



WOLKITE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITY

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

AN INVESTIGATION OF SECONDARY SCHOOL ENGLISH LANGUAGE
TEACHERS' AWARENESS, PRACTICE AND CHALLENGES ON CONTINUOUS
WRITING ASSESSMENT: THE CASES WOLKITE HIDESE FIREW SECONDARY
AND PREPARATORY SCHOOL

A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND
LITERATURE IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
DEGREE OF ART IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

BY: GETACHEW KEBEDE

APRIL 2024

WOLKITE, ETHIOPIA

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BY : GETACHEW KEBEDE

ADVISOR: MEZEMER TEKLEAB (PHD)

CO ADVISOR: CHERNET ZARGAW (ASS PROF)

APPIR 2024

WOLKITE, ETHIOPIA

WOLKITE UNIVERSITY
SCHOOL OF GRADUATE STUDIES.

We hereby certify that we have read and evaluated Thesis titled (An investigation of secondary school English language teachers awareness , practice and challenges on continuous writing assessment) prepared under our guidance by: GETACHERW KEBEDE GICHAMO . We recommend that the thesis shall be submitted as fulfilling the requirements for the award of M.A Degree in (TEFEL)

Name of major advisor	signature	date
_____	_____	_____
Name of co-advisor	signature	date
_____	_____	_____

As members of the board of Examiners of the Master of Arts Thesis Open Defense examination , we have read and evaluated this Thesis prepared by GETACHEW KEBEDE GICHAMO .Examined the candidate .we hereby certify that , the thesis is accepted for fulfilling the requirements of the award of the degree of master of arts in (TEFL)

Name of external examiner	signature	date
_____	_____	_____
Name of internal examiner	signature	date
_____	_____	_____
Name of chair person	signature	date
_____	_____	_____
Name of dean, SGS	signature	date
_____	_____	_____

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Acronyms

CA: Continuous Assessment

TESO ; Teacher Education System Overhaul

SA ; Summative assessment

ELT; English language teaching

ELL ; English language learning

CWA; continuous writing assessment

FCA; formative continues assessment

L2 ; Second language

ELT ; English language teachers

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ABSTRACT,

Teacher's awareness means teacher understands and believes to assess students. Writing is an interactive cognitive process which is based on the ability to create words and ideas.

The purpose of this research was to investigate English language teachers' practice and challenges of continuous assessment (CA) in writing classes. To attain this objective, a descriptive survey research method was employed. The sample consisted ten English language teachers who taught students from grade 9 to 12 and, 46 students who had drawn from 2949 students of the schools. Simple random sampling technique was used to select the target schools while purposive sampling techniques was employed to select the participants of teachers and stratified simple random sampling technique used to select participant of students.

To gather the necessary data, questionnaire, interviews, and observations were employed. In analyzing the data, percentage and mean were used. The results of the study showed that teachers' perception of the principles and purposes of CA were inadequate. Besides, there was a gap in the implementation of CA in their writing classes. From the results of the study, teachers didn't give immediate feedback for their students. Even though there are various assessment devices in assessing writing skills, a few of them were only implemented in the writing classes, namely tests, quizzes and group assignment.

Furthermore, the finding of the study indicated that large class size and high workloads were identified as the main factors of the implementation of CA in their writing classes. Thus, based on the findings of the study, the following recommendations were forwarded to alleviate the abovementioned problems in the schools.

Any stakeholder should give successive training for teacher on how to give writing assessment and how to give immediate feedback for student's. And other stakeholder should fulfill necessary materials, which help for the teachers, like text book, building additional classroom for students.

CHAPTER ONE

1 INTRODUCTION

1.1, Back ground of the Study

Teachers' assessment awareness has been defined as the teachers' knowledge of how to assess the students' competence and performance, "how to interpret the results from these assessments, and how to apply these results to improve student learning and program effectiveness." (Webb, 2002, p 1).

According to Deluca & Klinger, (2010). Moreover, classroom-based assessment for learning utilizes different types of pedagogical techniques including self and peer assessment, providing continuous descriptive feedback, and establishing assessment criteria to promote learning. Assessment is crucial for students. Assessment allows students to understand, and interpret information regarding their performance. Utilizing various types of assessment allows each student an opportunity to excel. Students develop an understanding of their own strengths and weaknesses, thus allowing them to gain an understanding of how to improve.

Regarding to this idea AEB (2002) stated that three fundamental reasons of assessment: feedback, progress and motivation .According to Teacher Education System Overhaul (TESO) (Ministry of Education, 2003), continuous assessment creates a natural environment for measuring the students 'language learning progress, identifying gaps and suggesting instructional solutions and evaluating course effectiveness. It is an assessment done formally and informally on a regular and continuous basis by integrating it with instruction.

According to Greenstein, and Lubanga, (2010) The learners obtain scores from a set of continuous assessment activities and the average of these scores are likely to be more reliable than those obtained from mere formal tests administered at the end of certain course. Some scholars classify continuous assessment as 'formative continuous assessment' and 'summative continuous assessment. Formative continuous assessment provides teachers with natural environments in assessing writing skills since it is basically a vital

part of the teaching-learning process and hence it creates good opportunity to provide immediate feedback on students' written work .

Brown, (2004) summative assessment can also continuously be used if the teacher plans the assessment activity and makes clear to students its objectives and assessment criteria in advance. In general, continuous assessment is a means by which teachers successively monitor students learning This enables them to identify how much students know about language learning , to what extent they perform language tasks efficiently, and how much skills they have developed for further learning. What strategies language teachers use in assessing writing skill, how often English language teachers assess students in writing skill and what is the challenges of English language teachers during assessing writing skill, Such evidence can be gathered through a variety of instruments in an extended period of time. Based on these pieces of evidence, teachers make judgments on students' performances and gave them feedbacks on their strengths and weaknesses as well as gave them needed support and guidance

Greenstein, (2010). Since continuous assessment has such advantages in the teaching and learning process, assessment for learning became an important issue in learning / teaching foreign languages in higher education, it is considered as a teachers' tool for development of the learning skills. The greatest role of assessment is providing feedback to students, and controlling them. Teacher has to use a various means and instruments to provide information about his or her students.

According to Hall (1995), there are three purposes of assessment:

The first one is the role-change of students from being a student to being a teacher where teachers play an essential role in providing their assistance for this process;

The second purpose is to let students figure out how the assessing process works. This insight in the process helps them to act professionally when they are in the position to assess other students work.

The third one is the development of special skills towards efficient and effective self-assessment, which is also helpful for further educational development. The main purpose of assessment in curriculum is to gather information about the learner's development. The exact status of learner's development can be obtained by assessing the learning process continuously. Students receive feedback from their teacher based on their performance and this allows them to focus on topics they have not yet mastered besides, teachers also identify which students need review and remedial teaching and which learners are ready to begin complex lessons.

As Zamel (1983) explained the nature of writing, he pointed out that writing is a process that helps writers have an insight into their thoughts, ideas, and information to make meaning in the shape of a graphic representation. The assessment of writing is a crucial step in evaluating how students understand the task of writing any piece of work. The nature of writing skills is not likely to be mastered without difficulty; that is why Raimes (1994) pointed out that writing skill is a thorny task filled with anxiety. The evaluation of writing is a difficult task for teachers and a real dilemma for foreign language students due to its complex nature.

Fachrurrazy, (2011) Writing is one of the language skills that should be mastered by English Foreign Language (EFL) learners in high school level, writing assessments refers to an area of study that contains theories that guide the evolution of a writer's performance or potential through a writing task. Writing assessment can be considered a combination of scholarship from composition studies and measurement theory within educational assessment. This is because the learners' achievement in writing can be used as a valuable contribution towards the development of English Language Teaching (ELT), especially in the teaching of writing skill. One of the writing skills that should be mastered by the students is writing an essay correctly. Brown, (2007:90) the better ability students have in writing and another form of writing such as: academic writing, scientific writing, argumentative essay, or various English text types. In writing, there are two aspects that should be considered. First, writing process such as: prewriting, drafting, revising, editing, and publishing, and micro and macro skills of writing such as: correct use of diction, grammar, and mechanics such as capitalization, punctuation, and spelling. By considering

those aspects of writing, writing activity will be easy and enable good improvement. In line with those aspects, there are two other elements that should be existed in a composition. These two elements are unity and coherence. Oshima and Hogue (2006:18) state that unity is single idea in a paragraph and coherence is the relationship between one sentence to another or one paragraph to another. So, good paragraph or essay should be developed by good unity and coherence.

According to (Ismail, 2007) Writing skills can be developed when the learners' interests are acknowledged and when they are given frequent opportunities to actually practice of writing. Because one of the main goals of ESL students is to learn to produce a well-thought-out piece of writing, a specific writing program must be in place in order to meet the needs of these learners.

Like in any other subjects, teacher's practice of CA in English classroom enables them to realize how learners' are progressing in the development of skills, knowledge and values. In line with this, out of the four macro skills, the practice of CA of writing class has to be emphasized because assessing writing ability is regarded all over the English-speaking world as one of the most important ways of monitoring educational standards Harrison & Salinger, (1998).

Rink (2006) Abera,(2012) One of the recent directions of educational reform has been the emphasis of assessment in the teaching learning process” .This is to mean that as assessment and instruction are integrated together, what behaviors students can demonstrate because of increase in their knowledge, skills, and attitudes can be developed through careful assessment

.Writing is unfortunately very commonly used as a means of evaluation so it is not surprising that many people feel they are being judged when someone reads what they have written. Learning to write coherently and in a way which is appropriate for one's purpose and audience is something which many people never manage in their first language, despite the fact that a substantial part of the educational process is devoted to the development of such skills. The process is every bit as difficult in a second language. Grabe and Kaplan (1996) While some fluent adult writers think of writing as a difficult process, L2

learners should not initially have the same attitude and the teacher should try to ensure that writing is not seen as a frustrating and unrewarding skill. On contrary, learners should be encouraged to feel that writing is an important and effective means of self-expression, communication and information gathering. Grabe and Kaplan (1996) Poor performance of students in the English language attributed to a variety of factors; like teachers teaching methodology, quality of teacher training, quality of curricular materials, the evaluation process, lack of continuous professional development (on job training), and teachers and students attitude towards the subject are some of the factors that affect the performance of students (Richards and Rogers, 2001; Cross, 1995).

In striving to assure quality education particularly, in teaching & learning of the English language, emphasis on assessment is indispensable. As stated in Educational Training Program (1994), the actual task of practicing the new curriculum in teaching & learning of the English language at any school level, requires continuous assessment as part of the curriculum in general and the instructional process in particular. To understand this, the role of teacher is paramount importance.

According to Benmaamar Karima (2015) Writing is an important skill that EFL learners have to deal with. It is considered as the center of teaching and learning in higher education. Teachers play the principal role in improving EFL students' written skills. Therefore, it is important to give more attention and concern to the development of the methods and strategies that helps both teachers and learners to the achievement of this productive competence. However, writing is not only the production of words and sentences or the a means of recording speech by the use of graphic symbols, scripts, and letters but it also an important process in teaching English as a foreign language. So far, EFL learners find many difficulties for improving their writing, it seems to them a very complex skill.

Goodrum et al. (2005) ideally argued that the practice of continuous assessment at the secondary school levels is the product of teachers' understanding as one component. Since, without having sufficient awareness on CA, it is difficult to effectively practice it in the classroom. This is because the students were found to be deficient in their writing skills; the texts (i.e. essays, paragraphs, and summaries) composed by the students are found to

exhibit inadequate content, disorganization, lack of focus and use of incoherent sentences with serious spelling and syntax errors. This is what makes continuous assessment different/unique in writing skills from other content areas/ skills such as reading, listening speaking etc. (Brown, 2004).

This study mainly aims at investigating the practice of CA in writing classes of secondary school English Language teachers particularly at wolkite Hidese Fire secondary and preparatory school.

1.2, Statements of the Problem

Assessing the English language writing skill has been an important part of language testing in both large scale assessment settings and in small scale classroom based assessment. There are different forms of assessing students' writing ability in EFL classes. Among them, continuous assessment is student evaluation system that operates at a classroom level and is integrated with the instructional process (Curzon, 1990).

Assessing students writing skill in the English language teaching& learning process has a lot of benefits. Concerning this, Ellington and Early (1997) said that continuous assessment in the writing skills teaching & learning process is carried out on an ongoing basis while students are actually working their way through a course to improve their own writing skills. In our case, however, CA is widely under the system of any school level of our country to realize the fact that underpinned these concepts.

The main factor that initiated the researcher to focus on assessing the awareness and practice of English language teachers in practicing CA in writing classes is that, the researcher's experience. As it has already been mentioned, that wolkite Hidese Fire secondary school is one of the secondary schools in the wolkite city administration, which has been using CA for many years. However, its practice has been twinkling to conduct this study. As one of English language teacher, the researcher shared experiences with his friends. Hence, he observed how CA practiced in the mentioned school EFL writing classes. The way that English language teachers of the school practicing CA contradicted with what was said to be appropriate way of administering. Here, the researcher repeatedly observed in the school experience sharing program that many of the mentioned school grade 9-12

English language teachers either assessing the students through integrating various CA techniques completely within the teaching and learning in an ongoing way or not. In addition, as the researcher confirmed in his experience, almost the mentioned school grade 9-12 English language teachers considered continuous writing assessment as tests given at different intervals mid-term exam and final exam. But continuous assessment means giving assessment at any class room teaching learning. These prominent factors inspired the researcher to look into this problem exhaustively.

Many scholars conduct research on assessment .like Yiheyis Seyoum and Getachew Seyoum, Wolde-Mariam (2014) Yidnekachew Tesfeye (2014), Mohammadreza Valizadeh (2015) , Engida kebede (2020) Dagne (2009), Mbae (2008) and Berihu (2016) can be mentioned.

Mohammadreza Valizadeh (2015) study is based on EFL Teachers' Writing Assessment Literacy, Beliefs, and Training Needs in the Context of Turkey. In his study he found teachers need training for assessment literacy. from this study the researcher accept what the researcher finding said which means training for English language teachers is very important to boost teachers assessment skill in writing skill .as the study conducted at 2015 and also the study conducted Turkey which means foreign country, it need study in our country Ethiopia, in this new curriculum, so the researcher like to feel contextual research gap.

