



ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
JOURNALISM AND COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
(POST GRADUATE PROGRAM)

**AN EVALUATION OF THE IMPLEMENTATION OF CONTINUOUS
ASSESSMENT OF EFL WRITING SKILL AT SHERARO SECONDARY
SCHOOL: GRADE 9 IN FOCUS**

BY

DESALE BERHE

**A THESIS SUBMITTED TO THE DEPARTMENT OF FOREIGN LANGUAGES
AND LITERATURE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN (EFL).**

AUGUST, 2024

ADDIS ABABA, ETHIOPIA

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**A THESIS SUBMITTED TO THE DEPARTMENT OF FOREIGN LANGUAGES AND
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DECLARATION

This is to certify that this thesis entitled“ an evaluation of the implementation of continuous assessment of EFL writing skill at sherarosecondary school: grade 9 in focus” is submitted in partial fulfillment of the requirements for the Degree of Master of Arts in EFLatAddis-Ababa university, department of Foreign Languages and Literature written by DesaleBerheAbrha is done inline all requirements. The thesis has not been submitted earlier for an award of any degree and has acknowledged all sources through proper citations.

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LIST OF ACRONYMS

AED - Academy for Education Development

BESO - Basic Education Systems Overhaul

CA_ Continuous Assessment

CSA_ Central Statistics Agency

EFL_ English Foreign Language

ETP –Education and Training Policy

FA_ FormativeAssessment

ICDR- Institute for Curriculum Development and Research

MOE- Ministry of Education

NGOS_ Non-governmental Organizations

PR- Public Relation

SA_ SummativeAssessment

TGE_ TransitionalGovernment of Ethiopia

TESO- Teachers Education system Overhaul

TTI- Teacher Training Institution

USAID- United States Agency for International Development

Abstract

The main purpose of this study was to evaluate the implementation of continuous assessment (CA) in grade 9 EFL writing skill at Sheraro Secondary School of North Western Zone, Tigray Regional state. While pursuing this purpose, the research has tried to address four major research questions. These were (1) to what extent teachers do implement CA in writing skills at Sheraro secondary school? (2) What are the factors that hindered implementation of effective writing assessment? (3) What are the attitude of Sheraro secondary school teachers and students towards CA in EFL writing skills? And (4) what are the possible strategies that enable to mitigate factors affecting CA in EFL writing implementation in Sheraro Secondary School? In order to address these research questions, descriptive survey design method was employed. Consequently, the study considered one governmental secondary school from the woreda through convenience sampling technique. By so doing, the study relied on 2 school principals, 5 teachers and 3 woreda education office (selected through purposive sampling) and 90 students (selected through systematic random sampling technique). Questionnaire, interview, document analysis and class room observation were the instruments used for data collection. The questionnaires were administered to students while the interview was undertaken with school principals, woreda education office and English teachers. The data obtained through questionnaires were quantitatively analyzed and interpreted in light of available literature and statistical package for social science (SPSS) was used to analyze the quantitative data. Whereas the information obtained through interview, documents analysis and observation were qualitatively described to supplement the quantitative data. The results of this study reveal that though the attitude of teachers and students toward CA in EFL writing was positive, the level of practice of CA in EFL writing was found to be low. Furthermore, shortage of time, lack of teachers' commitment, lack of teaching resources, unavailability of facilities, teachers' high workload, lack of teachers commitment, were among the factors that hindered the implementation of CA in EFL writing. It has been recommended that teachers should prepare the check lists to record students learning progress in implementing EFL writing and discuss with them. And creating awareness, consistent and intensive short-term and long-term training for teachers' commitment should be offered on the implementation of CA in EFL writing to improve their instructional practice in class room to overcome the challenges of implementation of CA in EFL writing. Besides, to solve the factors that hinder the proper implementations of CA in EFL writing skill, the school administrative body ought to create conducive environments that helps for teachers' sufficient preparation and working time and provision of educational materials and resources to implement CA in EFL writing in their class.

CHAPTER ONE: INTRODUCTION

This chapter presents the back ground of the study, statement of the problem, research questions, objective of the study, scope of the study, significance of the study, limitation of the study, organization of the study and definition of key terms.

1.1. Background of the Study

Learning is a constructive process that occurs best when what is being learned is relevant and meaningful to the learner and when the learner is actively engaged in creating his or her knowledge and understanding by connecting what is being learned with prior knowledge and experience (Lambert & McCombs, 1998 in Yalow, 2004).

For this effect, continuous assessment is very important aspect in teaching learning process. Especially the need of early writing assessment in education and care is emphasized globally. For example, Mustard in Asmelash, (2007) stressed that emerging understanding of how social and physical environment in the early years of human development influence physical health problems as well as learning and behavior in adult life that has led to increased investment in mothers and children to reduce inequalities in development and health in adult life. This implies the need to invest in early practicing writing in education in order to reduce the gaps of inequality among different students.

In relation to this issue, Fauzia, *et al.* (2007) suggests that assessment is an integral part of the teaching learning process. It allows learners to monitor their progress and achievement. At the same time, it helps the teachers identify students who need further help and perhaps remedial work. Assessment also allows teachers to monitors their own performance and suggests ways to revise and improve units of instruction.

As indicated in the Ethiopian Education and Training policy document, assessment in academic and practical subjects, including aptitude tests was conducted to ascertain the formation of all round profile of students at all levels (MoE, 2004).

In addition to this, a continuous assessment in writing program is characterized by a range of classroom activities that are learner-centered and teacher-facilitated. These activities include elements of writing that function “simultaneously, recursively, and/or in a linear fashion (Pianko 2002) depending on the

students' preferences and the purpose for the writing activity. Kim and Kim (2005) commented on the interactive nature of these activities that can at any time or stage in the composing process be "reviewed, evaluated, and revised, even before any text has been produced at all. Initial and final meaning is constructed by making use of one, two or more composing steps, followed and/or interrupted by review, evaluation and revision of the text.

As result, Continuous assessment is being used increasingly as an alternative to terminal examinations, because it provides more reliable information than examinations. It builds up a picture of a pupil's performance over a prolonged and representative period. Today schools and universities are turning to continuous assessment whereby records of the student's performance nearly everything he/she does during his/her course are kept. These records build up into a much more complete and reliable assessment of the student than is possible by single examination (Farrant, 1980)

This shift was required because summative examination is not effective for learning and does not prepare learners to understand their environment or function in it effectively (Lue, 2000). Similarly, Kuhn (2003) in Dawit (2007); Chickening and Gamson (1997); Lue (2000) argue that students do not learn writing skill much just sitting in the class listening to teachers, memorizing package assignment and spitting out answer. They must write reflectively about it; relate it to past experience and apply it to their daily life. They must write what they learn as part their lives . That is to say the real life situation form the basis for learning and teaching is generally believed that is not mean continuous assessment strategy is the only best methods. As Firdissa (2005) stated there is no one "right" method for checking a particular lesson, but there are some criteria that pertain to teach writing skill that can help a teacher make the best decision possible from among the numerous assessment methods in use today.

In short, pouring of facts and concepts in to students' heads and masterfully performing skills and procedures is not an effective learning. Rather, it demands several exposures to material, to chew on them, to understand them, not jest repetition of inputs. From these perspectives one can understand that before attempting to teach, the teacher must know what it is that he or she intends to teach and what the students are expected to learn as an outcome of the joint effort. In addition to this, he or she must think the appropriate way of implementation of assessment in class-room (Chickening and Gamson, (1997) however, there are some constraints which can impede the proper implementation of continuous

assessment in writing skill. Some of the factors are connected with curriculum materials, instructional activities, lack of teachers training, organizational structure, and beliefs or understanding about the curriculum and learning practice (Ornstein and Hankins, 1998; Janssen and Grabowski, 1993 in Yalow, 2004).

To minimize these constraints, different scholars pointed-out some solutions. For instance, Ornstein and Hankins, (1998) suggest that the integration of teachers, program and organization are very important factors for successful implementation of new curriculum. In connection with this, Mehari (2007) stated that effective teaching is the responsibility of a teacher. To do so, “a teacher has to be creative and innovative enough in many aspects, like in materials preparation and in teaching methodology”. If a teacher is creative and innovative, students become active learners and critical thinkers and writer. If the students become active learners and critical thinkers, they are in a position to make their learning meaningful.

Generally, in line with the above discussion, Ethiopia believes aspiring to address the development issue in the country; the government has emphasized the promotion of continuous assessment that the way for the development of problem-solving capacity both in the content and approach of education. The government of Ethiopia is trying its best to establish systems and channel resources to promote continuous assessment in order to produce citizens that are well equipped with the skill and knowledge to solve problems and bring about a difference in their life and the country as well. Therefore, Education and Training Policy recognize for continuous assessment methods as the basis for effective teaching and learning process is going on.

Even though continuous assessment method is widely accepted, and given due attention by our Education and Training Policy and helps to prepare learners to solve problems, make them creative and use information from their environment and other sources to make a better life for themselves and the society and as a whole for the country, some research findings and experiences have shown as its proper implementation is doubtful and not go beyond lip services.

For example, Ellis(2007) Indicate that the implementation of continuous assessment in EFL writing is poor due to, lack of effective leadership, insufficient equipment, attitude, material, trained personal, orientation and problem of coordination

Thus, it seems imperative assessing the level of practice of continuous assessment in relation with its challenges in Sheraro secondary school in Sheraroworedawhich is found in North Western zone of Tigray.

1.2. Statement of the Problem

According to MOE (2004) Education and Training Policy highly encourages a paradigm shift from the teacher-centered to student-centered approach. Student-centered approach leads to effective teaching learning and promotes the development of students' critical thinking and to engage them in the teaching learning process actively and effectively. Therefore, teachers at all levels of education are expected to implement the assessment methods in writing skills so as to help learners to learn actively and to develop writing skills. In this sense, students are given the freedom to explore areas based on their personal interests, and accompanied in their striving for solutions by a supportive understanding facilitator, not only achieve high academic results but also experience and increase in personal values, such as flexibility, self-confidence, language skills and problem- solving capacity (Peter, et al, 2000).

To this end, secondary school teachers are expected to implement continuous assessment in writing skills to attain the desired goal. But research and experience have shown that there is an anomaly between theory and practice in Ethiopian context. This is to mean that what has been stated in the policy might not be implemented practically due to some reasons. For example, Desalegn (2004) and Mulu (2005) in their research finding revealed that teachers do not use continues assessment in writing skill in their class room despite the fact that there is an increased pressure up on teachers to provide evidences of educational activities. This may be due to various reasons such as, a large class size; lack of commitment, broad course content, and teachers' attitude towards continues assessment, lack of resources, etc.

In relation to this topic many studies have been conducted in different parts the country at different levels of schooling .For example, Wendemagegnehu (2006) and Lemma (2006) in their research findings indicated that the level of utilization continuous assessment in writing skills was found very poor in some selected Ethiopian secondary schools of their studied areas. Moreover, Derebssa (2006) has found out that traditional lecture methods dominated in most of the observed class-room in secondary schools of Ethiopia.

The main reason to the ineffectiveness of the practice of assessing in writing skills in the actual classroom is provided by some researchers. For instance, Lue (2000) had found out in his research finding that improper classroom organization and management, lack of trained teachers and problem with teachers and students attitude are some constraints which can impede the proper implementation of assessment in writing skills. Some of the factors are connected in the midst of the pressure of syllabus, improper class-room organization and management, lack of trained teachers, school directors and problem with the students, attitude of teachers, etc.

The study is distinct from all listed above in that it would focus on the evaluation of the implementation of CA in grade 9 EFL writing skill. Secondly, the study area is in Sheraro secondary school in Sheraro city administration North western Zone of Tigray Regional state where such type of study, as far as the researcher knows has never been done before. Thus, the study would attempt to fill in the gap that has never been considered by other researchers in the school. The CA in writing skill has been a topic of deploring of students for their poor result and teachers for their students' poor result. Accordingly, the purpose of the study would assess how CA in writing skill is practiced, the attitude of teachers and students, as well as the major problems encountered while CA in EFL writing strategy is implementing in Sheraro secondary school which is found Sherarowereda North Western Zone of Tigray Regional State.

1.3. Objective of the study

1.3.1. General objective

The general objective of this study was to assess the implementation of CA in EFL writing skill in Sheraro secondary school of North Western zone of Tigray regional state.

1.3.2. Specific Objective

The specific objectives of the study were to:

1. Explore the attitude of teachers and students towards CA in EFL writing skill at Sheraro secondary school.
2. Examine the extent to which CA in EFL writing skill is practiced in at Sheraro secondary school.
3. Identify the challenges associated with CA in EFL writing skill at Sheraro secondary school.

4. Determine the possible strategies that enable to mitigate factors affecting in implementation of CA in EFL writing at Sheraro Secondary school.

1.4. Research Questions

To attain the objectives stated above, the study was tried to answer the following basic research questions:

1. What are the attitudes of Sheraro secondary school teachers and students towards CA in EFL writing skills at Sheraro secondary school?
2. To what extent teachers implemented CA in EFL writing skills at Sheraro secondary school?
3. What are the factors that hindered for the implementation of CA in EFL writing skill at Sheraro secondary school?
4. What are the possible strategies that enable to mitigate factors impeding CA in EFL writing implementation at Sheraro Secondary School?

1.5. Significance of the Study

This research has different purpose especially in identifying the problems that causes for low result at writing English subject and this research is expected to show the following educational advantages, first of all students are the direct benefited from research outcome. Teachers and parents are also benefit from the effective result of their children indirectly. Therefore, students get genuine benefit, they see their qualification such as he/she is able to write effective word, phrase, sentence, and paragraph and explain events using simple tenses.

The study may stimulate interest or serve as a stepping stone for those who have an intention for further study in the field.

1.6. Scope of the Study

Geographically, the study was delimited to one Woreda, i.e. Sheraroworeda city administration in one secondary school. It is located in North West of Tigray that is 155Km far from Aksum city, in other words, primary and preparatory schools were not included in the study. Besides, as the conducting research across all schools in the city administration was difficult, the researcher delimited the study into one woreda city administration and one secondary school. Moreover, the study was delimited conceptually to assess the implementation of CA in writing skills in grade nine class rooms. In other

words, although the challenges that faced implement CA in the study area were immense, the present study was only considered English teacher faced in applying CA in their subject matter in grade nine and its strategies to mitigate for these factors in the study area.

1.7. Limitations of the Study

It is obvious that research work was not free from any limitations. The researcher faced with the following problems while conducting this research. The first one was, lack of recent print literatures (references) related with the issue under the study. The second problem was the commitment of the respondents might be low (unwilling of respondents to give concrete and reliable data). The third problem was lack of time for respondents and had burdened by routine office and other activities and they were not devoted to fill the questionnaires and interviews on time. After the final approval of the thesis, the researcher had faced communication gap and transportation blockage due to the war in Tigray to present the thesis defense on the intended time

The researcher faced challenge with covid-19 prevention equipment during the administration of the questionnaire. However; efforts were made to minimize the problems as much as possible.

1.8. Operational Definition of Concept

Assessment: refers to all activities teacher use to be students learn and to gauge students' progress.

Attitude: favorable or unfavorable feelings or concerns of teachers' towards CA.

Continuous Assessment: is a student evaluation system that operates at the classroom level as integrated with the instructional process.

Implementation: activities which are like instructional strategies, instructional activities, instructional methods, etc., put into practice in a class-room by the teachers.

Practices: level of teachers' participation in continuous assessment in relation to writing skills.

1.9. Organization of the Study

The study comprises five Chapters. The first chapter deals with the problem and its approach, consisting of back ground of the study, statement of the problem, objectives of the study, research question, significance of the study, delimitation, limitations and operational definition . The second focuses on the review of related literature, which lays the conceptual frame work on the instructional

technique in general and assessment methods in particular including the attitude and practice onCAinEFL writing, and challenges of in it. The third Chapter deals with research methodology and procedures of the study. The fourth Chapter presents analyses and discussion of the results. In Chapter five, a brief summary of the finding and conclusions was forwarded and finally possible recommendations were provided.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This Chapter focuses on review of related literature which lays the conceptual framework on the instructional approach in general and active learning methods in particular. Moreover, it reveals perceptions and reactions on active learning, the way of evaluation on active learning activities and some factors that may influence the effective implementation of active learning method.

2.1. Definitions and Concepts of Assessment in EFL writing skill

The term assessment is broadly defined as a process of collecting information about individuals and groups for the purpose of making decisions. Black (2004) identified the following concept of assessment: -

- Identify, diagnose, and provide essential services to selected child and family population.
- Determine individual developmental needs, strengths and aspirations.
- Determine individual growth, development and learning progress and academic achievements and challenges.
- Communicate with and assist learners in reflecting on their own progress and setting learning and achievement goals.
- Communicate individual student progress and needs with parents or guardians.
- Analyze curriculum content and teaching strategies and make needed adjustments to assure student success.

Similarly, Black (2004) defines assessment as the process of gathering information to make informed decisions. Before he or she engages in assessment, he or she must know why the assessment is being made (the purpose), what information is needed to make the decision (the basis), when the information is needed (the timing), and how the information is best collected (the method). Furthermore, Black (2004) identified seven standards of assessment in the National Council Measurement in Education and National Educational Association in joint committee of the American Federation of teachers. The standards are summarized as follows: -

- Teachers should be skilled in choosing assessment methods appropriate for instructional decisions.
- Teachers should be skilled in developing assessment methods appropriate for instructional decisions.

- Teachers should be skilled in administering scoring and interpreting the results of both externally produced and teachers produced assessment methods.
- Teachers should be skilled in using assessment results when making decisions about individual students, planning, teaching, developing curriculum, and school improvements.
- Teachers should be skilled in communicating assessment results to students, parents, other audiences, and other educators.

