



INVESTIGATION OF PROBLEMS RELATED TO ASSESSMENT METHODS USED BY ENGLISH LANGUAGE TEACHERS IN ETHIOPIA: AMBICHO GODE PRIMARY SCHOOL IN FOCUS

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ABSTRACT



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The main objective of the study was to investigate the problems of assessment methods used by English teachers in Ambicho Gode primary school in Ethiopia. To achieve this objective, the researcher used English teachers, principals and students as main subjects of the study. Three types of data instruments, namely, questionnaires, interview and observations were administered to all sample respondents and data analysis were conducted in the correct manner. The result of the study revealed that English teachers in the school did not use assessment methods as they are required. Regarding effective use of continuous assessment methods, it was observed that new ways of evaluation methods such as including observations, using check lists, giving quizzes and tests at the beginning, in the middle, and at the end of every period was not practical. Moreover, no attempt has been done by any responsible body to build the capacity of English teachers on the issue of continuous assessment methods. It has been found that most of the teachers were not willing to implement all types of continuous assessment methods, and there is lack of knowledge on the part of teachers on the subject matter generally and the uses of all continuous assessment methods particular because the majority are diploma holders. Furthermore, factors those affected the assessment methods are also pointed out. Based on this conclusions and major finding were explained in a detailed way. Finally, recommendations were forwarded in order to resolve or minimize the existing problems.

Key words: Continuous Assessment, methods, evaluation, learning, classroom-environment

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1.1 Back ground of the study

Education is an essential and basic asset since the return is in the form of human resource development, which in turn contributes to all other aspects of developmental investments. Therefore today's teachers find themselves operating in an educational world completely dominated by accountability program as the result of social

change. Because of this reality assessment of students not only documents what students know and can do but also influences learning as well (W.James Pop Ham, 2004).

As (James H and Mc Milan 2004; 1-2) noted assessment that enhances learning is as important as assessment that documents learning. As a result, new purposes, methods, and approaches to

student's assessment are being developed. These changes underscore a new understanding of the important role that assessment plays in instruction and learning. So this point shows that assessment is not static but it is dynamic which in turn can bring awareness, scientific outlook as well as human development in every aspect of life.

According to the guide lines on continuous assessment prepared by ICDR (1994), the purpose of continuous assessment at school level should focus on learners overall performance and the teaching-learning process. Further, concerning the learner, the specific role of assessment is to:

- Investigate the participation of pupils in the learning conditions,
- Analyze the level of knowledge , skill , and ability of pupils in the different subjects ,
- Examine the improvement of pupils in their classroom performance over a period of time,
- Accumulate records of progress for the pupils and
- Determine pupils' strength and weakness.

Copper (1996) also explained that continuous assessment is a student evaluation system that operates at the classroom level and is integrated with the instruction process. It includes a variety of measures (i.e. daily assessing students using observation, oral questions, tests or quizzes, etc) and procedures that a teacher can use to tell whether his or her instruction has been effective to target those students who have and have not mastered particular skills. It serves as the basic foundation for improving instruction in the classroom.

Generally continuous assessment could be applied in three major behavioral areas in schools as follows (ICDR, 19194).

- Assessing achievements in various subjects using oral examinations and different written tests.
- Assessing closely school related behavioral aspects (i.e., participation in the instruction process, extracurricular activities, fulfillment of assignments, discipline, punctuality , and absenteeism) by using anecdotal records, rating scale, checklists, interview, etc.

- Assessing general behavioral aspects (i.e. characteristics, interests, beliefs, feelings, attitudes, etc) by using observational techniques and interview. Then finally the information gathered from these school based assessment is used for:

➤ Estimating correctly the teachers effectiveness in testing , Guiding teaching , Motivating pupils learning , Providing feedback information to the school administration, Suggesting areas of improvement , and Indicating continuation of pupil's performance. Thus, from the above point of view teachers must use their knowledge and experience as well as skill to enhance students achievement based on the real implementation of continuous assessment in their school environment. In the school, where the researcher is teaching, there is incomplete process of implementing continuous assessment methods as I understood through my experience. As a result, the researcher investigated problems related to assessment methods used by English teachers in Ambicho Gode primary school in Hosanna local area.

