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*The importance of Assessment in EFL
Teaching and Learning : Case Study of
Lycée Béhanzin*

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Dedication

I exclusively dedicate this research work to the Almighty God for his grace he always offers me and to my late adored father Mr. Frédéric AYEDEHIN, who made me discover the way to school and whose blessings are still making me successful in my life.

May the Almighty God bless you.

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List of Acronyms

BAPES : Brevet d’Aptitude au Professorat de l’Enseignement
: Secondaire

CAPES : Certificat D’aptitude Professionnelle de l’Enseignement
Secondaire

EFL : English as a Foreign Language.

LICENCE (BA) : Bachelor of Arts

MAITRISE (MA) : Master of Arts

CEG : College d’Enseignement Général

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General Introduction

Education is the process through which a person acquires knowledge, skills, and facts, ideas... usually at school, college or university. This process of Teaching and Learning includes Teachers and Learners, each of them have an important and particular role to play in order to achieve their goals in the process. Then if we ask the question of what to teach, many programs in the world have been improved to enhance the teaching of English as a foreign language in Benin educational system.

This educational system of Benin comprises three main parts: Learning process, Teaching process and the process of Assessment. Since Assessment is included in the system, it means that this plays an important role in the educational setting.

A teacher's life includes a wide range of responsibilities and activities, and assessment is one of many important educational tasks. If you're thinking of expanding your professional knowledge and taking your teaching career to the next level, **explore [Master of Education programs at AIU](#)**. To talk about the importance of assessments, in one hand, they provide the teacher with useful information that he may use to change his way of teaching to facilitate the understanding to learners; they help him to ensure that the learners mastered the skills in question; they help him to check the learners' background information, strengths and weaknesses. In the other hand, Assessments help learners to achieve successfully their goals, to know if they mastered the skill or not, to change their way of learning. Assessments help also the school administration to make a decision about a learner's admissibility and finally Assessments help the parents to check their children progress, to know if their children are doing well or not. In general, when Assessments are well implemented, they help Teachers, Learners School administrations and Parents. That are the reason why, I have chosen to prove the impact of Assessments on the teaching and learning of EFL through my study and check the reason why they are not well implemented by Teachers. To carry out this work successfully, I have gathered information through Learners' and Teachers' participations.

My research work is structured into five chapters: chapter one entitled: introduction to the study includes: the statement of the problem, the purpose of the study,

the significance of the study and scope and limitations. In chapter two, I deal with the literature review. Chapter three has to do with the methodology used to carry out the study. Chapter four presents the different data collected and the analysis of these data. Finally chapter five is about discussion, recommendations and suggestions.

Chapter One : Introduction to the Study

This chapter deals with the problem statement, the purpose of the study, the significance of the study and scope and limitation.

1.1 Problem Statement

English is taught as foreign language in our secondary schools of Benin today and the acquisition of the basics of the English language by students is something of great importance. So it is very important for English classes to be interesting and suitable for learners to help them learn effectively in a good atmosphere. All this can be a reality through motivational activities and good teaching techniques during classroom situations .But I noticed during my training on the field at Lycée Béhanzin that students seem more reluctant to learn English despite all the efforts made by the teachers. And I can say after many observations that this reluctance may be due to the fact that the teaching does not fit all the time with the learners' needs or because the teaching is not all the time suitable for students .The remark I have just pointed out, in my opinion, raise some questions such as: What can teachers do to make teaching fit with students' needs? ; How can teachers know about their learners' progress and difficulties in order to help them and how can teachers get feedback of their teaching?

I noticed through my investigations that relevant assessments can help teachers reach these goals .It can help teachers notice their learners' needs, mistakes, errors, and problems they have with the language in order to take actions. (Bachman and Palm, 1996) confirm that with the following statement: "Students' motivation to learn the target language is improved through their participation in the learning process. It also raises their awareness on their target language». But it seems today that teachers do not show interest in assessments' implementation.

1.2 The Purpose of the Study

The purpose of this study is to point out the positive impacts of assessments and show how useful it is for both teachers and learners .It is important to say that when we teach students skills, we should assess them because it is only through assessments that we can know if the objective of the lesson is reached or not and if students really

understand or not. This study also has the goal to show the great importance of assessments so that teacher will practice it regularly in order to adjust their ongoing instructional procedures or for students to adjust their current learning tactics and prove how assessments can improve teaching and learning and finally show how assessments can be implemented by Teachers.

1.3 Research Questions

1. What can teachers do to fit with learners' needs?
2. How can teachers know about their learners' progress and difficulties in order to help them?
3. How can teachers get feedback of their teaching?

1.4 The Significance of the Study

This part of chapter one that deals with the significance of the study tells for whom the study will be meaningful and gives some indications of its value for others. So, this study is significant in so far as it will help, through the findings of the study, all teachers, learners, parents and school administrations to know the importance of assessments in the teaching and learning process. That will also help teachers to make decision about how to implement assessments in their classroom.

Moreover, this study is significant because it will raise teachers' attention on the advantages they can get through the use of assessments. This study also recommends interaction between teachers and learners for effective English classes. Assessing students help teachers to notice students' need in order to fit the teaching content with learners needs and make decision regarding what to teach next class and how to teach it. This study is significant as it seeks to help students to improve and bring them to show interest to English language learning. It is also significant because assessments are teaching techniques that can help learners get themselves actively involved in their learning and help teachers to know if the learning objectives are achieved or not.