2.1.1. Continuous Assessment (CA) in EFLwriting

Continuous assessment is the judgment of students' work on a regular basis rather than exclusively by final examinations. Essays, practical work, projects, and assignments done during the course might form all or part of the final assessment in writing which can be based on marks, grades or Profiles. It is clear that a one-time evaluation does not show good picture of student's performance Lambert. (1998). This idea indicates that the effectiveness of assessing students only once using examination is limited because it cannot measure all that a student learns.

To overcome the shortcomings of a one-time evaluation, students should be assessed regularly and CA in EFL writing plays a paramount role. This idea indicates that the overall performance of students can be measured through continuous assessment. Similarly, ICDR (2002) stated that CA in EFL writing should be systematic, comprehensive, cumulative, and guidance-oriented in order to update judgments about the performance of pupils. According to Brown (2004) continuous assessment is defined as the process by which work done during a course is assessed as part of the learner's summative assessment. Hence, continuous assessment is the basic tool used to assess students' overall performance during a given period of schooling. CA is an on-going process by which you gather and interpret specific pieces of information about students' learning and achievement levels (MoE, 2004). The following idea also supports this point. Although the term 'continuous' implies a process going on without a break, in practice, this is not possible. The main emphasis here is that student evaluation takes place as often as possible and without the need to wait until the end of the term or year. To cater for all aspects of learning, several types of evaluation tools are used. Black (2004)

In order for teaching-learning to improve, a teacher must seriously consider when and how to use specific assessment techniques for improving teaching-learning and for assessing students effectively (AED, 2005). Continuous assessment is both formative and summative evaluation procedure concerned

with finding out in systematic manner the overall gains that a student has made in terms of knowledge, skills and attitudes after a given set of experiences. There are two types of assessment. These are formative assessment (FA) and summative assessment (SA).

2.2. Education and Assessment

Education is a process by which people acquire knowledge, skills and attitude. It is a means to bring behavioral change in the society. Education is not something different from life and society, and it is in fact the process of learning to live as a useful and acceptable member of the community (Farrant, 2010). Following the world conference on Education-for-All in Jomtien and in Thailand, education ministries, international agencies, and non-governmental organizations (NGOs) have agreed on action plans to improve the capacity and performance of schools. This idea strongly indicates that education is important for the development of community by creating responsible citizens.

Education empowers us to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitude of individuals and the society at large (TGE,2004). This can be achieved through effective teaching-learning process which is supposed to play a paramount role in realizing this fact. But people in different occasion criticized the quality of education at all levels in our nation. There are so many factors that may affect the quality of education such as number of students per class, qualification of teachers, availability of teaching materials, methodology, school environment, parent-school relations and the assessment system used to evaluate the performance of students onuka(2004) the teaching methodology employed by teachers, quality of teacher training institute, the quality of curricular materials, the evaluation methods or processes, lack of continuous professional development (on the job training), and attitudes of both teachers and students are some of the factors that affect the performance of students and hence the desired socially useful changes in behavior.

2.3. The Need for Continuous Assessment in EFL writing

CA is important because it provides regular information about teaching, learning and the achievement of learning objectives and competencies. CA in EFL writing allows teachers to assess certain activities of students in writing that are difficult to assess in an ordinary examination, Brown (2004).

Even though educators underline the importance of final examinations or evaluations to measure the outcomes of learners, they do not consider it as the only way of measuring students 'performances. Because such kinds of systems cause tensions among the learners and may not help students achieve

the desired educational objectives. As Black (2004) pointed out that alone-time terminal or summative test does not provide the best picture of a student's performance. Often such a test deals with certain cognitive skills while relegating into the background the affective and the Psycho-motor aspects of human behavior. The second problem with such tests is that students are encouraged to memorize Collection of facts to be used during examinations and third weakness is that the reports sent to parents are often incomprehensible. The usual practice of merely adding raw scores together, finding the average and ranking the student on the basis of such averages is very misleading indeed.

The above information indicates that it is very difficult to assess the overall performance of students by a onetime terminal or summative examination. If students are evaluated by terminal test or examination, it encourages them to go into rote memorization rather than actual learning and internalizing concepts and principles. On the other hand, the results obtained from the examinations are incomprehensible, because it does not evaluate the knowledge, attitude and skills of students and it does not consider the socio-economic conditions of learners. Any method a teacher uses in assessing a learners' understanding cannot possibly create the whole picture; assessment has linkage to a photograph of a football match that gives both a snap shot of an instant in time, which can hardly be hoped to capture the extra knowledge a learner possesses, and the many aspects of the rest of the football game has .Brown (2004).

2.3.1. Formative Assessment

FA is any assessment made during the school year that is meant to improve learning and to help shape up and direct the teaching-learning process and the main importance of formative continuous in EFL writing assessment is to identify the need and errors of learners, and to give them feedback on how to improve their performance. Iron (2008).emphasized that assessments in writing need not be formal but should provide opportunities for pupils' feedback and lesson adjustment. This indicates that FAs are those assessments that provide information to monitor and guide the teaching-learning process while learning is still in progress.

2.3.2. Summative Assessment

An assessment made at the ends of a unit of instruction or a semester and gathers information on the cumulative progress and achievement of the learners also identified the following reasons for assessment of pupils' performance in writing aspart of the evaluative process. These are gather information about a wide range of pupil characteristics as feedback for making decisions, accumulate

records of progress, and provide information from which teachers can obtain insights into their own effectiveness. According to AED (2005) some of the general skills needed by teachers to effectively use SA are: evaluating how well students meet standards by using tests set by a teacher, determining grades that reflect students' achievements of standards (objectives), it indicates the actual achievement of the students but not some other factors like attendance or social behavior and planning how to use assessment to evaluate achievement of standards.

Both FA and SA should align with the curriculum; a teacher uses FA before and during instruction to guide teaching and to improve student learning while it is in progress. On the other hand, a teacher uses SA, at the ends of instructions to evaluate students' achievement of the curriculum goals and objectives. A teacher uses mostly formal assessment methods because it is important to be as accurate as possible when recording students' achievement in official records. Both FA and SA are necessary for good teaching (AED, 2006).

In practice, however, teachers understood the concept of continuous assessment as a tool used to improve only the accuracy of students' evaluation but not as a means to improve teaching and learning. Continuous assessment in academic and practical subjects, including aptitude test, will be conducted to ascertain the formation of all-round profile of students at all levels (TGE: 2004). In the new educational training policy continuous assessment is the main educational method to assess student's overall performance at all levels.

2.4. The Importance of Continuous Assessment in EFL writing

The importance of continuous assessment approach in education is perhaps highly significant As ICDR (2004) explains that continuous assessment is an assessment approach which involves the use of a variety of assessment instruments, assessing various components of learning, not only the thinking processes but including behaviors, personality traits and neuron-muscular skills. According, Bonwell and Eison (1991) active learning leads to independence through developing meet cognition and motivation; this in turn increases success, thus sounds and rules he has covered, giving him confidence that the materials are within his capability. ICDR (1999) insists the important aspect of continuous assessment that the learning that goes on in the class-room is 'active' in relation the following basic points:

- We must prepare students to solve problems and to use information from their environment and other sources to make a better life for themselves, their families and their communities.

- Determine students' strengths and weaknesses.
- We must encourage students to learn facts, but also to investigate, to understand the world around them, to analyze, draw conclusion and communicate – in other words, to think.
- We must encourage students to use higher order thinking skills (analyzing, comparing, drawing conclusions) and move away from the exclusive use of lower order thinking skills (memorizing).
- We must encourage students to communicate effectively about what they are doing and what they are learning.
- Determine the extent to which the school is working towards achieving its set objectives
- Provides information from which teachers can find insights in to their own effectiveness in teaching
- Give incentives in the learning process.

Furthermore, Ellis (2007); McCombs (1997) explain the need and purpose of continuous assessment as a means of enhancing motivation to learn, promoting independent and critical learning skills, improves attitudes to teachers, school and school subjects. Moreover, it enhancing self-confidence and self-esteem, leads to higher achievement and better retention, strengthen growth in moral and cognitive reasoning, develops a habit of working collectively and respective each other, make creative and problem solve citizens, etc.

In this effect, the use of continuous assessment approach is many and diversified, but the basic contribution is that if students are actively involved in the learning, they will better able to understand new concepts and will learn more which is applicable, long lasting and meaningful in their lives.

2.4.1. The Use of Continuous Assessment for Learners in EFL writing

Hedge (2000) in his research finding concluded the uses of continuous assessment for ability development of students;

- Reflect on and use of a variety of learning strategies and enhance lifelong learning;
- Solve problems and make responsible decision using critical and creative thinking;
- Work with others as a member of team /group/organization/community;
- Deal with information critically; communicate effectively using visual mathematical and language skills;

- Use science and technology critically, showing responsibility towards the environment and the health of others;
- Participate as a responsible citizen locally, nationally and globally;
- Show culture and aesthetic sensitivity;
- Make wise and safe choices for healthy living;
- Explore education and career opportunities;
- Appreciate the links between mental conceptions of knowledge and manual tasks
- informed by such knowledge and

2.4.2. Uses of Continuous Assessment for Teachers in EFL writing in the Classroom

In summary, Stiggins(2005) concluded the use of continuous assessment for teachers in the classroom by the following nine points. The reasons for using continuous assessment in the classroom are; -

- ☞ To find out what students know and can do;
- ☞ To gain confidence in what we say our students know and can do;
- ☞ To provide all children with opportunities to show what they know;
- ☞ To promote learning for understanding;
- ☞ To improve teaching;
- ☞ To help to determine what kind of remediation and enrichment activities to provide, and to identify which student need assistance;
- ☞ To let the students know how well they are progressing in their own learning;
- ☞ To let parents know how their children are progressing and
- ☞ To lead to overall evaluation.

2.5. Role of Teacher and Student in Continuous Assessment in EFL writing Approach

‘‘In his teaching, the wise man guides his students but does not make them along: he urges them to go forward and does not suppress them: he opens the way but does not take them to the place. If his students are encouraged to think for themselves, we may call the man a good teacher’’ (Ramsden, 1992) broadly speaking, many educators have strictly underlined that teacher play a crucial role in the implementation of continuous assessment. As Kyriacou, (1998) the teacher’s task in this approach is to use class room methods that encourage the learner to be as active as possible by analyzing and interpreting knowledge through the use of higher-order

thinking skills, active learning, problem solving and communication based methods in their assessment.

There are many optional to the teacher in the continuous assessment class-room in which the teacher takes on the role of the manager or facilitator of learning. The teacher can act as a monitor to ensure that students are proceeding in the correct way and in the right direction helping students to prioritize and organize their learning or perhaps participate as a group member if the students are losing track of their objectives. The teacher can suggest sources of consultation encourage and support the learning process, guide and direct as required and highly important provide critical feedback, both positive and negative (Kyriacou, 1998).

In the long run, the implementation of effective continuous assessment is one of the basic criteria to be an effective teacher. If teachers are on the position to help students to learn, they must be to select and use teaching strategies that produce learning. In any setting of school system, teachers play a paramount role in student learning. No matter how good the curriculum may be organized, and whether or not continuous assessment is available, ultimately the quality of education rests mainly on the methodology of instruction employed by the teachers. McCombs (1997) stated, "Curriculum and content are important but not exclusive factors in students' desired motivation, learning, and achievement. What is as important curriculum, content, and fundamental to the learning of curriculum and content, is attention to meeting individual learner needs" mainly by the class room teacher who is in charge of implementation the curriculum and influencing student learning by assessing his or her students. Continuous assessment cannot occur without student participation. There are various ways to structure discussion and obtain responses from students at any time during a class. Some are especially suitable when time is limited or participation needs to be persuaded.

Studies carried out to investigate the role of students' continuous assessment involvement in learning demonstrated that the learners' active involvement has a bearing on the level of motivation they possess, their perseverance, self-efficacy, and commitment to the task at hand which further enhances the degree of learning (Lambert & McCombs, 1998 in Yalow, 2004).

In general, in continuous assessment approach, the learner has the responsibility for his or her learning, the content has relevance and meaning for the learner, the involvement and participation of the learner in learning is mandatory and the teacher acts as facilitator than as a controller. In other word, in

continuous assessment, the teacher does not regard himself as a guardian of knowledge. His role is rather to facilitate the process of learning. In continuous assessment, the students are not passive recipients of knowledge rather they are active learners.

2.6. Research Findings in Continuous Assessment in EFL writing

Different researchers found that continuous assessment is better than the summative assessment if the method practiced properly. Regarding this, Guthrie et al (2004) cited in *O'Neill* and McMahon (2005) compared two assessment methods for ninth-grade reading: a summative approach, a strategies instruction only approach, and an approach with continuous assessment techniques including student choices, collaboration, and hands-on activities. The continuous assessment approach, called Concept-Oriented Reading Instruction, resulted in better student reading comprehension, cognitive strategies, and motivation.

Moreover, Kim (2004) cited in Kember (2009) found that using continuous assessment for ninth graders resulted in better student achievement than summative assessment. This study also found that students preferred continuous assessment over summative assessment ones.

Generally speaking, on behave of different findings continuous assessment has repeatedly been shown to be superior to the summative assessment, a conclusion that applies whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills.

2.7. Challenges and Opportunities for Implementing Continuous Assessment in EFL writing

2.7.1. Opportunities to Enhance Continuous Assessment in EFL writing

It is evident from the conceptions that continuous assessment has many opportunities to implement in effective manner. Regarding this issue, Behar(1994) suggest that the preparation of flow chart and syllabus, the development of text book, teachers training and instructional strategies are important aspect as an opportunities to enhance continuous assessment. Good lad, (1984) said that able teachers, under favorable circumstance, do make an important differences in students' learning. Teachers constitute the one single element of schooling most influencing students' learning and can be said that teachers are key factors in the schooling process.

In Ethiopia Education and Training Policy it has mentioned that the primary reason for the poor quality of education in the past was the training as well as the overall attitude towards teachers (MOE, 2002). In order to correct this deplorable situation profiles that teachers at any level must fit has been determined; teacher training intuitions have been strengthened and enriched; and teacher advancement or promotion scales have been set and are under implementation.

An education system will not succeed in attaining its objectives only for changes in the curriculum or in (the methods of) teaching training. The origination and management (direction) of the educational system must be based on democratic principles. Thus, the ETP implementation outlines a strategy for the establishment of boards and committees composed of parents, teachers, community and administrative representatives to direct and participate in the training and employment of teachers, budget allocation and implementation, etc. These all aspects have served as an opportunity to facilitate the continuous assessment.

Beside this, understanding of the policy in general helps as an opportunity to implement continuous assessment in effective way. Solomon (2008) states that as there are three subcomponents to deal with under the umbrella of the policy message: the substance of a policy, the means specified for putting a policy in to effect, and the way in which the substance and the means are communicated. Therefore, the understanding of both the goals and the means of innovation by users crucial for implementation, because the greater the understanding of the goals and what is to be gained from their adoption, the greater the success of implementation.

Ornstein and Hankins (1998) also rated the successful implementation of curriculum results from careful planning, which in turn focuses on three factors: people, program, and organization. In other word, if an innovation or reform is to be fully implemented, at least the conditions of these three factors should be changed. Put differently, if implementation is to occur, change would likely occur in curriculum materials, teaching practice, organizational structure, and belief or understanding about the curriculum and learning practice. In Short, Policy, curriculum, syllables, students' text, teaching and academic programs, students, teacher training, facilities equipment, etc., these all are aspects have served as an opportunity to identify for the performance indicators of continuous assessment.

2.7.2. Challenges for Implementing Continuous Assessment in EFL writing

Opportunities for enhancing continuous assessment in secondary schools are not without challenges. As it is common that like any educational issue in the teaching-learning process, continuous assessment too may come across constraints during its implementation in the real class-room condition. Most scholars like AED/BESO (2003); Bonwell and Eison, (1991); Ellis (2007) point out these challenges associates with:

- Inability of curriculum to promote continuous assessment,
- Lack of adequate resources
- Inadequacy of teachers' training
- Lack of teachers' commitment
- Unfavorable class room (fixed furniture space, etc.)
- Absence of community and parents participation
- Learners' cultural and social back ground
- Teachers' work load
- Lack of incentives for teacher
- Learners' assessment method/ mechanism.

Similarly, O'Neill and McMahon (2005) mentioned six commonly obstacles to using continuous assessment include:

- You cannot cover as much course content in the time available;
- Devising continuous assessment takes too much pre-class preparation;
- Large class sizes prevents implementation of continuous assessment;
- There is a lack of materials or equipment needed to support continuous assessment;
- Some students are not willing (p. 3). In addition to this many research finding revealed that teachers do not use continues assessment in their class room. For example, Desalegn,(2004) and Mulu (2005) revealed that teachers do not use continues assessment in writing skill in their class room despite the fact that there is an increased pressure up on teachers to provide evidences of educational activities. This may be due to various reasons such as, a large class size; lack of commitment, broad course content, and teacher's attitude towards continues assessment, lack of resources, etc.

In line to this, Ellis (2007) discussing the numerous and serious problems encountering implementation list the following as outstanding one: strong leadership, insufficiencies in equipment, attitude, materials, trained personnel and facilities, resistance, previous training orientation, problems of coordination, delays, confusion and too rapid implementation. It is hoped that this particular research will find out which of the factors are more influential in the Ethiopian context and specifically in North Western zone of Tigray.

2.7.3. Attitudes on Continuous Assessment in EFL writing

For successful implementation of any new perspective, including continuous assessment model, positive attitude in the issues and skills in the area are very important. For the most part, the underlying ideas, concepts, merits and demerits of the continuous assessment should clearly understood by teachers, students, directors, parents, decision-makers and the community at large. In this review, the researcher only, stresses on the teachers and students.

Teachers' Attitude: Teachers' attitude is important aspects in the educational process. The attitudes affect the ways they present their lessons to their students, the type of instructional methodologies they employ, and students' learning outcome. Janssen and Grabowski (1993) in Yalow (2004) stated that "learning outcomes are affected by the form of instruction. So, different instructional activities will differentially affected learning out comes.