1.2 Statement of the problem

The education and training policy states that the performance of students on different school subjects is evaluated on the bases of continuous assessment in each grade level. It also describes about the use of aptitude tests for assessing students learning potential at various levels.

In line with the policy, the practical task of implementing the new curriculum at school level requires a continuous assessment as part of the curriculum in general and instructional process in particular(ICDR; 1994).Thus, with the effective use of continuous assessment teachers and students can get feedback on the instructional process.

In other words if teachers fail to have clearly reported information on students abilities in education and their personalities ,the application of continuous assessment cannot be claimed(MOE,1994 yearly magazine No 3). From teachers serving at all levels of educational system, we expect them to stimulate student's sprit of understanding, inquiry, and the acquisition of knowledge and thoughtful formulation of worthy

aspects. In view of this teachers' professional code of ethics related to commitments to their students. Some of these commitments are:

- Guiding students in the pursuit of knowledge and skills;
- Inculcating democratic attitudes in students helping them to become happy, useful and self supporting;
- Respecting children and their academic rights;
- Recognizing individual differences by providing several works as a part of continuous assessment through different methods; and
- Withholding confidential information about a student, etc. However, in the school where I had taught there is a half hearted practice of continuous assessment methods by English teachers of grade 5 to 8. Moreover, language skills of students are poor due to the absence of continuous practice. Further, lack of up to date knowledge about the importance of assessment methods and negatively influencing physical environment of the classrooms are influencing the assessment methods as I observed. Therefore, from the above point of view it has been necessary to investigate problems related to assessment methods used by English teachers in the same school.

1.3 Objective of the study

1.3.1 General objective

The general objective of this study was to investigate the problems in implementing the continuous assessment methods used by English teachers in Ambicho Gode primary school in Hosanna local area.

1.3.2 Specific objectives

1. To examine some detail, the nature and magnitude of the problems of continuous assessment methods
2. To analyze the main influencing factors that hinder the implementation of continuous assessment methods in the school.
3. To forward recommendations about problems for further studies.

1.4. Basic Research Questions

The study was attempted to obtain reliable responses for the following basic questions to be answered at the end of the research.

1. What is the magnitude of the use of continuous assessment methods?
2. What type of problems affect the implementation of all types of continuous assessment methods?
3. Do English teachers of the school take any capacity building training on the issue of continuous assessment methods?

1.5 Significance of the study

The aim of the study was to investigate the problems related to assessment methods used by English teachers with reference to Ambicho Gode primary school in Hosanna local area and thereby providing information that will contribute to a greater understanding of the problems related to assessment methods. Therefore, the systematic identification and understanding of the problems may:

1. facilitate English teachers to address the problems which require high priority in the provision of appropriate and innovative assessment methods in continuous assessment intervention
2. Benefit other departments and responsible bodies in implementing the principles of continuous assessment.
3. Help other researchers as a guide for doing further researches on continuous assessment and related areas.

1.6 Delimitation of the study

This study was conducted at Ambicho Gode primary school, especially from grade 5 to 8 in English lesson. The study looked at the implementation of assessment methods used by English teachers. The population for the study was all the English teachers of grade 5 to 8, principals of the school and students from those grades.

2. METHODOLOGY OF THE STUDY

2.1 Research design

The main purpose of this study was investigating the problems of assessment methods used by English teachers in Ambicho Gode primary school. In order to achieve this purpose, qualitative

study was employed to assess the stated of problems of assessment methods.

2.2 Research setting

The setting of the school where the study took place located in the Southern Nations, Nationalities and Peoples Regional State (SNNPRS), specifically in hosanna town local area in Hadiya zone, Ethiopia.

2.3 Population

The participants/ population of the study were all English teachers and students of grade 5 to 8 of Ambicho Gode primary school in Hosanna town. The total number of teachers were 7 where as the students were 1868. In addition to this, 4 principals of the school were used as the subject of the study in general.

