tried to adjust his teaching techniques in this way.

But the result from classroom observation depicted that only Teacher 1 used orally feedbacks at the end of discussion and written feedbacks sometimes to improve his teaching techniques and students' learning. From this, it is possible to conclude that the qualitative data itself contradicted with each other and that most of the teachers did not use feedbacks from classroom assessment to adjust their teaching techniques.

Concerning the purpose of classroom assessment, ten items were prepared which focus on the purpose of classroom assessments that teachers used in teaching EFL. The items were designed based on the existing literature. They included: assessment for learning (which designed to give teachers information to modify and differentiate teaching and learning), assessment of learning (which means, using assessment to check achievement of learning objectives at the end of instructional process) and assessment as learning (which is used to develop and support meta-cognition of students and the knowledge of one's own thought processes).

From the finding, 89.29% of the respondents said that they used classroom assessment for the purpose of assessment for learning and 45.24% of them employed for purpose of assessment of learning. Similarly, the majority of the respondents (92.86%) said that they used classroom assessment for purpose of assessment as learning. In line with this, As Nitko (2004) points out teachers should plan assessment comprehensively by including assessment for learning, assessment of learning, and assessment as learning. Teachers have to know how they will be used and for what purposes they will be used in order to make classroom assessment effective. Teachers should also employ a wide range of classroom assessment devices to collect valid data about students and make sound decisions based on these data.

However, the qualitative data depicted that most of the teachers did not involve more students in the classroom activities and exercises. Bonweel and Eison (2003) suggest that the learners must do more than just listening. They need to read, write, discuss or engage in problem solving activities. Despite this, most of the observed teachers gave the chances for the students who participate voluntarily in class during the lesson.

Regarding how EFL teachers employ classroom assessment feedbacks to adjust their teaching techniques and improve students' learning, the result from qualitative data revealed that very few teachers tried to make use of classroom assessment feedbacks to adjust their teaching techniques and to improve students' learning. The other teachers rather than applying feedbacks obtained from classroom assessments to improve their teaching and learning process, they went through the book very quickly to cover the portion. Because of this, teachers were not in a position to use proper and different types of classroom assessment feedbacks to adjust their teaching techniques.

Similarly, the results from classroom observation showed that except Teacher 1 who gave orally feedbacks at the end of discussion and written feedback sometimes to improve his teaching techniques and students' learning, the rest respondents did not use classroom assessment feedbacks to adjust their teaching techniques.

5.2. Conclusion

The results obtained from this study lead to several conclusions as given below:

1. Regarding the classroom assessment techniques, a few teachers used common types of classroom assessment techniques such as giving home works, class works, asking and answering questions in school. They did not use other classroom assessment techniques, for example, role-playing, debating, portfolio and self-assessment to collect information so as to adjust their teaching techniques.
2. Concerning to the purpose of classroom assessment, the finding from quantitative revealed that the teachers used classroom assessments for different purposes like assessment for learning, assessment of learning and assessment as learning with some variation. However, the qualitative data showed that the teachers did not employ classroom assessments for different purposes accordingly.
3. Teachers faced some problems in the process of implementing classroom assessment techniques. These include; shyness of students, use of mother tongue, large class size, the design of teaching material, shortage of time, lack of students participation and motivation. These were the main the factors that could have hindered the implementation of classroom assessment in EFL class.
4. The study also depicted that EFL teachers have not completely managed to use of feedbacks obtained from classroom assessment in adjusting their techniques.

5.3. Recommendations

It is difficult to realize the intended objectives and practices without considering various factors that could contribute in one way or the other to enhancing learning at any level. This is because educational achievements are the outcomes of interwoven factors. Based on the findings, discussion and conclusions are made as given above. The researcher, therefore, likes to forward the following recommendations for the improvement of the practices of classroom assessment techniques.

Since the findings of the study showed that EFL teachers have not fully implemented classroom assessment techniques.

- It is necessary to develop EFL teachers' awareness and skills on how to use a variety of classroom assessment techniques through training, workshops, seminars, etc so as to enhance students' learning. To justify this, Nunan (1989) suggests that if students' objective and subjective need are not recognized by their teacher, there will be a mismatch between what they are expected to do and what they want to do.
- The administrative bodies of the school in collaboration with Zonal/Woreda Education Office should organize and conduct continuous workshops/training on the implementation of classroom assessment techniques.
- As the study indicated that only a few teachers tried to employ classroom assessment feedbacks to improve their teaching techniques even based on the classroom situation. On the other hand, most of the teachers do not use feedbacks in adjusting their teaching techniques for different problems. Therefore, the concerned bodies like material designer, woreda education office, school administration and other stakeholders should provide attention to school in order to raise student learning.
- To this end, the material designers should include a variety of classroom assessment techniques according to the learners' background, standard, ability and it should cover within the given time.
- Class size was one of the main factors which hinder the implementation of effective classroom assessment techniques in the teaching and learning process. Having suitable class size may not always be possible. As a result, teachers should use alternative solution such as, dividing the whole class into groups, using halls and etc. In addition to

this, the teachers should encourage students to actively participate in given tasks during the lesson and also motivate them to develop self-confidence about themselves in order to use English language as means of communication.