It is critical that teachers or instructors have a through underlining of the nature and characteristics of the appropriate assessment to be used in conjunction with curricular materials. Because, although to a certain extent some decisions may be determined for teachers by official syllabi, student's text book or teacher's guide, it is the teacher who is the ultimate implementer of the curricular materials (ICDR, 1999). But, unfortunately, knowingly or unknowingly, some teachers discourage continuous assessment with the ground that it brings an extra demand in the planning and preparation of lessons.

"Some teachers feel as it is bounded by over-crowded subject matter and thus pressurized by the limited time they have to teach. The belief persist that continuous assessment takes too much time and thus covering, the portion is difficult or impossible. Even, they come to the conclusion that continuous assessment may be nice in theory but unrealistic in practice." These all show that there have been no

enough and concrete perception about how to instant continuous assessment in class room, which may lead to negative reaction (Capel et al, 1995).

Students' Attitude: Not only teachers' attitude but also students' views to be taught by continuous assessment methods have an impact for proper implementation of continuous assessment. In this regard, Dary and Terry (1993) has stressed the importance of students' "past experience", which is a transformative rather than passive accumulation of knowledge. They notice that unless learners consider the implications of the ideas for them in their own lives and decide to act, know and believe in new way; they are likely to adopt a passive acquiescence to the teachers' knowledge structure. And ultimately, this passive students' learning has not made a difference because it has been transformative and at best resulted in some accretion of knowledge. Thus, it is possible to suggest that continuous assessment seeks the emancipation of learners from the old belief that has dominated methods of teaching over the last century.

In addition to this, in spite of all contributions of continuous assessment, the students may not have "appropriate perception and have developed negative attitudes" from various reasons. For example, students may look shy and uncooperative at the beginning of continuous assessment class-room activities. Because, students are accustomed to the traditional methods where they are expected to listen attentively that they and they try to memorize what have learned for the purpose of examination. This discloses that they do not try and have no access to use their prior experience. They do not challenge their old assumptions and creating new meaning or perspectives that are more inclusive, interactive and open to alternative views, which can emancipate them from strong belief on stimulus-response mechanisms (Dary& Terry, 1993). Briefly, continuous assessment requires particular personal attitudes from the facilitator as well as at least a certain degree of openness from the side of the curriculum as well as the student.

Teachers' Training: the way teachers trained can strongly affect the whole educational process, particularly the implementation of continuous assessment. Regarding to this, it is said that able teachers, under favorable circumstance, do make an important differences in students' learning (Goodlad, 1984). Teachers constitute the one single element of schooling most influencing students' learning and can be said that teachers are key factors in the schooling process.

For this purpose and reflect the essence of their profession, teachers should be properly trained. According to Tilahun (2002) states:

Untrained teachers in most case are found to be in active. This is practically observed in the earlier days, with primary schools teachers directly employed and not given in-service training or is not exposed to workshops and seminars. Such teachers even if they are provide with best kind of materials and excellent curriculum they may remain ineffective and unlikely are successful.

Thus, to implement the continuous assessment proper, pre-service teachers training become very important. During their stay on the training center, teachers have to have a relevant and balanced professional and academic education. “If teachers are properly trained and implement the skills they acquire in their professional career, they are likely to influence their student. In teacher training, the knowledge and skills teachers acquire enable them to help their students effectively.” Successful teachers are those who manifest skill such as motivating students rather than forcing, relating materials in class to learners experience and social needs, recognizing individual needs of pupils, co-operating with the whole staff in solving school problems (Tilahun, 2002).Derebssa (2006) in his research findings indicated that if we want teachers to be confident and innovative users of continuous assessment, we must provide teachers with the appropriate training, the time and the facilities they need. The government has made a good start in demanding teachers to be innovative, but must also continue with empowering teachers with the necessary skills they require for proper implementation of continuous assessment. What teachers need now are effective peer training communities on-line and face to face so that the professionals can learn together. Through in-service training, teachers should start to Pool their talents and expertise and agree to roll up their sleeves and get their hands dirty. Learning can be painful. The profession has to triumph over the pain barrier if teachers are to make a real contribution to this century’s achievements in universal quality education.

To this effect, in the Ethiopian Education and Training policy it was mentioned that the primary reason for the poor quality of education in the past was the training as well as the overall attitude towards teachers (MOE, 2002). In order to correct this deplorable situation profiles that teachers at every level must fit has been determined; teacher training instructions have been strengthened and enriched; and teacher advancement or promotion scales have been set and are under implementation.

Giving Supervision and Support to Teacher: Teachers need encourage, guidance and direction in their teaching. Sometimes they do not know whether their teaching is inconsistent with the Ministry of Education standards or not. Supervision is important because it reinforces the required Ministry of Education standards and it brings uniformity in curriculum implementation. It also helps to provide a feedback to teachers. It is therefore important that “supervision should be done regularly in schools” (Namathaka, 2000).

As result, “administrators actively support the delivery of continuous assessment by being instructional leaders, spending time in the class room managing the program, giving expert advice and evaluating” Systematic and ongoing professional development for teachers which addresses the skills in curriculum, teaching, technology and class room management necessary to implement the program (Dim mock, 2000).

Class-room Condition: Class-room is the process of organizing and conducting a class so that “it is efficient and effective and results in maximum student learning.” In other words, it is the combination of teacher strategies and class-room organization factors that leads to productive learning environment. Broadly speaking, well manage class-room situation ensure that an atmosphere is generate where the most effective learning takes place for all of the students Kyriacou, (1998)

Regarding this, Silber man (1996) states the physical environment in a class-room can make or break continuous assessment. No one set up is idea, but there are many options to choose from.. In some cases, furniture can easily rearranged to create different sets ups. Even traditional desks can be grouped together to form tables and other arrangements. You will also find suggestions on how to utilize even the most traditional class -room environments for active learning, using U shape, team style, conference table, circle, group on group, workstation, breakout groupings, chevron arrangement, traditional class-room, and auditorium.

2.8. Mitigating the Challenges while Practicing the Continuous Assessment in EFL writing

Many and useful suggestions have made to minimize these challenges and to enhance continuous assessment. In this line,(AED/BESOII, 2003) suggests good curriculum with continuous assessment, well trained teachers(pre-service, In-service), availability of basic resource and facilities, favorable school environment, community and parent participation, learners’ readiness, teachers’ commitment, school intuition (stake holders) linkage (partnership), school leader ship and supervisory services,

teachers' collegial support (formal and informal approaches), as means of minimizing to constraint in implementing continuous assessment.

In connection the above idea, Bonwell and Eison (1991) suggests the key points to success continuous assessment as follows:

- Start small and be brief
- Develop a plan for continuous assessment activity, try it out, collect feedback, then modify and try it again.
- Start from the first day of class
- Always try the question or task yourself first: whenever possible, also try it on a colleague
- Be explicit with students about why you are doing this and what you know about the learning process.
- Negotiate a single to stop talking
- Find a colleague or two to plan with (and perhaps teach with) while you are implementing continuous assessment activities.
- Continue learning workshops, reading, and practice.

2.9. Characteristics of Effective Continues Assessment in EFL writing

Effective implementation of continues assessment is identified as the major and common ones to guide excellence in improving quality education, for instance, Rudner and Schafe. (2002).states that effective application of continues assessment involves: class room assessment of students learning begins with educational values (cognitive, psychomotor and affective), It is best when it is ongoing not episode, ensure that the assessment is valid, reliable, fair and usable, in addition to the above points, Angelo &Patricia (1993). Point out basic techniques for assessing skills in application and performance of continues assessment. These are, homework, class work, assignments, project work, completion, fill in blank space, group work, quiz, oral presentation, debate, oral questioning, role play, flow chart, and portfolio.

2.10. Experience of Continuous Assessment in Ethiopia Education Context

The curriculum reform initiated in 1994 in Ethiopia after the adoption the New Education and Training Policy has led to extensive changes in education. One of the changes in the paradigm shift in the model of teaching and learning which involves the shift from summative to continuous assessment and the shift from a linear to an integrated curriculum (Lue, 1998, in ICDR, 1999).This change has brought a major paradigm shift in our thinking about education and the meaning of knowledge and learning.

Similarly, in the teacher education systems there have been continual changes in the curriculum and teacher's profile since the new educational reform in the country. Particularly, at present, the teacher education program is guided by the TESO document (MOE, 2003). This document states that in the teacher assessment, summative assessment has to be replaced with continuous assessment. Thus, the paradigm shift in teacher assessment is expecting to exercise teaching which makes changes in ideas and directly in people's lives that takes the real world into the class-room and brings teachers out in to the real world.

In addition, this document strongly criticize the previous teacher education system, as traditional where the subject content has been treated as a separate entity and the practice of teaching and assessment have been treated in a theoretical basis. Thus, its intention is to prepare teacher who can confidently promote continuous assessment and the development of problem-solving skill through a learner-centered approach, using curriculum where content and methods are integrated. In this assumption, teachers must be able to use a range of teaching strategies including active, student-centered learning; interactive teaching and independent study and thus, be able to select strategies according to students' needs, topic under focus and subject content.

In line with this, the New Education and Training policy of Ethiopia requires the development of the physical and mental potential and problem-solving capacity of individuals. It is expected to cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environmental and societal needs (TGE, 1994). Thus, teacher in educations in particular need to model class-room teaching skills and methods that reflect and go in line with the goals of the New Education and Training Policy. In real situation, however, there is an epistemological separation between theory and practice. Because, mostly, it seems teacher's performance in teaching skills is not adequate as the result of their inadequate training. Of course, teacher educators or trainers where less dogmatic about curriculum modification and continuous assessment in the classroom: although their standing in the classroom indicated otherwise. Because teacher's pedagogical positions are quite traditional; giving great emphasis to presentation of knowledge and pupils' abilities to think in abstract terms than concrete ways (Smyth, 1987). Though Education and Training policy advocated continuous assessment and tried its bests, in practice some research findings have shown that the continuous assessment method may predominate in most cases of Colleges, Universities and secondary schools. For instance, Wendmagehehu (2006); Lemma (2006) concluded that the level of utilization of

continuous assessment was found very poor due to different reasons. Moreover, Yohannes (2006) explained that in the teaching and learning process the way of assessing with the Ethiopian higher education is presently summative and curriculum based that focuses in the contents to be covered. Course objectives generally cover knowledge but often not skills and attitude. They do not specify employability qualities to be developed such as communication, report writing and working as part of a team. The instructors usually use summative assessment.

2.11. Teachers, Provision Feedback to Students on CA in EFL writing Class room.

Feedback is believed to be one of the most important techniques that can accelerate students' learning, for it provides motivation for the students if it is done properly and timely. Teachers provide their students constructive feedback on continues assessment in EFL writing class room to assess their strength and weakness. It is an assessment done formally and informally on a regular and continuous basis by integrating it with instruction. The learners, therefore, obtain scores from a set of continuous assessment activities and the average of these scores are likely to be more reliable than those obtained from mere formal tests administered at the end of certain course. Regarding different aspects of assessing writing skills, the study carried out by Parr and Timperley (2010) showed that feedback provision to formative writing assessment that includes written feedback on drafts of students' texts and conducting conferences with individual students were found to be a significant part of instruction. The written responses given to the texts produced by the students were in line with the framework of assessment for learning. Within this framework, quality of feedback was defined in terms of providing information about where students were positioned in relation to the performance desired, key features of the desired performance and what was needed to achieve the desired performance.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

In this chapter, it is attempted to give explanations about description of the study area, design of the study, sampling size and sampling techniques, data collection instruments, methods of data analysis, validity and reliability and ethical considerations.

3.1. Description of the Study Area

Geographically, Sheraroworeda is one of the eight woredas in North western zone in Tigray and its Administrative town, Sheraro, is 390 km away from Mekelle, the capital city of Tigray Regional State. The woreda is bordered in North by Gemhalo, on the West by Ademeyti, on the south by Mentebteb and in the East by Atsirega with an estimated area of 206,800m². Sheraroworeda has four Tabias namely: Sedir, Musie, Hayelom and Alganesh. Tigrigna, Kunamugna and Amharic are the languages which are spoken widely in this woreda (Bureau of Plan and Finance of sheraroworeda, 2020). The site of the study Sheraroworeda has five primaries, one secondary and one preparatory schools with a total of 255 teachers, 15 school principals and 40 department heads (Education office of sheraroworeda, 2020).

Based on the statistical report of the 2007 population and housing census results, Sheraroworeda has a total population of 26,893; of which 13,428 and 13,465 are males and females, respectively (CSA, 2007). This impels that male to female ratio is almost balanced. The woreda is characterized by densely populated an agglomeration of economic activities with an estimated population density of 8 people spread per m². This shows that the study area supports more population in each km². Subsistence type of agriculture is the main livelihood of the people in the study area. The major crops of the study area are sorghum, millet and maize which are the most stable and life sustaining cereals of the society of the woreda. In addition to this, different kinds of cash crops and eat fruits are produced along the main rivers through irrigation activities mainly within Mereb and Tekeze.

Locational Map of SheraroWoreda

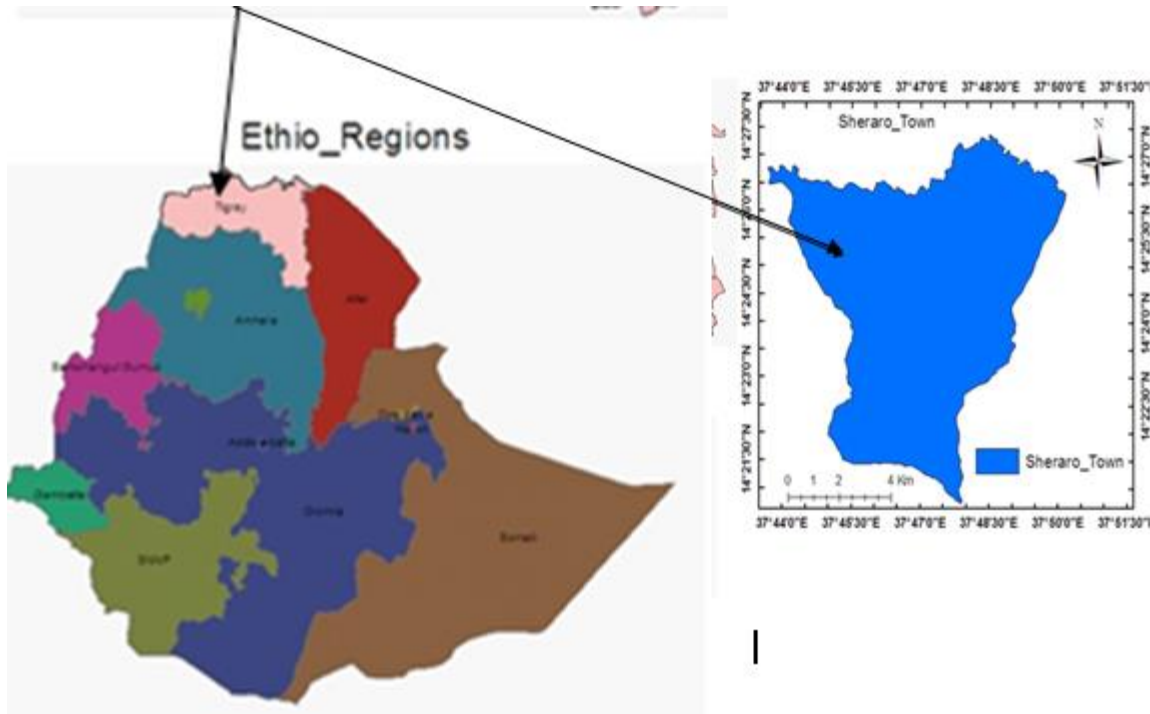


Figure 1: Locational Map of SheraroWoreda

3.2. Research Design and Methodology

Research design is the plan of action that links the philosophical assumptions to specific methods (Creswell 2007). Descriptive survey focuses on the prediction, narration of events, comparisons of events to draw conclusions based on information obtained from relatively large and representative samples of the target population (Kothari, 2005). Hence, a descriptive survey designs both quantitative and qualitative approach was used to address the research questions of the present study. Quantitative research approach is dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions on relationships with in measurable variables with an intention to explain, predict and control phenomena (Leedy, 1993). Whereas qualitative research approach is effective in obtaining specific information about the value, opinions, behaviors, feelings and social contexts of particular populations. The researcher will expect to use qualitative approach because it is important to gain an understanding of underlying reasons, opinions, feelings and motivations of respondents to provide insights to the problem or help to develop ideas or hypotheses.

3.3. Sample Size and Sampling Techniques

The study was employed both multistage sampling technique to select one woreda and one secondary school. First Sheraro secondary school was selected through convenience sampling technique. Consequently, Sheraro secondary school was included due to proximity to the work place of the researcher and accessibility relevant was the preconditions used to employ convenience sampling. Then after, respondents were selected through different sampling techniques.

Based on Van Dalen (2001) sampling solves the dilemma of getting representative subject of a given study. The sample size depends on the type of investigation. For example, for descriptive research (10—20) percent of the total population is enough to represent as a sample in a systematic sampling technique to avoid bias. *The total population of this school is 450 grade nine students. Yamane (1976) simplified formula was applied to determine the sample size required. The researcher selected 90 students from the school under study using systematic sampling with $n^{\text{th}}=5$ for this study. See the calculation below:*

Yamane (1967) simplified formula calculation was employed to determine sample size required: $n = N / (1 + N(e)^2)$ n =sample size required N =total number of students from the selected school. e =margin of error, therefore, $450 / [1 + 450(0.09)^2]$

= $450 / 5 = 90$ (sample size required.) Then, Cohen, (2000) was used to calculate the systematic sampling (the n^{th} number): $F = N/n$, represents F = frequency, N =total number of the population n = the required number of population. Therefore, $N=450$ and $n=90$

$F = 450 / 90$

$F = 5(n^{\text{th}})$. So every 5th element of the total population by ascending order list of names of student from the teachers' roster was selected as a sample which is 90 in number

Once the computed sample size is prepared in this way, the indicated number of sample students was selected through systematic sampling technique. Systematic sampling technique was employed simply because systematic random sampling allows each member of a given population to have equal chance of selection as part of the required sample(s).