2.4 Sample and sampling technique

The sampling techniques were purposive sampling for teachers and simple random sampling for students. Regarding teachers since their number is small, all of them were included as part of the sample under purposive sampling technique. On the other hand, the total numbers of students were large, to manage and provide every member in the population an equal chance to be selected, the researcher used a lottery method mechanism which is one of mechanisms for simple random sampling technique in each grade level (5, 6, 7, and 8). The total number of students in each grade level was as follows:

- Grade 5- 392
- Grade 6- 304
- Grade 7- 476 a
- Grade 8-

696. The total number of students were 1868.

Based on the total number of students in each grade level, the researcher took 60 students from grade 5, 50 students from grade 6, 70 students from grade 7 and 110 students from grade 8 using simple random sampling techniques. Thus, the total numbers of students taken as a sample were 290. The main objective of taking a large number as a sample, (290) was to make the study more participatory, to assess the problem from the ground root and to make the result of the study more objective.

2.5 Data collecting instruments

In order to get appropriate information, the researcher used three data collecting instruments.

These are questionnaires, structured interview, and observation.

2.5.1 Questionnaires

Under this study, closed- ended and open-ended questionnaires were used as the main tool for collecting data from teachers. Whereas closed-ended questionnaires were prepared for students to get detailed information and the questionnaire were also translated in Amharic language (local language) so as to make the instruction vivid to the students.

2.5.2 Structured interview

In order to get information about the general problems related to Assessment Methods in English lesson of grade 5 to 8, structured interviews were prepared for the principals of the school.

2.5.3 Observation

Observation was used in order to get clear data for the stated of problems of Assessment Methods in English lesson from grade 5 to 8. The areas for observation were mark lists, classroom physical environment and classroom social environment. Moreover, in order to record the situation, check list was used as appropriate mechanism.

2.6 Procedure for collecting data

The researcher tried to make conducive environment for the study by approaching the respondents according to the ethics of researcher. Respecting and good communications were ethical instruments in which the researcher gave priority to respondents. Based on these cornerstones, the first contact was with English teachers of grade 5 to 8, based on teachers information closed ended questionnaires were given to the sample students of grade 5 to 8. Further, the researcher interviewed principals of the school about the process and problems of assessment methods in English lesson in the same grade levels. For further investigation and realization the researcher used observation as a tool. Under observation mark lists, class activities, physical and social environments were the main focus areas.

2.7 Methods of Data analysis

Based on the nature of research questions, data which are gathered through questionnaire was tallied and then calculated using percentage and analyzed quantitatively. The response of the students, teachers, and school principals were

compared and contrasted to arrive at sound conclusion. Data that were gathered through semi structured interview and observation was analyzed qualitatively. Both quantitative and qualitative data were presented and analyzed separately. However, cross references were made to different piece of information gathered through questionnaire& interview.

3. ANALYSIS AND INTERPRETATION OF DATA

This chapter of the research paper deals with the interpretation and analysis of data gathered from English teachers of grade 5 to 8, students of the same grade levels, principals of the school. As to the sampling technique, available sampling was used for teachers and simple random sampling was used for students.

All English teachers, 7(100%) were taken as a sample as well as of all students, whose number 290 (15.5%) were taken as a sample. Further, all

school principals 4(100%) in number were also taken as the source of information.

The total numbers of questionnaires distributed to English teachers were 7(100%). All of these were filled and collected. On the other hand of all questionnaires were distributed to 290 sample students 288(99.3) completed and collected. The researcher used both open ended and close ended questionnaire for teachers but he used closed ended questionnaire for students. The school principals were also interviewed on the implementation of continuous assessment methods in the same subject and class levels. The researcher observation check list results also included in the data. Thus, the data collected from the above sources were presented in tables and analyzed in terms of percentage.

3.1 Analysis of data obtained from teachers' and students' questionnaire

Table:1 characteristics of the respondents

No	Item	Respondents					
		Teachers N = 7		Principals N= 4		Students No =288	
		No	%	No	%	No	%
1	Sex						
	a. Male	5	71.43	2	50	167	57.99
	b. Female	2	28.57	2	50	121	42.1
2	Age						
	a. 12-20					256	88.88
	b. 21-30					32	11.12
	c. 31-40			1	25		
	d. Above 40	7	100	3	75		
	e. No response						
3	Qualification						
	a. Certificate						
	b. Diploma	5	71.43	-	-	-	-
	c. Degree	2	28.57	-	-	-	-
	d. Masters						

4	Years of service a. Below 10 b. 11- 20 c. 21-30 d. Above 30	1 6	14.23 85.77	- - -	- - -	- - -	- - -
5	Grade level 5 6 7 8	- - - -	- - - -	- - - -	- - - -	60 50 69 109	20.83 17.36 23.96 37.85

As shown in table 1 above the first item indicates that, 5(71.43%) of the teachers, 2(50%) of principals and 167(57.99%) of students are males.