Yiheyis Seyoum, Getachew Seyoum and Wolde-Mariam (2014) carried out the study on the Implementation of Continuous Assessment in Writing Classes , the case of Jimma College of Teachers Education. The researchers finding reveals that English instructors of the college were providing more of the quantitative feedback that rarely shows student teachers' continuous progress in developing their writing skills. Quantitative feedback is important feedback for students but it is not enough to develop students writing skill. Students need qualitative feedback which means the college students should try to write easy. In addition to this the above study was conducted at college student's level, to feel population gap the researcher should conduct study on secondary school level. So the researcher likes to conduct the research on secondary school level,

Yidnekachew Tesfeye, carried out a study on Grade 9 English Language Teachers' Awareness and Practice of Continuous Assessment in Reading Classes in Illubabor zone. The researcher finding reveals that teachers practice of continuous assessment in reading classes are not based on the basic knowledge and principles. Here the researcher conducted research at two schools, but the grade level was grade nine. So solving grade nine students problem is not enough. and the researcher sampling was more concerned on students which means the researcher used 366 students but for this much students the researcher has chosen only seven English language teachers , but the researcher title said teachers awareness and practice on continuous reading assessment . The researcher should to refer at least more than ten teacher's document to get relevant information about continuous assessment at research setting. So the researcher likes to feel this sampling gap. To feel this gap the researcher conducted the research on grade 9-12 students of hidese fire. Means the researcher has chosen one student from each section. So 46 students were selected for the study and 10 school teachers .and also the researcher study was on reading skill but writing skill is needed to deal study on.

Engida kebede,(2020 Gc) carried out the study on Investigating the practices and Challenges of Implementing Continuous Assessment in Listening Skills: The Case of Ketar Secondary School Grade 10 students in Focus. Here the researcher conducted research on listening skill assessment practice in grade 10 students and teachers. To feel the population and disagreement research gaps the research like to conduct research on writing assessment skill and like to include teachers who teach students from grade 9 to 12.

Dagne's (2009) study is based on the Practice of Continuous Assessment in Jimma Teachers College and his finding indicates that teachers do not use continuous assessment to assess students' language ability.

Moreover, Mbae (2008) carried out a research on the challenges of Continuous Oral Assessment in EFL class in the case of Debrebirhan teachers college and gets that there is a positive attitude toward continuous oral assessment though it is not considered.

Furthermore, BeriHu (2016) focuses on Implementation of Continuous Assessment and its Effectiveness in Adwa College of Teachers' Education. The finding shows that teachers are

not motivated to practice continuous assessment due to large number of students and time constraints. The above study populations were collage students, it is good to make study on college students writing ability. College students should write the given task perfectly because they are going to teach students after college graduation, but this practice should start from elementary school .So to feel this population gap the researcher made study on secondary school teachers practice and awareness on continuous writing assessment.

This study attempted to investigate and practices of English language teachers continuous assessment in writing Skills, in the case of wolkite Hidese Fire General Secondary School Grade 9-12 teachers in Focus. Therefore, the current study mainly focused on assessing awareness and practice of English language teachers in practicing CA in English focus EFL writing classes at grade 9-12 English language teachers in current time. Seeing that assessing writing skill on this grade level, therefore, needs to be treated with great care, attention, and respect to enhance learners' future writing progress. And also English language teachers boost their awareness and practice of using continuous assessment in writing skill and solve students writing problem. English language teachers should use different strategies to improve students writing skill and give writing assessments at every continuous assessment.

Moreover The focus area of the study was wolkite Hidese Fire secondary and preparatory schools which is found in Central Ethiopia region, Gurage Zone, wolkite city

1.3, Research Questions

The study tried to answer the following research questions:

To what extent do English language teachers have understanding the principle and purpose of CA in writing class?

How often do English language teachers give feedback based on continuous assessment?

What are the CA devices mainly employed to assess writing skills?.

What are the major challenges affecting ELTs in continuous writing assessment?

1.4, Objectives of the Study

1.4.1 General Objective

The main objective of the study was to investigate Wolkite Hidese Fire secondary school English language teacher's awareness, practice and challenges on CA in writing class.

1.4.2, Specific Objectives

Specifically, this research intends to:

Find out whether or not English language teachers have sufficient knowledge on the principle and purpose of CA in writing class

Assess how often English language teachers give feedback based on writing assessment

Identify the CA devices mainly employed to assess writing skills.

Identify the major challenges affecting ELTs implementation on CA in writing lessons?

1.5, Significance of the Study

The finding of this study would have the following significances.

- It would help for Hidese fire general secondary and preparatory school English language teachers to examine their practice towards CWA.
- It is advantageous to the teachers and students in particular and to the community in general by bringing quality education.
- It can help to English language teachers to examine their practice of CA to boost their understanding towards CA in writing classes.
- It can help English language teachers to revise their practice of continuous assessment by identifying their challenges in writing classes.
- It can initiate English language teachers to provide on time feedback after giving writing assessment.
- It can develop English language teachers knowledge of continuous assessment for further improvement of their assessment methods
- It gives information to school principals on how continuous assessment is being carried out in the secondary schools.

- It can assist supervisors to see the extent of English language teachers in using the varied techniques of CA in teaching writing and to support them where necessary.
- It can solve students writing skill problem.
- It can show for English language teachers what strategies should they use during assessing students writing skill.
- It can initiate other researcher to conduct similar research.

1.6, Delimitation of the Study

The study was delimited to wolkite Hidese Fire General Secondary and preparatory school, which is found in Central Ethiopia, Gurage Zone Wolkite city..The scope of this study was the investigation of teachers awareness practice and challenges on writing assessment.. Besides, of many aspects of CA, the content areas like the principles, purposes, types of devices, feedback provision and major problems while implementing continuous writing assessment were the major focus of this study

1.7 limitation of the study

In conducting this study, the following limitations were faced by the researcher. First, because this study was conducted in one high school only, conclusions obtained from such a narrow study area may not be generalized in context of other high schools. A limited number of participants were one limitation. The study would give a better image if it could increase a number of schools and teachers. Second, the evaluation was not intended to considered things like learning ability, frequency, usability, and which needs another investigation. Third, conducting class observation and arranging interview sessions were very hard task, for instance some of the teachers were not voluntary to be observed. Fourth, personal problems of the researcher (work load).This affected the researcher like lack of concentration and forced him not utilize his time properly.

1.8 , Definitions of Key Terms

Assessment: is a way of observing and collecting assessment information and making decision based on the information (Plessiset al., 2003)

Continuous Assessment: refers to making observation and collecting information periodically to find out what the students known, understands, and can do (Plessis,et al,2003).

Writing skill ; is a fundamental component of language. When a child writes, Thoughts and knowledge are blended together creating a unique meaning (Jones, Reutzel, &Fargo, 2010).

Assessment tools: are supports for the students when the tools show the students important things to learn and how to achieve a good work. Assessment tools also show when assessment accords with instruction

Assessment activity: Activity or exercise used for finding out what learners know and can do, sometimes called an assessment task.

Classroom based assessment: Assessment that takes place in the classroom, usually carried out by the teachers

1.9, Organization of the Study

This thesis is organized into five chapters. The first chapter treats the introductory part that includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study and definitions of key terms. The second chapter focuses on literature reviewed. Chapter three deals with the research design , subject of the study , sampling technique ,data collection procedure ,data collection instrument and method of data analysis , ,Chapter four is about the presentation, analysis, interpretation, and discussions of the data. The last chapter treats the summary, conclusions and recommendations of the study.

CHAPTER TWO

2 REVIEW OF THE RELATED LITERATURE

This chapter provides the literature review of the relevant sources on writing skill assessment. In particular, explanation of continuous assessment and its purpose, strategies to use writing assessment, , teachers attitude on continuous writing assessment , factors affecting writing assessment ,teachers feedback for continuous writing assessment principles and significance are also discussed. Furthermore, of the four macro skills, writing assessment is discussed in relation to formative (continuous) assessment with its assessment devices. In the last section, feedback in continuous assessment and its principles, features and functions are also taken into account.

2.1 Continuous Assessment

According to Aggarwal, cited in Mwebaza (2010), CA is not simply continuous testing. CA does not solely depend on formal tests. CA is more than giving a test; it involves every decision made by the teacher in class to improve students' achievement. As to a policy and information guide of Republic of Namibia (1999), Continuous assessment is assessment (both formal and informal) that is done on a regular and continuous basis. CA is meant to be integrated with teaching in order to improve learning and to help, shape, and direct the teaching-learning process. The assessment is continuous because: It occurs at various times as a part of instruction, May occur following a lesson, Usually occurs following a topic, an Frequently occurs following a theme.(p.40)

Since assessment is integral to teaching and learning and teachers are dependent on assessment for the improvement of their practice, assessment needs to be continuous. Learning is a continuous process and learners learn in different ways and at different paces. We will only get a good picture of the learner's development if we assess the learning process on an ongoing basis in formally and formally. Continuous assessment is an assessment teachers should give during class room instruction.

Capper (1996,as cited in Dagne,2009,), explains CA 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.

CA is a school based assessment process of gathering valid and reliable information about learner performance (on an ongoing basis). It involves assessment activities that are undertaken throughout the year, using various kinds of assessment forms that ensure a fair and representative sampling of the learning outcomes and assessment standards covered in Languages. In Languages, all speaking, listening, reading/viewing, writing, thinking and reasoning, and grammar should be assessed on an ongoing basis

2.2 , Formative(Continuous)assessment

As to Mariotti & Homan (2005), Assessment is the gathering of information to determine a student's developmental writing progress; it answers the question 'At what level is this student's writing paragraph correctly?'. In addition, assessment procedures provide information about the student's comprehension, phonemic awareness, phonics, vocabulary, fluency, interests, attitudes, and communication skills.

If students are not progressing as expected, then diagnosis is in order. Teachers identify their students' strength and weakness in order to maximize their writing progress.

According to Williamson (2004), formative assessment to writing like all classroom assessment, is an ongoing, recursive cycle that includes the following:

Learning targets are defined clearly, and students understand them.

Inferences and interpretations are made based on the evidence.

Instructional plans are made based on those inferences and interpretations

2.3 Summative Assessment

According to Irons (2008); Torrance and Pyor,(2002), Summative assessment refers to any activity that takes place at the end of a course or program which often results by attributing scores grades on students one's own performance for the purpose of measurements rather than improvement. Therefore, it is used to determine placement and classification. However, summative assessment often referred to as "assessment of learning". Consequently, it's

primary concern is to come with a final decision students have reached as a result of instruction. Noticeably, those decisions provide no opportunity for students to improve or promote their learning growth (Overmeyer, 2009).

Furthermore, according to Spolsky and M. Hult (2008) assessment of learning “is less detailed, and aims at finding out the outcomes of instructional programs or individual learners. Therefore, Summative assessment (SA) is used to evaluate variety of language skills and qualifications. In particular, since the current research work studies the improvement of writing skill, summative assessment aims to evaluate the successfulness of the writing task at a particular point in time. In addition, its focus is not to improve writing abilities but to provide judgments (grade) at the end of the course about how well students have mastered the writing activity

2.4, Purposes of assessing writing

Writing is a crucial skill of language which has got due attention in the changing world. Alderson (2000) has confirmed that writing through which we can access words of ideas and feelings, as well as the knowledge of the ages and visions of the future, is at once the most extensively researched and the most enigmatic of the so-called language skills. writing has been investigate from numerous perspectives-by linguists, psychologists, educators and second language researchers, and a huge volume of research is now available. Based on the ground truth of writing, an understanding of the principles and uses of assessment is essential for all teachers and in particular for teachers of writing.(Snow,Griffin,&Burns,2005,as it is cited in Grabe, 2009)

The main purpose of assessment in curriculum is to gather information about the learner's development. The exact status of learner's development can be obtained by assessing the learning process continuously. Students receive feedback from their teacher based on their performance and this allows them to focus on topics they have not yet mastered besides, teachers also identify which students need review and remedial teaching and which learners are ready to begin complex lessons. 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. Likewise, as to our country's Education and Training Policy (ETP) due attention has been given to CA, “Continuous assessment in

academic and practical subjects, including aptitude tests will be conducted to ascertain the formation of all round profile of students at all levels” (MOE,1994,p.18).

Writing assessment has great power to inform researchers, teachers, administrators, and policymakers. Assessment practices can significantly benefit the learning environment or they can inflict great harm. Writing assessment, therefore, needs to be treated with great care, attention, and respect. Teachers specially have responsibility to understand the uses and the impacts of writing assessment and mindful of the consequences of assessment.

There are numerous purposes for assessment such as diagnosis, selection and evaluation. According to Derek Rowntree (1978) one very common purpose of assessment is the selection of candidates for various kinds of educational opportunity or carrier. Bachman explains that :When we speak of diagnostic test, however, we are generally referring to a test that has been designed and developed specifically to provide detailed information about the specific content domains that are covered in a given program ... Thus, diagnostic tests may be either theory or syllabus-based. Bachman (1990: 60)

Accordingly, diagnostic test may contain important aspects of the content of a specific program or be based on a specific theory of language proficiency. On the other hand, selection is also considered as another purpose of assessment.

2.5 , Principles of Continuous Assessment

As to James (2003,cited in Fisseha 2010) in implementing CA the following can be used as guiding principles: Ensure that assessment procedures promote and reward desired learning activities and outcomes, Communicate assessment requirement clearly to students, and Strive for providing effective feedback and comment to students on a continuous basis .In detail way Hopkins and Harris (2000) summarize the fundamental principles that under pin CA. These, include: Diagnosis: Teachers are required to know what their students are able to do or capable of doing. This will provide them with the opportunity to know the ability of individual learners in their class. Goals: Teachers are required to have a clear idea about the learning objectives of the language program in general and each lesson/activity in particular. Diversity of assessment: CA requires the use of a range of different assessment methods together valid and reliable information about the students ‘language ability Shared criteria:

Teachers are required to share assessment criteria with their students Feedback: Feedback is an essential component of CA . Self reflection: CA creates opportunity for learners to manage their own learning and reflect back on their performance.

2.6. Advantages of Continuous Assessment

Brown (2004) has identified the following advantages: Periodic assessment aid in there enforcement and retention of information.

Assessment can provide a sense of periodic closure to modules with in a curriculum

Assessment can promote students autonomy by encouraging students' self-evaluation of their progress.

Assessment can spur learners to set goals for themselves

Assessment can aid in evaluating effectiveness.

2.7 , Continuous assessment and its challenges in Ethiopia

Notably, the Ethiopian Education and Training policy (TGE, 1994: 26) affirmed that“ CA in academic and practical subjects including aptitude tests were conducted to ascertain the formation of all round profile of students at all levels’’. As the result of this policy, students learning outcomes in both secondary and post secondary education are supposed to be assessed using CA procedures in relationship to three primary domains: cognitive, affective and psychomotor (Desalegn, 2004).