Moreover, five English teachers, was selected through comprehensive sampling techniques where as two school principals and three-wereda education officers were selected through purposive sampling. This was mainly done because the number of English teachers, school principals and wereda education

officers were easily manageable and at the same time the researcher believed that those individuals have better understanding about the issue raised. Purposive sampling is a strategy to choose small groups or individuals likely to be knowledgeable and informative about the phenomenon of interest (McMillan and Schumacher, 2001). Generally the participants were summarized in the tables below.

Table 1: Summary of Respondents (see 3.3 sample size and sampling techniques)

Participants	Total population	Sample	Sampling techniques
Students	450	90	Systematic random sampling
Teachers	5	5	Purposive
Principals	4	2	Purposive
WEO	6	3	Purposive
Total	465	100	

3.4. Source of Data

As far as the source of the data is concerned, both primary and secondary sources of data were employed. The primary data was obtained through structured questionnaires and semi-structured interview and class room observation. The secondary data sources used to collect data for the present study were roster and minute and office reports about kept for the planning, implementation and evaluation of CA in EFL writing based reports.

3.5. Data Collection Tools

The data collection tool in this study was questionnaire including close and open-ended question items, semi-structured interviews, class room observation and document analysis. Each of these instruments was briefly described below.

3.5.1. Questionnaires

Questionnaire is a means of collecting different kinds of data in research. It is widely used in educational research to obtain information about certain condition and practices, and to inquire in to opinions and attitudes of individuals or groups (Kaul, 1996). Based on this fact to get pertinent information from students, closed and open ended questionnaire was prepared from different review related literature that was designed according to the necessity and purpose of the study. The researcher used questionnaire as the major tool, because this tool allows the collection of information on a variety of issues in a relatively short time. Questionnaire also allows comparisons of responses among

respondents. In addition, the questionnaire's reliability, especially their internal consistency was checked through the pilot test. Internal consistency is a measure of reliability of items of a questionnaire which are intended to measure the same construct, Cronbach J. (1957). The researcher would check if all the items in the students' questionnaire could serve the purposes they were meant to serve. Later, the questionnaire was prepared for the students in English and then translated in to the local language (Tigrigna). This helped to alleviate unnecessary complications in responding to the items. Experts from English and Tigrigna department at Sheraro secondary school were consulted, so as to check the grammatical clarity of the items. Subsequently, a pilot test was made to the Tigrigna version students' questionnaire for 10 students at Zibangedena secondary school from which was not the actual school under study using lottery sampling techniques and the internal consistency of the Tigrigna version questionnaire was tested by Cronbach alpha coefficient 0.86 which shows a good reliability of the Tigrigna version questionnaire. after the researcher have got permission from the wereda command post, wereda head office, WEO, the PR and the school principal, the researcher dispatched the questionnaire to 90 students on may 5/2020 by keeping the respondents physical distance and using masks to protect from covid_19. And all was filled and returned.

3.5.2. Interviews

Interview questions were prepared and conducted by the researcher for the interview sessions held with English teachers, school principals and WEO. As interview is important to explore in-depth data about the issue at hand (McMillan and Schumacher, 2001), the researcher believed that collecting data about the existing practices and implementation of CA in writing skills and challenges faced in their implementation was crucial.

Consequently, an interview guide that contains seven items was developed for EFL teachers' using comprehensive sampling techniques and six items was developed for school principal and WEO using purposive sampling techniques. The researcher conducted an interview with the indicated participants. The interview was carried out in English language after, the researcher obtained consent from the interviewee before making the interview.

3.5.3. Document Analysis

Even though the main instruments for data collection were questionnaires, the researcher used interview and document analysis as supplementary instruments to collect information from students to check

whether the teachers use continuous assessment or not in their classes. According best &khan (1989) documents are important sources of data for qualitative approach, likewise, the researcher conducted document analysis using available sampling techniques. In this respect, tests, weekly and annual various formats of CA in EFL writing, teachers' roster from the secondary schools grade 9English teachers' guides were examined.

3.5.4. Class-room Observation

In addition to questionnaire, interview and document analysis; class room observation was made from January 5 to January 30/2020

Class room observation is a significant data gathering tool used to assess the practice of continuous assessment in EFL writing skill in the context of teaching- learning process

According to baker (2006,p. 171).observation has been used as data gathering tools in the field of research which help to use all his /her sense in order to effectively collect data.

In line with this, in addition to the above data gathering tools, observation was used because the real instructional activities (interaction of teachers and students) are manifested in the class-room while teachers teach and learners learn. It is in the class-room that the experience of teachers and students, class-room conditions, the work of supervision and other necessary facilities meet and interact. Therefore, class-room observation is one of the supplementary data collection instruments and in this study it was used to assess the type of instructional assessment methods on the actual teaching- learning process. The researcher made a total of two times for each five teachers for about 7 hours class room observation. Based on this, a non-participant observation in one grade level and five sections selected randomly and namely 9A, 9B, 9C 9D and9E with brief checklist was used to get the necessary information.

The observation result was ticked on the adapted check list and thematically summarized before data analysis, this helped the researcher to closely look at and narrate the teachers 'implementing of continues assessment in EFL writing classes.

After consent has received from the school administration, the General English language department head and from that particular grade English teachers, a nonparticipant class room observation was conducted in the actual writing lesson for two day before the questionnaire was given to the students and the interview to the teachers so that the likely data biasness might be decreased although not

eliminated in general. For example, if teachers filled the interview before classroom observation they probably know the objective of the research, and therefore they might show unusual behaviors through observation. That means, teachers may do what they do not really do under normal condition if they recognize the emphasis of the research William (2001).The observation was conducted by the researcher. According to Coretta (2003), this helps to meet two important requirements. First, observation is best if it is done by the investigator; not to be assigned to someone to do it. Second, it should be for a reasonably extended phase of time. In order to get plenty of information from the participants of the study it would be great to arrange a much more time for the observation William (2001). Hence, class room observation was made from January 5 to January 30/2020 and the researcher believed that observing the class room activities two times in line with the questionnaire, interview and document analysis is enough to support the data obtained from questionnaire.

3.6. Data Collection Procedures

The researcher adopted three steps in collecting the data for the study. First, relevant literatures were reviewed to get adequate information on the topic. Second, objectives and research questions were formulated to show the direction of the study. Third, data gathering tools were developed and piloted. Finally, the data was collected via questionnaire classroom observation interview and document analysis. The administration of the data gathering tools to the respondents was undertaken by the researcher.

3.7. Method of Data Analysis

The data which were collected through questionnaire was tallied, systematically organized in items and tabulated for analysis purpose. Based on the tables and additional information that are obtained from the interview, classroom observation and document analysis, and analysis and interpretation of the data were made. The data were analyzed quantitatively and qualitatively. Levesque, R. (2007) said SPSS is a soft ware used to analyze descriptive data scientifically. hence, in the quantitative case, the data was entered in to a data set using SPSS version 20 and analyze via a series of descriptive statistical tools like sum, frequency, percentage mean scores and grand mean and a series of tables showing the items alternative response was used in order to convey ideas to the reader in away easily understandable. On the other hand, data collected through interview document analysis and observation were analyzed by narrating the response of the information, under each category in the concurrently with the quantitative data analysis.

3.8. Ethical Considerations

The researcher was tried to do everything to make this work professional and ethical. To this end, the researcher has tried to clearly inform to the respondents about the intention of the study i.e., purely for academic purpose. While introducing the purpose of the research in the introduction part of the questionnaire, the researcher confirmed that subjects, confidentiality were protected. Moreover, the study was based on their permission. The researcher also did not personalize any of the response of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials used for this research was appropriately acknowledged.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of data gathered through questionnaire, interview, document analysis and class room observation. The chapter is designed to have two major sections. The first part is concerned with demographic characteristics of respondents while the second section presents data in relation to the basic questions indicated in the statement of the problem section.

4.1. Demographic Characteristics of Respondents

As described in the previous chapter from the total 450 students, 90 of them were selected from the secondary school of the city administration. Besides, 5 English teachers, 2 school principals and 3 WEO were selected. Therefore, a total of 100 respondents have participated in the study. From these 90 students were participated in the questionnaire survey. All distributed questionnaires were returned. Therefore, the demographic characteristics of the questionnaire respondents in terms of sex, age, average number of students per class, total periods per week and work experience are presented on the table below.

Table 2 : Respondents by Sex, Age, educational qualification and total service

N ₀	Items		Respondents							
			Students (N=90)		Teachers (N = 5)		School principals=2		WEO=3	
			F	%	F	%	F	%	F	%
1	Sex	Male	60	66.7	4	80	2	100	2	66.67
		Female	30	33.3	1	20	-		1	33.33
		Total	90	100	5	100	2	100	3	100
2	Age	15-20	80	88.9	---	---				
		21-25	10	11.1	---	----				
		26-30	--	--	1	20	1	50		
		31-35			1	20	1	50		
		36-40			2	40			2	66.67
		41 and above			1	20			1	33.33
		Total	90	100	5	100	2	100	3	100
3	Educational qualification of teacher respondents	MSc	-	-	1	20	2	100	3	100
		BSc	-	-	4	80				
		Diploma			-	-				
		Total	-	-	5	100	2	100	3	100
4	Total services of teacher respondents	Below 5 years	-	-	-	-				
		6-10 years	-	-	2	40	1	50		
		11-15 years	-	-	2	40	1	50	1	33.33
		Above 16 years	-	-	1	20			2	66.67
		Total			5	100	2	100	3	100

Source: Own survey2020

As can be seen from table 2 item 1, out of 90 student respondents 60 (66.7%) were males and 30 (33.3%) were females. The table also revealed that 4 (80%) of the teacher respondents were males and the remaining 1 (20%) of them were females in addition, the table also shows all 2 (100%) of the school principal respondent were male and 2 (66.7%) of the WEO respondent were male whereas the remaining 1 (33.33%) of them were female. Although the target of the study was not to compare male and female respondents, the difference in the sex compositions of the participants shed light over the differences in the numbers of male and female participants.

Table 2, item 2, also shows the age distribution of the respondents. Accordingly, 80 (88.9%) and 10 (11.1%) of students respectively were in the age ranges of 15-20 and 21-25 years respectively. Similarly, 1 (20%) of teachers and 1 (20%) of teacher respondents were in the age range of 26-30 and 31-35 years and 2 (40%) of teacher and 1 (20%) of teacher respondents were between the age range of 36-40 and above 41 years respectively and 1 (50%) and 1 (50%) of the school principal were in the range of 26-30 and 31-35 respectively whereas 2 (66.67%) and 1 (33.33%) of the WEO were in the range of 26-30 and 1 (33.33%) respectively.

With regard to respondents education qualification of the respondents, 1 (20%) of teacher respondents was second degree holder and the rest 4 (80 %) of them were first degree holders. This tends to reveal that the majority of the respondents were bachelor's degree holders. The numbers of teacher respondents with master's degree as compared to the number of staffs with bachelor degree was insubstantial and with regard to the school principle and the WEO all 2 (100%) and 3 (100%) of them were masters degree respectively .

Concerning total service of years, as indicated in table 2 item 4 above, 2 (40%) and 2 (40%) of teacher respondents respectively had a service of 6-10 and 11-15 years. The remaining 1 (20%) of teacher respondents, had a service of above 16 years and 1 (50%) and 1 (50%) of the school principal had a service of 6-10 years and 11-15 years respectively. On the other hand, 2 (66.67%) of the WEO had a service of 11-15 years and 1 (33.33%) of them had a service above 16 years.

4.2. Methods of Presenting and Analysis of the Data

The New Education and Training Policy of Ethiopia demanded a new paradigm of the way of assessing in teaching and learning. Based on this an attempt was made to shift from summative assessment to CA. So the core interest of this study was to assess the level of CA in EFL writing at class-room level.

To meet this, students' questionnaire which includes 41 items were given for the 90 respondents and later analyzed quantitatively. Items scores for each category were organized under the five point likert rating scale. Likert is a psychological measurement device that is used to measure attitude, values, and opinions (Likert, 1932). The scales the researcher used are three forms. The first form includes always (5), usually (4), sometimes, (3), rarely (2), and never (1). Therefore, scales 3-5 or sometimes, usually and always show high degree implementing of the CA in EFL writing class and scales 1-2 or rarely and never indicates (negative) in implementing theca in EFL writing class. The mean value above three shows high degree of implementing the CA in writing class and mean value below three indicates low or (negative) implementation of CA in EFL writing class. The second form of likert scale form is very high (5), High (4), Medium (3), Low (2) and very low (1). Very high, high and medium implies positive result whereas low and very low indicates negative result and the third form was rank order questions used to analyze the respondents data based on from the most to the least rank form to the issue raised.

To analyze the students' questionnaire, the researcher used the SPSS software and analyzed the data using descriptive statistics with frequency, percentage and mean, in addition to this, the researcher crosschecked the students' questionnaire with the interview, document analysis and observation data result in order to support the quantitative data. So, Questions was asked and response of the students regarding the level of practice of CA in EFL writing is summarized in the following Table.

4.3. Respondents Perception toward CA in EFL Writing Skills

As indicated in Table 3 below, 10 items were asked to the group of respondents so as to assess their attitude and perception with the features of CA in EFL writing. Accordingly, the result is presented in the table below.

Table 3: Respondents Perception toward CA in EFL Writing Skill

No	Items	Rating scale											
		Mean scores											
	Perception of respondents on CA in EFL writing	Respondent	N		RA		ST		US		AL		Mean
			1		2		3		4		5		
			F	%	F	%	F	%	F	%	F	%	
1	Assessment given to students by their teachers in EFL writing skill	Students	3	3.3	49	54.4	6	6.7	7	7.8	25	27.8	3.02
2	Students have interest to practice continues assessment in writing skill	Students	5	5.6	27	30	40	44.4	9	10	9	10	2.89
3	The assessment given by teachers enhances students' level of understanding and involves them in problem solving	Students	10	11.1	33	36.7	9	10	18	20	20	22.2	3.06
4	the assessment given by teachers to their students creates the opportunities to share experiences Their writing skill	Students	18	20	44	48.9	9	10	7	7.8	12	13.3	2.46
5	the value of marking given to student by their teachers is over whelming	Students	4	4.4	27	30	21	23.3	18	20	20	22.2	3.26
6	Your high school English teachers give you constructive comments to your writing attempts in writing class	Students	3	3.3	46	51.1	5	5.6	18	20	18	20	3.02
7	The assessment decrease students' and teachers'	Students	10	11.1	48	53.3	10	11.1	18	20	4	4.4	2.53

	workloads												
8	The assessment of writing given by teachers encourage behavior of students	Students	8	8.9	14	15.6	18	20	40	44.4	10	11.1	3.33
9	The assessment of writing given by teachers enhances active involvement of students in learning instead of passive listening.	Students	5	5.6	40	44.4	18	20	17	18.9	10	11.1	2.86
10	Teachers' assessment ensures students self-confidence in their writing skills	Students	4	4.4	32	35.6	27	30	9	10	18	20	3.06
G.W.M													3.00

Key: N=Never RA=Rarely ST=Sometimes AL=Always US=Usually, F= Frequency %= Percent
G.W.M = Grand Weighted Mean Source: own survey 2020

As shown in the Table 3, ten items were presented to students with the intention of assessing their attitude towards CA. To this effect, item 1 which shows whether the assessment given to student is fair or not, hence below half 38 (42.2%) with 25 (27.8 %) always, 7 (7.8%) usually, 6 (6.7%) sometimes of the respondents said the assessment is fair. On the other hand, majority 52 (57.7%) with 49 (54.4%) rarely 3 (3.3%) never replied that the assessment provided to students were not fair but result of the mean value 3.02 indicates that the assessment given to student by teachers is fair.

Again the interests of the group toward active learning were asked in the same Table in item 2. Students' lack of interest has affected the implementation of assessment in writing skill in the secondary school, 58 (64.4%) with 9(10%) always, 9 (10%) usually and 40(44.4%) sometimes supported that students had interest toward active learning. In the contrary 27(30%) rarely, 5(5.6%) never, this shows students didn't have interest in to involve in active learning, however, the mean value 2.89 revealed that the active involvement of students in active learning.

Furthermore, in the same Table item 3, the respondents were asked to reflect their attitudes towards CA, whether assessment enhances students' level of understanding and involves them in problem solving. As a result, it was supported by the majority of the respondents' i.e. 47(52.2%) with 20 (22.2%) reacted always 18 (20%) usually and 9 (10%) sometimes shows that the assessment enhance

level of understanding and involved them in problem solving. On the other hand, below half 43 (47.7%) with 33(36.7%) rarely, 10 (11.1%) said never with the assumption, and the mean value 3.06 shows that the assessment enhance students the level of understanding to practice CA in writing.

On the other hand, item 4 states as whether or not assessment creates the opportunities to share experiences and encourage their writing skill. In line with this, a few number of respondents: 26(32.2%) with 7(7.8%) always, 12 (13.3%) usually, and 9 (10%) sometimes accepted the assumption that the assessment creates the opportunities to share experience in practicing CA in writing skills. Whereas, 62(68.8 %) with 44(48.9%) rarely and 18(20%) of students said never on the idea. The mean value 2.46 indicates, the assessment didn't create the opportunity to share students experience in practicing CA in writing skills.

Item 5 in the same Table was supported by majority of the group. This has been deduced from the fact that 59 (65.5) with 20 (22.2%) always, 18 (20%) usually, and 21(23.33%) sometimes said the volume of marking is over whelming, in contrast, below half 31(34.4%) with 27(30%) rarely 4(4.4%) never this shows the volume of marking was not over whelming. However, the mean value 3.26 shows the volume of the marking was over whelming.

