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RESEARCH ARTICLE

IMPLEMENTATION OF CONTINUOUS ASSESSMENT TO CONTRIBUTE TO ADVANCE STUDENTS' ENGLISH LANGUAGE SKILLS: THE CASE OF HAWASSA COLLEGE OF TEACHERS' EDUCATION

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ABSTRACT

The main objective of the study is to assess implementation of continuous assessment to advance students' language skills in Hawassa College of Teachers' Education. To gather the relevant information from the concerned teachers and students, four data collection instruments were used. This study is aimed at investigating how continuous assessment contributes for the advancing students' language skills. The data also showed that about half of the respondents described as continuous assessment sometimes indicates the actual performance of their language skill. It was also found that the majority of the students proposed that continuous assessment sometimes provides them with opportunities to identify strengths and weaknesses of their language skills. Therefore, based on the result of the study, it is concluded that there is no much contribution of continuous assessment in improving language skills as expected by the researcher, teachers and students. This is because, most of the participants believed that continuous assessment meant to give either tests or assignments to help them to pass and score good grades than to work on language skills. After the exhaustive study in to the situation the researcher gave a few recommendations based on the main findings of the study.

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INTRODUCTION

Testing and assessment are indispensable and important part of education. Assessment clearly guides students' learning. Lombardi claims that assessment is a vital element of any successful educational work. Generally evaluation of the learners' improvement is done using tests and examinations at the end of a semester or an academic year. In this respect, Mulu (2005) suggested that a onetime final examination or test does not bring a complete or true picture of students' performance including the higher order thinking skills. That is to say examination or test cannot measure all that the students learn because their effectiveness is limited to assess the entire complex learning outcomes. To overcome this, it will be much more helpful if the assessment is employed on a continuous basis using different strategies. Continuous assessment is apparently getting momentum for the better evaluation of the learners' improvement. It is believed to be more valid, reliable or wholly in their educational system (Heaton, 1990). Similarly, ETPE - Education and Training Policy of Ethiopia and the newly designed TESO - Teacher Education System Overhaul program have placed emphasis on the use of continuous assessment as it is one of the components of the program which deserves attention like active learning and Higher Diploma Program (HDP).

Assessment is a means whereby the teacher obtains information about knowledge gains, behavioral changes and other aspects of the development of learners (Oguneye, 2002). Also it plays an important role to put into effect the need to improve learning in the educational institutions. As a component of the instructional process, it is basic to check the occurrence of learning on the part of pupils. Continuous assessment is a typical classroom based strategy which provides regular information about the teaching-learning process. Concerning this, Ellington and Earl (1997) suggested that continuous assessment is practiced on a day-to-day basis to judge the quality of the individual's work or performance. Employing continuous assessment enables the teacher to assess more of the intended behavior of the students and to take note of factors such as their active participation, how articulate they are, their relationships with others and their motivation that have high educational relevance (Livingston, 2001). Continuous assessment is a student evaluation system that operates at a classroom level and is integrated with the instructional process. It is important to determine the relationship between what is intended and what is achieved (Cruzon, 1990). The Ministry of education, Ethiopia introduced continuous assessment at the different levels of the educational institutions. As stated in MOE (1994), the practical task of implementing the new curriculum at school level requires continuous assessment as part of the curriculum in general and the instructional process in particular. To

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understand this, the role of teachers is of paramount importance. In other words, teachers should be well informed about the concept and procedures of practicing continuous assessment before they are made to implement it. In relation to this, Teshome (2001) suggested that teachers' knowledge and attitude should be considered for effective implementation of the assessment program. This shows that how attention should be given to the perception of teachers if continuous assessment is practiced. In addition to this, the study carried out by Crooks (1988, in Black and Wiliam, 1998) showed that teachers have not adequate understanding of continuous assessment and this leads to the weak practice. Emphasizing on this point Black and Wiliam (1998) identified as the implementation of continuous assessment calls for deep changes both in teachers' perception of their own role in relation to their students and their classroom practice.