From this notion, one can easily deduce that this compressive term which refers particularly to inquiring into the learners competence knowledge, attitude and skill through various students“ profile using different assessment methods to improve learning, has become an integral part of learning process ever since the policy has been implemented. It is also evident that CA was stated in Ethiopia as one of the objective of teacher education (MoE, 2003).

Although the policy of the country adheres the implementation of CA at all educational levels, there seems to be problems of implementation related to various factors. Accordingly, few researches have been conducted regarding the implementation of CA at

different educational levels in Ethiopian context such as Hassen (1998); Birhanu (2004); Mulu (2005); Muluken (2006); Getchew Kassa (2008) and Abera (2009), for instance, revealed that teachers do not use CA in their classrooms. Despite the fact that there is an increased pressure up on teachers to provide evidence of educational activities. This may be due to various reasons. Here below I shall highlight some of the salient points: large class size, Lack of commitment, Tight schedule, Broad course content, Attitude of teachers towards CA, Absence of good practice to benchmark, Absence of CA clear guidelines, Inadequate teaching and learning resources, and Bias of teachers based on sex, race, personality ...etc.

2.8, Components of an Effective Assessment Measure

For an assessment measure to be effective, it needs to include:-

2.8.1. Validity

Does it measure what it claims to measure? There needs to be agreement between what the assessment measures and the performance, Skill or behavior the assessment is designed to measure. For example, if a test is designed to measure cardiovascular endurance, one must be confident it does so. It is important to remember that validity is specific to a particular use and group. An assessment might be valid for one age group, but not valid for a different age group.

2.8.2. Reliability

Does it measure consistently? A reliable assessment should obtain approximately the same results regardless of the number of times it is given. For example, an assessment given to a group of students on one day should yield approximately the same results if it given to the same group on another day.

2.8.3. Objectivity

Does the measurement yield highly similar results when administered by others? For example, an assessment has high objectivity when two or more people can administer the same assessment to the same group and obtain approximately the same results.

2.8.4. Feasibility

Is the measure straightforward and easy to set up and administer? The following administrative considerations may help one determine the feasibility of an assessment:

Cost: does the assessment require expensive equipment that one does not have or cannot afford to purchase?

Time: does the assessment take too much instructional time? Ease of administration: Does need assistance to administer the assessment? If so, how will these people be trained? Are the instructions easy to follow? Is the assessment reasonable in the demands that are placed on those being assessed?

Scoring: If another person is needed to help administer the assessment, will it affect the objectivity of the scoring?

Furthermore, Hedge(2000) points out that the feedback from classroom based CA has an important role to play. Formative feedback should endeavor to provide students with an indication of where they are in relation to achieving learning outcomes or standards, where they need to progress to and how they will be able to reach the expected level

2.9, Principles of Feedback

There is a close relationship between formative (continuous) assessment and formative feedback .According to Black cited in Alastair (2008) suggests the following as the basic principles of formative feedback:

Feedback should measure (give guidance to)the student's current learning state;

Formative feedback should be used as a means for closing the gap between the students learning state and the learning goals;

Formative feedback needs to be high quality and effective in its advice.

Features and Functions of Feedback

Race, Brown and Smith (2005) in Baye (1998) summarize the basic features and functions of feedback in CA like this:

Timely: students should receive feedback on their performance based on the principle of providing opportunity for students to make improvement before proceeding to the next performance.

Personal and individual: Feedback in CA should indicate each student's strength and weakness.

Articulate: Feedback given to students should be simple and easy for the students to understand.

Empowering: Feedback should help students make progress

Manageable: Teachers need to make the necessary preparation before the delivery of feedback to students so that they can manage it easily.

Developmental: Feedback should be detailed and informative so that both students and teachers can use it as inputs for further decisions

2.10 ,Writing skill

In an attempt to define the nature of writing skills, a myriad of views was put forward, mainly by Zamel (1992), who viewed writing as an investigative, dynamic process that involves the interaction between the writer and his written language to achieve a specific purpose. According to Lado (2000), writing is the capacity to use structures, vocabulary items, and their predictable demonstration in normal matter-of-fact writing. In addition, Richards and Schmidt (2002) believed that "writing is viewed as a result of complex processes of planning, drafting, reviewing, and revising" (p.529). Furthermore, writing is said to be beneficial as it may help thinking and problem-solving since learners are exposed to a topic and asked to discuss it and even find solutions to the proposed issue (Krashen, 2003). All these definitions demonstrate the importance of writing as a productive skill.

2.11, Assessing Writing

Before discussing the different ways to assess writing, it is crucial to define assessment as an organized approach to gather data about the learner's progress and achievement in learning in multiple parts of the course. Assessment can be attained through formal tests, essays,

interviews, questionnaires, standardized examinations, or informal observations (Hyland, 2003). In the same respect, evaluating the writing skill might seem simple, but it is a source of disturbance for teachers (Brown, 2003). To clarify this issue better, Williams (2003) highlighted that the bias in assessing writing was due to standard discrepancy in assessing writing that results in an unfair evaluation. Also, he asserted that the object of writing assessment created confusion for teachers regarding either the assessment of writing content (topical knowledge) or the general capacity to write evaluate their students' performance on certain specific tasks. Weigle (2002) linked the difficulty in assessing writing as a productive skill to its different genres, objectives, and writing styles. As far as the scoring of writing is concerned, we find two main approaches in the literature that are: holistic and analytical. The first refers to using a single scale that incorporates all the writing qualities and considers it one single unit. However, the second entails raters' judgment of a written text against a well-structured devised set of criteria that are important for a good piece of writing and each aspect has a specific mark (Hyland, 2003).

2.12 Writing as a Process

One of the most difficulty in the teaching of English as a foreign language in Algeria is the teaching of writing. To put it differently, writing has its own internal structure based on the letter, not the sound. Many different scholars from various disciplines have made serious attempts to first understand the nature and then develop efficient ways of teaching Writing. They argue that writing is very important in education. Therefore, it is necessary not only to find the best way to teach it, but also, to find ways to make it successful. In this respect, Freeman (1998) reveals that the writing process is how we translate ideas into written text. It starts with an idea and the need to develop it, communicate it to an audience, and preserve it, and according to him, every writer at every age and at every stage of development and proficiency goes through this process.

Triboble (1996), defines the process approach as an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models. Yet, the writing process is supposed to be an continuing cycle in every writing classroom and students are engaged in some procedures such as prewriting, drafting, revising, editing, and finally

publishing. However, Hyland (2003) notes that the process approach to writing puts emphasis on the writer as an independent producer of texts, but it goes beyond to address the issue of what teachers have to do is to assist learners to perform a writing task.

2.13 Writing Assessment in Language Learning

Writing assessment may have various appropriate purposes such as providing help to students, awarding a grade, placing students in appropriate courses and evaluating program. Therefore, it is important that assessment practices is guided by valid and well-grounded principles to guarantee that they are valid, fair, and appropriate to the context and purposes they are designed for. Thus, assessment can provide information about the students by using different methods and strategies. Wigglesworth (2008,p.111) notes that “ In the assessment of languages, tasks are designed to measure learners’ productive language skills through performances which allow candidates to demonstrate the kinds of language skills that may be required in a real world context

2.14 Testing and Assessment in English Language Teaching (ELT)

Certainly, it is thought that testing and assessment are synonyms. However, this is understood in misconception way in educational practice. In line with this, Brown (2004) has clearly distinguished that “ Tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated” (p.4). On the other hand, assessment is considered as an ongoing process that encompasses much wider domain. It is shortly mean that tests, then, are a subset of assessment; they are certainly not the only form of assessment that a teacher can make.(ibid)With respect to the relationship between assessment and testing, Hedge(2000)states: assessment is the more inclusive term: It refers to the general process of monitoring or keeping track of the learners’ progress. Testing is one kind of assessment, one which is typically used at the end of a stage of instruction to measure student achievement.(p.376)

Assessment includes testing and other ways of gathering information about the students’ language ability in general and their progress in particular. Similarly, McNamara (1999) adds: assessment is the set of processes through which we make inferences about a learner’s learning process, skills, knowledge and achievements. Thus, testing is only one instrument

out of several (including portfolio assessment, exhibitions, performances, group projects, self and peer assessment, etc.). (p.220)

Testing is thus one of the various forms of assessment that can be used for gathering information about the students' achievement on the course. Moreover, testing takes different forms ranging from standardized formal tests to short informal classroom based tests (Brown, 1987; Heaton, 1990). Doff (1988), for instance, states: As they progress through the various stages of learning English, students are usually given formal tests and examinations from time to time... But in addition to those formal kinds of test, the teacher can also give regular informal tests to measure the students' progress. (p.257) It seems thus reasonable to regard assessment as a general process that involves using a range of different assessment methods, of which testing is a part, to collect information about the level of attainment of instructional objectives in general and strengths and weaknesses of individual students in particular. Moreover, testing as a component of assessment entails both formal and informal testing procedures. Furthermore, it is believed that assessment is undertaken for different purposes.

According to Hedge (2000), assessment is said to be formative if the purpose is pedagogically motivated, whereas it is said to be summative if the purpose is product-oriented. This means that formative assessment is ongoing feedback during the learning. Summative assessment, on the other hand, summarizes the process at the end.

2.15 , Prewriting as Brainstorming

Before writing anything, the first step is to figure out what to write about. Most of writers start with an idea or a topic and then decide what to write about that idea or topic. This activity is called the pre-writing step. As its name implies, pre-writing is any writing, students do before they start writing. It helps them to produce and improve paper-topic ideas. Students may also start with superficial ideas to start with. They take a little time to gather their thoughts and choose a direction before they start drafting. Pre-writing helps them to develop ideas and find something good to write about it. Students will then view pre-writes as a beneficial and not just 'one more thing to do'. By using a pre-writing tool, students are ready to pay attention to more technical aspects of their writing. However, Harp and Brewer (1996) pointed out that this stage is based on a number of steps as such as

determining the topic and the audience as well as activating student's previous knowledge through brainstorming and other activities.

2.16 , Drafting as Putting Ideas on Paper

After working on their ideas, there comes a time to make choices about what ideas to keep and to put them in a more elaborated and coherent form. Drafting is, then, a series of stages during which the student concentrates on getting ideas on paper. Students are in need of structural support techniques for writing. Once students are ready to start writing their first drafts, they can use one of their pre-writes to guide them. Teachers have to show to students how they have started their pre-writing. This will encourage them as they proceed through the writing process. In this stage, Gaber (2003) pointed out that when writing their first draft, student should not expect perfection or even work towards it. The first draft should be considered as a further means of discovering ideas and what one wants to do.

2.17, Revising by adjusting, adding, and deleting

Revising is making changes based on feedback from the teacher during course. Consequently, each draft has to be read many times so as to make revisions where they can add details, substitute words and phrases, delete and rearrange material. An easy and very effective activity for students is to reread their pieces aloud to themselves. On the other hand, revising is viewed as looking at organization, main points support for main idea examples and connections between ideas,

Noskin (200) views that revising is considered the heart of the writing process, the means by which ideas emerge and evolve and meanings are clarified. Moreover, Manzo (1995) argued that revising should be viewed as a thinking process that helps students refine ideas, discover new connections and explore them more in an attempt to best communicate their ideas with an audience. Editing once revised their writing, student's move the Editing stage is the final step of the writing process that gives a piece of writing its correctness. As well as editing could be viewed as the process of correcting spelling and grammar in piece of writing i.e. making the piece of writing meet the rules and the norms of written English. In the other hand students, correct spelling, punctuation, capitalization, word choice and grammar in preparation for their paragraphs or essays. Furthermore, the editing stage may

also include a kind of revision, especially that the in the process approach to writing, revision is a recursive process and can occur at any point in the writing process

2.18 Publishing

In this stage, the writings are revised and edited carefully, so, there are different ways for publishing students' writings such as, the use of classroom newspapers and magazines, teachers can also put students' written products on walls of classroom; students can also read their writings aloud to the class. Oliver and Poindexter (1999) noted that the purpose of publishing is to share and celebrate students' finished products. By sharing their writing, students develop sensitivity to an audience and confidence in them as authors

2.19 Assessment Strategies

2.19.1. Self-assessment

Self-assessment draws its theoretical justification from a number of recognized principles from second language acquisition. The principle of autonomy is highlighted as a fundamental in the students' success. This engages students in their own formative assessment process. They compare their work using established criteria provided by the teacher and work on their own improvements (Brown, 2004).

2.19.2. Peer- Assessment

Brown and Hudson (1998) agree that peer-assessment offers some Benefits such as direct involvement of students in their own learning, the encouragement of autonomy, and increased motivation. Many people go through a program of education from kindergarten up to a graduate degree and never appreciate the importance of collaborative work. Thus, it is essential to work on activities where students learn to share knowledge but also have the ability to judge and criticize the work of their classmates.

2.20.3. Learning Journals

According to Hamayan (1995), common entrances that students make in their journals can provide teachers a vision that not only shows students 'Language ability, but their awareness of the learning process. The author emphasizes the importance of journals in the classroom and how it influences the learning process. On the other hand, Brown's (2004) study confirms that fifty years ago,

Journals had no place in the second language classroom. The concept of free writing was confined almost exclusively in developing essays on assigned topics. Today, journals occupy an important role that allows students develop a self-reflection and take charge of their own destiny. A journal is a register of students 'thoughts, feeling, reactions, assessment, ideas, and progress towards goals. It is usually written with little attention to structure, form, and correctness. Students can articulate their thought when they are judged later by the teacher. Sometimes, journals are confused sets of language with no particular point, purpose e or audience. Fortunately, models of journeys used in education have tightened up to give this type of journals focus.

2.16.4. Concept Map

Concept maps offer learners the chance to reflect thoughtfully. They Can aides meta-learning strategy that helps learners to learn. It can also support learners to organize and comprehend more evidently new information to be learned. By a concept map, learners connect their new knowledge with their own existing knowledge.

2.20,5. Projects

Berry (2008) claims that projects offer useful data about learners' understanding, awareness of specific learning areas, and skills to apply in particular studies. This also includes the capabilities to communicate subject specific data clearly. Most projects need learners to assume an investigation process in which they work in groups or separately to select a topic, design a data collection process, examine and organize the data collected, and then Display the results.

2.20.6. Exhibitions

Exhibits are the product of a topic studied in depth. Producing the Exhibit demands effort and time as well as deep understanding of the subject matter. Exhibitions provide both teachers and students a chance to gain a better

View of what students are learning and accomplishing (Klenowski, 2000).

