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**THE IMPORTANCE OF ASSESSMENT AND
EVALUATION IN EFL CLASSES: THE CASE
STUDY OF CEG-DJASSIN**

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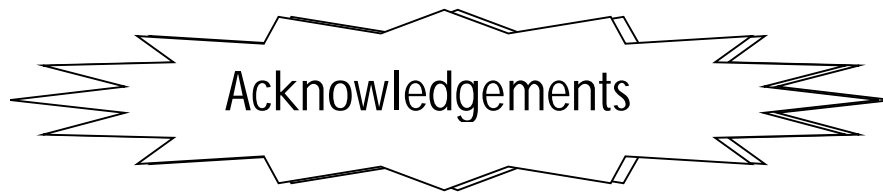
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Dedication

I dedicate this research work to the Almighty GOD who is still blessing me and to my mother Mrs Collette Amoussou who never gives up supporting me.

May the Almighty God bless you!



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May God bless you all!!

| | |
|--|-----------|
| Dedication..... | i |
| Acknowledgements..... | ii |
| Table of Contents..... | iii |
| List of Tables..... | v |
| List of Acronyms..... | vi |
| General Introduction..... | 1 |
| Chapter One: Introduction to the Study | 4 |
| 1.1 Problem Statement..... | 5 |
| 1.2 Purpose of the Study | 5 |
| 1.3 Research Questions..... | 5 |
| 1.4 Significance of the Study..... | 6 |
| 1.5 Scope of the Study..... | 6 |
| Chapter Two: Literature Review | 7 |
| 2.1 Clarification of Concepts..... | 8 |
| 2.1.1 Assessment..... | 8 |
| 2.1.2 Evaluation..... | 9 |
| 2.1.3 EFL Classes..... | 9 |
| 2.2 Importance of Assessment and Evaluation..... | 10 |
| 2.3 Links between Assessment and Evaluation..... | 12 |
| 2.4 Different Types of Assessment and Evaluation..... | 13 |
| 2.5 Principles of Assessment..... | 17 |

| | | |
|--|---|-----------|
| 2.6 | When should an EFL Teacher conduct Assessment and Evaluation..... | 18 |
| 2.7 | Tests..... | 19 |
| 2.8 | Criteria of a Good Test | 19 |
| 2.9 | Personal Stand..... | 20 |
| CHAPTER THREE: Methodology of the Research..... | | 21 |
| 3.1 | Research Method..... | 22 |
| 3.2 | Target Population..... | 22 |
| 3.3 | Research Instruments..... | 23 |
| 3.3.1 | Questionnaire..... | 23 |
| 3.3.2 | Interviews | 23 |
| 3.3.3 | Classroom observation..... | 24 |
| Chapter Four: Presentation and Discussion of the results..... | | 25 |
| 4.1 | Data Presentation..... | 26 |
| 4.1.1 | Teachers' Answers..... | 26 |
| 4.1.2 | Learners' Answers..... | 36 |
| 4.1.3 | Interviews Analysis..... | 41 |
| 4.1.4 | Classroom Observation Analysis..... | 42 |
| 4.2 | Discussion of the Results..... | 43 |
| 4.3 | List of findings..... | 44 |
| CHAPTER FIVE: Recommendations and Suggestions..... | | 45 |
| 5.1 | Recommendations..... | 46 |
| 5.1.1 | Recommendation to the government..... | 46 |
| 5.1.2 | Recommendations to EFL syllabus designers..... | 46 |
| 5.2 | Suggestions..... | 46 |
| 5.2.1 | Suggestions to EFL teachers..... | 46 |

THE IMPORTANCE OF ASSESSMENT AND EVALUATION IN EFL CLASSES: The
case study of CEG-DJASSIN

5.2.2 Suggestions to EFL learners.....47

General Conclusion48

References.....50

Annex Pages

List of Tables

Table 1: EFL Teachers' Highest Qualification

Table 2: EFL Teachers' View about the Importance of Assessment and Evaluation in EFL
Classes

Table 3: Different Types of Assessment and Evaluation

Table 4: Performance of the Different Types of Assessment and Evaluation

Table 5: Types of Assessment or Evaluation the most used by EFL Teachers in their Classes

Table 6: Frequency of the Use of Assessment and Evaluation in EFL Classes

Table 7: Main Purpose of Assessing or Evaluating EFL Learners

Table 8: Frequency of Planning the Assessment and Evaluation

Table 9: Methods used to assess EFL Learners

Table 10: Moment of Assessing EFL Students

Table 11: Types of Test used in EFL Classes

Table 12: Some Difficulties encountered by EFL Teachers in the Process of Classroom
Assessment and Evaluation Implementation

Table 13: Implementation of Assessment and Evaluation in EFL Classes

Table 14: EFL Teachers Purpose of Assessment and Evaluation according to Learners

Table 15: Benefits of Assessment and Evaluation on Students

Table 16: Students' View about the Way they are assessed or evaluated in Classroom

Table 17: Techniques of Assessing or Evaluating Students Formatively

Table 18: Students' View about the Sufficiency of the Implementation of Assessment and
Evaluation by their English Teacher.

List of Acronyms

- BAPES: Brevet d'Aptitude au Professorat de l'Enseignement Secondaire
- CAPES: Certificat D'Aptitude au Professorat de l'Enseignement Secondaire
- EFL: English as a Foreign Language
- Licence (BA): Bachelor of Arts
- Maitrise (MA): Master of Arts
- CBA: Competency Based Approach

General Introduction

Nowadays English language amounts to what Greek and Latin used to be during the European Middle Age. English belongs to the Indo-European family like most languages spoken in Europe and northern India, as well as Afghanistan, Pakistan, and Iran. The English language has been introduced in the educational system of Benin to enable learners to communicate in English among themselves as well as with native language speakers. In the field of English teaching and learning four different skills are implemented such as speaking, listening, reading and writing. The Competency Based Approach urges teachers of English as a Foreign Language to ensure that those skills are acquired by the students by assessing and evaluating them.

Assessment and Evaluation are vital activities in the teaching and learning process. The former focuses on learning, teaching and outcomes and the latter focuses on grades and may reflect classroom components other than course content and mastery level. There are various types of assessment or evaluation among which the most common include summative and formative. Undoubtedly, assessment itself and its relationship with learning are important topics in education. The purpose of classroom assessment and evaluation is to give students the opportunity to show what they have learned rather than catching them out or to show what they have not learned. However, there is a slight difference between assessment and Evaluation. Generally, assessment helps teachers to check their students' performance, it includes both quantitative description and qualitative description, whereas evaluation includes making judgement about the performance of the students. Assessment and Evaluation are very important in EFL teaching and learning process for they provide useful information to the teacher, the administration as well as the parents, they also motivate learners. Teacher should design evaluation with good principles. Despite assessment and evaluation have positive impacts in EFL classes, some teachers observe them scornfully and use them rarely. With the view to cope with this unprofitable situation by showing to reader of this work the positive impacts of assessment and evaluation in EFL classes I direct my topic on 'The importance of assessment and evaluation in EFL classes'.

My study is structured into five different chapters. Chapter one entitled Introduction to the study deals with the statement of the problem, the purpose of the study, the research questions; the significant of the study and the scope of the study. Chapter two focuses on literature review. Chapter three has to do with the research methodology taking into account the target population and the research instruments. Chapter four presents the different

collected data and the analysis of these data. Finally, Chapter five is about the recommendations, and suggestions.

Chapter one: Introduction to the study

This chapter is organised into five parts. The first part presents the statement of the problem; the second part explains the purpose of my study; the third part deals with the research questions, the fourth part presents the significance of the study and the fifth part deals with scope of the study.

1.1 Statement of the Problem

Benin educational system based on Competency Based Approach is overflowed by some insufficiencies which are obstacles to the teaching and learning process. In Secondary school, English language plays a key role in the intellectual development of the students but many students find English language too difficult.

During my practical training periods at CEG Djassin, I noticed that most of the students are reluctant to English language learning and from my point of view maybe they don't understand English courses easily and they are used to getting bad marks in English. On the other side, many EFL teachers do not assess learners regularly and even their evaluations lack good principles and criteria. This is also more or less due to the teaching unfitness with students' general and specific needs. Moreover, I have remarked that EFL teachers' evaluations are often faced with lack of good principles.

