

ADDIS ABABA UNIVERSITY



ENGLISH TEACHERS' PERCEPTIONS AND PRACTICES OF CONTINUOUS ASSESSMENT:

THE CASE OF GRADE 9 AND 10 ENGLISH TEACHERS AT FITAWURARI ABAYNEH METEKIYA SECONDARY SCHOOL, ADDIS ABABA

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**A Thesis submitted to the Department of Foreign Languages and Literature in
Fulfillment of Master's Degree in English Language Teaching**

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ABBREVIATIONS AND ACRONYMS

CA	Continuous Assessment.
EFL	English as Foreign Language.
ELT	English Language Teaching
ESL	English for Second Language
L2	Second Language
SPSS	Statistical Package for the Social Sciences

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**ENGLISH TEACHERS PERCEPTIONS AND PRACTICES OF CONTINUOUS
ASSESSMENT: THE CASE OF FITAWURARI ABAYNEH METEKIYA
SECONDARY SCHOOL OF ADDIS ABABA**

ABSTRACT

The purpose of this study was to assess teachers' conception and practice of continuous assessments in line with the principles and purposes of continuous assessment among grades 9 and 10 English teachers at Fitawurari Abayneh Metekiya Secondary school. To achieve this objective, descriptive survey design was employed. The target populations were 18 English language teachers. The sample English language teachers were selected by using comprehensive sampling techniques. The required data were collected through questionnaire, class room observation, interview, and document analysis. The findings, therefore, indicated that teachers believe that giving continuous assessment is not a manageable task and it is a difficult job for them to practice. Teachers do not feel that they are capable of applying all continuous assessment tasks in their classroom and feel that it is necessary for them to know about the basic principles of continuous assessment and apply in their classroom theoretically, but what the problem is they are unable to put in to practice. Therefore, English language teachers need to change their assumptions that they can make continuous assessment manageable as it is interesting activity for both language teachers and students and they should convince themselves they are capable of applying at list many types of continuous assessment tasks in their classroom and teachers should know that it is necessary for them to know about the basic principles of continuous assessment as a teacher professionally and they need to apply them practically, because knowing them theoretically is meaningless without practical implementation. English language teachers need to read and know about implementing continuous assessment is not only giving continuous paper and pen tests.English teachers should convince and manage their students to be engaged in continuous assessment tasks though it consumes much of their class time, it has great advantage because unless students' learning is measured their learning becomes meaningless.

1. INTRODUCTION

1.1. Background of the Study

Continuous Assessment (CA) is a process of gathering information about students' learning progress throughout the academic year through regular observation and evaluation of their performance in normal classroom situations (MOE, 2007b). According to the Ministry of Education (MOE), effective implementation of CA begins with careful planning. Teachers are expected to establish specific assessment objectives for each lesson based on the intended learning outcomes. They should also identify learners who require particular attention during assessment and maintain records of their performance (MOE, 2010).

The CA guidelines further emphasize the importance of informing learners about the assessment criteria, procedures, and techniques at the beginning of the academic year to ensure transparency and understanding (MOE, 2011–2012). To collect evidence of students' achievement and progress in English language learning, teachers are encouraged to employ various assessment methods, including classroom observation, portfolios, project work, classwork, homework, group work, quizzes, presentations, self-assessment, and feedback provision (MOE, 2011–2012).

Among these techniques, classroom observation is regarded as the principal method of continuous assessment. Through observation, teachers closely monitor learners' language use and participation during classroom activities. Effective observation requires objectivity and sensitivity, enabling teachers to make fair judgments while providing learners with supportive opportunities to demonstrate their abilities (MOE, 2010).

To facilitate effective observation, the guidelines recommend that teachers integrate assessment opportunities into lesson plans, observe students during pair and group work activities, focus on learners whose performance data are insufficient or unclear, encourage participation from quieter students, and maintain notes on learners' performance throughout the lesson (MOE, 2010).

1.2 Statement of the Problem

There are a lot of reasons why the researcher intends to give more emphasis on investigating English Language teacher's conception and Practices of continuous assessment in EFL classroom. The rational for studying the practice of CA was the existence of too many teachers' those who do not properly implement CA in their English classroom in the target school as the researcher observed. The current researchers teaching experience gave him insights that the teaching and learning process in the target school did not seem to promote the practice of CA. Besides, what later initiated the researcher to focus on studying the practice of CA as a study area was the teachers' in the target school seem to have low conception towards CA strategies as most educational institutions around the world have adapted the use of CA to support learners' learning. Moreover, the teaching learning process needs continuous follow up to achieve its objectives as CA is essential to check the realization of instructional objectives as opposed to traditional assessment methods which mainly focuses on testing and encourages superficial learning. The finding of Sileshi (2020) revealed that EFL teachers of Debub Ethiopia Teacher Education College had inadequate knowledge about the principles and purposes of continuous assessment. They also indicated that the teachers used the assessment primarily to judge the English language achievement of the students. Moreover, the findings showed that the teachers did not allow students to actively participate in the different aspects of the assessment process.

The research which was conducted by Dagne (2022) was also concerned with the practice of CA in Jimma teachers' college and it reveals that the teachers did not always use CA to assess students' English language performance. In connection with this, teachers did not get adequate training on CA. Habtamu (2021) also conducted a research focusing on the implementation of CA in Dilla University English as foreign language (EFL) teachers. According to his study lacked of adequate knowledge, limited use of assessment devices and different challenges during implementation were identified.

According to Yidnekachew (2020) the finding in two high schools indicated that teachers' understanding of the principles and purpose of CA were insufficient. In addition, Tamene (2018) stated that classroom conditions, attitude of teachers toward CA, lacked of professional skill in line with the new approach, lack of instructional materials, school facilities, seem to hinder the effectiveness of the implementation of CA.

With regard to this, adequate studies have not been conducted yet. In fact, as far as the researcher knows only few promising research efforts have been made. For instance, Eba (2019) found that primary teachers in Nekemet town did not have in-service training courses on teaching English to young learners. They did not have proper pedagogical skills and knowledge to deal with them. Moreover, most of the teachers at these schools believed that CA as continuous testing and uses mostly a single assessment methods like test, group work frequently. Furthermore, a study conducted by Dagne (2021) on teachers' exposure to and practice of CA in Jimma teachers' college. His finding revealed that teachers were found to be non-practitioners of CA in their English language classroom practice which was attributed lack of training. Regarding to the current study, Demissie Kebede (2022) studied teachers' conceptions and practices of continuous assessment in EFL classes. The finding of the study revealed that most of the teachers and principals were not trained on CA and its implementation. There were also lack of assessment guide lines, teachers' dominant of testing one assessment and absence of support from school leaders made teachers develop misconception about CA.

The studies made by these local researchers will be found mainly conducted on at primary school and college level. However, the studies did not address the CA practices at high school level. Thus, the current study was conducted in filling the gap that has not yet been carried out. To do so, apart from questionnaire, interview, and document analysis which was employed by the previous researchers, the current study included classroom observation so as to make the research more valid.

Therefore, to confirm empirically what the current researcher observed in the target school and what has been going on, thus, this study is unique from the others as it gives more attention to the conception and practice of continuous assessment in EFL classes of high school teacher and

the attitude of teachers and students toward CA, and some of the challenges that affected the implementation of continuous assessment and looked for relevant and applicable alternative solution that might help in avoiding the problem. That was why the researcher feels that it was very appropriate to carry out a study on the implementation of continuous assessment in secondary schools; specifically grades 9 and 10 English language teachers at Fitawurari Abayneh Metekia secondary and preparatory school.

1.3. Objectives of the study

1.3.1. General Objective

The general objective of this study is to explore the perceptions and practices of Grade 9 and 10 English language teachers regarding continuous assessment at Fitawurari Abayneh Metekiya Secondary School in Addis Ababa.

1.3.2. Specific Objectives

The specific objectives of the study are to:

1. Explore the perceptions of Grade 9 and 10 English language teachers regarding continuous assessment in their classrooms.
2. Examine the extent to which continuous assessment (CA) is involved in the teaching and learning process of Grade 9 and 10 English language classrooms.
3. Identify the practices and strategies that Grade 9 and 10 English language teachers use to implement continuous assessment.
4. Investigate the challenges and barriers that Grade 9 and 10 English language teachers face in the effective implementation of continuous assessment in ELT classrooms.

1.4. Research Questions

The proposed research attempted to answer the following basic research questions:

Based on the study seeks to answer the following research questions:

1. What are the perceptions of Grade 9 and 10 English language teachers regarding continuous assessment in their classrooms?
2. To what extent is continuous assessment (CA) involved in the teaching and learning process of Grade 9 and 10 English language classrooms?
3. What practices and strategies do Grade 9 and 10 English language teachers use to implement continuous assessment?
4. What challenges and barriers do Grade 9 and 10 English language teacher's face in the effective implementation of continuous assessment in ELT classrooms?

1.5. Significance of the Study

The purpose of this study was to assess the correspondence between what English teachers assume about continuous assessment and teachers' actual implementation continuous assessment in their actual EFL classrooms. Continuous assessment motivates students to learn on an on-going basis and it provides opportunities to get feedback on their learning (Hernandez, 2024). As to Puhl (2019), continuous assessment in the English language EFL classroom is one response to new global realities as it shapes the classroom. It acknowledges that instructional process can only be changed when we change our assessment process. It is worthwhile to give emphasis to the practice of continuous assessment.

The exploration of teachers' conception and beliefs is important because teachers are in the front line of education, heavily involved in various teaching and learning processes. Therefore, the findings of the study might be helpful to grade 9 and 10 English language teachers to examine their practice of continuous assessment to increase their awareness towards continuous assessment in EFL classes for better success. It can assist supervisors to see the extent of grade 9 and 10 English language teachers in using the varied devices of continuous assessment in teaching EFL Class and to support them where necessary. The outcome of this study might be also help administrators and any stakeholders to take an action regarding the issue. More than anything else, this study can be a springboard for potential researchers those who want to conduct a study on the area.