2.20 ,7. Interview

According to Brown (2004), an interview proposed to represent a context in which the teacher converses with a student for designated assessment determination. Interviews might have one or numerous possible Aims in which the teacher:

- Assesses the students 'oral production,
- A ascertains a student's needs before designing a course or curriculum,
- Seeks to discover a student's learning styles and preferences,
- Asks a student to assess his or her own performance,
- Requests or evaluate a course.

2.21 , Tests and Quizzes

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. With regard to good tests and quizzes and their values, Headge (2000) 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. (p.378)

As to Williamson (2004), teachers can ask questions in written form about monitoring thinking,organizingdetails,analyzinginformationinreferencematerial,determinethepurposeand certain elements like in fiction, draw conclusion, analyze and evaluate the text critically, define unknown vocabulary words by examining context, analyze and compare different types of text and paraphrase the main idea of the reading text in order to As to Williamson (2004), effective readers stop and reflect upon what they are reading. They make connections to their own lives, and they monitor emotional responses to what they are

writing. A journal allows students to record these kinds of responses in a systematic way, and it allows the teacher to understand how well students are making connections as they read.

According to Genesee and Upshur (1996, as cited in Dagne, 2009), journals are written conversations between students and teachers. Richards and Lockhart (1996) stated that keeping a journal has two main purposes. These are: Events and ideas are recorded for the purpose of later reflection.

The process of writing itself helps trigger insights about what has been learned. One way to collect evidence of teacher-student writing effectiveness is to create a writing portfolio, a collection of student work over time with an emphasis on progress (Williamson, 2004).

2.22 , Feedback on writing

Writing is one of the problematic skills in English Language Teaching classes. For many years, students experienced difficulties through low self-confidence and high anxiety. Most of the students have even no information about giving and receiving feedback. For them the only person who can correct their errors and give feedback is their teacher. This can be seen as one of the sources of the problem of anxiety in writing classes. To overcome this obstacle, the teachers should change the mind of students from teacher-feedback towards peer-feedback.

According to Sadler (2010), “telling” students what is right or wrong is not enough for enhancing Learning. The most important point here is what the students need to know about giving and perceiving feedback. So, effective feedback should provide not only verification, but also elaboration (Kulhavy & Stock, 1989; Narciss, 2008). Feedback on writing plays a key role in improving writing quality and writing proficiency (Bitchener et al., 2005; Chandler, 2003; Graham et al., 2015; Parr & Timperley, 2010). For feedback to be effective, it needs to be timely and frequent (Cotos, 2015; Ferguson, 2011; Shute, 2008). However, providing timely feedback on academic writing in higher education is complex and time-consuming. Accordingly, several automated feedback systems have been developed to augment teacher feedback and consequently enhance students’ writing proficiency (Dikli, 2006; Passonneau et al., 2017; Stevenson & Phakiti, 2014).

A key part of most of these systems is the automated scoring of students’ writing, as this measure of writing quality can indicate which students are in need of support. Automated

scoring systems have demonstrated the ability to provide fairly accurate predictions of human scores based on properties of the writing product, e.g., number of words in a draft (Allen et al., 2015). In this way, a score is predicted once a writing product (draft or final version) is finished. However, for *timely* feedback, we would like to be able to predict writing scores as soon as possible in order to identify the students who would need support or are ‘at risk’ of failing the assignment *before* the writing product is finished (Romero & Ventura, 2019).

For the early prediction of writing scores, i.e., prediction of writing scores before the draft has been finished, there are two possible approaches. First, we can predict writing scores based on snapshots of the text produced so far. However, the text produced so far might not contain enough information (e.g., limited number of words) to provide accurate predictions. Second, we can predict writing scores based on information on the writing process, such as the number of revisions made. This approach has the additional advantage that it may be used to provide feedback both *during* and *on* the writing process. Feedback on the writing process is more powerful for deep processing than feedback on the product, as it can not only be used to improve the current task, but also to enhance (process) skills that can be transferred to future tasks (Hattie & Timperley, 2007; Vandermeulen et al., 2020). JM Parr, HS Timperley - Assessing writing, 2010 - Elsevier a teacher's ability to give this quality written feedback to writing that would support formative ... teacher ability to give quality assessment for learning feedback and student progress ...

2.23 Feedback in Continuous Assessment

In formative CA feedback is regarded as the fundamental component. As to Eliss cited in Mbea(2008) feedback is “a major goal of formative assessment”. Similarly, Sheppard (2000) confirms that “providing feedback to the learner about performance will lead to self correction and improvement”(ibid). In one way or in other way, providing relevant feedback on time does not only indicate where learners’ strength and weakness lies but it also assists learners to monitor their own progress and distinguishing the area where they want to develop further.

2.24 Process Writing Checklist.

Jenks, Christopher J. Volume 58 Issue 4, June 2002, pp. 599-620 .This checklist is designed to help develop writing strategies for English language learners (ELLs), focusing on a variety of linguistic strategies inherent in the writing process. It provides them with a graphical representation of the cognitive process involved in complex writing, promoting self-assessment strategies and integrating oral activities, graphic organizers, literacy tasks, writing workshops, and publishing goals into a self-assessment tool. The writing process is categorized in a five-stage sequential pattern (prewriting, drafting, revising, editing, and publishing). The process writing checklist acknowledges the importance of activating background knowledge through exploratory activities native to the prewriting state. The drafting, revising, and editing phases of process writing integrate the procedural and structural knowledge critical to successful writing. The composition tasks associated with the publishing stage unite the content, procedural, and structural knowledge central to developing authentic and effective writing assessment activities. Self-assessment methodologies empower ELLs with the confidence and skills necessary for literacy development. (SM)

2.25 , providing automated feedback on the writing process

Academic writing plays a critical role in higher education, but it is a difficult skill for students to develop irrespective of their language background – i.e. first language (L1) or second language (L2) writers (Ferris, 2011; Staples, Egbert, Biber, & Gray, 2016). Several meta-analyses have shown that *strategy instruction* is one of the most effective interventions in improving writing (Graham, McKeown, Kiuahara, & Harris, 2012; Graham &Perin, 2007). Strategy instruction is defined as ‘*explicitly and systematically teaching students strategies for planning, revising, and/or editing text*’ (Graham &Perin, 2007, p. 449). For strategy instruction, and especially for targeting higher education students who already adopted some (un)successful writing strategies, it is important to gain insight into students’ writing processes; including the cognitive and behavioral actions involved in writing. This can allow teachers to assess students’ writing to evoke students to reflect on the current strategies, and to teach new and more effective writing strategies.

However, it is often difficult or even impossible for teachers to gain an understanding of students' writing processes, especially in large classrooms or online settings. This may be one of the main reasons why most teachers provide feedback on the characteristics of students' final writing products rather than the process. Similarly, the number of writing studies that focus on the relationship between the characteristics of the final text and quality indicators outnumbers by far the studies focused on the writing process (cf. Crossley, 2020). This is partly because it is often challenging to gain awareness of the writing processes, as some processes and writing strategies might be implicit and hard to 'see'. Some insight into these processes can be gained via direct observations, video analysis, or think-aloud protocols (e.g. Solé, Miras, Castells, Espino, & Minguela, 2013; Tillema, van den Bergh, Rijlaarsdam, & Sanders, 2011). Yet, these approaches are time-consuming, not scalable, and hard to put into practice in realistic educational situations and for the purposes of providing feedback to students

2.26 Teaching Writing Skill

English as a foreign language consists of four basics language skills: listening; reading; writing and speaking. The students have to acquire these skills in learning language process. The language teacher should develop equally the students' ability in these four language skills. If the students have a good mastery in these language skills, they will be able to use English in communication, whether in oral or in written form. One of the language skills that students have to pay attention more is writing skill. Actually, writing is considered as complex process that permits to the student to make their ideas evident and concrete.

Tribble (1996) explains that the process of writing takes time especially if the stage, creating an initial draft, preceding writing is longer. On the other hand, Freedman and Pringle (1980: 177) consider writing as a 'creative process' which takes into account 'perception, linguistic, and cognitive complexity' where meaning is understood through the written text. Nunan (1989) argues that writing is more than using 'a pen and paper'; it is rather a complex intellectual achievement where students have to master the writing skill to form paragraphs and texts. The task of the teacher, then, is to control

and evaluate the written productions, taking into account a number of criteria such as ‘organization, coherence, clarity, with accurate language, and word choice’ (Starkey2004)

2.27 , Teachers’ Writing Assessment awareness, Beliefs, and Training

Teachers’ assessment literacy and beliefs contribute to encouraging or undermining students’ learning; therefore, investigating such literacy to fulfill the teachers’ training needs is essential. Teachers’ assessment literacy has been defined as the teachers ‘knowledge of how to assess the students’ competence and performance, “how to interpret the results from these assessments, and how to apply these results to improve students’ learning and program effectiveness.” (Webb, 2002,).

Moreover, classroom-based assessment for learning utilizes different types of pedagogical techniques including self and peer assessment, providing continuous descriptive feedback, and establishing assessment criteria to promote learning (Deluca & Klinger, 2010). A highly literate teacher has the theoretical and philosophical knowledge of assessing students’ learning, is skilled at selecting appropriate assessment techniques, designing valid assessment tasks, offering feed-back to students’ performances, and evaluating the process of teaching and learning (Boyles, 2006; Deluca & Klinger 2010). Recently, Crusan, Plakans, and Gebril (2016) argued that assessment literacy includes not only what and how to assess but also the issues of teachers’ knowledge, beliefs, and practice

2.28 Teachers’ Difficulties in assessing writing skills

Fleming and Chambers (1983). Assessing writing was a complex task for teachers due to many issues like teachers’ lack of sufficient time to correct their students’ written works because of the large number of students. Teachers also reported that students wrote short paragraphs because of their shortage of using the appropriate lexis. Additionally, teachers pointed out that they did not have a scoring rubric to assess their students’ writing, so they relied only on a holistic marking; that is to say, they gave an overall intuitive response to students’ writing. Teachers also found that some students’ written tests were unclear and difficult to read.

2-29 The importance of paragraph writing

Omid Wali ,Abudui Qayum Madani (2020) writing and putting an accurate word on a paper is quite an easy task , but writing a sentence is a bit difficult . Writing a paragraph is the most difficult academic activity. It is much more required as compared to any other activity in the writing skill of any language. to know and organize a paragraph in coherent , cohesive and united way , it means that you know and have the command on the foundation in any pyramid of academic writing .the length of paragraph is depend on the writer it is varied from a single sentence to a full page . Starting with a few simple sentences on a paper is not enough. Instead, you need to make it sure your paragraph is based on coherence cohesion and unity.

2.31 ,Assessment methods

Leighton Johnson, in Security Controls Evaluation, Testing, and Assessment Handbook (Second Edition), 2020, Assessment methods have a set of associated attributes, depth and coverage, which help define the level of effort for the assessment. These attributes are hierarchical in nature, providing the means to define the rigor and scope

CHAPTER THREE

3, RESEARCH DESIGN AND METHODOLOGY

This part focused on the methods that used in the study. These included the research design, the instruments of data collection, the sampling techniques and the method of data analysis.

3.1, The Research Design

This research used a descriptive survey research design. Descriptive research design involves using a range of qualitative and quantitative research method to collect data that aides in accurate describing research problem. More specifically, it helps answer the what, when, where and how questions regarding the research problem rather than the why question. Descriptive research describes and interprets the current status of events .It concerned with condition and relationships that exist , opinions that are held , processes that are going on , effect that are evident, or trends that are developing . In descriptive study teachers attitude towards their profession was studied. In descriptive survey method, data gathered from wide population regarding their attitude, practices, opinions, etc. In line with this, Kumar (2006) states that descriptive surveys or studies also serve as direct sources of valuable knowledge concerning human behavior. Thus, as the study aimed at investigating the practice of CA among English Language teachers, descriptive survey method used to reveal teachers practice in assessing students writing ability.

3.2 Subject of the Study

The primary Sources of data for the study were all English language teachers and sample grade 9 to 12 students of the schools. Whereas, the secondary sources were teachers documents such as teachers mark lists, attendance and table of specification

3.3 Sampling Technique

In Gurage zone, wolkite city, there are three secondary and preparatory schools. From them, the researcher participants were from wolkite Hidese Fire Secondary school. The school selected by simple random sampling method or lottery method. After research setting selected the researcher liked to use purposive sampling method .to identify the participant of the study, so all hidese Fire General Secondary school English language teachers were

selected for this study. To have additional data the researcher liked to have participants from students. There were 2499 students in the school and they had 46 sections in the school .to give equal chance the researcher used stratified sampling technique. By this method the researcher selected 46 students from each class.

3.4 Data collection procedures

Before conducting the study, first, the researcher met the school director and explained the purpose of the study: this helped the researcher in order to collect the data effectively. Then, the researcher asked the school teachers about their willingness to answer the question .after that the researcher explained the objective of the research. Then the researcher distributed closed ended question and open ended question for Hidese Fire General Secondary school English language teachers who teach students from grade 9- 12 and students .For face validity of the questionnaires, instruments given to adviser. Eventually, data gathering instrument distributed for final study. Next, interview held by recording using tape recorder. All English language teachers interviewed based on related theoretical background To approve what they replied for questionnaires and interview, using the pre-planned observation checklist and referring to the teachers' teaching schedule or teachers assessment plane or table of specification observed . The school English language teachers observed more than five times each at different occasion.

3.5 Data Collection Instruments

The instruments used to collect data for the study were questionnaire, interview, and classroom observation

3.5 .1 Questionnaire

Questionnaire was one of the data gathering tools employed for securing appropriate information for the study. It was used as a main data collection tool in the study and designed to collect relevant data from Hidese Fire general secondary and preparatory school English language teachers and sample of grade 9-12 students of the school. For this the researcher used open ended and close ended question .45 closed ended and 5 open ended

The first closed ended part contains sixteen (16) items which were framed in Likert scale type with five points (strongly agree, agree, uncertain, disagree, strongly disagree). This section dealt with

understanding of the principles and purposes of CA. In the second part of the questionnaire, seven close-ended items with five options (Always, usually, sometimes, rarely and never) were used to see the implementation of CA in writing class. The third part focused on how often continuous assessment devices were used by the teachers and two open-ended items were also included. The fourth part comprised of seven close-ended and one open-ended questions which was intended to see how often feedback was provided. The last part mainly emphasized on the impeding factors of CA in writing class. It contained five close-ended which had five options (Always, usually, sometimes, rarely and never) and two open-ended items.