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APPENDIXES

Appendix A

Teachers' questionnaire

Dear Teacher,

The main purpose of this questionnaire is to collect relevant information about the role of classroom assessment in helping English language teachers to adjust their teaching techniques. The questionnaire has three sections, four items about personal information, ten items about the purposes of classroom assessment and fifteen items about classroom assessment techniques and total it consists over four pages. Therefore, you are kindly requested to respond to all statements or questions based on the instructions given. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the responses you give will be kept confidential and used only for the research purpose. No need to write your name on any part of this questionnaire.

Thank you in advance for your valuable time and co-operation.

Part I. Personal information

Please give information about yourself for each of the categories below. Put a tick () mark in the appropriate box where necessary. Any item that is left incomplete would affect the result of the study. Thus, the researcher kindly requests you to complete all items.

1. Sex a, Male ☐ b, Female ☐
2. Age a, 20-30 ☐ b,31-40 ☐ c,41-50 ☐ d,51 or more ☐
3. Service years in teaching English
a, 1-5 ☐ d,16-20 ☐
b,6-10 ☐ e, More than 20 years ☐

c, 11-15

4. Educational Qualification:

a. Diploma

b. Degree

c. Master

Part II. The following items are concerned with a study of classroom assessment in supporting English teacher to adjust their teaching techniques. So, please provide your answer in the below the numbers by making (X) mark to one of them only. The numbers represent:

4= Strongly agree 3= Agree 2= Disagree 1 = Strongly disagree

No	Questionnaire Items	4	3	2	1
1	Assessment for learning				
1.1	The assessment I apply in the classroom support me to give immediate feedback.				
1.2	Classroom assessments I apply enable me to identify the weakness of students during the lesson.				
1.3	Teaching and learning process can be improved by using classroom assessment.				
1.4	The classroom assessment I use enables me to improving my teaching techniques.				
2	Assessment of learning				
2.1	Classroom assessment is a process of administering a test to a student in order to assign grades and report to parents and officials.				
2.2	Assessment refers to all tests a teacher gives at the end of a topic or term.				
3	Assessment as learning				

3.1	I use classroom assessments to encourage responsibility and allow each student to develop his/her full potential.				
3.2	The assessments I use in classroom help me to give opportunities for students to give their own idea and monitor their own progress.				
3.3	Using classroom assessment I obtain feedback on the effectiveness and students' satisfaction with teaching and classroom activities.				
3.4	Classroom assessment is a means to encourage students to learn and exercise integrated use of skill to improve communication and collaboration among them.				

PART III: Items 11-20 in the table below, are concerned with classroom assessment techniques that English language teacher use in English classroom.

They are accompanied with four options: always, usually, sometimes, and never.

Keys: 4= always 3= usually 2= sometimes 1= never

No	How often do you use the following classroom assessment techniques in Your classroom?	4	3	2	1
1	Questioning and Answering Techniques				
1.1	I involve students in oral activities.				
1.2	I ask different questions to check whether the specific learning objectives are achieved or not.				
2	Giving Feedback Techniques				
2.1	I provide written feedback to students in the class.				
2.2	I ask students to give feedback on homework / assignments to the whole class.				
2.3	I let learners do homework and assignments at home and give immediate feedback for the whole class.				

2.4	I encourage students to mark or correct their peers' homework /class work the classroom.				
3	Written Techniques				
3.1	I ask the students to reflect their class work in the portfolio.				
3.2	I give correction for students' writing.				
3.3	I use assignments / homework to contribute to words students' grades / marks.				
4	Testing Techniques				
4.1	I give quizzes to students.				
4.2	I use teacher-made short answer tests that require students to explain their reasoning.				
5	Classroom Observation Techniques				
5.1	I ask the students to give short presentations / talks about the topics.				
5.2	I involve students in self-assessment				
5.3	I use pair / group work in which students work on a given various tasks.				
5.4	I observe students' peer correction result				