1.6. Scope of the Study

The study was restricted to Fitawurari Abayneh Metekiya School which is found in Addis Ababa city kaliti sub city. The scope of this study was also delimited to assess teachers' conception and practice of continuous assessments and practice of the implementation of continuous assessment in EFL classes by grade 9 and 10 English language teachers. In addition, the study was delimited to many aspects of continuous assessment, the content areas like the principles, purposes; types of devices continuous assessment tools, major challenges problems while the implementing continuous assessment were the major focuses of this study.

1.7 Limitations of the Study

The current study has some limitations. Due to budget and time constraints many stakeholders such as woreda education officers, other subject teachers and other governmental bodies were not included in the study though they may give valuable information. In this study the population was limited to students, teachers, within the secondary schools, so that they might remain important informants from other practitioners which were vital for the study within the selected secondary schools only. In addition to this, there was a difficulty of accessing internet availability due to the instability of the country.

1.8. Definitions of Key Terms

Assessment: is a way of observing and collecting assessment information and making decision based on the information (Plessis, 2019)

Conception: Are the capacity, function, and process of forming or understanding ideas or abstractions or reflective thinking. (The forming of idea for something in your mind, the ability to see, hear, or become aware of something through the sense, the way in which something is regarded, understood or interpreted)

Continuous Assessment: CA refers to making observation and collecting information periodically to find out what the students know, understand, and do (Plessis, 2023). In addition to this, an assessment method that is used in classroom context aiming at providing information for teachers to make decisions about teaching and learning.

Implementation– putting into effect by means of definite plan or procedure.

Perception:- Refers to the interest, beliefs and opinions of English teachers and administrators towards CA. It can be positive or negative with intensity ranging against.

Practice: repeated exercise in or performance of an activity or skills so as to acquire or maintain proficiency in it.

Triangulation: The practice of using multiple investigators multiple sources of data, or multiple methods to confirm the emerging findings.

2. REVIEW OF RELATED LITERATURE

This literature review contains some important issues which are related to continuous assessment in the development of education. Besides a great sense of continuous assessment in English classes in secondary schools, to examine conceptual issues with respect to definitions, purposes, principles, benefits, characteristics, advantages, disadvantages, challenges, techniques, methods of continuous assessment effectively on the practices and implementation of continuous assessment in English classroom

2.1. What is Assessment?

Different writers define assessment in different ways Assessment can be broadly define as all activities that teacher and student undertaken to get information that can be used diagnostically to alter teaching and learning (Bosten 2018).It encompasses teacher observation ,classroom discussion , and analysis of student work, including homework, group work, test etc. Continuous assessment is a type of assessment that improves teaching and learning via ongoing process. As mentioned by O'Malley (2022),CA is a kind of assessment that outshines learners learning achievement , motivation and attitudes on classroom activities. CA is crucial mainly as it depends on activities that represent classroom and real life settings and it consistent with classroom interactional objectives. Another characteristic of CA, it provides learners with feedback at different stages in the development of their language performance and involves observational techniques other than testing to collect information an overall student's performance.

2.1.1. The Conception of Continuous Assessments

According to Abiy Yigzaw (2019) viewing continuous assessment is an integral part of instruction, considers it as a mechanism whereby the final grading of learners on the cognitive , affective, and psychomotor domains of learning is made .The cognitive domain refers to the development of students' knowledge and intellectual skills, while the affective domain includes the students 'confidence, feeling, values, motivations and attitudes, The psychomotor domain

refers to the physical movement, coordination and use of motor skills ;and in this study it is practically related to students speaking and writing skills.

Similarly, Curzon (2021) stated that CA is comprehensive terms, which refers, particularly to inquiring into the learner's competence, knowledge, attitude, and skills through visions, students profile using different assessment methods to improve learning. From the above definition the researcher inferred that CA is an assessment approach that involves the use of variety of assessment instruments for assessing the learning and teaching process to improve students' performance progressively but the assessment has been takes place mostly in summative way. Then he decided to do this research and practice CA properly in the studying area.

In addition to, Falayalo (2020), continuous assessment of learners: change could be defined as a mechanism whereby the final grading of learners in the cognitive and psychomotor domains of learning systematically takes account (considers) of all their performance during a given period of schooling. Many language specialists believe that language assessment is a much more comprehensive term that is concerned with observing learners and collecting information about how they are progressing in their learning. It is a way of finding out what learner's process.

Similarly, McNamara (2023) added that assessment is the set of processes through which we make inferences about a learner's learning process, skills, knowledge and achievements. Thus, testing is only one instrument out of several (including portfolio assessment, exhibitions, performances, group projects, self and peer assessment, etc.) assessment activities and testing is thus one of the various forms of assessment that can be used for gathering information about the students' achievement on the course.

According to Hedge (2022), assessment is said to be formative if the purpose is pedagogically motivated, whereas it is said to be summative if the purpose is product-oriented. This means that formative assessment is an ongoing feedback during the learning. Summative assessment is on the other hand, the summary of the process at the end.

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, 2023). 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

2.1.2. Theoretical Background of Continuous Assessment

Nowadays, variety of Continuous assessment practices becomes popular in contrast to more of traditional forms in assessment. For instance , many educators have found that traditional assessment does not always accurately reflect their understanding of learner's abilities .O'Malley and Valdez (2019:2)as cited in Abent (2021) illustrated that, "... traditional assessment procedures do not assess the whole range of essential learners out comes, and teachers encountered problems in using the information obtained for instructional planning." They encouraged CA because it helps teachers to assess over a period of weeks or months, language performance that cannot be assessed by means of tests. He claims that CA helps teacher to take in to account certain qualities which cannot be assessed in other way: namely, efforts, persistence ,and attitude.

2.2. Advantages of Continuous Assessment

As to Brown (2020) has identified the following advantages: Periodic assessment aid in the reinforcement and retention of information, Assessment can provide a sense of periodic closure to modules within in a curriculum, Assessment can promote students autonomy by encouraging students' self-evaluation of their progress, Assessment can spur learners to set goals for themselves and Assessment can aid in evaluating effectiveness. Similarly, eddy (2022) was also identified the following advantages: CA makes it possible to assess qualities that are not assessed in traditional examinations, provides the teacher with complementary information, Both the teacher and learner are provided with ongoing feedback about the learner's progress, Individual monitoring is required and teachers and learners have to work very closely; in this way, teacher-learner relationships may be enhanced and A wide range of abilities, skills and attitudes are assessed, which engenders more authentic assessments and Examinee stress that usually accompanies formal written examinations is alleviated.

2.3. Disadvantage of Continuous Assessment

Although CA has plenty of advantages, Henery Ellington and Shirley Earl, (2019) do not hesitate to forward some of its short comings. They have discussed some of its short comings with their possible remediation students undergoing CA may feel that they are continually under surveillance, and that every error that they make along the way can count against them; this can give rise to a different type of stress from that which students experience as a result of terminal assessment. unless CA is carefully planned and coordinated, there is a very real danger that students may be grossly over assessed particularly at certain times of the year, when several teachers are asking simultaneously for assignment to be handed in. on other hand, attempts to broaden the scope of a course may be frustrated by students gearing their study solely to the requirements of the assessment procedures, thus putting students who carry out extension studies or read round their subject at a disadvantage: by itself CA does not prevent either strategic or surface learning. CA can also if not properly managed, adversely affect the relationship between students and their teachers, with the latter being regarded with suspicion and (in some extreme cases) enmity and occasionally even introducing malpractices as in imposing penalties for seeking help with CA, there is the perennial problem of enforcing uniform procedures such as completion dates and dealing with students who do not comply with these in a way that is seen to be fair without being either too draconian or too lax .CA requires just as much planning as terminal assessment more in many cases.

2.4. Purpose of Continuous Assessment

According to Petty, (2022). “Assessment plays vital role in classroom teaching and learning activity .It grades the attainment of the learners, it helps to select the candidates for jobs or future courses. In addition, it contributes to evidences on the effectiveness of course and teachers .Moreover, it motivates the learner and acknowledges the progress.”

In particular, the purpose and function of assessment may be classified as follow as, understanding the strengths and weak sides of student learning ability, assessing teacher in monitoring student learning progress, evaluating students learning and placing students in leaning groups based on given interactional standards (popham,2023).

Assessment is an activity used to appraise pupil's performance using different techniques. The learning outcomes promoted by school involve helping pupils to develop knowledge, understandings, skills, attitudes and consists of techniques that can be used to monitor pupils' progress in terms of specific learning outcomes. According to Abera Asefa (2022) the purposes of assessments is student learning which implies assessment is the way for education to measure progress, strength, and area of growth. Many teachers assess their students using pre-tests, mid-term and posttests to gauge student learning. They may take place throughout unit or the entire school year. Teachers use assessment to determine what is effective in their teaching practice; what is working and what needs improvement. A variety of assessment tools may be used in order to determine what types of instructions are most beneficial in meeting the need of students.

According to Kyriaco (2018) the most frequently used purpose CA is used as follows: -To provide different feedback about pupils' progress (weak sides and strong side) and identify student learning needs, To provide pupils with evidence feedbacks assessment enables pupils to relate their performance to the standard expected, To use detailed feedback to correct and improve their work, and to appropriate. More clearly the requirement of the tasks set and To motivate pupils assessment activities can be act as a spur to organize so as to achieve well at these activities and, To provide evidence of teacher and school effectiveness pupils' performance in assessment tasks, provides evidence of their progress and hence acts as useful indicator of teacher and school effectiveness. The key purposes for using assessment are: a) for students' learning -away for educator to measure strengths, and areas of growth b) for improvement of teaching- to determine what is effective in their teaching practices, what is working and what need improvement) communication- serve as a means of communicating between educators, students, administrators, and parents d) evaluation programs -how well is the program working in relation to goals and expectation for the students? e) Program support f) motivation students feel positive about their learning environment when improvement is shown (Abera Assefa, 2018).

