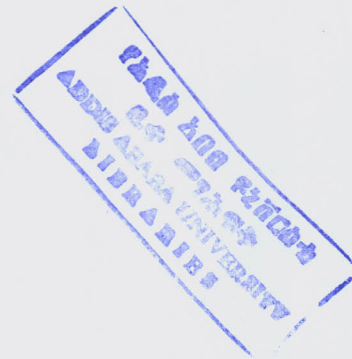


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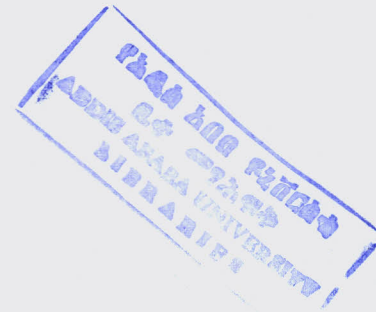
**THE EXPLORATION OF THE PRACTICES OF CONTINUOUS
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TEACHERS COLLEGE**



**BY
DAGNE TIRUNEH DINSA**

JUNE, 2009

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**A THESIS SUBMITTED TO THE DEPARTMENT OF FOREIGN LANGUAGES
AND LITERATURE (GRADUATE PROGRAM)
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS (MA) IN TEACHING ENGLISH AS A FOREIGN
LANGUAGE (TEFL)**

**BY
DAGNE TIRUNEH DINSA**

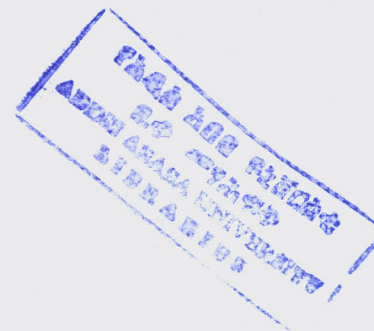
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Acknowledgements

First and foremost, I thank the Almighty God who is the base and the source for every success!

Next, my cordial and limitless gratitude goes to my advisor, Dr. Abebe Gebretsadik, for his unreserved advice, support, encouragement and constructive comments without which this research couldn't have come to this level. I also thank my dearest wife, Selamawit Shiferaw, for her support and encouragement through my stay in the University for the study. Furthermore, I am indebted to Jimma Teachers College, in general, and to the EFL instructors and students in the College, in particular, for providing me with the information needed in the study. My thanks are also due to my parents, Tiruneh Dinsa and Assegedech Beyene, for their countless support from the beginning to the end. I am also grateful to my sister Zeritu Tiruneh, and to Likyelesh Ayele and Girma Befekadu for their help and encouragements in every case.

Last, but not least, my gratitude also goes to my friends, Tewodros Zeleke, Mitiku Hassabu, Biruh Asefsa, Dereje Galana, Meklit Seyoum, Adane Paulos, Alemayehu Raggasa, Tariku Mekonnen and Asefa Gebre for their material and moral support throughout the study.



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Acronyms

CA – Continuous Assessment

EFL – English as a Foreign Language

FGD- Focus Group Discussions

ICDR – Institute of Curriculum Development and Research

JTC – Jimma Teachers College

MOE- Ministry of Education

NIED- National Institute for Educational Development

NOE – National Organizations for Exams

TEIs _ Teacher Education Institutions

OEB – Oromiya Education Bureau

ABSTRACT

This research is aimed at exploring the practices of continuous assessment (CA) by English language teachers in Jimma Teachers college.

It explores if the EFL instructors use CA to assess their students' English language performance. The study also explores how the instructors generally assess their students. In addition, it is also attempted to investigate what the teachers do based on the CA results. An effort is also made to explore if there are factors which hinder the practices of CA in the EFL classrooms in the college. In connection to this, the related literature was reviewed. To achieve this objective, EFL instructors in Jimma Teachers College and their 2nd and 3rd^{year} language students participated in the study.

Questionnaires were distributed to the available English teachers and to 141 (40%) of the students selected using stratified random sampling. Ten EFL instructors and nine students were also interviewed to provide information about the practices of CA by EFL instructors in the college under study. These interviews were tape-recorded and transcribed. Five EFL instructors were also observed four times each while teaching in their formal English class. This was conducted to see if CA is practiced in EFL classes and to identify the CA types which are most frequently used by the English teachers.

The results of this study show that most of the EFL instructors, (70%), in the college didn't always use CA to assess their students' English language performance. It is also revealed that the EFL instructors in the college were not practicing CA in their English language classes to the extent expected of them. They use only tests, mid and final exams to record the students' grade. The results of the investigation also point out that the EFL instructors didn't get adequate training on the practices of CA.

It is also found out that teachers' workload, the large class they teach, their extra responsibilities and lack of adequate training are among the major factors hindering the proper practices of CA in the EFL classrooms in the college. Based on the findings of this study, it is recommended that the college should provide further training on CA in order to raise the instructors' awareness. Furthermore, it is recommended that the college should hire more teachers and administrative workers so that instructors' workload, trainer-trainee ratio (class size) and instructors' extra responsibilities would be minimized.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

The practices of continuous assessment in English classrooms help teachers to ascertain the knowledge, understanding, and skills attained by pupils. It also enables teacher educators to observe multiple tasks and to collect information about what pupils know, understand and can do.

Continuous assessment (CA) occurs frequently during the academic year and is part of regular teacher-student interactions. Students receive feedback from instructors based on their performance and this allows them to focus on topics they have not yet mastered. Teachers also identify which students need review and remedial teaching and which learners are ready to move on to more complex work. Therefore, the practices of CA help to ensure that all students make learning progress throughout the school or education cycle thereby increasing their academic achievement. EFL instructors (teacher educators) in the college under investigation are expected to put this mode of assessment into practice. As one of the institutions which were expected to implement CA since the new education and training policy of the country has been put into practice, Jimma Teachers College is supposed to equip its trainees with the skills and knowledge of this mode of assessment. This College is one of the Teachers Training Colleges (TEIs) found in Oromiya National Regional State. It is located in Jimma town which is about 340 km_s to the west of Addis Ababa.

It was first established in 1961 E.C (1968/69 G.C) and was training elementary school teachers in 12+1 certificate up to 1988 EC. This institution grew to college level and began to provide 12+2 diploma training starting from summer (Kiremt) in 1988 E.C. It was giving this training up to 1995 E.C. In 1996 E.C., 10+3 diploma training was launched in the college. This training was structured into streams from that time on. This means the former departments were changed to streams (Language stream, Social Science Stream, Natural Science Stream, Mathematics streams, and Adult and non formal education /ANFE/Stream) Accordingly, Jimma Teachers college has been training teachers for second cycle (grade 5 _8) primary schools in 10+3 diploma starting from 1996 to 2001 E.C on the basis of the newly designed Ethiopian education policy. This college is still training teachers in 10+3 diploma.

With regard to CA, there were only a few local researches which had been conducted earlier. For instance a research conducted by Bogale Tesema (1994) was concerned with the validity, reliability and feasibility of continuous assessment. It was done on High Schools in Addis Ababa, Bole Senior Secondary school in particular. Another research conducted by Sileshi Aragaw (2007) on the other hand was confined only to the implementation of continuous assessment in Dehub Ethiopia Teacher Education College. A research conducted by Baye (2006) was concerned with investigating alternative assessment devices used by English teachers. The present study is aimed at exploring the practices of CA by English teachers educators in the college specified.

1.2. Statement of the Problem

Since the newly designed educational and training policy of Ethiopia has been put into practice, the idea of making assessment the integral part of the teaching- learning process has been a vital issue (MOE 1994).

In colleges which train teachers in 10+3 diploma for second cycle primary schools, the policy states that 75% of the final assessment of the learners should be generated from continuous assessment, and 25% should be obtained from end of term final examination. In addition, trainee teachers in TEIs need to get sound knowledge about the practices of CA as they are expected to use the same mode of assessment in second cycle primary schools when they graduate and start their formal work as teachers. If EFL teacher educators in JTC don't make themselves the best models for their students by practicing CA in their English classes, the students' success in applying this assessment system in their classes when they become teachers will be unthinkable. Teacher educators are also expected to assess their students daily so as to find out their weaknesses and strengths and to give remedial and enrichment activities. Nitko (2005:14) also asserts this:

It is important for teachers to understand that assessment information can be used to improve learning and guide teaching . . . It is not enough to administer assessment to students and mark papers. Teachers must use the assessment results for guiding learning and teaching. . .



This implies that instructors are expected to handle continuous assessment in an effective way. If they do so, they will equip their students (trainees) with knowledge and skills of using continuous assessment in the EFL classes in the future.

As one of the colleges in which Ministry of Education (MOE) has incorporated continuous assessment as the major mode of assessment, Jimma Teachers College has been using this assessment method for the last few years. However, when the researcher was observing the practices of this assessment being in the setting as a teacher educator, he felt that the practices of CA in the College needs to be researched.

Such research may help to show some of the ways English classes can be ideal in effecting positive changes in English language teaching through the proper practices of CA. That is why this study focuses on exploring the practices of continuous assessment by EFL teacher educators in Jimma Teachers College.

1.3. The Objective of the Study

1.3.1. Major Objective

The main objective of this study is to explore the practices of continuous assessment by EFL instructors in Jimma Teachers College (JTC).

1.3.2. Specific Objectives

The study is aimed at achieving the following specific objectives.

1. To explore to what extent EFL teacher educators practice continuous assessment to assess their language students' performance.
2. To explore what the EFL instructors do with the results of CA if they practice it.
3. To identify the CA types that the EFL instructors in JTC use most frequently and those that they never use to assess their students' performance

In light of these objectives, the following research questions have been formulated.

1.4. Research Questions

1.4.1. Major Question

How do the EFL instructors in Jimma Teachers College assess their students' performance in English language?

1.4.2. Specific Questions

1. Do the EFL instructors in the College practice continuous assessment to assess their students' performance?
 - If yes, which CA strategies do they use most frequently?
 - If not, what are the factors which impede their practice?
2. Do EFL instructors have ample awareness of the principles and purposes of continuous assessment?

1.5. Significance of the Study

This study investigates the process of EFL classroom assessment. It explores the extent to which the principles of continuous assessment are effectively put into practice every day in the English classrooms.

Thus, the result of the study will have importance to EFL instructors or other concerned bodies in the following ways.

1. It may help EFL instructors to be more aware of the impact of assessment on teaching.
2. It will create a better understanding of what continuous assessment entails and enables the teachers to design and implement continuous assessment effectively in their classes.
3. Language teacher trainers may also find the result of this study useful while training prospective English language teachers in how to implement continuous assessment effectively. Since the trainee teachers are also expected to use continuous assessment in their formal classes in their teaching profession, the result of this study will raise instructors' awareness of exposing their students to various CA techniques.
4. For English language syllabus designers and course materials writers, the result of this study may mean that CA techniques should be clearly incorporated into the course materials together with the other vital procedures of language classroom.
5. This study can also be a background for those who want to conduct a study in the similar area in the future. By assessing this and the earlier ones, and by identifying problems which are not well treated, researchers can conduct other studies in the future.

1.6. The Scope of the Study

The researcher believes that the results of this study would be more generalizable if it embraced more settings, subjects and other colleges. However because of resource, budget, and time constraints, this study is confined only to Jimma Teachers college (JTC). It is also confined to second and third year students in language stream only.

The subjects of the study will be all the available EFL instructors in Jimma teachers college as their number is less and randomly sampled group of second and third year students in language stream. The reason for choosing these students is that they are hoped to be more experienced and aware of CA from their stay in the college than the first year students. Moreover, first year students who are currently in the college are not assessed by CA system. The reason is that trainees attending 10+3 diploma program in TEIs were divided into two categories starting from the beginning of this academic year (2001 E.C). These are cluster and linear diploma programs.

Instructors in JTC told the researcher that students in the linear program are not undergoing the CA system. End of term mid-exams and final exams are used to assess these students. The instruments used for collecting data are also confined to questionnaire and interviews because of time, budget and resource constrains. The findings obtained in this study will be limited to reflecting EFL instructors' practices of CA in JTC. It may not be generalizable to the other contexts.

1.7. Limitations of the Study

One of the limitations of the study was that the EFL instructors were not willing to give their time for Focus Group Discussions (FGD). The instructors were very busy teaching their formal classes and observing students who were assigned to different schools out of the college for teaching practices. Therefore, FGD was not used as a tool. Budget constraint was also a limitation in this study. In addition to these, frequent electric power shortage was a serious problem that affected the work of the study.

1.8. Definition of Terms

- **Assessment** _ a process of gathering, interpreting, and synthesizing information to aid decision making in the classroom (Airsian, 1991).
- **Continuous Assessment** _ a mode of assessment in which periodic observation is made to find out what a student knows and can do. (Chilora et al, 2003).
- **Performance Assessment** _ is an assessment in which students demonstrate their understanding or skills as they engage in performance based tasks or activities (Brown, 1996).
- **Terminal Assessment**_ is an assessment which is given at the end of a term or a course (Ellington and Earl, 1997).
- **Remediation** –is the process of providing a special support or learning experience to students who didn't "get it" or master it the first time (Falchikov, 2005).
- **Enrichment**_ is a process of providing extra learning opportunities for those students who have achieved the required learning objectives (Chilora et al, 2003)
- **Evaluation**_ is an overall judgment of students' learning on the basis of CA usually coming at the end of a semester (Chilora, 2003 cited in Dessalegn).

1.9. Organization of the Study

This study consists of five chapters. Chapter one is introduction. Chapter two focuses on literature reviewed. The third chapter explains the research design. Chapter four presents the main subject of the study, i.e. analysis and interpretation of the data collected. The last chapter provides a brief summary of the findings, conclusions and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. What is Continuous Assessment (C.A)?

According to Chloral et al. (2003), cited in Dessalegn (2004:3), continuous assessment is a package of tools and concepts that serve as means for overall evaluation of students. They state that continuous assessment is a process of making observations periodically to identify what a learner knows, understands and can do. Explaining that continuous assessment is an essential part of the teaching and learning process which operates at the classroom level, Capper (1996:25) explains that:

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

This shows that continuous assessment helps both the teacher and students to obtain information about the teaching learning process. The result of this assessment tells the teacher how well his/her lesson has been progressing and the extent to which s/he has achieved the intended learning goal. Similarly, it shows the students how far they have been able to achieve the intended learning outcome of the lesson they have learnt.

In support of this, Airasian (1991) describes continuous assessment as an assessment approach which has to reveal the full range of sources and methods teachers use to collect, interpret and synthesize information about learners, information which helps teachers understand the level their learners are at, plan and monitor instruction and establish a conducive classroom culture.

Capper (1996:32) states “continuous assessment is a student assessment system that operates at the classroom level and is integrated with the instructional process.” Continuous assessment, according to this scholar, consists of a variety of features and procedures that a teacher can use to tell whether his or her instruction has been successful in the way it is intended and to target those students who have and have not mastered a particular skill. (Ibid, P.32) This assessment serves as the foundation for improved instruction in the classroom. Accordingly, CA is a source of information for both EFL instructors and the EFL students.

Lambert and Lines (2000:132), also explain, “Continuous assessment is any activity undertaken by teachers, including their students assessing themselves, which provides feedback that has consequential validity.”

Macintosh (1974:167) also describes that continuous assessment represents a continuing awareness by the teacher of the development and knowledge of his students; it is a process which extends over a period of time and involves a gradual build-up-of a cumulative judgment about performance.

Continuous assessment, on the whole, is an assessment system which is conducted over a period of time; it is more holistic representing the learner in his or her entirety, it begins with the decisions that the teachers perform on the first day of school and ends with the decisions that the teachers and administrators make on the learners concerning end-of-year grading and promotion.

The definitions provided above regarding continuous assessment can enable one to infer that this assessment is a set of procedures which consist of the use of variety of tools to assess the different components of learning and entails the participation of different parties besides the teacher. These parties are students, peers, parents and school administrators.

2.2. Principles of Continuous Assessment

The principles of continuous assessment are more related to the active learning model in which assessment directly follows the classroom instruction and where students are responsible for their own learning. This works towards developing the full potential of learners than the traditional transmission model of learning in which tests or exams are given at the end of a term / course and where the teacher is the sole decision maker about students’ learning. (Puhl, 1997)

According to the National Institute for Educational Development (NIED), Ministry of Basic Education and Culture (1999), Republic of Namibia cited in Dessalegn (2004:6), good continuous assessment has the following principles. Continuous assessment is expected:

- to inform teaching and improve learning while there is still time to do so.
- to use graded assessments that are based on several methods of assessment; for different purposes and
- to be valid, reliable and fair.

2.3. Rationale for using Continuous Assessment in English Language Classes

Concerning the rationale for using continuous assessment, Plessis et al, (2003:8) assert the following:

Continuous assessment is a way to ensure that all learners have opportunity to succeed in school... In most classrooms the range of learners varies from slow to average to fast. By using continuous assessment the teacher can adapt his/her instruction to the needs of the learners so that all of them will have the chance to learn and succeed.

The rationale for using CA in the EFL classes is that instruction and continuous assessment are highly tied to one another to provide information about the English language teaching and learning for both the students and the EFL instructors. CA is also essential in enabling instructors to provide feedback to learners on the basis of their results and in encouraging students in the process of language learning in contrast to the summative role of assessment where there is no more than one chance for improvement as exams are given only at the end of a term. (Broadfoot (1995),Torrance (1995)).

CA is, therefore, conducted to improve the EFL teaching and learning since it provides continuous information about the progress of the overall learning process. Instructors will know from the results of CA how their instruction has been and what they need to improve when they plan for the next lesson. In the same way, the feedback students get from the EFL instructors on the basis of their CA results also helps them to identify their strengths and weaknesses so that they can work hard to improve their performances.

CA in EFL classes also helps the instructors to see the progress their learners are making daily in developing their English language skills which is impossible in classes where infrequent tests and end of term exams are used to assess learners' achievement.

Elliot et al., (2000:468) also express the vitality of CA by stating that "all forms of assessment methods contain error which implies that we should assess learners frequently and with a variety of methods."

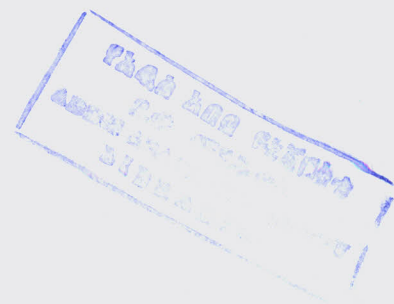
Since making decisions about EFL students' progress in language learning on the basis of a test result which is administered only at the end of a term or a course is not helpful to know well about the students' performance in language classes and the teachers' instruction, EFL instructors

are expected to practice CA in their classes every day. In support of this thought, Brown (1996) says the rationale for using CA is that it focuses upon the daily opportunities and interactions afforded to teachers and students for collecting information about students' work and understandings. This information is then used to improve both teaching and learning. So, the rationale for using CA in EFL classroom is that it is the source of daily information which helps both the instructors and the EFL students to improve themselves in the language teaching-learning process.

2.4. Preconditions for using CA in the English Language Classes

With regard to the preconditions for using CA in EFL classes, Jaroliemk and Parker (1997), and Ruddell (1997) suggest the following:

- Since its goal is to encourage, assist and enhance learning, continuous assessment should be made to focus on learning.
- EFL instructors should be made to understand that continuous assessment is treated as integral part of the curriculum and instruction. If continuous assessment is meant to assist students' learning, it must be woven in the fabric of curriculum and instruction. It must be done before, during and after instruction.
- It should be understood that CA assists students' performance in authentic tasks.
- CA should be made to aim at looking into students' ability to apply knowledge and skills successfully in meaningful or authentic tasks which show their ability to use what they have learnt.
- There should be awareness with EFL instructors on the fact that CA should provide adequate opportunity for students to learn.
- CA has to be designed in such a way that it should incorporate consistent and meaningful reporting about EFL students' English language performance. Furthermore, the Institute of Curriculum Development and Research (ICDR, 2004), explains preconditions that need to be met in order to make effective practices of CA as follows:
 - Continuous assessment must be planned actively. It should be planned how and when the assessment will be conducted.
 - The teacher must be equipped with the necessary and adequate knowledge and capacity about CA techniques.



- Continuous assessment should be based on the actual condition, time, place and social factors of the class; pupils' level of knowledge and the nature of instruction.
- Variety of continuous assessment techniques and times should be selected and used.
- The items of CA should be prepared in a clear, readable and precise language.
- CA must be well administered and its results must be recorded, documented and also reported.

2.5. Advantages of Continuous Assessment

CA has to enable EFL instructors to understand information about students' learning and it should be practiced continuously during the teaching learning process to improve EFL teaching and learning. Therefore, according to Jamaica Ministry of Education, Youth and Culture (2004), effective classroom Assessment module, there are four advantages of continuous assessment. These are:

2.5.1. CA encourages the use of multiple works

CA as its name indicates is not confined to the end of a term or end of year. Rather, it occurs very often for various purposes. Therefore, multiple sample of students' work is taken in order to make a better overall evaluation of learners' needs and language learning achievement.

2.5.2. CA allows for timely feedback to the major stake holders in the system

Using CA enables EFL instructors to regularly monitor and report on the progress that the students are making towards the attainment of the English language learning objectives set out in the official curriculum. Unless the EFL instructors recognize learners' learning errors in the English language class until the end of the term or the end of the year, it will be too late for any corrective measure to be taken. The nature of feedback a student gets on the basis of the CA results can significantly influence how students respond to it.

2.5.3. CA makes it easier to use a variety of assessment methods

In order to collect the different types of information which helps them to plan, to teach, to make decision about EFL students' learning and to report on students' progress, EFL instructors can use class discussions, assignments, project work, class work, oral questioning, students' observation, presentations etc. The decisions which EFL instructors make about their students'

learning / performance in English language classes will be more reliable when they use different kinds of CA modes to gather information about the learners.

2.5.4. CA provides opportunities for collaboration

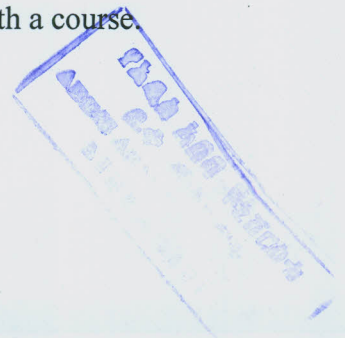
When students are made to involve in the process of assessment through self-assessment, peer-assessment, and when they are given the chance of reflecting on what they have learnt in the EFL classes, they will be more encouraged to learn. This enables the EFL instructors to challenge their students so that they can show evidence of their mastery of the intended learning objectives in EFL classroom. (Jamaica Ministry of Education, Youth and Culture, 2004)

Similarly, USAID/Basic Education Program (2006) states the following basic advantages of continuous assessment:

- It is an on-going process of gathering information about students' learning progress.
- It uses different techniques to make decisions:
 - about what to teach
 - about how to teach
 - about how well students have learned.
- It provides timely feedback to students about what they need to do to improve their learning.
- It is aligned with curriculum goals and objectives.

Ellington and Earl (1997) also state CA is advantageous in that:

- it can provide much more extensive syllabus coverage than the terminal assessment. It covers virtually all aspects of the students' work, thus greatly increasing the face validity of the assessment process and permitting the use of tools appropriate to the work place.
- it can be used to test a correspondingly wider range of skills, including non-cognitive skills of various types. It thus makes it easier for teachers to match their assessment methods with the learning outcomes being assessed and to step assessment through different levels.
- it encourages regular, systematic study and discourages last minute cramming, thus rewarding students who work steadily and conscientiously through their course.
- it encourages ongoing monitoring of student performance to take place. Thus it can provide early warning of which students are having problems with a course.



- it provides early indicators of the likely performance of students, something that can be of great help to the students themselves.
- it provides an ongoing picture of how individual students develop and mature as they work their way through.
- it reduces the intense stress that many students experience when preparing for and sitting terminal examinations.
- it provides a more natural assessment environment that is better matched to the situations in which students will find themselves working in later life.

2.6. Using Continuous Assessment to Test Language

The vitality of using continuous assessment as a language testing methods in classrooms is getting momentum. Since the traditional 'one shot' method of testing couldn't measure the communicative performance of learners' accurately, it is forced to give way to the system which assesses students' daily progress in their English language skills. This system of assessment is continuous assessment (CA).

The practice of CA to test EFL helps instructors to identify learners' learning progress in language classes and to find out students' weaknesses that needs some kind of remediation. Since the basic goal of using CA in EFL classes is to improve the overall process of language teaching and learning, it (CA) provides the instructors with the information which enables them to cultivate their instructional methodology. Thus, EFL instructors are expected to practice CA if the intended learning outcome and the instructional goals of language are to be achieved. Continuous assessment as an EFL testing system is aimed at enabling the whole students in the class to become successful in their learning. When they stress the needs for using CA to test English language, Plessis et al (2003:3) state the following:

When more of the school children are given chance to attend schools (as is happening these days) the range of abilities of the learners in a classroom is greater. In the past tests were used to find out the best students and pass them to the next grade level. Now in many countries the emphasis is on helping learners succeed in school.

As can be understood from this idea, CA in English language class gives opportunity to the success of all of the students in a school. Therefore, when an EFL instructor assesses his students

daily, he/she can identify the students' difference in their abilities. This helps him/her to give evidence about the students' performance and to work for the success of the whole students through remedial teaching.

The evidence that the teacher gives about the ability of his students based on CA result should depend on thorough observation. Dependable evidence about students' performance is obtained from data which is carefully collected and organized in the long period of time. When CA is used in EFL classroom, it gives a room for students to demonstrate their language skills in a practical way. This means, CA helps learners to display their English language skills through the actual performance.

In case of foreign language learning situation, the classroom is agreed to be an ideal place to demonstrate the ability of using language skills in a good manner. This may be the reason why supporters of continuous assessment are trying to attract the attention of language testers and classroom practitioners to this mode of assessment (Bogale, 1994). As implied in Capper (1996), continuous assessment has been given thorough attention by many scholars in the area of English language teaching and testing. This is because it is used to address the progress and achievement of students in a long period of time as it goes hand in hand with the instructional process from the very beginning. To support this idea, Heaton (1990:121) states the following:

Continuous assessment should be regarded as an integral part of your teaching and learning. Above all, it must be designed and administered so that it forms a pleasant component of your teaching program.