Objectives of the Study

General Objective

The main objective of this study is to explore the implementation of continuous assessment to contribute to students' language skills.

Specific Objectives

Specifically this study is aimed at:

- Probing the implementation of continuous assessment to support students improvement of their language skills
- Assessing the contribution of continuous assessment for the improvement of students' language skills
- Evaluating the role of continuous assessment in correlation with the improvement of students' language skills

Significance of the Study

It was anticipated that the findings and recommendations of this study would go a long way in generating the much needed information that would be used by various stakeholders in education to improve on the quality of various assessment methods. Through this study, the assessment results could be guideposts that would help both teachers and pupils identify their areas of strengths and weaknesses and make necessary adjustments to fill the gaps in their roles. The assessment would also help teachers think of their own learning and redirect their efforts where necessary and in appropriate direction of needs. The study will help parents, educational managers and administrators, teachers, and Ministry of Education see, recognize and appreciate the need for motivation and motivate their subordinates and students for improved skill performances. The study will also furnish policy makers and Ministry of Education with information on teachers' roles and their implications on students' skill assessment techniques; hence giving them a leeway to formulation of better concert regarding teachers' roles within the assessment systems, based on researched information. It will be also hoped to identify level of students' stand for an improved skill performance. Lastly, the study was expected to add to the existing body of knowledge and act as a stepping-stone for later researchers in similar studies. It would also help future researchers who have the quest for improving students' language skill assessment methods.

MATERIALS AND METHODS

The aim of this study is to assess the implementation of continuous assessment to contribute to advance students' English Language skills in Hawassa College of Teacher Education. For this purpose descriptive research method was chosen, as it is used to specify or describe a phenomenon without leading an experiment as Lakachew quoted Selinger and Shohamy (1989). Subjects of the study, data collection instruments, development of research instruments, data collection procedure and methods of data analysis that are used in the entire study are discussed in this section. Observation of the continuous assessment procedure, questionnaires, and interviews are the instruments to collect the required data for the study. Allwright and Bailey (1991) stated that doing the actual research is essentially a matter of data collection and analyzing the collected data.

Sources for the required data

The study involves both quantitative and qualitative research methods. The quantitative instrument was questionnaire. This instrument was used to collect data about the various contributions of continuous assessment for students' language skills. English language teachers, assessment scripts, and students are the main sources where the researcher gathered the necessary data for the study.

Subjects of the Study

Students from Hawassa College of Teacher Education are the focus of the study. This is mainly because this College has long years of experience and the implementation of continuous assessment might give a true picture for the study than other colleges in the region. Linear students were selected for the reason that they stay in the college were made the students to give genuine information about the input of continuous assessment. Questionnaires were administered to collect data from the students. They were administered to major English department second and third year students. In this academic year totally 137 students are attending their education in a linear program. The number of students in second year and third year are 90 and 47 respectively. 30 students were chosen from each year, and totally 60 sample populations were randomly selected for the study. With regard to the number of teachers used for as the subjects of the study, since the number of the English language teachers in the college are limited in number fourteen, all of them were taken as the sample of the study.

Instruments of Data Collection

The instruments selected for the collection of data for this study were questionnaire, document analysis, interview and focused group discussion. In the procedure of data collection it was the actual observation that had been planned to be made first. This means, out of the three data collection tools, doing the actual observation of continuous assessment is the first before dispatching the questionnaire and conducting the interview. This was mainly because, if the questionnaire or the interview is done first, some of the teachers (subjects) might have modified their assessing process based on some information on these tools and as a result the natural observation of the assessment might have been misrepresented.

Questionnaires

The questionnaire was designed to assess the contributions of continuous assessment for English Language Skills in the college. The items were included background information, types of assessment used, areas of language items assessed, ways of assessing language skills, values of continuous assessment, students' attitudes towards continuous assessment, and types of continuous assessment used. To measure its face validity and to avoid ambiguity in language construction, different procedures were employed. First, some students who have low performance in the college were given open-ended questions about the contributions of continuous assessment for the improvement of their language skills. After analyzing and categorizing the responses, items with defects were revised and developed. Next, the sample students were made to fill the questionnaire and to tick the items that may be difficult and ambiguous. Then, the researcher, together with the students was made to amendment about the items they found were unclear. Finally, a Pilot study was conducted to determine the reliability of each scale and to abandon items that do not correlate with the total scores.