With regard to item 6that states whether high school English teachers give constructive comments to students in writing class or not and 41(45.5%) with 18(20%) usually, 18(20%) always, and 5(5.6%) sometimes of the respondents accepted that teachers give constructive comments in writing tasks .In contrast, 49 (54.4%) with 46(51.1%) rarely and 3(3.3%) never said and this portrait that teachers didn't give constructive comments to students in writing class. And the mean value 3.02 indicates, high school English teachers provided constructive comments to students in practicing writing class.

With respect to item 7 that reads, "The assessment decrease students' and teachers' workloads shows that 32 (35.5%) with 4(4.4%) always, 18 (20%) usually and 10 (11.1%) sometimes of the respondents supported on the assumption. On the other hand, 58 (64.4%) rarely and 10 (11.1%) never, so this shows us, the assessment didn't decrease teachers and students work load, and the mean value 2.53 confirmed that the assessment practiced by student and teachers didn't decrease work load.

Next to this, Item 8 which says, "The assessment encourage behavior of students." was one have been supported by the majority, 68(75.5%) with 10(11.1%) always, 40(44.4%) usually, and 18(20%) said

sometimes on the assumption. In the contrary, 22(24.4%) with 14(15.6%) rarely 8(8.9%) never, however, the mean value 3.33 indicates, the assessment encourage behavior of the students.

The same table item 9 in the Likert scale reads, whether the assessment enhances active involvement of students in learning instead of passive listening or not students” was reacted with positively by the majority of respondents. With this respect, majority 55(61.1%) with 10(11.1%) always, 17(18.9%) usually, and 18(20%) sometimes gave positive answered on the assumption on the other hand, 45(50%) with 40(44.4%) rarely and 5(5.6%) never. This shows, active learning involvement enhanced students learning instead of passive learning. The mean value 2.86 revealed, the assessment enhanced active involvement of students in learning instead of passive listening.

The last item 10 states, teachers’ assessment ensure students self-confidence in their writing skills. Majority 54(60%) with 18(20%) always, 9(10 %) usually, and 27(30%) sometimes, on the contrary, 36 (40%) with 32(35.5%) rarely and 4(4.4%) never, this shows, teachers assessment didn’t ensure students self confidence in their writing skill and the mean value 3.06 revealed, as the assessment didn’t ensure students self confidence in their learning , Nevertheless, the grand mean value 3.02 indicates that teachers assessment ensured students self confidence in their learning class.

The students’ had grand mean values above the average. So this seems as there is no some gap among the students in the items of their attitude toward continuous assessment.

As the information collected from the interviewees, it found that teachers’ and students’ attitude or perception towards continuous assessment was positive. Therefore, from the results of the questionnaire and the data obtained from interview, it is possible to conclude that, this in turn will have good opportunity to exercise continuous assessment in higher schools.

4.4. The Practice of CA in writing skills in EFL writing Class rooms

Students may develop skill and ability about CA if their teachers implement it. So, by considering students’ practice on CA in EFL writing, one may say something about their teachers’ practice on CA. To this end, attempts were made to investigate the practice of students on the issue and the results are presented in the table below.

Table 4: Response of students on the Level of Teachers Practice on CA

No	Items	Rating scale											
		Mean scores											
	The Practices of teachers on CA in EFL writing	Respondent	N		RA		ST		US		AL		Mean
			1		2		3		4		5		
			F	%	F	%	F	%	F	%	F	%	
1	Students give value for teachers' practices on CA in writing skills in class-room	Students	70	77.8	10	11.1	7	7.7	1	1.1	2	2.2	1.39
2	From your observation in the school, how do you evaluate teachers' Value for CA in writing	Students	70	77.8	10	11.1	4	4.4	1	1.1	5	5.6	1.46
3	your teachers asses continuously his / her students in English class room	Students	45	50	16	17.8	20	22.2	8	8.9	1	1.1	1.93
4	your English teachers use various methods to assess your performance	Students	54	60	8	8.9	12	13.3	3	3.3	13	14.4	2.03
5	Students discuss about CA in your English class rooms	Students	47	52.2	21	23.3	9	10	3	3.3	10	11.1	1.98
6	While your English teacher gives you a test (short quiz) they include writing skill test in the English skills test they prepared appropriately	Students	13	14.4	60	66.7	5	5.6	6	6.7	6	6.7	2.24
G.W.M												1.84	

Key: N=Never RA=Rarely ST=Sometimes AL=Always US=Usually, F= Frequency %= Percent
 G.W.M = Grand Weighted Mean

Source: Own survey, 2020

As shown in Table 4, item 1 students were asked how they valued teachers practice on CA in English writing skill and the result shows that 70 (77.8%) and 10 (11.1%) of student respondents respectively replied never and rarely practiced. The remaining 7(7.8%), 1(1.1%) and 2(2.2%) of the student

respondents confirmed that as it was practiced sometimes, always and usually in their English class rooms. Student respondents were rated with a mean of 1.39 shows negatively agreed to the issue raised.

The result shows that most of the respondent replied that they never put the fact that the level of practice of CA by EFL teachers was not valuable. The researcher cross checked this result with the observation check list; teachers give less value to CA of writing. Moreover, they tend to the other English skills excluding writing skill.

Regarding to item 2 on the same table which was intended to investigate the students evaluation on the value of teachers practice on CA in EFL writing skill and 70(77.8%), never and 10(11.1%), rarely with a total 80 (88.8%) students responded that EFL teachers value on the practice of CA of writing skill is not evaluated as it is expected. In contrast to this, small number of student respondents i.e.5(5.6%) always,1(1.1%) usually, 4(4.4%) sometimes and with a total 10 (11.2%) of student respondents said that the EFL teachers values on CA in writing skill was evaluated as worthy and the mean value of this item was 1.46 which reflects that the magnitude of the practice was not as such because it is between rarely and never. this tells us EFL teachers are not committed to practice CA in writing class.

This was also supported by the teachers of the schools on their interview. The entire respondent reported that they did not concern about CA in EFL writing since they have lack of awareness on CA in EFL writing. To this effect, they reported that as there were some step practices on the method in classroom. But the magnitude of the practice was not as such and it is rarely because all teachers are not using CA in writing and was not properly applied due to misconception of teachers about the assessment and lack of willingness to use the CA in EFL writing.

Concerning to item 3 on the same table which was intended to investigate whether EFL teachers assess continuously his / her students in English class room or not. To this item, 45(50%), never and 16(17.8%), rarely with a total 61 (67.7%) students responded that EFL teachers was not assess continuously their students in English class room. In opposite to this,1(1.1%) always,8(8.9%) usually, 20(22.2%) sometimes and with a total 36 (40%) of student respondents replied that EFL teachers was assess continuously their students in English class room and the mean value of this item was 1.93 which reflects that the degree of the practicing CA in EFL writing was not practiced in writing class.

In item 4 of table 4, students responded with a mean of 2.03 showed negative agreements; because their mean is below the level of agreement. Student respondents believed that teacher does not use various methods to assess their students' performance in English class rooms.

For this item, majority of student respondents i.e. 54 (60%) of student respondents replied that teachers never use various methods to assess students' performance in writing skill of English class rooms and 8(8.9%) of them admitted rarely with a total 62 (68.8%) of students responded that EFL teachers does not different methods to assess their students' performance continuously in English class rooms. In contrary, 12(13.3%) responded as they use sometimes, 3(3.3%) admitted as they use usually and 13(14.4%) as they use always with a total 28 (31.1%) replied that EFL teachers use different methods of CA in EFL writing to assess students' performance in English class rooms.

Regarding to item 5, on the same table, the responses of student respondents rated to whether or not students discuss about CA in their English class rooms. This shows that, majority of student respondents negatively agreed on the issue raised i.e. 47 (52.2%) replied as never, 21(23.3%) said as rarely with a total of 68 (75.6%) have replied they never discussed about CA in their English class rooms. Whereas), 10 (11.1%) (Always), 3(3.3%) (Usually) and 9 (10%) (Sometimes) of student respondents have slightly agreed positively on the issue. The mean for the item was negatively agreed (1.98).

According to item 6, on the same table, reveals that considerable number of respondents rated negatively to the item; i.e. 60(66.7%) said rarely and 13(14.4%) of student respondents said never with a total of 73 (81.1%) admitted that teacher does not give test including writing skill test in their preparation appropriately.

On the contrary, 17(18.8%) replied as, teachers include writing skill in the other English skills test they prepared. And the mean value 2.24 confirms that teachers ignored writing skill from the other English skill test they prepared. Therefore, this reveals that less attention was given by EFL teachers to writing skill in English class and the GWM 1.84 indicates that the level of teachers practice on CA is rare. In order to supplement the data obtained from the students regarding the availability of writing skill test in the other English skill tests teachers prepared, document analysis was done and the document shows though little attempt prevailed, teachers ignored to assess writing skill from the other English skills they practiced. The researcher tried to see a test format of one teacher and this shows that the teacher

administered six times of English skill test in a semester, however, the format depicted that EFL teachers didn't include writing skill in the other English skill test they prepared.

This finding seems to contradict with Kyriacou's (1998) view, which emphasizes that the purposes of assessment are: to provide feedback about pupils' progress, to provide pupils with educative feedbacks, to motivate pupils, to provide a record of progress, to provide a statement of current attainment and to provide evidence of teacher and school effectiveness.

4.4.1. Students Participation on Continuous assessment

To assess students' participation in continuous assessment some questions were posed to the group. Students using questionnaire form where as teachers by interview form. So, the result has been summarized in the following Table

Table 5: Students Participation on CA in EFL writing

No	Items	Rating scale											Mean
		Mean scores											
	Students participation on CA in EFL writing	Respondent	N		RA		ST		US		AL		
			1		2		3		4		5		
			F	%	F	%	F	%	F	%	F	%	
1	Students use error free sentences in English writing class	Students	3	3.3	35	38.9	25	27.8	9	10	18	20	3.04
2	Students write a paragraph with correct punctuation	Students	15	16.7	50	55.6	9	10	8	8.9	8	8.9	2.38
3	Students use sentence variety during writing English sentences in class	Students	2	2.2	38	42.2	27	30	5	5.6	18	20	2.99
4	Students write clear sentence and easy to read	Students	10	11.1	48	53.3	9	10	13	14.4	10	11.1	2.61
5	Students use their own words if they are given to copy a sentence and re-write it in their own way	Students	9	10	40	44.4	27	30	5	5.6	9	10	2.61
6	Students finish the written activities they were asked by their teacher to do in class	Students	10	11.1	48	53.3	18	20	5	5.6	9	10	2.5
	G.W.M												2.68

Key: N=Never RA=Rarely ST=Sometimes AL=Always US=Usually, F= Frequency %= Percent G.W.M = Grand Weighted Mean
Source: Own survey, 2020

As shown in table 5, item 1, in order to assess students' participation in writing skill, 6 items were raised. To this effect, the data in the table indicate that teachers didn't help student to express themselves freely and fluently to be more autonomous writers. What is more, most of the respondent 52(57.7%) with 18(20%) always, 9(10%) usually and 25(27.8%) sometimes students were autonomous in writing skill. On the other hand, 35(38.8%) rarely and 3(3.3%) never said that students were not successful in participating the practice of continues assessment in writing skill. However, the mean value 3.04 indicates that students participate in writing skill.

With regard to item 2 students were asked if they wrote a paragraph with a correct punctuation and minority of the respondents 25(27.7%) with 8(8.9%) always ,8(8.9%) usually and 9(10%) sometimes support as student wrote a paragraph with correct punctuation. In contrast, majority of the respondent 65(72.2%) with 50(55.6%) rarely and 15 (16.7%) never and this could show us that student didn't write a paragraph with correct punctuation. The mean value 2.38 also confirmed that students didn't write a paragraph with correct punctuation.

Next to this item 3 a question was asked to the students which reads do students use sentence variety during writing English sentences in class? Above half 50(55.5%) with 18(20%) always 5(5.6%) usually and 27(30%) sometimes accepted that students use sentence variety in writing activities. On the other hand, below half of the respondents 40(44.4%) with 38(42.2%) rarely and 2(2.2%) never rejected that students didn't use sentence variety during writing. And the mean value 2.99 verifies that students didn't use sentence variety during writing English sentences in class.

Furthermore, on the same table item 4 students were requested to rate whether they write clear sentence and easy to read or not below half of the respondents 32(35.5%) with 10 (11.1%) always ,13(14.4%) usually, and 9(10%) sometimes supported that students write clear and easy to read on the other hand, above half of the respondents 58 (64.4%) with 48(53.3%) rarely and 10(11.1%) oppose saying student didn't write clear and easy to read sentence. And the mean value 2.61 indicates that students didn't write clear sentence and easy to read.

Related to item 5 regarding the implementation of the continues assessment students were asked which reads do students use their own words if they are given to copy a sentence and re- write it in their own way and 41(45.5%) with 9(10%) always, 5(5.6%) usually and 27(30%) sometimes supported that student use their own words if they are given to copy a sentence and re-write it in their own way. On

contrary, majority 49(54.4%) with 40(44.4%) rarely and 9(10%) never said that students didn't use their own words to copy sentence and re-write in their own way. The mean value 2.61 reveals that students didn't use their own words if they are given to copy sentence and re-write it in their own way.

To sum up, concerning the last item 6, it reads if students finish the written activities they were asked by their teacher to do in class below half 32(35.5%) with 9(10%) always,5(5.6%) usually and 18(20%) sometimes supported that students finish the written activities they were asked by their teacher to do in class. In contrast, above half of the respondents 58(64.4%) with 48(53.3%) rarely and 10(11.1%) never said and the mean value 2.5 indicates that students didn't finish the written activities they were asked by their teacher to do in class. The grand mean 2.68 revealed that students' participation in writing skill was invisible. Therefore, from the above listed ideas, it is possible to understand that students were not participated in writing skill.

The continuous assessment issue becomes how teachers can help students express themselves freely and fluently to be more autonomous writers, and how teachers can help students become more successful readers and writers of academic and workplace texts. (Kim & Kim 2005) However, the study indicated that in most case the items stated above, the respondents ideas regarding students participation in writing assessment rated between rarely and never. So from this someone can deduce that teachers did not flow up to practice their students' accurate writing activities continuously.

4.5. Challenges Faced to Implement CA in EFL writing.

CA in EFL writing does not develop in a vacuum. Its development and sustenance in the school may be either promoted or inhibited by internal and external factors. Where the factors are favorable, they tend to make attractive pulling teachers and pupils closer to its implementation. Where the factors are frustrating, it does not make sense, teachers and pupils and thereby push them away from participating in CA in EF writing. The teachers though committed to the implementation of CA in EFL writing in their schools, some conditions may inhibit its implementation.

In the questionnaire, open ended questions were presented to the respondents in order to help them to write their responses to the items that the factors that frustrate the implementation of CA in EFL writing in the secondary schools.

Table 6: Respondents Response on Serious Challenges to Implement CA in EFL writing

No	Items	Rating scale											
		Mean scores											
	Challenges to Implement CA	Respondent	N		RA		ST		US		AL		Mean
			1	2	3	4	5						
			F	%	F	%	F	%	F	%	F	%	
1	Positive attitude of teachers toward CA	Students	6	6.7	5	5.6	45	50	25	27.8	9	10	3.29
2	High commitment of teachers foster the application of continues assessment in writing skill.	Students	9	10	5	5.6	40	44.4	27	30	9	10	3.24
3	Suitableness of the classroom environment to practice continues assessment in English writing class.	Students	25	27.8	54	60	4	4.4	2	2.2	5	5.6	1.98
4	In adequate information to students on time test	Students	27	30	41	45.6	8	8.9	6	6.7	8	8.9	2.19
5	Insufficient time to prepare for the test	Students	3	3.3	9	10	42	46.7	19	21.1	17	18.9	3.4
G.W.M												2.82	

Key: N=Never RA=Rarely ST=Sometimes AL=Always US=Usually, F= Frequency %= Percent G.W.M = Grand Weighted Mean source: own survey 2020

As shown the Table 6, most students rated the most influential factors for implementation of continuous assessment as follows:

Table 6, item 1, concerns teachers attitude toward CA in writing class, the respondent affirmatively replied that more than half 79(87.7%), with 9(10%) always, 25(27.8%) usually, 45(50%) sometimes said teachers had positive attitude toward CA in EFL writing. On the contrary, below half 11(12.2%) of the respondents with 5(5.6%) rarely, 6(6.7%) never replied that teachers didn't have positive attitude toward CA in writing class. With respect to this, the mean value 3.29 depicts that teachers have positive attitude toward continues assessment in writing classroom.

Similarly, with respect to item 2 which stand the commitment of teachers foster the application of CA in writing skill, majority 76 (84.4%), with 9(10%) always, 27(30%) usually, 44(44.4%) sometimes said the commitment of teachers foster the application of CA in writing skill high. On the other hand, 14(15.6%) with 5(5.6%) rarely 9(10%) never said that the commitment of teachers foster the application of CA in writing skill in writing was not as expected. The mean 3.24 indicates that the commitment of teachers foster the application of CA in writing skill in classroom was high.

From the same table item 3 suitability of the classroom environment to practice CA in English writing class, and minority 11(12.2%) with 5 (5.6%) always, 2(2.2%) usually, 4(4.4%) sometimes based on the data, the class room environment is suitable to practice CA in writing class. On the contrary, majority 79(88.8%) of the respondents with 54(60%) rarely and 25(27.8%) never depicted that the class room environment was not conducive to practice CA in writing and the mean 1.98 assured that the class room environment was not suitable to practice CA in writing tasks

With regards to item 4 “In adequate information to students on time test”, 8 (8.9%) always, 6 (6.7%) usually, and 8 (8.9%) sometimes with total 22 (24.5%) verify that EFL teachers have adequate information to students on time test. On the other hand, 41 (45.5%) never and 27(30%) rarely said EFL teachers have inadequate information to students on time test and can be taken as challenge to assess writing task. The mean value 2.19 revealed that EFL teachers didn’t create appropriate criterion to assess students in writing task.