This shows the fact that CA and EFL teaching are inseparable as classroom instruction is accompanied by assessment. This, on the other hand, helps to get the right information at the right time to make the necessary decision about the teaching –learning process. Using CA to test EFL also enables the instructors to give more than one chance to students to reflect upon their work and to improve and to come up with better language by overcoming their weaknesses. When it is practiced in EFL classes, CA also allows students to negotiate with their teachers when they think that their assessment is unfair. In this way, students can take part in the process of the overall assessment. The instructor clarifies to the students the kind, purpose and the objective of the CA to be used and what is expected of them.

Using CA to test English language also helps in assessing the complex linguistic ability. Since it is quite difficult to objectively measure students' linguistic ability it seems reasonable to approach assessment from different perspectives. This entails the consideration of evidences offered by the testee himself, the colleague of the testees, the teacher in charge and the neutral judge outside the language classroom. (Johnston (1987), Charter (1984), Underhill (1987), Heaton (1990) as cited in Bogale (1994).

So, EFL instructors in the college under consideration are expected to practice CA in their English language classes in order to facilitate their students' EFL learning by providing them with constructive feedback about their performance where necessary. This helps the instructors to focus on areas that students need to improve in their English language learning.

2.7. Importance of Continuous Assessment (CA)

In order to practice CA in their classrooms, EFL teacher educators are expected to be aware of its importance.

One of the purposes of CA lies in its capacity to guide teaching and learning. Since it involves the gathering of information about students' learning and teachers' instruction over a long period of time, it will provide more accurate data which helps teachers to modify their instruction as early as possible. This plays a decisive role in diagnosing and remediation of areas of students' weaknesses. CA is an approach that would capture the full range of learners' performance. Therefore, teachers will be able to assess students' progress and solve problems that may occur during the teaching learning process.

Murphy (1995) also supports this thought by stating that the basic purpose of using CA is to continuously follow students' learning progress so as to identify those students who have and have not mastered a particular knowledge and skills and respond quickly and efficiently to students' learning problems and hence improve their learning.

CA in EFL classes encourages more teachers' participation in the overall assessment of his/her learners. Paris et al., (1991) also suggests that teachers must be given the chance to select and review assessments so that they become involved and knowledgeable in the process. Using this approach, instructors would be able to integrate assessment and its results into their instructional practice. Teachers will be expected to include assessment into the larger learning framework and

to provide evidence regarding how assessment information is used to inform and guide instruction for individual student. Lewis (1997) states that, with CA teachers must embed the assessment in their instructions, score the assessments and discuss standard for good learners' work with colleagues, parents and learners.

Eggen and Kauchak (1997) also support this idea stating that the CA process and the information gathered through it should help the EFL instructors to evaluate the capability and accomplishments of learners, measure outcomes of instructionally and socially maladjusted children within a particular classroom (Broadfoot, 1996). Rowntree (1987), states that CA enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts on those areas.

Continuous assessment creates a continuous communication and feedback or information sharing between teachers and students and between teachers and parents. This assessment system helps students to know if their performance is good and if they need to work harder; it helps students' parents to be kept informed about their children's progress and to provide them with the necessary support. CA enables the teacher to identify the causes of persistent learning difficulties among his/her students and to determine the kind of help he has to provide in each case or to give remedial teaching. This idea is supported by Cohen and Manion as follows:

... continuous assessment is helpful in updating of teachers' judgment about their pupils which permits cumulative judgments about their performance to be made. It is a useful starting point in considering the advantages of this form of evaluation and the circumstances in which it is best employed. (Cohen and Manion, 1977:286)

Describing CA as an ongoing process of gathering and interpreting information about student learning that is used in making decision about what to teach and how well the students have learnt, Nitko (2004) explained that CA is important in that:

- It promotes frequent interactions between pupils and teachers that enable teaches to know the strengths and weaknesses of learners to identify which students need review and remediation.
- Pupils receive feedback from teachers based on performance that allows them to focus on topics they have not yet mastered

In addition to what have been said so far, Mehrens and Lehmann (1991), and Kellagham and Greny, (1992) state the following as the importance of CA:

- enables students to be self-reflective and in control of their own learning,
- enables teachers to focus their teaching more effectively on students who need more assistance,
- helps parents to know more about their children's progress,
- enables administrators to understand how students are progressing,
- enables curriculum developers to see the level of difficulty and the appropriateness of the curriculum and to make the necessary improvements and adjustments,

Moreover, Brown (1996), and Lambert and Lines (2000) state that CA is important in EFL classrooms in the following ways.

❖ *raising levels of motivation to learn*

Continuous assessment raises levels of motivation by building a sense of success and a sense of independence and value as a learner.

The feedback that the teacher gives on the basis of the result of continuous assessment aids the learning process and affects how children view themselves. Tunstall and Gipps (1995:2) cited in Lambert and Lines (2000) also explain that children's academic self-esteem is largely determined through feedback they are given by their teacher depending on the result they score in the assessment.

❖ *deciding what to learn*

Continuous assessment can decide what to learn by helping identify what is important to learn partly by teachers helping pupils keep in sight the 'big picture'. It can also help decide what to learn by discriminating through teacher feedback between strengths and weaknesses.

❖ *learning how to learn*

Continuous assessment does this by encouraging an active or participatory approach to learning, by showing that there are various ways of to learn and choice can be made, by inculcating self-awareness and monitoring of progress against goals and by developing confidence to apply learning to new contexts. The question is, therefore, whether EFL instructors in JTC are practicing CA by being aware of these importances or not.

2.8. Continuous Assessment and Feedback

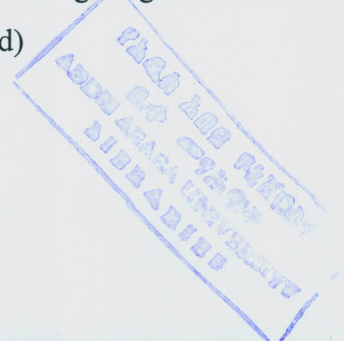
The basic aim of continuous assessment is to provide feedback to students. On the basis of the results of continuous assessment the teacher can give feedback to students in order for them to improve their weaknesses. If assessment and feedback go hand in hand, the teaching-learning process produces maximum effect.

With regard to this, Race (2001;86) states that if assessment is the engine that drives learning, then the feedback we give is important in gearing and lubricating the engine so that maximum effect is achieved from the effort put in by all concerned.

Giving and receiving feedback is the base in the process of continuous assessment. Accordingly, it is indispensable to think of it when planning the assessment to be used in certain lessons. Brown, Bull and Pendlebury (1997:4) state that feedback is aimed at helping students to improve their learning. It is also explained that feedback is a vital instrument in helping students' academic growth. What is expected of teachers is that they should give descriptive feedback which is connected to the criteria for the tasks to be performed. This helps students to know their strengths and the areas for which they need support.

With regard to the best way of giving feedback to students, Race (2001:86) specifies the following strategies for providing feedback. He states that feedback needs to be:

- **Timely-** the sooner the better. Feedback will be more valuable if it is given right away. This is a process in continuous assessment. When feedback is received very quickly, it is much more effective as students can still remember exactly what they were thinking as they addressed each task (ibid).
- **Intimate and individual-** Feedback needs to fit each student's achievement, individual nature and personality
- **Empowering-** If feedback is intended to strengthen and consolidate learning, we need to make sure it doesn't dampen learning down.
- **Oriented to Opening doors, not closing them-** The expressions or words we use when giving feedback can affect the communication between the assessor and the student negatively. Therefore we should be careful with the words we use when giving feedback to students. (e.g. words like poor, weak, stupid etc should not be used)



- **Manageable-** Designing and delivering feedback to students can take all the time and energy of teachers-it is an endless task. From students' side, as well, getting too much feedback can make students unable to select or sort the important feedback from the routine feedback. (Hanna, G. and Dettmer P., 2004)

In general, when the issue of using CA is raised, the idea of giving feedback to learners will also be raised. If the feedback which we give students is needed to bring the intended learning outcome, it should be handled and used carefully.

2.9. Terminal and Continuous Assessment: The Two Contrasting Paradigms

Terminal and continuous assessment are the two contrasting modes of assessment. The former one is carried out at the end of a course or a major unit. It is conducted almost invariably for summative purpose. Terminal assessment is used to determine whether students can proceed to the next stage of the course, to determine whether they should be accredited with having satisfactorily completed the course until being assessed, or contribute to their final mark, grade or degree classification. Continuous assessment, on the other hand, is carried out on an ongoing basis while students are actually working their way through a course or major unit thereof.

Continuous assessment can take a wide range of forms like periodic tests, essays and other types of assignment, on-going of practical work or situational assessment. Continuous assessment is used to assess students' performance at each stage of a course while the teaching-learning process is actually being carried out. This is much useful to the students since it provides them with on-going feedback on their performance, helps them to become more self-critical, and encourages them to attempt to master material as they actually work through a course or course unit rather than leaving the real learning process to the very end.

It is known from Capper's (1996) idea that all course teams now make use of continuous assessment for formative purposes since it is universally recognized that giving feedback to students on a regular basis about how they are doing is an essential part of education process. CA is also much fairer in that it allows students to demonstrate their ability and development on an on-going basis. No student is going to be disadvantaged as the feedback the assessment provides them encourages them to work harder to improve their weaknesses.

On the whole, the contrast between terminal and continuous assessment can be summarized as follows.

Dimension	Terminal assessment	Continuous assessment
Purpose of the test	Summative: It “sums up” what has been happening Judgmental: Forces students to study	Formative: it generates input to inform and guide teaching Developmental: diagnostic, directs instructional attention
Focus	<ul style="list-style-type: none"> ▪ Product of instruction ▪ Teacher created activity ▪ Heavy on memorization ▪ De-contextualized 	<ul style="list-style-type: none"> - Process of instruction - Learner created activity - Heavy on thinking - Integration - Holistic
Feedback	A score or mark, final, no changing it	A range of comments from peers, teachers, on what happens during the process while still there is time to change
Test task	Typically written medium: paper and pencil narrow focus <ul style="list-style-type: none"> - exercises for the future - Formal 	Typically a range of tasks <ul style="list-style-type: none"> - Multidimensional - Authentic (real life tasks for now) - Informal
Classroom management	<ul style="list-style-type: none"> - Intrusive: interrupts class process - One shot, only one chance to show competence - Results need time to be determined - Books closed 	<ul style="list-style-type: none"> - Integrated: parts of class routine - Overtime: change to revise, improve, add, - Feedback comes quickly - Reference available
Frame of Reference	Norm-referenced Learners compared against norms based on other test takers	<ul style="list-style-type: none"> - Criterion referenced. - Learners compared against specific criteria of achievement.
Stake holders	Learners, parents, principals receive results	Learners, parents, principals invited to help assess

Adapted from Garg, C. et al (2004)

As can be understood from the above table the two modes of assessment: terminal and continuous have many areas in which they differ from each other.

2.10. Types of Continuous Assessment

The assessment system which is used in language teaching process can be of different kinds. The classification depends on the purposes for which the assessment is designed to serve. According to Bachman (1990:78) language tests are classified based on five features: use (selection, entrance, readiness, placement, diagnostic, progress); the content on which they are based (achievement, proficiency, aptitude), the frame of reference for interpreting test results (norms, criterion); the scoring procedure (Subjective, objective); and specific testing method (multiple choice, completion, essay, dictation, close, etc).

Continuous assessment as an alternative means to the traditional testing of students' achievement offers various devices for assessing and making decisions about students' performance (Genesee and Upshur 1996:145)

Since it is impossible to discuss all the different kinds of continuous assessments identified by many scholars in here, only some of them will be explained in this part.

2.10.1. Performance Assessment

Performance assessment is defined by Elliott et al, (2000:559) as "the use of real world tasks to gain information about a student's abilities to integrate and apply knowledge". They also describe it as a testing that demands learners to give an answer or to create a product that reveals knowledge and skills. These scholars state that authentic/performance assessment is a continuum of assessment formats ranging from student constructed response to comprehensive demonstration of skills to collection of work over time.

This assessment emphasizes observation techniques to characterize a student's overt behaviour and this is valuable in relating assessment results to intervention. (Ibid).

According to Galloway and Edwards (1992:113) assessing students' performance on tasks has two purposes. These purposes are diagnostic and formative. The reason why performance assessment is diagnostic is that it can make clear to the teacher the strengths and weakness learners are experiencing in their understanding and mastery of concepts or skills. Performance assessment is also formative in that it is used as a source of information for the teacher to make decision about the kind of tasks he/she has to design when making revision to his or her own pedagogical practices. (Ibid).

According to Elliot et al, (2000:559) performance assessment involves four main features: Students' construction rather than selection of a response, direct observation of students' behaviour on real world tasks, illumination of students' learning and thinking processes along with their answers; and the use of predetermined scoring criteria to score students' performance and provide him/her feedback.

On the other hand Continho and Malouf (1992) cited in Bagnato et al., (1997:26) describe three basic features of performance based/authentic assessment.

- the active generation of an observable response by the student.
- the real life nature of a task and the natural context in which the assessment occurs,
- the extent to which the assessment tasks are aligned with curriculum outcomes and the modification needed to support a child's performance and learning.

In assessing students' performance of communicative competence (ability), Hughes (1989;45) emphasizes the importance of "Sampling widely and testing directly". He explains that direct testing is the testing of performance skills with texts and tasks as authentic as possible. Sampling widely implies testing across the full range of the specifications of tasks or fully elaborated set of objectives in the case of achievement tests. (ibid).

In order to collect data about students' performance using various assessment methods, it is advisable to select the assessment method that can measure the objectives and competences that we seek information about. Some assessment methods allow teachers to determine what the students know and can demonstrate better than others.

2.10.2. Observation

Observation is used to make direct assessment of students' clear behaviour or performance. Observation helps instructors to document and reflect systematically upon classroom interactions and events as they actually occur rather than as we think they occur (Burns, 1999:80). According to this scholar observation enables teachers to see the reality in an unobtrusive way what people actually do as compared to what they say they do.

Observation is more reliable than interview as it helps us to use our sense organs of sight, hearing and feeling. When we use observation as a means of gathering information, we should record the performance and the setting very carefully (ICDR, 1994; Genesee and Upshur, 1996).

When using observation as an assessment tool, we should specify the skills of students which we need to assess. In support of this idea, Harmer (2001:364) states that observation enables us to decide how to collect the data we need. He also adds that:

When we observe, we can record who speaks when in class, how many times each individual student asks for the teachers help . . . count how many times certain specific items of language are used. We can watch and make written records of student's language production in general. (Ibid)

2.10.3. Interview and Questionnaire

Interview and Questionnaire can be used to investigate certain aspects of language teaching and learning. According to Richards and Lockhart (1996:10):

Interview and questionnaire are the useful ways of gathering information about the affective dimensions of teaching and learning such as beliefs, attitudes, motivation and preferences and enable a teacher to collect a large amount of information relatively quickly.

Weir (1999:75) also explains that interview and questionnaire have a higher degree of content and face validity more than any other technique.

2.10.4. Reflective Journals

According to Genesee and Upshur (1996:119), journals are written conversations between students and teachers. Richards and Lockhart (1996: 7) state that keeping a journal has two main purposes. These are:

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

Regarding the procedures for keeping journal, Bailey (1990) cited in Richards and Lockhart (1996:7) recommend the following points:

- Make entries on a regular basis, such as once or twice a week, or even daily if possible.
- Review your journal entries regularly, what might not have been obvious when written may later become apparent.

2.10.5. Audio and Video Recordings

According to Burns (1999:94), audio and video recordings are assessment techniques for obtaining a detailed and naturalistic interactions and verbatim utterances. When they are used in the classroom, audio and video recordings are the most important source of information on patterns of interactional behaviour which may not be obvious during the actual testing of performance.

Recording can also be used to assess the overall patterns of learner's interaction, or alternatively to focus on specific aspects of language use (Ibid). Harmer (2001:346) states that audiotape and

videotape are vital instruments for the exact observation tasks since they enable us to watch and/or listen to events time and again. They also help us to exactly identify who says what and how the members of the group interact to each other. Video recordings can also make broader range of interactional patterns and behaviour available for constant and close revision which in turn helps to identify the areas that create problems to the students.

According to Richards and Lockhart (1996:11) recording the performance of students on tasks allows choice of focus and can be replayed and examined many times. This can give a valuable insight into an individual learner's growth overtime.

2.10.6. Oral Questioning

The use of open-ended oral questions during instruction is a vital continuous assessment procedure.

Oral questioning in instructional process, according to Elliot et al., (2000:468), joins assessment and instruction, stimulates participation in instruction, provides teacher immediate feedback on effectiveness of teaching. These scholars suggest three basic factors for the successful implementation of oral questioning in the assessment procedure. These are the use of clear questions, representative sample of questions to each student, and provision of enough time for students' response.

2.10.7. Portfolio assessment

Portfolio assessment, according to Genesee and Upshur (1996) and Elliot et al., (2000), is a method of assessing students' behaviour or skills based on a collection of the student's work that the teacher and the student both believe represents evidence of learning. Portfolios provide a continuous record of students' language development/ that can be shared with others. Genesee and Upshur (1996:99)

Puhl (1997) also explains that portfolio is a meaningful collection of student's work to give a complete picture of what a learner has achieved. Puhl also adds that portfolio consists of peer and self-assessment and these may become a workhouse of continuous assessment.

Accordingly, portfolio helps both teachers and students as a tool by which they organize, manage and analyze the life inside and outside of the school. (Ibid).

Portfolios also enable students to become actively involved in assessment and learning. Gottlieb (1995) cited in Phul (1997) additionally lists six advantages of portfolio assessment in their descending order of complexity. These are collecting, reflecting, assessing, documenting, thinking and evaluating. Concerning portfolio assessment, Elliot et al (2000:559) contended the following:

it is an approach to documenting students' skills and competences by assessing previously completed work samples and other permanent products (for example classroom tests, standardized tests, video taped presentations, pictures of projects, audiotapes of reading ...) produced by the students.

As can be understood from this idea portfolio can serve the purposes of documentation and evaluation. Moreover a well managed portfolio can provide students with chance of communicating with samples of their actual work. Portfolio also promotes students skills in reflecting on their performance.

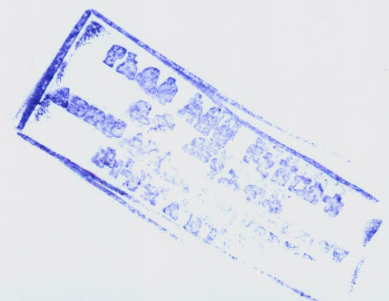
2.10.8. Self-Assessment

Puhl (1997) says "self-assessment is an assessment method which offers, among other things, numerical scales and checklists. It can also use a "yes" "no" checklist or it can have an open-ended format."

On the basis of the learning outcomes expected of him/her, a student can assess him/herself using the given lists of checklist.

Furthermore, student can be given materials which guide them in making their own judgment about their performance. They can also be asked to explain how well they think they have been performing in their learning. In self-assessment process, a teacher can also tell his students to add a written comment on their performance, giving their own assessment of that performance. (Harmer, 2001:103)

It is also believed that allowing students to mark assessments that are conducted during the lesson is a good idea. However, it is not advisable to allow them to mark the assessment which contributes towards the final grade. Involving students in the marking makes to them clear the learning expectations and may motivate and focus the learners' attention (NIED, 1999). Puhl



(1997) also states that exercises which encourage students for self-assessment increase their motivation.

According to Harmer (2001:103) student self assessment is related to learner autonomy since if we can encourage them to reflect upon their own learning, we are equipping them with a powerful tool of future development

2.10.9. Peer-Assessment

Peer-assessment is a response in some form to other learner's work. Puhl (1997:6) In order to assess their partners, students need to have some kind of coding system for the responses. In accordance with this fact, Puhl (1997) identifies coding systems such as spoken words, the written word, checklists, questionnaires, non verbal symbols, numbers along with a scale, colours etc. Choosing the proper code from these depends on the ability of the students who assess each other. Moreover, the choice depends on purpose, on topic, on teacher's guidance (Ibid).

Peer- assessment creates a community of learners. It encourages interactive and reflective learning, involves both the process and product of learning, stimulates meta-cognition and motivates the students'. (Puhl, 1997) On the whole both self-assessment and peer-assessments are vital to the continuous assessment process. This is because they provide a good range of input and responsibility to the students in their learning. These assessments also enable students to take control of their own learning.

2.10.10 Quizzes and Tests

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

If tests and quizzes are prepared in a good way, they can have a positive influence on the performance of the students. According to Worris, (2000) and Taiwo, (1998), tests and Quizzes can improve the teaching-learning process; develop students' confidence and show students' strengths and weaknesses.

With regard to good tests and quizzes and their values, Headge (2000:378) contends the following:

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

Traditional or conventional assessment which are used for formative purposes contain vital information for teachers and students. However, these assessments are usually too infrequent, come too late for remedial action and are not well planned with the lesson. On the whole quizzes and tests are used to reshape the process of teaching and learning and for judging students' performance in continuous assessment (Plessis et al., 2003).

2.10.11. Project Work

NIED (1999) specifies that project work provides an important opportunity for students to use and practice what they have learnt in a real life. This project encourages students to bring real life situation into the language classroom.

In project work students have various activities to accomplish. Among these, Trigwell (1992) states the following:

In project work students have to use their initiative to identify problems they wish to solve or questions they wish to explore, decide on the information, materials, equipment which they need and how they can obtain them, use this information to plan the work, attempt to solve the problem or answer the question and present their results coherently.

When they give project works to their students as part of CA, EFL instructors should plan and explain to their students how the activities required to be done are assessed.

Students can do projects individually or in groups. It is easy to organize projects which are going to be done in group. However, it may be difficult to assess the participation of the individual students (Brown, Bull and Pendlebury, 1997). Therefore, when they give projects to be done in group, EFL instructors should consider the roles and contribution of each student in the work, how marks are given to the group members and how the activities are performed. Project work has various advantages for EFL students.

Among these, it helps students to develop the skills of dealing with their own problems as they are encouraged to do projects based on problems of their choices. Such chances help students to

expose the natural ability they have which can't be shown in written and oral tests. Group project also helps students to support each other and to share experiences with their partners. (Nation, 1993)

In general, project work plays a vital role in the assessment of college education. In order to make project work efficient and effective, EFL instructors should plan it well, organize it and grade it in a proper way (Baye, 2006).

2.11. Factors Affecting Continuous Assessment

There are factors that block the smooth running of continuous assessment. In some contexts many teachers have not been trained well in classroom assessment. Such teachers, as stated by Capper (1996), may not be doing an adequate job of using continuous assessment in the classroom or they may not at all assess. Regarding, factors which affect the effective use of continuous assessment, Capper (1996:33) states the following:

Most teachers in developing countries are under paid, under trained, and over worked. Many have two shifts of classes, often with too many students per class, so they may be disinclined to spend additional time outside of class developing tests, quizzes, or other approaches to assessing their students.

As depicted above, teachers' demotivation because of under payment, lack of adequate and necessary training, and lack of time to cover their whole portion are some of the factors. In addition, the scholar points out that teaching two shifts of classes and too many students in a class affect the teachers' initiation to assess his students daily. If these are global factors acting against the successful practices of CA, it is worth investigating to know if the cases in JTC are similar to the specified points or different from them.

2.12. Planning for the Implementation of CA in EFL Classroom

Continuous assessment is an integral part of instruction in the EFL classes. Therefore, it is necessary to plan it in advance. Concerning this, Pacher and Field (2001:197) state that assessment is inextricably related to teaching and learning. They suggest that the assessment to be used with a certain lesson should be stated and found in the lesson, unit of work and scheme-of-work plans. The implication of this thought is that when one plans a lesson to be conducted in EFL classrooms, s/he has to bear in mind the assessment that is to be conducted with that lesson.

Planning CA in the EFL classroom involves deciding the assessment method to be used before starting to teach the lesson. The reason and the time (why and when) of the assessment should also be considered prior to conducting the lesson. It also means that we should provide the students with this information. [Ministry of Basic Education, sport and Culture, Namibia](1999)[Online].

In the same way, Capper (1996) also explains that CA is a student evaluation system that operates at the classroom level and is integrated with the instructional process, forming the foundation for improved instruction in the classroom. Planning assessment and preparing for instruction are inseparable. In support of this, NIED (1997:7) states that like a design is woven into a fabric by a weaver, instruction and assessment are seamless. They are part of the teaching learning process, and one naturally leads to the other.

Lewis (1997) cited in Alausa (1998) states “with continuous assessment, teachers must embed the assessment in their instructions, score the assessment and discuss standards for good learners’ work with colleagues, parents and learners.” NIED (1999:9) also suggests the careful planning of selected continuous assessment should be made at the beginning of the school year and this must be clearly matched with the learning outcomes. Therefore, EFL instructors are expected to plan and incorporate the CA types they use in their lesson in their EFL classes. The practices of CA by EFL instructors in TEIs can thus be influenced by whether the assessment is planned at the outset or not.

2.13.Global and Local Researches Conducted on CA and their Findings

2.13.1. Global Researches

Researches have been conducted on CA globally and locally. From among the researches made internationally, a study conducted in South Africa by the Examination Council of Zambia in 2003 was concerned with learner assessment for improved Education quality. This research was presented on CA workshop held in Zambia from June 30_July 2, 2003. The findings of this research revealed that CA didn’t have much place in the TEIs course work. It; therefore, showed the importance of integrating CA course work into the teacher training colleges.

It was also pointed out that CA needs to be related to remedial intervention and its practice should be monitored in schools. In the same setting, another research was conducted by Matsebalela E. in 2005 in Johannesburg University. This study was conducted on CA in Communication Skills at this University. This research was aimed at investigating educators' and learners' experience of CA in the subject communication skills.

The findings of this research revealed that Johannesburg University didn't provide the educators with sufficient trainings on CA. The educators were, therefore, not adequately prepared to implement CA properly. The study was confined to communication skills given at Johannesburg University in South Africa. It was also aimed at finding out instructors' awareness about CA. ([http:// www.prenhall.com/nitko](http://www.prenhall.com/nitko))

Another research was conducted in Nigeria in 2008 by Adebwale O.F and Alao K.F. (<http://eng.kedi.re.kr>). The study was entitled "Continuous Assessment Policy implementation in Selected Local Government Areas of Ondo State: implication for successful implementation."