2.5. Characteristics of Good Continuous Assessment

To make continuous assessment to achieve its goal, it should be practiced appropriately. In doing this there are characteristics for best practices in continuous assessment. Assessment should be valid between the objectives and assessment method there must be match. Ministry of Education and Culture of Namibia (2019) stated that the nature of the learning task, e.g. the ability to apply knowledge or the mastery of practical skills like typing, will determine which assessment type will be suitable to use to attain the objectives of the lesson. According to Rowntree (2023) feedback is the life blood of learning. So, giving meaning full feedback is mandatory for teachers, also it should be given adequate time that appropriate time has to be allotted for the implementation of assessment. This is because if there is no adequate time allotted for assessment, there is no feedback and effective assessment. Phil (2021) said that even where there is only end-point formal assessment; earlier opportunities should be provided for rehearsal and feedback and it should be fair because it is best for teachers using more than one assessment methods so, that students of all ability levels will be able to demonstrate what they know and can do. Phil (2023) also stated that students should have equivalent of opportunities to succeed even if their experience are not identical.

2.6. The Benefit of Continuous Assessment

There are many researchers which wrote about the benefit of continuous assessment. For instance Getachew Kassa (2020) stated that continuous assessment is a powerful diagnostic tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas. It helps both the teachers and the learners to concentrate on the topic which require great concentration and make the learned concept more easy and simple. Continuous assessment has also a great contribution to strength the relation between the learners and the teachers.

According to Stiggins (2018) 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; (1). To find out what students know and can do (2). To gain confidence in what we say our

students know and can do (3). To provide all children with opportunities to show what they know (4).To promotes learning for understanding (5).To improves teaching (6). To help to determine what kind of remediation and enrichment activities to provide, and to identify which student need assistance (7). To let the students know how well they are progressing in their own learning (8). To let parents know how their children are progressing and (9).To lead to overall evaluation.

2.7. Principles of Continuous Assessment

Continuous assessment is an ongoing process in teaching and learning but not episodic. This process like other processes is most effective when based on sound operational principles. These principles provide to the tutor a framework within which the process of assessment is practiced.

As to James (2019, cited in Fisseha 2020) in implementing CA the following can be used as guiding principles: Ensure that assessment procedures promote and reward desired learning activities and outcomes, Communicate assessment requirement clearly to students, and Strive for providing effective feedback and comment to students on a continuous basis. In detail way Hopkins and Harris (2022) summarize the fundamental principles that underpin CA. These include:

1. **Diagnosis:** Teachers are required to know what their students are able to do or capable of doing. This will provide them with the opportunity to know the ability of individual learners in their class.
2. **Goals:** Teachers are required to have a clear idea about the learning objectives of the language program in general and each lesson/activity in particular.
3. **Diversity of assessment:** CA requires the use of a range of different assessment methods to gather valid and reliable information about the students' language ability.
4. **Shared criteria:** Teachers are required to share assessment criteria with their students.

5. **Self-reflection;** CA creates opportunity for learners to manage their own learning and reflect back on their performance.

2.8. Teaching and Learning Resource

In adequacy of teaching and material also highly affect the smooth implementation of CA. it is obvious that in the absence of proper teaching materials and other equipment such as stationery, supplementary books, computers, reference materials, photo copy, teacher may face difficulties in practicing CA accurately and assure quality education .in addition to the above mentioned problems, Kapambwae ,(2018) stressed the difficulty of implementing CA in the absence of collaboration of groups, of school. As to the researchers loosely coordinating intra-staff members also highly impedes the successful implementation of CA. in adequate monitoring of professional (supervisor) that could give the necessary support for teachers is also another challenge for proper implementation of CA.

2.9. Challenges in the Implementation of Continuous Assessment

The findings from the timely monitoring visits that were conducted to the pilot schools related that the teachers encountered various challenges in implementing the formative school based assessment. According to Kapambwe, (2022); the following are major challenges faced by in the implementation of CA. The majority of the teachers complained that they had inadequate teaching and learning materials. The difficulty with learning materials mainly affected the availability of appropriate teaching and learning materials. Absenteeism also posed an obstacle to the smooth management of pupil performance continuous assessment records as some pupils' attendance was irregular. Some absenteeism eventually leads to pupils dropping out of schools completely. Monitoring was another area in which the overall implementation experienced challenges. When there was inadequate monitoring and feedback implementation of Continuous Assessment was challenged. There was need for the district offices to closely monitor the teachers 'implementation so that they could be given the necessary support.

2.8. Techniques of Continuous Assessment

Continuous assessment is an integral part of teaching learning process. It contributes to the development of all-rounded personalities responsible citizens .There is various continuous assessment techniques that teachers can apply to assess the performance of their students. Some of them are oral questions, homework and written work .Applying such different techniques of continuous assessment helps to measure the knowledge, skill, perception of students. But Elliott(2024) warned that all forms of assessment techniques contain some error ,which implies that we must assess students frequently and with variety of methods to check that what can't be tested by one methods can be by another. Based on this expression the researcher believed that there is no on best assessment technique without context or situation. Then he would try to investigate and show how to use appropriate and variety techniques of continuous assessment, since the situation /context are students from different angle.

2.10. How to Use Continuous Assessment in the EFL Classroom

During teaching and learning the teacher has to consider how to assess his or her students. As it is mentioned in the back ground of this proposal continuous assessment is not simply continuous testing. According to Hailu Terefe (2022) the main thing to be considered while using continuous assessment is classroom include assessment question practice and documentation, the way of keeping records in the learners' portfolios, using varieties of assessment techniques to assess the learners 'performances' properly and direct involvement of the learner in his or her own assessment etc. On the importance of portfolio Hailu Terefe (2020) stated that: rather than judging a single moment in time, as does an exam, portfolios emphasize individual progress toward goals, which the learners themselves help establish. In that sense portfolios offer a collaborative assessment, an assessment partly determined by the instructor and partly determined by the learner.

Additionally, Phil (2019) as cited in Hailu Terefe (2024) mentioned the important classroom device in continuous assessment as: we used classroom continuous assessment devices such as self-assessment, peer assessment and assessment by the lecturer, portfolio, and reflective

statement. From this we can deduce that by using different assessment techniques we can easily accomplish continuous assessment and one can gain the required quality education.

2.11. Types of Continuous Assessment

There are two types of continuous assessment. These are formative continuous assessment (FCA) and summative continuous assessment (SCA).

2.11.1. Formative Continuous Assessment

According to Raggatt (2024:18) formative assessment can motivate learners through the admission of personal experience as relevant source of learning and of data for assignment, and through feedback from the educator which can help learners to develop self-esteem and confidence in their development. Formative assessment is applied so that the positive achievements of the learner may be recognized and discussed and the appropriate next steps may be planned. In other words this

type of assessment enables the educator to discover the learner's strengths and weaknesses and address them, and to do remedial work.

Formative assessment aims at informing the educator about the learning experience of each learner and takes place during the learning process (Jacobs & Gawe, ss2021:280). This means that formative assessment aims at helping learners grow and progress. Formative assessment involves a developmental approach and is designed to monitor and support the learning process. It builds on learning activities on a continuous basis, guiding the learner and the educator through constructive feedback (DoE. 2024b:27).

On other hand, Alsop and Hicks (2023) emphasized that assessments need not be formal but should provide opportunities for pupils' feedback and lesson adjustment. This indicates that FCA is those assessments that provide information to monitor and guide the teaching-learning process while learning is still in progress.

2.11.2. Summative Continuous 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 (AED/BESO II, 2024). Harlens cited in Frith and Macintosh (2022) also identified the following reasons for assessment of pupils as part of the evaluative process. These are Gather information about a wide range of pupil characteristics as feedback for making decisions, Accumulate records of progress, Provide information from which teachers can obtain insights into their own effectiveness.

As Jacobs and Gawe (2020:280) describe summative assessment as the type of assessment which takes place at the end of learning experiences and is always norm referenced. This usually means a major test or examination written at the end of a school term or a school year. Summative assessment aims at finding out how much subject content a learner can remember traditionally the promotion of learners to the next grade depended on summative assessment. Summative assessment encompasses a series of assessment activities taken simultaneously resulting in an overall report on the performance of the learner.

2.12. Techniques of Continuous Assessment

Continuous assessment is an integral part of the teaching learning process. it contributes to the development of all-rounded personalities and responsible citizens ,there are various CA techniques that teachers can apply to assess the performance of their students. some of them are oral question, homework, group work, individual work, observation, presentation ,project work and written test .when the teacher use different (variety) of techniques to make current decisions. They should provide timely feed backs to students about what they need to do to improve their learning and it should also align with curriculum goals and objectives

2.13. Assessment Methods, Tools and Strategies

According to MoE (2019) CA must be carried out using assessment tools and strategies. Teachers should have clear knowledge of what each techniques or strategies' offer. There are wide ranges of assessment strategies that can be used to measure student performance or the achievement of learners. Based on Artel and Spandele views(2021),as cited in France (2023:29)

strategies may be a special way in which the educator uses a method and a tool to provide chances for learners to show their performance. It may also be the way the pupil chooses to show evidence of attainment explains that assessment techniques or strategies involves, among others, interviews, conferencing, written assessment, oral question and answer portfolios and performance assessment.

2.14. Assessment methods

Frans (2019:27) explains assessment methods relate to procedures the educator wishes to follow so as to assess the learners. These procedures are self -assessment, peer assessment and group assessment

2.14.1 Self-Assessment

According to Puhl (2021) says self-assessment is assessment method which offers ,among other things ,numerical scales and checklist .it can also use a “yes” or “no” checklist or it can have an open ended format .on the basis of the learning out comes expected of him /her, a student can assess him/her self-using the given list of checklist .Furthermore ,students can be given materials which guide them in making their own judgment about their performance. With respect to self-assessment, Eliss (2023) suggest that teachers should use self-assessment as an alternative way of assessing their students’ ability. An important means of continuous assessment takes the form of student self-evaluation. Students are asked to assess themselves each week according to the most appropriate grades listed on a simple form. The students then show you their format the end of the week and briefly discuss their results individually with you. This implies that teachers need to encourage their students to assess themselves. This will in turn make them feel a sense of responsibility for their own learning. They can also be asked to explain how well they think they have been performing in their learning. In self-assessment process, a teacher can also tell his/her students to add a written comment on their performance, giving their own assessment of that performance.