Appendix B

Summary of Teachers' Questionnaire Consisting of Data

I. Purpose of classroom Assessment with different approaches

No	Items The classroom assessments I apply in class help me to:	Number of respondents in frequency and percent								Total
		Agreement				Disagreement				
		Strongly Agree		Agree		Disagree		Strongly Disagree		
		Fr	%	Fr	%	Fr	%	Fr	%	
1	Assessment for Learning									
1.1	Give immediate feedback for students when they need directions to proceed.	11	52.38	5	23.81	3	14.29	2	9.52	21
1.2	Identify the weakness of students during the lesson.	17	80.95	3	14.29	0	00	1	4.76	21
1.3	Improve the teaching and learning process.	16	76.20	4	19.04	0	00	1	4.76	21
1.4	Improving my teaching techniques.	10	47.62	9	42.82	2	9.52	0	00	21
2	Assessment of Learning									
2.1	Is a process of administering a test to a student in order to assign grades and report to parents and officials.	3	14.29	8	38.10	6	28.57	4	19.05	21
2.2	Refers to all tests a teacher gives at the end of a topic / term.	2	9.52	6	28.57	10	47.62	3	14.29	21

3	Assessment of Learning									
3.1	Encourage responsibility and allow each student to develop his/her full potential.	18	85.71	2	9.52	0	00	1	4.76	21
3.2	Give opportunities for students to give their own idea and monitor their own progress.	16	76.19	4	19.05	0	00	1	4.76	21
3.3	Obtain feedback on the effectiveness and students' satisfaction with teaching and classroom activities.	10	47.62	8	38.10	2	9.52	1	4.76	21
3.4	Encourage students to learn and exercise integrated use of skill to improve communication and collaboration among them.	10	47.62	10	47.62	0	00	1	4.76	21

II. Classroom Assessment Techniques through different methods.

Q. No	Items	Number of Respondents in frequency and percent								N
		Used						Not used		
		Always		Usually		Sometimes		Never		
		Fr	%	Fr	%	Fr	%	Fr	%	
1	Questioning and Answering Techniques									
1.1	Involve students in oral activities.	19	90.48	1	4.76	1	4.76	0	00	21
1.2	ask different questions to check whether the specific learning objectives are achieved or not	8	38.10	9	42.86	4	19.05	0	00	21

2	Classroom Assessment Techniques through giving feedback									
2.1	Provide written feedback to students in the	4 8	38.10	12	57.14	1	4.76	0	00	21
2.2	Ask students to give feedback on homework /assignments to the whole class.	4	19.05	6	28.57	11	52.38	0	00	21
2.3	Let learners do homework and assignments home and give immediate feedback for the class.	4 2 10	47.62	10	47.62	1	4.76	0	00	21
2.4	Encourage students to mark or correct their homework or class work in the classroom	4	19.05	6	28.57	11	52.38	0	00	21
3	Classroom Assessment Techniques through written activities									
3.1	Use assignments / homework to contribute to words students' grades or marks.	6	28.57	6	28.57	9	42.86	0	00	21
3.2	Ask the students to reflect their class work in portfolio.	2	9.52	1	4.76	10	47.62	8	38.10	21
3.3	Give correction for students' writing.	4	19.05	6	28.57	11	52.38	0	00	21
4	Classroom Assessment Techniques through Testing									
4.1	Give quizzes to students	4	19.05	4	19.05	13	61.90	0	00	21
4.2	Use teacher-made short answer tests that require students to explain their reasoning.	4	19.05	2	9.52	14	66.67	1	4.76	21

5	Classroom Assessment Techniques through observation									
5.1	Involve students in self-assessment.	6	28.57	10	47.62	5	23.81	0	00	21
5.2	Ask the students to give short presentations about the topics.	2	9.52	8	38.10	11	52.38	0	00	21
5.3	Use pair / group work in which students work on a given various tasks.	11	52.38	10	47.62	0	00	0	00	21
5.4	I observe students' peer correction Result	6	28.57	8	38.10	7	33.33	0	00	21

Appendix C

Classroom Observation Checklist

General information

Date_____ Name of school_____

Time of observation_____ Start_____ End_____

Grade level_____ Teacher's Name_____

Number of students_____ Male_____ Female_____ Total_____

Lesson_____

No	Type of classroom assessment techniques used	Yes	No
1	Classroom Observation through Questioning and Answering Techniques		
1.1	The teacher involves students in oral exercises		
2.2	The teacher asks students different questions to check whether the specific learning objectives are achieved or not.		
2	Classroom Observation through Giving Testing Techniques		
2.1	The teacher gives quizzes to students.		
2.2	The teacher uses assignments / homework to contribute to words students' grades or marks.		
2.3	Teacher-made short answer tests that require students to explain their reasoning		
3	Classroom Observation through Teacher's Giving Feedback		
3.1	The teacher gives correction for students' writing.		
3.2	The teacher provides oral feedback to students in the class.		
3.3	The teacher observes students' peer correction result.		
3.4	The teacher provides written feedback to students in the class.		

4	Classroom Observation through Students Self Reflection		
4.1	The teacher asks the students to reflect their class work in the portfolio.		
4.2	The teacher increases students' participation in pair / group work on a given task.		
4.3	The teacher involves students in self-assessment.		
4.4	The teacher encourages students to exchange home work and mark them in class.		
5	Classroom Observation through Student's Giving Feedback		
5.1	The teacher encourages students to correct their peers' homework or class work in classroom.		
5.2	The teacher asks the students to give feedback on their homework / assignments whole class.		