The findings of this research indicated that there was a non uniform strategy of implementing CA policy provisions. This study was policy focused.

The other research conducted in Great Britain in 2002 by Race, Brown, and Smith was concerned with assessment in general. The study revealed that it is good to use assessment systems that are fair, valid, reliable efficient and effective in higher education institutions.

The research conducted by Paul Black and Dylan William on assessment for learning in England in 1988 was concerned with the issue of whether assessment for learning can raise standard of learning or not. The findings of this study indicated that the assessment systems that the teachers used caused many students to become under achievers. Learners were found to fail to have the knowledge, skills, and understanding expected of them. This research was not much concerned with the practices of continuous assessment. When these non-local researches are generally viewed in light of the title under investigation, their objectives, their settings, and their topics are quite different.

2.13.2. Local Researches

There are a few studies that are conducted locally on the topic under investigation: continuous assessment. For instance, a research conducted by Baye (2006) was aimed at investigating the extent to which EFL teachers use alternative methods of assessment. The findings of this research reveal that EFL teachers use a small number of assessment devices to assess their students. The study was about CA devices.

The other research was conducted by Nibret (2005) to evaluate High School English teachers' implementation of continuous assessment. According to the findings of this research, high school EFL teachers didn't use CA for improving their instructional process. This research has nothing to do with college EFL instructors' practices of continuous assessment.

Another research was done by Bogale (1994). This research was intended to investigate the validity, reliability and feasibility of continuous assessment. The study was confined to grade 11 students in Bole senior secondary school. The findings of Bogale's research indicated that continuous assessment has been effective in developing grade eleven students' general English language proficiency. This research was about the reliability, validity and feasibility of continuous assessment. It was not much concerned about teachers' activities in conducting assessment. The research is also not about college EFL instructors' practices of CA. The setting of this research is Bole High School, Addis Ababa.

The other research was done by Sileshi (2007). This research was done to study the perception of continuous assessment by EFL teachers in Dehub Ethiopia Teacher Education College. His findings showed that teachers in Dehub Ethiopia Teachers Education College had inadequate understanding about CA. The research was not done on the practices of CA. The setting of this research is also Dehub Ethiopia Teacher Education College. As shown, most of these researches were conducted on the situations in high schools except that of Sileshi's. Therefore, this research is done to fill the gap observed in the above studies.

The purpose of the research is to explore the practices of continuous assessment by EFL instructors in Jimma Teachers College where no research has been conducted on the same topic so far.

CHAPTER THREE

3. THE RESEARCH METHODOLOGY

3.1 Subjects of the study

The informants of this research were, thus, EFL instructors and EFL students in the college. There were 20 EFL instructors in this college, out of which, 19 were male and the remaining 1 instructor was female. All of these instructors participated in the study.

Regarding student participants, second and third year EFL students in the 10+3 program were selected randomly for the research. These students were selected because they were thought to give reliable information about continuous assessment (CA) from their experience in the college for 2-3 years. In addition to this, first year students were not being assessed by the continuous assessment (CA) approach.

Instructors stated that first year students took mid and final exams only as their course is somewhat different from the 2nd and the 3rd year students' courses. These students were attending a new program called "Linear Diploma". They were taking courses divided into major and minor. However, second year and third year students were attending "Cluster Diploma program". The difference between these two programs (Linear and Cluster), as the researcher was informed, is that trainees who are attending "Linear Diploma" program are going to be second cycle primary school (Grade 5-8) teachers, while trainees in the "Cluster Diploma" program are going to be first cycle primary school (Grade 1-4) teachers.

As the investigator was informed, only students in the "linear diploma" program (second and third year students) were thought to be assessed by CA. Therefore, this researcher decided to make second and third year students the sources of data for the study.

There were 139 (40 male and 99 female) 2nd year, and 216 (62 male and 153 female) 3rd year EFL students. From these 355, 40% of the students, (41 male and 100 female), a total of 141 were stratified in to sex and were randomly selected for the research.

3.2 Instruments of the Study

The instruments used to collect data for the study were questionnaire, interview, and classroom observation. The questionnaires were prepared for both instructors and students. In order to supplement the data gathered using questionnaires, interview questions were prepared for both groups of participants (See Appendices D and E). In addition to this, classroom observation was conducted to see the realization of continuous assessment in the EFL classrooms.

These questionnaires and interviews were developed on the basis of the objectives of the study which was aimed at exploring EFL instructors' practices of continuous assessment in the college under consideration and on the literature reviewed. The classroom observation was intended to verify if the responses given to the questionnaires and the interviews were actually seen in the real EFL classroom situations. The check list used for this classroom observation was indicated in the appendix. (See appendix G)

3.2.1 Teachers' Questionnaire

Questionnaires developed for the EFL instructors consisted of 19 closed ended questions and one open-ended question. The closed-ended questionnaire had 2 parts. The first part was developed to find out the instructors' overall practices of continuous assessment in their EFL classrooms. This part contained 18 items. The modes of response used in this part were checklist ("yes"/"no") and 5 point likert scale (always (5) to never (0)).

The second part of these items was intended to find out the basic types of continuous assessment which were most frequently used by the instructors and those CA types which were never practiced in their EFL classes. In this part, fourteen categories of CA were listed and respondents were required to show the extent to which each CA category has been used by the instructors by putting a tick (√) under the scales indicated. The scale ranged from always (5) to never (0).

There was only one open-ended question at the end. The open ended item was decided to be only one in order to avoid the respondents' boredom and disinterest in taking too much of their time to write their responses since they were required to do the researcher a favour. In this item, the EFL instructors were asked to suggest possible measures that should be taken to improve the instructors' practices of CA in the college.

3.2.2. Students' Questionnaire

The questionnaires developed for the students (See appendix B) were the replication of those administered to the instructors with a slight modification. Like that of the instructors, these questionnaires also had closed-ended and open-ended questions. The closed-end questions had two parts. The first part was prepared to find out students' ideas about how their instructors assess their performance and about their EFL instructors' practices of CA in their classroom. In this part, fourteen questions were prepared.

The mode of response used here was also the combination of checklist ("yes"/ "no") and the 5 point Likert scale ranging from always (5) to never (0). These items in general were adapted from instructors' questionnaire to check the extent to which students' responses and instructors' responses match.

The second part was developed to know from students the kinds of CA types which their EFL instructors most frequently used and those which they didn't use. This consisted of fourteen 5 Likert-scale items ranging from always (5) to never (0).

The open-ended question was prepared to investigate the students' suggested solutions for the improvement of their EFL instructors' practices of CA in their class.

3.2.3 Instructors' Interview

The interview prepared for the instructors consisted of ten unstructured questions. The questions required the instructors to explain their ideas about their practices of CA in English classes. The questions asked were the following:

- a) what their understanding was about CA ,
- b) if they had attended any training/workshop on CA,
- c) if they felt they were in a position to practice CA properly,
- d) if they thought CA helped students to learn English better,
- e) if their students understood what was expected of them in the CA processes,
- f) to state the problems they encountered in practicing CA in their English classes,
- g) what they used CA results for,
- h) if it was always possible for them to provide timely feedback to their students,

- i) to state the main difference between assessing students' performance through CA and through the traditional assessment method where mid and final exams are given, and finally ,
- j) to suggest solutions that can help to improve their CA practices in EFL classrooms. The interviews conducted with the instructors were tape-recorded.

3.2.4 Students' Interview

The interview developed for the students was almost similar to that of the instructors' interviews. This consisted of 7 questions.

In this interview, the students were asked to explain their understanding about CA and if they thought CA was preferable to traditional assessment. They were also asked if their instructors used CA to assess the students' performance. The students were also asked to state if their EFL instructors explain to them the type of CA used and the reason for which it was chosen and if the teachers always gave them timely feedback.

In addition, the interview required the students to explain what their instructors did with the results of CA. Finally, they were asked to suggest what their EFL instructors should do to improve their practices of CA in the English classes. Students' interviews were also tape-recorded in order to get sense of the data by listening to the recordings several times.

3.2.5 Classroom Observation

The practices of this CA in most case can be proved by classroom observation. Scholars in the area point out that the use of the results from observation is more accurate than other research instruments. Richards, J.C and Lokhart, C. (1996:105), for instance, state that observation with a clear focus and purpose is more rewarding to identify particular needs, strengths and weakness in learning.

Accordingly, from the available teacher population in the college, the classroom of five randomly selected instructors was observed for four consecutive days. The goal of the observation was to check whether the instructors practice CA in their real classrooms or not, and to make sure that the responses that the informants provided for the questionnaires and the interviews are reliable.

The observation was also used to determine the CA strategy/type/ the EFL instructors put into practice most frequently in their English classes. For the purpose of gathering data through classroom observation, a checklist consisting of eight categories of learning and assessing results with two scales (yes and no) was prepared and used by the researcher.

3.3 Sampling Technique

In this study, the investigator used stratified random sampling to select second and third year students in the language stream. These students were first stratified into sex (gender groups). (Anyone who reads this paper has to bear in mind that in the case where courses are structured into stream, learners take all the language courses in equal credit hour. In the context of this study English, Amharic and Afan Oromo were the main courses for the students. This makes stream division different from departmentalization where courses are categorized into major and minor).

The researcher decided to focus on the second and third year language students for the purpose of getting reliable data from them as these students might be aware of CA more than the first year student. He also decided that 40% of the student - population can suffice to give ample information for the study. From the total of 355 second and third year language students, 141(40%) were taken.

The researcher, after categorizing the students into male and female, randomly selected every 2nd and then 3rd student from the list so as to take the required number of samples (without bias). The twenty EFL instructors available in the college were all made to participate in filling the questionnaire. For the interview, 10 (50%) of the instructors were randomly selected.

From the sample student respondents, nine students were selected for interview on purpose. Eight (one from each section) of these students were classroom representatives from the eight sections (3 section 2nd and 5 section 3rd year language students) and one more student was taken based on his good academic performance. The classroom representatives were selected because they were believed to provide genuine information about what was going on in their class during the English class as they usually coordinate the students in the teaching learning process.

3.4 Procedure of Data Collection

Data for the study was collected using questionnaires, interviews and classroom observation. The researcher gave a precise explanation to the instructors and students about the purposes for which the questionnaires were prepared before administering them. As the instructors were busy teaching, the researcher decided to collect the questionnaires one day after the day they were administered.

For the interview, which was tape - recorded while it was being conducted, the selected informants were asked for their cooperation and an appointment was set to meet the next day in the afternoon. The questionnaires and interviews prepared for the students were translated into the regional language (Afan Oromo) which is the medium of instruction for the other subjects. This was done to enable the students understand the questions well and to help them to give the exact responses required.

Finally, the five randomly selected EFL instructors were observed for four consecutive periods (4hrs X 5 instructors = 20 periods altogether) while they were teaching their actual classrooms. This was done to see how the instructors assess their students' performance in the EFL classrooms and to identify the kind of CA that they practice in the English class most frequently. The observation also helped the researcher to see if the responses given to the questionnaires and the interviews matched the real classroom situation.

3.5 Data Analysis

In the study, both qualitative and quantitative methods were used. The data collected by closed-ended questions were analyzed quantitatively. In this case, frequency and percentages were used to analyze the responses given by each instructor.

For the data collected through the open-ended question, interviews, and classroom observations, qualitative method was used for the analysis. This is because, in these tools the informants explain their ideas, beliefs and views which cannot be numerically or statistically analyzed. Data gathered through such instruments were qualitatively transcribed. It is hardly possible to use quantitative method of analysis in which numerical data dominate in such a descriptive study. Quantitative data produce numbers that can be organized and analyzed. To support this idea, Gay

and Airasian (2000:237) state, "...unlike the quantitative research whose data produce numbers that can be organized and "crunched" in fairly routine ways, you must find your own idiosyncratic path to the meaning of your data."

As can be understood from this thought, qualitative data is used to analyze the data which reflect respondents' idiosyncratic or subjective views given about a certain topic.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

In chapter three the methodology used in the research was outlined. As it has already been mentioned there, both qualitative and quantitative research methods were used. This fourth chapter focuses on the analysis of both the qualitative and quantitative data.

Qualitative data was gathered by using the unstructured interviews that were conducted with both the EFL instructors and the 2nd and 3rd year sample language students in the College. All the data gathered through qualitative means were analyzed qualitatively. First, the data was processed by transcribing all the interviews conducted with both the respondents (teachers and students). Responses which were given to the open ended item by the instructors and students were also analyzed qualitatively hand in hand. Thereafter, additional data was gathered via classroom observation and was transcribed.

Quantitative data was collected through questionnaires which were distributed to both the EFL instructors and the sampled 2nd and 3rd year language students. Likewise, all the qualitative data was analyzed by employing quantitative means. First, instructors' responses to the closed ended items were analyzed using frequency and percentages. Second, students' responses to the closed ended questions were analyzed in the same manner. Results from both the qualitative and quantitative analyses were presented in section 4.2 below. Before that; however, it is important to provide the reader with clear information about the respondents. The next subsection, thus, focuses on this.

4.2. Description of the Sample Population

4.2.1 The EFL Instructors

In this sub part an attempt was made to analyze the over all characteristics of the EFL teacher respondents (their age, qualification, their experience in the college, their experience out side of the college, their teaching load per week, their trainings in Higher Diploma (HDP) and their additional responsibilities besides to their work of teaching). Since the research was basically concerned with the EFL instructors' practices of CA in the college, it was vital to have clear information about their current and previous background in the study.

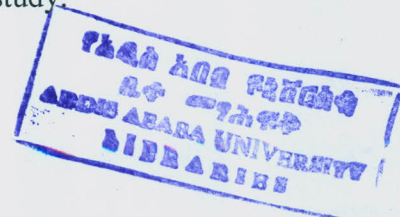


Table 1. General Information about the EFL instructors in JTC

	Item		Respondents in		Total in	
			No	%	No	%
1	Sex	M	19	95	20	100
		F	1	5		
2	Age	20-25 Years	-	-	20	100
		26-30 Years	5	25		
		31-35 Years	5	25		
		36-40 Years	2	10		
		41 years & about	8	40		
3	Qualification	BA/BED degree	10	50	20	100
		Masters degree	10	50		
4	Teaching experience in the college	0-2 years	2	10	20	100
		3-6 years	8	40		
		7-10years	1	5		
		11-14years	4	20		
		15Years and about	5	25		
5	Teaching experience out of the college	0-2 Years	2	10	20	100
		3-6 Years	5	25		
		7-10 Years	2	10		
		11-14 Years	5	25		
		15 Years & about	6	30		
6	Teaching load per week	1-6 hours	-	-	20	100
		7-12 hours	2	10		
		13-15 hours	8	40		
		16hours and above	10	50		
7	Higher Diploma Program (HDP)	Completed	18	90	20	100
		Attending now	2	10		
		Never attended	-	-		
8	EFL instructors with additional responsibilities besides teaching.		9	45	20	100
9	EFL instructors without additional responsibilities		11	55		

The above table shows that among the EFL instructors who participated in the research, 19 (95%) were males while only 1 (5%) was female. From this, it was easy to understand that the ratio of female instructors in the college was very low.

When the age of the EFL teachers was seen, they were all more than 25 years of age. 5 (25%) of the EFL instructors in the College were between the age category of 26-30, and the same number of instructors were in the age range of 31-35 years. The minority, 2 (10%), of the EFL instructors were in the age group of 36-40 years, while the majority, 8 (40%) were in the age category of 41 years and above. This shows that most of the EFL instructors in the College were experienced in

teaching English. Even though work experience is necessary, the literature reviewed indicates that very old teachers are adamant to new ways of doing things and innovative activities. Such individuals are close minded to new innovations and changes.

Douglas, (1999:116) confirmed, "The more aggressive approach to old fashioned teacher is not likely to improve his attitudes toward or abilities in newer procedure". From this, one can understand that recent practices like CA are put into practices in a proper way if the implementers are mostly younger since individuals who are fed up with longer years of work are usually resistant to innovations and changes.

The third item in the table shows the qualification of the EFL instructors who participated in the study. Accordingly, the instructors who held BA and MA degree were equal in number; 10 (50%) each. The fourth item in the table indicates the EFL instructors' teaching experience in the college. Thus, 2 (10%) of the respondents had 0-2 years of experience; 8 (40%) had 3-6 years of experience; and 1(5%) of the instructors had 7-10 years of this experience. The other 4 (20%) of the instructors reported that they had 11-14 years of experience. Finally instructors who had the teaching experience of 15 years and above were 5 (25%). This data showed that the majority of the instructors (40%) had the teaching experience of 3-6 years in the college. According to Douglas (1999:120), this is the range of experience in which instructors are more active in implementing new practices.

The fifth item in the table shows the experience of the EFL instructors out of the college. It is clear from the table that instructors who had the teaching experience of 0-2 years in high schools were 2 (10%); 5 (25%) had 3-6 years of experience; and 2 (10%) had 7-10 years of teaching experience out side the college. The other 5(25%) of the instructors had the experience of 11-14 years out of the college under consideration. The remaining 6(30%) of the instructors taught for 15 years and above out of the College.

Since prior experience is connected to instructors' professional development, it helps them to put different teaching skills into practice and to integrate new knowledge and skills with their current practices (Douglas, 1999:112).

Therefore, it is easy to infer from the information in the table that most of the instructors had ample experiences which enables them to familiarize themselves with a new practices in their work environment.

The sixth item in this table shows the instructors teaching load per week. With regards to this, 2 (10%) of the EFL instructors in Jimma Teachers College (JTC) taught 7-12 hours per week; 8 (40%) taught 13-15 hours per week ; 10(50%) taught 16 hours and above per week. This shows that most of the EFL instructors were highly overloaded.

The seventh item shows the EFL instructors level of qualification. Most of them had completed Higher Diploma program (HDP). As the table shows, 18 (90%) had attended and completed HDP; 2(10%) of the instructors were attending this program when the data for this research was collected. Since Higher Diploma program (HDP) is a training program which raises instructors' awareness about the practices of continuous assessment in classrooms and encourages teachers to be committed and to have positive attitude towards CA, the EFL instructors had the capacity of using CA in a satisfactory manner.

The item indicated in the 8th part of the table shows that 9(45%) of the EFL instructors had additional (extra) responsibilities besides their basic duty; teaching. The other 11(55%) of these instructors were fully engaged in teaching. According to Capper (1996: 33), workload is one of the reasons for which teachers become unable to practice continuous assessment in the expected way. Therefore, it negatively influences the EFL instructors' practices of continuous assessment.

4.2.2 Sample Student Respondents

In the following table the background of EFL students taken from 2nd and 3rd year language classes is shown. Second and third year language students were totally eight groups (sections). Second year students were 3 groups and the third year were 5 groups. The students in each group (section) were first divided (stratified) according to their sex. Then, 40% of each sex was taken from each of the sections. Table 2 below, thus, reveals the total number of the student respondents.

Table 2. The background of the Sample Students

Level	Group	Sex		Total	Grand total
		M	F		
Year 2	1	6	12	18	55
	2	5	13	18	
	3	5	14	19	
Year 3	1	5	13	18	86
	2	7	9	16	
	3	4	12	16	
	4	6	12	18	
	5	4	14	18	
				Total	141

4.3. Results from Qualitative Data Analysis

4.3.1 Results from the EFL instructors' responses to the interviews

As stated earlier, interview was conducted with ten EFL instructors in the College. These instructors were randomly taken from instructors teaching English to the 2nd and 3rd year language students. The interviews were tape recorded, after which they were transcribed (see appendix D). The interview questions were then organized into themes in order that their responses could be analyzed systematically. The full analysis of the interviews is as follows:

4.3.1.1. EFL Instructors' Understanding of CA

The analysis of the EFL instructors' interviews showed that they didn't have problem in the understanding about the importance of continuous assessment. They stated that continuous assessment is a mode of assessment in which students' daily progress in their academic performance is assessed. The interviewed instructors indicated that CA is a process of getting information about students' performance on a daily basis. They also added that CA is a way of assessing how the process of teaching and learning is progressing. As they made clear, CA helps instructors to assess their teaching methodology and their student' learning in order to take the right measure at the right time. Thus, it is easier for one to understand that the EFL instructors in the college had awareness of CA.

4.3.1.2. Continuous Assessment trainings /workshops

The instructors indicated that they got awareness of CA when they were in the Higher Diploma program (HDP). Most of these EFL instructors reported that they had not received any additional training in CA. Only one of the instructors said he had attended a short training on CA. This EFL

instructor explained that the training was given for half a day and it was an introductory workshop in which only more emphasis was given to the definition of CA. Another instructor explained that he had got different chances to attend CA trainings. Most of the interviewees stated that they had raised their awareness about CA through reading different books. They also added that the information they got from Higher Diploma Program (HDP) was not sufficient for the proper practices of CA and they still need some more trainings/workshops.

Even though the EFL instructors in the college were not happy about the current practices of CA in the classrooms, they stated that CA helps students to learn English better as it:

- encourages students to work steadily throughout the year,
- enables the learners to assess their learning progress,
- enables students to receive timely feedback so that they can work harder to improve their performance on daily basis,
- encourages students to work consistently in the learning,
- frees learners from rote learning as it aims to improve teaching and learning rather than grading/recording marks only,

4.3.1.3. Implementation of CA in the EFL classrooms

All the EFL instructors interviewed pointed out that they couldn't say they were in a position to practice CA properly despite their awareness of the advantage of this mode of assessment.

They stated that unfavourable situations such as the inconvenient classroom condition and the challenging workload in the college didn't allow them to implement CA in their EFL classrooms.

One instructor in particular stated "CA in the college is almost dead". As he indicated, CA requires one to know each and every individual student by name to check his/her understanding. However, in the condition of teaching four or five sections in which more than 60 students are found, and participating in other additional responsibilities in the college, practicing CA properly is never thinkable. As can be understood from this data, EFL instructors in the college were not in a position to practice CA properly. This, on the other hand, influenced the English language teaching-learning process negatively.

4.3.1.4. Making Students aware of the Issues related to CA

The instructors reported that they made sure students exactly understood what was expected of them in the CA process when they discussed the expectations with students in advance. They also

indicated that they explained how the particular kind of CA planned to be used with that lesson works and what it involves. However, as the situation was not conducive to practice CA, as they stated, they didn't often make students aware of what was expected of them. They simply used CA to record students' grade. Only one instructor said that he made his students understand what he expected of them by clarifying to them the criteria he used with the assessment he designed for his particular lesson. With regard to making learners aware of what is expected of them in CA, Nitko (1994:91) states the following:

The important element in either formal or informal formative assessment is that the individual student should be able to understand how they are progressing against the course/lesson objectives. This means that you, as a teacher, need to make clear that you are continuously assessing your students, and you should make the criteria transparent, so that each student is aware that they are responsible for achieving and making progress.

One can understand from this that making students aware of what is expected of them in CA process is vital in helping the students to become responsible for their own learning and in monitoring the progress they are making in their learning. However, as indicated by the above teachers' responses, this fact was not much taken into account by the EFL instructors in the college under consideration.

4.3.1.5. Problems EFL Instructors encountered in practicing CA

All the EFL instructors interviewed identified large class and teaching overload as the main problems hindering the practices continuous assessment. They stated that the number of students per class ranges from 60 – 65. The instructors felt that these classes were too big and, therefore, not conducive for practicing CA in a proper way.

The EFL instructors also indicated that the large number of students in a class made it difficult for them to give individual attention to learners. One instructor in particular explained that he couldn't identify his learners by name after teaching them for a semester and a year. He pointed-out that he was teaching around 500 students per semester. So, as he stated, this made it impossible to give feedback to the students and to help them by identifying the area of their problems. It was also evident from the instructors' responses that it was impossible for them to use CA in their EFL classrooms because of the large teaching load they had got per week.

Even though the maximum teaching load an instructor is expected to teach in higher education institution per week is 12 hours, most EFL instructors reported that they were teaching more than 17 hours per week. They also said that they were teaching different courses to students of different level (from first year to third year). One instructor specifically said that he was teaching six different courses to six different sections. Because of this, as he explained, he had never thought of practicing CA.

The EFL instructors in the College were also carrying out additional responsibilities besides the work of teaching as explained earlier. They reported that this resulted in shortage of time to design and use a variety of CA methods in their EFL classrooms.

The EFL instructors also pointed out that they didn't attend adequate training on CA. They reported that lack of sufficient knowledge and up-to-date information about CA also impeded their practices of CA. Therefore, since they didn't have ample awareness of the overall practices and goals of CA in the EFL classroom, the EFL instructors were mostly using it for recording the students' grade.

4.3.1.6. What the Results of CA were used for

Most of the EFL instructors indicated that the basic purpose for which the results of CA were used was clear when they considered it from the theoretical aspect. It was the source of information for both the instructors and the students. The result helped instructors to give feedback to students, to identify learners who need special help, to give remedial teaching, and to improve one's own teaching methodology. However, as the instructors interviewed stated, when the practical aspect of CA in the college is considered, most of the time the results of CA was used only to record students results/grade and to decide their promotion to the next level of training. The instructors explained that they couldn't put the results of CA to the right purpose for which it should be put. Most of them indicated that they used it only to accumulate learners' marks and to identify students who were in a position to promote to the next term (level).

From this finding, it is easy to understand that EFL instructors in the college were not practicing CA for teaching - learning improvement. If CA is not practiced for its proper purposes, i.e. to improve students' learning, the teaching - learning process may be negatively influenced.

4.3.1.7. Provision of Timely Feedback on Assessment

Knowledge of results (feedback) is regarded as a backbone of learning (Rountree: 1987). Since it directly contributes to learning progress through the process of formative assessment and indirectly through the development of pupils' academic self-esteem, feedback is the basic feature of the teaching learning process (Gipps, 1994). In light of this thought, the sample EFL instructors were asked to give their views concerning feedback provision. According to their reports, it was quite difficult for the instructors to provide timely feedback. The reasons they stated for this were as follows:

- The class sizes they taught was very large,
- Their teaching load per week was very high,
- They were highly occupied with other additional responsibilities like administrative, committee, department and practicum work.

