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ABSTRACT

The main purpose of this study was to investigate the continuous assessment practices of senior secondary school English language teachers in essay writing in Nsukka Education Zone of Enugu State. Three Local Government Areas make the zone for the study; Igboetiti, Nsukka and Uzo-Uwani. The population comprised all the male and female English teachers in senior secondary classes. Two instruments developed by the researcher were used for data collection are questionnaire and observation checklist titled; "Teachers' Continuous Assessment Practices in Essay Writing" respectively. Instruments were face validated by three experts from Language Education and Measurement and Evaluation all from University of Nigeria Nsukka. The questionnaire was trial tested on twenty (20) teachers in Onitsha North Local Government Area and its reliability was established using Cronbach Co-efficient Alpha Formula. Mean and Standard deviation were used to answer the research questions while t-test statistics was used to test the hypotheses at 0.05 level of significance. The study adopted descriptive survey research design. Four (4) research questions were posed to guide the study and two hypotheses on gender and location were formulated for the study. The findings of the study revealed that teachers rarely assess students on vital assessment practices in essay writing such as; giving my students class tests (p. 74). The findings further showed that gender and location are significant factors in the continuous assessment practices of English language teachers in essay writing. Based on the findings, recommendations were made which include that teachers should intensify efforts in adequate use of continuous assessment practices to diagnose students' needs and adopt the practices for effective evaluation of students to improve students' performance. Also, the ministry of education should ensure that teachers are well equipped with relevant

instructional materials and other assessment tools for effective assessment.

TEACHERS' CONTINUOUS ASSESSMENT PRACTICES IN ESSAY WRITING IN SENIOR SECONDARY SCHOOLS IN NSUKKA EDUCATION ZONE OF ENUGU STATE

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