Appendix D

Classroom Observation Transcripts of (T₁, T₂, and T₃)

Classroom Observations Made with T₁

My first classroom observation with T₁ was when he was conducting a lesson revision of listening activity entitled ‘B7.2 Listening: Living in Addis Ababa’, which is found on page 128-129 of student text book on March 21st, 2016 during the fifth period (9:45-10:27 AM).

He began the lesson with the revision of previous lesson. It was on listening activity that was entitled as” Living in Addis Ababa.” Then the teacher started the day’s lesson by asking the following three questions: ‘What do you remember about Addis Ababa?’ How does the description of Addis Ababa differ from your own experience of where you live?’ and ‘Where would you prefer to live and why?’ The teacher ordered the students to be in group of three to four members and to discuss the above questions for five minutes. While the students were discussing the questions, he was moving round the class and observing the students activities. When the time given was finished, he gave chance for students to answer the questions and most of them raised their hands and some of them were given opportunity to provide answers. Of them answered correctly while others not. At the end, the teacher praised them for their participation and gave them correct answers for the questions that were not answered.

Having done that, he moved on to second part of the lesson, which is about ‘B 7.3 Writing: A letter to a newspaper’ on page 129 of student textbook. He told them to read a letter first individually. Then told them to share what they have read and finally to answer the comprehension questions following. As usual, while the students were reading the letter, he was moving round the class and checked the students whether they read or not. After they had read the text, the teacher asked some questions like:’ What is Sofia’s suggestion for improving her town?’ What are the two main points she makes to support her suggestion?

Some students from group raised their hands and answered the questions. But when students failed to give correct answers, he gave chance to another student and went on doing that way. Lastly, the teacher praised them for their participation and gave them correct answers for the

questions. After that, he gave activity B7.3 number 2 on page 130 of student textbook as homework to write similar letter about what they liked based on the given model. The teacher provided clues like to School Director, to Dera Municipality, to Dera Woreda Administration and so on.

The second lesson observation was made with the same teacher on March 22, 2016 during the first period (6:42-7:24 AM).

He started by revising the previous lesson about letter writing and checked students' home work if they did or not. After he had checked the individual activities, he told students to exchange their letters and to give correction for each other based on grammar, spelling and punctuation mark. Then he collected the written letters to contribute to words students' grades.

Following this, he introduced new topic on the same page above which is about 'B7.4 Language focus: Talking about the future'. He began the lesson by asking the students the following two questions: 'How many ways do you know to talk about future?' and 'Which one shows immediate future plan? The majority of the students in the class raised their hands and some of them were given the chance and they gave correct answers. Then the teacher ordered the students to form groups of 3-5 members and gave exercise 2 as class work on page 130 of student text book which requires the students to write the correct form of the verb to give future meaning.

After the students attempted on their own, he gave opportunity for each groups to present for the whole class. When a group failed to give correct answer the teacher gave chance to another group and went on that way. Finally, he gave correct answers by summarizing the main points of the lesson and provided exercise 3 on page 130 as homework which stated, find out the meaning of the words or phrases and use them in sentences containing will.

The third lesson observation was conducted again with T₁ on March 23rd, 2016 during the fourth period (9:03-9:45 AM).

The teacher began day's lesson by revising the previous one about future on page 130 and he asked the students some questions to remember what they learnt the day before. Then he started by asking them to show him their exercise books. After he had finished checking students' exercise books, he began discussing the activity which was given as a home work.

He wrote the meaning of some words or phrases on the black board and explained them for students using different examples. Then he told the students to take note and used them in sentences containing will by giving the following example: ' **Ring- roads** will ease the traffic **congestion** in cities and towns. After he had done the home work with students, he moved on the next topic on the page 131 which is about 'B7.5 Speaking: Predicting the future.' After that, the teacher gave several examples for the learners how to predicting the future and told them to work in group and express their opinions using some social expressions such as: I think-----, In my opinion---, I wonder if--- and etc.

Next, the teachers provided the following question: What do you think your own town/village/city will look like in 50 years' time? While students were discussing the given question, the teacher was moving round and motivated them to speak in English. After they had finished the group discussion, the teacher gave chance for each group to present what they had talked about. At the end of each presentation, the teacher ordered each student to put their hand together for each presenter and he summarized by providing some corrections on their presentation orally. Then the time was over and he left the class.

Classroom Observations Made with T₂

My first observation with him was when he was conducting a lesson about reading activity. It was entitled as 'B8.8 Reading: Three African countries.' the reading passage which is found on page 149-150 of student text book and the lesson conducting on March 21, 2016 in third period (8:48-9:03AM).