The instructors also felt that due to the large number of students in a class, the feedback they sometimes gave was more general in nature instead of addressing each individual learner's problems.

4.3.1.8. Assessing students using CA versus using end of term Final exam

The instructors showed that the main difference between these two modes of assessment is that CA encourages students to work consistently throughout the term/ course. CA, as they stated, also helps to assess learners' progress in their learning on a daily basis. Its goal is to improve the teaching- learning process, in general, and students' learning, in particular.

According to the EFL instructors' report, final exam which is given at the end of a term/ a course is an assessment system which encourages students to study hard only to succeed in passing the final exam. This type of assessment encourages rote learning which has nothing to do with the improvement of students' learning performance/ progress. The instructors also indicated that continuous assessment helps learners to receive continuous feedback. They added that final (one shot) exam is aimed at assessing large section of work at once. This doesn't show how students' learning was progressing and it doesn't give another opportunity for the learners to improve their performance. This data showed that the EFL instructors were not practicing CA it in their English classes.

4.3.1.9. EFL Instructors' and Students' responses to the Open ended item given in the Questionnaires

All the sample EFL instructors and students who participated in the interview suggested that teachers' practices of CA in the college would improve if the following points are considered.

4.3.1.9.1. Instructors' Suggestions

The EFL instructors suggested that the practices of CA in English classes in the College would improve if:

- instructor's teaching load per week is reduced,
- the number of students in the class is reduced,
- more EFL instructors are employed,
- the college provides trainings and workshops on CA in order to widen instructors' awareness about the assessment'
- the college encourages teachers to have Continuous Professional Development (CPD) plan,
- the college prepares some sort of assessment principles to be followed by the instructors in assessing their students performance,
- the college encourages and prepares experience sharing programs about CA in the college among departments and with other colleges out,
- the number of meeting days in a week is minimized and meetings are planned in such a way that they would not affect the teaching schedule .
- the college works in collaboration with all the stakeholders (like Ministry of Education(MOE), Oromiya Education Bureau (OEB),etc)

4.3.1.9.2. Students' Suggestions

Similarly, the language students who participated in this study reported that the practices of CA by EFL instructors in the college would improve if:

- the college supports the instructors in any necessary ways,
- the instructors commit themselves to the practices of CA by planning to use it,
- the college provides teaching materials that are prepared by taking the practices of CA into consideration,

- the trainee teachers(the college students) are encouraged to have positive attitude towards CA so that they can be motivated to involve in the CA processes in the classrooms,
- there is a closer follow up on instructors who are unwilling to practice CA and who often prefer to use mid and final exams only in stead of CA,
- the college makes the students aware of the purposes of using CA as they are going to use this mode of assessment when they become teachers,
- the instructors make the criteria for assessment clear to their students in order that they would involve in the assessment process enthusiastically,

Both the instructors and the students suggested that all the stake holders of the teaching learning process in and out of the college should work together with the college if the practice of CA is needed to improve. They also stressed that CA should be a college wide concern; not an individual teachers' concern only.

4.3.2. Analysis of Students' Response to the Interview

The interviews presented to the student-respondents had six items. The respondents were interviewed on individual basis and the data obtained through this is analyzed as follows.

4.3.2.1. How the Student- Respondents' Understood CA

From their stay in the college for 2-3 years, the students stated that they had got some awareness about the theoretical aspects of continuous assessment.

When they were asked to express their understanding about CA, the nine students expressed that CA is a kind of assessment in which students will be assessed everyday. They also reported that CA is a mode of assessment where evaluation is made continuously. For the students, as they made it clear, the infrequent tests and final exams used by teachers to record learners' mark/grade was considered as CA.

4.3.2.2. CA and why it is preferred more than traditional assessment

The information from the data stated that CA was better than traditional assessment. As their reasons, the student respondents (hereafter referred to as 'students') stated that traditional assessment in which students are assessed to get marks only does not have much to do with the improvement of teaching and learning. It is given only once or twice (mid and final exams, or tests). So, it doesn't show how learners are progressing. Moreover, learners may not have another opportunity to improve their results once they failed. When they explained CA, on the other

hand, they made clear that it promotes learning since learners are always assessed. The result from CA also tells them what and how they have to improve. CA also gives repeated chance of improvement to the students. When they were asked the reason why instructors need to use CA, the respondents stated that CA helped EFL instructors to identify students' problems and to provide them a special help.

4.3.2.3. Students' Response about the CA type frequently used and the reason why it was chosen

In answering this question, the students indicated that their EFL instructors didn't communicate to them the kind of CA they used and the reasons why they preferred it. The students' response revealed that the instructors presented their lessons first, and then they gave pair/group work in the middle or at the end. They didn't specify anything about the assessment.

In connection with this, the students were asked if their teachers gave them the criteria for assessment. They responded that EFL instructors had never given them criteria they followed in assessing the students. The reason for this, as the students pointed out, was that their instructors didn't use CA to assess their learners' performance most often. They gave them 2-3 tests, mid exams and final exams only and there were no criteria they set for such assessments. Some instructors, as the students reported, gave them group work that was done as home take assignments.

According to the students' response, for such assignments, the teachers didn't clarify the criteria. From this data, one can understand that the EFL instructors didn't communicate the CA strategies they used and the reasons why they preferred it. This implies that CA was not well practiced by the EFL instructors in the college. The reasons for this might be shortage of time due to workload.

4.3.2.4. Students' Response about the Instructors' Provision of Timely Feedback

Here, the trainees stated that their instructors didn't usually give them feedback. As student-respondents said, their EFL instructors sometimes gave general comments and suggestion to the whole class when they gave test papers back to the students. They stated that they warned them to work hard by explaining the highest and the lowest mark scored in that particular test. No

feedback was given based on individual students' problems. The only thing that they sometimes did was motivating the students to participate in class discussion like group and pair work. This finding indicates that one of the main purposes of CA, feedback provision, was disregarded by the EFL instructors.

4.3.2.5. Students' responses about CA results and the EFL Instructors' follow up

Activities

The students stated that their instructors did nothing more than recording their test scores so that the assessment result would be accumulated out of 75% before the final exam. This was because the training policy stated that 75% of students' mark (results) should be covered by CA before the end of the semester or before the final exam which covered 25% of the overall assessment (Ministry of Education/MOE, 2004). According to the students' responses, CA in this case was a means of assessing students' achievement to collect students' mark. Only a few instructors called students for tutorial class to help them improve their test results very occasionally. From this, it is easier to understand that the EFL instructors in the college were not using CA for the right purpose: improving teaching and learning.

4.3.2.6. Problems identified by the Students regarding the Practices of CA by the EFL instructors

The interviewed students explained that some of their EFL instructors didn't have interest to practice CA in the class. The reasons for this may be, as the students clarified, the large number of periods the instructors taught every day and the large number of students in each class. The students showed that the number of students in a class goes up to 65. Because of this, giving individual attentions to the students in the assessment process would be difficult and tiresome for the teachers. Therefore, they usually preferred to give a test, mid exam and final exam only to record mark/grade to the students.

It was also stated that some teachers didn't have professional commitment because of the lack of ample awareness about the purpose of using CA in the teaching learning process.

The other problem indicated by students was that the students in the classroom themselves didn't seem to be open and interested to take part in CA. Because of lack of proficiency in English, they

need to hide themselves and they prefer to remain quiet. This always bored the classroom teachers. Furthermore, the students stated that some teachers jumped from one unit to another with the intention of covering their portions on time. They didn't worry about students learning. Solutions suggested by the students to solve these problems were discussed with instructors' response above. (See 4.3.1.9.2)

4.3.3. Classroom Observation on the Practice of CA

In modern language teaching, students are encouraged to take responsibilities for their own learning. This will be realized when learners are made to involve in the learning process through the proper practices of continuous assessment where learners are active participants in the whole process of teaching and learning.

As stated in section 3.2.4, classroom observation was conducted with the help of checklist which consisted of eight categories of learning and assessing results with two scales showing agreement and disagreement, i.e. "yes" and "No" (see Appendix F). The results from classroom observation were summarized in the following tables.

Table 3. Summary the results of Classroom Observation on the Practice of CA

No	Item (checklist)	Rating scale (alternatives)		Total	
		Yes	No	No	%
1	Instructor prepares and uses lesson plan in the class	-	5	5	100
2	Incorporation of CA type in lesson plan	-	5	5	100
3	Communication of the CA type to be used to students and explanation of assessment criteria	-	5	5	100
4	Instructors used:				
	4.1. Oral questioning	5	-	5	100
	4.2. group work	5	-	5	100
	4.3. Peer assessment	1	4	5	100
	4.4. Self assessment	-	5	5	100
	4.5. Interview/Questionnaire	-	5	5	100
	4.6. Reflective Journals	-	5	5	100
	4.7. Audiotape recording	-	5	5	100
	4.8. tests/Quizzes	5	-	5	100
	4.9 class work	-	5	5	100
	4.10. Individual work/homework	5	-	5	100
5	Kinds of assessment tools match lesson objectives	2	3	5	100
6	Encourages students to assess themselves	-	5	5	100
7	Encourages students to assess their peers/partners	1	4	5	100
8	Gives timely corrections and feedback to the students	-	5	5	100



As pointed out in table 3 above, the observed EFL instructors were seen using the same methods of assessment through out the four observations. There was a complete uniformity in the ways they all assessed their students' performance. When the observation was conducted (four times with each instructor), no one was observed using lesson plan. Nothing was also made clear to the students concerning the lesson objectives and the type of CA which was intended to be used with that particular lesson.

The data in the table revealed that all, 5 (100%) of the instructors observed didn't use lesson plan in which the incorporation of CA type would have been seen. Moreover, the instructors didn't explain to the students the kind of CA planned to be used and the criteria to be used in the assessment process.

During the 20 classroom observations in which five instructors were observed four times, all the EFL instructors, 5 (100%), were observed repeatedly using oral questioning, group work, class work, tests, and home work. During group work, the instructors were observed encouraging students to present the results of their discussions through the guidance of a group leader. Hence, learners were observed discussing and presenting their group work through their group leaders. Only 1 (20%) of the instructors was observed using peer assessment during the first observation. The observed instructors also didn't give feedback to the students based on what they did in group. They were observed praising the students saying, "excellent," "very good", "good" when the students gave answers to the oral questions.

CA techniques which help students to progress in their learning performance (peer-assessment, self-assessment interview/questionnaire etc) were not observed in any of the classrooms.

As a part of active learning method, CA is expected to make the students the center of the learning process. Therefore, they should be made aware of the whole process of learning. However, in the classes observed, all the observed instructors were not seen encouraging the students to take responsibilities for their own learning. For instance, these instructors didn't encourage students' peer assessment and self assessment. Even though one of the purposes of assessing students' performance is to provide constructive feedback which helps the students to improve their learning performance, none of the observed teacher educators were doing this through out the observations conducted. The information in the table above shows that all the observed instructors, 5 (100%), didn't give feedback to the students.

This information has closer similarity to the data gathered through the questionnaires. The response which the instructors gave to the questionnaires, item 20 in particular, was clearly identified during the classroom observation (See table 16) as indicated in this table 4 above.

The classroom observation on the whole indicated that teachers' practices of CA were confined to oral questions and activities that were related to the content being taught. The group work, class work, homework and tests used by all the observed instructors were aimed at assessing the extent to which the lesson taught was understood by the learners.

In other words, these tools were used only to measure the knowledge the students received from what the instructors presented in the classroom. The instructors observed were not seen to use CA methods which help to assess learners' practical skills and creativity.

According to this data, it is hardly possible to state that the EFL instructors were practicing CA in the way expected of them. This can negatively influence the English language teaching-learning process in general as the results obtained from the tools used by the teachers may not provide them with the information which helps to improve students' performance and EFL instructors teaching methodology.

4.4. Analysis of Quantitative Data

4.4.1. EFL Instructors' Responses to the Questionnaires

This section is concerned with the analysis and discussions of the EFL instructors' responses to nineteen closed ended questions.

Table 4. Methods EFL Instructors used to assess their Students' Performance

No	Item	Alternatives	EFL instructors Respondents		Total	
			No	%	No	%
1	How do you assess your students' performance in learning English?	Using tests, mid exams, and final exams only	11	55	20	100
		Using CA	9	45		

Table 4 above indicated that 11 (55%) of the EFL instructors in Jimma Teachers college didn't use CA to assess their students' performance in the English class. They showed

that they use final exams, mid exams, and final exams only to assess their learners' English language performance. As shown in the table, 9 (45%) of the EFL instructors use CA to assess their students English language performance.

As can be understood from the table, more than half of the teacher respondents didn't practice CA in their EFL classrooms. They used one shot test, mid exams and final exams only. This demonstrates the least value given to the practices of CA by EFL instructors in the College. If students' performance is not assessed continuously, the teaching- learning process can be negatively affected since both the teachers and the students lack information which helps for improvement.

Table 5. Instructors' beliefs about CA

No	Item	Alter native	EFL instructor respondents		Total	
			No	%	No	%
2	Do you believe that CA is important in EFL classes?	Yes	20	100	20	100
		No	-	-		

As indicated in table 5, all the EFL instructor respondents believed in the importance of using CA in their classes. 20(100%) of the EFL instructors responded that it was important to practice CA in English classes. However, if this theoretical knowledge is not put into practice in the real classroom situation, it may not help to improve students' learning progress and teachers' teaching.

Table 6. EFL instructors' use of CA

No	Item	Alter native	EFL instructor respondents		Total	
			No	%	No	%
3	Do you always use CA in your English language classes?	Yes	6	30	20	100
		No	14	70		

According to table 6, most of the EFL instructors, (70%), in the College didn't always use CA in their classroom. Only a small number of instructors indicated that they used CA to assess their students. One can understand from this that CA in the EFL classrooms in the college was almost disregarded. If CA was not properly practiced in the classroom, students' learning progress can be negatively affected.

Table 7. Integration of CA and English language teaching and learning

No	Item	Alternative	EFL instructor respondents		Total	
			No	%	No	%
4	Do you use CA as an integral part of the English language teaching and learning process?	Yes	5	25	20	100
		No	15	75		
5	If your answer is "yes", how often do you plan to use CA in your lesson?	Always	2	10	5	25
		Sometimes	3	15		
		Rarely	-	-		
		Never	-	-		
6	If your answer is "no" which of the following assessment techniques do you use most frequently?	occasional tests	3	15	15	75
		Mid and final exams only	12	60		
		Summative exam at the end of a term only	-	-		
		CA when I feel I should do so	-	-		

According to table 7, most of the EFL instructors didn't integrate CA to their EFL teaching learning process. Only 5(25%) of the instructors indicated that they integrated CA and English language teaching and learning. Most of the instructors (75%) revealed that CA was not integrated into the EFL teaching and learning.

The table also shows that 2(10%) and 3(15%) of the teachers integrated CA into EFL teaching always and sometimes respectively. The instructors who didn't integrate CA and EFL teaching-learning process mostly used mid and final exams to assess their students English language performance. However, assessment and teaching are inseparable. To stress this idea, Nitko (1995:101) states the following:

You can't teach in a vacuum. To make teaching decision effective, you must use valid and reliable assessment results. You obtain quality information from carefully crafted assessment procedures. You can see that assessment and teaching are intertwined. They are part of the seamless fabric of instruction and learning.

From this quotation, it is possible to understand that the integration of CA and EFL instruction is indispensable. However, as indicated in the above table, most of the EFL instructors in the college under investigation didn't integrate CA and English language teaching.

The table also indicated that 12 (60%) of the EFL instructors use mid and final exams and the other 3(15%) of the respondents used occasional (infrequent) tests to assess learners' English language performance in their classes. Since such tests don't show students' learning progresses,

the least value given to CA can negatively influence EFL learning and teaching. Therefore, failure to integrate CA and instruction does more harm than good.

Table 8. Inclusion of CA in Daily Lesson Plans

No	Item	Alter native	EFL instructor respondents		Total	
			No	%	No	%
7	Do you usually include CA in your lesson plan?	Yes	8	40	20	100
		No	12	60		

Table 8 above shows that 8 (40%) of the EFL instructors include CA in their lesson plan. 12 (60%) of the EFL respondents didn't make CA part of their lesson plan. This indicates that more than half of the respondents didn't plan CA as a part of their daily lesson. From this, it is easy to understand that most of the EFL instructors didn't plan to practice CA in their classes.

Table 9. Purposes for which EFL Instructors use CA in their classes.

No	Item	Alter native	EFL instructor respondents		Total	
			No	%	No	%
8	Which one of the following is the most important purpose for which you use CA in your classes?	- to decide on the trainees' scores in English language learning.	10	50	10	50
		- to decide on how to improve the teaching-learning process	5	25	5	25
		- to get information which helps to improve students' performance	5	25	5	25

Table 9 indicates that 10 (50%) of the respondents used CA to decide on students' scores(grade) in English language learning. The other 5(25%) of the EFL instructors showed that their purpose of assessing students' work through CA was to decide on the ways of improving the English language teaching -learning process.

Again 5(25%) of the informants pointed out that their purpose in using CA in their EFL classrooms was to get information which helps to improve students' performance. The finding here made clear that most instructors used CA for grading students; not to assess students' learning progress from day to day. This doesn't help the students to understand their own progress against the course they are learning (Nitko, 1995).

From this data analysis, it is clear that CA in Jimma teachers College was not practiced for the purpose it was intended. If CA is aimed at recording students' marks (grade), the teaching learning process will be negatively influenced and rote learning will develop. This means students focus only on getting the mark which helps them to succeed in passing, nothing more.

Table 10. Importance of giving feedback

No	Item	Alternative	EFL instructor respondents		Total	
			No	%	No	%
9	Do you think it is important to give feedback to students based on their assessment results?	Yes	20	100	20	100
		No	-	-		

According to the information in table 10 above, all the EFL instructors believe in the importance of giving feedback to students based on their assessment results. 20(100%) of the informants indicated this thought. In the former items, the teacher respondents indicated that they didn't use CA always. Even if they used this mode of assessment sometimes, their purpose was only to record students' scores or achievement marks. In this table 10, all of them made clear that giving feedback is necessary. However, they were not practicing this in their real classroom situations as the previous responses revealed. If it is not put into practice in the real classroom situation, knowing that giving timely feedback is important alone doesn't help improve teaching learning process.

Table 11. CA Results and Feedback

No	Item	Alternatives	EFL instructor respondents		Total	
			No	%	No	%
10	Do you think the feedback you give to students is based on the results of CA to improve learners performance	Yes	20	100	20	100
		No	-	-		
11	If you response is yes how frequently do you give?	Always	4	20	20	100
		Sometimes	16	80		
		Rarely	-	-		
		Never	-	-		

Table 11 shows that most of the instructors, 80%, sometimes gave feedback to their students based on the CA results to improve learners' English language learning performance. The instructors who stated that they always gave feedback to students were only 4(20%). It is possible

to understand from this that instructors didn't give feedback their students most often. One of the objectives of using CA to assess students' performance is to give feedback which helps to improve learners' learning and teachers' teaching (Nitko, 1994). However, if feedback provision is not given due consideration, the teaching learning process may not be successful in the intended way.

Table 12. Frequency of making decisions on certain related factors based on CA results

No	Item	Alter natives						EFL instructor respondents	
		Always		Sometimes		Never		Total	
		No	%	No	%	No	%	No	%
12	How often do you use the information you get from the results of CA to decide on the following issues?								
12.1	Giving remedial teaching	2	10	7	35	1	5	20	100
12.2	planning instruction for the next lesson	10	50	10	50	-	-	20	100
12.3	Evaluating the teaching methodology	7	35	7	35	6	30	20	100
12.4.	Monitoring students' learning	12	60	6	30	2	10	20	100
12.5.	Giving constructive feedback	13	65	3	15	4	20	20	100
12.6.	Judging students' language achievement	8	40	8	40	4	20	20	100
12.7.	Evaluating the extent to which students can put what they learned into practice in real life situation	5	25	11	55	4	20	20	100

The above table indicates that 2 (10%), 7(35%), and 1(5%) of the instructors gave remedial teaching to students based on CA results always, sometimes and never respectively. It was also indicated that 10 (50%) of the respondents always used CA results to make decisions on the planning of instruction for the next lesson. The other 10(50%) of the EFL instructor respondents showed that they sometimes used the information they got from CA results to plan their next instruction. The table also shows that the same number of instructors, 7(35%), used the information from CA results to evaluate their teaching methodology always and sometimes respectively. 6(30%) of the EFL instructor respondents showed that they never evaluated their teaching methodology on the basis of CA results.

The result of the data analysis also made clear that 12 (60%) of the respondents always used the information obtained through CA results to monitor students' English language learning. Instructors who sometimes used the information from CA results for the same purpose were 6

(30%). The other 2 (10%) of the respondents never monitored their students' language learning based on the information obtained from CA results.

The information in the above table also indicated that 13 (65%) of the EFL instructor respondents always used the information from CA results to give constructive feedback to their students. 3 (15%) of the teacher informants pointed out that they sometimes used the information from CA results to give feedback to their students. 4 (20%) of the EFL instructors, on the other hand, didn't totally give feedback to students based on CA results. It was also revealed that equal number of the teachers, 8(40%), used the information obtained from CA results to make judgment on their students' language achievements always and sometimes respectively. 4(20%) of the EFL instructor respondents never used the information from CA for this of purpose.

The result of the data analysis also indicated that only a few instructors, 5 (25%), always used the information from CA results to evaluate the extent to which students can put what they learnt in English class into practice in real life situation. The table also indicated that more than half of the respondents 11 (55%) sometimes used this information to evaluate the extent to which learners relate what they learnt in class to the real life situation outside the classroom. It was also revealed that 4 (20%) of the respondents never used the information from CA results to make decision on this issue.

Even though the information obtained from the EFL instructors indicated that CA was not practiced in the EFL classrooms to the extent expected, most of the teachers, (65%), pointed out that they always used CA results to give constructive feedback to their students. This contradicted the real classroom situation observed and the data gathered through interviews.

In the interview, the instructors reported that they never gave feedback because of large class and workload. The data collected using classroom observation also justified the same fact. The instructors were seen using repeated tests only to give marks (grade) to students. The interviews and the classroom observation also revealed that the EFL instructors were not giving feedback to their students.

Table 13. Instructor' rate of practicing CA in their EFL classrooms

No	Item	Alter native	EFL instructor respondents		Total	
			No	%	No	%
13	How do you rate your practices of CA in your EFL classrooms?	Excellent	3	15	20	100
		Very good	8	40		
		Good	7	35		
		Very poor	-	-		
		Poor	2	10		

As indicated in table 13 above, 3(15%) of the respondents rated their practices of CA excellent. 8(40%) of them rated their practices of CA in their EFL classrooms very good. The other 7 (35%) of the instructors revealed that they were good at practicing CA in their EFL classroom. Only 2 (10%) of the teachers stated the rate of their CA practices as poor.

Table 14- EFL Instructors concern about Experience Sharing on CA Practices

No	Item	Alternative				EFL instructor respondents	
		Yes		No		Total	
		No	%	No	%	No	%
14	Have you ever made experience sharing concerning the practices of CA within and across departments in your college?	9	45	11	55	20	100
15	Do you think it is important to share experience with instructors in the other departments on the issue of CA?	20	100	-	-	20	100

Even though all the instructors believed in the importance of sharing experience on the practices of CA within and across departments, as indicated in the above table, only 9 (45%) the instructor respondents shared experience on CA within and across departments in the college. Most of the instructors, 55%, had never made experience sharing concerning the practices of CA with in and across the departments in the college. From this analysis, one can infer that experience sharing on the practices of CA among the instructors in the college was at the grassroots level.

Sharing experiences with other colleagues may help instructors to find common solutions to common problems. This can also enable teacher to share strategies they use to practice CA by overcoming the existing problems. Lack of opportunities among instructors to share experience

and to discuss some common issues may worsen the problems the teachers are facing. Consequently, the teaching -learning process can be influenced negatively.

Table 15- Instructors' Practices of CA in the College

No	Item	Alternative	EFL instructor respondents		Total	
			No	%	No	%
16.	Is the practice of CA in your college going on well?	Yes	6	30	20	100
		No	14	70		

As depicted in table 15 above, most of the EFL instructors 14 (70%) pointed out that CA was not going on well in the College. only 6(30%) of the EFL respondents pointed out that the practice of CA was going on well in the college. One can understand from this table that CA was not practiced in the college under investigation to the extent expected. If CA was not well practiced and if the instructors were confined to the traditional 'one-shot' exam, the progress of students in their learning and the teachers' teaching in the classroom might be negatively affected

Table 16. Factors Impeding EFL Instructors' Practices of CA

No	Item	Alternative	EFL instructor respondents		Total	
			No	%	No	%
17	From your experience as an instructor in the college, are there factors which impede the practices of CA?	Yes	20	100	20	100
		No	-	-		
18	If your answer is 'yes', how often do the following factors impede the practices of CA					
	18.1. workload	Always	12	60	20	100
		Sometimes	8	40		
		Never	-	-		
	1.8.2. Large class size	Always	12	60	20	100
		Sometimes	8	40		
		Never	-	-		
	1.8.3. Lack of awareness	Always	3	15	20	100
		Sometimes	10	50		
		Never	7	35		
	1.8.4. lack of interest	Always	4	20	20	100
		Sometimes	4	20		
		Never	12	60		

As shown in table 16 above, all the respondents, 20 (100%), made clear that there were factors which impeded EFL instructors' practices of CA in the EFL classrooms.

The main impeding factors identified were instructors' workload and large number of students per class. 12 (60%) and 8(40%) of the EFL instructor respondents revealed that teachers' teaching load and large class blocked the proper practices of CA in the EFL classrooms in the College always and sometimes respectively.

The other 3 (15%) and 10(50%) of the instructors respectively indicated that lack of awareness about CA always and sometimes impeded its practices. The instructor respondents who said lack of awareness about CA never impeded its practices were 7 (35%).

The analysis also indicated that the same number of the EFL instructors, 4(20%), pointed out that teachers' lack of interest in using CA in their classrooms always and sometimes impeded the practices of this assessment respectively. However; more than half of the EFL instructor respondents, 12 (60%), showed that teachers' lack of interest in practicing CA never impeded this mode of assessment. This indicates that most teachers were interested in practicing CA in their English classes.