The open-ended items were incorporated to give the respondents freedom to express their outlook as they wish for. , however, the researcher is less familiar with, or confident in, the subject area, an open-ended question might be more suitable, allowing the researcher to collect needed information without the risk of excluding options that might be pertinent to students.. So the researcher used both open ended and closed ended question

3.5.2 , Observation

As to Kothari (2004), observations are important tools that can be employed in descriptive research and other qualitative research types for gathering authentic and relevant data on teachers' and students' behaviors in the actual setting. Accordingly, the goal of the observation was to check whether or not the teachers practice CA using various assessment devices in their writing classes. Also it was intended to observe how feedback was provided and recognized class size as the impeding factor in appropriate practice of CA. As a result, structured observation check list which was consisted of nine categories with two scales how in agreement and disagreement, i.e. "Yes" and "No" designed to examine the practice of CA in writing classes .Accordingly, the classrooms of the teachers observed for two days each.

3.5.3 Interview

Interview is a meeting at which information is obtained from person. The purpose of the interview was to validate the data gathered through the questionnaire and classroom observation. Therefore, the content of the interview was similar to that of the questionnaire and classroom observation. According to Gay and Airasian (2000), semi-structured interview gives the researcher the freedom to direct the interview in a uniform fashion and sometimes allows the

interviewees to ‘frame’ and structure their responses the way they wish to. The semi-structured interview was conducted with three English language teachers who have been teaching at Wolkite Hidesse Fire secondary and preparatory school.

A semi –structured interview was prepared and conducted. Semi –structured interview was used to get additional information about the topic under investigation English language teachers awareness, practice and challenges on writing assessment. Teachers were asked about their challenges of using writing assessment in class room. The procedure of interviewing were held through note taking while the interviewee explaining his/ her ideas. This data collecting instrument was preferred to get adequate information, free discussion, and response and flexibility that cannot be obtained through other data collection instruments.

According to Nunan (1992), the interview is suitable for the descriptive study for two reasons. First, interview can be employed for securing relevant data. Second, the respondents with whom the interview was conducted were few in which case interview is appropriate. Thus, the semi-structured interview, which was prepared based on the objectives of the study and the review of related literature, was set to collect relevant data. Therefore, the researcher believes that this would help to get more significant information to support the data obtained through questionnaire and classroom observation.

3.6 , Methods of Data Analysis

According to LeCompte and Schensul,(2021) research data analysis is a process used by researchers to reduce data to a story and interpret it to derive insights. The data analysis process helps reduce a large chunk of data into smaller fragments, which makes sense.

Three essential things occur during the data analysis process, the first is data organization. Summarization and categorization together contribute to becoming the second known method used for data reduction. It helps find patterns and themes in the data for easy identification and linking. The third and last way is data analysis. Data analysis is the collecting and organizing of data so that a researcher can come to conclusion. Researchers do it in both top-down and bottom-up fashion. We can say that “the data analysis and data interpretation is a process representing the application of deductive and inductive logic to the research. In this study frequency, percentage, mean were used to analyses quantitative data, in order to obtain descriptive statics which provide a very basic summer of variables by showing a proportional

breakdown of the categories for each variable. (Harries 1998) qualitative analyses was also used to analyses the data elicited through open ended items of the questionnaires and via the observation .

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. PROCEDURES OF DATA ANALYSIS

Introduction

The primary objective of this study was to investigate English language teachers awareness, practice and challenges of CA in writing classes, among wolkite Hidese Fire General Secondary and preparatory school. To achieve this, questionnaires consisting of closed and open-ended items were distributed to all English language teachers and sample of grade 9 to 12 students at wolkite Hidese Fire General secondary school. The school is found in Gurage zone Wolkite. the question were about what look like teachers awareness and practice towards writing assessment , what were teachers writing assessment tools, why teachers used writing assessment , how often teachers give feedback for writing assessment and what were the factors affecting writing assessment .Moreover, these were supplemented by both interview and classroom observation results.

Accordingly, 10 English language teachers responded to the questionnaires and this was assumed to be adequate for the analysis. The data collected through the questionnaire were first categorized and depicted on various tables. So that it could be understandable easily, and then various statistical tools were used for analysis. Closed ended questions analyzed by using IBM SPSS soft ware or by frequency, percentage and mean. The data obtained from interview, and observations were also narrated or quoted so as to substantiate the data obtained.

The analysis was made in terms of basic research questions raised in the first chapter of the study.

4.2 RESULT AND DISCUSSION

Table 1 *English language Teachers' Responses regarding their awareness of the Principles and Purposes of CA in writing assessment*

Sl. No.	Items	Response	Alternatives			Total
			Agree	Neutral	Disagree	
1	Continuous writing assessment is a fundamental part of teaching writing skills	N	7	3	-	10
2	Teachers have good awareness towards writing skill assessments	N	5	3	2	10
3	Teachers should use continues writing skill assessment at any class room time	N	5	1	4	10
4	Teacher should inform students about Objectives and the assessment procedures	N	4	2	4	10
5	Continuous assessment in writing class is more difficult than the other skill	N	10	-	-	10
6	Giving continuous assessment in writing class is more important for high achiever students	N	5	2	3	10
7	I know that CA motivates students to be engaged in Their learning	N	3	2	5	10
8	I believe that writing skill CA can addresses students, interest and needs	N	4		6	10
9	CA prevents teachers from being central authority in Decision making	N	4	4	2	10
10	CA differentiate students according to their Writing ability	N	8	1	1	7
11	The information obtained from CA help s teachers to Identify learners' problems in writing class	N	3	1	6	10
12	If the students are good enough in writing skill they can perform any activities perfectly	N	2	1	7	10
13	The information obtained from CA helps teachers to Identify learners' problems in writing class	N	7	3	-	10

N.B (N=numbers, %=Percentage)

Source IBM SPSS soft ware data analysis of teachers my own

As can be seen from summary table1, Item 1.1, 7 teachers agreed on continuous writing assessment as fundamental for every English language teachers. The rest 3 teachers were uncertain either it is fundamental or not. This showed most of these five secondary school English language teachers have well believes on continuous assessment and its function. but when we came to teachers awareness 50% of teachers replied on item 2 that they had good awareness on continuous writing assessment , 3 teachers were uncertain for this question ,the rest 2 teachers reported that they don't have good awareness on continuous writing assessment.

Here we have to compare item 1 and item 2, in item 1 they said more than 50% teachers reported CA assessment is fundamental but to item 2 , 50 % teachers reported they have good awareness on CA the rest teachers were uncertain and disagree on point . So here it can be contradictory .which means they don't have good awareness on CA..So we can concluded this they don't have good awareness on CA.

According to .item 1.3 ,5 teachers reported that they used continuous writing assessment in any class . Only 1 teacher was uncertain. Which means he was not sure he used perfectly or not ,the rest 4 teachers showed their disagreement on teachers should use writing assessment at any class. Obviously, CA is a classroom assessment that is conducted on regular and systematic basis. In line with this, Schumm (2006) states that classroom assessment must be integrated with instruction (not just conducted at the end of a unit); and must be used to inform instructional decision making, as well as to provide an evaluation tool for teachers to assess their teaching .Teachers should assess often (daily, weekly or bi weekly) to determine student progress in achieving the planned objectives. Consequently, for assessment to support pupils' learning, it should be recognized as an integral part of teaching, an essential part of an effective teacher's repertoire of skills (Harrison &Salinger,1998).

As the researcher observed teachers class room practice on writing CA they never applied perfectly CA in the class room practice. They think as it is killing time because students cannot do writing activity .This showed again they don't have enough awareness for writing CA.

.Item 1. 4 showed .4 teachers said all teachers should inform the assessment procedure for students. 2 teachers said they were not sure to say that which means they said they were uncertain either teacher should inform or not. The rest 4 teachers were disagreeing on the point, which means they said teachers shouldn't inform the assessment producers. It seems thus vital to recognize that formative (continuous) assessment is very much concerned with collecting information about the students' progress and finding a way of helping them with their learning difficulties. The focus is, therefore, on the process of learning (Hedge, 2000).

According to Item 1.5 100 % teachers think as writing assessment is difficult from other skill assessment. . Williams (2003) highlighted that the bias in assessing writing was due to standard discrepancy in assessing writing that results in an unfair evaluation. Also, he asserted that the object of writing assessment created confusion for teachers regarding either the assessment of writing content (topical knowledge) or the general capacity to write evaluate their students' performance on certain specific tasks.

According to. Item 1. 6 showed us 5 teachers think as writing assessment is more important for higher achiever students. 2 of teachers reported that they were not sure either it is for higher achiever or all students. The rest 3 teachers said it is not for high achiever students only; it can help low achiever students. in item 1 most of the teachers reported continuous writing assessment is fundamental for ever class , but under item 6 they reported ,it is for higher achiever students . This idea is again contradictory idea, it indicate us they are confused about writing assessment .in teachers interview also the teachers said it is more important for high achiever students. Which means high achiever students only can answer writing assessment,

According to item 1.7 , showed 5 teachers said continuous writing assessment can motivate learner for learning .2 teachers were uncertain . The rest 3 teachers said CWA cannot motivate learner for learning. Teachers interview result also showed us writing assessment may be boring students to learning, which means when the teachers give writing question they cannot answer the question, if they don't answer the question they think as they teachers don't like them. So students not have motivation to answer writing assessment.

As item 1.8 , showed 4 teachers agreed writing assessment can address students interest . The rest 6 teachers showed the disagreement, means they said writing assessment cannot address student's interest. CA tells teachers if they need to re-teach something which students need to be re-taught and what the students need in order to improve their learning (Plessis.et.al, 2003).item 1.7 and 1.8 report was contradictory idea which means under item 1.7 5 teachers reported CWA can motivate students to learning but , under item 1.8 more than 5 teachers reported CWA cannot address students interest. So this showed us the school teachers had not enough awareness on writing assessment.

According to item,1.9. Showed 4 teachers agreed continues writing assessment used to make decision for teachers and 4 teachers were uncertain , the rest 2 teachers said continuous writing assessment cannot used for making decision .

However, NIED of Namibia (1999) stated that involving learners in marking assessment during a lesson, it communicates to the learners the learning expectations and may motivate and focus learner attention and effort. Here, teachers are expected to check the marks given by their learners. (In fact CA is for decision making but it shouldn't be only for teacher .students should make decision

According to item 1.10 showed 8 teachers agreed on continuous writing assessment can differentiate students writing ability .but 1 of teacher reported was uncertain. The rest 1 teacher showed his disagreement on continuous writing assessment cannot differentiate students writing ability. Teacher's interview also showed us continuous writing assessment used to differentiate students writing ability.

As item 1.11, showed 5 teachers agreed on the information get from writing assessment used for solving students writing problem. 2 teachers were uncertain. The rest 4 teachers showed they were not support the idea the writing assessment information cannot solve student's problem.

Item 1. 12 showed 2 teachers agreed on writing skill ability can help to do any activities 3 of teacher was uncertain and the reset 5 teachers were disagree on the point. They said writing assessment skill is used for only writing skill. Scholars in the field under lines that CA helps teachers to find out the strength and weakness of the students and assist them to improve their weak side .(Puhl, 1997). Moreover, Policy Guide Document of Namibia, (1999) pointed out that the purpose of CA is not to label students, rather to help students succeed in their learning.

Teacher's interview also showed writing assessment only evaluates students writing ability.

Item 1.13 7 teachers were agreed on the point; they reported that the information which obtain through writing assessment can used to solve students learning problem. The rest 3 teachers were uncertain on the point.

As one of English language teacher interview report, the writing assessment report can solve students learning problem

Table 2:Teachers 'Response of why they Practice CA in writing Classes

N	I	t	e	m	s	Responsein	A l t e r n a t i v e s		
							Yes	Uncerta in	No
1						N	9	-	1
					To re-plan for effective teaching writing skills				
2						N	7	-	3
					To give feedback to improve writing skills				
3						N	5	-	5
					To help students who are doing well				
4						N	9		1
					To differentiate the writing ability of students				
5						N	4	-	6
					To decide what writing assessment tool to use				

N.B(N=numbers,%=Percentage

Source IBM SPSS soft ware ;datka analysis of teachers

In the above table 2.1 9 teachers agreed they used writing assessment for re plan for effective teaching writing skill the rest 1 teacher report said that it was not for re plan for effective teaching writing skill. Many scholars state that CA should be used in every stage of the teaching learning process as it is an integral part of the instructional system As to

Williamson(2004), basically, formative (continuous) assessment supports and informs the teacher in making the next instructional decisions and helps students understand what they need to work on to improve..

As item 2.2 showed most respondents or 4 teachers used writing assessments to give feedback to improve writing skill. The rest 6 teachers said no, which means they were not for giving feedback for improving students writing skill and also when the researcher observed teachers classroom practice of writing assessment they never gave feedback on time

According to .JM Parr, HS Timperley (, 2010) a teacher's ability to give this quality written feedback to writing that would support formative assessment , teacher ability to give quality assessment for learning feedback and student progress ... According to Sadler (2010), “telling” students what is right or wrong is not enough for enhancing learning. The most important point here is what the students need to know about giving and perceiving feedback. So, effective feedback should provide not only verification, but also elaboration (Kulhavy& Stock, 1989; Narciss,2008).Feedback on writing plays a key role in improving writing quality and writing proficiency (Bitchener et al., 2005; Chandler, 2003; Graham et al., 2015; Parr & Timperley, 2010). For feedback to be effective, it needs to be timely and frequent (Cotos, 2015; Ferguson, 2011; Shute, 2008).

According item 2.3. 5 teachers said yes the rest 5 said no for question giving writing assessment for helping students doing well in writing. Here have of teachers said assessment is not for doing well in writing.