The teacher started the day's lesson by writing the topic on the black board and asked the students about the name of African's countries, capital city and the like. Then he taught the meaning of some words from reading passage such as extraction, destination, bordered and etc and told them to read the text silently. While students were reading the passage the teacher was moving round and observing how they read it. After students had finished individual reading, the teacher gave chance for voluntary students to read loudly for the whole class turn by turn. Then he told them to write all new words in their exercise book. Since he gave more time for reading he didn't get time to discuss even the comprehension questions with them. Therefore, he provided it as a home work for the next period.

The second lesson observation was made with T₂ on March 22, 2016 during the sixth period (10:27-11:09 AM).

The teacher started the day's lesson with revising the previous lesson about reading comprehension and introducing new topic on page 151 'B8.9 Language focus: Using the quantifiers many, much, a few, a little.' He continued the discussion saying quantifiers are words that tell us how many or much of something. They are classified as quantifiers used with countable noun (many, a few, few---), quantifiers used with uncountable noun (much, a little, little---) and quantifiers used with both countable and uncountable noun (some, any, all---). After the discussion, the teacher gave the exercise on the same page as class work. The activities were asking and answering questions about the things in the picture using how much or how many. While the students were discussing in pair/group, he was moving round and checked whether the students were talking about activities or not. After they had accomplished the activity, the teacher told students to take corrections while they discussed the activity.

Having done that, the teacher moved on the second part of the lesson which found on page 152 'B8.10: "Spelling Rules/ Doubling Consonants."' He began the lesson by asking some questions such as 'who can tell me the '-ing' form of the verb 'make', 'put', and 'read'. Then, some voluntary students answered the questions and those who had not got the answer the teacher gave the chance to another student and went on doing that way. At the end, he wrote correct answer on the black board and the students took the corrections. The teacher gave short notes about spelling rules like: '-er' or '-est' to the adjective ending, the regular past tense adding '-ed' or '-d' etc and explained it for them and also he provided activity 1 on the same page as home work.

The third observation was made on March 23, 2016 in fourth period (9:03-9:45 AM).

Teacher started the day's lesson by requesting the previous given homework which ordered students to rewrite verbs adding '-ing' and adjectives adding '-er'. After he had checked the students' home work, he told them to form group that contains 3-4 members to complete the activity which is found on page 152 within ten minutes. While the students were discussing the activity, the teacher was moving round and observed what students were doing. After they had completed the activity, the teacher gave chance for each group to write their answers on the black board and compared with each other. At the end, the teacher discussed the questions with students and he wrote the correct answers on the black board near students' answers.

Then the students compared their answers with teachers and took the correct one. After that he gave homework about ‘homonyms’ on the same page and he ended the class.

Classroom Observations Made with T₃

She taught English as a subject for grade 9 sections G students. My first observation with her was when she taught a lesson about ‘A8.9: Language focus: Verb and verb patterns’ on page 142 of student text book on March 22, 2016 during the first period (2:00-2:42 PM).

She started the lesson with revision of the previous lesson about the use of ‘many’ and ‘much.’ Then she began the activity by asking the following questions: What are the differences between many and much? Can you make your own sentences using many and much? Some students raised their hands and a few of them were given chance and they gave correct answers. After that, she introduced the day’s lesson about language focus ‘verb and verb patterns’ on page 142 on the student textbook. Following this, she began with the definition of verb and verb patterns by providing some examples. She used most of the minutes for lecturing and involved very few students to ask questions. The majority of the students were quiet and they did not take note while she was teaching them. She did not check students learning whether they understood or not by asking question about lesson. She did not form pair/group work during the lesson and give chance for students to exchange knowledge, experience, and idea. She more focused on lecture method. At the end, she gave exercise one on the same page as homework which requires the students to complete sentences with the correct form of the verb: the-ing or to form. From this, it is possible to conclude that the teacher usually focuses on lecture method.

The second lesson observation was made with teacher T₃ on March 23, 2016 in the fifth period (5:03-5:45 PM).

She began the day’s lesson by revising the previous one about the verb and verb patterns on the same page and asked some questions like verbs that used with –ing(enjoy, finish, consider---), verb used with the to form(decide, want, intend---) and verb used with both (start, hate, prefer---). Then she started by requesting students to show her their homework and she was moving quickly to see whether students did it or not. After she had finished checking students’ performance, she began discussion the activity which was given as home work.

While she was asking the questions, the volunteer learners raised their hands and some of them were given chance and responded correct answers. She continued doing so until she completed sixteen questions that found on the student textbook on the page 142-143. Lastly, she told the students to read the article on the page 143 as homework and she left the class. In session, one can easily wind up that she employs asking and answering questions as classroom assessment technique by involving the volunteer learners only.

The third lesson observation was conducting with T₃ on March 24, 2016 in the fourth period (4:21-5:03 PM).