Document Analysis

The document analysis was carried out to examine the contributions of continuous assessment for language skills. To see the students' advancement in language skills in the college, the documents from the English Teachers were consulted.

Interview and Focused Group Discussion

Interview is conducted with the English teachers, and Focused Group Discussion for students is administered respectively. The results of interview and Focused Group Discussion is employed to substantiate the results gathered through questionnaire and document analysis. The interview consisted of both structured and unstructured types. The structured interview was prepared so that the same types of questions can be presented in the same order and manner to every interviewee while unstructured type of interview was prepared to get chances of flexibility to rephrase the questions, modify them and add some new questions to the list on conditions (Koul,1984). The interview was done simply in friendly-like discussion, for 10 to 15 minutes with each informant.

INTERPRETATION OF THE COLLECTED DATA

In this section, the collected data are presented, analyzed and discussed. The data gathered, therefore, are analyzed and discussed considering the preplanned objectives. After the research, data have been collected using the preplanned types of data collection instruments and procedures as described in the previous chapter, the next step is to analyze those data. Generally this chapter consisted of the detailed descriptions of the observation and interview results including extracts from the actual data, and presentation of the statistical results tabulated, and the discussion of the possible implications of the results to the research topic. The results from the questionnaire, dealing with both closed-ended and open-ended questions, as well as presents the emerging themes from the interviews and observation are presented in tabular format for the readers' convenience. Further the elaborative discussion is presented item by item. The themes generated from both the

questionnaire, the interviews and the observation are broadly categorized in to two sections. Section A consists of analysis of students' questionnaire and analysis of students' focused group discussions. Section B consists of analysis of teachers' questionnaire, analysis of the teachers' interview and document analysis.

Analysis of Students' Questionnaire

As it revealed in table 1 above, 95.6% of the sample students admitted that CA is useful method in improving their language skills where as 4.4 % expressed their disagreement as CA is not useful to improve their language skills. With respect to whether CA discourages students learning or not, 84.4% Of the informants stated that as CA doesn't discourage them not to learn and to improve their language skills. On the other hand, fewer respondents 8.6% claimed that CA discourages them and doesn't make them conscious about their learning. In addition to these, about 10.5% of the subjects are not certain enough to say anything about CA. With regard to students' preferences of CA, considerable number of the respondent (89.2%) asserted that they prefer CA to other types of assessment methods, on the contrary, 8.7% expressed their disparity about the first choice of CA and despite the fact that 2.2% the subjects didn't arrive at any conclusion of their predilections. With reference to the efficacy of CA besides its time consuming, about 65.2% of the students articulated that CA is useful and opposite to this, 10.11% of the study group stressed as CA is not useful for them to improve their language skills. For unclear reason, 23.9% of the respondents could not be certain enough to express their ideas. In to the bargain expressing their attitudes with scale rating, students were also asked to give their responses whether CA encourages and makes them conscious about their learning. Accordingly, over 74% of the respondents noted that as CA gives confidences and makes them cognizant of their learning. Whereas very few subjects (8.6%) and 17.4 % didn't agree with the idea and were not convinced with what to say. Pertaining to the opportunities of CA in giving the chance for students' peer-correction, the majority of the respondents, (80.4%) approved that CA provides appropriate opportunities for peer correction among each other on the other hand about 13% of the study groups expressed their opinion as CA couldn't give them rooms for peer corrections. With having no clear reason, 6.5% of the subjects said nothing whether CA confers any chance for self and peer corrections.