One of the aims of assessment is to develop learners to become loyal and responsible beings. The relevant type of assessment to be applied in achieving this goal is self-assessment.

Vogel(2021:3) maintains that learners need to be taught how to assess their own work. This practice encourages learners to assume more responsibility for their own work. Educators are expected to involve learners in the selection of assessment criteria to be used. However, educators should be more alert when criteria are chosen. Assessment criteria chosen should describe inline with what the educator expects his learners to achieve in a lesson. Jacobs and awe(2024:285) say the important role played by self-assessment is that:

- ❖ It helps learners to think critically about their own work;
- ❖ If done property learners have a good idea about their progress;
- ❖ It encourages learners to take more responsibility for their own learning; and
- ❖ Educators can give learners much more meaningful feedback.

2.14.2 Peer Assessment

Peer- assessment creates a community of learners. It encourages interactive and reflective learning, involves both the process and product of learning, stimulates meta-cognition and motivates the students'. As to Puhl (2021), On the whole, both self-assessment and peer-assessments are vital to the continuous assessment EFL class process. According to Brown and Knight (2024) self and peer assessment provide learners with the opportunity to learn each other. Regarding this, they say “using self-and peer assessment makes the process much more one of learning because learners are able to share with one another the experiences they have undertaken”. This is to say that peer assessment require learners to actively participate in the process which will in turn help them gain learning experience.

According to Hawkins (2023:320) the term peer refers to someone who is equal to another in rank or merit. Peer assessment refers to the process whereby learners assess one another's work. This can be an individual task where learners assess one another or how another learner performed in a group task (DoE. 2022b:36). Educators have to teach learners how to conduct peer assessment.

- ✓ It is a real attempt of involving learners in assessment.
- ✓ It is a more transparent form of assessment as it involves more than one person.

- ✓ Group and paired activities are designed to suit peer and self-assessment.
- ✓ Learners are encouraged to help each other in peer activities.

2.14.3 .Group assessment

As stated by Lorraine (2024), group assessment can be used for an activity where a group of students will work together to achieve an outcome. This refers to groups in the same class where one group assesses one another's group performance. He suggested that some of the activities that can work well done when in pairs or groups are role -play drama or acting, debates, discussions, brain storming and sharing ideas.

2.15. EFL Teachers' Conception towards Continuous Assessment

Teachers have negative attitude toward the implementation of CA. This is because situations including absence of adequate orientation and training, lack of skill and knowledge without which they can't perform and practiced it Elvi (2020). It also claimed that issues facing third world countries in terms of implementation of CA are very different from those facing first world countries. This is because teachers in developing countries are under paid unrestrained and overworked even many have two shifts of classes and they spend additional time outside of their normal class in developing paper pencil tests, quizzes and other assessment (Copper 2022).

Researchers have tried to investigate teachers' conceptions of continuous assessment in many various ways. As explained by Chester and Quilter (2020), they believed that studying teacher conceptions of assessment is vital in sense that it provides an indication of how various forms of Continuous assessment are being used or misused and what could be done to foster the situation. It is also more critical the fact that conceptions affect behavior (Atweh, Bleicker and cooper, 2020; Cillessen and Lafontana, 2022). A study, conducted by Chester and Quilter (2020) on teachers' conceptions of class room assessment standardized testing and alternative methods concluded that teachers' conceptions of class room assessment affected their assessment practice in the classroom. Teachers give less value to continuous assessment used standardized tests most of the times in their classes. Chester and Quilter went further to say that teachers with negative experiences in assessment and standardized testing are least likely to see the value in

different forms of assessment for their class. Thus, they recommended, that training should focus on helping teachers see the value of assessment methods rather than “how to “do assessment.

2.17. The Use of Continuous Assessment for Learners

Research finding in South African National Education document in (2022), 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 act in a way that reflects justice, democratic values, and respect for human dignity (National Education Ministry, 2024).

3. RESEARCH METHODOLOGY

3.2. Research Design

The main purpose of this study was to assess the conception and practice of continuous assessments in EFL classroom at Fitawurari Abayneh Metekiya Secondary School grades 9 & 10 English teachers' in Focus. The study was to assess the correspondence between what English teachers assume about continuous assessment and teachers' actual implementation of continuous assessment in their actual EFL classrooms. To achieve the intended objective of this study, descriptive study design was adopted as it helped the researcher to get both qualitative and quantitative data (Creswell, 2019). Thus, the researcher employed the integration of qualitative and quantitative approaches with the notion that any inherent weakness of the quantitative approach would be balanced by qualitative approach and vice versa. Dornyei (2024), mixed method involves the collection and analysis of quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stage of the research process. To do so, the data which would be gathered through questionnaire would be analyzed and tabulated quantitatively. On the other hand, qualitative approach would have been used to interpret, clarify, and justify the data which has been collected through interview, observation and document analysis as these deals with feelings and other non-quantifiable elements (Vander, 2020).

3.3. Setting of the Study

The school that was named Fitawurari Abayneh Metekiya was purposively selected as the researcher has been learning there and was favored for effective data collection process.

3.4. Sample Size and Sampling Technique

The sample size and sampling technique of this study would be laid on diverse areas. The first would be the selection of the research setting. The school was selected purposively as setting of a study because the researcher had been learning there and would be favored for effective data collection process. The other would be lie on teachers' respondents. The rationale behind choosing English language teachers as respondents were since the researcher has been working together with them; he believed that he had sufficient data regarding the issue.

The sampling technique employed in this study is comprehensive sampling technique (a technique that considers all population as study subjects). Because available sampling involves choosing the nearest individuals to serve as respondents until the required sample size has been obtained. The researcher used this sampling technique so as to collect the needed data from conveniently available subjects and willing to co-operate for providing information. Therefore, for the purpose of this study, all the available English language teachers were taken as respondents as the researcher believed that he had full, and rich data from the available teachers; and since the participants of the study is not outsized, the obtained data would easily be manageable to interpret.

3.5. Data Collection Instruments

The researcher gathered the required data by using three kinds of data collection tools. These were questionnaire, interview, classroom observation and document analysis. In order to find basis for the study the researcher reviewed related literatures of different scholars. From these scholars' work, suitable data gathering tools were taken and used to collect reliable data for the research. Therefore, in this study questionnaire, classroom observation and document analysis were used.

3.5.1. Questionnaire

Questionnaire was the main instrument for data collection in this study. It mainly used in addressing the research objective of the study. To attain this, both open and closed ended questionnaires were administered. As Kumar (2020) explained, questionnaires are more appropriate for gathering information about facts. It is believed that open-ended questions are very useful for producing honest and personal comments from the respondents Cohen and et al 2018). In addition, Kumar (2020), states open ended questions are extremely useful for “seeking attitude, perceptions views and opinions. Therefore, in order to collect data assess the conception and practice of continuous assessments in EFL classroom, about **95%** of the questionnaire were close- ended questions and **5%** of the questionnaires were also open-ended questions for teachers. The entire questionnaires focused on assessing the conception and practice of continuous assessments in EFL classroom. Responses were measured on a five-

point Likert scale of intensity rating which places an individual somewhere on an agreement continuum (Kerlinger, 2021) concerning a particular item. Moreover, when giving more possible options, it is believed that the respondents would have more possibilities to choose from in expressing their experiences since, for example, as Kerlinger underlines, subjects could agree or they could agree strongly. Thus, the five-point Likert is preferred because of the degree it entails for determining the intensity of experience or attitude expression of the subjects. Furthermore, the main advantage of a five-point scale is that a greater variance can result (ibid). The rating is from 1 up to 5. Number 5 represents 'strongly agree,' number 4 represents 'agree,' number 3 represents 'undecided', number 2 represents 'disagree', and number 1 represents 'strongly disagree'. And frequency scale range from (5) always to rarely (1), the data were analyzed using frequency counts, percentages, mean and standard deviation of the responses of each question

3.5.2. Observation

Classroom observation was used as the other data gathering tool for the study as it afford a researcher the opportunity to gather 'live' data from 'live' situation .using observation, the researcher would get the opportunity to look at what is taking place in a natural hand (patton,2024).

Observation is one method of data collection and it is a systematic, purposeful, and selective way of watching and listening to an interactive phenomenon as it occurs (Kumar, 2023). So, observation as a research method has a number of clear advantages for the researcher so as to gather generous information about the physical environment and about human behavior that can be recorded directly by the researcher without having to rely on the retrospect or anticipatory accounts of others. In other words, observation enables the researcher to note down what the researcher sees as it occurs, and the observation data are often more accurate (Best and Kahan, 2020).The researcher employed overt type of observation. Overt observation is where those being observed are aware that the observation is taking place. This was employed when the teachers are teaching in the actual classroom according to his/ her plan. It was made in order to observe their use and practice of continuous assessment. The researcher observed six of

language teachers who are teaching in both grade 9 and 10, three from teacher grade level three times for each English teacher which is totally 18 classroom lessons. The focus of observation was to get primary information and ideas for the study that had not been addressed by the other data gather tools. Accordingly, the goal of the observation is to check whether or not the teachers practice CA using various assessment devices in their EFL. Also it was intended to observe how feedback was provided and recognize class size as the impeding factor in appropriate practice of CA with observation checklist. Also observation was employed to see how learners react in their EFL classroom to verify? How teachers was implement CA language teaching in their EFL classroom. Therefore, to make sure that the data was obtained from the questionnaires were the reflection of what grade 9 and 10 English language teachers actual practice continuous assessment in class and to obtain firsthand information concerning the practice of continuous assessment, the researcher adapted a classroom observation checklist in order to collect additional data and to verify the results obtained through questionnaire. The observation checklist which was adapted from Lam's (2018) study prepared to identify the presence or absence of some selected behaviors taken from the classroom instruction.