1.4 Scope and Limitation of the Study

This research work related to the importance of Assessment in EFL teaching and learning process is a national and even an international issue. But, it is unfortunately limited by many factors as follow: Firstly, the area of investigation of this study is limited to Lycée Béhanzin especially to the 1st cycle. Secondly, financial problems don't allow me to go beyond Ouémé region and even beyond my country in order to make an analytical comparison. In add, the period required for the implementation of this work is too short. Finally, the level we are concerned with here is the BAPES which limits me only in the first cycle of the secondary school. All these facts prevent me from developping this topic in all its aspects.

The next chapter is the Literature Review; it deals with the clarification of concepts, different types of assessment, importance of assessment and finally the link between motivation and assessment.

Chapter Two : Literature Review

This chapter aims at giving more explanations about the impact of assessments on the teaching and learning of EFL by providing a comprehensive review and synthesis of literature and research related to the theoretical framework. I will focus on the point of view of some authors who discussed about the use of assessments. The clarification of concepts will start from some definitions and after them, what some writers have already said about them . Finally, I will make links and differences among the concepts. This stage will mainly focus on how assessment is important in a classroom through its characteristics and how it can motivate learners. I will show the link and difference between assessment and evaluation.

2.1 Clarification of Concepts

- **Definitions**

ASSESSMENT: is a general term that refers to a number of procedures such as observations, and paper and pencil tests that are used to collect information about your learners' learning to find out how well they are performing .This allowed the teachers to judge each of their learners' performance over a period of time.

- **Assessment According to Dictionaries**

*According to LONGMAN: Assessment is a process in which you make a judgment about a person, a situation or the judgment you make.

*According to OXFORD ADVANCED LEARNERS'S DICTIONARY: Assessment is the act of judging or forming an opinion about something.

Black and William in fact, they 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 teachers' observation, classroom discussion, and analysis of students work, including homework and tests".

- **Definition of Assessment According to Some Articles**

Assessment involves the use of empirical data on student learning to refine programs and improve student learning. (Assessing Academic Programs in Higher Education by Allen 2004).

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000).

Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. (Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes by Erwin 1991).

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).

- **Assessment in Education**

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.

According to the Glossary of Education reform (2014, august 26), “assessment is even linked to education. In other words, education cannot hold without assessment. It is part of the educational process. The term assessment refers to the wide variety of methods or tools that educators use to evaluate measure and document the academic readiness, learning process, skill acquisition, or educational needs of students.

***Main Objectives of Assessment**

There are three main objectives of assessing and evaluating learners: orientation, regulation and certification. These objectives are explained as follow:

-To orientate the Learning: this is the case where at the beginning of the school year, before starting any new learning, teachers assess the competences that students are supposed to acquire in previous forms so that they can notice the difficulties and remedy them and the new competences to acquire will be added to some reliable knowledge. This is different from an entrance exam.

-To regulate the Learning: this is the case when during the school year; an assessment is set to improve the learning. For each student, taken individually, it is to evaluate his level of mastering the competences so as to remedy his difficulties. For the class, it allows to adjust the learning activities planned for the progress of the class-group.

-To certify the Learning: this is the case when teachers assess so as to know whether the student has acquired the minimal state of the competence in order to pass to a higher class.

2.2 Different Types of Assessment

Assessments can take a wide variety of forms in education .They are used for a wide variety of purposes in school and education systems. Here I will mention the different types of assessment that are mainly used by teachers and others that they don't know.

-High-stakes Assessment: are typically standardized tests used for the purposes of accountability. E.g.: any attempt by federal, state, or local government agencies to ensure that students are enrolled in effective schools and being taught by effective teachers. In general, “high stakes” means that important decisions are taken about students, teachers, schools, or districts are based on the scores students achieve on a high-stakes test, and either punishments (sanctions, penalties, reduced funding, negative publicity, not being promoted to the next grade, not being allowed to graduate) or accolades (awards, public celebration, positive publicity, bonuses, grade promotion, diplomas) result from those scores.

-Pre-Assessments: are administered before students begin a lesson, unit, course, or academic program. Students are not necessarily expected to know most, or even any, of the material evaluated by pre- assessments. They are generally used to establish a baseline against which Educators measure learning progress over the duration of a program, course, or instructional period, or determine general academic readiness for a course, program, grade level, or new academic program that students may be transferring into.

-Interim Assessments: are used to evaluate where students are in their learning progress and determine whether they are on track to performing well on future assessments, such as standardized tests, end-of-course exams, and other forms of “summative” assessment. Interim assessments are usually administered periodically during a course or school year (for example, every six or eight weeks) and separately from the process of instructing students (i.e., unlike formative assessments, which are integrated into the instructional process).

-Formative Assessments: They are in-process evaluations of student learning that are typically administered multiple times during a unit, course, or academic program. The general purpose of formative assessment is to give educators in-process feedback about what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly. Formative assessments are usually not scored or graded, and they may take a variety of forms, from more formal quizzes and assignments to informal questioning techniques and in-class discussions with students.

Carol Boston (2002) has assumed that “in the course of a year, teachers can build many opportunities to assess how their students are learning and use this information to operate a beneficial change in instruction. This kind of assessment provides a feedback to teachers and students over the course of instruction. This assessment, she called it; formative”.

Dembo, Myron H. has said that “formative assessment is the measurement of student achievement before or during instruction.

-Summative Assessments: are used to evaluate student learning at the conclusion of a specific instructional period. Typically at the end of a unit, course, semester, program, or school year. Summative assessments are typically scored and graded tests, assignments, or projects that are used to determine whether students have learned what they were expected to learn during the defined instructional period.

Dembo, Myron H. has assumed that “summative assessment is the measurement of student achievement at the end of an instructional unit”.