One can easily understand from this table that the basic barriers to the effective practice of CA in the EFL classrooms by instructors in the college were teachers teaching overload (workload) and large class size.

Table 17. Continuous Assessment Strategies that the EFL Instructors most frequently used in their English classes

No	CA types used by EFL instructors	Frequency of use								EFL instructor respondents Total	
		Always		Some times		Rarely		Never			
		No	%	No	%	No	%	No	%	No	%
20.1	Performance Assessment	7	35	7	35	-	-	6	30	20	100
20.2	Observation	9	45	4	20	-	-	7	35	20	100
20.3	Interview and questionnaire	-	-	6	30	8	40	6	30	20	100
20.4	Reflective Journals	-	-	1	5	6	30	13	65	20	100
20.5	Audio and Video Recordings	-	-	-	-	3	15	17	85	20	100
20.6	Oral Questioning	10	50	8	40	2	10	-	-	20	100
20.7	Portfolio Assessment	8	40	10	50	1	5	1	5	20	100
20.8	Self-Assessment	3	15	4	20	3	15	10	50	20	100
20.9	Quizzes, tests, and final exams	10	50	7	35	3	15	-	-	20	100
20.10	Project work	6	30	14	70	-	-	-	-	20	100
20.11	Peer Assessment	3	15	4	20	4	20	9	45	20	100
20.12	Group Assignment	10	50	8	40	1	5	1	5	20	100
20.13	Presentation	6	30	5	25	2	10	7	35	20	100
20.14	Individual(home) Work	10	50	10	50	-	-	-	-	20	100

As indicated in table 17, the most commonly used CA types were quizzes, tests, final exams, individual (home) work, assignments given as a group work and oral questions in the class.

The same number of the EFL instructors who participated in the study, 50%, showed that these assessment techniques were always used to assess the students' English language performance. Besides, 9(45%) of the EFL instructor respondents depicted that they always used observation of the students' work in the classroom. 8(40%) indicated that portfolio assessment was one of the CA strategy that was always used in the EFL classrooms. The other 10(50%) of the respondents pointed out that portfolio assessment was used only sometimes to assess students' performance. The data in this table also made clear that 6(30%) and 14(70%) of the informants respectively stated that project work was used always and sometimes to assess students' performance. Assessment techniques like reflective journals, self-assessment, peer assessment, presentations and audio and video recordings were hardly used by the EFL instructors in the college.

This finding shows that most of the CA types which help to promote learners' progress in their performance were not used by the EFL instructors in the College. The CA types which could be used as a source of information for both the teachers and the students were ignored. As can be

understood from the finding, the CA types that the instructors used most frequently were aimed at assessing the learners' cognitive domain (content knowledge) only. Assessment techniques which focus on the learners' affective and psychomotor domains where students' practical activities were assessed had been disregarded.

One can understand from this finding that the EFL instructors in the college were not practicing CA in a way it should be practiced. The CA strategies that the teachers used most frequently were mostly aimed at recording the students mark (grade) at the end of a chapter/unit or a term. Unless this is improved the teaching learning process in the EFL classrooms can face an adverse consequence.

4.4.2. Students' Response to the Questionnaires

In this sub-section students' responses to the questionnaires were analyzed and the results were presented and interpreted. As stated in section 3.2.2 above, students' questionnaires consisted of closed ended items and one open ended item. The open ended item was analyzed with the qualitative data where answers to the interviews were reported in subsection 4.3.1.9.2 above.

In the process of the discussions of the results, it was found to be appropriate that numbers after a point that were above 0.5 were rounded off. Digits that were less than 0.5 after a point, on the other hand, were ignored when the percentages were explained. For instance, figures like 38.29 and 34.75 were respectively stated as 38 and 35 in the presentations. The researcher wanted to make this point clear to avoid the readers' confusion or misunderstanding.

4.4.2.1. Analysis and Results of the Questionnaires

Table 18. Students' response to how they were assessed by their EFL Instructors

No	Item	Alternatives	Students' response		Total	
			No	%	No	%
1	How do your EFL instructors assess your performance in English language?	she/he uses tests, mid and final exams only	102	72.34	141	100
		She/he uses CA	39	27.66		
2	Do you think that it is good to be assessed by CA in English language classes?	Yes	134	95.03	141	100
		No	7	4.97		
3	Do your EFL instructors always use CA to assess your performance in English language classes?	Yes	49	34.75	141	100
		No	92	65.25		

As shown in the above table, most of the students, 102 (72%), indicated that the teachers used tests, mid exams and final exams only to assess their students' performance. Only 39 (28%) of the students depicted that the EFL instructors use CA to assess their students' performance in English class. It was also indicated that 134 (95%) of the students felt that it was important to be assessed by CA in English language classes. This shows that the majority of the students were aware of the advantages of continuous assessment.

Despite the importance and advantages of being assessed by CA, as 92 (65%) of the students indicated, their EFL instructors didn't always use continuous assessment in English classes.

From the analysis, one can understand that CA was not well practiced by EFL instructors in the college under investigation. For instance, 72% of the students made clear that the EFL instructors were assessing the learners' performance by using infrequent tests and end of term exams which didn't show students' learning progress on a daily basis. Besides, 92 (65%) of the students pointed out that their teachers didn't practice CA in their EFL classrooms. Only insignificant number of the students, 49 (35%), said that their EFL instructors used CA to assess the students' performance in English language class.

Table 19- Students' Response to the Integration of CA and the English Language teaching and learning

No	Item	Alternatives	Students' Responses		Total	
			No	%	No	%
4	Does your instructor integrate CA (make it part of the teaching-learning process) to the English language teaching and learning?	Yes	54	38.29	141	100
		No	87	61.71		
5	If your answer is 'yes' how often does your instructor plan to use CA in his/her lesson?	Always	20	14.19	54	38.29
		Sometimes	26	18.43		
		Rarely	08	5.67		
		Never	-	-		
6	If your answer is 'No' which of the following assessment techniques does she/he use most frequently to assess your English language performance?	He uses occasional tests only	17	12.6	87	61.71
		He use mid and final exams	70	49.65		
		He gives summative exam only at the end	-	-	-	-
		He/she gives CA when he/she feels he/she should give it	-	-	-	-

As indicated in the above table, most of the EFL instructors didn't integrate CA into their teaching. It was also shown that 87 (62%) of the students made clear that their instructors didn't practice CA as an integral part of the teaching process. Only 54 (38%) of the respondents revealed that their instructors integrate CA and English language teaching. Among these students, 20 (14%) pointed out that their instructors always planned to use CA in their EFL classrooms. 26 (18%) of these respondents stated that their EFL instructors planned to use CA in the classroom sometimes only. The remaining 8 (6%) showed that their EFL instructors rarely planned to use CA in the classroom.

This finding reveals that the EFL instructors in the college didn't plan CA to use most often. As shown in the table, 87 (62%) of the whole students indicated that the instructors didn't plan to practice CA in the EFL classrooms. The assessment techniques used by those instructors who didn't plan CA were also depicted by these informants.

Accordingly, 17 (13%) of the students stated that the instructors used only occasional tests to assess their EFL students' performance. 70 (50%) of the students indicated that the EFL instructors used mid and final exams (end of term exams) to assess their students' performance in the English language class. The analysis of this data ;therefore; depicted that the English teachers in the college didn't plan CA as they mostly used tests and final exams to assess their students' performance(see item 1 in table 18 above).

Table 20. The main purpose for which EFL instructors use CA in English class

No	Item	Alternatives	Students Response		Total	
			No	%	No	%
7	What is the most important purpose for which your EFL instructors use CA in the English class?	To decide on my English language score (marks)	90	63.83	141	100
		To decided on how to improve the teaching-learning process	25	17.73		
		To identify my learning problems and to give me support	26	18.44		
8	Does your instructor give you feedback on the basis of your CA results	Yes	46	32.63	141	100
		No	95	67.37		
9	If your answer is 'yes,' how frequently does she/he give you feedback?	Always	10	7.09	46	32.63
		Sometimes	6	4.26		
		Rarely	30	21.28		
		Never	-			
10	How often does your instructor use the information she/he gets from the results of CA to decide on the following? 10.1 giving remedial teaching	Always	11	7.80	141	100
		Sometimes	60	42.55		
	10.2. planning instruction for the next lesson	Never	70	49.65	141	100
		Always	40	28.37		
		Sometimes	45	31.91		
	10.3 evaluating his/her teaching methodology	Never	56	39.72	141	100
		Always	16	11.35		
		Sometimes	64	45.39		
	10.4. monitoring students learning	Never	61	43.26	141	100
		Always	45	31.91		
		Sometimes	56	39.72		
	10.5. guiding language achievement	Never	40	28.37	141	100
		Always	67	47.52		
		Sometimes	42	29.79		
	10.6. evaluating the extent to which students can put what they learnt into practice in the real life situation	Never	32	22.69	141	100
		Always	21	14.89		
		Sometimes	68	48.23		
			Never	52	36.88	

According to the results of the data analysis in table 20 above, 90(64%) of the students stated that the most important purpose for which their EFL instructors practiced CA in English class was to decide on the learners' scores or marks. Only 25 (18%) of the students showed that their EFL instructors used CA in English class to make decisions on how to improve the English language teaching-learning process.

The other 26 (18%) of the students indicated that the instructors assessed their learners using CA to identify students' learning problems and to give the necessary help. This makes clear that assessment in the EFL classrooms in the college under consideration was mostly aimed at recording students' marks which help to decide the promotion of the trainees to the next level (grade).

One can understand from the results of this data analysis that CA was not being practiced for its primary objectives: the improvement of the teaching learning process. Even though one of the main purposes of using CA is to give feedback to students, the data in the above table depicted that only 46 (33%) of the students revealed that their EFL instructors gave them feedback. Most of the students, 95 (67%), showed that their instructors didn't give them feedback. From those students who stated that their EFL instructors gave them feedback, 10 (7%), 6(4%) and 30(21%) confirmed their teachers respectively gave them feedback 'always', 'sometimes' and 'rarely'.

From this finding, one can conclude that provision of feedback was very poor in the EFL classrooms in the college. This can negatively affect the teaching learning process and the students' performance as there would be lack of information for improvement.

Furthermore, the table indicated the extent to which instructors make a variety of decisions based on the information obtained from CA results. Accordingly, 11(8%), 60(43%), and 70(50%) of the students respectively revealed that their EFL instructors used the results of CA to give remedial teaching always, sometimes and rarely. Moreover; 40 (28%), 45 (32%), and 56 (40%) of the students indicated that their EFL instructors used the information from the results of CA to plan instruction for the next lesson 'always', 'sometimes' and 'never' respectively.

It is easier to understand from this analysis that the results of CA were not much used to give remediation and to plan the next instruction in the EFL classrooms in the college.

The table also confirmed that 16 (11%), 64 (45%) and 61(43%) of the respondents showed their EFL instructors respectively used the results from CA to evaluate their teaching methodology 'always', 'sometimes' and 'never'. In the same token, 45(32%), 56(40%), and 40(28%) of the students respectively depicted that their EFL instructors used the information obtained from the results of CA to monitor students' learning always, sometimes and never.

Most of the students, 67 (48%), indicated that their instructors always used the information from CA results to judge students' language achievements (i.e. to record grade/mark). The remaining 42 (30%) and 32(23%) of the EFL students respectively stated that their instructors used CA results for the same purpose 'sometimes' and 'never'.

Students are expected to reflect what they learnt in class in the real life out side the class. When the students were asked to show the extent to which their EFL instructors used the information they obtained from the results of CA to see if the trainees put into practice what they learned in the classroom in real life outside, 21 (15%), 68 (48%), and 52 (37%) of them respeciely made clear that the EFL instructors did so 'always', 'sometimes' and 'never'.

On the basis of this data, one can understand that the EFL instructors most often used CA results to measure students' achievement. In other words, CA was practiced for nothing more than recording marks for the students.

These finding revealed that CA was not practiced by the EFL instructors in the college for the purpose it should have been used for. If CA is not used for the purpose of improving the teaching-learning process by providing the necessary information for both the instructors and the students, EFL teaching may be negatively affected as assessment on the whole would leave its main targets.

Table 21. Students' views of their EFL instructors' practices of CA.

No	Item	Alternative	Students' response		Total	
			No	%	No	%
11	How do you see your English instructors' practice of CA	Excellent	13	9.22	141	100
		Very good	20	14.18		
		Good	25	17.73		
		Very poor	15	10.64		
		Poor	31	21.98		
		He/She never practices CA	37	26.25		
12	Is the practice of CA by your EFL instructors going on well?	Yes	35	24.82	141	100
		No	106	75.18		

According to table 21, 13 (9%) of the respondents considered their EFL instructors' practices of CA 'excellent' 20 (14%), 'very good' 25 (18%), 'good' 15(11%) , 'very poor', and 31 (22%), 'poor'. The results of the analysis of the data in this table also pointed out that the majority of the students , 37 (26%), indicated that their EFL instructors 'never' practiced CA at all in their EFL classrooms. It was also shown that more than half, 106 (75%) of the respondents confirmed that the practices of CA by the EFL instructors in the college was not going on well.

Based on this data, one can conclude that EFL instructors in the college were not practicing CA in their classroom to the extent expected of them.

Table 22. Students' Responses about factors impeding the practice of CA in the English Classrooms

No	Item	Alternatives	Students' Response		Total	
			No	%	No	%
13	From your learning experience in the college for 2-3 years, are there factors which you know can impede your EFL instructors' practices of CA?	Yes	112	79.43	141	100
		No	29	20.57		
14	If your answer is 'yes', how often do the following factors impede your EFL instructors' practices of CA? 14.1 Teaching overload(workload)	Always	114	80.85	141	100
		Sometimes	17	12.06		
		Never	10	7.09		
	14.2. Large class size	Always	113	80.14	141	100
		Sometimes	19	13.48		
		Never	8	6.38		
	14.3. Lack of awareness	Always	15	10.64	141	100
		Sometimes	91	64.54		
		Never	35	24.82		
	14.4. Lack of interest	Always	20	14.18	141	100
		Sometimes	81	57.44		
		Never	40	28.38		

As shown in table 22 above, most of the students, 112 (79%), made clear that there were factors which impeded the EFL instructors' practices of CA in the college under investigation. Among these factors, workload and large number of students per class were the main ones. As indicated, 114 (81%), 17 (12%) and 10 (7%) of the students stated workload hindered the practices of CA 'always', 'sometimes' and 'never' respectively. 113 (80%) of these students confirmed that large number of students per class 'always' impeded instructors' practices of CA. The remaining 19 (13%) and 8 (6%) respectively showed that large class impeded CA sometimes and never.

The EFL instructors' lack of awareness and lack of interest in practicing CA were also identified as factors affecting CA to a lesser degree. 20(14%), 91(65%) and 35(25%) of the students respectively indicated that lack of awareness impeded the practices of CA 'always', 'sometimes' and 'never'. It was also indicated that 20 (14%) and 40(28%) of the respondents stated instructors lack of interest influenced the practices of CA always and never respectively.

The data showed that the contribution that lack of awareness and lack of interest in using CA had in impeding the EFL instructors' practices of CA was lower. From this finding, one can conclude that, most often the EFL instructors didn't practice CA, not because of lack of awareness and interest, but because of teaching overload and the large number of students they were teaching per class.

Table 23: Students' response to Instructors' frequency of using deffrent kinds of CA in English class

No	CA types practiced by EFL instructors	Frequency of Use								Student Respondents	
		Always		Sometimes		Rarely		Never		Total	
		No	%	No	%	No	%	No	%	No	%
15.1	Performance assessment	15	10.64	24	17.02	15	16.64	87	61.70	141	100
15.2	Observation	11	7.80	20	14.18	14	9.93	96	68.09	141	100
15.3	Interview and questionnaire	19	13.48	42	29.79	27	19.15	53	37.58	141	100
15.4	Reflective Journals	16	11.35	16	11.35	20	14.18	89	63.12	141	100
15.5	Oral questioning	104	73.76	22	15.60	4	2.84	11	7.80	141	100
15.6	Audio and video Recordings	2	1.72	9	6.38	13	9.22	117	82.98	141	100
15.7	Quizzes, tests , final exams	56	39.72	46	32.64	26	18.44	13	9.22	141	100
15.8	Project work	51	36.17	48	34.04	23	16.31	19	13.48	141	100
15.9	Peer assessment	15	10.64	31	21.98	26	18.44	69	48.4	141	100
15.10	Group Assessment	63	44.68	52	36.88	17	12.06	9	6.38	141	100
15.11	Portfolio Assessment	49	34.75	51	36.17	22	15.60	19	13.48	141	100
15.12	Presentations	14	9.93	45	31.91	29	20.57	53	37.59	141	100
15.13	Individual work(homeework)	39	27.66	69	48.94	24	17.02	9	6.38	141	100
15.14	Self Assessment	14	9.93	24	17.02	22	15.60	81	51.45	141	100

According to the data shown in table 23, students revealed that the CA types that were used by their EFL instructors most frequently were oral questioning, group assignments, quizzes, tests and exams respectively. 104 (74%) of the respondents depicted that their instructors always used oral questioning. It was stated that 22 (16%), 4 (3%), and 11 (8%) of the students indicated that oral questioning was used 'sometimes', 'rarely' and 'never' respectively. 63(45%) of the students also confirmed that the instructors always used group assignments. The remaining 52 (37%), 17 (12%), and 9 (6%) respectively indicated that their EFL instructors used group assignment 'sometimes', 'rarely' and 'never'.

As indicated in the foregoing discussions, this finding also revealed that tests, quizzes and final exams were the third most used CA types by EFL instructors. Figures for these were not stated here to avoid unnecessary repetitions.

The other CA types which were 'sometimes' used by the EFL instructors were project work, individual work (homework) and portfolio assessment. 51(36%) of the students stated that the teachers always used project work to assess their students. 48 (34%), 23 (16%), and 19(13%) of the students ,in the same manner, made clear that EFL instructors practiced project work 'sometimes', 'rarely' and 'never' respectively.

The table also pointed out that 49 (35%) of the students indicated the EFL instructors 'always' used portfolio to assess their students' performance. A little more than 50% and less than 25% of the students revealed that the instructors used portfolio assessment 'sometimes', 'rarely' and 'never' respectively. Students who stated that the teachers rarely and never used portfolio were nearly the same in number (less than 25%). It was also shown that 39 (28%) of the respondents made clear that EFL instructors always used individual (homework) to assess their students' performance. Nearly half of the respondents, 69(49%), indicated that EFL instructors sometimes used individual (home) work in English class to assess their students' learning performance. The remaining 22 (16%) and 9(6%) stated this type of CA was 'rarely' and 'never' used by the EFL instructors respectively.

From the findings of this data, it is possible to infer that the EFL instructors in the college under study didn't practice most of the different kinds of CA. For instance, CA types which help teachers to assess learners' practical skills like performance assessment, reflective journals, interviews and questionnaires, audio and video recordings were rarely used. Moreover, the assessment strategies in which students will be made responsible for their own learning, such as self-assessment, peer assessment and presentations were given the least value.

Just like the data analysis shown in table 18 above, students' responses in this part indicated that EFL instructors mainly focused on the extent to which learners understood the lessons which were presented in the class. Almost all of the CA types frequently used by the instructors, as shown in table 24, were aimed at assessing students' knowledge of the content taught.

According to the findings, one can conclude that CA was not practiced in such a way that it could improve the overall teaching-learning process in the English class by showing both the students and the teachers the areas that need a special attention.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

As indicated under section 1.3, the objective of this study was to explore the extent to which the EFL instructors in Jimma Teachers College were practicing CA to assess their students' performance. Efforts were also made to review the literature related to the topic of this study. The literature reviewed in the second chapter showed that researches were conducted on CA locally and globally. The findings from these studies revealed the presence of problems in implementing continuous assessment. The studies undertaken on this title have also come up with recommendations which were thought to improve CA in general.

However, the practice of CA is not going on well in the teacher education institution under investigation as the findings of the present study had indicated.

Even though the College instructors in Jimma Teachers College are aware the theoretical aspects and the advantages of CA from their training in the Higher Diploma program, they are not practicing it adequately.

Therefore, on the basis of this view, the overall purpose of this research was to investigate thoroughly the status of the practices of continuous assessment by EFL instructors in College under study.

To achieve this goal, four research questions, one major and three specific, were raised and their answers were sought in the course of the study.

The questions were:

1. How do the EFL instructors in Jimma Teachers College assess their students' performance in English language class currently?
2. Do EFL instructors in JTC practice continuous assessment to assess their students' performance. If yes, which CA strategies do they use most frequently? If not, what are the factors which impede their practices?
3. Do EFL instructors have ample awareness and understandings about the principles and purpose of continuous assessment? (See section 1.4. above)

To answer these questions:

1. data was gathered from Jimma Teachers College by employing questionnaires interviews, and classroom observations,
3. EFL instructors ,and second and third year language students in the college were involved in the study,
4. questionnaires were distributed to twenty available EFL instructors and 141(40%) of second and third year language students in the College,
As female students(more than 85%) outnumber male students, learners who participated in the study were selected by using simple and stratified random sampling, i.e. the learners were first divided into their sex strata (male and female). Thereafter, 40% of the students were taken from each sex using simple random sampling technique. In this process, equal percentage of students was taken from each sex in every section. However; since the number of students in each class was not uniform, the samples taken from each section were not equal. The figures varied according to the number of students in each classroom.
5. Ten(50%) of EFL instructors who were randomly selected and nine second and third year language students who were purposefully selected were interviewed,
6. Five EFL instructors were observed (four times each) while teaching in their formal English classes. Totally, twenty English class observations were conducted to substantiate the results of the data obtained using the other instruments.

The data gathered through the above tools were analyzed using parentages and descriptive statements.

On the basis of the review of literature and the analysis of the data, the following major findings were obtained from the study.

EFL Instructors' and Students' View about the Practices of Continuous Assessment

1. The findings from data analysis indicated that continuous assessment was not practice well by the EFL instructors in the College. More than half of the respondents, 11(55%) of the EFL instructors and 102(72%) of the student respondents showed tests, mid exams and final exams were used to assess students' English language performance.

2. All of the EFL instructors 20(100%) and most of the student respondents 134(95%) believed in the importance of CA in English language classes.
3. The findings of the study showed that (14)70% of the EFL instructors and 90 (65.25%) of the student respondents made clear that CA was not always used to assess students' performance.
4. 15(75%) of the EFL instructors and 87(62%) of the student respondents showed that continuous assessment was not integrated to the English language teaching-learning process.
5. Only 5 (25%) of the instructors and 54(38%) of the student-respondents indicated that CA was used as an integral part of teaching and learning English language.
6. 2 (10%) of the instructors and 20(14%) of the students indicated that CA was always planned to be used in English classes.
7. 3 (15%) of the English teachers and 26(18%) of student respondents indicated that CA was planned to be used in EFL classrooms 'sometimes' only.
8. 12 (60%) of the EFL instructors and 87(62%) the student-respondents reported that only tests, mid-exams and final exams were used to assess students' performance in English language class.
9. 10 (50%) of the instructor respondents and 90(64%) of the students reported that the main purpose of using CA in the EFL classrooms was only to decide on trainees' scores (marks) in English language. In other words, it was used to give grade to the students.
10. The findings showed that all the EFL instructors, 20(100%), believed in the importance of giving feedback to students.
11. 16(80%) of the EFL instructors showed that feedback was given to students 'sometimes' only, whereas 95(67%) of the student respondents reported that feedback was never given to students. Besides, all 20(100%) of the EFL instructors indicated that they gave feedback based on the results of CA to improve their students' performance. However, when classroom observation was conducted, this response was completely disproved. Even though repeated observation was conducted (each instructors was observed 4 times) no one was seen giving feedback.
12. The findings of the study also showed that CA was mostly used to make judgments on students English language achievements i.e. to record marks.

13. All the EFL instructors 20(100%) reported that experience sharing within and across departments was important. However, more than half of them 19(95%) indicated that they have never shared experiences on CA within and across departments in the college.
14. 14(70%) of the instructors and 106(75%) the student respondents indicated that continuous assessment was not practiced in the college properly.
15. More than half of the instructors, 12(60%), and 113(81%) of the student respondents reported the large number of students per class and instructors' teaching overload as the major factors impeding the practices of CA in the EFL classrooms.
16. The findings indicated that the most commonly used continuous assessment techniques group work and oral questionings. Other CA techniques like Self-assessment and peer assessment, performance assessment and observation were almost ignored (see table 15 and 23 above). With regard to classroom observation, all of the observed instructors:
 - didn't prepare and use lesson plan,
 - didn't communicate to the students the kind and criteria of assessment to be used,
 - didn't motivate students to assess themselves and their peers,
 - didn't give feedback at all,
 - used oral questioning, tests, class work, and group work to assess their students performance (See table 18 above).

The findings of the interviews indicated that:

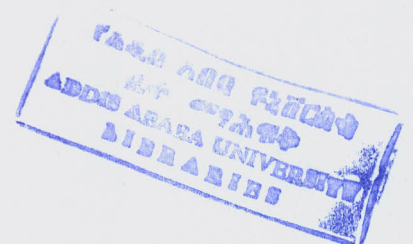
17. Most of the EFL instructors didn't attend trainings /workshops on CA except the one in Higher Diploma Program (HDP),
18. The EFL instructors were not in a position to practice CA properly,
19. They used assessments only to record grade to the students,
20. The EFL instructors didn't ever make students aware of what was expected of them since the aim was to assess students' knowledge of the lesson presented in the class only.
21. The large number of students per class, (60-65), instructors' work load (16-20 hours per week to students of different levels (Year 1-3) in two different shifts (morning and afternoon), additional (extra) responsibilities such as administrative work and being assigned as advisor to a large number of students, unplanned and long meeting which was frequently called by the college, lack of up-to-date information and materials on CA, were identified as the factors impeding the EFL instructors practice of CA in the college.

22. EFL instructors didn't give feedback to students because of the factors specified above; specifically large class and workload).