When she was revising about previous lesson and introduced new topic, which is about 'A8.10 Reading: Success in the fashion world' on the page 143 of student text book. The teacher continued by explaining the meaning of words such as 'success', 'fashion' by giving a lot of examples. After she had given the detail explanation about the above words for more than ten minutes, she went to the reading passage which was entitled as '**success in the fashion world.**' Before she had ordered the students to read the text, she gave the meaning of fact and opinion again. Then she told students to read the article and decided in their groups what is fact and opinion by drawing two columns and write their suggestions under each heading. While the students were reading the article, she was moving round the class and encouraging students to participate in group activities and helping them when necessary. After they had finished reading and discussing the given tasks, the teacher provided opportunity for each group to present for the whole class. When each group presented their lesson, she encouraged each presenter and ordered students to put their hands together for them. By doing so, she summarized the reading article and praised each group for their active participation and then left the class without giving home work.

Appendix E

Teacher's Interview Agreement form

Dear Teacher:

I would like to inform you that I am conducting on educational research on a study of EFL teachers' classroom assessment to adjust their teaching techniques of grade nine students at Dodota District. Thus, I have selected you as a respondent to provide information for a face to face interview, and you have agreed to give me response to the interview and to be recorded. I want to assure you that your response will be used only for educational purpose and your information will be kept confidential. I want also to assure you that you can stop giving information any time you want.

Interviewer Sign_____

Interview_____

Date_____

Date_____

Appendix F

Teachers' Interview Questions

I would like to inform you that I am conducting a research in a study of EFL teachers' classroom assessment to adjust their teaching techniques of grade nine students, so your sincere response to my interview questions are of great help to the success of the study .Therefore, I kindly request you to respond to the questions genuinely .Your response will be kept confidential, so there is no need to tell me your name.

Thank you in advance for your cooperation

1. Can you please tell the purposes of classroom assessment?
2. Which Classroom Assessment Techniques do you frequently use to assess your students in EFL classroom?
3. How do you know whether Classroom Assessment Techniques helpful in identifying the level of students' language abilities or not?
4. How often do you use feedbacks from classroom assessment to adjust your teaching techniques? Would you please explain it using example?
5. In what ways do you think your students are benefited from your Classroom Assessment?
6. What problems do you face during the implementation of Classroom Assessment in teaching various language skills and forms?
7. What do you think should be done for the successful implementation of Classroom Assessment Techniques in EFL classroom?
8. What would you suggest to make classroom assessment Techniques more effective in the future?

Appendix G

Teachers' Interview Transcript of (T₁, T₂ and T₃)

T₁ Interview Transcript

Date of interview_____ Time_____

Interview with T1

IR: Thank you for coming to this interview session. I am going to ask you questions and your responses will be recorded. You also have the right to ask the questions for clarification.

T1: I agree to give answer and be recorded.

IR: Thank you again. Let me ask you my first question. **“Can you please tell the purposes of classroom assessment?”**

T1: Yes, I do. The purposes of classroom assessment are: to evaluate the students' language competencies, to measure their achievements, to identify the strength and weakness of the learners, to achieve educational goal, to know the level of students, to make them support each other when they work in group and enable me to get feedback to adjust my teaching techniques

IR: It is nice. I would like to ask you my second question. **“Which Classroom Assessment Techniques do you frequently use to assess your students in EFL classroom?”**

T1: Well. Before answering the question, first, I would like to explain what classroom assessment is. It is the way of evaluating of students' progress and understanding what they have been taught so far in the previous lessons and at the same time what they are learning at the particular time or period. From this point of view, I usually assess my students using different kinds of classroom assessment techniques such as assignments, quizzes, tests and exams based on the contents of the unit especially the four language skills, grammar and vocabulary.

IR: That is interesting. Let me proceed to the next question. **“How do you know whether Classroom Assessment Techniques helpful in identifying the level of students’ language abilities or not?”**

T1: As to me, in one way or another final result of students’ assessment will be put in figure or number. As a result, numbers can easily be differentiated the level of students. In this way, it is possible to know how much classroom assessment techniques are helpful based on students’ respond. And also by asking students, whether they like it or not.

IR: Good, Can I ask you my fourth question. **“How often do you use feedbacks from classroom assessment to adjust your teaching techniques? Would you please explain it using example? “**

T1: Oh, well. Of course you can. I sometimes use feedback from classroom assessment to adjust my teaching techniques. For example, after giving my students writing exercises, I check their punctuation marks, grammar problems and spelling errors.

IR: That is alright. Can I continue to fifth question? **“In what ways do you think your students are benefited from your Classroom Assessment?”**

T1: Yes, of course. From my experience students are mostly benefited from individual and group assignments, because they are refer different materials ,learn from each other and they have got chance to ask any individuals who have more knowledge about the given assignments.