1.2 Purpose of the Study

The present study focuses upon quality of English language learning assessment and evaluation process in the educational system. The main purpose of this study is to investigate on the importance of assessment and evaluation in EFL classes. My study is also to explore and analyse the opinions of some EFL teachers and learners as far as the assessment and evaluation in Competency Based Approach EFL classroom are concerned.

1.3 Research Questions

The main research questions directing this study are the following:

- 1-Do EFL teachers assess and evaluate their learners sufficiently?
- 2-What benefits do assessment and evaluations bring to both EFL teachers and students?
- 3-What are the difficulties encountered by EFL teachers while assessing and evaluating their learners?

1.4 Significance of the Study

It is crucial to state that Education chiefly formal education plays an important role in a country. Personally through a research work I should try to bring my stone to the building site of the educational system. No effort should be spared in the process of improving Benin educational system in general and the teaching of English particularly. To help my country, I put emphasis on 'the importance of assessment and evaluation in EFL classes' to determine the positive impacts both assessment and evaluation can generate in learning and teaching process. This is really significant for EFL learners, teachers and other actors of educational system. My study is significant as it seeks to help students to improve and make them show interest to English language learning. This study will help learners to know their performance and their needs. My present study will urge EFL teachers to assess and evaluate their learners regularly to find useful information on their performance. Finally, this study is significant for it provides EFL teachers with some strategies and techniques they could use to perform assessment and evaluation in their classrooms and to overcome any problems they could encounter.

1.5 Scope of the study

My research work based on 'The importance of assessment and evaluation in EFL classes' has a great interest and should be carried out throughout all Benin secondary schools. But, unfortunately the implementation of this research work was not an easy task, because I was limited by many factors. The topic demands indeed to be dealt with in all its aspects but since the level I am concerned with here is the BAPES one, I am limited to the first cycle (from 6th form to 3rd form). The area of investigation of this research work is limited to CEG Djassin the target population. I am limited because of lack of mean. Also, the financial problem does not allow me to enrich my work as much as possible.

The next chapter will deal with the literature review.

Chapter two: Literature Review

This chapter aims at giving more explanation on the study by developing review of available literature. This chapter starts with the clarification of concepts dealing with some definitions and what some writers have said about the concepts. This chapter deals with the links between assessment and evaluation. After this I develop the purposes of assessment and evaluation, the links between assessment and evaluation. Furthermore, I deal with the different types of assessment and evaluation, the principles of assessment and evaluation, and when an EFL teacher should conduct an assessment and evaluation. Moreover, I deal with some kind of tests an EFL teacher may implement in his or her classes and some criteria of a good test. At the end I give my personal stand on the topic as a summary.

2.1 Clarification of Concept

2.1.1 Assessment

For da Cruz (2007, p.9), assessment is *'any method used to better understand the current knowledge that a student possesses'*.

Assessment is the fact of making a judgement on the value of something according to some criteria known by the assessor and the assessee. It is a general term that refers to a number of procedures such as observation, paper and pencil tests that are used to gather information about the students' learning to find out how well they are performing or they performed. Assessment is a judgement made upon a work and that judgement may be marked or not. In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. (The glossary of education curriculum updated in 2015). According to Harrison (1987), an assessment is seen as a natural extension of classroom work, providing teacher and student with useful information that can serve each as a basis for improvement.

Black and William (2004: 86) in fact, define *"assessment broadly as to include all activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning"*. According to this definition, assessment includes teacher observation, classroom discussion, and analysis of students work, including homework and tests".

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Assessment Essentials: planning, implementing, and improving assessment in higher education by Palomba and Banta 1999)

2.1.2 Evaluation

The term 'evaluation' is derived from the word 'value' which refers to 'usefulness of something'. Therefore, evaluation is an examination of something to measure its utility. In the learning and teaching process evaluation is a process by which teachers can measure performance of the students, in order to find out what they have been able to do successfully. It describes the performance of the students based on the level of performance that each student in the class is expected to achieve, the present performance of the students as compared with their past performances and how well particular students perform as compared with the performance of the rest of the class.

2.1.3 EFL Classes

According to the English dictionary Cobuild for learners, EFL is the teaching of English to people whose first language is not English. EFL is an abbreviation for 'English as a Foreign Language'.

For instance in Benin secondary schools we study English as foreign language and I call this subject process as EFL Classes. But, in this study EFL Classes are only related to the first cycle (from form one to form four).

2.2 Importance of Assessment and Evaluation

According to G.S. Morrison assessment is important because of all the decisions teacher will make about children when teaching and caring for them. They will be called upon every day to make decisions before, during, and after your teaching. Whereas some of these decisions will seem small and inconsequential, others will be "high stakes," influencing the life course of children. All of teacher's assessment decisions taken as a whole will direct and alter children's learning outcomes. As Dunn, Morgan and O'Reilly (2004: 3) observe "*researchers have placed student assessment at the peak of the pyramid as regards its importance in determining student approaches to learning*". For example, if the assessment

emphasises the reproduction of large volumes of detailed information, students will learn in order to reproduce and not necessarily to understand.

√ **Purposes of Assessment**

It is helpful to summarise the different functions of assessment:

***For Students:**

-**Diagnostic**-to enable students to find out their level of competency/knowledge/understanding at the beginning of a course.

-**Feedback** - for students to ascertain their progress in relation to the learning outcomes of a course.

-**Learning opportunities** - to provide students with the opportunities to develop their mastery of ideas or/and practise skills and competencies through articulating them in writing/oral work or other forms of expression.

-**Self-evaluation** - to encourage students to make judgments about the quality of their own work.

-**Motivation** - assessment tasks can enhance student motivation by providing frameworks for developing, reviewing or extending their understanding (for example, in a piece of research or a collaborative investigation). For some students a series of manageable deadlines can also help them to keep engaged with the subject.

-**Preparation for longer term learning** -formative assessment can be used to help students develop the capacity to self-evaluate, an important component for any future occupation (Boud & Falchikov, 2007). However these authors argue that assessment is infrequently thought of in terms of preparation for lifelong learning. Most university undergraduate assessment is about performance on tasks designed by others. Moreover, Boud and Falchikov (2007:403) contend that assessment often emphasizes “problem solution rather than problem formulation”. In order to provide learning that is more sustainable, it is suggested that higher education assessment practices should more closely resemble the demands of the workplace.

***For teachers**

-**Diagnostic**- teachers can use assessment tasks to ascertain what students bring into a course so as to make the teaching and learning responsive to students’needs and build on existing knowledge

-**Feedback** - teachers can gain feedback on student' learning, detect misunderstandings, assess the effectiveness of their teaching and make appropriate modifications and adaptations.

-**Teaching and learning**- teachers can use assessment tasks as teaching and learning tools both through the nature of the tasks themselves and through formative feedback.

-**Promoting self-evaluation**-teachers can give feedback which encourages students to make judgements about the quality of their own work and prepare them for future participation

***Institutional and professional purposes**

Assessment is used for the following institutional and professional purposes:

- To pass or fail
- To select for entry
- To select for future courses and programmes
- To grade
- To demonstrate institutional standards
- To select for employment
- To license for practice
- To accredit for professional

Those purposes are not sufficient; in fact I should add the importance assessment and evaluation have to the administration: Assessment and evaluation can help headmasters to decide whether there is the need for remedial classes. They can help headmasters to identify areas in their school programme that are strong or weak, and know where they should take action. They enable the administration to decide about the success / failure or the dismissal of (a) student (s).

Moreover, Ramsden (2003) cited by da Cruz (2007: 117) asserted:

Assessment is about several things at once... It about reporting on Student' achievements and about teaching them better through expressing to them more clearly the goal of our curricula. It is about measuring student learning; it is about diagnosing misunderstanding in order to help student on learn more effectively. It concerns the quality of the teaching as well as the quality of the learning.

In Taghi Jabbarifar' article Classroom assessment and evaluation are highly concerned with qualitative judgments that are used to improve students' knowledge and learning. Assessment and evaluation also give teachers useful information about how to improve their teaching methods. Through using appropriate classroom assessment strategies and techniques, teachers

can increase their students' motivation and show them how well they have learned the language. Evaluation goes beyond students' achievements and language assessments to consider all aspects of teaching and learning, and to look at how educational decisions can be informed by the results of alternative forms of assessment and evaluation.