Concerning the improvement of students language skills because of the feedback given during CA, 45.6% of respondents agreed that feed back followed with CA has helped them to improve their language skills. However, the majority of the subjects (52.2%) convey as the feedback during CA could not contribute for their language skills improvements. In the same way 2.2% uttered their thoughts as they were not certain to say anything. With regard to teachers' awareness creation among students about the values of CA, around 21.7% of the study subjects described their ideas as they agreed that their teachers inform them about the values of CA contrary to this more than half of the subjects (63%) stated their opinion as they didn't have any idea about the values of CA. Plus to this 15% of the respondents expressed their opinion as they are not certain enough to say anything. With reference to the importance of CA in enabling students to find out their mistakes related to language skills, the highest percentage of the respondents, (93.5%) believed that it allowed

Table 1. Items which show students' attitudes towards the implementation of Continuous Assessment

No	Items	Respondents' Reflections				
		Strongly Agree	Agree	Strongly Disagree	Disagree	Undecided
1	Continuous Assessment is useful in improving my English language skills	80.4	15.2	2.2	2.2	-
2	CA discourages me as it doesn't make me conscious about my learning	4.3	4.3	50.0	30.4	10.5
3	I prefer CA to taking exams because I know about it thoroughly	52.2	37.0	8.7	-	2.2
4	CA is useful but it is time consuming process	41.3	23.9	8.9	2.2	23.9
5	CA encourages me as it makes me conscious about my learning.	45.7	28.3	4.3	4.3	17.4
6	CA gives me opportunities for peer corrections.	47.8	32.6	6.5	6.5	6.5
7	My language skills are improved by the feedback given to me during C.	23.9	21.7	23.9	28.3	2.2
8	My teachers inform me about the values of CA.	15.2	6.5	39.1	23.9	15.2
9	CA is important to find out my mistakes related to language skills.	52.2	41.3	2.2	4.3	-
10	CA plays great roles in improving my English language skills.	21.7	69.6	4.3	2.2	-

Table 2. How often does Continuous Assessment is used by the students in order to improve language skills

Items	Respondents' Reflections				
	Always	Often	Sometimes	Rarely	Never
1 CA can indicate my actual performance of the language skills	26	23.9	50	-	-
2 CA motivates me to participate actively and helps me to improve my skills	21.7	19.6	50	6.5	-
3 CA motivates me to work hard on my skills by projecting my improvement from time to time	26	-	69.6	-	4.3
4 CA provides me with opportunities to identify my strengths /weaknesses of my language skills	21.7	-	65	13	-
5 Continuous oral assessment provides me with much more natural assessment of the skills	-	-	95.7	-	4.3
6 CA is useful to create opportunity for me to reflect to what extent I involve in self and peer assessment	32.6	30.4	36.9	-	-
7 I can benefit more from detailed comments than marks in CA.	8.7	6.5	-	-	63
8 I have improved my Writing Skills with the use of CA.	26.1	-	73.9	-	-

them to find out their mistakes related to language skills. Nonetheless, 6.5% of the focus groups did not accept the importance of CA in helping them to find out their Mistakes which are related to language skills. As to the roles of CA in improving students' English language skills, over 90% of the students noted that as CA plays great roles in humanizing their language skills and dissimilar to this, very limited groups of the study, (6.5%) expressed their opinion as CA does not have any role to improve their language skills. Regarding to notify the actual performance of students' language skills with CA, 26% and 23.9% of the students stated as CA always and often indicates their actual performance language of students' language skills. Contrary to this about 50% of the students described as CA sometimes indicates the actual performance of their language skill. While talking about the roles of CA in motivating students to participate actively so as to improve their language skills, half of the respondents (50%) asserted that as they are sometimes motivated and actively participate while CA implementations. On the other hand, 21.7%, 19.6% and 6.3% of the study groups found out that CA always, often and rarely motivates them to participate to improve their language skills.

Based on the discussion given above, it is obvious that nearly 70% of the subjects mentioned that they are not always and often motivated to work hard on their skills by projecting their improvements from time to time; rather they pointed out as CA it is sometimes that motivates them to work hard through projecting their improvement from time to time. Reversely, 26% and 4.3% of the subjects supposed as CA always and often motivates them to work hard on their skills via projecting their improvement from time to time. This item was meant to probe how often CA helps them to know their language abilities. Accordingly, the majority of the students (65%) proposed that sometimes provides them with opportunities to identify their language skills strengths and weaknesses. To this effect, about 21.7% and 13% of them verified that as CA endowed them to identify their strengths and weaknesses always and often respectively.