5.2. Conclusions

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

1. Even though the integration of continuous assessment mode in to all primary school curriculum and the teacher education colleges is considered by policy makers as shown in MOE (2002) policy document, most of the EFL instructors in the college were disregarding its practices. They used only tests to assess their students' performance and to record grades. This negatively influences the English language teaching-learning process as both teacher and instructors lack the information that CA provides about the teaching learning process,
2. The EFL instructors in the college didn't give timely and constructive feedback to the students.
3. There was no experience sharing related to the practices of CA within and across departments in the college,
4. Almost all the EFL instructors didn't prepare and use lesson plan through which the objectives of the lesson, the CA strategy and assessment criteria would be communicated to the students,
5. All the EFL instructors had experienced problems with the large number of students per class. As a result of this, the instructors found it difficult to give individual attention to the learners. Instructors' teaching overload, unplanned and longer meetings which were frequently called (for 2 and more days in a week), going out of college for practicum with large number of students and listening to their reflection (presentation) for a number of weeks, lack of up to date information and materials on CA were also identified as the most impeding factors to the effective practices of continuous assessment by the EFL instructors in the college.



5.3. Recommendations

On the basis of the findings of the study and the conclusions drawn, the following recommendations are provided to improve the practices of continuous assessment by EFL instructors in the college.

1. The college and the other concerned bodies should employ more English teachers so that EFL instructors' workload would be minimized. This may enable the instructors to use their time to always plan and practice CA in their EFL classrooms in a proper way instead of going back to the traditional assessment in which infrequent tests and 'one shot' exams are given.
2. The large number of students in a class should be minimized in order that:
 - the EFL instructors can easily control the class during CA,
 - learners are given the necessary individual attention in the CA processes by their teachers,
 - the EFL instructors can give timely and specific feedback to their students.
 - assessment activities like group/pair work are easily manageable,
3. The College and other concerned bodies should provide adequate trainings and workshop to the instructors to fill the gap they have with regard to the practices of continuous assessment. This might raise the EFL instructors' awareness about the importance of planning and integrating CA into the teaching-learning process
4. EFL instructors should be made aware by the college and other concerned bodies about the fact that CA is not only aimed at giving grade to students and making decision about the students' promotion to the next level. This could enable the instructors to use the results of CA to improve their own teaching methods and their students' performance in their learning.
5. The college should encourage experience sharing on CA inside the college within and across departments. This could help instructors to share useful practices and to avoid unnecessary discrepancy in performance among the college instructors in different departments. Experience sharing might also help to find solutions to problems that are related to the practices of continuous assessment.

6. The college should provide up-to-date information and useful materials to the EFL instructors so that they can improve their practices of continuous assessment.
7. Finally, this researcher would like to recommend other investigators to carry on their research on continuous assessment practices by identifying the areas which this study didn't address. This research mainly focused on the practices of CA by English teachers in English classrooms in Jimma Teachers college. Since this study only focused on EFL instructors, further research is invited on the practices of continuous assessment by other instructors teaching other subjects, and at other Teacher Education Institutions (TEIs)

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Appendices

Appendix A
Addis Ababa University
School of Graduate Studies

Department of Foreign Language and Literature

Instructors' Questionnaire

Dear Instructors:

The objective of this questionnaire is to gather information about the practices of continuous assessment in your English class. The information is needed for the MA thesis which is going to be done on the title **The Exploration of the Practices of Continuous Assessment by EFL instructors in Jimma Teachers College**. Your cooperation in providing the needed information plays a vital role for the success of the research. Therefore, you are kindly requested to fill in your answers to the questionnaires on the basis of the given instructions.

Thank you in advance!

Dagne Tiruneh, the researcher

Part I. General information

Instruction: Fill in the following according to the nature of the questions by putting a tick (✓) in the given boxes.

1. Age
- a) 20-25 years
 - b) 26-30 years
 - c) 31-35 years
 - d) 36-40 years
 - e) 41 years and above

2. Your qualification (put a tick (✓))

- a. BA/BED in
- b. MA in

3. Teaching experience as an English teacher

In the college

- a. 0-2 years
- b. 3-6 years

- c. 7-10 years
- d. 11-14 years
- e. 15 years and above

Out of the college

- a. 0-2 years
- b. 3-6 years
- c. 7-10 years
- d. 11-14 years
- e. 15 years and above

4. Teaching load per week

- a. 1-6 periods
- b. 7-12 periods
- c. 13-15 periods
- d. 16 periods and above

5. Higher Diploma program (HDP)

- i. Completed
- ii. Attending now
- iii. Never attended

1. Do you have extra responsibilities other than teaching?

- A. Yes
- B. No

Part II: For the following questions, show your response by putting a tick (✓) in the box provided to the right of the options.

1. How do you assess your students' performance in learning English language

- A. I use tests, mid exams and final exams
- B. I use continuous assessment

2. Do you believe that continuous assessment is important in English language classes?

- A. Yes
- B. No

3. Do you always use continuous assessment in your English class?

- A. Yes
- B. No

4. Do you use CA as an integral part (use it as a part of teaching) of the English language teaching and learning process?

A. Yes B. No

5. If your answer to (question 4) is 'yes', how often do you plan to use CA in your lessons?

A. Always C. Rarely
B. Sometimes D. Never

6. If your answer to (ques.6) is 'No', which of the following assessment techniques do you use most frequently?

A. occasional tests
B. mid exams and final exams
C. summative exams at the end of a term
D. CA when I feel I should do that

7. Do you usually include CA in your lesson plan?

A. Yes B No

8. Which of the following the most important is purpose for which you use CA in your classes?

A. To decide on the trainees' scores in English language.
B. To decide on how to improve the teaching learning process
C. To get information which helps to improve students' performance

9. Do you think it is important to give feed-back to students based on their assessment result? A. Yes B. No

10. Do you think the feedback you give to students is based on the results of continuous assessment to improve their performance?

A. Yes B. No

11. If your response to (Question No.10) is "yes", how frequently do you give?

A. Always C. Rarely
B. Sometimes D. Never

12 .How often do you use the information you get from the results of continuous assessment to decide on the following?

	Always	Sometimes	Never
12.1. Giving remedial teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.2. Planning instruction for the next lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.3. Evaluating the teaching methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.4. Monitoring students' learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.5. Giving constructive feed back			
Which can improve learning /teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.6. Judging students' language achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.7. Evaluating the extent to which Students' can put what they learnt into practice in the real world situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. How do you rate your practice in CA?

- A. Excellent
- B. Very good
- C. Good
- D. Very poor
- E. Poor

14. Have you ever made experience sharing concerning the practices of continuous assessment within and across departments in your college?

- A. Yes
- B. No

15. Do you consider it is important to share experiences with instructors in the other departments on the issue of continuous Assessment?

- A. Yes
- B. No

16. Is the practice of continuous assessment in your college going on well?

- A. Yes
- B. No

17. From your experience as an instructor in the college, are there factors which impede the practices of CA?

- A. Yes
- B. No

18. If your answer to (ques.20) is yes how often do the following factors impede the practices of CA?

	Always	Sometimes	Never
18.1. Workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.2. Large class size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.3. Lack of awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.4. Lack of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part III

19. For the following continuous Assessment types, show how often you use them in your class by putting a tick (✓) in one of the boxes in the scale.

No	Types of CA methods	Frequency of use			
		Always	Sometimes	Rarely	Never
19.1	Performance assessment				
19.2	Observation				
19.3	Interview and Questionnaire				
19.4	Reflective Journals				
19.5	Audio and video recordings				
19.6	Oral questioning				
19.7	Portfolio Assessment				
19.8	Self assessment				
19.9	Quizzes , Tests, and final exams				
19.10	Project work				
19.11	Peer assessment				
19.12	Group assignment				
19.13	Presentation				
19.14	Individual (home) work				

20. What do you think are the possible solutions to improve your the practices of continuous assessment in the EFL classrooms?

Appendix_B

Addis Ababa University

School of Graduate Studies

Department of Foreign Languages and Literature

Students' Questionnaires

Dear student,

The objective of this questionnaire is to collect information about the practices of continuous assessment by your EFL instructors. The information is needed for the MA thesis which is going to be done on the **Exploration of the practices of Continuous Assessment by EFL instructors in Jimma Teachers college**. Your cooperation in providing the needed information plays a vital role for the success of the study. Therefore, you are kindly requested to fill in the questionnaires based on the given instructions under each part.

Thank you in advance!

Dagne Tiruneh, the researcher

Part I General information

Instruction- Fill in the following according to the nature of the items by putting a tick (✓) in the given boxes.

Sex

(a) male (b) female

Age

(A) 15-18 years

(B) 19-20 years

(C) 21 and above

Year in the college

Second Year

Third Year

English periods per week

(A) 2 periods

(B) 3 period

Completed High School in

(A) Grade 10

(B) Grade 12

Group (Section)

A. One C. Three

B. Two D. Four

E. Five

C) 4 periods

D) above 4 periods

Part II: For the following questions, put a tick (✓) in the box to the right of the options to show your responses.

1. How do your English instructors assess your performance in the class.
 - a. He/she gives tests, mid exams and final exams.
 - b. He uses continuous assessment
2. Do you think that it is important for your EFL instructors to assess you using the CA approach?
 - a. Yes
 - b. No
3. Do your English instructors always use CA in the English language class?
 - a. Yes
 - b. No
4. Do your instructors integrate continuous assessment (make it part of the teaching-learning process) into the English language teaching and learning?
 - A. Yes
 - B. No
5. If your answer to (question 4) is "yes", how often do your instructors plan to use CA in their lesson?
 - A. Always
 - B. Sometimes
 - C. Rarely
 - D. Never
6. If your answer to (ques. 4) is "No", which of the following assessment techniques do they use most frequently to assess your performance in English language class?
 - a. They use occasional tests
 - b. They use mid and final exams
 - c. They give only one summative exam at the end of a term
 - d. They use CA when they feel they should do so
7. To what extent do your EFL instructors use the following as the main purposes of CA in your English language classes ?

	always	sometimes	rarely	never
A. to decide on my English language scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. to decide on how to improve the teaching-learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. to identify my weakness and to give me support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Do your instructors give you feedback based on your CA results in order to help you improve your performance in EFL learning?

A. Yes B. No

9. If your answer to (que.8) is "yes", how frequently do they give you feedback?

A. always C. rarely

B. sometimes D. never

10. How often do your instructors use the information they get from the results of CA to decide on the following?

	Always	Sometimes	Never
10.1 giving remedial teaching		<input type="checkbox"/>	<input type="checkbox"/>
10.2 planning instruction for the next lesson		<input type="checkbox"/>	<input type="checkbox"/>
10.3 evaluating his/her teaching methodology		<input type="checkbox"/>	<input type="checkbox"/>
10.4 monitoring students' learning		<input type="checkbox"/>	<input type="checkbox"/>
10.5 giving feedback which can improve the teaching learning-process		<input type="checkbox"/>	<input type="checkbox"/>
10.6 judging students' language achievement		<input type="checkbox"/>	<input type="checkbox"/>

10.7 evaluating the extent to which
students can put what they learnt
into practice in real world situation

11. How do you see your English instructors' practice of
continuous assessment?

A. Excellent

D. Very poor

B. Very Good

E. Poor

C. Good

12. Is the practice of continuous assessment by your EFL instructors in the college
going on well?

A. Yes

B. No

13. From your experience as a college student for these 2-3 years, are
there factors which impede your instructors' practices of CA?

A. Yes

B. No

14. If your answer to question 13 is 'Yes' how often do the following
factors impede your EFL instructors' practices of CA?

Always

Sometimes

Never

14.1. Workload

14.2. Large class size

14.3. Lack of awareness

14.4. Lack of interest

15. For the following CA types, show how often your instructors use each of them in the English language class by putting a tick (✓)

No	Types of CA methods	Frequency of use			
		Always	Sometimes	Rarely	Never
15.1	Performance assessment				
15.2	Observation				
15.3	Interview and Questionnaire				
15.4	Reflective Journals				
15.5	Audio and video recordings				
15.6	Oral questioning				
15.7	Portfolio Assessment				
19.8	Self assessment				
15.9	Quizzes , Tests, and final exams				
15.10	Project work				
15.11	Peer assessment				
15.12	Group assignment				
15.13	Presentation				
15.14	Individual (home) work				

16. What do you think are the possible measures to be taken to improve your EFL instructors' practices of CA?

Appendix – C

Students' questionnaire translated into Afan Oromo

Gaaffilee Barattootaan Guutamanu

Kabajamtoota Barattootaa:

Kaayyoon gaaffilee kanaa barreeffama Qo'annoo (Research) barnoota digirii 2ffaa (MA) tiif dhiyaatuu ilaalchisee odeeffannoo barbaachisaa sassaabuufi. Qo'annoon (Research) kun haalli barsiisonni Afaan Inglizii KBJ keessa barsiisanu madaallii ittfufiinsaa ittiin raawwatan maal akkafakkaatu xiinxaluuf fi yaada furmaataa kennuuf gargaara. Fiixaan bahiinsa Qo'annoo kanaatiif deebiin isin gaaffilee kanaaf kennitanu murteessaa. Kanaaf atooma keessaniif dursee isin galateeffachaa deebii keessan haluma qajeelfama kennamaniitiin akka naaguttanu kabajaanin isin gaafadha.

Daanyee Xurunaa

Kutaa- 1^{ffaa}

Odeeffannoo Maraa

Deebii keessan saanduqa keennamee keessa mallattoo (✓) kaa'uun agarsiisaa.

Saala

A. Dhiira B. Dubara

Umurii

- A. Waggaa 15-18
B. Waggaa 19-20
C. Waggaa 21 fi isaa oli

Waggaa KBJ keessa turtan

- A. Lammaffaa
B. Sadaffaa

Garee

- A. 1^{ffaa}
B. 2^{ffaa}
C. 3^{ffaa}
D. 4^{ffaa}
E. 5^{ffaa}

Baayina weyitti torbeetti Ingliffaa itti barattanuu

- A. Weyitii 2
- B. Weyitii 3
- C. Weyitii 4
- D. 4 olii

Kutaa 2^{ffaa} Gaaffilee armaan gadiitiif deebii keessan iddookennamee keessa mallattoo (✓) kaa'uun agarsiisaa

1. Barsiisonni Afaan Inglizii isin barsiisanu akkamiin isin maadalu?
 - A. battalee, qormaata giddu galeessaa fi kan xumuraa nu qoru
 - B. Madaalli itti fufiinsaatti fayyadamu
2. Barnoota Afaan Inglizii keessatti Madaallii itti fufiinsaatiin madaalamuun gaariidha jettanii yaadduu?
 - A. Eeyyee
 - B. Lakki
3. Barsiisaan keessan Afaan Inglizii yeroo hunda madaalii itti fufiinsaatti gargamee isin madaalaa?
 - A. Eeyyee
 - B. Lakki
4. Barsiisaan kee madaallii itti fufinsaa haala baruuf barsiisuu dareekeessaa wajjin walsimsiisaa?
 - A. Eeyyee
 - B. lakkii
5. Deebiin kee (4ffaa) "eeyyee" yoo ta'e, barsiisaan kee hagam madaallii itti fufiinsaatti fayyadamuuf karoorfata?
 - A. Yeroo hunda karoorfatee dhufa
 - B. Yeroo tokko-tokko karoorfatee dhufa
 - C. Darbee darbee karoorfata
 - D. Tasuma hinkaroorfatu
6. Deebiin kee (4ffaa) "Lakkii" yoo ta'e, barsiisaan kee hojii barnootakeetii madaaluuf kanneen armaan gadii keessaa kamitti caalaa fayyadamaa?
 - A. Darbee darbee battalee (tests) kennuu dhaan
 - B. Qomaata giddu galeessaa fi kan umuraa kennuun
 - C. Dhuma seeisteeraatt Qorumsa xumuraa kenna/kenniti

- D. Yeruma kennuun qaba jedhee/jettee/ yaadu/yaaddu madaallii itti fufiinsaa keenna/ kennitti
7. Kutaa barumsa Afaan Inglizii keessatti kaayyoon barsiisaan kee irra caalaa madaallii itti fufiinsaa fayyadamuuf maali?
- A. Qabxii (firii) qormaata kootii murteessuuf
- B. Adeemsa baruu fi barsiisuu ilaalchisee murtee irra gahuuf.
- C. Oddeeffannoo fooyya'iinsa barumsa koof gargaaru argachuuf
8. Akkati hanqina kee fooyyeffattutti barsiisaan kee qabxii ati madaalli itti fufiinsaa keessatti galmeessiste irratti hundaa'uun sirreeffama deebii hojii madaallii (feedback) siikenna?
- A. Eeyyee B. Lakkii
9. Deebiin kee gaaffii 8^{ffaa} "eeyyee" Yoota'e, hammam sirreeffama deebii hojii madaallii (feedback) siikenna?
- A. yeroo hunda B. yeroo xiqqoo
- C. Darbee darbee D. Tasuma hinkennu
10. Barsiisaan kee qabxiilee armaan gadii irratti murtoo gochuuf ammam qabxii ati madaallii itti fufiinsaa keessatti galmeessiste irratti hundaa'a? (iddoo kenname () ke mallattoo (✓) kaa'uun agarsiisaa.)

<i>Yeroo</i>	<i>Darbee</i>	<i>tasuma</i>
<i>hunda</i>	<i>darbee</i>	<i>hingodhu</i>

10.1 kutaa barnootaa ati hanqina

irratti agarsiiste irra deebi'ee

barsiisuu

10.2 haala barnoota itti aanu ittiin

barsiisu karoofachuu

10.3 Akkaata barsiisa isaa madaaluuf

10.4 Barumsa barattootaa irratti

hordoffii gochuuf

10.5 Yaada adeemsa baruuf barsiisuu

fooyyessu kennuuf

10.6 Hagam barattoonni barumsa

Afaan Inglizii akka hubatan

murteeffachuuf

10.7 Waan dareetti baratan

barattoonni dareen alatti amma

akka hojii irra oolchanu madaaluuf

11. Haala raawwii madaallii itti fufiinsaa barsiisaa keetii akkamitti hubattaa?

A. Daraan gaarii dha (Excellent)

B. Baayyee gaariidha (Very good)

C. Gaariidha (good)

D. Baayee dadhabaadha (Very poor)

E. Dadhabaadha (poor)

F. Guutummaan guutuutti itti gargaaramaa hinjiru

12. Raawwiin madaallii itti fufiinsaa Kolleejjii keessan keessatti sirriitti

geggeeffamaa jiraa?

A. Eeyyee

B. Lakki

13. Rakkooleen ykn hanqinaaleen akka barsiisonni kee madaallii itti fufiinsaatti hinfayyadamne godhanu jiruu?

A. Eeyyee

B. Lakki

14. Deebiin keessan gaaffii (✓) “eeyyee” yoot’e sababoonni armaan gadii fiixaan bahiinsa madaallii itti fufiinsaaf hagam gufuu ta’u?

Yeroo Darbee tasuma
hunda darbee hingodhu

14.1. baayina hojii barsiisonni hojiin
baayyee muddamuusaanii

14.2. baayina barattoota dareekeessaa

14.3. barsiisonni muuxannoo fi

oddeeffannoo gahaa waa’ee madaallii
kanaa dhabiin barsiisonni fedii dhabuu

Kutaa 3^{ffaa}

15. Gosoota madaallii itti fufiinsaa armaan gaditti kennaman barsiisaan kee amma akka fayadamu sadarkaa fayyadamaa kennaman jalatti mallattoo (✓) kaa'uun agarsiisaa.

T. L	Gosoota madaallii itti fufiinsaa	Haala fayyadasmaa			
		Yeroo mara	Darbee-darbee	Si'a tokko- tokko	Tasa hinfayyaamu
15.1	Madaalli dalagaa irraa (performance assessment)				
15.2	Daawwanaa /ilaaluun/ (observation)				
15.3	Barreeffama haasaa barataaf-barsiisaa gidduutti gohamuu (journals)				
15.4	Kan teepiitti ykn viidiyoo dhaan waraabame dhaggeeffachu ykn ilaaluu (audio and video recordings)				
15.5	Gaaffi afaanii (oral questioning)				
15.6	Kuusaa barnoota guyyaa- guyyan galmaa'ee ykn poortifooliyoo madaaluu (portfolio assessment)				
15.7	Battaleewwan adda -addaa (quizzes and tests)				
15.8	Hojii projeektii (project work)				
15.9	Walmadaallii barataa fi barataa gidduutti geggeeffamu (peer assessment)				
15.10	Hojii / Abbaltii/ gareen kennamu (group assignment/ work)				
15.11	Gaaffii qomaa fi gaaffii barreefaman deebi'u (Interview and Questionnaires)				
15.12	Mata duree kenname irratti qophaa'uun haasawaa dhiyeessuu (presentations)				
15.13	Hojii Dhuunfaa (Individual work)				
15.14	Ofiin of madaaluu (self- assessment)				

16. Haala barsiisonni kee madaallii itti fufiinsaa kennanu foyyessuuf tarkaanfii fudhatamuu qabu ykn furmaanni laatamuu qabu maali jettee yaaddaa?

Appendix D

Instructors Interview

1. How do you understand CA?
2. Have you attended any workshop/ training on CA so far?
3. Do you feel that you are in a position to practice CA properly?
4. Do you think that CA helps students to learn English better? How?
5. Do you think your students understand what is expected of them in CA process?
6. What problems do you encounter in practicing CA?
7. What do you use the results of CA for in your EFL classrooms?
8. Is it possible to always provide timely feedback to the students?
9. What would you say is the main difference between assessing students through CA and giving only final exam at the end of a course or a term?
10. What do you generally suggest for the improvement of your CA practices in your English class in the college?

Appendix E

Students' Interview

1. How do you understand CA? Would you explain it briefly?
2. Do you think that CA is better than the traditional assessment in which only tests and final exams are given to assess students?
3. Do your EFL instructors explain to you the kind of CA they use and the reason why they chose that particular type?
4. Do your EFL instructors always give you timely feedback?
5. What do your EFL instructors do based on your CA results?
6. Are there factors which hinder your EFL instructors' practices of CA in English class? What are they?
7. What do you suggest should your EFL instructors do to improve their CA practices in English class?

Appendix F

Students' interview translated into Afan Oromo

Af-Gaaffii Barattootaa

1. Madaallii itti fufiinsaa akkamitti hubatta?
2. Madaalliin itti fufiinsaa madaalli isa barataan battalee fi qormaata xumuraa keessatti qoramu irra filatamaadha jettee yaaddaa? Maaliif?
3. Barsiisonni kee gosa madaallii itti fufiinsaa itti fayyadamanuu fi sababa isaa isinii ni ibsuu?
4. Jabinaa fi hanqina keessan adda baasuun sirreeffama deebii hojii madaallii (feedback) isinii kennuu?
5. Barsiisonni kee frii (qabxii) madaallii itti fufiinsaa ati argatte irratti hundaa'uun tarkaanfiin isaan fudhatan ykn wanti isaan hojjetanu jiraa?
6. Halli ykn rakkinni akka barsiisonni kee madaallii itti fufiinsaa sirriitti hojiirra hinoolchine godhu jira?
7. Barsiisonni kee haala raawwii madaallii itti fufiinsaa isaanii foyyessuuf maal gochuu qabu jettee yaaddaa?

Appendix H

Transcription of EFL Instructors' Interviews

The following is the transcription of the interviews conducted with the EFL instructors in the college. All of them were teaching English language in Jimma Teachers College.

The interviewees will be referred to as follows

- Instructor 1
- Instructor 2
- Instructor 3
- Instructor 4
- Instructor 5
- Instructor 6
- Instructor 7
- Instructor 8
- Instructor 9
- Instructor 10

Key Abbreviations

Q= Question

A= Answer

P= Probe

CA= Continuous Assessment

Instructor 1

Q: How do you understand CA?

A: A technique that we use to check the daily progress of the learners.

Q: Have you attended any workshop/training on CA so far?

A: Yes, I have taken training in HDP (Higher Diploma Program).

Q: Do you feel that you are in a position to practice/implement CA properly?

A: It is difficult to say properly, but I feel I'm implementing it.

P: You said it is difficult to say properly. What is the reason for you to say that it is difficult to say properly?

A: Yeah. The reasons can be different, but the major ones are class size and workload. These are the most challenging problems which hinder me to implement CA.

P: Are there any ways you think these problems can be improved or can the college administration solve these problems in any way in order for you to practice CA properly in the classrooms?

A: Yeah... as I told you, one of the problems is large class size. The number of students in the class is very large. Either the college or Oromiya Education Bureau (OEB) may work on this area so that instructors can get sufficient time to address all learners and give feedback in the assessment process. The other is employing more instructors.

P: You have said that one of the main problems which stumbles you from practicing CA is large class size. What is the average number of students per class currently?

A: About 60-65 students per class is common.

P: In order to practice CA properly, what do you think should the average or reasonable number of students in a class be?

A: 20-30 students?

Q: Do you think CA helps students to learn English better?

A: Yes, of course.

P: In what ways?

A: Because, it is the only means to bring improvement. Unless learners check their own progress, change and quality of performance in students' learning cannot be observed.

Q: Do you think your students understand what is expected of them in CA process?

A: Yes, of course. When I give them any task or activities, I make it clear for the learners what is expected of them, I set criteria and students know and proceed accordingly

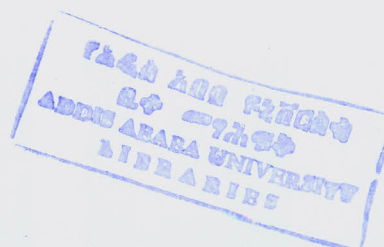
Q: What problems do you encounter in practicing CA in your EFL classrooms?

A: The problems as I told before, since class size is large, providing feedback to each individual learner is challenging for me.

P: Is there any way this can be improved?

A: Yeah. Large class size hinders the provision of group work, the provision of feedback to each individual student. The best thing is minimizing the class size.

Q: What do you use the results of CA for?



A: Based on CA results either I continue with my teaching methodology by checking it. I also revise my teaching methods and approaches.

Q: Is it possible to always provide timely feedback to the students?

A: Yeah, feedback... can be seen in different ways. Now since the class size is very large, it is difficult to give them feedback individually. But, indirectly, based on the results of the group work reflected back to the whole class, they get indirect feedback.

P: Do you always give feedback to your students?

A: Yes of course, I feel I give. But that is indirect, I don't contact each individual. They get indirect feedback for what they are doing in each class.