Bernard Rey has said that “this sort of evaluation often occurs after a chapter’s lesson, or a trimester’s teaching and learning. It is mainly global and can stand for periodical exams. This gives an account of place of students”.

Moreover, this is the difference between formative assessment and summative one. Formative assessments are commonly said to be for learning because educators use the results to modify and improve teaching techniques during an instructional period, while summative assessments are said to be of learning because they evaluate academic achievement at the conclusion of an instructional period. As far as assessment is concerned expert Paul Black put it, “When the cook tastes the soup, that’s formative assessment. When the customer tastes the soup, that’s summative assessment”.

- **Certificative Assessment**

“The certificative assessment is the one held through an official paper. It originates degree, diplomas and certificates” according to Bernard Rey et al.

- **Diagnostic Assessment**

It is a test and observable techniques designed to assess the skills and abilities that are important in learning a particular subject.

- **Placement Assessment**

It helps to determine 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 honours-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.

- **Performance Assessment**

It is the measurement activities that ask students to demonstrate skills similar to those require in real-life settings. Performance assessment typically requires students to complete a complex task, such as a writing assignment, science experiment, speech, presentation, performance, or long-term project, for example. Educators will often use collaboratively developed common assessments, scoring guides, rubrics, and other methods to evaluate whether the work produced by students shows that they have learned what they were expected to learn. Performance assessments may also be called “authentic assessments,” since they are considered by some educators to be more accurate and meaningful evaluations of learning achievement than traditional tests.

- **Screening Assessments**

Are used to determine whether students may need specialized assistance or services, or whether they are ready to begin a course, grade level, or academic program. Screening assessments may take a wide variety of forms in educational settings, and they may be developmental, physical, cognitive, or academic. A preschool screening test, for example, may be used to determine whether a young child is physically, emotionally, socially, and intellectually ready to begin preschool, while other screening tests may be used to evaluate health, potential learning disabilities, and other student attributes.

- **Standardized Assessments**

Are designed, administered, and scored in a standard, or consistent, manner. They often use a multiple-choice format, though some include open-ended, short-answer questions. Historically, standardized tests featured rows of ovals that students filled in

with a number-two pencil, but increasingly the tests are computer-based. Standardized tests can be administered to large student populations of the same age or grade level in a state, region, or country, and results can be compared across individuals and groups of students.

- **Standards referenced or standards-based Assessments**

Are designed to measure how well students have mastered the specific knowledge and skills described in local, state, or national learning standards. Standardized tests and high-stakes tests may or may not be based on specific learning standards, and individual schools and teachers may develop their own standards-referenced or standards-based assessment.

- **Common Assessments**

They are used in a school or district to ensure that all teachers are evaluating students' 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.”

- **Portfolio-based Assessments**

They are collections of academic work for example, assignments, lab results, writing samples, speeches, student-created films, or art projects that are compiled by students and assessed by teachers in consistent ways. Portfolio-based assessments are often used to evaluate a “body of knowledge” i.e.: the acquisition of diverse knowledge

and skills over a period of time. Portfolio materials can be collected in physical or digital formats, and they are often evaluated to determine whether students have met required learning standards.

***Link between Assessment and Evaluation**

Here I will define evaluation and also assessment before making the difference between the two concepts.

Assessment: as I have already said Assessment is a general term that refers to a number of procedures such as observations, and paper and pencil tests that are used to collect information about your learners' learning to find out how well they are performing.

Evaluation: is the process by which the teachers can measure the performance of their learners, in order to find out what they have been able to do successfully. Evaluation describes the performance of learners based on the following factors:

- The level of performance that you expect each learner in the class to achieve
- The present performance of the learners as compared with their past performances
- How well particular learners of your class perform as compared with the performance of the rest of the class.

The two terms Assessment and Evaluation can be used interchangeably, but there is a difference between them. Evaluation differs from Assessment in that Evaluation includes comparison of the performance of one student to others.

The table below summarizes more the key differences between assessment and evaluation:

Table 1: Differences between Assessment and Evaluation

Dimension of difference	Assessment	Evaluation
Content : timing, primary purpose	Formative: ongoing , to improve learning	Summative: final , to gauge quality
Orientate : focus of measurement	Process-oriented: how learning is going	Product-oriented: what's been learned
Findings : uses thereof	Diagnostic: identify area for improvement	Judgemental: arrive at an overall grade/score

2.3 Importance of Assessment

Because of the importance of assessment to the educational Process, there is integration between the teaching and the assessment processes. The two processes are supposed to go side by side from the very start of the educational process. Brown (1984) stresses the point that testing and evaluating the language skills and competencies are a very important part of language teaching process.

Madsen (1983) thinks that testing is an important part of every teaching and learning experience. Heaton argues that (Evaluating the assessment process in the EFL teaching Programs and the General Secondary education Certificate English Exams for 1989-1993 Abdelshafy A. Abbas).

***Why must we assess the work of our pupils?**

As we might have realised by now, the main goal of assessment is to obtain valid, reliable, and useful information concerning the performance of pupils in the classroom. Classroom assessments play a very important role in the evaluation of our pupils' learning. Hence information that we gather on the performance of our pupils through assessments, can be used by us the teacher, the pupils themselves and the school administration.

The following are the main purposes that assessment serves in the school situation.

***Assessment is very important Tools for the Teacher.**

- They provide them with the knowledge about how effective our teaching has been.
- Assessment can help them decide on what to teach, and how to teach it.
- Assessment helps them to manage and organise our classroom, arrange our subjects on the time table (e.g. which subject must come first, which must have longer periods, and so on), plan and map up their teaching strategies, and decide on instructional resources that will be suitable for their lessons.