Classroom assessment is one of the most common formative assessment techniques. The purpose of this technique is to improve quality of student learning and should not be evaluative or involve grading students. This can also lead to curricular modifications when specific courses have not met the student learning outcomes. Classroom assessment can also provide important program information when multiple sections of a course are taught because it enables programs to examine if the learning goals and objectives are met in all sections of the course. It also can improve instructional quality by engaging the faculty in the design and practice of the course goals and objectives and the course impact on the program.

Gensee and Upshur (1996), state that classroom assessment and evaluation is concerned primarily with improving instruction so that student learning is enhanced. Classroom teachers in educational system, more than anyone else, are actively and continuously involved in assessment and evaluation. Students can also be active participants in assessing their own achievements and in planning how they will study and learn the second language.

2.3 Links between Assessment and Evaluation

In the same order of idea, Oxford Advanced Learner's Dictionary and Longman Dictionary of Contemporary English revealed that "both words are also synonyms". Evaluation and assessment are so close that sometimes, one is used in the place of the other.

However, confusion reigns over these two terms, and their usage wanders, depending on context. Here I will give the following distinction:

Assessment is the process of objectively understanding the state or condition of a thing, by observation and measurement. Assessment of teaching means taking a measure of its effectiveness. "Formative" assessment is measurement for the purpose of improving it. "Summative" assessment is what it normally called "evaluation." **Assessment** focuses on learning, teaching and outcomes. It provides information for improving learning and teaching. Assessment is an interactive process between students and faculty that informs faculty how

well their students are learning what they are teaching. The information is used by faculty to make changes in the learning environment, and is shared with students to assist them in improving their learning and study habits. This information is learner-centered, course based, frequently anonymous, and not graded. Assessment includes both quantitative description and qualitative description. While assessing, the performance of a pupil is not necessarily compared with that of other pupils in the class.

Evaluation is the process of observing and measuring a thing for the purpose of judging it and of determining its “value,” either by comparison to similar things, or to a standard. Evaluation of teaching means passing judgment on it as part of an administrative process. **Evaluation** focuses on grades and may reflect classroom components other than course content and mastery level. These could include discussion, cooperation, attendance, and verbal ability. In evaluation, judgement is made about the performance of the pupil. The judgement made in evaluation is based on a number of factors including how well a pupil has done when compared to other pupils

2.4 Different Types of Assessment and Evaluation

2.4.1 Different Types of Assessment

2.4.1.1 Formative Assessment

McManus (2008) defined formative assessment as a process where evidence of learning “*is used by teachers and students to inform instruction and learning during the teaching/learning process*”. Formative assessment is a process used by teachers and students during instruction that provides explicit feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes. Formative assessment is a method of continually evaluating students’ academic needs and development within the classroom and precedes local benchmark assessments and state-mandated summative assessments. Formative assessment (also known as assessment for learning) is the process by which teachers use evidence of students’ understandings to modify their teaching to make it more effective and students use evidence to improve their understandings. When implemented adequately, formative assessment is a key practice for promoting student learning (Black & William, 1998; Black et al., 2004).

2.4.1.2 Summative Assessment

Summative assessment demonstrates the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme, and which contributes to the final mark given for the module. It is normally, though not always, used at the end of a unit of teaching. Summative assessment is used to quantify achievement, to reward achievement, to provide data for selection (to the next stage in education or to employment). For all these reasons the validity and reliability of summative assessment are of the greatest importance. Summative assessment can provide information that has formative/diagnostic value.

2.4.1.3 Placement Assessment

It is a process of determining performance at the beginning of instruction to decide where students should begin in the instructional sequence. Placement assessments are used to “place” students into a course, course level, or academic program. For example, an assessment may be used to determine whether a student is ready for Algebra I or a higher-level algebra course, such as an honour’s-level course. For this reason, placement assessments are administered before a course or program begins, and the basic intent is to match students with appropriate learning experiences that address their distinct learning needs.

2.4.1.4 Diagnostic Assessment

Like formative assessment, diagnostic assessment is intended to improve the learner’s experience and their level of achievement. However, diagnostic assessment looks backwards rather than forwards. It assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It is often used before teaching or when a problem arises

2.4.1.5 Dynamic Assessment

Dynamic assessment measures what the student achieves when given some teaching in an unfamiliar topic or field. An example might be assessment of how much Swedish is learnt in a short block of teaching to students who have no prior knowledge of the language. It can be useful to assess potential for specific learning in the absence of relevant prior attainment, or to assess general learning potential for students who have a particularly disadvantaged background. It is often used in advance of the main body of teaching

2.4.1.6 Synoptic Assessment: it encourages students to combine elements of their learning from different parts of a programme and to show their accumulated knowledge and understanding of a topic or subject area. A synoptic assessment normally enables students to show their ability to integrate and apply their skills, knowledge and understanding with breadth and depth in the subject. It can help to test a student's capability of applying the knowledge and understanding gained in one part of a programme to increase their understanding in other parts of the programme, or across the programme as a whole [1]. Synoptic assessment can be part of other forms of assessment.

2.4.1.7 Criterion referenced assessment: each student's achievement is judged against specific criteria. In principle no account is taken of how other students have performed. In practice, normative thinking can affect judgements of whether or not a specific criterion has been met. Reliability and validity should be assured through processes such as moderation, trial marking, and the collation of exemplars.

2.4.1.8 Common assessments: they are used in a school or district to ensure that all teachers are evaluating student performance in a more consistent, reliable, and effective manner. Common assessments are used to encourage greater consistency in teaching and assessment among teachers who are responsible for teaching the same content, e.g. within a grade level, department, or content area. They allow educators to compare performance results across multiple classrooms, courses, schools, and/or learning experiences (which is not possible when educators teach different material and individually develop their own distinct assessments). Common assessments share the same format and are administered in consistent ways; e.g. teachers give students the same instructions and the same amount of time to complete the assessment, or they use the same scoring guides to interpret results. Common assessments may be "formative" or "summative"

2.4.2 Types of Evaluations

There are many different types of evaluations depending on the object being evaluated and the purpose of the evaluation. Formative assessment guides the student in his or her academic work. It helps to collect informations on students learning difficulties. Those informations are interpreted in order to find out the likely causes of the difficulties encountered. The teacher takes into account the interpretation to adapt his or her classes to the pedagogical situation in order to facilitate the learning. Formative assessment helps teachers to gather useful informations on students' performance which allow the regulation of the teaching and learning processes so as to improve the outcomes.

Summative evaluation is the judgement of the work. This judgement is marked according to some criteria known by both the assessor and the assessee. This may take place at the end of the lesson, the unit and the year. Summative evaluation helps to decide whether the student can succeed or not. It helps the teacher to certify that the learners have reached a certain level of formation. Summative evaluation follows some principles and criteria that teachers should follow in order to judge their pupils effectively. Validity and reliability are the most advised. Summative evaluation includes classroom quizzes, classroom exam...

Formative evaluations strengthen or improve the object being evaluated -- they help form it by examining the delivery of the course, the quality of its implementation, and the assessment of the organisational context, personnel, procedures, inputs, and so on. Summative evaluations, in contrast, examine the effects or outcomes of some object -- they summarize it by describing what happens subsequent to delivery of the course; assessing whether the object can be said to have caused the outcome; determining the overall impact of the causal factor beyond only the immediate target outcomes; and, estimating the relative costs associated with the object.

Moreover, there is forecast evaluation which objective is to foresee the success of the student in the formation. It takes place at the beginning of the formation, and tends to estimate the success chances of the student. In this case it will check the pre-required, in other words the competences which are absolutely essentials to enter in the new formation. But it can also be used at the end of one formation and in this case it forecast the amount of luck students can have in furthers formations.

2.5 Principles of Assessment

1-Assessment should be valid. Validity ensures that assessment tasks and associated criteria effectively measure student attainment of the intended learning outcomes at the appropriate level.

2 - Assessment should be reliable and consistent. There is a need for assessment to be reliable and this requires clear and consistent processes for the setting, marking, grading and moderation of assignments.

3- Information about assessment should be explicit, accessible and transparent. Clear, accurate, consistent and timely information on assessment tasks and procedures should be made available to students, staff and other external assessors or examiners.