As item 2.4 3 teachers said they gave writing assessment to differentiate the writing ability of students the rest 7 teacher said no ,means they gave writing assessment not for identifying writing ability , it was for marking students . In different parts of the world, education reforms consist in assessment innovations that are geared toward learning-oriented assessment, using assessment to inform and improve student learning. In L2 writing, the assessment for learning tide is too powerful to be swept aside. Classroom writing assessment is fruitless if it does not help students learn better and become better writers. Feedback is ineffective if it does not improve student learning. Informed by perspectives on assessment for learning, Icy Lee (2017)

According to item 2.5 showed us 4 teachers said they used writing assessment to decide what writing assessment to use .and the rest 6 teachers said no , they used writing assessment to evaluate their students writing ability and give mark for them . Basically, formative (continuous) assessment supports and informs the teacher in making the next instructional decisions and helps students understand what they need to work on to improve. Williamson (2004)

Table 3: Teachers' Continuous Assessment Devices usage in writing class

N o	I t e m	Response in	A l t e r n a t i v e s			M e a n (X)
			U s u a l l y	S o m e t i m e s	N e v e r	
1	Preparing table of specification for writing assessment	N	5	1	4	4 . 0 0 0
2	Using the assessment criteria	N	3	4	3	3 . 0 0 0
3	G i v i n g T e s t s & Q u i z z e s	N	9	-	1	5 . 3 0 0
4	Giving Group assignment/ Discussion	N	7	2	1	5 . 9 0 0
5	Getting students ready for assessment	N	1	5	4	3 . . 0 0 0
6	Choosing the writing assessment task	N	3	2	5	2 . 0 0 0
7	Making trustworthy assessment decision	N	6	1	3	3 . 6 0 0
8	Using the assessment data to improve learning	N	5	4	1	3 . 4 0 0
9	Giving feedback based on writing assessment	N	6	3	1	3 . 7 0 0
10	Checking students writing ability	N	5	4	1	3 . 5 0 0
A v e r a g e			M e a n			3 . 3 8

N.B(N=numbers,%=Percentage and x=mean)

Source IBM SPSS soft ware data analysis of teachers

The above table 4 showed the teachers continuous assessment devices in the following way
Item 2. 1 , 5 teachers usually used table of specification. And 1 teacher sometimes used table of specification. The rest 4 teachers in the school never used table of specification.
Mean 3.0000 teachers used table of specification

When the researcher observe teachers class room practice most of school teachers never used table of specification. Which means they assess their students without plan or table of specification , and also in some of teachers table of specification there was no writing assessment in plan .

As item 2.2 , showed 3 teachers usually used the assessment criteria . 4 teachers sometimes used the assessment criteria. The rest 3 teachers never used the assessment criteria , mean 3.000 teachers used the assessment criteria .here assessment criteria means including all items means subjective and objective question . So as the researcher observed classroom teaching learning process and their assessment technique most teachers used closed ended question for assessing students.

As item 2.3 showed us at list all teachers or 9 teachers give test and quiz for students the rest 1 only never give test and quiz on time , mean 4.300 teachers give test and quiz for evaluating students .

As item 2.4 showed 7 teachers usually gave writing group assignment, 2 teachers sometimes gave writing assignment. The rest 1 teacher never gave writing assignment for students. Mean, 3.900 teachers gave group assignment for students. here most teachers usually give writing assignment , but the questions were answered only by high achiever students

For item 2. 5. 1 teacher always getting ready his students to assessment means he informed them about they have writing assessment 5 teachers sometimes get ready for assessment the rest 4 teachers never get their students ready for writing assessment . Mean, 2.700 teachers get ready their students for the writing assessment.

As item 2.6 , showed 3 teachers usually choose the writing assessment task , 2 teachers sometimes choose the writing assessment task , the rest 5 teachers never choose the writing assessment in their continuous assessment mean 2.700 teachers choose the writing assessment task .which means most teachers didn't choose writing assessment task .

According to item 7 , showed 6 teachers usually try to make trustworthy assessment decision , 1 teacher sometimes make trustworthy assessment decision , the rest 3 teachers

never make trustworthy assessment decision . Mean, 3.600 teachers make trustworthy assessment decision.

According to item 2.8 showed 5 teachers used usually used the assessment data to improve learning , 4 teachers sometimes used the assessment data to improve learning the rest 1 teacher never used assessment data for improving learning , mean 3.4000 teachers used the assessment data for improving students learning .

As item 2.9 showed that 6 teachers usually gave feedback based on writing assessment , 3 teachers sometimes gave feedback based on the writing assessment, and the rest 1 teacher never gave feedback based on writing assessment ., mean 3.7000 teachers give immediate feedback on writing assessment .

According to item 2.10 ,showed us 5 teachers usually check students writing ability , 4 teachers sometimes check students writing ,the rest 1 teacher never check students writing ability . Mean 3.5000teachers check students writing ability. The average mean of the above table was 3.38.

Table 4, Teachers ' Responses in Feedback Provision

No	Teachers' Feedback Provision	Response in	Alternatives			Mean(X)
			Usually	Sometimes	Never	
1	My students understand my feedback, when I give them	N	2	2	6	2.30
2	In my feedback to students ,indicate students' strength And weakness in their writing skills	N	4	4	2	3.30
3	I provide feedback on the students writing performance Timely	N	1	2	7	2.30
4	The feedback I provide help students make progress in their writing skill	N	3	3	4	2.80
5	I provide constructive feedback	N	6	4		3.70
6	I provide feedback based on the result of CA	N	5	5	-	3.60

7	When I provide feedback, the students motivated to wards the lesson	N	-	1	9	1 . 5 0
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Source IBM SPSS soft ware data analysis of teachers

N.B(N=numbers and x=mean

The above table 4 showed how often teaches provide feedback on continuous assessment Item 4.1 showed that 2 teachers think that their students usually understood their feedback .2 teachers think as their students sometimes understand the teachers feedback .6 teachers think their students never understand their feedback mean , 2.30 .this means most teachers think us their students never understand teachers feedback ,

According to item 4,2 showed us 4 teachers usually include students strength and weakness in their feedback , 4 of other teachers sometimes include strength and weakness in their feedback. The rest 2 teachers never include student's strength and weakness in the feedback means 3.30. teachers make judgments on students' performances and give them feedbacks on their strengths and weaknesses as well as give them needed support and guidance Greenstein, (2010).

As .item 4.3 showed most of the teachers never provides feedback on time 7 teachers reported that they never provide feedback on time. 1teacher only usually provide feedback on time, the rest 2teachers sometimes provide feedback on time mean 2.30 . This showed most of school English language teachers have never given feedback on time for students.

As item 4.4 showed 3 teachers think usually the feedback they gave helped students progress to writing skill. 3 teachers sometimes think feedback they provided may help students progress to writing skill. The rest 4 teachers thought their feedback never provide student to progress to writing skill .Mean 2.80.

As item 4.5 showed 6 teachers usually provide constructive feedback.,4teachers sometimes gave constrictive feedback .mean 3.70

According to item 4.6 showed us 5 teachers usually provide feedback based on the result of CA.5 of teachers sometimes provide feedback based on CA. mean 3.6 , this showed us teachers feedback was based on CA result .

As item ,4.7 showed 0 teacher thought their feedback usually motivate their students .1 teacher thought that sometime their feedback can motivate their students .the rest 9 teachers

thought their feedback never motivate the students .this means teachers feedback never motivate students to learning mean 1.50

Table 5: Factors Impeding Teachers' Practice of Continuous writing Assessment

No	Factors	Responsein	A l t e r n a t i v e s			M e a n (X)
			High	I don 'tknow	L o w	
1	W o r k L o a d	N	4	3	3	3 . 0 0
2	L a r g e S i z e	N	3	3	4	3 . 0 0
3	L a c k o f a w a r e n e s s	N	9	-	1	4 . 4 0
4	L a c k o f i n t e r e s t	N	5	4	1	3 . 7 0
5	Lack of Students text books	N	6	4	-	3 . 0 0

Source IBM SPSS soft ware data analysis of teachers

N.B(N=numbers, and x=mean)

The above table 5 ,showed factor affecting teachers writing assessment. As 5.1 showed us 4 teachers reported that work load is the high factor for teachers writing assessment, 3 teachers reported unknown case which imbeds teachers writing assessments and 3 teachers said work load is not matter for using writing assessment. Mean 3.00

According to item 5.2 showed 3 teachers said large class size highly affect teachers from using writing continuous assessment .3 teachers reported they don't know large class size imbed them or not .the rest 4 teacher reported class size is not matter for writing continuous assessment mean 3.00

As .item 5.3 . 9 teachers said they had high awareness problem towards writing assessment and 1 teacher only said awareness is not matter for writing assessment. Mean 4.40 .

According to item 5.4 5 teaches said they had high interest to use writing assessment . 4 teachers said they were not sure either they have interest or not , the rest 1 said she had low interest towards writing assessment. Mean 3.70Item .5 showed us 6 teachers said lack of

student's text book was high factor for using writing assessment. 4 teachers said they were not sure text book can be matter for writing assessment mean, 3.00

4.2.7 teachers' Open-ended Questionnaire, Interview Questions and observation

Qualitative data used to collect data to have further information about teacher's awareness and practice on continuous writing assessment. For this the researcher used 5 open ended question, 11 interview question and 9 main observation checklist .the teachers response and observation of researcher analyzed in the following way .

4.2.7.1 Open ended question

The major challenges that affected English language teachers implementation of CA in writing assessment , according to teachers " responses are shortage of time 9 (90%) teachers response showed that they didn't have enough time to perform writing assessment and they don't have good awareness towards writing assessment and its use . and also they don't gave immediate feedback provision. And also they have Lack of interest to used writing question because the questions were challenging the teachers to marking students answer. The other factors included the lack of students" ability in expressing themselves in writing and little use of peer assessment was factors hinder teachers from continuous writing assessment. Class size was another factor to use writing assessment.

4.2.7.2 Interview

Interview is one of data collection tools which help to gather additional or further information about the study area. For this five English language teachers were interviewed. as their interview report showed us almost all teachers have the lack of awareness on CWA .which means they think as writing assessment was the most difficult types of assessment , and they said it is difficult to measure students writing ability , because students answer different from student to student. Most of them said they plan on formative continuous writing assessment activities and use table of specification . Regarding the working load, 90% of them responded that it is very heavy when considering the very nature of assessing writing. So, this load-factor may hinder the frequency of feedback provision. In relation to peer assessment, four teachers individually responded that "they used peer assessment strategy"..But one of the teachers opposes this idea. He thinks continuous assessment should be for grading students

Question: What hinder you to assess students writing ability?

Answer ;(writing assessment is very difficult assessment method, because it is challenging us to grade students. And also students hand writing is not readable so that it may take long time to assess students writing ability).

4.2.7.3, Observation

Observation is another data collection method, in this method the researcher observed five teachers for forty minutes for each. The number of students in the classroom was 60 students in average. This obviously had an impact on the application of CA to written work as it challenges the standardized frequency of feedback provision. On my first day observation all teachers have no table of specification. In my second observation three teachers have table of specification. But they didn't include writing assessment. Most of their questions were grammar part. Here I try to discuss with teachers why didn't they include writing assessment. In my observation last day almost all English language teachers had table of specification and some of them included writing assessment. There were a shortage of students text book .the class size was not proper for such amount students. They don't have work load. The researcher try to discuss with teachers about the use of writing assessment in English lesson.

4.2.7.4 ,A Lesson Account of the Observation

Writing lessons were observed and the observations were made on one teacher in the first day the teacher introduced the lesson and provided an explanation of extreme adjective. And the teacher gave them incomplete paragraph to fill with extreme adjective. And try to give immediate feedback. On the second day, the teacher planed to teach about phrasal verb. and encourage them to write phrasal verb and use in sentence .Here, there was not any attempt to use self or peer- assessment techniques; there were not any criteria of assessment set and explained to the students.. In sum, the lesson was almost teacher centered, where the students passively learned. This indicates that there was rare chance of CA feedback exchange between the learners and the teacher and among the learners as the teacher wrote just the numerical value the learners scored. Correction is also given by the teachers

4.3, Students report analysis

The main objective of the student's questionnaires' was to gather data about the teachers writing assessment practice in English language class room , how much their teachers use writing assessment , why teachers give continuous writing assessment , how often teachers used assessment device in continuous assessment and how much English language teachers gave feedback for students .The questions were gathered from 46 students who were taken from Hides Fire secondary school from grade 9 - 12 students in 2015 EC . In the school they had 2499 students and they were total 46 section .From each section the researcher preferred one student randomly .After the participants selected the researcher distributed question for students . Those students' research question response or answer was analyzed in the following table

Table 6 result Summary of why teachers give continuous writing assessment for students .

No	Students Response	Response in	A l t e r n a t i v e s			Mean(X)
			Usually	Sometimes	Never	
1	Motivate us when we practice writing skill assessment	N	9	1 1	2 6	2.5217
		%	19.6	23.9	56.5	
2	Help low achieving students	N	1 2	1 9	1 5	2.9783
		%	26.	41.3	32.6	
3	To identify our writing skill problem	N	1 2	2 0	1 4	2.933
		%	26.7	44.4	28.8	
4	Monitoring students learning	N	1 2	1 5	1 7	3.065
		%	30.4	32.6	37	
	Evaluate the extent to which I can put	N	1 7	1 5	1 7	3.1304

5	what I learnt into practice in real world situation	%	36.9	34.8	28.38	
6	To evaluate how much we can do writing assessment	N	24	14	8	3.4783
		%	52.2	30.4	17.4	
7	Decide on how to improve our writing skill.	N	27	15	4	3.7174
		%	58.7	32.6	8.7	

Source students response IBM SPSS software

N.B(N=numbers and x=mean

The above table was students response about why teachers gave them continuous writing assessment .as the table showed in Item 1 , 56.5 % students said teachers never motivated them when they practice writing assessment , 23.9 % students said teachers sometimes motivated them while they try to practice continuous writing assessment. The rest 19.6 % students said teachers usually motivated them when they practice continuous writing assessment. Mean 2.5217.

Thanos Hatzia Apostolou, Iraklis Paraskakis Electronic Journal of E-learning 8 (2), 111-122, (2010) Formative feedback is instrumental in the learning experience of a student. It can be effective in promoting learning if it is timely, personal, manageable, motivational, and in direct relation with assessment criteria. Despite its importance, however, research suggests that students are discouraged from engaging in the feedback process primarily for reasons that relate to lack of motivation and difficulty in relating to and reflecting on the feedback comments.

Again when the researcher observed teachers classroom writing assessment practice they never motivate their students to writing practice.