Finally, the table 6 item 5 revealed that, whether insufficient time to prepare for the test in writing class room have negative impact or not. Hence evidence has been obtained that less than half of the respondents 12(13.3%) with 3(3.3%) never 9(10%) rarely, On the other hand, 78(86.6%) with 42(46.7%) sometimes, 19(21.1%) usually and 17(18.9%) always and the mean value of this item is 3.4 This shows that time to prepare for the test was not serious challenge in implementing CA in English writing class.

The grand weighted mean 2.82 indicates that teachers and students prevailed to serious challenges to implement CA in writing class room activities. To supplement the data obtained from the students, regarding the challenges that hinder the implementation of CA in writing ,an interview was conducted with teachers and one of the teachers said,

“Though teachers and students have positive attitude toward the implementation of CA in English writing skill, challenges like large class size, teachers work load, less commitment of teachers, less time to cover vast portion, participation of leadership and teachers commitment are the serious ones that hinder the application of continuous assessment in writing skill”

These all factors which are listed above were reacted by most of teachers during in their interview. In addition to this, two teachers articulated that most of our school teachers have made the students sit in traditional sitting arrangement and believe practicing CA in writing is nice but it is not realized in the ground. As a result, they have lack of understanding and skills to implement CA in writing skill.

This finding coincides with the views of Onuka and Obialo (2004) that CA in EFL writing implementation can be very time Consuming and its administration can be burdensome and so may be poorly implemented.

4.5.1. Teachers’ Related challenges of implementing CA in EFL writing

Table 7: Teachers’ Related challenges of implementing CA in EFL writing

No	Challenges	Frequency	%	Rank
1	Large class size	26	28.9	1 st
2	Poor preparation of students for CA in writing	20	22.2	2 nd
3	Demand on teachers time	11	12.2	5 rd
4	Teaching work load	21	23.3	3 th
5	Teachers’ level of motivation	12	13.3	4 th
	Total	90	100	-

Source: own survey 2020

According to the above table 7 the challenges of implementing Continuous Assessment which ranked by the respondent were large class size; teaching work load, poor preparation of students for the continuous assessment, teachers’ level of motivation and demand on teachers’ time to implement were the major challenges of CA in EFL writing . Accordingly the majority 28.9% of students believed that large class size is presented as 1strank for the challenges of continuous assessment implementation. 23.3% of student’s respondents replied that teaching work load for CA in writing was ranked second as a challenge for CA in writing. 22.2% of student’s respondents replied that poor preparation of students for CA is the third challenge. According to their prioritization, 13.3% of student respondents revealed that the most challenges of teachersthat are hindering effective implementation of CA in writing were teachers’ level of motivation considered as the teachers’ challenges in CA implementation and demand on teachers’ time was ranked last as challenge for the implementation of CA in EFL in writing.

As we observed from the above table most of the students consider class size as a serious problem of poor implementation of CA. In large class size situation, it is very difficult to use varieties of CA techniques, and actively involve each student in EFL writing of CA.

Concerning poor preparation of students learning to take place the interest and motivation of students generally and CA particularly was major factor. According to this research, poor preparation of students also found that the major challenges of CA in EFL writing. As Tewodros (2009) described, most educators believe that it is extremely difficult to deal with poorly prepared, motivated, and uninterested students. On the other hand Trooboff (2003) asserted that teachers are also tantalizing for the lack of interest and de motivation of students.

Teaching work load is another third challenge of CA in EFL writing implementation in this research. This findings show that teaching work load of teachers negatively affect continuous assessment practice. Muluken (2006:47) emphasized the high workload contributes to the poor assessment practice of teachers.

In addition to the above mentioned factors that affect the proper implementation of CA in writing, the WEO also replied that disagreement between teachers and students, absence of some students from class and shortage of resource materials were also another challenges that affect negatively for the implementation of CA in writing. From the above investigation it is possible to conclude that there are factors that hinder the implementation of CA in EFL writing in their classes. AED, (2005) also described the different problems related to CA in writing such as teachers lack of proper knowledge and skills to implement CA in EFL writing, large class size, too much content in the curriculum, lack of interest and motivation of teachers, shortage of time, lack of resources and lack of knowledge in implementing CA in EFL writing of writing in plasma instruction and even the freedom to try their own mechanisms of assessing student abilities.

In the questionnaire, open ended questions were also presented to the respondents in order to help them to write their responses to the items that the factors that faced the implementation of CA in EFL writing in the sample schools the respondents said that the factors that affect for the implementation of CA in EFL writing were summarized as follows.

- Working in two shifts
- Shortage of resources

- Teachers lack of devotion and training
- Transferring teachers without appropriate time were some of the factor that hindered to implement CA in EFL writing.

4.5.2. Student Related Challenges in Continuous Assessment in EFL writing

Table 8: Student Related challenges

No	Challenges	Frequency	%	Rank
1	Insufficient time to write the test	32	35.6	1 st
2	Lack of interest	18	20	3 rd
3	In sufficient time to prepare for the test	8	8.9	5 rd
4	Scoring and feedback to student	10	11.1	4 th
5	In adequate information to students on test table	22	24.4	2 nd
	Total	90	100	-

Source: own survey 2020

According to the above table 8 the challenges of implementing Continuous Assessment which ranked by students were 32 (35.6%) of students responded that the first most challenge were the time given to them for writing continuous assessment papers. Closely 22(24.4%) of them revealed that inadequate information to students on test tables the second most challenge. 18(20%) of students claim that lack of interest of students is major challenge.

According to the data obtained from students the fourth most challenges of continuous assessment on student's side were scoring and feedback to student on time is another problem in implementing CA.

The last but not the least the most fifth challenges 8(8.9%) of students revealed that insufficient time to prepare for the test.

4.6. Mechanisms that enable to mitigate the Challenges Faced in Implementing CA in EFL writing.

Respondents were also asked to give their possible suggestions to improve the implementation of CA in EFL writing with the open ended questions and at interviews. Accordingly, the following list of possible solutions was suggested by all subjects that were involved in this study. It should, however, be noted that the suggested solutions by the respondents are not listed in prioritized order.

Table 9: Respondents View on Mechanisms that enable to mitigate the Challenges Faced in Implementing CA in EFL writing.

No	Items	Respondent	Rating scale									
			VL		L		M		H		VH	
			1	2	3	4	5	F	%	F	%	F
1	Teachers and students should be motivated to implement CA, as they are the vanguards of this special task,	Students	3	3.3	7	7.8	6	6.7	49	54.4	25	27.8
2	Checklists should be prepared in schools to continuously record students' academic progress,	Students	5	5.6	9	10	9	10	40	44.4	27	30
3	There should be proper follow up and supervision system to check the implementation of CA at school level solving?	Students	10	11.1	18	20	9	10	20	22.2	33	36.7
4	Developing Experience sharing system	Students	18	20	12	13.3	9	10	7	7.8	44	48.9
5	The application status of CA should be evaluated in schools at the end of each month.	Students	4	4.4	19	21.1	22	24.4	18	20	27	30
6	Special emphasis should be given to CA in the school improvement plan	Students	3	3.3	18	20	5	5.1	46	51.1	18	20
7	All stakeholders should be actively participated.	Students	10	11.1	4	4.4	10	11.1	18	20	48	53.3
8	Minimizing the number of students per each class	Students	8	8.9	10	11.1	18	20	40	44.4	14	15.5
9	Fulfilling the required materials that are needed to implement CA in schools.	Students	5	5.6	40	44.4	18	20	-	-	27	30
10	Creating perception about CA to teachers, students and school administrations.	Students	4	4.4	9	10	27	30	32	35.6	18	20
11	Develop different CA techniques that meet the context of each school	Students	-	-	5	5.6	11	12.2	31	34.4	42	46.7
12	Design tasks that actively engage students in valid learning during writing class.	Students	1	1.1	-	-	21	23.3	45	50	23	25.6

Key: VL=Very Low L=Low M=Moderate H=High VH= Very high, F= Frequency %= Percent G.W.M = Grand Weighted Mean source: own survey 2020

As it reveals in the Table 9, twelve items were presented to students with the intention of mechanisms that enable to mitigate the challenges hindered in implementing CA in EFL writing .As a result, item 1

which shows whether motivation of teachers and students is best solution to alleviate the factors hindered to implement CA in EFL writing or not. For this item 80(88.8%) with 49 (54.4 %) high, 25 (27.8%) very high, 6 (6.7%) moderate of the respondents said the item is best method to solve the existing problem. On the other hand, few of them i.e. 10 (11.1%) with 7 (7.8%) very low and 3 (3.3%) low replied that the item listed in the questionnaire part cannot be taken as solution to mitigate the factors hindered to implement CA in EFL writing. Thus it can be said that motivation of teachers and students is the best solution to mitigate the factors hindering to implement CA in EFL writing

In addition to that respondents were also asked in the same Table in item 2. Whether preparing checklist in schools to apply continuously record students' academic progress can be taken as alternative to mitigate factors affecting implementing of assessment in writing skill in the secondary school or not. Accordingly, 76 (84.4%) with 40(44.4%) high, 27(30%) very high and 9 (! 0%) moderate supported that to the item. In the contrary 9(10%) low, 5(5.6%) very low with a total 14 (15.5%) shows students disagreed to issue raised in the questionnaire. Therefore, it can be conclude that preparing checklists in schools to apply continuously record students' academic progress can be taken as alternative to mitigate factors affecting implementing of assessment in writing skill in the secondary school.

Furthermore, in the same Table item 3, the respondents were asked to reflect their attitudes towards CA in EFL writing , whether proper follow up and supervision system to check the implementation of CA in EFL writing at school level solve the existing problem or not. As a result, it was supported by the majority of the respondents' i.e. 62(68.9%) with 33 (36.7%) reacted very high, 20 (22.2%) high and 9 (10%) moderate shows that the issue raised is best solution in solving the problem. On the other hand, below half 28 (31.1%) with 18(20%) low, and 10 (11.1%) said very low with the assumption the issue raised in the questionnaire part cannot be solve the problem which is facing in implementing CA in EFL writing in the study area. Hence, proper follow up and supervision system to check the implementation of CA in EFL writing at school level help to solve the existing problem

On the other hand, item 4 states as whether or not developing experience sharing system creates the opportunities to share experiences and solve the problem in their writing skill. In line with this, a few number of respondents: 30(33.3 %) with 18(20%) very low, 12 (13.3%) low, disagreed to the item. Whereas, 60(66.7%) with 44(48.9%) very high, 9(10%) and 7 (7.8%) of students said as they agree to

the idea. Based on this, the researcher concluded that developing experience sharing system creates the opportunities to share experiences and solve the problem in their writing skill.

Item 5 in the same Table was supported by majority of the group i.e. 67 (74.4%) and the remaining 23(25.5%) disagreed to the item. This shows evaluating status of CA in EFL writing in schools at the end of each month is best alternative to alleviate factors hindering in implementing CA in EFL writing.

With regard to item 6 that states whether special emphasis to CA in EFL writing in the school improvement plan can solve the existing problem or not and 69(76.7%) with 46(51.1%) high, 18(20%) very high and 5(5.1%) moderate of the respondents accepted the idea; in contrast, 21 (23.3%) with 18(20%) low and 3(3.3%) reacted as very low, this shows they disagree to the idea. Based on this, it can be conclude that special emphasis to CA in EFL writing in the school improvement plan can solve the existing problem.

With respect to item 7 whether, the active participation of stakeholders minimize the factors hindering in implementing CA in writing skill or not, to this item, 76 (84.4%) with 48 (53.3%) very high, 18(20%) high and 10 (11.1%) moderate of the respondents supported the idea. On the other hand, 24 (26.7%) of them disagreed to the idea. The researcher deduced that active participation of stakeholders minimize the factors hindering in implementing CA in writing skill.

Next to this, Item 8 whether minimizing the number of students per each class is best solution for the factors that hinder the implementing CA in EFL writing skill or not. To this item, it was supported by the majority, 72(80%) with 40(44.44%) high, 18(20%) moderate, and 14(15.5%) said very high. In the contrary, 18(20%) with 10(11.1%) low and 8(8.9%) very low, which shows they disagree to the idea. So, it can be conclude that minimizing the number of students per each class is best solution for the factors that hinder the implementing CA in EFL writing skill

The same table item 9, whether fulfilling the required materials that are needed to implement CA in writing in schools is best method to solve the existing problem or not "students" was reacted with positively by the majority of respondents. With this respect, majority 45(50%) with 27(30%) very high, 18(20%) moderate, gave positive answered on the assumption. on the other hand, 45(50%) with 40(44.4%) low and 5(5.5%) very low. This show, respondents had equal view on fulfilling the required

materials that are needed to implement CA in EFL writing in the school as best method to solve the existing problems.

The last items 10, 11 and 12 states that majority of respondents accepted idea i.e. creating perception about CA in EFL writing to teachers, students and school administrations, develop different CA in EFL writing techniques that meet the context of each school and design tasks that actively engage students in valid learning during writing class to implement CA in EFL writing were alternative solutions to mitigate the factors affected in implementing CA in writing skills, for these items, 77(85.6%), 84 (93.3%) and 89 (98.8%) of respondents respectively ensured.

As the information collected from the interviewees i.e. school principals and WEO, were added that organizing different materials in to library, awareness creation for teacher and students about the uses of continuous assessment, providing continuous assessment guide lines and training for teachers, and motivating, recognizing, awarding and promoting of best implementers of continuous assessment was suggested as a major solution to implement CA in EFL writing effectively in the study area.

Onuka (2004) suggested that ‘Persuading teachers and students to practice in continuous assessment is very relevant in teaching and learning process, guidance and counseling for careless and aim less students to use their efforts, discussing with students’ parent towards students interest and attention, providing psychological support for those students and teachers.

4.7. Results of Data gathered through Class room Observation

In this observation checklist, 14 check list items were included. Using the checklist, five English teachers were observed two times using the 14 check list items (Appendix-3)

The observation item heads entails the application of CA in writing, students’ participation, nature of class room, and ways of teachers’ assessment to students. These are among the important facilities that should be full filled in teaching –learning process. To this effect, the researcher observed whether the teachers had implemented the CA in writing class effectively or not, based on their program in CA and the observation result showed that teachers practice in CA in writing skill is low. However, the result shows that teachers let their student know the criteria’s of CA in writing, besides, the result shows, students were not given enough time to perform writing tasks. Moreover, majority of teachers didn’t frame instructional activities to write sentences and paragraph with the actual context of the learners’ lives.

Adding up to this, document analysis was made on students' activities in writing and the result from the assessment document showed that, the majority, 3 sections not used in effective way because out of the 30 prepared short tests in the English skills only 4 writing skill is included in the other English prepared tests(Appendix-6). Moreover, observation on class-room condition was made in the sample schools. Class-room condition is the combination of teacher strategies and class-room organization factors that leads to productive learning environment.

Regarding this, Silber man (1996) states the physical environment in a class-room can make or break CA. No one set up is idea, but there are many options to choose from. The "interior decorating" of CA in writing is fun and challenging.

The researcher's observation result has shown that in almost all cases of the observation, the sitting arrangement is found to be so traditional that the desks and students face straight to the blackboard and majority placed on haphazard. While group discussion conducted in the classes, it was difficult to move desks, even students to move with different direction to face their group members.

In most of the classes, they were not enough facilities in the class-room. However, the researcher had observed appraisable condition in two sections which were better in their arrangement and occupied with different facilities and teaching aids decorated. with respect to ways of teachers assessment to student, the observation check list item (12) shows that majority,(3) teachers in (3) sections don't let their students know the criteria they set to measure continuous assessment in writing skill (Appendix-3.) On the other hand, some teachers of the teachers let their students know the criteria to rate CA in writing skill. Besides, almost all teachers do not assess students in CA of writing skill at the end of every lesson. Hence the researcher concludes that the result of classroom observation shows that most of the teachers never put the fact that the level of practice of CA in EFL writing was not valuable.



Figure 2: Partial View of students observed by the researcher during the implementation of CA in EFL writing class..

4.8. Results Obtained from the Interview held with EFL Teachers

As shown in appendix-3 an interview items was administered to teachers in the sample school so as to support the respondents' response in the questionnaire. These items focused on practice, challenges and attitudes of the respondents to CA in EFL writing skill class. The interview questions were including seven (7) items and the responses given by each teachers is presented as follows:

The way how Teachers Evaluate CA in English Writing skill class

One teacher participant said that:

“Even if different efforts were done to apply CA in EFL in writing skills, the participation of students is extremely low and passive and rarely participated. Students feel anxious when they are provided writing tasks”.

Another teacher participant said:

“Few students, which is finger counting, get ready to participate actively. They try to write sentences and simple paragraph”.

Based on the teachers’ responses, it can be generalized that the practice of CA in EFL in writing skill class is low and passive.

Another teacher participant also said that:

“I do not apply CA in EFL writing in my class because of for various reasons, for me, it is difficult to manage it due to large class size, unmanageable number of students, lack of materials and motivation from concerned bodies”.

The teachers responses shows that there are problem in implementing CA in writing skill, but practicing CA in writing skill is highly emphasized by few teachers.

Another teacher participant replied whether he has criteria for assessing his students or not:

“When I give (include) writing skill activities in the other English skill tests I assess it with completion and transformation criteria but this is not always. I sometimes give my students writing task but I simply measure the value without criteria. And I mostly check the students writing test with neatness and I rate and score the value performed by students rarely according the fixed value agreed by the school.”.

The respondents response shows, EFL teachers have criteria for assessing continuous assessment; however, the focus on writing skill is low.

Another teacher participant replied how to provide feed backs to their students:

“I use a red pen to sign the errors so that the student get understand if he /she makes error in writing tasks. Based on the sign, I give feed back to my students by circling the grave error by simply passing the simple errors due to time constrains. In this situation, I have faced scarcely of time to give feed back to my students in writing activities. This is because I have over load periods. As much as possible, even if it is difficult to give feedback to all my students in assessing continuous assessment in writing skill activities I correct students’ activities as sample- students who are few (top) students”.