***Assessment helps Pupils.**

I want us to recall when our teacher gave us a test when we were a pupil in school many years ago. Do we remember what the results of the test helped us to know about ourselves? Perhaps the results:

- helped us to realize how much we knew or did not know.
- How much we needed to study, or
- indicated what our teacher expected us to know.

When we carefully plan and time assessment, it can provide useful feedback to our pupils about their strengths and weaknesses. The information that we get from assessment can encourage our pupils to develop good study habits that will help them to know how to learn on their own.

***Assessment is important to the School Administration**

Assessment plays a very important role in providing school administrators with information that they can use in making decisions about our pupils. For example, the headmaster needs information that will help him to decide in which class or subject areas (such as arts, science or vocation) to place a JSS pupil to enable him pursue it higher in the senior secondary school.

- Assessment can help headmasters to decide whether there is the need for remedial classes.

° The information obtained from assessment can help headmaster to identify areas in their school programme that are strong or weak, and how where they should take action.

***Assessment provide important Information for Parents**

Results from the tests that we conduct in our classroom give important information to the parents of our pupils. These information help parents to check their children's progress. This enables them to know whether their children are doing well in class or not. In order for parents to benefit from the information that the assessment of our pupils provide, we must make sure that parents receive in time results that are accurate, reflect their children's performance in class.

***What to assess?**

For assessment to be effective, we must carefully describe what we are to assess. According to educational psychology lessons that reveals that for an individual to grow and develop to become what he is capable of becoming, he must have all- round development. Assessment should therefore focus on cognitive, psychomotor, and affective outcomes of learning.

Let me explain more the outcomes of learning that teacher may want their learners to achieve.

Bloom described the cognitive (what you know), affective (how you feel) and psychomotor (how you do something) domains of learning. To these we can also add a fourth domain, communication.

Skills and capabilities assessed in the different domains of learning.

1. Cognitive Skills and Capabilities

In relation to the assessment of discipline content:

-understanding and using

-making meaning

- making decisions
- reflecting on meaning

2. Affective Skills and Capabilities

In relation to the assessment of discipline content and activities:

- making judgements
- valuing and characterising
- emotional responses
- Managing time and resources.

3. Psychomotor Skills and Capabilities

In relation to the assessment of discipline content and activities:

- physically manipulating objects and Tools
- performing creative or physical activities
- using digital and communication equipment

4. Communication Skills and Capabilities

In relation to the assessment of discipline content:

- constructing a meaningful argument
- cogently presenting to others

-How to assess Pupils' learning?

We will all agree that the procedures or ways through which we collect information's enable us decide on our pupils' progress in learning. Some procedures for

assessment are appropriate, other are not. We must therefore select a procedure which is relevant to the characteristics or the performance that we want to measure.

The following are different ways that we can use to collect information for our pupils' assessment:

-Giving tests (it helps the pupils to learn better. There are two types of test that we can use to assess: subjective or essay-type tests and objective tests)

-Observing and using checklists

-Listening

-Participating in learning activities of our pupils

-Reading our pupils' written work.

***When should Teachers conduct assessment?**

They can assess in a number of situations, such as those described below: before a new topic is introduced, during an individual lesson, at the end of a topic, a term or the school year. Let's explain it more

-Before a new topic is introduced: In order to find out what experience or understanding your learners already have about a new topic that you want to introduce to them ,you have to do some assessment . The information that you will get as a result of the assessment will help you to decide what new information your learners need to be taught.

-During an individual lesson: You may want to use assessment to find out if your learners understand the concept or the ideas you are teaching them , and see whether they are learning them without any problem.

-At the end of a topic, a term or the school year: After you have finished teaching a topic to your learners, you will want to assess them to find out whether they have achieved the objectives of that lesson.

***Assessment' Characteristics**

Race (2000) suggests that “assessment has got some characteristics. He distinguishes as much as eleven that we list as follows: validity, reliability, transparency, fairness, equity, openness, timely, incrementally, redeemable, demanding, efficiency”.

Validity: A test is said to be valid if it really assesses what it should. This is, in other words, to see whether the content of the items proves appropriate to assess the knowledge.

Transparency: Transparency states that students should make links between what they are taught and the content of the assessment which is set for them.

Equity: This states that no discrimination should occur and no student should be disadvantaged.

Fairness: This characteristic lets ensure that students have equal opportunity to succeed.

Reliability: This ensures that all marking staff will be marking to the same criteria and standard.

Efficiency: This ensures the effective use of staff time and resources.

Demanding: This states that assessment systems should stretch the student to ensure quality. In other words, assessment should bring student to perfection. So the assessment should not only deal with too easy items. Students will be brought to think before they work.

Incrementally: This characteristic states that there should be continuous feedback to allow teachers to help students learn more. There are many items for the exam. This can help the teacher notice in their production which student has mastered this or that knowledge in the previous lessons.

Moreover, let us notice that keeping records and reporting on the performance of our pupils as far as assessment is concerned is very important to their guarding and parents.

2.4 Motivation and Assessment

This part deal with how assessment can motivate learners. Before telling this let define what motivation is.

- **Motivation :** According to *Encarta dictionary*, it is the act of giving somebody a reason or incentive to do something.

To define this word, A.S. Hornby has first defined the verb " to motivate ".He has said that to motivate is " to make somebody want to do something, especially something that involves hard work and effort". As such, motivation will be this act of making someone desire to do something. It can be the reason that founds the will of something. The will be inner to a person, we can say that this act is rather mental and then, psychological. Whenever there is somebody or something that operates a mental effect on something else to enhance or to promote his will in doing something, he has then motivated him.