According to item 2 showed ,32.6% students said that the teachers writing assessment is not for helping low achieving students. 41.3% students said sometimes the teachers gave writing assessment for helping low achieving students the rest 26.1% students answered a question teachers usually gave writing assessment for helping low achieving students .teachers should give writing assessment for every level of students . Because if students can

write well they can do any activities perfectly this idea is the researcher's hypotheses. When the researcher made interview with school teachers their awareness about CA was it is for high achiever students. This thought hinders them to use writing assessment in the classroom. Mean 2.9783

As .item 3 showed, 28.8% students said teachers writing skill assessment is not for identify students learning, 44.4 % students said teachers gave writing assessment to identify their writing skill problem .the rest 26.7 % students said teacher usually gave writing assessment to identify students writing problem. Mean 2.933

As item 4, showed us 37 % of students said teachers never monitoring students learning, 32.6 % of students said their teachers sometimes monitoring their learning by encouraging their writing. The rest 30.4% of students said teachers usually monitoring students learning. Mean 3 . 0 6 5

As item, 5 showed us, 28.38 % of students said teachers never encourage students to practice writing skill in real world situation. 34.8% of students said teachers sometimes encourage using writing assessment in to practice in real world. 36.9% of students said teachers usually encourage them to practice writing in real world. Mean 3.1304

As item 6, showed that, 17.4 % students said teachers never evaluate how much students practice writing. 30.4 % students said teachers sometimes evaluate students writing practice. And the rest 52.2 % students said teachers usually evaluate students writing practice. Mean 3.4783

Item 7 showed us 8.7 % students said teachers never try to improve students writing skill or never gave writing assessment for improving writing skill, 32.6 % students said ,teachers sometimes try to improve students writing skill and the rest 58.7 % students said teachers usually try to improve students writing skill. Mean 3.717

Table 7: How often teachers used assessment device in continuous assessment

No	Items	Response in	A l t e r n a t i v e s			Mean(X)
			Usually	Sometimes	Never	
1	Prepare to assess students learning	N	1 8	2 1	7	3 . 4 1 3 0
		%	3 7 . 2	4 5 . 7	1 5 . 2	
2	Giving home work on	N	2 7	1 2	7	3.6522

	writing assessment	%	5 8 . 7	2 6 . 1	1 5 . 2	
3	Peer assessment	N	2 6	1 6	4	3.6734
		%	5 6 . 6	3 4 . 8	8 . 7	
4	Test and quiz	N	2 9	1 7	1 0	3.8478
		%	6 3 . 1	3 2 . 6	4 . 3	
5	Group assessment and discussion	N	1 9	1 5 *	1 2	3.2609
		%	4 1 . 3	3 7	2 1 . 7	
6	Getting students ready for assessment	N	2 0	1 6	1 0	3.3043
		%	4 1 . 3	3 2 . 6	2 6 . 1	
7	Choosing the writing assessment task	N	2 3	1 4	9	3.2391
		%	4 3 . 3	. 8	2 1 . 7	
8	Making trustworthy assessment decision	N	1 0	1 6	2 0	3.4130
		%	2 1 . 7	3 4 . 8	4 3 . 5	
9	Using the assessment data to improve learning	N	2 6	1 4	6	3.6304
		%	5 2 . 5	3 0 . 4	1 3 . 1	
10	Giving feedback based on assessment	N	2 1	1 2	1 1	3.3696
		%	5 0	2 6 . 1	2 3 . 9	
Average Mean						3 . 2 7

Source SPSS 20 software my own data

The above table used to show students response on how often teachers used writing assessment devices or tools. for this item 1, answer shoed us 15.2 % students said their teachers never prepare them for writing assessment , 45.7 % students said teachers sometimes prepare students for writing assessment ,and the rest 37.2 students said teachers prepare or make them for writing assessment .mean 3 . 4 1 3 0

As item 2, showed us ,15.2 % student said that teachers never gave home work on writing assessment . 26.1 % of students said teachers sometimes gave home work in writing assessment, and the rest 58.7 % of students said teachers most of a time gives us home work writing assessment which means teachers usually give them home work in writing assessment. Mean 3.6522

According to item 3 , showed , 8.7 % students said teachers never give peer writing assessment . 34. 8 % students said teachers sometimes give peer writing assessment, the rest 56.6 students said, teachers usually give them peer writing assessment. Mean 3 . 6 7 3 4

As item 4 , showed that 4.3 % students said teachers never give writing test and quiz , 32.6 % students said teachers sometimes give writing test and quiz , the rest 63.1 % of students said teachers usually give them writing test and quiz . Mean 3.8478

As item 5 , showed us 21.7 % students said teachers never give writing group assignment , and 37 % students said teachers sometimes give writing group assignment and the rest 41,3 % students said teachers usually give writing assignment . Mean 3 . 2 6 0 9

As item 6 showed us 26.1 % students said teachers never get ready for writing assessment . 32.6 % students said teachers sometimes get ready them for writing assessment. And the rest 41,3 % students said teachers usually get ready for the writing assessment .mean3 . 3 0 4 3

According to item7 showed .21.7 % of students said teachers never choose the writing assessment most of the time and 34.8 % of students said teachers choose the writing assessment in class room learning. The rest 43.3 % students said teachers usually choose the writing assessment .mean3 . 2 3 9 1

As item 8 , showed us , 43. 5 % students said teachers never make trustworthy assessment decision , 34.8 % of students said teachers sometimes make trustworthy assessment decision .and the rest 21.7 % of students said teacher usually make trustworthy assessment decision . Mean 3 . 4 1 3 0

According to item 9 , answer showed 13.1 % of students said teachers never use the assessment data to improve learning , 30.4 % students said teachers sometimes used assessment data for improving students learning , and the rest 52.6 % of students said teachers usually used assessment data for improving students learning . Mean 3 . 6 3 0 4

As item 10 answer showed us , 23.9 % students said their teachers never give feedback based on assessment , 26.1 % of students said teachers sometimes give feedback based on assessment , and the rest 50 % of students said their teachers usually give feedback based on assessment data .mean 3.3696. Average mean of how often teachers used assessment device is mean 3.27

Table 8 Result: summary on Students' Responses Regarding the Feedback they receive

N	Respon	A l t e r n a t i v	Mean(
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Q	Students Response	Frequency	Percentage			Mean (X)
			Usually	Sometimes	Never	
1	Teacher provides us feedback on our writing Performance timely.	N 18	15	51	3	3.1739
		%	39.1	32.6	28.3	
2	The feedbacks provided for us indicate our strength and Weakness in writing skills.	N 23	12	85	5	3.4565
		%	50	39.1	10.9	
3	I understand the feedback provided easily.	N 19	13	51	2	3.1522
		%	43	32.6	26.1	
4	The feedback provided enables me to progress in Writing skills.	N 21	17	8		3.4130
		%	45.6	37.1	17.4	
5	My teacher provides me constructive feedback.	N 13	11	81	5	3.000
		%	28.3	39.3	32.6	
6	The feedback provided is based on the result of CA.	N 19	10	17		3.0870
		%	41.3	21.7	37	
7	The feedback provided motivated us towards the Learning	N 22	10	14		3.2609
		%	47.8	21.7	30.4	

Source IBM SPSS software my own data

The above table answered for the student's research question about how often teachers provided feedback on continuous writing assessment. For this Item 1, students answer showed us 28.3% students said teachers never gave feedback on time, and 32.6 % students

said teachers sometimes gave them feedback on time .the rest 39.1 % students said teachers usually gave feedback on time .mean 3.1739

According to item 2, answer showed 10.9 % students said teachers never indicate their strength and weakness in the feedback and 39.9 % students said teachers sometimes include their weak or strong side in the feedback, and 50 % of students said teachers usually showed students strength and weak side in the feedback mean 3.4565

.As item 3 ,answer showed us, 26.1 % students said they cannot understand teachers feedback , 32.6 % students said sometimes they can understand teachers feedback .and 41.3 % students said they usually can understand their teachers feedback .mean 3.1522

Question 4 answers showed us, 17.4 % students said the feedback provided never enable them to progress to writing skill 34.8 % students said some times the teachers feedback enable them to progress to writing skill. The rest 48.8 % students said the teachers feedback usually enable them to progress writing skill. Mean 3.4130

According to item 5 students answer reported that 17.4% of students said that teachers never provided them constructive feedback 39.3% of students said teachers sometimes provided constrictive feedback and the rest 28.3 % students reported that teachers usually provided constrictive feedback .mean 3.000

Question 6 answers showed us, 37 % students said the teacher's feedback is not based on result of CA and 21.7 students said sometimes teachers gave feedback based on CA result. The rest 41 .3 % students said their teachers gave feedback based on CA result. Mean 3.0870

Question 7 answer showed us 30,4 % of students said teachers feedback never motivate them to lesson , 21.7 % students said teachers feedback sometimes motivated towards learning . The rest 47.8 % students said their feedback usually motivated towards the lesson. Mean 3.2609

4.3.4, Open ended question for students

Open ended question used to add further information about teachers practice on continuous writing assessment. For this one open ended question was provided for students .the question was about the major strength and weakness of teachers using continuous writing assessment. For this open ended question some students said, teachers challenged by high number of students, and class room size. But most of students said, teachers never motivate them to practice writing and teachers never give writing home work and class work regularly.. There strength was they try to give some writing assessment like home work, class work and assignment in writing assessment

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1. Summary

Writing has always been seen as an important skill in English language acquisition. This importance is due to the fact that it reinforces grammatical structures and vocabulary that educators strive to teach their students. It is the area in which learners need to be offered adequate time to develop their writing skill, therefore more time should be devoted to it in classrooms containing ELL so that they will be prepared to effectively communicate in real life as well as academic situations (Ismail, 2007).

Exposing them to the writing process itself through various venues is an excellent way to reach this goal. Additionally, writing skills can be developed when the learners' interests are acknowledged and when they are given frequent time to practice writing.

The major objective of the study was to investigate English language teachers' awareness and practice of continuous assessment in writing class .and to answer the question What look like English language teachers' awareness in practicing CA writing classes, how often they used CA in writing class, what are the writing assessment devices and what are the challenge to use writing assessment. In order to address these basic questions, wolkite Hidese Fire Secondary school were selected purposively. From this school, 10 English language teachers were selected purposely as they were found in the school .or availability sampling technique. Regarding for students' participation, out of 1499 grade, 9 -12 students 46 students were selected random sampling technique (Lottery method) ,In the school there were 46 sections from each section the researcher selected one students from each section

To gather the necessary data, questionnaires containing 53 and 24 items were administered to the sample teachers and students respectively. Besides, all the teachers were interviewed. Furthermore, apart from the data obtained from the quantitative data. Observation was carried out to see the availability of expected feedback and the practice of various assessment devices and to cross-check the responses secured from the respondents through the other data collection tools with reference to impeding factors especially class size.

Accordingly, the responses obtained from both the teachers and students through the close-ended items of the questionnaire were tabulated and analyzed using frequency percentage and mean.

Furthermore, the data collected through the open-ended items of the questionnaire, interviews, and observation were incorporated to substantiate the data obtained using the close ended items of the questionnaire. After analyzing and interpreting the data, the outcomes were arrived at. Certainly, CA has an impact on the teachers in different ways. Primarily, class size, teachers awareness towards writing assessment, teachers workload, time shortage, marking difficult, were factor for using writing assessment. As to Williamson (2004), formative (continuous) assessment is a continuous monitoring of student learning with the purpose of providing feedback to the learner as to progress and achievement. However, in this study what was revealed that the teachers 'practices of CA in the writing classes were not based on the assessment result and the teachers not gave immediate feedback for students. Also the feedback provided by the teachers was not as much as intended

5.2 .Conclusions

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

Assessment: is a way of observing and collecting assessment information and making decision based on the information (Plessis et al., 2003).assessing students result is very important things for teachers to teach students. Assessment can be summative assessment and formative assessment. Summative assessment given at the end of course .but formative assessment given at every class time, which means assessing for teaching

The school English language teachers had inadequate understanding in writing continuous assessment. They think as it was challenging work .because of students answer difference from students to student. For this Teachers should have good awareness on continuous writing assessment .they have to boost giving writing assessment skill by watching different video or gathering from different source.

The English language teachers were limited to use assessment devices to collect assessment information. As the findings indicated, the teachers rarely used a range of assessment

devices; rather, they frequently used group work, test and quizzes and think aloud. Especially the school teachers were not good at using table of specification for writing assessment

The school teachers limited to give immediate feedback Sheppard (2000) confirms that “providing feedback to the learner about performance will lead to self correction and improvement .In one way or in other way, providing relevant feedback on time does not only indicate where learners’ strength and weakness lies but it also assists learners to monitor their own progress and distinguishing the area where they want to develop further. They have factors which limited them to used writing continuous assessment, like workload, classroom size, shortage of text book and teachers awareness towards writing assessment.

Sihombing (2016) assessing writing was a complex task for teachers due to many issues like teachers’ lack of sufficient time to correct their students’ written works because of the large number of students. Teachers also reported that students cannot write paragraphs, because of their shortage of using the appropriate lexis. Additionally, teachers pointed out that they did not have a scoring rubric to assess their students’ writing. So they relied only on a holistic marking; that is to say, they gave an overall intuitive response to students’ writing. Teachers also found that some students’ written tests were unclear and difficult to read.

The result of data analysis showed us most of school English language teachers had no enough awareness towards writing assessment .class size ,lake of text book and students interest towards practice writing Assessment limited them to assess students writing ability

5.3 Recommendations

Based on the findings of the study, the following suggestions are forwarded. Moreover, the suggestions presented here are generally based on interviews; open-ended questions, closed ended question and reviews of literature.

- , The research results depicted that it was found that the majority of the teachers had in adequate understanding of the practice of continuous writing assessment. Therefore, to help the teachers' awareness and practice of continuous writing assessment concerned body like university, woreda education office should give consecutive training for English language teachers
- Teachers also should update themselves by watching different video how to use writing assessment.
- , Teachers have to practice giving immediate feedback for students.
- The school teachers should use writing assessment tools or devices for boosting students writing skill especially they have to include writing assessment in table of specification. They should use tools for writing assessment like grammar checkers, style guides, structure template, readability tests, usability tests etc .
- Teachers should arrange tutorial class to help students writing skill
- Schools should build additional building to solve class size factors.
- concerned body should distribute student's text book on time
- Students should practice writing activities.
- , In general, writing assessment, therefore, needs to be treated with great care, attention, and respect. Teachers, have a responsibility to practice or use writing assessment and have to be motivating students to practice.

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Wolkite University

College of Social Science and Humanity

Department of English Language and Literature

Appendix 1

Teachers' Questionnaire

Dear Teachers,

This questionnaire is to gather information about the practices of continuous assessment (CA) in English language teachers writing classes. The information is needed for the MA thesis which is going to be done on the title *An Investigation of the Practices of CA in writing classes by Grade 9 -12 English Language Teachers*. Your contribution in providing the needed information plays a vital role for the success of the study

Therefore, you are kindly requested to fill in your answers to the questionnaires on the basis of the given instructions.

Thank you in advance!