4- Assessment should be inclusive and equitable as far as it is possible without compromising academic standards. Inclusive and equitable assessment should ensure that tasks and procedures do not disadvantage any group or individual.

5 - Assessment should be an integral part of programme design and should relate directly to the programme aims and learning outcomes. Assessment tasks should primarily reflect the nature of the discipline or subject but should also ensure that students have the opportunity to develop a range of generic skills and capabilities.

6 - The amount of assessed work should be manageable; the scheduling of assignments and the amount of assessed work required should provide a reliable and valid profile of achievement without overloading staff or students.

7 - Formative and summative assessment should be included in each programme. Formative and summative assessment should be incorporated into programmes to ensure that the purposes of assessment are adequately addressed. Many programmes may also wish to include diagnostic assessment.

8 - Timely feedback that promotes learning and facilitates improvement should be an integral part of the assessment process. Students are entitled to feedback on submitted formative assessment tasks, and on summative tasks, where appropriate. The nature, extent and timing of feedback for each assessment task should be made clear to students in advance.

9 - Staff development policy and strategy should include assessment. All those involved in the assessment of students must be competent to undertake their roles and responsibilities.

10-The implementation of formative assessment requires not only having the necessary knowledge and skills, but also that teachers have the appropriate attitudes toward the role that formative assessment can play in enhancing teaching and learning (Heritage, 2007).

2.6 When an EFL Teacher should conduct an Assessment and Evaluation

An EFL teacher should conduct an assessment and evaluation in the following moments:

● Before a new topic is introduced

EFL teacher may do some assessment and evaluation before introducing the topic that he or she intends to introduce to his or her students in order to find out what experiences or understanding those students already have about the new topic. This information that the teacher will get as a result of the assessment and the evaluation will help him or her to make a good decision about the new information his or her learners need to be taught.

● During an Individual lesson

To see whether learners are learning the concept or ideas the teacher is teaching them without any problem, the teacher can assess and evaluate them. If a problem arises, the teacher can help them to overcome this problem. The teacher may assess his or her students during controlled practice activities.

● At the end of a topic, a term or the school year

At the end of a lesson, the teacher can assess and evaluate the students to find out whether they have achieved the objectives of that lesson. Furthermore, at the end of the term or the school year, an EFL teacher has to assess and evaluate his or her students' performances. This will enable the teacher to know if the objectives of the lessons are met.

2.7 Tests

A test is a tool that a teacher uses to assess and evaluate learners. In fact, there are two major types of test which are subjective or essay-type tests and objective tests.

- Essay tests: there are two types of essay tests namely, long and short essays. Essay-type question can be used to test outcomes such as comprehension, application, and analysis.

Learning and Assessment Services, University of Houston has suggested some key words such as:

~Compare: bring out points of similarity and points of difference.

~Contrast: bring out the points of difference.

~Define: give meaning to a word or concept, place it in a class to which it belongs, and set it off from other items in the same class.

~Describe: give an account, tell about or use words to give a picture.

~Illustrate: use a word picture, a diagram, a chart, or a concrete example to explain a point.

~Trace: follow the courses, follow the trail of, or give a description of progress.

- Objective tests: they enable teachers to require their students to answer with single word, phrase, or symbol. For instance, we have True or false test, Multiple choice test, Matching test, Gap filling test.

2.8. Criteria of a good Test

A criterion is a quality that should respect the production of a complex assignment. A good test should follow many criteria such as:

-Validity: It is concerned with whether a test measures what it is intended to measure (Weir, 1990). Test designers should ask themselves whether they are actually testing what they think they are testing, and whether what they think they are testing is what they ought to be testing.

-Reliability: It is the test consistency. Reliability is concerned with the extent to which we can depend on the test results (Weir, 1990). According to Crooks (1993: 1), “*if the assessment information obtained is so unstable that a very different picture could emerge if the assessment process were repeated soon afterwards*”, then the assessment can be seen as unreliable.

-Authenticity: According to Bachman (1990), authenticity is defined as a quality of the relation between features of the test and those of the real life context.

-Practicality: It is concerned with the administration of a test (Harrison 1987). Test should be as economic as possible in time (preparation, sitting and marking) and in cost (materials).

2.9 Personal Stand

Many researchers have already worked on this topic but it is not enough since the topic deals with an interesting idea which is the importance of assessing and evaluating EFL learners. In my point of view, the implementation of assessment and evaluation are very important in EFL classes for they provide to the EFL teachers and learners with useful information to enhance teaching and learning process. They also allow the administration and the parents to be aware of the students’ performance. I define assessment as the mean by which the teacher checks whether the courses objectives are met or not and evaluation as the mean by which the teacher check students’ performance and this allow the teacher to decide whether the student can reach another level or not. Assessment and evaluation should be designed with good principles and criteria. It is not because we must assess or evaluate students that an EFL teacher can do it anyhow, the objective of the assessment or the evaluation must be clearly defined, the test should be well prepared, and the teacher should correct students’ works effectively and without ambiguity.

The following chapter will deal ith the methodological approaches used to carry out this research work.

Chapter three:

Methodology of the Research

In this chapter, information is given about the methodology used in the research work. It describes the procedures I used to collect data in order to complete practical part for this study. It consists of the method used, the research method, the target population and the instruments used for data collection.

3.1 Research Method

For my study I used empirical research methods. The methods used to carry out this investigation are the qualitative and quantitative one. Quantitative methods are frequently described as deductive in nature, in the sense that inferences from tests of statistical hypotheses lead to general inferences about characteristics of a population. Qualitative research is defined by Creswell (1998) as the process of understanding a social or human phenomenon, based on methodological research traditions. I think that qualitative research method is really appropriate for this research work because the study aims at investigating on EFL teacher's and students' opinions and perspectives about the importance of assessment and evaluation. Those methods are chosen because this study is a descriptive research based on the information collected through questionnaires and classroom observations. It will also allow me to collect students' opinions about the concepts. Data gathered in the research was analysed by descriptive analysis and content analysis. Validity and reliability are the most commonly used two important criterions in the research studies to determine the credibility of the results. Reporting the collected data in detail and the justifications of the results are among the most important criterion of the validity in a qualitative research. The processes of data collection and analysis are described in detail to ensure the validity of this research. In this regard, my roles and responsibilities can be defined as designing, implementing and finalizing the research process, planning of the implementation process, creation and execution of the implementation environment, analysing and reporting the findings and results. My personal opinions have also been included while reporting the results.

3.2 Target Population

My study should not focus on one specific target population since I have found that this issue should be widely developed throughout in Benin secondary schools. But, I have privileged CEG-Djassin and I addressed my questionnaire to ten (10) EFL teachers. The research work has mainly taken place in CEG Djassin in the city of Porto-Novo the capital city of Benin Republic. The current headmaster of the school is Mr Apollinaire.A. Gouton. The school is composed of the first cycle and the second cycle. To carry out this work, I have addressed a questionnaire to some EFL teachers teaching in the first cycle classes.

I have addressed another questionnaire to one hundred (100) learners and they are specifically in the first cycle classes with the view that they are mature enough to provide me with the answers I am expecting from them.

3.3 Research Instruments

3.3.1 Questionnaires

I have addressed a questionnaire to some EFL teachers and learners to collect useful information based on my study. The teachers' questionnaire contains twelve (12) questions and the students' one contains six (06) questions. The former is addressed to ten (10) EFL teachers of CEG-Djassin; the latter is addressed to one hundred (100) students. All of those teachers returned the questionnaire filled but 20 students did not fill the questionnaire. So I collected back from them a total of ninety (90) questionnaires filled. The questionnaires are filled anonymously. I have gone to CEG Djassin and during a lunch hour I gather some students and distributed to them the questionnaire and I waited them to return me the questionnaire filled some minutes later. I have also addressed my questionnaire to some students of others secondary schools. As far as the form of question is concerned, they are closed questions and opened questions. A closed question or closed-ended question is a question for which the researcher provides a suitable and list of responses. This produces mainly quantitative data. As far as opened question or open-ended question is concerned, it is a question where the researcher does not provide the respondent with a set of answers from which to choose. The respondents are asked to answer in their own words. As a result, this produces mainly qualitative data.