As can be seen from the above table, almost all of the students (95.7%) answered that continuous oral assessment sometimes provides them with much more natural assessment of the skills. Contrary to this only 4.3% of the respondents claimed that as it never provide them with much more natural assessment of the skills. Pertaining to this point, the subjects of the study group replied with the intention of having different opinions and consequently 36.9%, 32.6% and 30.4% of the respondents rated as CA is useful in creating opportunities and the extent of involvements in self and peer-corrections sometimes, always and often respectively. As can be seen from the above table, the greater part of the respondents (63%) said that they relatively want to have more marks than detailed comments differing to this, 21.7%, 8.7%, and 6.5% of the respondents said as they can benefit rarely, always and often from CA for detailed comments than marks. Considering this item the majority of the students (73.9%) responded that as the use of CA helped them to improve their writing skills and the rest of them (26.1%) considered as their writing skill is always improved with the use of CA.

Analysis of Students' Focused Group Discussions

1. To what extent do you think that CA plays any role in improving your English language skills?

Many of the students argued on this item, accordingly a number of them said that Ca plays great role to improve their language skills in general. However, very few participants mentioned as CA doesn't have any role to improve their language skills. Contrary to these, limited number of the discussion groups didn't say anything regarding to this item.

2. Do you agree in having peer correction during CA? If so, to how much extent does it help you in improving your English language skills?

The majority of the participants said couldn't agree with this idea and they mentioned their reasons as CA mainly

dealt with assignments than class works and the likes. And hence, they added CA doesn't have enough room for peer corrections.

3. Do you think that your language skills are improved by the feedback given to you during CA?

Regarding this item, the subjects explained that as there is no much relationship between CA and language skills. This is because, they said CA in our institution is meant to give either tests or assignments to help us to pass and score good grades than to work on language skills. Therefore, they confirmed, since CA is not followed with feedback our language skills are not improved because of CA.

4. Do your teachers inform you about the usefulness of CA? If so, how does your understanding on CA would help you in improving your skills?

As far as our knowledge is concerned, they replied there may be one or two teachers who may try to say few things about the values of CA. They clearly explained that even these teachers by themselves do not tell us the values of CA for the improvement of our language skills, they rather tells us how CA helps us to get good result no to repeat a course.

5. Do you think CA is successful to find your mistakes / incorrect English? How?

The participants said as we have already mentioned, CA is mainly used to get good mark; consequently it is very difficult to see the role of CA to find out our mistakes. Relatively it is successful to help us to identify our ways of study.

Analysis of Teachers' Questionnaire

As indicated in the above table, 62.6% of the teacher educators acknowledged that CA is functional method in humanizing the students' language skills where as 25 % expressed their disagreement as CA is not useful to improve their language skills. Talking about whether CA discourages students' learning or not, 68.8% of the teachers stated that as CA doesn't discourage students not to improve their language skills. On the other hand, fewer numbers, which is about 18.8%, claimed that CA discourages them and doesn't make them conscious about their learning. Concerning students' preferences of CA, 25% asserted as their students have enough knowledge about CA and prefer CA to other types of assessment methods, on the contrary, 63% briefly claimed as their students do not have enough information about CA and as a result as the students do not prefer it for language skill improvements. With reference to the efficacy of CA besides its time consuming, about 62.5% of the teachers articulated that CA is useful and opposite to this, 18.8% of the instructors stressed as CA is not tool to improve students' language skills. For unclear reason, 6.3% of the respondents could not be certain enough to express their clear opinion. With regard to the College instructors attitudes towards whether CA encourages and makes their students conscious about their learning, over 68.8% of them noted that as CA gives confidences and makes students aware of their learning. Whereas very few subjects (19%), didn't agree with the idea and were not convinced with what to say. Related to the opportunities of CA in giving the chance for students' peer-

correction, the over, 60% of the teachers agreed that CA endow students with appropriate opportunities for peer correction among each other. On the other hand about 19% of the study groups expressed their opinion as CA couldn't give rooms for students' peer corrections. With having no clear reason, 6.5 of the subjects said nothing whether CA confer any chance for peer corrections.