3.5.3. Interview

Interview was employed as an instrument to gather relevant information from English teachers. The need for using semi-structured interview was that it permits the exploration of issue, which flexibility for the interviewer, and the interviewee has better chance to explain more explicitly what he/she knows the issue to be discussed. Regarding this, Gray (2022:216) pointed out that semi-structured interview allows for probing of views and opinions where it is desirable for respondents to expand on their answers. To do so, 6 interview questions were designed with the aim of eliciting information on school provision of support and follow up on the implementation of CA and school administration's roles in decision making based on the follow up results of CA. The semi-structured nature of the interview allowed the researcher to investigate the different opinions of participants which was believed to add extra insight about the problem under study.

Therefore, the interview was conducted one-to one with English teachers. The interview questions were mainly focused on the conception of teachers towards continuous assessment, the current technique, strategies and methods that English teachers use to assess students' whether feedback and corrections are given to students or not, the motivation of teachers to assess, challenges encountered teachers and students in assessing and the ways of improving CA and the like.

According to Creswell (2020) using the interview as data collection tool allows a level of in-depth information that cannot be obtained through other instruments. For this reason, the researcher designed interview questions for English language teachers at Fitawrari abayneh metekia high school. The purpose of the interview is to substantiate and enrich the data collected through document analysis, observation and questionnaire. Furthermore, in precise terms, the interview would be emphasized to identify the factors hindering the CA implementing in actual classroom practice and to know English teachers conceptions towards CA practices.

3.4.4. Document Analysis

As to Best and Kahn (2023), when document analysis is used in a descriptive research, current documents and issues are the focus. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2021). Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed (Bowen, 2021). Likewise, in this study, in addition to the information obtained from the respondents with reference to the practice of continuous assessment in EFL classes, document analysis will be conducted. The researcher used document analysis to collect information from English teachers to check whether the teachers used continuous assessment or not in their English classes. The document analysis was held based on students' mark list, exercise book, and teachers' lesson plan recorded between from September 2025– April 202 was assessed using daily assessment report, students mark list, students' exercise book, tutorial program, students 'periodic attendance, teachers' daily lesson plan, and annual lesson plan used to gather information from secondary schools.

3.6. Data Collection Procedure

The main objective of the study was to assess teachers' conception and practice of continuous assessments in line with the principles and purposes of CA among grades 9 and 10 English Language teachers. To attain this objective, the researcher gathered data carefully following some data collection procedures. Therefore, the researcher first designed the questionnaire and distributes it to the participant teachers. Then the researcher gathered data by carrying out practical English classroom observation. Soon after, the researcher was pressed to collect data regarding the problem through semi-structured interview from EFL teachers in the target school. Finally, document analysis was conducted and the necessary ethical procedure was followed. The data analysis producers were consisted of Liker –type item analysis.

3.7. Methods of Data Analysis

The data collection was carried out with the three kinds of instruments: questionnaire, document analysis and classroom observation. In analyzing the closed ended questionnaire, quantitative method was used. However, document analysis, classroom observation and open ended questionnaire are meant for triangulating the information in the questionnaire, the data was analyzed qualitatively.

Items in the questionnaire were of two types: close ended and open ended. They all were designed to answer the stated research questions. Then, the organized data was entered into computer to be analyzed using Statistical Package for the Social Sciences (SPSS=20) software analysis. The analysis was made for each single item. Respondents' preference for each item was computed by mean, percentages and standard deviation in terms of their frequency distribution.

3.8. ORGANIZATION OF DATA

The data gathered through questionnaire, interview, and document analysis were organized systematically to make the analysis clear and manageable. First, the responses obtained from the close-ended questionnaire were checked for completeness, coded, and arranged according

to the objectives and research questions of the study. Then, the data were entered into SPSS version 20 for further analysis. The questionnaire items were grouped based on major themes related to teachers' conceptions and practices of continuous assessment in EFL classrooms.

The open-ended questionnaire responses, interview data, and information obtained through document analysis were organized qualitatively. These data were first transcribed and carefully reviewed. After that, similar ideas, opinions, and experiences were grouped into common categories and themes. The thematic organization helped the researcher to identify patterns related to teachers' understanding of continuous assessment, the techniques they used, the feedback they provided, the challenges they encountered, and possible ways of improving classroom assessment practices.

Moreover, the data from the different instruments were arranged in a complementary way so that each source could support and enrich the other. The quantitative data from the questionnaire were organized in tables and numerical form, whereas the qualitative data from interviews and document analysis were organized in descriptive statements under relevant themes. This organization enabled the researcher to compare, interpret, and present the findings in a logical and coherent manner.

If you want, I can also revise your whole Chapter Three and make the language more formal and grammatically polished while still excluding observation.

3.9. Reliability, Validity and Ethical Consideration

As Punch (2021) argues, reliability is a central concept in measurement which is concerned with precision and accuracy. Reliability is replaced by the terms such as credibility, neutrality, confirm-ability, dependability, consistency, applicability, trustworthiness and transferability (Cohen et al., 2023). Whereas, "Validity refers to the issue of whether an indicator (or set of indicators) that is devised to gauge a concept really measure that concept" (Bryman, 2024). In relation to this, Cohen et al. (2021) argues that validity is to effective research. Before distributing the questionnaire to the respondents in the main study, a pilot study was conducted in order to maintain the reliability and validity of the questionnaire, it was done at Hopeland private School

using 10 English language teachers. The procedure of the pilot study lasted for three days and it was done in the classroom. The purpose of the pilot study was to see the validity and reliability of each item in terms of the item of appropriateness and language clarity. After the questionnaire was completed and returned back, Alpha Coefficient reliability was calculated using SPSS.

The reliability of the instruments was tested by Cranbach alpha method. The computed Cranach alpha of the pilot study was 0.625. Following the pilot study, improvements were made on some questionnaires. Accordingly, unclear instructions and ambiguous items were improved. It was found that some of the items need improvement. Based on the result of pilot study, the researcher has decided to make some sort of modification on the commented items (especially on item 9 and 15). The pilot study was not included in the sample during the administration of the final form of the questionnaire.

Next, the final draft of the questionnaire was administered to 18 English language teachers. After gathering the students in a separate room, the researcher delegate one of the English language teacher of the school to distributed the questionnaire (to avoid biasness) and read through the cover page of the questionnaire to the respondents and explained the objective of the study before they answered the questionnaire. After certain modifications were made, the computed Cranach alpha of the pilot study was 0.892. This shows that the questionnaires which were used to collect data from the respondents on assessing teachers' conception and practice of continuous assessments.

To see the validity of the questionnaire, the researcher employed expertise comments. Thus, the questionnaire was given to my advisor who works at Addis Ababa university for his professional judgments. And then he suggested me on some item to modify. Accordingly, the researcher has accepted his suggestions and comments and made some modifications on some language.

3.10. Ethical Consideration

Cohen, Manion and Morrison (2021), define ethics as one of the principles and guide lines of the research study that helps the researcher to up hold things to be valued. The researcher told his subject the full detail of the purpose of investigation and the importance as a result of the

genuine information provides for the successfulness of the study. In addition, the researcher informed the subject that has the right to remain anonyms for providing any information. The researcher also got an official letter from the department in order to formally approach the sample people whom he would be seek the right information from the prospective places and respondents. Moreover, the researcher also has to behave ethically and morally in a way that the subject of study would be trusted as a result of which he expects to get genuine information. Hence, the researcher want to be behaved ethical, and not to be corrupted, accepted respectfully and gratefully acknowledging. And to avoid bias volunteer colleagues were selected to administer and collect the questionnaires from the respondents and the same thing has been done for observation.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

An analysis and presentation of the data collected from selected participants via interview classroom observation and questionnaires are made in this chapter. The study was mainly aimed at assessing teachers' conception and practice of continuous assessments in line with the principles and purposes of CA among grades 9 and 10 English Language teachers at Fitawurari Abayneh Metekiya Secondary school. In order to achieve this purpose questionnaire were distributed to respondents. Thus, the return rate of the questionnaire was (100%) this is considered to be valid since the unreturned questionnaires 0%. So all distributed questionnaires were properly filled and returned by respondents. The classroom observation was held after reaching agreements with the teachers to be observed on the checklists and the purpose.

4.1 Demographic Characteristics of Respondents

This chapter presents the analysis, interpretation, and discussion of the data collected from English language teachers regarding their perceptions and practices of continuous assessment in Grade 9–10 English classes at Fitawurari Abayneh Metekiya Secondary School. The findings are organized and presented according to the research objectives and questions that guided the study.

Table 1: Gender of Respondents

Gender	Frequency	Percent
Male	12	66.7%
Female	6	33.3%
Total	18	100%

Source own survey result, 2025

The results in Table 1 show that out of the 18 English teachers who participated in the study, 12 (66.7%) were male, while the remaining 6 (33.3%) were female. This indicates that male teachers constitute a significantly larger proportion of the English teaching staff in Fitawurari Abayneh Metekiya Secondary School. Such a gender imbalance may shape the overall classroom dynamics and teachers' approaches to continuous assessment. Previous studies suggest that teacher gender can sometimes influence instructional preferences, feedback styles, and attitudes toward assessment practices. Therefore, understanding this distribution is important, as it provides context for interpreting teachers' perceptions and practices of continuous assessment in the school.