I elaborated the questionnaires with the view to find out EFL teachers and learners' view about assessment and evaluation.

3.3.2 Interviews

The interview method of collecting data involves presentation of oral-verbal. This method can be used through personal interviews and, if possible, through telephone interviews. For my study, I have used the direct personal interview; it is a method which requires the interviewer asking questions generally in face-to-face contact to the other persons. This enables me to get numerous and relevant information so as to deal with the matter of the importance of assessment and evaluation in EFL classes. During my investigation, I have addressed some questions orally to the interviewee. My role has been to start over the discussion and to make the participant generates answers to my questions. Through the

interview, I intended to get EFL teachers use of the different types of assessment and their impacts on the teaching and learning of English as foreign language. To carry out the interview I negotiate the day, the time, and the place some days before the interview. Indeed, I explained the purpose, the interest and the importance of the interview to the participant. These explanations generated a trustful atmosphere. Then, I succeeded in interviewing one teacher who accepted collaborating and giving me his opinions about the implementation of assessment and evaluation in English classes. I asked him about the interest teachers show to the use of assessment and evaluation. Thanks to the teacher contribution for my investigation was successful.

3.3.3 Classroom Observation

This is the way of gathering useful information about my topic by observing some EFL teachers. I have observed my tutor in CEG Djassin and one another EFL teacher for a while. I have collected a lot of informations which have helped to go deeply in my study.

It was not an easy task to collect information from students and teachers. The formers are lack of understanding on the questions and I was obliged to translate to them the questions in French. The latters are not often available. Anyway I end up by gathering the possible information I need the most as far as my study is concerned.

The following chapter is about the presentation of the different data collected and the discussion of the results.

Chapter four:

Presentation and Discussion of the Results

This chapter presents data collected from the questionnaires, interview and classroom observations and their analysis.

4.1 Data presentation

4.1.1 Teachers' Ansers

Table 1: EFL Teachers' highest Qualification

| Question' s content | Suggested answers | Frequency | Percentage (%) |
|------------------------------|-------------------|-----------|----------------|
| What is your highest degree? | 1-Licence | 03 | 30 |
| | 2-Bapes | 04 | 40 |
| | 3- Maitrise | 02 | 20 |
| | 4-Capes | 01 | 10 |
| Total | | 10 | 100 |

The Table 1 above deals with a pre-formed question which requires some EFL teachers' highest degree. I can notice that the highest percentage is 40% of those teachers have Bapes; 30% which represents those who have licence; 20% of those teachers have Maitrise and 10% of those teachers have Capes. The lower percentages represent the EFL teachers who have Maitrise or Capes because my study is focused on the first cycle and it implies mostly the EFL teachers who have License or Bapes for they are normally limited to the first cycle.

Table 2: EFL Teachers' view about the Importance of Assessment and Evaluation in EFL classes

| Question' s content | Suggested answers | Frequency | Percentage (%) |
|--|-------------------|-----------|----------------|
| Are assessment and evaluation important in your EFL classes? | 1-Yes | 10 | 100 |
| | 2- No | 00 | 00 |
| Total | | 10 | 100 |

This Table deals with a closed question to know some EFL teachers' view about the importance of assessment and evaluation in their classes. I can notice that 100% answer by 'Yes'. All of them agree that assessment and evaluation are important in EFL classes. But, through the remaining items I will check though they know the importance of assessment and evaluation whether they really implement assessment and evaluation in their classes or not.

Table 3: The Different Types of Assessment and Evaluation

| Question' s content | Suggested answers | Frequency | Percentage (%) |
|---|--|-----------|----------------|
| What are the different types of assessment and evaluation you know? | 1-Summative assessment and formative assessment | 06 | 60 |
| | 2-Diagnostic assessment, formative assessment and summative assessment | 04 | 40 |
| Total | | 10 | 100 |

This Table deals with an opened question which is the following: What are the different types of assessment and evaluation you know? Through the table I notice that 60% of those EFL teachers know two common types of assessment which are formative assessment and summative/ formative evaluation, summative evaluation. The remaining 40% of those teachers know three types of assessment which are diagnostic assessment, formative assessment and summative/ diagnostic evaluation, formative evaluation and summative evaluation. There are many other types of assessment and evaluation they did not list.

Table 4: Performance of the Different Types of Assessment and Evaluation

| Question' s content | Suggested answers | Frequency | Percentage (%) |
|--|-------------------|-----------|----------------|
| Do you perform each of the types of assessment and evaluation? | 1-Yes | 03 | 30 |
| | 2-No | 05 | 50 |
| | 3-Most of them | 02 | 20 |
| Total | | 10 | 100 |

When glancing at the above table, I notice that 50% of those teachers do not perform all the types of assessment and evaluation while 30% of those teachers perform the different types of assessment and evaluation. 20% of those teachers perform most of the types of assessment and evaluation. I can say that all those EFL teachers do not implement the different types of assessment and evaluation in their classes; they even do not know all of them. Now let determine the type of assessment or evaluation the most used by those EFL teachers.

Table 5: Types of Assessment or Evaluation the most used by EFL Teachers in their Classes

| Question' s content | Suggested answers | Frequency | Percentage (%) |
|--|--|-----------|----------------|
| Which types of assessment or evaluation do you use the most? | 1-Formative assessment/ Formative evaluation | 07 | 70 |
| | 2- Summative assessment/ Summative evaluation | 03 | 30 |
| Total | | 10 | 100 |

This question is designed to determine the most type of assessment or evaluation used by those EFL teachers between the two common types which are formative assessment or formative evaluation and summative assessment or summative evaluation. I can see that 70% of those teachers used the most the former than the latter while I notice the contrary among the remaining 30%. So, formative assessment or formative evaluation is more used by those EFL teachers than summative assessment or summative evaluation. Now I must check how often they use the different types of assessment and evaluation they know to confirm that practically they at least implement some of the different types of assessment and evaluation in their classes. The following table will deal with this aspect.

Table 6: Frequency of the Use of Assessment and Evaluation in EFL Classes

| Question' s content | Suggested answers | Frequency | Percentage (%) |
|--|-------------------|-----------|----------------|
| How often do you assess or evaluate your learners? | 1-Always | 01 | 10 |
| | 2-Usually | 02 | 20 |
| | 3-Often | 02 | 20 |
| | 4-Occasionally | 04 | 40 |
| | 5- Rarely | 01 | 10 |
| | 6-Never | 00 | 00 |
| Total | | 10 | 100 |

This question aims at determining the frequency of the use of assessment and evaluation by some EFL teachers. The highest percentage is 40% which represents those who occasionally assess or evaluate their learners. 20% of those teachers often assess and evaluate their learners. 20% of those teachers usually implement assessment and evaluation in their classes and other 10% of those teachers rarely assess and evaluate their students. 10% of those teachers always assess and evaluate their learners. The highest percentage which shows that EFL teachers really implement occasionally assessment and evaluation in their classes demonstrates how much they are not reluctant to assessment and evaluation in teaching process. They must at least implement assessment and evaluation usually so as to motivate student and enhance their learning and teaching process, but this is not really the case because most of EFL teachers implement them by occasion. The following table will determine the reason why those EFL Teachers assess and evaluate their students.

Table7: Main Purpose of Assessing or Evaluating EFL Learners

| Question' s content | Suggested answers | Frequency | Percentage (%) |
|---|---|-----------|----------------|
| Why do you mainly assess or evaluate your learners? | 1-To punish them | 00 | 00 |
| | 2-To check their performance and mark them if possible | 06 | 60 |
| | 3-To check their performance and sometimes to punish them | 04 | 40 |
| Total | | 10 | 100 |

This pre-formed question is designed to know the main reason why ELF teachers assess or evaluate their students. None of them do not assess or evaluate their learners mainly to punish them, this may be cruel. 60% of them implement mainly assessment or evaluation in their classes to check their students' performance and mark them if possible; the remaining 40% of those teachers use assessment and evaluation to check their students' performance and sometimes to punish them. This confirms that EFL teachers assess or evaluate their students mainly to check their performance. So, let's check how often EFL teachers plan their assessment and evaluation. The following table will deal with this aspect.