P: Is there any measure that you take on the basis of that feedback for the improvement of your teaching and your students learning?

A: Yes, of course.

Q: What would you say is the main difference between assessing students through CA and giving final exam at the end of a course/ a term?

A: Yeah. There is a big difference. In CA, the main objective is to see the students' progress. If there is a problem, I use CA to solve it or to give remediation. If they are on progresses, I continue in the same way. On the contrary, tests, mid exam and final exam are simply for grading. They don't contribute to learners' performance.

Q: What do you generally suggest for the improvement of your CA practices in the college?

A: Yeah. The first thing, workload should be considered, any sufficient resources which help to implement different assessment methods should be provided.

Thank you very much.

Instructor 2

Q: How do you understand CA?

A: Continuous assessment is just assessing the students' daily on the basis of the teaching-learning process and may be to check their understanding plus to help students who are slow learners. CA is teaching by itself as you assess your teaching and students' learning.

Q: Have you attended any workshop/training CA so far?

A: Very difficult question really, because I have attended some trainings may be held here in the college but I doubt that they are just CA trainings because the trainers themselves didn't have good understanding of CA so I don't think it is enough training. And I didn't attend any training on CA out of the college.

P: What do you expect from the college in order for the right training to be given?

A: Of course, the college has to have its own program and has to bring well trained trainers on CA from outside the college, maybe from Universities and from some other places. They are expected to help instructors on CA because some instructors here consider CA as may be simply helping the students get better grade. But when we continuously assess students, it doesn't mean giving better grades, it is helping students to improve their profession and I don't think people have this understanding, so the college administrators are expected to invite well qualified professionals from outside the college ... to provide this training...

Q: Do you feel you are in a position to practice CA properly?

A: Of course, yes...no! Because may be to conduct CA in the classroom, basically the training is not this much mandatory because teachers themselves can read and develop their own CA methods but the problem here is large class size and work overload.... Instructors here are teaching up to 20 hours and more per week and it is very difficult to imagine CA when you are teaching in such a burden. There are more than 50 students in a class. Especially when teaching communicative courses, the number of students in a class should not exceed 25-30. This is just my understanding to conduct CA. But we are teaching 60-70 students in a class and this is a burden and it is very difficult to conduct CA in a classroom.

Q: Do you think CA helps students to learn English better? How?

A: Yes, CA really helps the students learn better especially when there is a better understanding of CA and how to just continuously assess the students and when there are manageable teaching load, when the number of students is just average, 30-35, it is possible to help students to learn better. This is because in CA teachers are expected to give feedback and students improve themselves based on the feedback provided from their instructors. However, when there are 50 and more students in a class, and when you are joining 5-6 sections, it is very difficult to assess, to check and

give them the right feedback. So, this is really a problem in CA. Otherwise, when there are right ways to assess the students continuously and when there is a provision of feedback, I feel students learn better.

Q: Do you think your students understand what is expected of them in CA process?

A: ... instructors in the college really need more training on what CA is as I mentioned earlier and I feel personally students should know what kind of assessment you are going to use throughout the period. At the beginning ... you have to provide them a good course outline. Teachers have to tell them what and how to assess them and students should know everything at the beginning and if they know this they can easily prepare themselves, they get feedback and help themselves.

Q: What problems do you encounter in practicing CA?

A: Just the problems are already mentioned, large class size, teaching load, unnecessary meetings, etc. You will have class in the afternoon and the college administrators call you to attend unplanned meeting not relevant to the teaching learning process; and you can't do everything according to your plan. These are the problems.

Q: What do you use the results of CA for?

A: CA really helps me to plan well a head, to see the progress my students are making and I just use it for improving my own teaching methodology.

Q: Is it possible to always provide timely feedback?

A: That's just a problem, really! It's good to tell you the truth... The feedback given to students is sometimes subjective and they are expected to write 5-6 pages. It is impossible to give feedback because of the problems I stated above. There is still another problem practicum! Checking the students' portfolios on practicum report and these all make busy. Giving students feedback timely is difficult.

P: If CA is not used in giving timely feedback, does it mean it is used to record students mark (grade)?

A: Yes, of course. CA in the college is just a theory. Some instructors collect students' paper and put it somewhere and they don't check and give it back. They simply write marks to them from the knowledge they have about the students.

Q: What would you say is the main difference between assessing students through CA and through the assessment method in which tests mid exams and final exams?

A: CA is not just giving students repetitive tests and final exam at the end. It is helping the students in a subject to make them to improve themselves from time to time. Giving tests may be one way of assessing students. Giving tests and final exam always is not CA.

Q: What do you generally suggest to improve your practices of CA in the college?

A: It's really very difficult question here. May be to improve CA in the college, the administrators should get awareness about CA first. If they know about it, they don't call us for unplanned and frequent meetings. They may hire teachers, there will be a decrease in teaching load and students number in a class. If these are corrected, CA will improve. In addition to this, instructors should be given ample trainings on CA. In general my suggestion is that class size and teaching load and extra responsibilities should be minimized, meetings should be planned.

Thank you very much.

Instructor 3

Q: How do you understand CA?

A: CA is activities given to students to know whether they are performing well or not.

Q: Have you ever attended any training/workshop on CA?

A: Yes, I did. One workshop was organized by MOE at AA, and I attended CA workshop in the college.

Q: Do you feel you re in a position to practice/implement CA property.

A: Well, I can say I can implement CA in the classroom, but I don't feel that is without problem.... The number of students in the class is very high, and the number of classes I teach is very large. Because of this, it is very difficult for me to practice CA properly.

Q: Do you think CA helps students to learn English better?

A: Yeah. Because you see your students use English in the classroom. As you know language is a skill; it has to be practiced in the classroom. So, if we give students opportunity to practice the language and see what is happening in the classroom and if we see what they write and give comments, this can surely help the students.

Q: Do you think your students understand what is expected of them in CA process?

A: Yeah. I think so. I think they understand what is expected of them.

Q: What problems do you encounter in practicing CA in your EFL classrooms?

A: ... the size of the class, the number of students in a class, the number of sections I teach is very large. These are the main problems. And sometimes, lack of certain materials, stationery and we don't have secretary.

Q: What do you use the results of CA for in your classroom?

A: Yeah. I use CA to improve teaching learning process sometimes and also use it to re-teach lessons and to improve my students' competence.

Q: Is it possible to always provide timely feedback to students?

A: This is not possible... as mentioned earlier. The number of students in a class, the number of section I teach, and the number of hours I teach per week may limit me to give timely feedback. Therefore, I shortly say, it is not possible to give timely feedback really.

Q: What would you say is the main difference between assessing using CA and through using end of term or final exams?

A: Giving final exam/tests at the end of a course or term is to record the results of the students to get them pass or fail where as CA is mostly done to improve students' learning. Therefore, they are different.

Q: what do you generally suggest for the improvement of your practices of CA in the college?

A: Yeah. The solution is first the class size should be minimized; the workload should be made reasonable. For instance there are activities that are not considered as work load. Practicum for example is not considered as a work load but still you are working, night class is not also considered as work load.

P: In order for there to be improved, what would you expect from the college administrator?

A: Ok, the college administrators should consider, for example, practicum classes as a load and others extra works like administrative work. There are frequent meetings. These are not very important really. Some of the things can be simply announced instead of taking teachers to the conference hall and chatting similar things.

Thank you very much.

Instructor 4

Q: How do you understand continuous assessment?

A: CA is giving different assessment techniques and identifying how the students are progressing. It is a way of enabling students to use the four language skills in EFL context.

Q: Have you ever attended any workshop/training on CA so far?

A: yes, but not sufficient. The trainers also didn't have fundamental concepts about CA.

P: What do you expect from the college for this matter?

A: The college administrators should first be aware of the importance of CA and they should arrange trainings and workshops on CA. Furthermore, they should work with the instructors in collaboration.

Q: Do you feel that you are in a position to practice/implement CA properly?

A: The training I took in HDP (Higher Diploma Program) had some what encouraged me for this. However, when we come to the real practical aspect, there is a great challenge on us. Even though, it is difficult to say properly, I am still trying my best to practice CA in some selected classes. Large class, workload and other extra responsibilities don't allow me to properly put CA into practice.

Q: Do you think CA helps students to learn English better? How?

A: Yes, yes. Students can see their success and get confidence. They identify their strengths and weaknesses and think over what they should do to improve.

P: Do you always use lesson plan in which you specify the kind of CA you intend to practice?

A: Because of the aforementioned problems, I don't always use lesson plan. But, I usually use it only sometimes.

Q: Do you think your students understand what is expected of them in CA process?

A: Yes, but as I told you, there are large number of students per class here, and I teach large number of sections. It is difficult to address all the students in the class to check their understanding of the expect action.

Q: What problems do you encounter in practicing CA in your EFL classrooms?

A: I have already mentioned this. Large class, and teaching overload are the main problems. I teach minimum of 16 hour per week.

Q: What do you use the results of CA for?

A: To see the progress my students are making on the basis of their grades.

Q: Is it possible to always provide timely feedback to students?

A: No, this is impossible. If you take this semester, for example, I taught more than 450 students. How can I give feedback to these all students!

P: So, CA is used to record students' mark continuously, is that?

A: yes, of course, but, not totally.

Q: What would you say is the main difference between assessing students through CA and giving final exam at the end of a term/a course?

A: Final exam is given to see the number of questions answered by clever students. I don't believe in using final exam alone. This is used only to record students' grade. CA is used to show the teaching-learning progress. If situations are conducive to use CA, why will one worry about final exams?

Q: What would you generally suggest for the improvement of your practices of CA in the college?

A: All the concerned body should work together. Teaching load and class size should be minimized. Trainings/workshop should be given on CA. More teachers should be employed.

Instructor 5

Q: How do you understand CA?

A: CA may refer to getting students' formative behavior

Q: Have you attended any workshop/training on CA so far?

A: Exactly. I have. On one hand when I took HDP. In addition to this we sometimes conduct inter staff training on CA.

Q: Do you feel that you are in a position to practice/to implement CA properly?

A: Ok. Here what we have to look at is that there are some subjects which are not appropriate to use CA. Courses with only one credit hour, in particular.

Q: Do you think CA helps students to learn English better?

A: Yes, CA helps to assess students' daily behavior. CA gives opportunity of improvement to students.

P: Do you prepare and use daily lesson plan in your classroom so that you can incorporate CA in it?

A: Sometimes when I feel it is important/ good to use CA, I use lesson plan. However, most instructors don't do that.

Q: Do you think your students understand what is expected of them in CA process?

A: Yes. I usually tell them the way they are assessed and given grade.

Q: What problems do you encounter in practicing CA in your EFL classrooms?

A: There are courses that are not naturally appropriate for CA. Some courses like writing are difficult to assess using CA. Moreover, teaching overload, large class size, and extra responsibilities. For example I am a department head and I am usually called to attend meetings which are very frequent.

Q: What do you use the results of CA for in your EFL classrooms?

A: To check students understanding of the content taught, to know students' strengths and weaknesses and to record their grades.

Q: Is it possible to always provide timely feedback to students?

A: Yes, this is somewhat very difficult. The large class size and the large number of sections I teach don't allow me to do that.

Q: What would you say is the main difference between assessing students through CA and giving final exam at the end of a term/a course?

A: Giving a final exam is, as far as my understanding is concerned, used to check behavioral change in one direction. For example, if you give multiple choice items it doesn't show anything about students' performance. CA helps to see the way students express themselves, the way they understand lexical items.

Q: What do you generally suggest for the improvement of your practices of CA in English class?

A: Ok. One thing, teachers should think of and plan CA ahead. Instructors should make CA clear to the students. They should also use lesson plan and incorporate CA in it.

Thank you very much.

Instructor 6

Q: How do you understand CA?

A: CA is a process in which information about students' performance is gathered. It shows how far they have done on what they were taught.

Q: Have you ever attended any workshop/training on CA?

A: Yes

Q: Do you feel you're in a position to practice/implement CA properly?

A: Yes, I say I'm doing that as much as I can.

Q: Do you think CA helps students to learn English better?

A: Of course, if we implement it in the way it should be.

P: Do you always prepare lesson plan and incorporate CA in it to use in your class?

A: Yeah. I sometimes do so. But, some lessons don't need lesson preparation.

Q: Do you think your students understand what is expected of them in CA process?

A: I usually discuss this with my students.

Q: What problems do you encounter in practicing CA in your EFL classrooms?

A: Girls participation is poor. Most of them are passive. Encouraging them to participate takes time.

P: Do you mean all the situations in the college are conducive except that?

A: No, we also lack time because of workload, large class size and extra responsibilities.

Q: What do you use the results of CA for in your classroom?

A: I always assess my students to check their knowledge of the lesson I taught them. I give them mark using CA. There are also times when I don't give mark. I simply assess. This time, I use it to see their performance. I also use CA to equip my students with the necessary knowledge.

Q: Is it possible to always provide timely feedback to students?

A: Not always, because there is time when the students know their own weaknesses and recover from that themselves. There is also time at which they need feedback.

P: What do you do with the results of feedback?

A: I see students' weaknesses and strengths. I also give them activities on linguistics and communications and identify students lagging behind.

P: Do you often give remedial teaching for students lagging behind?

A: So far, I did this only once.

Q: What would you say is the main difference between assessing students through CA and giving final exam at the end of a term/a course?

A: CA is used to give continuous feedback to students so that they improve their performance through time. However, final exam is used only to decide students who should be promoted to the next level. Final exam is periodical, which means, it is not given continuously.

Q: What do you generally suggest for the improvement of your practices of CA in the college?

A: Number of students in a class should be made less. The teaching load and extra responsibilities should be minimized. The college should hire more teachers and administrative workers. If you take me, for example, I have been teaching 17 hours per week. I am also working as a student dean of the college.

Thank you very much.

Instructor 7

Q: How do you understand CA?

A: Thank you. In my understanding the term CA is assessing students' work in progress (through time). It is done continuously in order to assess the ongoing progress of our students.

Q: Have you ever attended any workshop/training on CA so far?

A: Not on CA. But since I am a Higher Diploma Leader (HDL) I know something about CA. It didn't attend any workshop.

P: Is HDP training ample for teachers to practice CA?

A: With regard to awareness, I know all instructors know CA. The problem is with the practical implementation. Instructors don't usually practice what they learnt in HDP. After graduating/completing HDP, no one tries to implement CA.

P: What do you suggest for this?

A: The instructors should have Continuous Professional Development (CPD) plan to practice CA. The college should encourage and advise instructors to plan CA. Workshop should be organized on this.

Q: Do you feel that you are in a position to practice/implement CA properly?

A: Yeah, but I can't say properly: I am teaching different courses (Up to six) to six different sections. I use group work, peer assessment and self-assessment only.

Q: Do you think that CA helps students to learn English better?

A: Yes, students get feedback. They will know where they are. It also helps them to bring behavioural change.

Q: Do you think your students understand what is expected of them in CA process?

A: Yes. That must be done when the teacher designs certain criteria of assessment. CA should be clearly planned and its objectives must be clear.

Q: What problems do you encounter in practicing CA in your EFL classrooms?

A: The problem is that CA requires devotion. Instructors teach large class, many hours and different course. There is not time to practice CA. I can say CA is not totally practiced in the college. Only 2-3 instructors may use it. Within the problem I stated, we can't practice CA.

Q: What do you use the results of CA for in your class?

A: To help students. I use it as my general assessment. I give portfolio as home take assignment and accumulate students' results through time.

Q: Is it possible to always give timely feedback to students?

A: I believe so. But I didn't have any experience of giving timely feedback. As I told you, the number of students in a class is up to 60 and more providing these all with timely feed-back is unthinkable. I have also got extra responsibility as an HDL (Higher-diploma Leader). I may give feedback to 1-2 sections only, not more!

Q: What would you say is the main difference between assessing students through CA and giving final exam at the end of a term/ a course?

A: Ok! In relation to this question, first of all, we have to divide like this: What is CA and what is 'one shot' test? CA is a kind of progressive work. There is more than one chance for students. The mark given to each CA activity is small and is gradually accumulated. When we see final (one shot) exam, the student doesn't have more than one chance of improvement. This is aimed at giving grade to students only. CA on the other hand, integrates teaching and assessment.

Q: What do you generally suggests for the improvement of your practices of CA in the college?

A: Ok. The solution can be give by many stakeholders. The first is the teacher himself. We should create awareness through action research and experience sharing with other colleges. The college should also encourage CPD (Continuous Professional Development plan) of instructors where CA is incorporated. Workshop and training should be planned and conducted. Teachers' workload should be minimized. The college should employ more teachers. Students per class should be made less and reasonable.

Thank you very much.

Interview 8

Q: How do you understand CA?

A: Alright. Thank you very much. CA to my mind is every thing carried out by teachers to assess students' performance in certain courses.

Q: Have you attended any workshop/ training on CA so far?

A: Of course, Yeah! But I can't say a workshop. It was a one day training; from 8:30-12:30 AM. I was informed only the definition of CA, not about its practices.

P: Do you say the training was ample?

A: No no! CA needs much more training time in order for one to get adequate awareness. Training for half a day can't be ample.

Q: Do you feel that you are in a position to practice/implement CA properly?

A: Not properly, of course, but I'm trying my best. There are different constraints which prevent us from practicing it properly.

P: for example?

A: Large class size, teaching overload. We have above 55 students in a classroom.

Q: Do you think CA helps students to learn English better

A: Of course, Yeah. CA helps to give feedback to students. To give remedial teaching. You know, students can work through their problems.

P: Do you always prepare and use lesson plan incorporating CA?

A: Of course, not. I prepare my self for teaching; not lesson plan! It is not a trend to prepare lesson plans in colleges. I personally don't believe in preparing lesson plan.

Q: Do you think your students understand what is expected of them in CA process?

A: They may or may not. This depends on each individual teachers' belief.

Q: What problems do you encounter in practicing CA in your EFL classrooms?

A: Large class size, lack of materials (teaching aids) which we can't afford to use unless we buy it ourselves or prepare it.

Q: What do you use the results of CA for in your class?

A: Oh yeah.! For remedial actions. I tackle problems identified through CA results. I also record students' grade using CA.

Q: It is possible to always provide timely feedback?

A: Of course, not. The course I give is vast. We can't even implement Active learning methods of teaching. The large number of students in a class doesn't allow that. We are over loaded. The length of a period is 50 minutes. This also can't suffice to give feedback. This is totally unpractical.

Q: What would you say is the may difference between assessing students through CA and giving final exam at the end of a term/a course?

A: Alright. CA is not expressing student's achievement with number. It is a way of looking at students' behavioural change. It is a process of evaluating students' progress and performance. CA is a continuous process. Final exam is only for accumulating results, recording grades.

Q: What do you generally suggest for the improvement of your practices of CA in the college?

A: One, the students' number should be cut down by half. Large class size should be reduced. The classrooms are very narrow. They can't even accommodate 30 students. However, the number of students in the classrooms is over crowded; up to 60 students. These classrooms had better be made wider.

Thank you very much.

Instructor 9

Q: How do you understand CA?

A: Continuous assessment is an assessment that you continuously give your students.

Q: Have you ever attended any training/workshop on CA?

A: yes

P: Was it ample?

A: No, it was not ample.

Q: Do you feel that you are in a position to practice/implement CA properly/

A: No. I know some theoretical aspects of CA only. Not much.

Q: Do you think that CA helps students to learn English better?

A: Exactly students learn from each other. Based on the students' result, I can also reshape my teaching method.

P: Do you use lesson plan?

A: No, I don't. I follow my own course outline.

Q: Do you think your students understand what is expected do them in CA process?

A: Sometimes, I try to make this clear to the students.

Q: What problems do you encounter in practicing CA in your EFL classrooms?

A: Class size, lack of recent awareness, teaching overload.

Q: what do you use the results of CA for in your class?

A: I use the results of CA to give mark to the students. I also modify my way of teaching based on that. I encourage students to help each other.

Q: Is it possible to always provide timely feedback?

A: No, I can't say timely. I give them feedback sometimes.

Q: What would you say is the main difference between assessing students through CA and giving final exam at the end of a term/course?

A: Their difference is on their purpose. Final exam is used to record marks (grade) only, whereas, CA is used to improve students' learning. CA is also followed remediation.

Q: What do you generally suggest for the improvement of your practice of CA in the college?

A: The instructors should be equipped with timely and up-to-date information. The college should help teachers and departments by giving necessary materials. Teaching load, class size and extra responsibilities should be minimized.

Thank you very much.

Instructor 10

Q: How do you understand CA?

A: I think CA is the form is assessment which helps us to follow students' progress and check their understandings and plan for improvement.

Q: Have you ever attended any training/workshop on CA so far?

A: Personally, I have attended many workshops on CA. This doesn't mean that all the teachers have got the chance to attend such workshops.

P: Do you think the trainings you've attended are ample for the practices of CA?

A: Yes, of course.

Q: Do you feel that you are in a position to practice/implement CA properly?

A: I don't think so.

P: Why?

A: Because you know you can consider the number of students in a classroom. CA requires you to know each and every student by name, check every student's understanding, but teaching four or five sections, more than 60 students in a class and with additional activities you participate in, I don't think practicing CA is possible. I'm trying to do so, but I'm not as effective as required.

Q: Do you think that CA helps students to learn English better?

A: Of course, yes?

Q: How?

A: Well, when each and every student participates in speaking, then it helps you to know which student is speaking well and which student is not . . . and because you deal with the group, normally CA helps you to identify each and every student and you can assess their skills . . . their four skills on the basis of each and every individual in group/in what ever way you like. And therefore, I think CA is the best way.

P: Do you often prepare and use lesson plan in your classroom incorporating CA in it?

A: Well, during this module, we are using now. I'm using personally. But, I was not using in the past. Even though I'm planning, it doesn't mean that I'm using that method properly.

Q: Do you think that your students understand what is expected of them in CA process?

A: During each and every lesson, I communicate my objectives. But the problem is the assessment method. Sometimes, you know, your assessment evaluates whether your objective is met or not. Therefore, the appropriate method of assessment is required to be used, but as I've already told you, you can't use it properly with those large classes.

Q: What problems do you encounter in practicing CA in your English classrooms?

A: . . . this is due to the large class; otherwise, it can be used.

Q: What do you use the results of CA for?

A: Well, normally CA is need both as a summative and as a formative. Sometimes you record the results of CA and sometimes you don't need to record. . . .you use assessment for learning this way. You just evaluate, you plan action for the future, but you act on the areas of weakness. Sometimes you record and act on the summative one.

Q: Is it possible to always provide timely feedback to the students?

A: Oh . . . that is time consuming. In CA, you need to give continuous feedback, but you don't have time to give immediate feedback and if they were not given feedback, its success is again limited.

Q: What would you say is the main difference between assessing students through CA and giving final exams at the end of a term/a course?

A: Well, using CA doesn't mean that summative assessment is not used. But some part of this CA can be used as a summative purpose . . . As far as CA is concerned, it can be done formally if you want; it can be done informally. It can be done in the classroom and sometimes you communicate personally with the student and you don't record that as a grade. You might record to check whether the student has improved or not for your own purpose. And; therefore, CA doesn't really mean grading. It means helping students to improve further. It can be done formally and it can be done informally.

P: From your experience as an English instructor in the college, do you think EFL instructors are doing the way you are telling me now?

A: I don't think so, because they were not helped. One, this CA is a new concept and, normally, CA, in European countries, Universities and colleges have their own

assessment policy and they work accordingly based on the curriculum guide-line, based on quality assurance office related with that idea. And, therefore, here I think universities or even colleges don't have their own assessment policies based on the international curriculum.

Q: What do you generally suggest for the improvement of the EFL instructors' practices of CA in the college?

A: Well, the teachers should be helped. Teachers should be equipped with the techniques of using CA, they should be assisted by the college and there should be some sort of assessment principles to be followed in the college and the college should help also the teachers to improve their own ways of assessing. Trainer's trainee ratio should be limited... It should be the college's concern, not only the teachers' concern.

P: What do you want the college to do in order for the teachers to improve their practices in this area in particular?

A: Awareness raising workshop, peer support. . it should facilitate ways of providing peer support for themselves, should help the teachers to attend some workshops organized by different NGO's, and should design its own assessment principles. The assessment activities should be a college wide principle/task; it shouldn't be an individual's task, because you know, if a few teachers use it and if others don't use it, and then the students will face problems. That is why; you know it should be a college wide concern. And teachers should be supported by the college when they try to improve their ability to use CA in the classrooms. Using CA is something to be learned, not something to be done simply because you are told.

Thank you very much.

Appendix I

Transcription of Students' Interview

The following is the transcription of the interviews conducted with nine (9) students selected from 2nd and 3rd year language students

The interviewed students will be referred to as follows:

Student 1

Student 2

Student 3

Student 4

Student 5

Student 6

Student 7

Student 8

Student 9

Key abbreviations

Q: Question

A: Answer

P: Probe

CA: Continuous Assessment

Note- This transcription was translated from Oromo language into English.

Student 1

Q: How do you understand CA? can you explain it briefly?

A: A kind of assessment in which a teacher assesses his students continuously/

Q: Do you think that CA is better than the traditional "one shot" test/exam? Why?

A: Yes, it helps learners

Q: Do your instructors use CA to assess your performance every day?

A: No, they don't .Only sometimes. .

Q: Do your instructors tell you the kind of CA they used and the reason why they chose it?

A: No, they don't tell us.

Q: Do your instructors give you timely feedback?

A: No, they don't give us feedback. But, some teachers encourage us to participate in the classroom.

Q: What do your instructors do based on your CA results?

A: They give us tests repeatedly to improve our results. Sometimes, they give tutorial class to students who scored less.

Q: What do you suggest should your teachers do to improve their practices of CA?

A: So far, assessment has not been making effort to improve learning. It focused on accumulating marks out of 75%. To improve their practice, instructors should give priority to CA. They should plan and use CA.

Thank you

Student 2

Q: How do you understand CA?

A: CA is a method in which a variety of assessment techniques are used.

Q: Do you think CA is better than the traditional assessment in which tests and final exam only are given?

A: Yes. Because, CA helps to collect and accumulate students results daily.

Q: Do your instructors tell you the kind of CA they use and the reason why they chose it?