Table 2: Age of Respondents

Age Group	Frequency	Percent
20–29	5	27.8%
30–39	9	50%
40 and above	4	22.2%
Total	18	100%

Source own survey result, 2025

As shown in Table 2, half of the respondents (50%) fall within the age group of 30–39 years, making this the largest segment of the teaching staff. Teachers aged 20–29 account for 27.8%, while those aged 40 and above represent 22.2% of the sample. This distribution suggests that the English department at Fitawurari Abayneh Metekiya Secondary School is largely composed of mid-career teachers who are likely to have considerable teaching experience and stability in their roles. The presence of younger teachers also indicates ongoing staff renewal, while the smaller proportion of older teachers provides a balance of maturity and long-term professional insight. Such diversity in age may affect how teachers perceive and implement continuous assessment, as teaching practices can evolve with experience and professional development.

Table 3: Teaching Experience

Experience	Frequency	Percent
Less than 5 years	4	22.2%
5–10 years	8	44.4%
More than 10 years	6	33.4%
Total	18	100%

Source own survey result, 2025

Table 3 reveals that the majority of the respondents have substantial teaching experience. Nearly half of the teachers (44.4%) have been teaching for 5–10 years, making this the most represented group. Additionally, 33.4% of teachers have more than 10 years of experience, indicating that a significant portion of the staff are seasoned educators with strong professional backgrounds. Only a smaller group, 22.2%, have less than five years of experience. Overall, the data shows that the English department is dominated by experienced teachers who are likely familiar with various instructional strategies, including continuous assessment practices. This experience base may contribute positively to the understanding and application of continuous assessment, as more experienced teachers often develop refined classroom management skills and assessment techniques over time.

Table 4: Training on Continuous Assessment

Response	Frequency	Percent
Yes	7	38.9%
No	11	61.1%
Total	18	100%

Source own survey result, 2025

The findings in Table 4 indicate that only 38.9% of the teachers reported receiving training on continuous assessment, while the majority, 61.1%, had not received any form of training. This

suggests that most teachers at Fitawurari Abayneh Metekiya Secondary School are implementing continuous assessment without adequate professional preparation. The lack of training may limit their understanding of assessment principles, reduce confidence in applying diverse assessment methods, and contribute to inconsistent or ineffective practices in the classroom. The results highlight a critical need for targeted professional development programs to equip teachers with the necessary skills and knowledge to effectively use continuous assessment in English language teaching.

4.2 Teachers' Perception of Continuous Assessment

Table 5: Perception of Continuous Assessment

Statement	SA	A	N	D	SD
Improves student learning	6 (33.3%)	9 (50%)	2 (11.1%)	1 (5.6%)	0 (0%)
More effective than final exams	4 (22.2%)	6 (33.3%)	5 (27.8%)	3 (16.7%)	0 (0%)
Motivates students	5 (27.8%)	7 (38.9%)	4 (22.2%)	2 (11.1%)	0 (0%)
Reduces exam anxiety	4 (22.2%)	8 (44.4%)	3 (16.7%)	3 (16.7%)	0 (0%)
Improves teaching feedback	7 (38.9%)	9 (50%)	2 (11.1%)	0 (0%)	0 (0%)
Time-consuming	9 (50%)	6 (33.3%)	3 (16.7%)	0 (0%)	0 (0%)

Source own survey result, 2025

The results from Table 5 indicate that Grade 9 and 10 English teachers at Fitawurari Abayneh Metekiya School generally hold positive perceptions toward continuous assessment. A large majority (83.3%) believe that continuous assessment improves student learning, while only a small proportion remain neutral or disagree. More than half of the respondents (55.5%) also view continuous assessment as more effective than final examinations, although a considerable number are either undecided or still prefer traditional exams. These mixed views suggest that while many teachers recognize the educational benefits of continuous assessment, some remain hesitant to fully shift away from conventional assessment approaches.

Teachers also express confidence in continuous assessment as a motivational tool, with 66.7% agreeing that it encourages student engagement, while relatively few disagree. Similarly, two-thirds (66.6%) believe that continuous assessment helps reduce exam-related anxiety, though the remaining one-third are unsure or disagree, indicating that perceptions of its emotional benefits vary among teachers. Notably, all teachers acknowledge that continuous assessment improves feedback in teaching, with nearly 89% strongly agreeing or agreeing. This demonstrates strong recognition of continuous assessment as an important mechanism for monitoring student progress and adjusting instruction as needed.

Despite these positive perceptions, teachers also highlight significant challenges. A large majority (83.3%) report that continuous assessment is time-consuming, suggesting that practical workload concerns affect their ability to implement it consistently. This pattern mirrors earlier studies such as those by Mulugeta (2018), Asmare (2019), and Tadesse and Meaza (2020), which similarly found that teachers appreciate the learning benefits of continuous assessment but struggle with time constraints, large class sizes, and limited training. The mixed perception regarding the effectiveness of continuous assessment compared to final exams also reflects findings by Kassa (2017), who noted that many teachers remain attached to traditional examination systems. Overall, the present study aligns with existing literature showing that teachers generally value continuous assessment for its supportive and formative nature, yet continue to face systemic and practical barriers that limit full implementation.

4.3 Teachers' Knowledge of Continuous Assessment

Table 6: Components of Continuous Assessment Selected

Component	Frequency	Percent
Formative assessment	16	88.9%
Summative assessment	10	55.6%
Diagnostic assessment	11	61.1%
Portfolio assessment	9	50%
Self-assessment	12	66.7%
Peer assessment	13	72.2%

Source own survey result, 2025

The findings from Table 6 suggest that most Grade 9 and 10 English teachers at Fitawurari Abayneh Metekiya School possess a relatively good level of knowledge about the major components of continuous assessment. The majority of teachers (88.9%) identified formative assessment as a key component, which indicates strong awareness of the central role it plays in supporting students' ongoing learning. A considerable proportion (72.2%) also selected peer assessment, showing that many teachers recognize the importance of collaborative learning and student involvement in the assessment process. In addition, 66.7% included self-assessment, reflecting an understanding that continuous assessment encourages learners to reflect on their own progress and take responsibility for their learning.

Teachers also demonstrated awareness of diagnostic assessment, with 61.1% identifying it as part of continuous assessment. This shows that more than half understand that assessment is not only for grading but also for identifying learners' strengths and weaknesses at the beginning or during instruction. Summative assessment was selected by 55.6% of the teachers, which may indicate that although it is typically associated with end-of-term or end-of-unit testing, teachers still view it as a complementary component within the broader framework of continuous assessment. Meanwhile, portfolio assessment received the lowest recognition (50%), suggesting

that while half of the teachers are aware of its value in tracking students' long-term progress, others may lack training or experience in using it effectively.

These results generally align with earlier findings in Ethiopia and elsewhere. Studies such as those by Tadesse (2017) and Mulugeta (2018) found that teachers are familiar with common forms of continuous assessment like formative, diagnostic, and peer assessment, but often have limited understanding of more complex forms such as portfolios and self-assessment. The relatively high awareness of formative and peer assessment in the current study is consistent with the literature, which shows that teachers tend to rely on these methods because they are practical and widely promoted in teacher training programs. However, the lower awareness of portfolio assessment matches the challenges reported by Asmare (2019), who noted that many teachers lack the training, resources, and time needed to implement portfolio-based assessment effectively. The results therefore confirm that while teachers understand the core elements of continuous assessment, there is still a need for further professional development especially in areas such as portfolios and reflective assessment practices.

Table 7: Confidence in Designing Continuous Assessment Tools

Response	Frequency	Percent
Very confident	3	16.7%
Confident	6	33.3%
Neutral	5	27.8%
Not confident	3	16.7%
Not confident at all	1	5.5%
Total	18	100%

Source own survey result, 2025

The results in Table 7 show that teachers' confidence in designing continuous assessment tools is varied. Only a small proportion, 16.7%, reported being very confident, while 33.3% considered themselves confident. About 27.8% remained neutral, and a combined 22.2% expressed low or no confidence in their ability to develop assessment tools effectively. This

indicates that while some teachers feel capable, a substantial portion are unsure or lack confidence, which may affect the quality and consistency of continuous assessment implementation. The limited confidence observed in this study aligns with findings from Tadesse and Meaza (2020), who reported that Ethiopian secondary school teachers often struggle with designing assessment instruments due to inadequate training and professional support. Similarly, Asmare (2019) noted that teachers' competence in developing assessment tools is influenced by access to training, familiarity with assessment principles, and practical experience in the classroom. These studies suggest that insufficient training, coupled with heavy workloads and resource constraints, may contribute to the uncertainty reported by many teachers in the present study. Therefore, enhancing teacher professional development, providing practical guidance, and offering ongoing support are critical to strengthening teachers' confidence and effectiveness in designing continuous assessment tools.

4.4 Teachers' Practices of Continuous Assessment

Table 8: Frequency of Assessment Method Use

Method	Always	Often	Sometimes	Rarely	Never
Oral questioning	7	6	4	1	0
Written quizzes	6	7	4	1	0
Written assignments	5	7	5	1	0
Peer assessment	2	5	7	3	1
Portfolio assessment	1	4	5	5	3
Group work/projects	5	8	3	2	0
Self-assessment	3	5	7	2	1

Source own survey result, 2025

The results in Table 8 indicate that English teachers at Fitawurari Abayneh Metekiya School employ a variety of assessment methods with differing frequencies. Traditional assessment methods such as oral questioning and written quizzes are used most consistently, with 38.9%–33.3% of teachers reporting that they “always” use oral questioning and written quizzes, and a

further 33.3%–38.9% using them “often.” Written assignments are also regularly employed, though slightly less frequently. In contrast, more modern or student-centered methods, such as peer assessment, self-assessment, and portfolio assessment, are used less consistently. For instance, only 11.1% of teachers reported “always” using peer assessment, and just 5.5% reported “always” using portfolio assessment, with many teachers using these methods “sometimes,” “rarely,” or “never.” Group work and project-based assessments are used relatively more frequently, with a notable portion of teachers incorporating them “often,” highlighting some integration of collaborative learning strategies.