IR: Ok. Would you say something about **“the problems do you face during the implementation of Classroom Assessment in teaching various language skills and forms?”**

T1: I think the problem that I face during the implementation of classroom assessment in teaching English language has a number of problems. For example, in speaking section the students are expected to discuss, describe, debate, agree or disagree, explain and ask or answer in pair and group activities but the reality is reversible. They either shy or use their mother tongue to perform the above activities.

In addition to this, large class size, the design of teaching material and shortage of time are the factors that affect the implementation of classroom assessment in teaching various language skills and forms.

IR: It is very good idea. **“What do you think should be done for the successful implementation of Classroom Assessment Techniques in EFL classroom?”**

T1: As far as I concern, the volume of the text book is too much large and bulky. Because of this teachers are not in a position to use proper and different types of classroom assessment techniques. Rather than applying detail classroom assessment techniques, they go through the book very quickly to cover the portion. So the volume and the content of the text should highly be minimized and will be made simple i.e. with the level of students. Therefore, if the implementation of classroom assessment techniques becomes successful in the classroom, the teaching and learning process will be on the right way.

IR: That is quite all right. **“What would you suggest to make classroom assessment Techniques more effective in the future?”**

T1: In my opinion, I recommend the following points in order to make classroom assessment techniques to be more effective: the volume of the text should be minimized, the content of the text should be appropriate to the level of students and it should be easy to understand for students. Moreover, sufficient time to cover the contents, using different techniques accordingly and sustainable efforts on using techniques of classroom assessment can make it more effective.

IR: Thank you very much for your great contribution.

T1: Alright.

Interview with T2

IR: Thank you for coming to this interview session. I am going to ask you questions and your responses will be recorded. Therefore, you have the right to ask the questions for clarification.

T2: I agree to give answer and be recorded.

IR: Thank you very much for a second time. Let me ask you my first question.”**Can you please tell the purposes of classroom assessment?”**

T2: Of course there are many. The purpose of classroom assessment in EFL classroom are: improving teaching techniques, providing opportunity for individual study, identify the weakness and strength of learners during the lesson, helping students to learn through their activities, making them to understand the advantage of individual and group works. And also help me to obtain feedback on the effectiveness of students’ satisfaction with teaching and classroom activities and to give immediate feedback for students when they need direction to proceed.

IR: That is ok. Can I ask you next question? “**Which Classroom Assessment Techniques do you frequently use to assess your students in EFL classroom?”**

T2: Yes, You can. I use different kinds of classroom assessment techniques to assess my students based on language skills and grammar. The most classroom assessment techniques I employ are asking oral question, giving assignments, homework and class work and making students to present what they have discussed in pair or group work.

IR: It is nice way to answer this question. Can I proceed to the next question? “**How do you know whether Classroom Assessment Techniques helpful in identifying the level of students’ language abilities or not?”**

T2: Well, of course you can. I know whether classroom assessment techniques help me to identify the level of students depending on feedbacks from classroom assessment. For example, when I give classroom presentation, if the students present well, they are proficient if not they are not proficient.

IR: Thank you. “**How often do you use feedbacks from classroom assessment to adjust your teaching techniques? Would you please explain it using example?”**

T2: Alright. I usually use feedback from classroom assessment to adjust my teaching techniques. For example, when I give presentation to my students, they don’t present well. Then, I try to change my teaching techniques accordingly. The other depends on what they score in a test I also try to change my teaching techniques in this case also. For instance, when their

result is not good, I try to give remedial class that can help them to improve their weakness and result too.

IR: It is very good idea. **“Could you explain in what ways do you think your students are benefited from your Classroom Assessment?”**

T2: Of course there are many. Students benefit from classroom assessment when they are invited to work with their groups and they also benefit when they get quick feedback from teacher. In addition, motivating students to participate in different classroom assessments, the ways they benefit that help them to improve their four language skills, grammar and vocabulary. This leads students to increase their result and they benefit from it.

IR: This is very interesting ideas. **“Could you tell me what problems do you face during the implementation of Classroom Assessment in teaching various language skills and forms?”**

T2: Well. When I implement classroom assessment techniques, I face various problems such as shyness of students i.e. they don't speak in front of their classmates, they don't come up with enough background knowledge i.e. they are not proficient in the four language skills as well as different language form. For example, when I make them to present what was given to them, they can't do it. Besides to this, the large class size which is difficult to check every student's activities in the classroom is also another problem.

IR: It is very good reply to this question. **“What do you think should be done for the successful implementation of Classroom Assessment Techniques in EFL classroom?”**

T2: Thank you. As I think, for the successful implementation of classroom assessment techniques, it is good if various forms of classroom assessments are used. For example, rather than always using test, it is better to use different kinds of assessment techniques like self-assessment, peer-assessment and the like.