Whereas 2(28.57%) of teachers, 2(50%) of principals and 121 (42.01%) of students are females. Item 2 of the same table shows that all teachers 7(100%) are above 40 years old. On the part of principals 1(25%) was between 31 and 40 years and 3(75%) are above 40. The same item indicates that 256(88.88%) of students are between 12 and 20 years old and 32(11.12%) students are between 21 and 30. This indicates that the majority of students are teen agers.

Regarding the educational background in the same table of item 3, it indicates that 5(71.43%) of teachers and 2(50%) of principals are diploma

holders. Whereas 2(28.57%) of teachers and 2(50%) of principals are degree holders. According to the policy of MOE, secondary cycles of primary schools are expected to be staffed by BA and B.SC holder. But what was observed here is majority of teachers and half of principals are holders of college diploma. In the same table, item 4 indicates about work experience. Regarding work experience, 1(14.23%) of teachers and 1(25%) of principals have service years between 21 and 30. 6(85.77%) teachers and 3(75%) principals have service years above 30. From this data one can infer that most of teachers and principals have sufficient experience in their profession and this may help them to identify the major roles of assessment methods in teaching and learning process.

Table 2: Data gathered from teachers' response

No	Item	Response N = 7		
		No	%	Reasons
1	Do you mostly use final exam as means of assessment than other methods? A. Yes B. No	1 6	14.28 85.72	Large class size -
2	Do you give tests at the end or in between each chapter of the lesson? A. Yes B. No	5 2	71.43 28.57	- To include more
3	Do you assess your students by using quiz at the			

	end of every lesson? A. Yes B. No	– 7	– 100	– Large class size
4	Do you use class participation as an assessment method and provide marks to students? A. Yes B. No	1 6	14.28 85.72	– Lackofawareness
5	Do you use assignment as assessment method? A. Yes B. No	7 –	100 –	
6	Do you use observation as a means of assessment and provide marks to students? A. Yes B. No	2 5	28.57 71.43	– Lackofawareness
7	Do you use a check list to record every promotion of your students as a means of assessment? A. Yes B. No	– 7	– 100	Lackofawareness
8	Do you use a group work as a means of assessment in class? A. Yes B. No	– 7	– 100	– Large class size
9	Do you give a class work at the end of every period? A. Yes B. No	3 4	42.86 57.14	– Large class size
10	Are you using all types of assessment methods in class? A. Yes B. No	– 7	– 100	Large class size
11	Did you take any supplementary workshop to enhance your knowledge of using CA methods? A. Yes B. No	– 7	– 100	No facilitator

As pointed earlier, there are problems related to assessment methods in English lesson of grade 5 to 8 in Ambicho Gode second cycle primary school. In this regard English teachers of the sampled grades levels and school were indicated the magnitude and usage of continuous assessment by their responses. These responses are analyzed and interpreted as follows.

With regard to this, in item 1 of table 2, one of teacher respondent replied that he mostly used final exam as a means of assessment than other methods. His reason was fear of large class

size of students as he mentioned in the open ended part of the questionnaire. This implies that other continuous assessment methods were not implemented efficiently due to the fear of large class size by some teachers in English lesson. In connection to item 1 of table 2, AED/BESO II project (2005) noted that Formative Continuous assessment and Summative Continuous assessment methods and are both aligned with the curriculum goals and objectives. Therefore, both are equally important in assessment.

Item 2 in table 2 refers to the use of tests at the end or in between each chapter. In connection to this 3 of teachers replied that they do not evaluate their students in such a way. Their reason was to test their students by including more additional units. Hence, this indicates that tests are not given frequently almost by half of English teachers. As mentioned before, in relation to tests Herbert J. Klausmeter(1985) stated as follows "Tests are used for many purposes. One purpose is to assess a student capability for learning particular subject matter .Another is to measure the students progress during a learning sequence and to use the results to provide feedback to the students. A third purpose is to measure achievements at the end of a unit of instruction: a school grade, a level of schooling, such as elementary or high school. To achieve any of these purposes well a test must have high validity and usability." But the response to this item shows the weakness of test providing. Item 3 of table 2 is concerned with the use of quiz at the end of every lesson. Under this all of English teachers responded that they do not use quiz at the end of every lesson. This implies that one of the continuous assessment methods, quiz, which was very important to motivate students and to introduce the objectives and lesson of every period, was forgotten.