According to Dr Jean-Claude HOUMENOU (2006), "motivation is an inner state that stimulates us towards an action or incites us to some particular directions and keeps us committed to certain activities".

In the work by Dr Jean- Claude HOUMENOU, he has talked about certain theoreticians of motivations such as Abraham Maslow, Jerome Bruner and Albert Bandura. Abraham Maslow has exposed the theory of the hierarchy of needs of individuals. He distinguished five essential needs for the individual: the psychological needs, the protection, affection and being member, esteem and self fulfilment. For him, these needs are classified from the physiological ones up to those of self fulfilment and are naturally expressed by everyone.

***Assessment and Motivation.**

The relationship between assessment and motivation has been an important topic in education and such a relationship has been increasingly examined since the publication of Black and William (1998a). Stefanou and Parks (2000) found that students' view of the different types of Assessments differed greatly depending on

whether the assessment was associated with grades. When the external motivator of grades was removed, students viewed the intellectual challenge of the performance assessments more positively, and were more willing to take learning risks as they were no longer concerned with the negative impact on their grade. Clearly, the role of external motivators such as grades must be considered when exploring the relationship between assessment and motivation. Teachers can exert influence on students' motivation through instruction, assessment, and feedback (Taylor & Nolen, 2008). What motivating strategies teachers choose is not a simple question and some motivating strategies "can have unintended side effects, particularly for low achieving students" (Taylor & Nolen, 2008, p. 81).

Motivation is a psychological reality that affects learning and performance in four ways:

- Motivation increases the level of energy and the person's activity.
- Motivation orientates the individual towards some goals.
- Motivation incites to create certain activity and to persist in doing them.
- Motivation affects the learning strategies and the cognitive processes used by the individual.

Moreover, they will consider two types of motivation here: the intrinsic and the extrinsic motivations. They talk of intrinsic one, also called the motivation inner-direct, when the student manifests his own desire to learn without other stimulus from outside. This is an ideal state that can lead to a higher level learning and a minimum discipline problem. As far as the extrinsic motivation or outside directed motivation is concerned, this happens when the desire of the student is influenced or determined by some awards or various stimuli such as money and distinctions.

Generally, it is not easy to make a difference between the two motivations. The objective of the teacher and the parents is to see the student becoming an intrinsically motivated learner. But, let notice that, because of its characteristics, assessment should raise curiosity, desire to do better and make students have positive opinions facing

learning. In that situation, assessment and motivation play the same role as enhancing the learning desire in students.

To close this chapter, They can assume that we have held literature review round some definitions of assessment firstly, secondly we have talked about the importance of assessment in EFL teaching classroom as the main point of our dissertation and thirdly how assessment can be a means of motivation.

Chapter Three : Methodology of the Study

This chapter describes the procedures I used to collect data in order to complete the 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

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. Those methods are chosen because this study is a descriptive research based on the information collected through questionnaires and class observations. Those methods will help me to gather consistent information about teachers' assessment practices, their opinions and behaviors toward assessment. It will also allow me to collect students' opinions about the concept.

3.2 Target Population

The study has taken place at Lycée Béhanzin secondary school in Porto-Novo in the republic of Benin. It is created in February 1913 and was one of the biggest institutions in French speaking in Porto-Novo. Lycée Béhanzin trains students from sixth grade to twelfth grade and in different series such as A, B, C, D. It is located in the third arrondissement especially in DJASSIN-DAHO in the administrative area and is in front of the national stadium Charles de Gaulles and limited by the military camp Bio Guerra I in the south, ENS Porto-Novo is the North, and the military camp Bio Guerra II in the East.

To carry out this work, I have directed a questionnaire to some EFL teachers teaching in the first cycle classes in Lycée Béhanzin secondary school.

3.3 Participants

To carry out this research work, the target population is divided into two categories. Firstly, 20 EFL teachers of Lycée Béhanzin who are teaching English in the first cycle have been involved. A special interview with the representative of those teachers and the 2nd vice principal of lycée Béhanzin has also contributed a lot to the achievement of the objectives of this research work. It is true that the problem is a general issue and I should go to the second cycle too; but I am unfortunately limited by my level, which is BAPES. I have directed a questionnaire to 40 EFL learners from sixth to third form in Lycée Béhanzin secondary school. We remarked that the learners' number in the third and in the fourth form is the highest because I presumed they are mature enough to provide me with the answers I am expecting from them.

The following table gives more details about the involved learners and their respective forms.

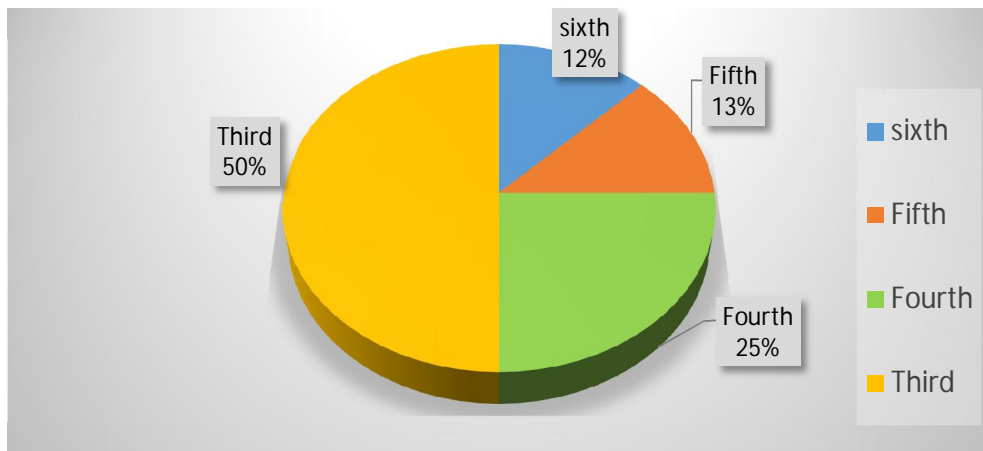


Figure 1: Involved learners and their respective forms

3.4 Research Instruments

3.4.1 Questionnaire

To collect consistent data, I have designed two series of questionnaires, which have been addressed to Teachers and Learners of Lycée Béhanzin. Those questionnaires have been anonymously so as to get authentic answers. A sample of thirty(30)questionnaire were printed out and distributed mainly to teachers of Lycée