Table 8: Frequency of Planning the Assessment and Evaluation

| Question' s content | Suggested answers | Frequency | Percentage (%) |
|---|-------------------|-----------|----------------|
| How often do you plan your assessment and evaluation? | 1-Always | 01 | 10 |
| | 2-Usually | 01 | 10 |
| | 3- Often | 02 | 20 |
| | 4-Sometimes | 04 | 40 |
| | 5-Rarely | 02 | 20 |
| | 6-Never | 00 | 00 |
| Total | | 10 | 100 |

This question is designed to know how often EFL teachers plan assessment and evaluation. The highest percentages are 40% and 20% which represent respectively EFL teachers who sometimes and rarely plan assessment and evaluation and 20% of those teachers often plan assessment and evaluation. Only 10% of those teachers always plan them, also 10% of those teachers usually plan them. Those answers show that few of EFL teachers always plan assessment or evaluation. An EFL teacher should not assess and evaluate his or her students anyhow; he or she must plan it so that this could be effective.

Table 9: Method Used by EFL Teachers to assess Learners

| Question' s content | Suggested answers | Frequency | Percentage (%) |
|----------------------------------|-------------------------|-----------|----------------|
| How do you assess your learners? | 1-Oral | 06 | 60 |
| | 2- Writing | 02 | 20 |
| | 3-Both oral and writing | 02 | 20 |
| Total | | 10 | 100 |

This question is designed to identify the method used by the teachers to assess the students in their EFL classes. 60% of teachers assess their students orally; this may be because they think that assessment is limited to the one designed in the syllabus at the end of each unit. 20% of those teachers assess their students through writing while the remaining 20% of those teachers assess their learners orally as well as by writing; they diversify the way of assessing their learners. But, unfortunately the majority are used to assessing their students orally. Now let's determine the moment of the implementation of assessment in EFL classes in the following table.

Table 10: Moment of Assessing Formatively EFL Students

| Question' s content | Suggested answers | Frequency | Percentage (%) |
|---|------------------------------|-----------|----------------|
| When do you assess your students formatively? | 1-At the beginning | 01 | 10 |
| | 2-During the lesson | 02 | 20 |
| | 3-At the end of the lesson | 05 | 50 |
| | 4- At any appropriate moment | 02 | 20 |
| | | 10 | 100 |

This question aims at determining when EFL teachers assess their students. As I can see 50% of those EFL teachers assess formatively their learners at the end of the lesson, this is really the traditional way of assessing students designed in EFL teachers' syllabus; and 20% of those teachers implement formative assessment at any appropriate moment while 20% of those teachers assess their students during the lesson. The remaining 10% implement formative assessment at the beginning. From this table I can confirm that most of EFL teachers tend to assess formatively their students only at the end of the lesson.

TABLE 11: Types of Test used in EFL Classes

| Question's content | Suggested answers | Frequency | Percentage (%) |
|--|--|-----------|----------------|
| What types of test do you use in your EFL classes? | 1-Essay tests | 01 | 10 |
| | 2-Objective tests (definition, comparison, illustration) | 06 | 60 |
| | 3- Both essay test and objective tests (true or false test, multiple tests, matching test) | 03 | 30 |
| Total | | 10 | 100 |

This table is designed to identify the types of tests used by EFL teachers to assess or evaluate their students. As I can see 60% of them use objective tests while 30% of them use both essay tests and objective tests and 10% of them use essay tests. The highest percentage which is 60% shows that the majority of EFL teachers use objective tests dealing with true or false item, multiple choice items or matching item and many others because they are easier to learners, and also it enables EFL teachers to easily correct their students' works or papers. The essay tests dealing with definition, comparison, illustration etc., are less easy for the students of the first cycle for they are lack of English vocabulary.

Table 12: Some Difficulties encountered by EFL Teachers in the Process of Classroom Assessment and Evaluation Implementation

| Question's content | Suggested answers | Frequency | Percentage (%) |
|---|--|-----------|----------------|
| What are the difficulties you encounter while implementing assessment and evaluation in your classroom? | 1-Lack of means and time -Some students cheat -Students' misunderstandings | 07 | 70 |
| | 2-No difficulties | 03 | 30 |
| Total | | 10 | 100 |

In this table I can see that 70% of those teachers have answered that lack of means and time, the fact that some students cheat and students' misunderstandings are some difficulties encountered about the implementation of assessment and evaluation in EFL classes while the remaining 30% of them have asserted they do not encounter any problems in the process of assessment and evaluation implementation.

4.1.2 Learners' Answers

Table 13: Implementation of Assessment and Evaluation in EFL Classes

| Question's content | Suggested answers | Frequency | Percentage (%) |
|--|-------------------|-----------|----------------|
| Does your English teacher always assess or evaluate you during a lesson process? | 1-Yes | 28 | 35 |
| | 2-No | 52 | 65 |
| Total | | 80 | 100 |

Through this table there is a closed question designed to verify whether EFL learners are always assess or evaluate by their English teacher during a lesson process. As I can see 65% of those students have answered 'No' and 35% of those students have answered 'Yes'. I can remark that the minority of those students are always assessed or evaluated during a course. But, as for me EFL teachers should at least assess their students during any lesson because this is their major role as a teacher. If EFL students are not always assessed, they may be demotivated because the feedback that the teacher provides after an assessment or evaluation reinforce positively as well as negatively the students. The student who is positively reinforced by some appreciations from the teacher moves forward and takes very care of his or her studies because he or she is motivated. The student who is negatively reinforced can recognise that he or she is in the deepest need to study hard to be graded and it motivates him or her to get up and take things in well hand to catch up.

Table 14: EFL Teachers Purpose of Assessment and Evaluation according to Learners

| Question's content | Suggested answers | Frequency | Percentage (%) |
|---|--|-----------|----------------|
| Why does your English teacher assess or evaluate you? | 1-To give you a mark or appreciation | 36 | 45 |
| | 2-To punish you | 12 | 15 |
| | 3-To give you a mark or appreciation and to punish you sometimes | 32 | 40 |
| Total | | 80 | 100 |

This question is designed to determine the reason why EFL learners are assessed and evaluated by their English teachers according to them. In the table above I can see 45% are assessed or evaluated by their English teachers to be given a mark or appreciation ; 40% are assessed or evaluated to be given a mark or appreciation and sometimes to be punished and 15% are assessed or evaluated to be punished. The highest percentage, that is 45% which represents the EFL students who are assessed or evaluated to be given a mark or appreciation and the lower percentage, that is 15% which represents those who are assessed or evaluated to be punished, show that most EFL teachers are not used to assessing or evaluating their students to punish them but to mark or appreciate their performance. This is not to say that EFL teachers may not assess or evaluate their students to punish them because this paves the way to the negative reinforcement which may lead students to study. But this way is not more privileged than the performance checking.

Table 15: Benefits of Assessment and Evaluation on Students

| Question's content | Suggested answers | Frequency | Percentage (%) |
|---|----------------------|-----------|----------------|
| Which benefit do assessment and evaluation bring to you | 1-They motivate me | 68 | 85 |
| | 2-They discourage me | 12 | 15 |
| Total | | 80 | 100 |

This item aims at determining whether assessment and evaluation motivate or discourage EFL students. As I can see in the table above 85% are motivated by assessment and evaluation while 15% are discouraged. The highest percentage here which is 85% representing those who are motivated by the implementation of assessment and evaluation clearly confirm that this process is a source of motivation in EFL classes.

Table 16 a: Students' View about the Way they are assessed or evaluated in Classroom

| Question's content | Suggested answers | Frequency | Percentage (%) |
|--|-------------------|-----------|----------------|
| Do you like the way your English teacher assess or evaluate you as far as quizzes are concerned? | 1-Yes | 36 | 45 |
| | 2-No | 44 | 55 |
| Total | | 80 | 100 |

Table 16 b

| | | | |
|--------------|---|----|-------|
| If 'No' why? | 1-It is always difficult | 20 | 54.54 |
| | 2-It's beyond what we have been taught in class | 10 | 22.27 |
| | 3-The time is often insufficient | 10 | 22.27 |
| | 4-I don't k now | 04 | 09.09 |
| Total | | 44 | 100 |

This item is composed of two tables and each deals with one question. Table 16a contains a closed question, that is 'Yes' or 'No' question while table 16b deals with a pre-formed question. The former is designed to determine whether EFL students like the way they are assessed or evaluated particularly in term of quizzes implementation. The latter is focused on those who answer 'No' and it aims at determining the reason why they have provided this answer. As I can see in the table 16a 55% of those students do not like the way their English teacher evaluate them particularly in term of quizzes implementation while 45% of those students like it. In table 16b those 55% of students who do not like the way their English teacher evaluate them in classes in term of quizzes implementation give their reasons. Among them 54.54% of those students have stated that it is always difficult; 31.81% of those students have stated that the time is often insufficient and other 22.72% of those students have said it is beyond what they have been taught in class ; and the remaining 9.09% of those students have answered that they do not know.