IR: Very well. **“What would you suggest to make classroom assessment Techniques more effective in the future?”**

T2: From my point of view, to make classroom assessment techniques more effective in the future, everyone should use not only testing but also other method of assessing students and the number of students in a class should be small enough to conduct the assessments.

IR: Thank you for your time.

T2: Thank you too.

Interview with T3

IR: Thank you for coming to this interview session. I am going to ask you questions and your responses will be recorded. You also have the right to ask the questions for clarification.

T3: I agree to give answer and be recorded.

IR: Thank you very much once more. Let me ask you my first question. **“Can you please tell the purposes of classroom assessment?”**

T3: Well, Classroom assessment plays a major role in the evaluation of student learning. Preparing valid, reliable and useful classroom assessment in greatly enhanced if a series basic step is followed in planning the classroom assessment. The purpose of planned classroom assessment is to get information that will use the results of it, how the result will be used, and the skills, knowledge, concepts to be measured by the classroom assessment. Therefore, the purposes of classroom assessment are various such as to measure the readiness of students to provide ongoing feedback during the instruction, to identify the difficulties, errors of the lesson and also used to score the result of students at the end of the course or semester. In short, the purpose of classroom assessment is efficient for measuring some learning outcomes of teaching and learning process.

IR: Very well. You provide me very important and interesting points to answer this question. Can I ask you next question? **“Which Classroom Assessment Techniques do you frequently use to assess your students in EFL classroom?”**

T3: Oh, yes, you can. In the most case, I use oral question at the end of the every period, give home assignment, test, homework and class work in individual, pair or group work.

IR: That is alright. **“Could you explain how do you know whether Classroom Assessment Techniques helpful in identifying the level of students’ language abilities or not?”**

T3: As to me, it is clear that the importance of classroom assessment is to identifying the level of students. That is helping the teacher whether his/her students understand his/her lesson. In my part, after giving any kind of classroom assessment, I list the result. Then, I evaluate, compare and contrast each students score. Finally, I know that how much my students become successful. In this way, Classroom assessment techniques I employ help me to identify the level of students.

IR: Thank you. You give me very important ideas. Let me ask you another question. **“How often do you use feedbacks from classroom assessment to adjust your teaching techniques? Would you please explain it using example?”**

T3: Alright. I often use feedbacks to adjust my teaching techniques and styles. Because, I take feedbacks as a guideline for my work. For example, whatever any kind of classroom assessment is given, the students give their response. From their response I understand how much they clearly take my lesson. For this advantage I often test my students to get feedback. I evaluate them during pre-teaching, while teaching, and at the end of the course to check whether the intended learning outcome achieved or not.

IR: Good, the points you mention are essential. May I ask you my fifth question? **“In what ways do you think your students are benefited from your Classroom Assessment?”**

T3: Well, among different ways of classroom assessment benefit, my students strongly successful on test, especially at objective type of exam. Still more, ways of students benefit from my classroom assessment include provide assignment depending on the skills of student using library materials, prepare questions those need students approach and give organize activities or tasks that depending on the four language skills and rules.

IR: That is ok. It is supportive ideas. **“Could you tell me what problems do you face during the implementation of Classroom Assessment in teaching various language skills and forms?”**

T3: **Of course**, the most problems that I face during the implementation of classroom assessment include lack of students participation, motivation and large number of students in the classroom which hinders me not to assess students ability properly.

IR: That is quite all alright. **“What do you think should be done for the successful implementation of Classroom Assessment Techniques in EFL classroom?”**

T3: In my opinion, to implement classroom assessment techniques in EFL classroom, all teachers should employ different kinds of classroom assessment depend on their students’ standard, ability and contents of their lesson. So I think to perform successful classroom assessment techniques every teacher should consider his /her students’ academic knowledge, whether they are fast learners, medium or slow and the content of the lesson needs what kind of assessment? In combination of these all-important of points, we teachers should prepare classroom assessment in a mixed order that means oral, group task, test and the like. If we do so, the implementation of classroom assessment techniques will become successful in EFL classroom.

IR: Thank very much. The points you have mentioned are very important and constructive. **“What would you suggest to make classroom assessment techniques more effective in the future?”**

T3: Well, when the teacher uses appropriate types of evaluation he/ she understands the level of his/her students. Every teacher should prepare different types of classroom assessment items, because these ways of assessing help to get enough feedback from active or slow learners. To make effective classroom assessment techniques in the future my overall suggestion are as follow: test students pre-class lesson –this test use to know how much the students are familiar to the topic and also test them while teaching either written or verbally, to understand how much the given lesson is clear. Moreover, test the students to understand their problems in which part they make errors and test them at the end of the

course /semester to check over all understanding of the learners. In conclusion, the classroom assessment should be reliable, relevant to the objectives of the given lesson.

IR: Ok! Thank you for your genuine cooperation.

T3: Thank you.