Item 4 of table 2 refers to the use of class participation. With regards to class participation, Wilkins (1967) explained that whatever efficient the teacher is, his/her explanations will not be adequate to solve all the difficulties of the pupils.

Because a lesson is a joint teacher-pupil activity, in any lesson a teacher should strive towards maximum student participation and record the outcome for assessment purpose. Under item 4 of table2, 6 teachers responded that because of lack of awareness, they did not use and provide marks for class participation. So we can infer that almost the majority of English teachers of the sampled grades levels were strange for their student's participation since they do not score marks based on the class participation.

Moreover, only knowing student participation is not enough to English teachers but internalizing and implementing class participation as

a method of assessment and scoring the outcome should be the main target in this regard. Based on item 5 of table 2, all English teachers 7 (100%) use assignment as continuous assessment method. This implies that assignment has been the dominant method that was used by every teacher of the school.

In item 6 of the same table, 5 teachers responded that they do not use observation as a means of assessment to provide marks. The main reason for this was lack of awareness as they mentioned. In relation to this item Gronlund(1981)noted that anecdotal records/informal observations are factual descriptions of the meaningful incidents and events which the teacher has observed in the lives of his/her pupils. However, the response to item 6 indicates different practice.

In item 7 of table 2, 7 (100%) of teacher respondents replied that they do not use a check list as a method of assessment to record students promotion due to lack awareness. But as explained earlier check list is a useful device at lower class levels (Gronlund,1981).However, responses to this item indicate the absence of using checklists in the classroom.

Item 8 of table 2 implies that 7 of English teachers have not used group work in their classroom as a means of assessment because of large class size. Furthermore, in item 9 of the same table, 4(57.14%) of the same respondents replied that they do not use a class work frequently as a method in the class because of large class size.

Moreover, in item 10 of the same table all English teachers responded that they do not use all types of assessment methods in classroom. From this we can infer that a large class size has a major negative impact on the implementation of continuous assessment methods in classroom.

Further, teachers also use this gap in order to hide their half hearted character towards the effective implementation of continuous assessment methods. Regarding item11 of table 2, all of English teachers 7 replied that they did not take any supplementary workshop to enhance their knowledge of using continuous assessment methods. Further, in explaining their reason, they

pointed out that although it is important to build their knowledge of implementation of continuous assessment methods, the responsible bodies were not willing to facilitate such kind of work shop for the whole English teachers. Thus, this shows that in today's world in which capacity building has been

the basic element in order to get knowledge, the absence of workshops that includes the whole English teachers seems to be a serious problem that influences the practice of continuous assessment methods as a whole.

Table 3: Data gathered from students' response

No	Item	Response N= 288	
		No	%
1	Is the final exam the only means of assessment in English s subject in your class? A. Yes B. No	76 212	26.39 73.61
2	Does your teacher give tests at the end or in between each chapter of English lesson? A. Yes B. No	101 187	35.1 64.93
3	Does your English teacher assess you by giving quizzes at the end of every lesson? A. Yes B. No	27 261	9.38 90.62
4	Does your English teacher use class participation as an assessment method and record marks? A. Yes B. No	84 204	29.16 70.83
5	Have you given an assignment to do in group or individual level several times? A. Yes B. No	269 19	93.40 6.59
6	Does your English teacher use observation as a means of assessment and provide marks? A. Yes B. No	98 198	34 65.97
7	Do you work in a group continuously during your English class? A. Yes B. No	39 249	13.54 86.45
8	Does your English teacher give a class work and record its value at the end of every lesson? A. Yes B. No	193 95	67 32.98

As indicated in item 1 of table 3, 73.61% students responded that final exam is not the only

assessment method. This implies that there are other methods used in combination with it. In the

same table of item 2, 64.93% of students responded that tests are not given at the end or in between each chapter. This response shows that tests are not given continuously at the end or in between each chapter. So this is a gap in the implementation of effective continuous assessment. In the same way in item of table 3, 90.62% of students responded that quizzes are not given at the end of every lesson. So this implies that quizzes are not used by English teachers as a method.