Concerning the improvement of students language skills because of the feedback given during CA, 44.3% of respondents agreed that feedback followed with CA has helped their students to improve their language skills. However, the majority of the subjects (37.6%) communicated as the feedback during CA could not contribute for students language skills improvements. Differently, some 6.3% of the subjects voiced that they were not certain to say something. With regard to teachers' awareness creation among students about the values of CA, 25.1% of the teachers confirmed that they create awareness for their students about the values of CA. contrary to this more than half of the subjects (43.8%) stated their opinion as they inform their students about the values of CA. With reference to the importance of CA in enabling students to find out their mistakes related to language skills, the highest percentage of the respondents, (81.3%) believed that it allowed them to find out their mistakes related to language skills. Nonetheless, 13% of the focus groups did not accept the importance of CA in helping their students in finding out their Mistakes which are related to language skills. As to the roles of CA in improving students' English language skills, over 50% of the teachers distinguished that CA plays great roles in improving students' language skills and dissimilar to this, very limited groups of the study, (37.5%) expressed their opinion as CA does not have any role to improve their language skills. To summarize the above points, though very few respondents complained about CA, because of some unidentified reasons, almost all of the subjects under the study group have showed their positive attitude towards the use of Continuous Assessment.

As can be seen from the above table, 21.4 of the teachers replied as CA can always indicate the actual performances of the students' language skills. Whereas the majority of the respondents (78.6%) confirmed as CA often indicates the students' actual performances of language skills. Following the first point, concerning whether CA motivates learners to participate actively to improve their language skills, above 85% of the teacher educators' stated their ideas as CA sometimes motivates their students to improve their language skills. In another way very limited number (14.3%) replied as CA always doesn't motivate their students to improve their language skills. In the same way nearly 93% of the teachers explained that CA sometimes has a motivating drive for students in projecting their improvements from time to time and only 7.1% of the teachers' claimed as CA has always a projecting effect on students learning to improve their language skills. As the points indicate here and the teachers expressed their opinions, over 85% of the respondents said that CA provides opportunities for the learners to identify their strengths and weakness in their language skills. To talk about the better alternatives, only 7.1% said always and often. In another way, when we see the frequency of how continuous oral assessment provides natural assessment of the skills, over 92% it sometimes provides natural assessments of the skills. However, when we see the more repeated frequency, it only provides 7.1% of the actual ones.

Table 3. Items which show teachers' attitudes towards the implementation of Continuous Assessment

No.	Items	Respondents' Reflections				
		Strongly Agree	Agree	Strongly Disagree	Disagree	Undecided
1	Continuous Assessment is useful in improving students English language skills	43.8	18.8	12.5	12.5	-
2	CA discourages students as it doesn't make them conscious about their learning	12.5	6.3	43.8	25	-
3	Students prefer CA to taking exams because they know about it thoroughly	12.5	12.5	37.5	25.5	-
4	CA is useful but it is time consuming process	50	12.5	6.3	12.5	6.3
5	CA encourages students as it makes them conscious about their learning	43.8	25	12.5	6.5	-
6	CA gives students opportunities for peer corrections.	37.5	31.3	12.5	6.3	-
7	Students' language skills are improved by the feedback given to them during CA	25.5	18.8	31.3	6.3	6.3
8	I inform my students about the values of CA	6.3	18.8	31.3	12.5	-
9	CA is important to find out students' mistakes related to language skills	56.3	25	6.3	6.3	-
10	CA plays great roles in improving students' English language skills	12.5	37.5	25	12.5	-

Table 4. How often does Continuous Assessment is used in order to improve students' language skills