A: No. They sometimes tell us the lesson objective and start teaching. They discuss pre reading and post reading activities only when we learn reading.

P: Why do your instructors use CA in the EFL classroom?

A: To encourage students to be in class everyday. To complete students' grade (mark) out of 75% before the final exam which holds 25%.

Q: Do your EFL instructors give you timely feedback?

A: To some extent, yes. But because of the large number of students in class our teachers can't give feedback. Teachers give our test papers back by writing comments on it.

Q: What do your instructors do based on your CA results?

A: Nothing. They record our marks, nothing more.

P: Are there problems which hinder your teachers from practicing CA?

A: Yes. Teachers usually go out of college for practicum and practice teaching. When they go with 1st year students, we will be idle and our learning time will be lost. Teachers also lack time because of teaching many sections.

Q: What do you suggest for the improvement your EFL instructors' practices of CA?

A: Students number in a class should decrease, teachers should feel responsible and plan CA ahead.

Students 3

Q: How do you understand CA?

A: It is a way teachers know their students (e.g. Home work, group work etc.)

Q: Do you think CA is better than taking tests and final exams only?

A: Yes, CA develops confidence in the students.

Q: Do your instructors use CA to assess your performance?

A: No, they don't use it much.

Q: Do your EFL instructors tell you the kind of Ca they use and the reason why they choice it?

A: No, they don't' do that.

Q: Do your instructors give you timely feedback?

A: No, not very often. They sometimes help female students; give them tutorial class and advise them.

Q: What do your instructors do based on your CA results?

A: They don't do anything. They record our results only.

Q: What do you suggest for the improvement of your instructors' practices of CA?

A: The number of students in a class should be minimized to improve their CA practices.

Student 4

Q: How do you understand CA?

A: CA is a method used by instructors to complete our marks out of 75% before the final exam.

Q: Do you think CA is better than assessment method in which tests and final exams only are given?

A: Yes. CA helps us to know ourselves.

Q: Do your instructors tell you the CA type they use and the reason why they chose it?

A: No

P: Do your instructors always use CA in the English class?

A: No

Q: Do your instructors give you timely feedback?

A: No. They sometimes give general advice to the whole class.

Q: What do your EFL instructors do based on your assessment results?

A: They give us another test if we score less. They also give us tutorial class sometimes.

Q: What do you suggest for the improvement of your instructors' practices of CA?

A: Developing positive attitude towards CA, developing self-confidence and professional commitment. The college should make follow up on those who don't practice CA. Training should be given to teachers.

Student 5

A: How do you understand CA?

A: Giving different tests and identifying what the students look like, giving repeated tests, exams and final exams.

Q: Do you think CA is better than the traditional assessment in which 'one shot' exam is given?

A: yes, because it gives continuous information about the students.

Q: Do your instructors tell you the kind of CA they use and the reason why they chose it?

A: No, they don't tell us.

Q: Do your instructors give you timely feedback?

A: No they don't do that. Some even don't give our test papers back.

Q: What do your EFL instructors do based on your CA results?

A: Giving mark only. They usually give us mark the way they felt. They don't tell us any criteria.

P: Are there factors which hinder your instructors' practices of CA?

A: Yes, teaching load and lack of interest in planning Ca.

Q: What do you suggest to improve your instructors' practices of CA?

A: Planning CA in advance. The college should minimize teachers' workload and the number of students in a class.

Thank you

Student 6

Q: How do you understand continuous assessment?

A: CA is a process of assessing students' performance by identifying their individual differences to give them mark (grade) continuously.

Q: Do you think that CA is better than the traditional assessment in which a test and final exams are given? Why?

A: Yes, CA helps the instructors to improve students' grade by giving them repeated tests

P: Do your instructors use CA in the classroom?

A: No, not this much. I can say they are using CA only if continuous tests, exams and assignments given for assigning grade are considered as CA.

Q: Do your instructors tell you the kind of CA they use and the reason why they chose it?

A: No, they don't tell us anything about CA in general. Instructors never make clear the kind of CA and the purpose for which they chose it.

P: Do your instructors always use lesson plan that incorporates CA in the class?

A: I am not sure. They may. But I have never seen any teacher using lesson plan so far.

Q: Do your instructors give you timely feedback?

A: No, they never give feedback. They sometimes write comments on our test papers and give us back.

Q: What do your instructors usually do based on your CA results?

A: They don't do anything except recording and accumulating students' results out of 75% before the final exam/ end of the term.

Q: What do you suggest for the improvement of your EFL instructors' practices of CA?

A: Our teachers teach many sections. The number of students in a class is very large. These are the main problems. The college should think over this. The instructors should also take time to plan and use CA in their classrooms.

Thank You!

Student 7

Q: How do you understand CA?

A: CA is the process of encouraging students to improve their grades through repeated tests/exams. It is a method of helping students to score good grades.

Q: Do you think CA is better than the traditional assessment in which students are given tests and final exams only?

A: Yes, because CA helps to assess students according to their individual difference.

Q: Do your instructors tell you the CA type they use and the reason why they chose it?

A: No, they don't tell us.

P: Do your EFL instructors give you timely feedback?

A: No, they give us tests and give the papers back.

P: Do your EFL instructors often use CA to assess your performance?

A: They use group work and pair work only.

Q: What do your EFL instructors do based on your CA results?

A: They collect students' marks. Some teachers give tutorial class to help students who scored less.

Q: What do you suggest for the improvement of your EFL instructors' practices of CA?

A: I'm not sure. Instructors are busy. They go out of the college for practicum. They have to listen to students' presentation on practicum. They teach many classes with large number of students. The college should correct this. The teachers should also plan to practice CA.

Thank You.

Student 8

Q: How do you understand CA?

A: A way of checking students' learning on a daily basis. It helps instructors to take some kind of measure.

Q: Do you think that CA is better than the traditional assessment in which tests/final exams are given to students?

A: yes, CA encourages students to work hard, motivates students self-learning.

P: Do your EFL instructors use lesson plan which incorporates the kind of CA they use?

A: This varies from teacher to teacher. Some prepare and use lesson plan, but most of the instructors don't use lesson plan.

Q: Do your EFL instructors tell you the kind of CA they use and the reason for which they chose it?

A: This was done very rarely. In most cases EFL instructors don't tell us the type of CA and the reason for which they chose that.

P: What is the purpose for which your instructors use CA in English classes?

A: To assign us grade/mark out of 75%.

Q: Do your EFL instructors give you timely feedback?

A: Most of the instructors don't give us feedback. Sometimes they give us general comments based on our test results.

Q: What do your EFL instructors do based on your CA results?

A: Instructors hold discussions with students based on their results. He discusses to decide together with us whether the result of a specific test should be graded or changed by telling the number of students who scored less.

P: What are the problems which hinder your instructors' practices of CA?

A: The basic problems are large classes, teachers teach many periods. The number of students in a class is more than 60. This makes organization of groups and discussions difficult.

Q: What do you suggest for the improvement of your EFL instructors' practices of CA?

A: The college should make the number of students in a class less. Teaching load should be less. Additional English teachers should be employed.

Thank You!

Student 9

Q: How do you understand CA?

A: An assessment in which a teacher gives tests/exams, assignments to his students continuously.

Q: Do you think CA is better than the traditional assessment in which tests and final exams are given?

A: Yes, it improves students' grades.

P: Do your instructors use lesson plan incorporating CA?

A: No I also don't think lesson plan is important in colleges. The teacher knows about his lesson.

Q: Do your EFL instructors explain to you the kind of CA they use and the purpose for which they chose it?



A: No. It is difficult to say they were using this. Since no one has done that so far, I thought it was not important.

P: What is the purpose for which CA is used in English classes?

A: To check students' understanding of the lesson they learnt and to record marks.

Q: Do your EFL instructors give you timely feedback?

A: They do this very rarely. They usually try to help us.

Q: What do your instructors do based on your CA results?

A: If I score less, they advise me to improve for the next time.

P: Are there problems which hinder your EFL instructors' practices of CA in English classes?

A: I'm afraid. CA is not practiced in the intended way. I can't talk about problems, here. What I know is the number of students in every class is large, the teachers teach many hours daily, they go for practicum. Some still teach out of the college in Jimma University as par timers. These all may affect CA, I think.

Q: what do you suggest for the improvement of your EFL instructors' practices of CA?

A: They should be committed to their work. They should plan. The college should decrease the number of students per class. The teaching load should be less. Additional teachers should be employed.

Thank you very much

Appendix J

Afan Oromo Version of Students' interview Transcription

Ibsa deebii Af-gaaffiiif barattootaan kennamee

Barattoonnii Afaanii waggaa 2^{ffaa} fi 3^{ffaa} keessaa Af-gaaffiiif filataman lakkoofsaan sagal yammuu ta'an ,deeiin tokkoon tokkoon isaanii kennan akka armaan gadiitti ibsame.

Barattoonni Af-gaaffii kanaaf deebii laatan haala itti fufu kanaan ibsamu.

Barataa 1^{ffaa}

Barataa 2^{ffaa}

Barataa 3^{ffaa}

Barataa 4^{ffaa}

Barataa 5^{ffaa}

Barataa 6^{ffaa}

Barataa 7^{ffaa}

Barataa 8^{ffaa}

Barataa 9^{ffaa}

Gabaajee bu'uura ta'an

G= Gaaffii

D=Deebii

G.D.H = Gaaffii deebii irratti hndaa'e

M.I. = Madaallii Itti fufiinsaa

Barataa 1^{ffaa}

G: Madaalli itti fufiinsaa (M.I) akkamitti hubattaa?

D: M.I jechuun madaalli barsiisaan walitti fufuun barattoota isaa madaalu jechuudha.

G: Madaalliin itti fufiinsaa madaallii isa barataan battaleewwanii fi qorumsa xumuraa qofa keessatti qoramurra filatamaadha jettee yaaddaa?

D: Eeyyee, M.I barattoota baayyee gargaara.

G : Barsiisonni kee yeroo hunda M.I gargaaramanii hojiikee madaaluu?

D: Lakka. Darbanii darbanii qofa.

G: Barsiisonni kee Afaan Inglizii gosa M.I itti fayyadamanuu fi sababa isaa sii ibsuu?

D: Lakki. Kana tasuma godhanii hinbeekanu.

G: Barsiisonni kee Afaan Inglizii yeroo mara sirreeffama deebii hojii madaallii siif kennuu?

D: Lakki. Barsiisonni tokko tokko garuu hojii daree keessaattii akka hirmaannuu nu jajjabeessu.

G: Barsiisonni kee Afaan Inglizii qabxii ati M.I keessatti argatte irratti hundaa'uun maal hojjetuu?

D: Qabxii (firii) qormaata keenyaa akka fooyyeffannuuf irra deddeebi'anii battaleewwan nuqoru. Qabxiis nuu galmeessu. Tutooryaaliis darbanii darbanii nuu kennu.

G: Barsiisonni kee haala raawwii M.I isaanii akka fooyeffatanuuf maal gochuu qabu jettee yaaddaa?

D: Hang yonaatti madaalliin barumsa barattootaa fooyyessuuf yaalii godhe hin qabu. Qabxii barattootaa 75% keessaa galmeessuu qofa irratti xiyyeeffata. Haala raawwii isaanii fooyyeffachuuf barsiisonni M.I tiif dursa laachuu, karoorfachuu fi itti fayyadamuu jedheen yaada.

Barataa 2^{ffaa}

G: M.I akkamitti hubattaa?

D: Madaalliin itti fufiinsaa tooftaa madaallii adda- addaatti fayyadamanii barataa madaalanu jechuu dha.

G: M.I madaallii battalee fi qorumsi xumuraa qofti keessatti kennamu irra fooyya'aadha jettee yaaddaa?

D: Eeyyee. Sababni isaas M.I guyyaa guyyaan qabxii barattootaa walitti kuusuuf nama gargaara.

G: Barsiisonni kee Afaan Inglizii gosa M.I ittifayyadamanuu fi sababa isaa siif ibsuu?

D: Lakki, si'a tokko tokko kaayyoo barnootichaa qofa nutti himuun gara barsiisuutti ce'u. yeroo dubbissa barsiisanu gaffilee dubisa duraa fi boodaa nuuf ibsu.

G.D.H. Barsiisonni kee M.I tti maaliif gargaaramuu?

D: Barattoonni guyyaa hundumaa daree keessatti akka argaman kakaasuuf. Qabxii (firii) barattootaa xumura seemisteeraan dura 75% keessa walitti kuusuuf gargaaramu.

G: Barsiisonni kee Afaan Inglizii sirreeffama deebii madaallii yeroo hunda sii kennuu?

- D: Darbee darbee. Garuu barattoonni daree keessa danuu waanta'aniif barsiisonni koo kana gochuuf yeroo hinqabanu. Yeroo tokko tokko yeroo waraqaa qorumsaa nuu deebisanu yaada fooyya'insaa itti barreessanii nuuf kennu.
- G: Barsiisonni kee qabxii M.I irratti hundaa'uun maal qodhuu?
- D: Firii keenya galmeessuun ala waanbiraa waangodhanu hinqabanu.
- G.D.H: Raawwii M.I barsiisota kee Afaan Inglizii irratti wantoonni rakkina uuman jiruu?
- D: Eeyyee. Barsiisonni yeroo baayyee praaktikemiif kolleejjiiin ala deemu, torbeetti weyitii baayyee barsiisu, barattoonnis daree keessa baayyeedha. Kannaaf M.I hojiirra oolchuutti ni rakkatu.
- G: Barsiisonni kee Afaan Inglizii haala raawwii M.I isaanii akka fooyyeffatanuuf maal gochuu qabu jettee yaaddaa?
- D: Baayinni barattootaa daree keessaa hirrachuu qaba. Barsiisonni M.I ilaalchisee itti gaafatamummaa fudhatanii karoorfachuu fi hojii irra oolchuu qabu jedheen, yaada. Galatoomi

Barataa 3^{ffaa}

- G: M.I akkamitti hubattaa?
- D: M.I jechuun karaa barsiisonni barattoota isaanii sirriitti hubachuun baranu keessaa tokkoo dha.
- G: M.I madaallii isa battalee fi qorumsi xumuraa qofti keessatti kennamu irraa fooyya'aadha jettee yaaddaa?
- D: Eeyyee. M.I ofitti amanamummaa barattootaa gabbisa.
- G.D.H: Barsiisonni kee Afaan Inglizii hojii barnoota keetii madaaluufi M.I tti in gargaaramuu?
- D: Lakki.M.I maddallii itti fufiinsaatti hin gargaaramanu
- G: Barsiisonni kee gosaa fi sababa M.I filatanii siif ni ibsuu?
- D: Lakka, kana hingodhanu.
- G: Barsiisonni kee yeroo hunda sirreeffama deei hojii madaalli sii kannuu?
- D: Lakka, yeroo tokko tokko barattoota dubaraaf gargaarsa addaa godhu, ni gorsus.
- G: Firiikee M.I irratti hundaa'uun barsiisonni kee Afaan Inglizii maal hojjetuu?

D: Qabxii keenya qofa galmeessuun walitti nuu kuusu malee homaa hinhojjetanu.

G: Raawwiin madaallii itti fufiinsaa barsiisota keetii akka fooyya'uuf yaada maalii qabda?

D: Lakkoofsi baratoota daree keessa gad-bu'uu qaba.

Barataa 4^{ffaa}

G: M.I akkamitti hubattaa?

D: M.I jechuun tooftaa barsiisonni koo qabxii koo walitti naakuusuuf fayyadamanuudha. M.I fayyadamuun qabxii 75% keessaa nuu galmeessuu.

G: M.I madaallii isa battalee fi qormaanni xumuraa keessatti kennamuirra fooyya'aa dha jettee yaaddaa?

D: Eeyye. Madaalliin itti fufiinsaa akka ofbeeknu mugargaara.

G: Barsiisonni kee Afaan Inglizii gosa M.I fi sababa isa filataniif sii ibsuu?

D: Lakki

G. D.H: Barsiisonni kee Afaan Inglizii yeroo hunda M.I tti gargaaramaa jiruu?

D: lakki

G: barsiisonni kee Afaan Inglizii yeroo maraa sirreeffama deebii hojii madaallii siikennuu?

D: Lakki. Yeroo tokko tokko gorsa walii gala daree gurtuuf kennu.

G: Qabxii ati M.I keessatti galmeessiste irratti hundaa'uun barsiisonni kee maal godhu?

D: yoo firiin keenya gad-bu'e irra deebi'anii qormaata ykn battalee nuu kennu. Tutoriyaaliis muu kennu.

G: Barsiisonnii kee Afaan Inglizii raawwii madaallii itti fufiinsaa isaanii foyyesuuf maal yoo godhame wayya jettee yaaddaa?

D: M.I ilaalchisee yaada gaarii qabaachuu, ofitti amanamummaafi oggummaa ofiitiif bitamuu qabu. Kolleejjiinis barsiisota irratti hordoffii gochuu qabu. Leenjiin M.I irratti haala gahaa ta'een kennamuu qaba.

Guddaa Galatoomi

Barataa 5^{ffaa}

G: M.I attamitti hubattaa?

D: Battaleewwan adda-adda kennuu fi waan barattoonni fakkaatan hubachuuf hala ittiin gargaaramanuudha. Irra deddeebi'anii battaleewwanii fi qormaata kennuudhas.

G.D.H. Barsiisonni kee M.I tti ni fayyadamuu?

D: Lakki M.I tti fayyadamaa hin jiranu, Hanga xumura seemisteeraatti qabxiin keenya mutti hin imanu. Barsiisonni battaleefi Qormaata xumuraa qofatti fayyadamu.

G: Madaalliin itti fufiinsaa madaallii isa barattoonni battalee fi qormaata xumuraa keessatti qoramanu irra filatamaadha jettee yaaddaa?

D: Eeyyee. M.I waa'ee barattootaa odeeffannoo walitti fufaa namaa kenna.

G: Barsiisonni kee gosa madaallii itti fufiinsaa fayyadamanuu fi sababa isaa dursanii si ibsuu?

D: Lakki, kana nutti hinimamu.

G: Barsiisonni kee Afaan Inglizii sirreeffama deebii hojii madaallii yeroo mara siikennuu?

D: Lakki . Tokko tokko waraqaa battalee keenyaayyu nuuf hindeebisanu.

G: Barsiisonni kee Qabxiikee M.I irratti hundaa'uun maal hojjetuu?

D: Qabxiii walitti nuu kunsuun ala homaa hingodhanu. Ulaagaa qabxiin ittiin qabamus nutti hinimamu.

G.D.H: Haalli raawwii M.I gufachiisanu jiruu?

D: Eeyyee Baayina wayitii barsiisonni barsiisanuufii M.I karoofachuuf fedha dhabuu barsiisotaa.

G: Kun akka fooyya'uuf yaada maali qabdaa?

D: Barsiisonni Inglifaa M.I dursanii karoofachuu, wayitiin isaan barsiisanu h irrachuu kkf. Galatoomi.

Barataa 6^{ffaa}

G: Madaallii itti fufiinsaa akkamitti hubattaa?

D: M.I jechuun gara-garummaa dandeettii barattoota gidduu jiru addaan basuudhaan hojii barnootasaanii madaalanii yeroo yeroodhaan qabxii wal irraa hincinne galmeessuu fii jechuudha.

G: M.I madaallii isa barattoonni battalee fi qormaata xumuraa qofa keessatti qoramanu

irra caalaa fooyya'aadha jettee yaaddaa?

D: Eeyyee. M.I barsiisonni irra deddeebi'anii battaleewwan kennuun qobxii barattootaa fooyyessuf gargaara.

G.D.H: Barsiisonni kee Afaan Inglizii daree keessatti M.I tti ni fayyadamuu?

D: Lakki. Kana jechuun kanan danda'u battaleen, qormaanni giddu galeessaa fi qormaanni xumuraa qofti akka M.Itti lakkaa'amuu yoo danda'e qofa dha.

G: Barsiisonni kee M.I fayyadamanuu fi sababa isaa dursanii sii ibsuu?

D: Lakki, kana godhanii hinbeekanu.

G.D.H; Barsiisonni kee karoora barnoota guyyaa M.I of keessatti haammate qopheessanii itti ni gargaaramuu?

D: Waa'ee kanaa ani hubannoo hinqabu. Barsiisota karoora barnoota guyyaa qopheeffatanii dhaufanus argee hinbeeku.

G: Barsiisonni kee Afaan Inglizii yeroo mara sirreeffama deebii hojii madaallii sii kennuu?

D: Lakki, kana godhanii hinbeekanu. Darbanii darbanii garuu waraqa battalee irratti yaada fooyya'insa barreessanii nuu deebisu'

G: Barsiisonni kee qabxii kee M.I irratti hundaa'uun wanti isaan godhaau jiraa?

D: Qabxii keenya 75% keessaa walitti nuuf kuusu malee wanta biraa homaa hingodhanu.

G: Haallii raawwii M.I barsiisota kee Afaan Inglizii akka fooyya'uuf yaada furmaataa maal keessaa?

D: Barsiisonni keenya daree baayyee barsiisu, barattoonnis daree keessa danuudha. Kun immoo rakkina guddaadha. Kolleejjichi kana irratti yaadee fooyyessuu qaba. Barsiisonni M.I karoofachuu fi fayyadamuu irratti of fooyyessuu qabu jedheen yaada. Guddaa galatoomi!

Barataa ^{7ffaa}

G: Madaallii itti fufiinsaa akkamiin hubattaa?

D: Barattoonni qabxii isaanii akka fooyyaffatanuuf irra deddeebi'uun battaleewwan adda-addaa kennanii jajjabeessuudha.

G: M.I madaallii isa barattoonni battaleewwanii fi qorumsa xumuraa keessatti qoramanu irra fooyya'aadha jettee yaaddaa? Maaliifii?

D: Eeyyee, sababani isaa M.I barattoota akka gara-garummaa isaaniitti madaaluuf nama dandeessisa.

G: Barsiisonni kee Afaan Inglizii gosa M.I fayyadamanu fi sababa isaa isinii ni ibsuu?

D: Lakkii, kana nuu hinibsanu.

G.D.H: Barsiisonni kee yeroo hunda karoora barnootaa guyyaa M.I of keessatti haammate qopheessanii itti ni gargaaramuu?

D: Lakki, kana hingodhanu. Darbanii darbanii afanumaan kaayyoo barnoota guyyichaa nuu ibsu.

G: Barsiisonni kee Ingliffaa sirreeffama deebii hojii madaallii yeroo hunda siikennuu?

D: Lakkii. Battalee kennanii waraqaa keenya deebisuun qabxii qofa nuu galmeessu

G.D.H: Barsiisonni kee yeroo maraa M.I gargaramanii si madaaluu?

D: yeroo mara hojii garee fi hojii cimdiitti fayyadamu.

G: Qabxii kee M.I irratti hundaa'uun barsiisonni kee maal hojjetuu?

D: Qabxii keenya walitti nuu qabu. Darbanii darbani immoo tutoriyaalii barattoota qabxii gadaanaa galmeessisaniif keennu

G: Haalli raawwii M.I barsiisaa kee akka fooyya'uuf maaltu yoo godhame gaariidha jettee yaaddaa?

D: Kun baayyee nadhiba. Barsiisotatti hojiin itti baayyata. Hojii praktikemiif bahu, calaqqee (gabaasa) barattoota dhageeffatanii madaalu, daree danuu barsiisuu, lakkoofsi barattootaas daree keessa baayyeedhaa. Kun hunduu rakkina. Kolleejjichi kana irratti yaadee fooyyessuu qaba jedheen yaada Barsiisonnis M.I karoorfachuu qabun jedha.

Galatoomi !

Barataa 8^{ffaa}

G: M.I akkamiin hubattaa?

D: M.I jechuun hala barumsa barattoota guyyaa guyyaan madaaluu jechuudha.

G: M.I madaallii battalee fi qorumsi xumuraa keessatti kennamu irra fooyya'aadha jettee yaaddaa?

D: Eeyyee ,madaalliin itti fufiinsaa barattoonni cimani akka hojjetanu kakaasa.

G.D.H: Barsiisonni kee Afaan Inglizii karoora M.I haammate qopheessanii itti gargaaramuu?

D: Lakki, Anumtuu karoorri barnoota guyyaa sadarkaa barnoota olaanaatti

barbaachisaadha jedhee hin yaadu. Barsiisaan utuma hin karoorfatinu waan barsiisu ni beeka.

G: Barsiisonni kee Afaan Inglizii gosa M.I fayyadamanuu fi sababa isaa isiniif dursanii ni ibsuu?

D: Lakki. Kana hundumtuu hingodhanu. Kanaafis barbaachisaa natti hin fakkaannee.

G.D.H: Kaayyoon M.I maali jettaa?

D: Barattoonni waan baratan ammam akka hubatan baruu fi qabxii isaanii galmeessuuf.

G: Barsiisonni kee sirreeffama deebii madaalii yeroo mara siikennuu?

D: Lakki Garuu nugargaaaru ni yaalu.

G: Qabxiikee M.I irratti hundaa'uun wanti barsiisonni kee hojjetanu jiraa?

D: yoon qabxii gadi aanaa fide akkan fooyyeffadhu nagorsu.

G.:D.H: Rakkinaaleen raawwii M.I gufachiisanu jiruu?

D: Kun nadhiba. Madaalliin itti fufiinsaa haala ta'uu qabuun hojii irra oolaa waan hin jirreeff. Akka walii galaatti garuu barattoonni daree keessa baayyee baayyatu, barsiisaan torbaanitti saatii danuu barsiisa. Barsiisonni tokko tokko immoo moraa kolleejjin ala Universiitii Jimmaa keessa ni barsiisu. Kunneen rakkina uumuu danda'u jedheen yaada.

G: Haallii raawwii M.I barsiisotake Afaan Inglizii akka fooyya'uuf furmaanni maali jettaa?

D: Barsiisonni hojiisaanii keessatti of kennuu qabu. M.I karoorfachuu qabu kolleejjichi baayina barattootaa daree keessaa hirrisuu qaba. Baayinni saatii barsiisonni torbanitti barsiisanuu gad bu'uu qaba. Barsiisonni Ingliffaa dabalataan qacaramuu qabu jedheen yaada. Galatoom!