These patterns suggest that while teachers are generally implementing continuous assessment, they tend to rely heavily on traditional methods that are easier to administer and require less preparation, reflecting similar findings from previous research. Tadesse and Meaza (2020) and Mulugeta (2018) reported that secondary school teachers in Ethiopia often favor oral questioning, quizzes, and written assignments due to their familiarity and practicality, whereas methods like portfolios and peer or self-assessment are less commonly used because of time constraints, large class sizes, and limited training. The current findings align with these observations, emphasizing that while teachers recognize the pedagogical benefits of diverse assessment strategies, practical challenges continue to influence the frequency and variety of assessment methods employed in ELT classrooms.

Table 9: Frequency of Feedback Provision

Response	Frequency	Percent
Always	7	38.9%
Often	6	33.3%
Sometimes	4	22.2%
Rarely	1	5.6%
Never	0	0%
Total	18	100%

Source own survey result, 2025

The findings in Table 9 show that the majority of English teachers at Fitawurari Abayneh Metekiya School provide feedback to students with considerable regularity. About 38.9% of teachers reported that they “always” provide feedback, while 33.3% do so “often.” A smaller portion, 22.2%, provide feedback “sometimes,” and only 5.6% reported giving feedback “rarely.” No teacher reported never providing feedback. These results suggest that feedback is an integral part of teachers’ continuous assessment practices, which is essential for guiding students’ learning and improving academic performance. Regular feedback enables teachers to monitor students’ progress, identify learning gaps, and offer timely guidance, thereby reinforcing the formative purpose of continuous assessment (Black & Wiliam, 1998; Sadler, 1989).

The findings align with previous studies indicating that teachers in Ethiopian secondary schools generally recognize the importance of providing feedback but may vary in frequency depending on class size, workload, and resource availability (Tadesse & Meaza, 2020; Asmare, 2019). The high proportion of teachers providing feedback “always” or “often” reflects a positive attitude toward continuous assessment and suggests that feedback mechanisms are being integrated into classroom practice. However, the fact that nearly a quarter of teachers only provide feedback “sometimes” highlights that challenges such as limited time and large class sizes may still restrict consistent implementation, confirming observations reported in prior research (Mulugeta, 2018).

Table 10: Types of Feedback Provided

Type	Frequency	Percent
Written comments	14	77.8%
Oral feedback	16	88.9%
Peer feedback	10	55.6%
Group feedback	11	61.1%
Other	2	11.1%

Source own survey result, 2025

The data in Table 10 reveal the variety of feedback methods used by English teachers at Fitawurari Abayneh Metekiya Secondary School. Oral feedback was the most commonly used method, reported by 88.9% of teachers, followed by written comments at 77.8%. Peer feedback and group feedback were also used by a significant portion of teachers (55.6% and 61.1%, respectively), while only a small proportion (11.1%) employed other feedback methods. These results suggest that, although teachers utilize multiple feedback strategies, oral and written feedback dominate, likely because they are practical, immediate, and manageable, particularly in contexts with large classes and limited resources.

These findings align with recent research indicating that written and oral feedback remain the most widely used forms of assessment feedback due to their effectiveness in providing timely, specific, and actionable guidance to students (Carless & Winstone, 2018; Li & Zhang, 2020). Peer and group feedback, while less frequently used, have been shown to enhance student engagement and self-regulated learning when implemented with structured guidance (Dochy et al., 2019). The lower use of these collaborative feedback methods in the current study may reflect challenges such as limited training, heavy workloads, and time constraints, which are common barriers in secondary school settings (Tadesse & Meaza, 2020). The results indicate that teachers recognize the importance of feedback in continuous assessment and employ a variety of methods. However, expanding the use of peer and group feedback through professional development and resource support could further improve the quality and impact.

4.5 Challenges of Implementing Continuous Assessment

Table 11: Challenges Encountered

Challenge	Frequency	Percent
Large class size	14	77.8%
Lack of training	12	66.7%
Limited materials	10	55.6%
Time constraints	13	72.2%
Heavy workload	15	83.3%
Lack of admin support	9	50%
Insufficient guidelines	11	61.1%
Student resistance	8	44.4%

Source own survey result, 2025

The findings in Table 11 reveal the various challenges English teachers at Fitawurari Abayneh Metekiya Secondary School face in implementing continuous assessment. The most frequently reported challenges were heavy workload (83.3%), large class size (77.8%), and time constraints (72.2%), indicating that logistical and administrative factors significantly hinder teachers' ability to carry out continuous assessment effectively. Lack of training was also reported by 66.7% of teachers, while insufficient guidelines and limited materials were identified by 61.1% and 55.6% of respondents, respectively. Furthermore, 50% of teachers reported limited administrative support, and 44.4% noted student resistance as a barrier. These results suggest that, despite recognizing the pedagogical benefits of continuous assessment, teachers encounter multiple systemic and practical obstacles that compromise its consistent implementation.

These findings are consistent with recent research in Ethiopian and other secondary school contexts, which has highlighted that large class sizes, time pressures, inadequate training and limited resources are common impediments to the effective application of continuous assessment (Tadesse & Meaza, 2020; Asmare, 2019). Similarly, studies have shown that teacher workload and insufficient institutional support can reduce the frequency, quality, and variety of

assessments, limiting their formative potential (Mulugeta, 2018; Teshome, 2019). The prevalence of these challenges underscores the need for targeted interventions, including professional development, adequate resourcing, and administrative support, to enable teachers to implement continuous assessment more effectively in ELT classrooms.

Table 12: Effects of Challenges on Continuous Assessment

Effect	Frequency	Percent
Limits frequency of assessment	12	66.7%
Reduces variety	10	55.6%
Reduces quality of feedback	9	50%
Causes stress	15	83.3%
Other	2	11.1%

Source own survey result, 2025

The findings in Table 12 show the significant effects that challenges have on the implementation of continuous assessment in English classrooms at Fitawurari Abayneh Metekiya Secondary School. The most commonly reported effect is teacher stress, with 83.3% of respondents indicating that challenges such as heavy workload, large class sizes, and time constraints cause stress. Additionally, 66.7% of teachers reported that these challenges limit the frequency of assessments, while 55.6% stated that they reduce the variety of assessment methods used. Half of the teachers (50%) also noted that the quality of feedback provided to students is negatively affected, and a small proportion (11.1%) mentioned other unspecified effects. These findings suggest that systemic and practical barriers not only hinder the implementation of continuous assessment but also impact teachers' well-being and the effectiveness of assessment practices.

These results are consistent with recent studies in the Ethiopian context and elsewhere. For instance, Tadesse and Meaza (2020) and Asmare (2019) found that challenges such as large class sizes, lack of training, and insufficient resources reduce the frequency and variety of assessments and compromise feedback quality. Similarly, Mulugeta (2018) and Teshome (2019) highlighted that teacher stress and workload are significant consequences of implementing

continuous assessment under challenging conditions, which can further undermine its effectiveness. Overall, these findings underscore the need for administrative support, professional development, and resource allocation to mitigate the negative effects of these challenges and enhance the quality and consistency of continuous assessment in ELT classrooms.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The major objective of this research was to assess teachers' conception and practice of continuous assessments in line with the principles and purposes of CA among grades 9 and 10 English Language teachers at Fitawurari Abayneh Metekiya Secondary school. Hence, to achieve this objective, the study was to find answers to the basic research questions stated in chapter one.

1. How do the EFL teachers conceive CA?
2. What types of assessment strategies do English teachers employ in EFL class to evaluate students' progress?
3. How often do English language teachers assess their learner's progress by using CA?
4. What are the major problems that English teachers' encountered when implementing CA in EFL classroom?

So as to answer these research questions and carry out the study, descriptive method with quantitative and qualitative approach was employed. Data were collected by using questionnaire, observation, interview and document analysis and then the raw data were analyzed and interpreted in qualitative and quantitative ways. The possible sources of the data were primary and secondary. Secondary data was collected from English language teachers. Among the total population of 18 English language teachers all of them were selected by using comprehensive sampling technique. Therefore, six English language teachers were observed three times in the actual classroom. Then, the organized data entered into computer to be analyzed using Statistical Package for the Social Sciences (SPSS=20) software analysis. Finally, the analysis was made for each single item. The data obtained from SPSS analysis their descriptive statistics results and their respective items. In each main category, students' and teachers' preference for each item was computed by mean, percentages and standard deviation in terms of their frequency distribution.

Based on the analyzed data and basic research questions, the following major findings have been discovered:

- Findings of the study indicate that only 38.9% of the teachers reported receiving training on continuous assessment, while the majority, 61.1%, had not received any form of training. It was also found that majority 11(61.1%) of the respondents assured most teachers do not feel that they are capable of applying all continuous assessment tasks in their classroom and 13(72.2%) replied that most of the teachers feel that it is necessary for them to know about the basic principles of continuous assessment and apply in their classroom theoretically, but what the problem is they are unable to put in to practice.
- Grade 9 and 10 English teachers at Fitawurari Abayneh Metekiya School generally hold positive perceptions toward continuous assessment. A large majority (83.3%) believe that continuous assessment improves student learning, while only a small proportion remain neutral or disagree. More than half of the respondents (55.5%) also view continuous assessment as more effective than final examinations, although a considerable number are either undecided or still prefer traditional exams. These mixed views suggest that while many teachers recognize the educational benefits of continuous assessment, some remain hesitant to fully shift away from conventional assessment approaches. It was also found 12(66.7%) of the teachers said that students do not always need to be engaged in continuous assessment tasks since it consumes much of their class time and most teachers feel the classroom set up and furniture is not comfortable to apply continuous assessment activities. And the majority 11(61.1%) of the respondents conclude that most of the teachers do not use varied assessment tools as specified in the syllabus to help their students develop their language skills.
- Grade 9 and 10 English teachers at Fitawurari Abayneh Metekiya School possess a relatively good level of knowledge about the major components of continuous assessment. The majority of teachers (88.9%) identified formative assessment as a key component, which indicates strong awareness of the central role it plays in supporting students' ongoing learning. A considerable proportion (72.2%) also selected peer assessment, showing that many teachers recognize the importance of collaborative learning and student involvement in the assessment process. In addition, 66.7% included

self-assessment, reflecting an understanding that continuous assessment encourages learners to reflect on their own progress and take responsibility for their learning.