As indicated in table 3 of item 4, 70.83% of students responded that class participation is not used as assessment method and marks are not recorded under it. In item 5 of the same table 93.40% of students responded that an assignment is given to them several times. Thus, it can be said that assignment is the dominant method that is used by English teachers.

Item 6 in table 3 refers to observation. In connection to this 65.97% of students replied that observation is not used as a means of assessment in order to provide them with marks. Further, in the same table, in item 7, 86.45% of students replied that they do not work in a group continuously in their English class. This indicates that the use of a group work as a method is too weak in English classes. The last item of table 3 is related to giving class work at the end of every lesson and recording its value. Therefore, 67% of respondents replied that no class work is given to them at the end of every lesson. Thus, this shows the weakness of providing class works and scoring its result at the end of every period of English lesson.

3.2 The analysis of principals' interview

The above responses of English teachers and students are supported by the responses of principals, who responded their opinion under interview questions. On the interview question 1, regarding the magnitude of assessment method, all principals 4 argued that the implementation of assessment methods is restricted to some frequently used methods. So this implies that all methods are not used effectively by the teachers.

Interview question 2 is related to the use of FCA frequently by the same teachers. So 1 of the principle replied that all teachers use FCA in their class rooms. On the other hand 3 of principles

responded that not all teachers but some teachers are implementing FCA frequently. From this one can infer that the use of FCA is low in the grade levels.

The third question of the interview is focused on the mechanisms used to follow up the implementation of all continuous assessment methods in the same grade levels by principals. With regard to this 1(25%) of respondents responded that there is no universal mechanism to follow up but we follow according to the daily lesson plan of each teacher. But 3(75%) of principals responded that they use class and mark list observation as follow up mechanism. Therefore, one can see that less follow up mechanism to the implementation of continuous assessment methods can be one of the problems of assessment in the same subject and grade levels of the school.

Question 4 is related to frequently used assessment method. Thus, all principals 4 responded that assignment, home works, class work, oral questions and written tests are frequently used as continuous assessment methods.

From the response, one can infer that the use of continuous assessment methods is incomplete and other additional methods are forgotten. Interviews questions 5 are focused on hindrances against continuous assessment methods. Here all principals responded that less knowledge of teachers in the subject matter as well as the implementation of methods of continuous assessment, large number of students, and inappropriateness of school and class facilities are the major hindrances those negatively affecting the implementation of continuous assessment methods. From the data it is therefore evident to conclude that academic, social and material problems are negatively affecting situations against the continuous assessment method.

3.3 The analysis of observation results

In addition to the outcomes of the interview and questionnaires, the researcher also used observation in order to check the existence of problems of continuous assessment methods. Thus, according to the observation checklist related to teachers activities and mark lists, teachers have no plan for their tests, formative continuous assessments don't take place frequently, lists of

continuous assessment methods are few in the mark lists which are also only the habitual ones, teachers are not willing to use more assessment methods because of lack of awareness and interest. Under observation related to classroom physical environment, practical works cannot take place efficiently in the classrooms, no enough materials and tools in the classes and different activities cannot take place simultaneously. The main reason for these limitations was large class size and shortage of money to fulfill materials and tools as my observation result implies.

On the part of observation related to classroom social environment, the number of students are large in each classroom and the seating arrangement is not encouraging for doing different activities. So one can infer that the weakness of teachers to use more continuous assessment methods, shortage and insufficient organization of classroom physical and social environments respectively are parts of the problems against the implementation of continuous assessment methods. So the data collected by observation was supported the results of questionnaires and interview.

4. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 Summary

The purpose of this study was to investigate the problems related to assessment methods used by English teachers in Ambicho Gode primary school in Hosanna local area. The researchers made to address for the following basic questions throughout the study.

1. What is the magnitude of the use of continuous assessment methods?
2. What type of problems affect the implementation of all types of continuous assessment methods?
3. Did English teachers of the school take any capacity building training on the issue of continuous assessment methods?