Béhanzin .Most of them returned the questionnaire filled to me but some did not .I collected back from them a total of 20 questionnaires filled. A total of forty(40) questionnaires were printed out and addressed to a group of students .Some questions of the questionnaires were translated in French so as to allow them understand and give appropriate answer as we are in EFL context .I gave them one day to fill out the questionnaires and I collected them back the following day. All the students are from the first cycle of Lycée Béhanzin as it is there I spent two years of internship .There are 05 students from the sixth form; 05 from the fifth form; 10 from the fourth form and 20 from the third form. The questions addressed to teachers are twelve (12) and those addressed to the learners are eight (08). As far as the form of the questions is concerned, they are closed questions and open 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 open 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. As a result, this produces mainly qualitative data. Through the questionnaires I intended to find out learners' and teachers' view about assessment and also to investigate the impact of this process on the teaching and learning.

3.4.2 Interview

The interview method of collecting data involves presentation of oral verbal. 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 enable me to get numerous and relevant information so as to deal with the matter of assessment use during teaching and learning process. During my investigation, I have addressed orally some questions to the interviewee. Through the interview, I intended to get EFL teachers use of assessment and its impact 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 participants before we start. It last just 30minutes for each participant.

Briefly, I can assert that the data collection has not been an easy task, yet the goals set have been reached, though some of the participants were reluctant in the beginning they ended up cooperating and giving me the answers to the questions I asked them.

The next chapter is about the Presentation and discussion of the results

Chapter Four : Presentation and Discussion of the Results

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

4.1 Data Presentation

4.1.1 Presentation and Analysis of Teachers' Responses

I will present here in some tables and through some charts the teachers' responses to my questionnaire and analyse them later.

The following chart presents the Teachers involved in my study qualification.

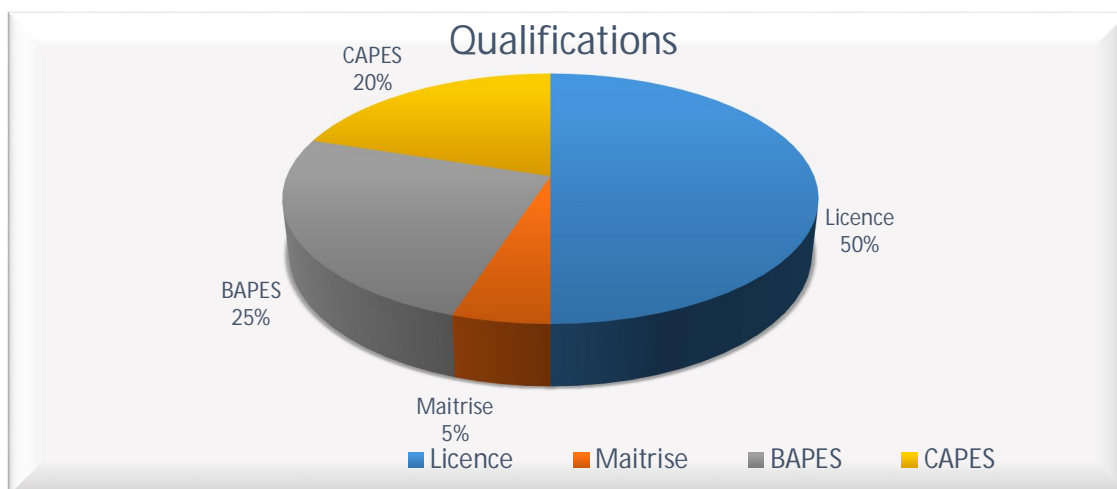


Figure 2 : Lycée Béhanzin secondary school Teachers qualification in English

The chart shows that the majority of Lycée Béhanzin EFL Teachers (50%) have not been trained professionally. So they are not informed about the pedagogical way of assessing learners. In the next table I present the learners' proficiency in English.