Items	Respondents' Reflections
1 CA can indicate the actual performance of the students' language skills	
A.Always	21.4
B.Often	78.6
C.Sometimes	-
D.Rarely	-
E.Never	-
2 CA motivates learners to participate actively and helps them to improve their language skills	
A.Always	14.3
B.Often	-
C.Sometimes	85.7
D.Rarely	-
E.Never	-
3 CA motivates learners to work hard on their skills by projecting their improvement from time to time	
A.Always	7.1
B.Often	-
C.Sometimes	92.9
D.Rarely	-
E.Never	-
4 CA provides learners with opportunities to identify their strengths /weaknesses in their language skills	
A.Always	7.1
B.Often	7.1
C.Sometimes	85.7
D.Rarely	-
E.Never	-
5 Continuous oral assessment provides much more natural assessment of the skills	
A.Always	7.1
B.Often	-
C.Sometimes	92.9
D.Rarely	-
E.Never	-
6 CA is useful to create opportunity for learners to reflect to what extent they involve in self and peer assessment	
A.Always	-
B.Often	-
C.Sometimes	85.7
D.Rarely	7.1
E.Never	7.1
7 Students can benefit more from detailed comments than marks in CA.	
A.Always	-
B.Often	-
C.Sometimes	-
D.Rarely	7.1
E.Never	92.9
8 My students improved their Writing Skills with the use of CA.	
A.Always	28.6
B.Often	-
C.Sometimes	71.4
D.Rarely	-
E.Never	-

Yet again, talking about the regularity of CA in its degree of usefulness and involvement of creating opportunities for students to reflect their self and peer assessment, the majority of the respondents frequently said that as it has 85% and the rest respondents 7.1% regularities in general. Regarding the frequencies of students benefit from detailed comments than marks in CA, almost all teachers described that the main intention of students is to obtain more marks than detailed comments.

Accordingly, above 90% of the teachers indicated the lowest frequency of students' attitudes towards marks than detailed comments. With reference to students writing skill improvement with the use of CA, 71.4% of the teachers replied that as students writing skill is sometimes improved through the use of CA. Nevertheless, there are also remarkable respondents (28.6%) who said that students writing skills can be improved with the use of CA.

Analysis of the Teachers' Interview

As already mentioned in the foregoing chapter, teachers' interview was also one of the instruments of data collection in this study. Accordingly, six English language teachers were interviewed and hence, the analyses of the teachers' interview results are presented below.

1. To what extent do you think that the use of Continuous Assessment is helpful in improving students' language skills? Give your opinion in this regard.

Concerning the extent to which CA is supportive in improving the students' language skills, four of the interviewees confirmed as CA helps students in a great deal to improve their language skills. They particularly underlined through the relationship between the practices of CA and its important values in motivating students' interests towards language learning. Whereas two of the interviewees said that the importance of CA is not as important as it is expected to bring the expected results. They also added that CA makes students to be dependent on a particular skill only and as a result, it doesn't help all students to improve their language skills.

2. Do you agree in giving peer correction during CA? If so, to how much extent does it help them in improving their English language skills?

Regarding giving peer correction during CA, five teacher educators explained their ideas as it is not convenient to offer peer correction during CA, they mentioned that while using Continuous Assessment students do not show any interest. This is mainly because the interviewees verified that the main objective of students in CA is to obtain many results than improving their language skills. Contrary to this, only one interviewee stressed out that as it is quite possible to give peer correction during CA. Further, he stated that even students can share a lot from each other during CA.

3. Do you think that your students' language skills are improved by the feedback given during CA?

Headed for the questions of the improvements of students' language skills as a result of feedback given during CA, three interviewees replied that as feedback during CA, doesn't have that much significant improvement for students' language skills. They added that most of the time detailed feedback is not expected from teachers and teacher educators also do not have the habit of giving feedback during CA. Equally, the rest three teacher educators had the same scheme in agreeing with the idea of the importance of feedback during CA and its contributions for language skills.

4. Do you think that you also need to educate your students on the usefulness of CA? If so, how does their understanding on CA would help them in improving their skills?