The research method used was descriptive survey in order to gather the opinion of English teachers, students and principals through carefully designed and administered questionnaires, interview, and observation checklist.

The responses were tabulated and analyzed. Therefore, based on the data analyzed, the following major findings were obtained.

1. The magnitude of the use of continuous assessment methods in the studied grade levels was weak and low.
2. It has been found that most of the teachers were not willing to implement all types of continuous assessment methods.
3. There is lack of knowledge on the part of teachers on the subject matter generally and the uses of all CA methods particularly since the majority are diploma holders.
4. The classroom physical and social environment was not conducive to implement all methods of continuous assessment.
5. No any attempt has been done by any responsible body to build the capacity of English teachers on the issue of continuous assessment methods.
6. The mark lists are included only in the lists of known assessment methods.
7. All teachers have no plan to evaluate their students.

4.2 Conclusions

Based on the findings, the following conclusions are drawn.

1. Investigation of problems related to assessment methods is the prior condition for corrective measures to bring conducive environment to use continuous assessment methods. In respect to this, problems related to assessment methods were explored. Thus, poor organization of physical and social environments of classrooms, absence of capacity building to aware teachers about the use and advantage of different continuous assessment methods, the half hearted approach of teachers to practice all methods of continuous assessment, absence or weakness of supervision and follow up to English teachers on the part of school principals and English department and absence of plan for tests are the major contributing factors for problems related to

- assessment methods in English lesson from grade 5 to 8 in the school.
2. Regarding effective use of continuous assessment methods, it was observed that new ways of evaluation methods such as observations, using check lists, giving quizzes and tests at the beginning, in the middle, and at the end of every period was not practical. Moreover, there is no attempt to record every achievement of students under different continuous assessment methods. Only the known and habitual methods are used.
 3. Teaching profession is always linked with knowledge. It is not possible to expect good result of students if teachers are not educated beyond diploma level. It was observed that majority of English teachers, who were included in this study were diploma holders. So there is a gap of knowledge in order to teach and evaluate students according to the intended goal of the educational policy in English lesson.
- #### 4.3 Recommendations
- On the basis of the findings, the following recommendations are forwarded.
1. Inadequate skills and knowledge of teachers can affect their role of evaluating students. Therefore, it is important that English teachers who are below first degree level should upgrade their qualifications in summer program and other opportunities since it is accessible to promote their standard.
 2. The majority of English teachers in the school used mainly written examinations, assignments and home works. Thus, the use of only some methods of evaluation cannot provide teachers with more reliable information about students. Using only some techniques to assess students is a problem by itself. So to lessen this problem:
 - a. It is better that the school principals and English teachers should identify the problems those hindered the use of different assessment methods and work hard against these problems.
 - b. In order to maximize the magnitude of assessment methods the school administration should encourage teachers, who use more methods than others in order to assess students by giving different motivating rewards.
 - c. There should be strong follow up and supervision against the appropriate implementation of all continuous assessment methods in English lesson.
 3. In the study it was found that the use of continuous assessment methods was at very low level. This is abnormal situation. So teachers must be encouraged to understand and use continuous assessment methods as part of the teaching and learning process. Because, it is connected with active learning, it improves the accuracy and fairness of student's evaluation and it improves learning and teaching.
 4. To solve the problem of physical and social environments of the classes, the school administrative staff and teachers should discuss over the problem in detail and draft a plan for further actions. Then the school community, parents, the whole community and concerned bodies should discuss and solve the problems step by step. Further, the number of students in each classroom must be arranged in to appropriate class size (40-50) pupils. The school also should have to stop over registration at the beginning of the academic year.
 5. Unplanned teacher has his/ her own characteristics such as lack of logical order, lack of interesting details, omission of important facts, etc. In order to overcome such problems the teachers must have a plan. Unplanned teacher do not bring the expected change. Thus, English teachers, school administrative, English department and supervisors should work towards the preparation of planning for assessment process before teachers evaluate students.
 6. In addition to academic knowledge, short term training are also an important means to enhance the awareness of teachers in the

process of learning and teaching. Therefore, all responsible bodies should have to cooperate in building the capacity of English teachers on the issue of continuous assessment methods and related academic problems.

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