The result shows that, feedback in continuous assessment in writing skill is practiced but it is not given in a descriptive way which is in a continuous assessment manner.

Another teacher participant replied on major factors that impede the application of CA in writing skill

“The major factor that hinders the application of CA in writing skill is the inability of curriculum to promote continuous assessment in writing, lack of adequate resources and unfavorable class room condition, time constrain to cover large class sizes, student sitting arrangement, teachers work load, lack of teachers’ commitment, lack of participation of stoke holders and school leader ship etc are the major challenge to practice CA in writing skill”.

The above response indicate that challenges like large class size, teachers work load, less commitment of teachers vast portion, participation of leader ship and teachers commitment are the serious ones that hinder the application of continuous assessment in writing skill.

One teacher explained that:

“Almost all teachers believe that continuous assessment in writing skill is worthy but it is not practice in the school and remained lip service and this is due to teachers’ commitment and the traditional sitting arrangements of students”.

4.9. Data obtained from document (teachers mark list)

The data gathered from document revealed that five teachers administered 6 times short tests of all the English skills in a semester based on the school management committee (Appendix-6) and from these tests, writing skill test is included in only four prepared tests (question papers). Hence, the researcher tried to assess the availability of writing skill in the prepared testes and then changed in to manageable format to evaluate its implementation and believed that would maximize to cross check the number of prepared tests (question papers) with the number of writing tests recorded in the mark list and analyze accordingly as follows.

The document revealed the availability of English language skill tests in relation to continuous assessment, the participation of the school leader ship and management capability in formulating and planning continuous assessment in writing skill.

Five teachers administered six times which were (30) in number of English language skill tests and from these tests the researcher assessed the availability of writing skill in the prepared tests. To begin with, Teacher1 administered six times of English skill tests in a semester out of these, writing skill was included in a two prepared test and Teacher 2 and Teacher 3 didn't include writing skill in the tests they prepared. However; with regard to Teacher 5 and Teacher 4, one writing test was included in each of their prepared tests respectively. Therefore, all (5) teachers administered thirty (30) English language skill tests. And from these testes four (4) writing skill were included in the prepared testes (Appendix-6). Hence, the researcher deduced that writing skill test were almost ignored by the school teachers because the data clearly shows that out of a total of (30) prepared tests four (4) writing skill (13.3%) were included in the question paper (prepared testes). So, 26 (86.6%) test papers were not included writing skill. In addition to this, the researcher see the test format to assess whether teachers include writing skill test in the other prepared English language skills including its quality and criteria for evaluating the implementation of the writing skill or not. So, Teacher1 included two (2) writing skill tests items in the prepared tests but the test format lacked its purpose, how much point does each item contain, and the appropriate time allowed Teacher 3 included (1) writing skill test and this question had some problems, the question didn't have clear instruction, the question stem was vague, the item was de contextualized. Whereas Teacher 5 included (1) writing skill test item, the question had clear instruction but it was fragment, on the other hand, Teacher 2 and Teacher 4 didn't include writing item in their prepared tests. Therefore, the researcher concludes that teachers of the school under study have problem of preparing for the application of writing skill test in continuous assessment. Moreover, all the above bad qualities of the test revealed a serious challenge for students to practice CA in EFL writing class room. .

4.10. Results Obtained from the Interview held with School Principals and WEO Relating to CA in EFL writing skill.

Respondents were asked to provide answers on the techniques of CA frequently used in EFL writing classes. One may say something about which techniques of CA in writing were frequently used in EFL classes and the results are presented as follows.

Both respondents confirmed that that written exam is the first being used as CA techniques by EFL teachers in writing skill classes. In addition, class activities, group work, homework, class work; quiz

and attendance as a means of CA techniques in their class. Besides, School principals confirmed that EFL teachers used oral questions and class work in their CA in EFL writing.

One WEO stated that teachers did not use different CA techniques available in teaching EFL and even there is no any student who mentioned they apply CA in writing skills. However, ICDR (2004) stated that CA is actualizing based on variety of items and continuous assessment techniques.

One WEO admitted that, the practice of CA in EFL writing class is low. This may be due to less commitment of teachers towards CA in writing skill. In addition to this, lack of adequate materials like, Computers, timely maintenance of plasmas, lack of enough EFL teachers and less willing of teachers to be trained in CA in EFL writing class.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This Chapter deals with the summary, conclusions, and recommendations. The first section, brief summary of the general study and the major findings are presented. Next, conclusions of the basic findings are made. Finally, some possible recommendations are given on the basis of major finding of the study.

5.1. Summary

The main purpose of the study was to assess the level of implementation of CA in EFL writing at Sheraro secondary school of Sheraroworeda. The objectives of the study were to:

- ☞ Explore the attitude of teachers and students towards CA in writing skills.
- ☞ Examine the extent to which continuous assessment in writing skill is practiced in the grade 9 class- rooms of Sheraro secondary school.
- ☞ Identify the challenges associated with CA in writing skill strategy.
- ☞ Determine the possible strategies to mitigate the challenges faced to implement CA EFL in writing skills

To build up the objectives, four basic research questions were raised. These are:

- ☞ What are the attitude of Sheraro secondary school teachers and students towards CA in writing skills?
- ☞ To what extent teachers implement CA in writing skills at Sheraro secondary school?
- ☞ What are the factors that hindered implementation of effective writing assessment?
- ☞ What are the possible strategies that enable to mitigate the challenges faced EFL teachers in writing skills in their class rooms.

In order to address the basic questions of the study relevant and related literature review was reviewed from different sources. To address the aforementioned research questions, a descriptive survey method with mixed research (both quantitative and qualitative) method approach was employed. The study areas were selected based on convenience sampling technique.

The subjects of the study were 5 English teachers and 90 students, 2 school principals and 3 WEO working in the sample schools. The study employed questionnaire, interview class room observation and document analysis to collect relevant data. The data collected using the questionnaires were analyzed through SPSS, frequency and percentages mean and Grand weighted mean. On the other hand the data collected through document analysis, open ended questions, class room observation and interview was analyzed qualitatively. The quantitative data was collected through questionnaire from students. Therefore, the total subjects of the study were 100 and relevant questionnaire covering a relevant areas design to collect the necessary information from students. Moreover structured question was prepared for interview for the school principals, teachers and WEO of the study area. In addition to this document available at secondary schools of the sample school was analyzed to support the data collected.

Finally based on the analyzed data, the following findings were obtained.

5.2. Major Findings

Attitudes towards CA in EFL writing skill:

The findings demonstrated that the majority of the teachers and students have positive attitudes toward the indicators of CA in EFL writing.

The Level of Practice of CA in EFL writing Skills

The analysis of the data through the questionnaire, interview, document analysis and class room observation disclosed that the level of practicing CA in EFL writing at Sheraro secondary school. According to this, the finding revealed that:

1. The level of the practice of CA in EFL writing class room in Sheraro secondary school was found to be low. This was further confirmed by the following findings:
 - The level of practice of CA by EFL teachers was not valuable.
 - EFL teachers were not committed to practice CA in writing class.
 - Teacher did not use various methods to assess their students' performance in English class rooms.
 - Students were not supported by their teachers to discuss about CA in writing class room.

- The level of teachers practice on CA in EFL writing class is rare.
- EFL teachers did not flow up their students to practice in writing class room.
- EFL teachers didn't help Students to participate in writing skill.
- EFL teachers didn't support Students to write a paragraph with correct punctuation in class room.
- Students didn't use sentence variety during writing English sentences in class.
- Students didn't write clear sentence and easy to read in class room.

Opportunities for Implementation of CA in EFL writing skills

Educational and Training Policy initiatives put to have radical reform of teaching method system as policy to implement CA in EFL writing at classroom level. The interlocking of nature of education, the involvement of school staffs and worda experts in their respective professionals' development activities, curriculum, syllables, teaching and academic programs, teachers' training institute, environmental facilities and equipment, the various packages of quality education improvements are compelling opportunities to implement continuous assessment. Moreover, the study revealed that teachers' and students' attitude or perception toward active learning was positive so this in turn will have good opportunity to exercise continuous assessment in secondary school.

Challenge Faced in Implementing CA in EFL writing Skills

Even though the schools have been many opportunities to CA in writing classrooms, there were many challenges for its effectiveness. As result, the findings revealed that the major factors that affected for implementation of CA in EFL writing were:

- a) the result shows, although teachers have positive attitude toward continues assessment they were not committed to practice CA in writing classroom and unsuitable class room condition, low level of motivation to students, poor preparation of students for the continuous assessment, poor preparation of teachers test, and assessment without appropriate criterion to assess CA are the serious challenges to implement CA in writing class room.
- b) Shortage of time, lack of support from education office, vast portion , inadequate teachers' training, large class size, lack of teaching resources (teaching aids), unavailability of facilities (library, pedagogical centers), teachers work load, unfavorable class condition, hampered in implementation of CA of EFL writing in Sheraro secondary school of Sheraroworeda.

Mechanisms to mitigate the factors impeding the implementation of CA in EFL writing skill

Proper follow up and supervision system to check the implementation of CA in EFL writing at school level, special emphasis given to CA in EFL writing in the school improvement plan, all stakeholders should be actively participated and minimizing the number of students per each class and designing tasks that engage student to participate actively in writing skill was taken as mechanisms to alleviate the factors hindering CA implementation in EFL writing class rooms.

5.3. Conclusion

Based on the major findings of the study, the following conclusions were drawn. When one thinks to implement CA in EFL writing in class, he/she has to have the skill and understanding of the instruction in line with specific students' interest. What makes CA superior to summative assessment is, among others, maximizes learning and motivation of students by giving a chance for the learners to do activities actively and creatively with the information analyze it, think about it, discuss on it and report it. Hence, CA in EFL writing activity helps students to exercise their talents and desire to practice on it. Moreover, a teacher is much more important to organize the activities, help, check, and facilitate students' progress, to give them descriptive feedback. However, the findings of the study disclosed that the level of practicing CA in EFL writing in the school was not found as the expected. This implies that teachers in most case were not applying the CA in EFL writing strategies in class-room in encouraging students' engagement in different activities so as to enhance their higher-order critical thinking abilities. This was in relation the level of students' participation in class-room in writing, practicing CA, and the attention of teachers toward CA in EFL writing. To this effect, the results concluded that teachers' lack of commitment, large class size and knowledge in the practical skills necessary for clear understanding and proper application of CA in EFL writing were the main obstacle.

In addition to this, the study revealed that, the teachers were not using different form of CA in EFL writing strategies like class work, short quiz, hand writing, group and panel discussion frequently. Rather the summative assessment applied most of the time. Based on the above facts, it can concluded that, the CA in teaching- learning process was not properly applied at Sheraro secondary school due to lack of skills and understanding of teachers on the concept and technical procedure of each assessment.

The common obstacles faced to implement CA in EFL writing in Sheraro secondary school are shortage of adequate time, inadequate teachers', directors' and supervisors' training. Moreover, in most cases the conduciveness of the class-room to implement CA in EFL writing strategies was found to be poor. This implies that there were not enough inputs to facilitate and assure the practice of CA in EFL writing at class-room level. So it concludes that the concerned body did not give attention to minimize these fundamental problems.

Though most the respondents have positive attitude toward CA in EFL writing, they are not yet practicing it effectively in their actual class-room. This implies that teachers did not monitor, evaluate and revise their students' practice continuously by giving feedback for their students to improve the teaching-learning process. Therefore, one can conclude that teachers and students support for CA simply without practical skills and understanding the appropriate application of CA in EFL writing.

Finally, training and awareness creation for teachers and students about the use of continuous assessment, creating recreation opportunity for teachers and motivational factors, paying attention from school administration and concerned body, making continuous assessment as a system and best practice, providing teachers relief from making the extra responsibilities, designing tasks that engage student to participate actively and providing continuous assessment guide lines were suggested as a major solutions to implement continuous assessment effectively.

5.4. Recommendation

Based on the findings of the study and the conclusions drawn, the following recommendations have been forwarded so as to improve implementation of continuous assessment in writing skill in Sheraro secondary school.

- The implementation of continuous assessment at Sheraro secondary school is rare. Hence, teachers should expose students to variety of diagnostic informal or formal assessment in English writing activities to see where they are with reference to some decided standards
- Students didn't participate in writing skill, so, to engage students in CA in EFL writing actively, teachers should prepare the check lists to record students learning progress and discuss with them.

- The level of practicing of CA in EFL writing in Sheraro secondary school was found to be rarely and sometimes in most cases practiced. Thus, it is advisable that continuous and extensive orientations should be offered to teachers on both theoretical and practical aspects of continuous assessment including the various techniques employed by woreda educational office and the schools.
- Moreover, in order to bring change, the school and Education office of the woreda have to arrange short term and long-term training as much as possible. Make educational visit in model schools to share experience on the CA in EFL writing in line with the curriculum reform in the country. Besides, the school must arrange every opportunity that can help to familiarize them with educational views and technologies, changing from time to time. For instance, by arranging available professional articles, periodical materials, written on current affairs, etc.
- The Regional Education Bureau, woreda Education office should work together in equipping the schools with necessary instructional materials such as reference books and else. Because continuous assessment will be difficult without the use of appropriate resources in the schools class-rooms. Besides, school must be create conducive work regulations that give teachers sufficient preparation and working time and provision of educational materials and resources to continuous assessment in their class.
- To implement continuous assessment sufficiently and to minimize these challenges, all implementers and stakeholders must be familiar with and be appropriate the indicated opportunities .i.e. The interlocking of nature of education, the involvement of school staffs and woreda experts in their respective professionals' development activities, curriculum, syllables, teaching and academic programs, teachers' training institute, environmental facilities and equipment, the various packages of quality education improvements, and the teachers' and students' positive attitude or perception toward continuous assessment. As the result, the schools and the woreda experts must have interlink on the communicating the strategy, empowering operational areas, emphasizing a process of continual improvement, and ensuring links decision-making are critical success factors as per the identified opportunities.
- To cultivate fertile ground and to maximize the level of teachers and students positive attitude toward continuous assessment writing, it recommended that:

Teachers must not be assigned to teach more load period per week because they cannot effectively carry out continuous assessment with high teaching by its nature. Both WEO and Regional Education Bureau must aware of the facts that continuous assessment by its very nature makes individuals busy by involving them in different practical activities. Therefore, they must be oriented to adjust themselves and develop readiness.

- Teachers' performed in CA in EFL writing activities found to be poor in Sheraro secondary school. However, regular, reliable, timely self-evaluation is a key to implement CA in writing. To this effect, it is strongly recommended that the school and woreda Education should give training to teachers on how to develop plan and criteria in relation to the CA in EFL writing and allow them to apply the criteria to their class-room context

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Appendix-1
ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND
COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
(POST GRADUATE PROGRAM)

Students' Questionnaire

The purpose of this questionnaire is to collect data on the level of practice, and challenges in the implementation of continuous assessment in writing skill. Thus, your frank and sincere response to the items in the questionnaire helps to meet the objectives of the study. Be sure that the information you provide will be kept confidential and used only for the academic purpose. You are not expected to write your name on the questionnaire.

Thank you very much in advance

General Direction: Please take a few minutes to answer all questions. Please use a pen to write (mark) your answers.

I. General information

Sex_____

Age_____

Section_____ Grade level_____

Part 1: Students Perception toward CA in EFL Writing Skills

The Table below contains the perception of Students towards the CA in EFL writing skills. Then put tick mark your response on the space provided

No	Items	N	RA	ST	US	AL
1	Does the assessment given to students in EFL writing skill fair?					
2	Do Students have interest to practice continues assessment in writing skill?					
3	Dose the assessment given by teachers enhances students' level of understanding and involves them in problem solving?					
4	Dose the assessment creates the opportunities to share experiences their writing skill?					
5	Dose the value of marking is over whelming					
6	Do your high school English teachers give you constructive comments to your writing attempts in writing class?					
7	Does the assessment decrease students' and teachers' workloads?					
8	Does the assessment encourage behavior of students?					
9	Dose the assessment enhances active involvement of students in learning instead of passive listening.					
10	Does teachers' assessment ensure students self-confidence in their writing skills?					

Key: N=Never RA=Rarely ST=Sometimes AL=Always US=Usually

- A) If your response is never and rarely on the perception of CA in writing skills , can you list why the reason is ?-----

Part 2: The Practice of CA in writing skills in EFL Class rooms

The Table below contains the practice of CA in writing skills in EFL Class rooms. Then put tick mark your response on the space provided

No	Items	N	RA	ST	US	AL
1	Do you give value for teachers' practices on CA in writing skills in class-room?					
2	From your observation in the school, how do you evaluate teachers' Value for CA in writing?					
3	Did your teachers asses continuously his / her students in English class room?					
4	Do your English teachers use various methods to Assess your performance?					
5	Have you ever discussed about CA in your English class rooms?					
6	While your English teacher gives you a test (short quiz) do they include writing skill test in the English skills test they prepared appropriately?					

Key: N=Never RA=Rarely ST=Sometimes AL=Always US=Usually

B) List down the best practices of continuous assessment in your department. _____



C) Please share anything else you like to say about the practices of CA in writing skill. -----

Part 3: students Participation on Continuous assessment CA in EFL writing

The table below contains student’s participation on continuous assessment {CA} in EFL writing. Then put tick mark to show your answer.

No	Items	N	RA	ST	US	AL
1	Do students use error free sentences in English writing class?					
2	Do students write a paragraph with correct punctuation?					
3	Do students use sentence variety during writing English sentences in class?					
4	Do students write clear sentence and easy to read?					
5	Do students use their own words if they are given to copy a sentence and re-write it in their own way?					
6	Do students finish the written activities they were asked by their teacher to do in class?					

Key: N=Never RA=Rarely ST=Sometimes AL=Always US=Usually

D) Please state any think also you would like to mention about the implementation of CA in writing skills -----

Part 4: Challenges faced EFL teachers in implementing CA in writing class.