Table 17: Techniques of Assessing or Evaluating Students Formatively

| Question' s content | Suggested answers | Frequency | Percentage (%) |
|---|------------------------|-----------|----------------|
| Does your teacher often assess you formately through? | 1-Oral questions | 50 | 62.5 |
| | 2-Tests | 12 | 15 |
| | 3-Quizzes | 06 | 7.5 |
| | 4-Classroom activities | 12 | 15 |
| Total | | 80 | 100 |

In this table 62.5% of those students are often formatively assessed or evaluated through oral questions; while 15% of those respondents students are often assessed or evaluated formatively through tests; 15% have stated that they English teachers use classroom activities and the remaining 7.5% have answered that their English teachers use quizzes. I can say that most of EFL teachers assess their students through oral questions.

Table 18: Students' View about the Quantity of Assessment and Evaluation done by their English Teacher.

| Question' s content | Suggested answers | Frequency | Percentage (%) |
|--|-------------------|-----------|----------------|
| Does your English teacher assess or evaluate you sufficiently? | 1-Yes | 28 | 35 |
| | 2-No | 52 | 65 |
| Total | | 80 | 100 |

The table 18 above shows that EFL teachers do not assess or evaluate their students sufficiently for the highest percentage is 65% representing those who have answered 'No' and the lowest percentage is 35% representing those who have answered 'Yes'. This confirms that EFL teachers do not sufficiently assess or evaluate their students in Benin secondary schools especially in CEG-Djassin.

4.1.3 Interview Analysis

For the interview, I addressed some oral questions to an EFL teacher of CEG-Djassin. He informs me that EFL teachers implement formative assessment than summative assessment and that they assess their students very often through classroom activities and at the end. As far as summative evaluation is concerned he told me that they rarely warn their students before doing it and they fairly mark the papers. I wonder he told me that they are not well prepared to design evaluation with good principles that why most of them come to enrol themselves at the south to continue they study in teachers advanced schools so as to be well prepared. He told me that most of them do not implement assessment and evaluation sufficiently in their classes. He reported that most of them only assess students at the end of the classes and few among them make a good use of this tool. He justifies his answers saying that the common questions used for assessing students are: What have you learnt today? How did you learn it? What are you going to do with it? He told me that assessing and evaluating learners bring many advantages to the teacher as well as students. He has said that they enable EFL teacher to check his or her students' performance and what they need and also they enable the teacher to decide whether the student can succeed or not. They enable learners to know what they did and what they need. He has said that assessment and evaluation enable the administration and the parents to be aware of students' performance. He also argued that assessment should not just be used to tell students whether their answers are right or wrong, but they should use feedback to adjust the teaching help students improve. To finish he has argued that assessment and evaluation are sources of motivation for learners and a good EFL teacher should not ignore the implementation of assessment and evaluation in his or her classes.

4.1.3 Classroom Observation

Since the important of assessment and evaluation in EFL class is a paramount topic in my point of view I have started investigating on it during my last training period at CEG Djassin. I always observe my tutor while he is teaching to find some pertinent informations Moreover, I have followed another EFL teacher and I have noticed many things.

My tutor I have followed at CEG Djassin is used to implementing formative assessment very often at the end of the lesson by focusing on the following questions: What have you learnt today? How have you learnt it? What will you do with it? In my point of view those questions are not sufficient to check whether the objectives are met or not. Those questions are not really based on the content of the lesson dealt with during the lesson. This is a traditional way of assessing students. But, the second teacher I have followed is used to assessing his learners through questions related to the lesson they deal with. Moreover, I have noticed that none of them use regularly summative assessment. They privilege formative assessment than summative assessment. They just evaluate their learners through quizzes. They always assess their students formatively orally.

Sometimes, my tutor assesses his students during the lesson and gives them good feedback by using certain expressions such as: you have done a good job, very good, may be but you can try better. He uses gentle correction while assessing his students but sometimes he makes big fuss on them when he is very angry. But, normally a good teacher should not make big fuss because this can demotivate students and they will dislike English forever. My tutor warns his students before they do a quiz and he marked them without ambiguity. But, sometimes some students claim that his tests are difficult and even beyond what they are taught. I have remarked that when my tutor brings back the papers already marked to give to the students and most of them are happy. The second teacher I have followed never informs his students before doing a quiz. He has his different reasons but the best is to sometimes warn students to help them to be well prepared.

All in all, I can say that through my observations I notice that EFL teachers like more formative assessment or evaluation than summative assessment or evaluation and they do not vary the way they assess learners. They do not respect all the principles and criteria of assessment and evaluation. They use gentle correction but sometimes they make big fuss on students.

4.2 Discussion of the Results

The major aim of this study is to require EFL teachers and students' view on the importance of assessment and evaluation in their classes. Through my research I have noticed that most of the teacher are not used to assessing and evaluating their learners regularly. They do not really implement those processes effectively in their classes. Some of them think that Students need to be evaluated only to accede to another level. Unfortunately, some of them ignore that assessment and evaluation provide the teacher, the administration as well as the parents with other useful information to enhance teaching and learning process such the need of remedial classes, the need of some parents' supports, the students' actual needs, etc. Moreover, many teachers are used to assessing formatively their learners only at the end of the lesson by using the traditional way of assessment which contains the following questions: 1-What have you learnt? 2-How have you learnt it? 3-What was difficult? 4-How have you overcome these difficulties? 5-What are you going to do with your learning? In my point of view this way of assessing learners is not sufficient and cannot allow the teacher to check the competence of his or her students because these five questions are not really concrete. The reason supported by most of them is that this way of assessing learners is designed in the teacher syllabus and they should follow it. But for me the teacher syllabus is not a sacred document. An EFL teacher well trained should not considered the syllabus as a sacred document, he or she should vary the way he or she assesses his or her students based on the competence and performance. Furthermore, a large number of EFL teachers do not vary their technics of assessing and evaluating their students. I have noticed that they usually assess their learners orally without marking them and evaluate them by writing and mark them. In the case of summative evaluation which consists in giving to the students a test in order to judge the value of their result by noting them according to some criteria, EFL teachers tend to use the most Objective Tests (true or false test; multiple tests; matching test). They use rarely Essay or subjective Tests. I have also noticed that some students are usually discouraged by the feedback their teacher give to them. This is due either to the students' laziness or to the hardness of the task given to them. Moreover, I confirm that students are not regularly assessed and evaluated because through the results of my questionnaire addressed to them we can notice that most of them think that the assessment and evaluation that their English do to them are not sufficient. To end, lack of means, lack of time and the fact that some students tend to cheat are the main difficulties EFL teachers encounter in the process of classroom assessment and evaluation.

4.3 List of Findings

To sum up, EFL teachers as well as EFL learners of CEG Djassin know the importance of the implementation of assessment and evaluation. But, those teachers do not implement all the different types of assessment; most of them use the common types which are diagnostic assessment, summative assessment and mainly formative assessment. In fact, they implement them but not regularly, and also they lack of good principles and criteria. Some of those teachers tend to assess formatively their student at the end using always the task designed in the teacher syllabus. Some students assert that assessment and evaluation motivate them but their English teachers do not assess and evaluate them enough and even they punish them through evaluations. To assess and evaluate their learners EFL teachers encounter some difficulties mainly lack of available means, lack of time, lack of support. I should mention that those same problems happen in other secondary schools. So in the following chapter I will make some recommendations and suggestions

Chapter Five:

Recommendations and Suggestions

This chapter deals with the recommendations and suggestions

5.1 Recommendations

5.1.1 Recommendations to Benin Government

First of all, the government should improve teachers' life conditions and provide schools and teachers with adequate materials that are needed for teaching. The government should improve the physical conditions of public schools mainly those of Porto-Novo. The government is called to solve the problem of crowded classes by building several classrooms in the secondary schools.