Regarding educating their students about the usefulness of CA for students' language improvement, except one interviewee who has given detailed explanations about the importance of informing students about the usefulness of

CA for their language skills improvement, the rest interviewees confirmed their ideas as they never inform their students about the use of CA for language improvements.

5. Do you think that CA has been successful to find / correct your students' erroneous incorrect English?

In relation to correcting students' errors through the implementations of CA, four interviewees said that CA is not successful enough to find students' errors and provide them immediate corrections. This is particularly because, they explained, CA needs time to see each individual's errors and give corrections accordingly. Whereas, two interviewees proved that CA quite helpful and successful to find out their students' errors while learning language. These interviewees attested that though CA is time consuming, it is up to the teacher to find out the strategy which could help her/him to find out students' errors during learning language. The first thing they mentioned is categorizing activities based on the skill parts and the other one is time allotting for each activity provided for the students.

Document Analysis

Concerning Document Analysis the novice researcher tried to consult six (6) teachers' portfolios on how to deal with CA. in view of that, among the six teachers, only three of them had CA plan (Continuous Assessment Plan). To add more, though the three teachers are giving different courses, their CA plan has the same format. In the CA plan there is only the type of CA, time or schedule /when to apply the CA/ and areas of assessments are included. To be honest, other than assignments and tests, the researcher couldn't find activities which are attributed to students' language skills. After associating the above information with the interpretations and involvements of teachers and students from the interviews and personal observations, it is understood that the teachers and students are consistent in improving their linguistic competency with the use of continuous assessment as a complementary tool. Further, it is analyzed that both the teachers and students are contributing for the practice of continuous assessment and it helps the learners to score good grades.

Conclusion and Recommendation

Based on the analysis of the collected data, the following conclusions were made. The results of the students' questionnaires indicate though teachers are using Continuous Assessment to evaluate students' language learning progress, Continuous Assessment is not followed with feedback and as a result the finding shows that as CA has only little contributions to students' language skills. The findings from the teachers' questionnaire also confirms that, the main objective of the CA on behalf of students' understanding is to get good results than implicitly exploiting its value to improve their language skills. The analysis of the students' FGD questions particularly, points out that their teachers do not inform them about the values of CA for their language skills improvements and also as their teachers use and see CA as only means of evaluation than to use it to improve students' language skills. Moreover, the analysis of the teachers documents precisely make sure that the teachers do not have activities related to language skills in their CA plans and there is nothing in their portfolio that

indicates students' performances related to language skill. The analysis of the teachers' interview also proved that students as they use CA for various assessment purposes but do not inform their students about the values of CA to improve students' language skills.

Recommendation

To alleviate the problems of the inappropriate implementations of CA in language classes to improve students, general skills, in every situation, much more studies are needed to be carried out. Adding together to what have been said above, since the main objective of language teacher is to make students communicator in all languages skills, as an English language teacher, he/she has to look and think of the suitable ways of CA implementations in relation to his/her students.

To sum up, the following recommendations have been made in general.

- Teachers should inform about the values of CA for their students. Since continuous assessment is significant for the improvement of students' language skills, teachers are the primary responsible to notify its importance for the learners.
- Continuous assessment is meaningful when teachers use immediate feedback. So as to implement effective continuous assessment in the actual teaching learning process, teachers should give relevant feedback for their students.
- Teachers should not use CA only for the purposes of evaluation of language knowledge they rather try to relate CA to assess students' language skills.
- When the instructors design continuous assessment plan portfolio they feel commitment and responsibility to implement their activity plan. Besides, instructors should include activities related to language skills to their CA plan portfolios.
- Even though instructors have concepts and awareness about continuous assessment they are not seriously implement it. It is because of some instructors lack commitment and wrong conceptualization of continuous assessment. Therefore, instructors should be provided with trainings regarding the values of CA for language skills.
- There are some instructors who don't follow their continuous assessment plan effectively. Since continuous assessment needs instructors' devotion, they simply give marks to be said he/she uses continuous assessment. For this reason, instructors should be strict towards giving grades for students with relation to Continuous Assessment.

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