- Teachers' confidence in designing continuous assessment tools is varied. Only a small proportion, 16.7%, reported being very confident, while 33.3% considered themselves confident. About 27.8% remained neutral, and a combined 22.2% expressed low or no confidence in their ability to develop assessment tools effectively. This indicates that while some teachers feel capable, a substantial portion are unsure or lack confidence, which may affect the quality and consistency of continuous assessment implementation. The limited confidence observed in this study aligns with findings from Tadesse and Meaza (2020), who reported that Ethiopian secondary school teachers often struggle with designing assessment instruments due to inadequate training and professional support. The study revealed that majority 9(50%) of the teacher respondents replied that most of the teachers allow students to assess their classmates' learning by looking at their class work, homework or by being a judge or chairperson of students' presentation rarely and majority 10(55.6%) of the teachers replied that most of the teachers assess students' learning by giving tests just before the end of each unit only sometimes.
- English teachers at Fitawurari Abayneh Metekiya Secondary School face in implementing continuous assessment. The most frequently reported challenges were heavy workload (83.3%), large class size (77.8%), and time constraints (72.2%), indicating that logistical and administrative factors significantly hinder teachers' ability to carry out continuous assessment effectively. Lack of training was also reported by 66.7% of teachers, while insufficient guidelines and limited materials were identified by 61.1% and 55.6% of respondents, respectively.
- significant effects that challenges have on the implementation of continuous assessment in English classrooms at Fitawurari Abayneh Metekiya Secondary School. The most commonly reported effect is teacher stress, with 83.3% of respondents indicating that challenges such as heavy workload, large class sizes, and time constraints cause stress. It was also found that majority 13(72.2%) of the respondents assured lack of commitment of students towards implementing continuous assessment is another

challenge and large size classroom affects teachers' continuous assessment techniques by taking more of their time.

5.2. Conclusions

Based on the above finding the following conclusions were made:

- Most of the teachers believe that giving continuous assessment is not a manageable as well as interesting activity for language teachers and giving continuous assessment is a difficult job for teachers to implement and practice
- Majority of teachers do not feel that they are capable of applying all continuous assessment tasks in their classroom and most of the teachers feel that it is necessary for them to know about the basic principles of continuous assessment and apply in their classroom theoretically, but what the problem is they are unable to put in to practice.
- Most of the teachers conceive that implementing continuous assessment is mostly giving continuous paper and pen tests and most of the teachers believe that students can improve their language skills through proper implementation of various continuous assessment tools.
- Most teachers said that students do not always need to be engaged in continuous assessment tasks since it consumes much of their class time and most teachers feel the classroom set up and furniture is not comfortable to apply continuous assessment activities.
- Majority of the teachers said that most of the teachers do not use varied assessment tools as specified in the syllabus to help their students develop their language skills and most of the teachers conceive that some language skills are difficult to assess so that they should be removed from the list of frequently assessed skills to keep students interested and most of the teachers do not use class work frequently in their assessment. And most of the teachers do not use homework frequently in their assessment, do not use oral question as much as possible in their assessment, do not use self- assessment effectively in their assessment, use peer assessment accordingly in their assessment, do not use quiz effectively in their assessment.

- Most of the teachers do not check, how well the students are improving their English regularly and most of the teachers assess students' learning by asking questions orally during the lesson presentation regularly and most of the teachers do not assess students' learning by giving tests at the end of units frequently and majority of teachers observe students' language learning by moving round the class only sometimes.
- Most of the teachers do not regularly allow students to assess their classmates' learning by looking at their class work, homework or by being a judge or chairperson of students' presentation assess students' learning by giving tests just before the end of each unit only sometimes and teachers never interview students (individual or group of students) to assess their communicative skills.
- Teachers' work load and additional school activities affect their assessment and large instructional content affect their continuous assessment. And lack of knowledge and skills of teachers towards assessment affects their continuous assessment process, lack infrastructure like chairs, chalk boards; stationary materials etc. impact on their continuous assessment and lack of commitment of teachers towards implementing continuous assessment is another challenge and lack of commitment of students towards implementing continuous assessment is another challenge and large size classroom affects teachers' continuous assessment techniques by taking more of their time.

5.4. Recommendations

Based on the above conclusions the following recommendations were made. These were

- English language teachers need to change their assumptions that they can make continuous assessment manageable as it is interesting activity for both language teachers and students and teachers also should change their attitude as giving continuous assessment is not a difficult job for teachers to implement and practice if they plan and follow what they plan logically.
- English language teachers should convince themselves they are capable of applying at list many types of continuous assessment tasks in their classroom and teachers should know that it is necessary for them to know about the basic principles of continuous assessment as a teacher professionally and they need to apply them practically, because knowing them theoretically is meaningless without practical implementation.
- English language teachers need to read and know about implementing continuous assessment is not only giving continuous paper and pen tests.
- English language teachers should convince and manage their students to be engaged in continuous assessment tasks though it consumes much of their class time, it has great advantage because unless students learning is measured their learning becomes meaningless.
- English language teachers should know that one of the teachers' professional responsibilities is to control and manage classroom set up and environment, so they need to make them comfortable to apply continuous assessment activities.
- English language teachers should use varied assessment tools as specified in the syllabus to help their students develop their language skills because the language syllabus is designed by experts teachers should conceive that some language skills may be difficult to assess but teachers should take the responsibility to assess.
- English language teachers should motivate themselves and even their students as frequently assessed skills to keep students interested are important they should be active to implement.

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APPENDIX-
ADDIS ABABA University

Post Graduate program Directorate

Department of Foreign Languages and Literature Section 1: Demographic Information

1. Gender:

☐ Male

☐ Female

2. Age:

☐ 20–29

☐ 30–39

☐ 40 and above

3. Teaching experience (in years):

☐ Less than 5

☐ 5–10

☐ More than 10

4. Have you received any training on continuous assessment?

☐ Yes

☐ No

Section 2: Teachers' Perceptions of Continuous Assessment

Please indicate your level of agreement with the following statements:

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Continuous assessment improves student learning.	☐	☐	☐	☐	☐
Continuous assessment is more effective than final exams	☐	☐	☐	☐	☐
Continuous assessment motivates students to learn better	☐	☐	☐	☐	☐
Continuous assessment reduces student anxiety during exams.	☐	☐	☐	☐	☐
Continuous assessment provides useful feedback to improve teaching.	☐	☐	☐	☐	☐

Continuous assessment is time-consuming and difficult to manage.	☐	☐	☐	☐	☐
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Section 3: Teachers' Knowledge of Continuous Assessment

5. Which of the following are components of continuous assessment? (Select all that apply)

- ☐ Formative assessment
- ☐ Summative assessment
- ☐ Diagnostic assessment
- ☐ Portfolio assessment
- ☐ Self-assessment
- ☐ Peer assessment

6. How confident are you in designing continuous assessment tools?

- ☐ Very confident
- ☐ Confident
- ☐ Neutral

☐ Not confident

☐ Not confident at all

Section 4: Teachers' Practices of Continuous Assessment

7. How often do you use the following continuous assessment methods in your classroom?

Assessment Method	Always	Often	Sometimes	Rarely	Never
Oral questioning	☐	☐	☐	☐	☐
Written quizzes	☐	☐	☐	☐	☐
Written assignments	☐	☐	☐	☐	☐
Peer assessment	☐	☐	☐	☐	☐
Portfolio assessment	☐	☐	☐	☐	☐
Group work / Projects	☐	☐	☐	☐	☐
Self-assessment	☐	☐	☐	☐	☐

8. How frequently do you provide feedback to students based on their continuous assessment results?

☐ Always

☐ Often

☐ Sometimes

☐ Rarely

☐ Never

9. What forms of feedback do you usually provide? (Select all that apply)

☐ Written comments

☐ Oral feedback

☐ Peer feedback

☐ Group feedback

☐ Other (please specify): _____

10. How do you use continuous assessment results in your teaching?

☐ To identify students' learning difficulties

☐ To adjust teaching methods

☐ To motivate students

☐ To assign grades only

☐ Other (please specify): _____

Section 5: Challenges in Implementing Continuous Assessment

11. What challenges do you face in implementing continuous assessment? (Select all that apply)

- ☐ Large class size
- ☐ Lack of training
- ☐ Limited teaching materials
- ☐ Time constraints
- ☐ Heavy workload
- ☐ Lack of administrative support
- ☐ Insufficient assessment guidelines
- ☐ Student resistance to assessments
- ☐ Other (please specify): _____

12. How do these challenges affect your use of continuous assessment?

- ☐ They limit the frequency of assessments
- ☐ They reduce the variety of assessment methods used

- ☐ They reduce the quality of feedback
- ☐ They cause stress and dissatisfaction
- ☐ Other (please specify): _____

Section 6: Suggestions for Improving Continuous Assessment Practices

13. What suggestions do you have to improve continuous assessment practices in your school?

(Select all that apply)

- ☐ More training on continuous assessment methods
- ☐ Smaller class sizes
- ☐ Provision of teaching and assessment materials
- ☐ More time allocated for assessments
- ☐ Increased administrative support
- ☐ Peer collaboration and sharing of best practices
- ☐ Regular monitoring and feedback from supervisors
- ☐ Other (please specify): _____

14. Would you be willing to participate in further training on continuous assessment?

☐ Yes

☐ No

Section 7: Interview Questions

Can you describe your understanding of continuous assessment and its role in English language teaching?

What kinds of continuous assessment methods do you use regularly in your Grade 9 English classes? Can you give examples?

What challenges do you face when implementing continuous assessment in your classroom, and how do you try to overcome them?

In your opinion, what support or resources would help you improve your use of continuous assessment?

Thank you very much for your participation and honest responses!