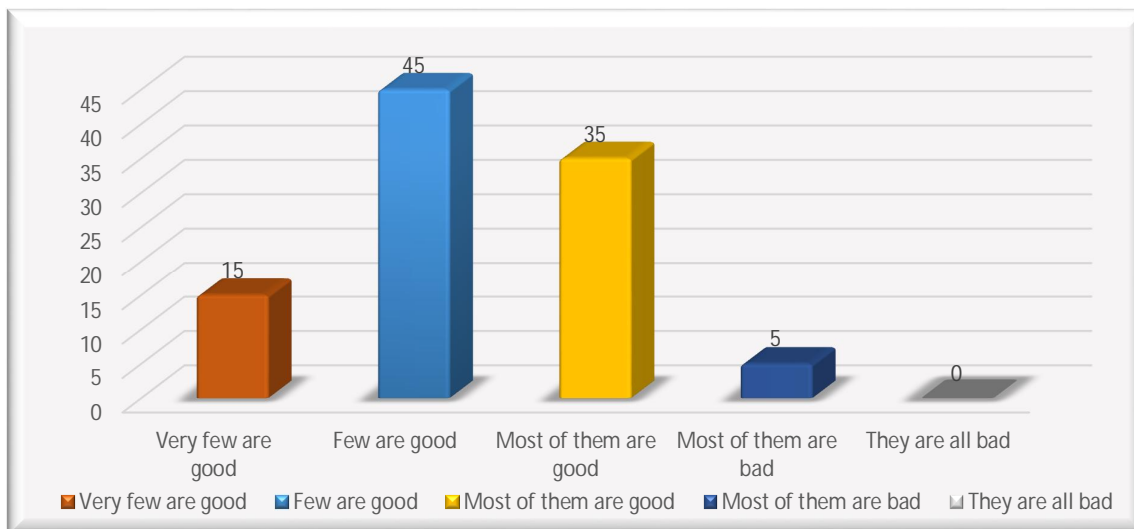


Figure 3 : Students proficiency in English language learning

The result in the chart below reveals that out of twenty Teachers involved in this study, 12(60%) mentioned that very few and few of their learners are good at English and only one said that most of his learners are bad at English and the remaining 07(35%) said that most of their learners are good .I will check then teachers’ definition of assessment.

Table 2: EFL teachers’ ideas about assessment definition

Question	Teachers’ viewpoints about assessment	Frequency	Percentage %
What is assessment?	Assessment is the measurement of students’ achievements before and during instruction.	04	20
	Assessment is the judgment of learners’ performance.	12	60
	Assessment is to evaluate learners and make decisions about their admissibility or not.	04	20
Total		20	100

From this table, we can notice that the majority of Teachers 12 (60%) today consider assessment as the judgment of learners’ performance .That means they don’t

really know the concept of assessment. I will find out if they know its importance in the teaching and learning process.

Table 3 : Teachers' view points about the importance of assessment in classroom

Question	Teachers' ideas about the importance of assessment	Frequency	Percentage %
What is the importance of assessment in a classroom?	Provide the teacher with knowledge about how effective his teaching is.	12	60
	Get useful feedback to pupils about their strengths and weaknesses.	03	15
	Get marks from learners for school administration in order to make decisions about pupil's admissibility or not.	05	25
Total		20	100

This table reveals that the majority of the Teachers, I mean 12 (60%) asserted that assessment just help the teachers to know how effective their teaching has been. This means that they don't know all the importance of assessment in their classroom. What are then the types of assessment that they know.

Table 4: Different types of assessment that teachers know

Question	Teachers' responses about the different types of assessment.	Frequency	Percentage %
How many different types of assessment do you know?	2 types Formative and Summative	12	60
	3 types Formative , summative and diagnostic	05	25
	More than three	03	15
Total		20	100

This table 4 reveals that 12 (60%) of the teachers know only two types of assessment (formative and summative) and only 03 (15%) know more than three types

of assessment .This means that they may not even implement the two types that they know. The following chart will help them to deduce if they implement assessment in their classes or not.

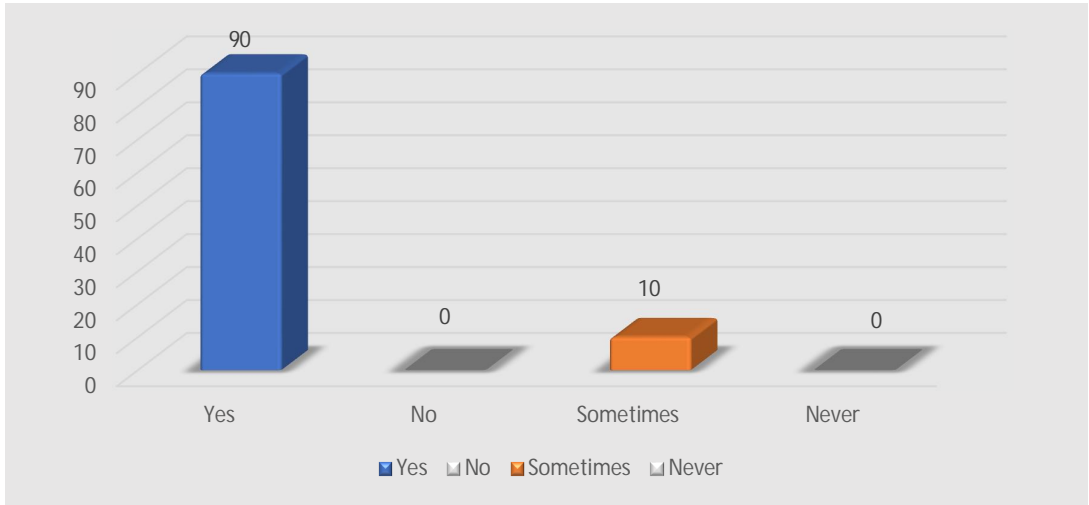


Figure 4 : Teachers’ view points about the implementation of assessment in English class.

The chart reveals that ninety percent (90%) of teachers implement assessment in their classroom while the remaining of them 02(10%) said that they implement it sometimes. Then they all implement assessment in their classroom. I will then verify which types of assessment they implement.