Part I:For each of the following statements please show your agreement or disagreement by putting (X) mark in the space provided according to the following scale: 5:strongly agree 4: agree 3 : uncertain 2 : not agree 1 : strongly disagree

N o	Items	Level of Agreement				
		5	4	3	2	1
1	Continuous writing assessments are a fundamental part of teaching writing skills					

2	Teachers have good awareness towards writing skill assessments					
3	Teachers should use continues writing skill assessment at any class room time					
4	Teachers should inform students about Objectives and the assessment procedures.					
5	Continuous assessment in writing class is more difficult than the other skill					
6	Giving continuous assessment in writing class is more important for high achiever students.					
7	I know that CA motivates students to be engaged in Their learning					
8	I believe that writing skill CA can addresses students, interest and needs					
9	CA prevents teachers from being central authority in Decision making					
	.					
10	Teachers should arrange Tutorial classes					
11	CA differentiate students according to their Writing ability					
	.					
12	If the students are good enough in writing skill they can perform any activities perfectly					
1	The information obtained from CA helps teachers to Identify					

3	learners' problems in writing class					
1 4	Teachers should use different method for boosting students writing skill .					
1 5	Feedback should mainly consist of reporting wrong and right answers to the learners					
	Right answers to the learners					
1 6	I feel CA is used to label students					

Part II:For each of the following show why you apply CA in writing class by putting (x) in one of the boxes according to the scale below.

	Items	L e v e l o f A g r e e m e n t	
		Y e s	N o
1	To re-plan for effective teaching writing skills		
2	To give feedback to improve writing skills .		
3	To help students who are doing well		
4	To differentiate the writing ability of students		
5	To decide what writing assessment tool to use		
6	prefer the best method for assessing writing skill		

Part III: For each of the following question show how often you use them to assess students writing skills by putting(x)in one of the boxes according to the scale below.

5=Always4=Usually3=Sometimes2=Rarely1=Never

No	Continuous writing Assessment Devices	F r e q u e n c y D e g r e e				
		5	4	3	2	1

1	Preparing table of specification for writing assessment					
2	Using the assessment criteria					
3	Giving Tests & Quizzes					
4	Giving Group assignment/Discussion					
5	Getting students ready for assessment					
6	Choosing the writing assessment task					
7	Making trustworthy assessment decision					
8	Using the assessment data to improve learning					
9	Giving feed back based on writing assessment					
10	Checking students writing ability					

14. Please list other devices you have been using(if any)

15 , Part IV: For each of the following Items, show how often you provide feedback to your students by putting (X) ,in one of the boxes according to the scale below

5=Always4=Usually3=Sometimes2=Rarely1=Never

Item	I t e m	F r e q u e n c y D e g r e e				
		5	4	3	2	1
1	My students understand my feedback, when I give them					
2	In my feedback to students, Indicate students 'strength And weakness in their writing skills					
3	I provide feedback on the students writing performance Timely					

4	The feedback I provide help students make progress in Their writing skills					
5	I provide constructive feedback					
6	I provide feedback based on the result of CA					
7	When I provide feedback, the students motivated To wards the lesson					

8.If youchooserarely(2)ornever(1)foritemsofPartV,wouldyoupleaseexplainyourreasons?

Part V:How often do the following factors hinder the practices of CA in your writing classroom?(Use the following scale)

Very high=5,High=4, I don't know=3, Low=2,andverylow=1

N o	I t e m s	D e g r e e L e v e l				
		5	4	3	2	1
1 . 1	L a c k o f a w a r e n e s s					
1 . 2	L a c k o f i n t e r e s t					
1 . 3	H i g h W o r k l o a d					
1 . 4	L a r g e C l a s s s i z e					
1 . 5	L a c k o f s t u d e n t s t e x t b o o k s					
1 . 5	T i m e c o n s t r a i n t					

2. What are the major problems (if any) have you faced in using CA to assess the

writing skills

3. What do you think should be done for success full implementation of CA in your writing

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Department of English Language and Literature

Appendix 2

Students' Questionnaires

Dear students

The objective of this questionnaire is to collect information about the practices of continuous assessment (CA) in your writing class by your English language teachers. The information is needed for the MA thesis which is going to be done on the *An Investigation of the Practices of CA in writing classes by Grade 9 -12 English Language Teachers*. 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!

Part I: For each of the following purposes how often do your teachers give continuous assessment in writing skills show your agreement by putting (X) in one of the boxes according to the scale below.

No	Items	Frequency Degree				
		5	4	3	2	1
1.1	Motivate us when we practice writing skill assessment					
1.2	Plan instruction for the next lesson					
1.3	Help low achieving students					
1.4	Evaluate his/her teaching methodology					
1.5	Monitoring students learning					
1.6	Evaluate the extent to which I can put what I learnt in to Practice in real world situation					
1.7	Decide on how to improve our writing skills					

5=Always,4=Usually,3=Sometimes,2=Rarely,1=Never

2. What major strengths and weaknesses do you observe in your teachers use of CA in your writing class?

Part II: For each of the following continuous writing assessment devices show how often your teacher uses them to assess your writing skills by putting (X) in one of the boxes according to the scale below.

5=Always 4=usually 3=sometimes 2=rarely 1=never

No	Continuous writing Assessment devices	Frequency Degree				
		5	4	3	2	1
1	Preparing to assess students learning					

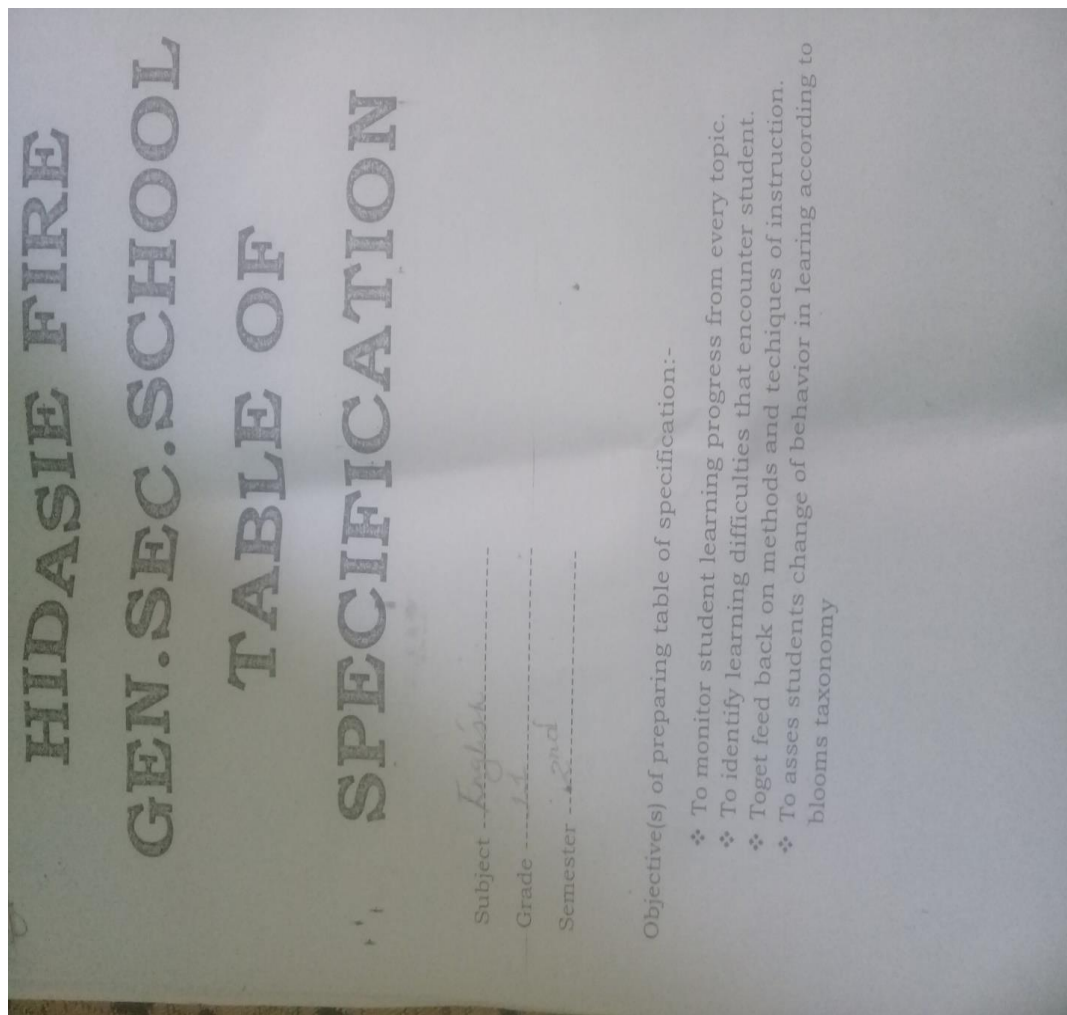
2	Using the assessment criteria					
3	Peer assessment					
4	Tests & Quizzes					
5	Group assignment / Discussion					
6	Getting students ready for assessment					
7	Choosing the writing assessment task					
8	Making trustworthy assessment decision					
9	Using the assessment data to improve learning					
10	Giving feedback based on assessment					

Part III :For each of the following Items ,show how often your teacher provides you feedback on the result of CA by putting(X) in one of the boxes according to the scale below.

5=Always 4=Usually 3=Sometimes 2=Rarely 1=Never

1	I t e m	F r e q u e n c y D e g r e e				
		5	4	3	2	1
1	My teacher provide me feedback on my writing Performance timely					
2	The feedbacks provided for me indicate my strength and weakness					
3	I understand the feedback provide easily					
4	The feedback provided enables me to progress in Writing skills					
5	My teacher provides me constructive feedback					

6	The feedback provided is based on the result of CA					
7	The feedback provided motivated towards the lesson					



PTA CTE FIRE.

Table of specification for determining the proportion of items -1

General and specific content areas	Period allotment	Number of questions in relation to period allotment	Number of questions (%)	Formula for deciding the No of questions X total items total number of period
Reading Unit 7-12 weather and climate	24	10	25%	24 x 25 / 100
water, probability				
Power and development, NC-0				
Technical Advances				
Textbook Vocabulary Unit 7-12	7	3	7.5%	7 x 7.5 / 100
Increasing your word power				
Grammar Unit 7-12				
Conditional sentences				
Prepositional phrase				
General and is for the with to	49	20	50%	49 x 50 / 100
verb to form of adjective				
phrasal verbs				
Adverbial clauses				
clause of concessive				
Speaking Unit 8-9	12	5	12.5%	12 x 12.5 / 100
Health promotion				
Education				
Writing Unit 12	5	2	5%	5 x 5 / 100
Letter, Proposals, literature				
Total	97	40	100%	

Teacher's Name Bente Tamis Sign [Signature] Date 2023
 Department Head's Name Bente Tamis Sign [Signature] Date 2023

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Table of specification for determining the proportion of items -1

Major and specific content areas	Period allotment	Number of questions in relation to period allotment	Number of questions (%)	Formula for deciding the No of questions
Reading Unit 7-12	24	10	25%	Number of periods X total items total number of period
Weather and climate				
Water, air, humidity				
Food and development, NCC				
Technological Advancements				
Text book Vocabulary Unit 7-12				
Increasing your word power	7	3	7.5%	7440/99
Grammar Unit 7-12				
Conditional Sentences				
Prepositions of time				
With clause				
General and in future with to	49	20	50%	20440/99
Verb 2 Adjective				
Verb 6 form of adjective				
Phrase verbs				
Adverb Adjective Comparison				
Clause of condition				
Speaking Unit 8-9	12	5	12.5%	12440/99
Health, permission				
Education				
Writing Unit 12	5	2	5%	2440/99
Letter, correspondence				
Total	97	40	100%	

Teacher's Name Bene. Tamils Sign [Signature] Date -----

Department Head's Name Bene. Tamils Sign [Signature] Date -----

Appendix 4 teacher lesson plan

HIDASE FIRE GENERAL SECONDARY SCHOOL

Lesson Plan

Teacher's Name Befre Tamir School's Name Hut
 Grade and Section _____ Date 06/07/15
 Subject English Time Allowed 40'
 Unit _____ Page _____

Title of the Lesson Meaning of Phrasal Verbs

Objective:- At the end of this Lesson the students will be able to :-

1. Define some Phrasal Verbs
2. Recognize Phrasal Verbs with Phrasal Verbs

Teacher's Activity	Time	Student's Activity
Revise Phrasal Verbs	5'	- Remember the last lesson - are introduced
Introduce Phrasal Verbs	20'	- Listen - participate
Explain the list	5'	- Attend
Summarize them	10'	- in the question - move the lesson
End of the lesson		- Resource to be used <u>7+3</u> 07/07/15

Title of the lesson Phrasal Verbs with in and out

Objective at the end of this Lesson the students will be able to:-

3. Define Phrasal Verbs with in and out
4. Recognize Phrasal Verbs with in and out

Teacher's Activity	Time	Student's Activity
Revise the last lesson	5'	- Remember that they - are introduced
Introduce the list	20'	- Listen attentively - participate in it
Explain the list	5'	- Attend
Summarize them	10'	- in the question - move the lesson
End of the lesson		- Resource to be used <u>7+3</u> Lesson

Evaluation:- eg _____ Date 07/07/15 Teacher's Sing _____
 DPT head Sing _____ V/Director _____ Sing _____ Date 07/07/15

HIDASE FIRE GENERAL SECONDARY SCHOOL

Lesson Plan
 Teacher's Name Betie Tamar School's Name Hidase Fire
 Grade and Section 11th A-E Date 04/07/15
 Subject English Time Allowed 40
 Unit Extensive Activities Page 1
 Title of the Lesson Extensive Activities
 Objective: - At the end of this Lesson the students will be able to:-
 1. Describe the activities of the lesson
 2. Write a letter from a person to a person

Teacher's Activity	Time	Student's Activity
Review class by a ppt	5'	Remembered the last
Exp. the class by a ppt	20'	Remembered
Pre - Write to the students	5'	Participate
Post - Write to the students	10'	Attend the lesson
Assessment to be used		Take Correction

Title of the lesson Review of the lesson
 Objective at the end of this Lesson the students will be able to:-
 1. Describe the activities of the lesson
 2. Write a letter from a person to a person

Teacher's Activity	Time	Student's Activity
Review class by a ppt	5'	Remembered the last
Exp. the class by a ppt	20'	Remembered
Pre - Write to the students	5'	Participate
Post - Write to the students	10'	Attend the lesson
Assessment to be used		Take Correction

Evaluation - eg
 DPT Head Sing 11th A-E Teacher's Sing 11th A-E
 Date 04/07/15 Sing 11th A-E