Secondly, I would like to ask the government to promote the pre-service and the in-service teachers training. Most of the teachers are not well trained as a result they do not really know the job of teaching. The government may oblige the entire teacher to enrol themselves at the advanced teacher training school of Porto novo to be well trained.

Finally, the government should ensure the betterment of our educational system because education is a paramount key to the sustainable development of a country.

5.1.2 Recommendations to EFL Syllabus Designers

They should always update the syllabus taking into account the society' needs. They should vary the procedures and the activity entitled: Assessment and beyond, because this activity is always composed of five questions which have never been changed. They should adapt the syllabus content to the students general and specific needs so that to motivate them to learn. The syllabus should be authentic, valid, consistent, and well structured.

5.2 Suggestions

5.2.1 Suggestion to EFL Teachers

It is very important to EFL teachers to assess and evaluate their learners to find out how well they are performing or have performed and also to provide the administration and the parents with information on the students' performance. Moreover, EFL teachers should design their evaluation with good principles and criteria so as to ensure the quality of the evaluations. Let's mention that EFL teachers should provide feedback to their students about their work and keep records on the performance of their students. EFL teachers should not consider the

syllabus as a sacred document; they should assess and evaluate their learners fairly and consistently. They should diversify their technics of assessing and evaluating by using appropriately the different types of assessment and evaluation. EFL teacher should not assess or evaluate his or her learners by pleasure but rather by objective, and the test given should be appropriate to the objective, we talk about the validity of the test.

Furthermore, an EFL teacher should not give a task that is beyond his or her students' level of understanding, this is unfair. Also, you teacher, you should ensure that the administration and the parents are aware of the students' performance. It is important for an EFL teacher to provide to the learners with feedback to motivate them. He or she should reinforce his or her students through some appreciations. Also, EFL teachers can warn their learners before assessing and evaluating them for this may urge them to get well prepared. The information gets form the feedback can be used by teachers to adjust the teaching, decide whether a content should be revisited or not and make decision about what to teach next. So teachers should not keep the information they get for themselves but they should use it to remedy to problems students have with the target language. EFL teachers must not make big fuss on the students; they must use gentle correction while assessing their learners. Not only do assessments send students messages about what we value, but also as Ramsden (2003) observes, students will concentrate their energies on assessment tasks because assessment is the currency of the tertiary environment. We therefore need to ensure that assessment tasks support, nurture and develop the kind of learning that teachers want.

5.2.2 Suggestions to EFL Learners

Learners should keep in mind that their parents sent them to school to study and to succeed in their life. So, they should take care of their study seriously. They should always learn their lessons to work when their teachers assess and evaluate them. They should not cheat. They should make their parents aware of their results without being afraid. They should not be afraid of assessment and evaluation. They should always come at school with any materials available for English classes namely Document d'accompagnement, copy book, exercise book, bilingual dictionary, pen...Moreover, students should always do the homework given by their teachers because this may be considered as a quiz. They should do their best to succeed in order to earn their life.

General Conclusion

English as a Foreign Language is one of the important subjects in Benin secondary schools though many students find it too difficult. To motivate students to work in English subject it is necessary to assess or evaluate them and give them feedback. Then, teacher as an assessor is a major role of the teacher. In my study, I attempt to investigate on the importance of assessment and evaluation in EFL classes. This work takes into account some literature reviews that are what people have already said about the topic; moreover, it develops the information based on the topic taken from some EFL teachers and the analysis of that information. After my investigation I conclude that assessment and evaluation are very important in EFL classes, so a good EFL teacher should implement them in their classes.

In fact, assessment and evaluation are very important in teaching and learning process. It enables EFL teachers to gather useful information on their students' performance and to decide whether they can reach the next level. There are different types of assessment such placement assessment, diagnostic assessment, formative assessment, summative assessment and many others. The most commons are formative assessment or evaluation which helps the teacher to check his or her learners' performance and to give them feedback through appreciation and summative assessment or evaluation which enables an EFL teacher to decide whether his or her students can pass to the next level. The process of formative assessment gives the opportunity to teachers to make their teaching effective by adapting some remedial solutions to encourage their students. They enable the administration to know if remedial solutions are needed. They help students'parents to be aware of their children'performance. Assessment and evaluation are two synonyms term but technically they are different.

However, it is noticed that EFL teachers do not use assessment and evaluation enough and most of them design assessment without good principles. But normally an EFL teacher should design the assessment and evaluation with good principles and they should be planned before being implemented in classes. They should follow good criteria and should be implement in an appropriate moment to enhance teaching and learning process. Most of EFL teachers tend to say that they face some challenges in English classes such as: large size classes, time deficiency, cheating, lack of means. That's why in chapter 5 I suggest some solutions to cope with those problems. This research work is carried out without any problem apart from some obstacles due to lack of financial means as well as time deficiency. But I'm sure this research work can bring its stone to the building site of our educational system, so I encourage all the readers to read it carefully.

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Appendix:

Questionnaire to EFL teachers

Dear EFL teachers, I'm a student at ENS-PORTO NOVO, the present questionnaire is to carry out a research work on the following theme: 'THE IMPORTANCE OF ASSESSMENT AND EVALUATION IN EFL CLASSES: The study case of CEG-DJASSIN'

I will be grateful to you for answering these following questions frankly and sincerely as possible.

Q1- What is your highest degree?

- 1- Licence
- 2- Bapes
- 3- Maitrise
- 4- Capes

Q2- Are assessment and evaluation important in your EFL classes?

- 1-Yes
- 2- No

Q3-What are the different types of assessment and evaluation you know?

.....

.....

.....

Q4-Do you perform each of the types of assessment and evaluation you know?

- 1-Yes
- 2-No
- 3-Most of them

THE IMPORTANCE OF ASSESSMENT AND EVALUATION IN EFL CLASSES: The
case study of CEG-DJASSIN

Q5-Which types of assessment or evaluation do you use the most?

1-Formative assessment/ Formative evaluation

2- Summative assessment/ Summative evaluation

Q6-How often do you assess or evaluate your learners?

1-Always

2-Usually

3-Often

4-Occasionally

5- Rarely

6-Never

Q7-Why do you mainly assess or evaluate your learners?

1-To punish them

2-To check their performance

3-To check their performance and sometimes to punish them

Q8-How often do you plan your assessment and evaluation?

1-Always

2-Usually

3- Often

4-Sometimes

5-Rarely

6-Never

Q9-How do you assess your learners?

THE IMPORTANCE OF ASSESSMENT AND EVALUATION IN EFL CLASSES: The
case study of CEG-DJASSIN

1-Oral

2- Writing

3-Both oral and writing

Q10-When do you assess your students?

1-At the beginning

2-During the lesson

3-At the end of the lesson

4- At any appropriate moment

Q11-What types of test do you use in your EFL classes?

1-Essay tests

2-Objective tests (definition, comparison, illustration)

3- Both essay test and objective tests (true or false test, multiple tests, matching test)

Q12-What are the difficulties you encounter while implementing assessment and evaluation in
your classroom?

1-Lack of means and time

-Some students cheat

-Students' misunderstandings

2-No difficulties

Questionnaire addressed to learners

Hello student, this questionnaire is addressed to you so as to gather information from you about the importance of assessment and evaluation in your English class. So try to answer following questions frankly. Thank you.

Q1- Does your English teacher always assess or evaluate you during a lesson process?

Yes

No

Q2-Why does your teacher assess you?

a- To give you a mark or appreciation?

Yes

No

b- To punish you?

Yes

No

Q3-Which benefit do assessment and evaluation bring to you?

-they motivate me

-they discourage me

Q4.1- Do you like the way your English teacher assesses or evaluates you as far as quizzes are concerned?

Yes

No

THE IMPORTANCE OF ASSESSMENT AND EVALUATION IN EFL CLASSES: The
case study of CEG-DJASSIN

Q4.2 -If 'No' why?

It is always difficult

It's beyond what we have been taught in class

The time is often insufficient

I don't know

Q5-Does your English teacher assess you through?

Oral question

Tests

Quizzes

Classroom activities

Q6-Does your English teacher assess or evaluate you sufficiently?

Yes

No