The table below contains the challenges that EFL teachers hindered in implementing CA in EFL writing in their respective class rooms. Therefore, put tick mark on the space provided to show your answer

No	Items	N	RA	ST	US	AL
1	Positive attitude of teachers toward CA in EFL writing					
2	High commitment of teachers foster the application of continues assessment in writing skill.					
3	Suitableness of the classroom environment to practice continues assessment in English writing class					
4	In adequate information to students on time test					
5	Insufficient time to prepare for the test					

Teachers related Challenge

No	Items	Frequency	Rank
1	Positive attitude of teachers toward CA in EFL writing		
2	High commitment of teachers foster the application of continues assessment in writing skill.		
3	Suitableness of the classroom environment to practice continues assessment in English writing class.		
4	In adequate information to students on time test		
5	Insufficient time to prepare for the test		

Key: N=Never RA=Rarely ST=Sometimes AL=Always US=Usually

E) List another factors affecting in implementing CA in EFL writing-----

Student related challenge

No	Challenges	Frequency	Rank
1	Insufficient time to write the test		
2	Lack of interest		
3	In sufficient time to prepare for the test		
4	Scoring and feedback to student		
5	In adequate information to students on test table		

F) If any factors hindered to implement CA in writing skill mention them-----

Part 5: mechanisms that enable to mitigate the factors that affect to implement CA in EFL writing

The Table below shows the mechanisms that enable to mitigate the factors that affect to implement CA in writing skills of EFL in grade 9. Therefore put tick mark to provide your answer.

No	<i>Mechanisms to mitigate the Implementation of CA in EFL writing</i>	VL	L	M	H	VH
1	Teachers and students should be motivated to implement CA in EFL writing , as they are the vanguards of this special task,					
2	Checklists should be prepared in schools to continuously record students' academic progress,					
3	There should be proper follow up and supervision system to check the implementation of CA in EFL writing at school level solving?					
4	Special emphasis should be given to CA in EFL writing in the school improvement plan					
5	The application status of CA in EFL writing should be evaluated in schools at the end of each month.					
6	Special emphasis should be given to CA in EFL writing in the school improvement plan					
7	All stakeholders should be actively participated					
8	Minimizing the number of students per each class					
9	Fulfilling the required materials that are needed to implement CA in EFL writing in schools.					
10	Creating perception about CA in EFL writing to teachers, students and school administrations					
11	Develop different CA in EFL writing techniques that meet the context of each school					
12	Design tasks that actively engage students in valid learning during writing class.					

ልጋብ 2

**ዩኒቨርሲቲ ኣዲስ ኣበባ
ኮሌጅ ማሕበራዊ ሳይንስና ቴክኖሎጂ/ት
ቋንቋን ስነ-ፅሁፍን ወጻኢ
ብተማሃር ዝምላእ ፅሁፍ ዊማሕትት**

ዕላማ:-

ቀንዲ ዕላማና ይዘዕራፍ ዊማሕትት እዚ ኣብ ሸራሮ 2ይ ብርኪቤት ት/ቲተኸታታ ሊምዘናት ግበራ ፅሁፍ ትኣብምንታ ይደረጃከም ዝርከብን እናንገና ይዘለው መሰረታዊ ፀገማትን ንምልላይ ዘክእሉ መረዳእታታ ብምእካብ ከዝኸውን መፍትሒ ንምቕማጥ እዩ።

ከምዚ ብምዃን ኢትዮጵያን ህቡ/ብዮ መረዳእታ ከይሰጥዎን ኣብ ዕላማ ፅንዖት ንምዕቃት ዝለገገ ግደከም ዘለዎ ብምግንዛብ ሓቀኛ ዝኾነ መረዳእታ (ሓበሬታ) ብምሃብ ናይ ውልቀኻ (ኸ) ኣስተዋዕኦ ንክትገብሪ (ር) እላበው። ንእትህቡ (ብዮ) መረዳእታ ድማ ብምስጢር ተሓልዩን ዕላማ መፅናዕቲ ጥራሕ ዝውዕል ምዃን እናረጋገፀኩን ዝግበረለይ ቁነ-ዕሓገዝ ኣቐዲመኩ መስገን ይፈቱ።

ኣብዚ መጠይቕ ሽምምዕ ሓፍ ኣየድልን

ኣቐዲመዮ መስገን!

ትርጉም:-

ተኸታታ ሊምዘናት ፅሁፍ ትማለት ተምሃር ንዝመሃር ዎት/ቲ ጥልቅ ዝበለ ግንዛብ ንክህልዎም ንክንደየና ይከምዝሓ ዝዎብ መ/ራ ንዝግበር እዋናዊ (ብቐጻልነት)

ክትትል ንደገፍ ንብምግባር ናይ ተምሃር ውዕኢት ንምዕባይ ዝጠቅም ከይዲ ምዘና እዩ።

ሓፈሻዊ መምርሒ:- በዛኸ/ኸ / ዝተወሰነ ግዜ ወሲድካ/ኪ ኩሎም ሕቶታት ንክትምልስ (ሲ) ይላቡ።

ክትዕራፍ እንተለኻ/ኸ ድማ ብቢሮ እንተትጥቀም/ሚይምረፅ።

ሓፈሻዊ ሓበሬታ:-

ፆታ _____ 2. ዕድመ _____ ደረጃ ክፍሊ _____ ሴክሽን _____

መምርሒ 1 በዛኸ/ኸ ብዘለካ/ኪ ተሞክሮ ንትዕዝብት ንዘምዘስ ዕቡ ሕቶታት ቁነ-ዕሓፅ መልሲ እዩ እትብሉ/ሊዮ (✓) ምልክት ኣቅምጡ

ክፍሊ 1፡ ግንዛብ ተምሃር ኣብምትግባር ተኸታታ ሊምዘናት ፅሁፍ ትኣብምንታ ሕትኢ ለብሎ ሰደቃ ግንዛብ ተምሃር ኣብትግበራ ተካታታ ሊምዘናት ፅሁፍ ኢንግል ዝኖዝሓ ዘእዩ።
ስለዚ መልስ ኩምንምር ኣይ (✓) ምልክት ግበሩ።

No	ሕቶታት	ፈ.ዲ.መ. የለን	ዳርጋዮ ለን	ሓደሓደ ግዜ	መብዛ ሕትኡ	ኩሎ ግዜ
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1	ንተምሃሮዝዋሃብተኸታታሊምዘናፍትሓዊድድዩ?					
2	ተምሃሮአብምትግባርተኸታታሊምዘናድሌትአለዎምዶ?					
3	ንተምሃሮዝዋሃብተኸታታሊርዲቶምንፀገምተምሃሮአብመፈታሕንየረጋግፅድዩ					
4	ተኸታታሊምዘናንተምሃሮተመክሮክለዋወጡይገበርዶ					
5	አወሃህባዋጋማረኪንተማሃሮዑዙዝድዩ					
6	መምህራንንተምሃሮሃናገይግበረመልሲይህብኹመዶ					
7	ንተምሃሮዝዋሃብተኸታታሊምዘናገዕቂስራሕየቃልልዶ					
8	ተኸታታሊምዘናባህሪተምሃሮየተባብዕዶ					
9	ተኸታታሊምዘናተምሃሮብንጥፈትክሳተፉይግዝዶ					
10	ብመመህራንዝወሃብተኸታታሊምዘናዓርሰእምነተተምሃሮየረጋግፅዶ					

ክፍለ.2:-ትግበራተካታታሊምዘናፅሕፈትኢንግሊዝኛአብክፍለ.
ትሕትኢሉዘሎሰደቃትግበራተካታታሊምዘናፅሕፈትኢንግሊዝኛአብክፍለዝሓዘእዩ::
ብምቅጻልአፍቲዝተዋሃበበታመልስኩም(✓)ምልክትግበሩ::

No	ሕቶታት	ፈጻሙ የለን	ዳርጋ የለን	ሓደሓደ ግዘ	መብዛሕት ኡግዘ	ኩሉ ግዘ
1	አዋሃህባተኸታታሊምዘናመምህራንከመይትልክዑ					
2	ካበትዕዘበተኹምአዋሃህባተኸታታሊምዘናመምህራንከመይትግምግመ					
3	መምህራንንተምሃሮብቀጻሊዶይምዘኩ					
4	መምሃራንንተማሃረአመዘተፋላለየሜላታትምዘናየተግብሩዶ					
5	አብክፍለ.ወ.ሽጢብዛዕባተኸታታሊምዘናትዛተዩዶ					
6	መምህራንሓፀርቲፈተናታትእነተህብኹምፅሕፈትየጠቃልልዶ					

ክፍለ.3:-ተሳትፎተምሃሮአብተኸታታሊምዘናፅሕፈትኢንግሊዝኛ
ትሕትኢሉዘሎሰደቃተሳትፎተምሃሮአብተካታታሊምዘናፅሕፈትዝሓዘእዩ::ብምቅጻል
መልስኩምንምርአይ(✓) ምልክትግበሩ::

1	ተምሃሮካብስሕተትነጻዝኸነመሉእሓሳብይሃነፁዶ					
2	ተምሃሮቁትዕስርዓተነጥቢተጠቁሞምግንቀፅይሃንፁዶ					

3	ተምሃሮ አብዕሕፈት እና የንዝተፋላለዩ ሙሉ እሳባ ትይዥቀሙዶ					
4	ተምሃሮ ግልፅ ንቀሊል ልልን ሙሉ እሳባ ብይሃንፀዶ					
5	ተምሃሮ ብመምህራን ዝወሃቦም ንጥፈታት ብናይባዕ ሎም መንገዲ ይፅሕፍዎምዶ					
6	ተምሃሮ ብመምህራን ዝወሃብዎ ድታት መሊኦም ይሰርሑዎምዶ					

ክፍሊ 4: ኣብምትግባር ተኸታታሊ ምዘና ፅሕፈት ንመምህራን ዝጋጥሞም ፀገማት . ትሕትኢ ለውጥ ስድቃ መምህራን ኣብ ተኸታታሊ ምዘና ምትግባር ዘፅንቅፍ ዎም ነጥብ ታት ዝሓዘ እዩ ስለዘመልሲ ንእትብል ዎ ኣብ ተኸታታሊ (✓) ምልክት ግበሩ

No	ዝርዝር ትሕዝቶ	ፈ.ዓ.ሙ.የ ለን	ዳርጋዩ ለን	ሓደሓደ ግዜ	መብዛሕት ኡግዜ	ኩሉ ግዜ
1	ኣወንታዊ ኣመላኻኻ ክታ መምህራን ኣብ ተኸታታሊ ምዘና					
2	ሉዑል ቁርፅ ንኻት መምህራን ኣብ ምትግባር ተኸታታሊ ምዘና					
3	ሙቹ ወይ ክትከፍሊ ንምትግባር ተኸታታሊ ምዘና ኣብ ፅሕፈት					
4	ዘይቡ ቁፅሓብ ራታ ንተምሃሮ ብዛዕባ ፈተና					
5	ዋሕዲ ግዜ ንምድላው ፈተና ተምሃሮ					
	ምስ መምህራን ዝዛመድ ፀገማት (ካብ ዝላዓለና ብዝተሓተሰ ርዕዮ-ዎም)	ድግግም		ደረጃ		
1	ኣወንታዊ ኣመላኻኻ ክታ መምህራን ኣብ ተኸታታሊ ምዘና					
2	ሉዑል ቁርፅ ንኻት መምህራን ንምቅልጣፍ ተኸታታሊ ምዘና ንኣብ ፅሕፈት					
3	ሙቹ ወይ ክትከፍሊ ንምትግባር ተኸታታሊ ምዘና ኣብ ፅሕፈት					
4	ዘይቡ ቁፅሓብ ራታ ንተምሃሮ ብዛዕባ ፈተና					
5	ዋሕዲ ግዜ ንምድላው ፈተና ተምሃሮ					
	ምስ ተምሃሮ ዝዛመድ ፀገማት (ካብ ዝላዓለና ብዝተሓተሰ ርዕዮ-ዎም)	ድግግመ		ደረጃ		
1	ዋሕዲ ግዜ ንምድላው ፈተና ተምሃሮ					
2	ሕፅረት ግዜ ኣብ ትግበራ ተኸታታሊ ምዘና					
3	ዋሕዲ ግዜ ንምድላው ፈተና ተምሃሮ					

4	አተገባሪናንግብረመልስንንተመሃሮ					
5	ዘይቡቁዕሓበሬታንተመሃሮብዛዕባፈተና					

ንትግበራተኸታታሊምዘናዝፃብኡካልኦትነገራትእንተልዮምዘርዘር _____

ክፍሊ.5:-ንትግበራተከካታሊምዘናዕሕፈትኢንግሊዝኛኣብክፍሊዝፃብኡነገራትመፍቲሒኦም

ትሕትኢሉሉዘሎሰደቃንትግባረተኸታታሊምዘናኣብዕሕፈትንፃይክፍሊዝፃብኡነገራትመፍቲሒኦምነገራትዘረ ኢእዩስለዚመልስኹምንምሃብ (✓) ምልክትግበሩ

No	ሜላታትምቅላልፀገማትትግበራተኸታታሊምዘናኣብዕሕፈት	ብቱሒት	ቱሒት	ማእኸላይ	ሉዑል	ኣሉዑል
1	መምህራንንተመሃሮንመራሕቲዕዮታትስለዝኾኑንትግበራተኸታታሊምዘናተለፃላይነትምህላው					
2	ቀፃሊመከታተሊቅጥዒዕብዮትትምህርቲተመሃሮክዳሎይግባእ					
3	ንትግባረተኸታታሊምዘናምክትታልንዑደትምግባርን					
4	ሓሳብንሓሳብንምልውዋጥዘኸእልዕዮታትምድላው					
5	ኩነታትትግበራተኸታታሊምዘናኣብመጠረኽታወርሒክግምገምይግባእ					
6	ኣብምድላውተኸታታሊምዘናሉዑልትኹረትክዋህቦይግባእ					
7	ኩሎምይግባእኒባሃልቲኑጡፍተሳትፎክህልዎምይግባእ					
8	ኣብሕድሕድክፍሊክህልወዝግብኦምተመሃሮወሹዳትክኾኑይግባእ					
9	ንተኻታታሊምዘናዘድልዩቁሳቁስምድላው					
10	ብዛዕባተኻታታሊምዘናንመምህራንንተመሃሮንግንዛበምፍጣር					
11	ንምዕዋትተኸታታሊምዘናዝተፋላለዩሜላታትምድላው					
12	ንትግበራተኸታታሊምዘናሙዑሩይቅጥዒምድላው					

Appendix-3
ADDIS ABABA UNIVERSITY
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COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
(POST GRADUATE PROGRAM)

Observation check list

Observation made on day—1and2

No	Check list point	Teacher-1		Teacher-2		Teacher-3		Teacher-4		Teacher-5	
		Y	N	Y	N	Y	N	Y	N	Y	N
	I. Teacher /Teaching environment										
1	Does the teacher provide enough time to the students to assess their writing report?										
2	Does the teacher have criteria for assessing students writing skill?										
3	Does the teacher frame the instructional activities to write paragraph with the actual context of the learners' lives?										
4	Does the teacher give feed back to the students in a descriptive way?										
5	Does the teacher allow the students to participate actively in writing activities?										
	II. Students' assessment										
6	Do students have active desire in learning writing in the class?										
7	Do students write clear and neat sentences or paragraph in the writing class?										
8	Do students finish the written activities they were asked by their teacher to do in class?										
	III. The class-room environment										
9	Does the assessment decrease students and teachers work load and save time?										

10	Does the class have suitable class size for carrying out assessment in writing?										
11	Are there enough chairs and desks in the class to perform writing activity										
	V. Ways of assessment										
12	Do students have awareness to the assessment criteria set by their teacher in writing class?										
13	Do teachers give an assessment to the students at the end of every lesson?										
14	Is the assessment given to students by the teacher is faire?										

Key: Y= YES, N= NO

Appendix-4

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(POST GRADUATE PROGRAM)**

Interview guide questions for English teachers:

1. How do you evaluate students' participation towards continuous assessment in your school in English writing class?
2. Do you think that continuous assessment in writing skill is practiced in your school? If so, how do you rate the performance of teachers in implementing continuous assessment in writing skill?
3. Do you have criteria for assessing students in writing skills?
4. In what way you give feedback for your students' in class?
5. Have school teachers got in-service training (work shop, seminars, etc) on the application of continuous assessment in general and particularly in writing skill?
6. Would you briefly explain the major factors that negatively influence the application of continuous assessment in writing skill and they influence it?
7. Do you believe that implementing continuous assessment in writing skill in class is worthy?

Appendix-5
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COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
(POST GRADUATE PROGRAM)

Interview guide questions for school principal and WEO.

This interview is designed as part of data gathering instrument for the study concerning an evaluation of the implementation of CA in EFL writing skill in grade 9 at Sheraro Secondary School, Tigray regional state by post graduate student for the partial fulfillment of the requirement for the award of Master of EFL. The main purpose of this interview is to collect relevant data about the implementation of continuous assessment in EFL writing class room. Accordingly, you are selected among other informants to fill this interview using purposive sampling method. Thus, the information which is expected from you has a great importance for the success of this study and also the researcher will be responsible for keeping the information you provide confidential.

Part I: Background Information

1. Educational qualification _____
2. Your current position in your School _____
1. How do you understand continuous assessment?
2. In your schools particularly in EFL writing class room, is continuous assessment implemented the way it was planned? If not what are the reasons behind?
3. Do EFL teachers use various techniques of continuous assessment in their class? If yes, would you please explain the techniques that EFL teacher use to assess the performance of their students?
4. To what extent do you think EFL teachers implement continuous assessment in EFL writing classes?
5. What are the factors that affect the implementation of continuous assessment writing class room?
6. What strategies does your school design to overcome the problems of implementing continuous assessment?

Appendix-6
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Document analysis

1. The availability of manual in relation to the continuous assessment in the school.
2. The quality of the prepared test in the English language skill
3. The availability writing skill in the prepared test which has been given before.