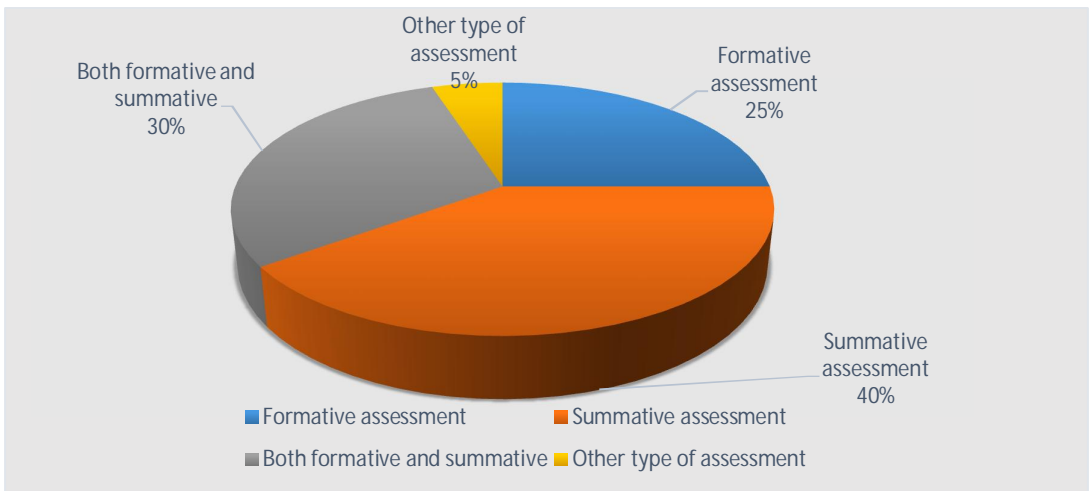


Figure 5 : Different types of assessment used by teachers

Glancing at this chart we discovered that the majority of the teachers 08 (40%) use only summative assessment and 06 (30%) use both formative and summative assessment and only one teacher 01 (5%) use other types of assessment. That means that the Teachers only focus on two types of assessment (Formative and summative) and most of them on only summative assessment.

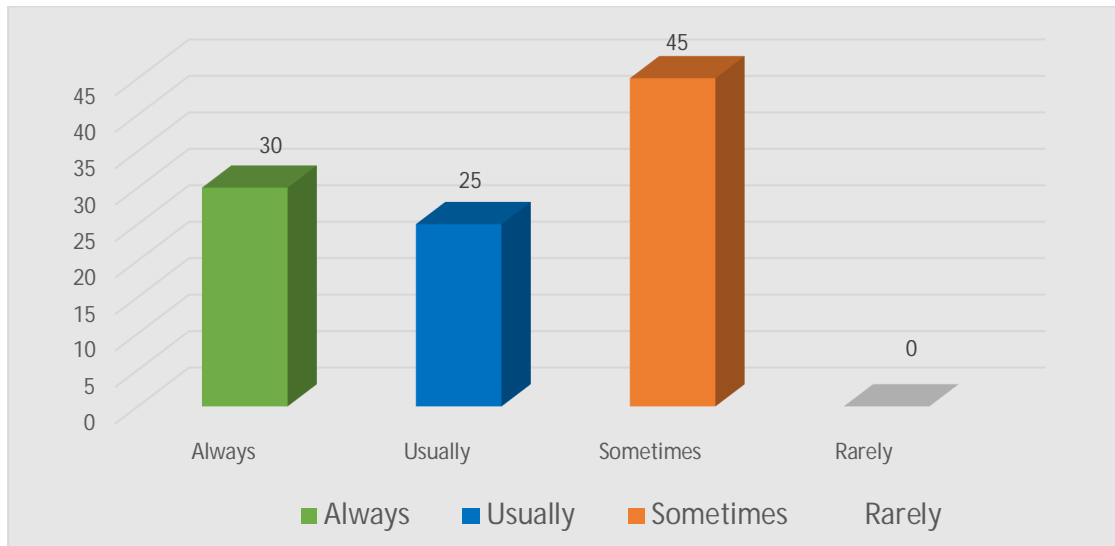


Figure 6 : Teachers' frequency of assessing learners is concerned

This chart reveals that the majority of the Teachers 09 (45%) of Lycée Béhanzin assess their learners sometimes, only 06 (30%) always assess their learners and the remaining 05 (25%) usually assess their learners. The conclusion is that they don't give importance to the fact of assessing learners. Which means do they use then to assess learners?

Table 5: Methods used by teachers to assess learners

Question	Teachers' responses	Frequency	Percentage %
How do you assess your learners?	Tests	13	65
	Classroom activities	02	10
	Quizzes	01	05
	Other means	04	20
Total		20	100

Through this table, we notice that most of the teachers 13 (65%) use Tests to assess their learners, 04 (20%) use other means to assess learners, 02 (10%) use classroom activities to assess learners and 01 teacher use quizzes to assess his learners. The conclusion is that they only use Tests to assess learners at Lycée Béhanzin secondary school. In the next table we will check when teachers assess learners at Lycée Béhanzin.

Table 6: The period of assessing learners at Lycée Béhanzin

Question	Suggested answers	Frequency	Percentage %
When do you assess your learners	At the beginning of an instruction	01	5
	During an activity	05	25
	At the end of a learning situation, semesters or years	14	70
Total		20	100

We notice in this table that most of the Teachers 14 (70%) assess their learners at the end of a learning situation, semester or years and 05 (25%) teachers asserted that they assess their learners during activities and 01 (5%) said he assess his learners at the

beginning of an instruction. The majority of them assess their learners only at the end of a learning situation, semester or years.

Table 7 : Challenges in the classroom while assessing learners

Question	Suggested answers	Frequency	Percentage %
Do you face some challenges in the class during assessment?	Yes	15	75
	No	01	5
	Sometimes	04	20
Total		20	100

This table reveals that the majority of the teachers 15(75%) face some challenges while assessing their learners and 04 (20%) of the teachers asserted that they sometimes face some challenges while assessing their learners and only 01(5%) said that he doesn't face any challenges . That means because of the challenges that teachers face that do not motivate them to usually assess their learners. The next table will help us to find out the impact of assessment on learners.

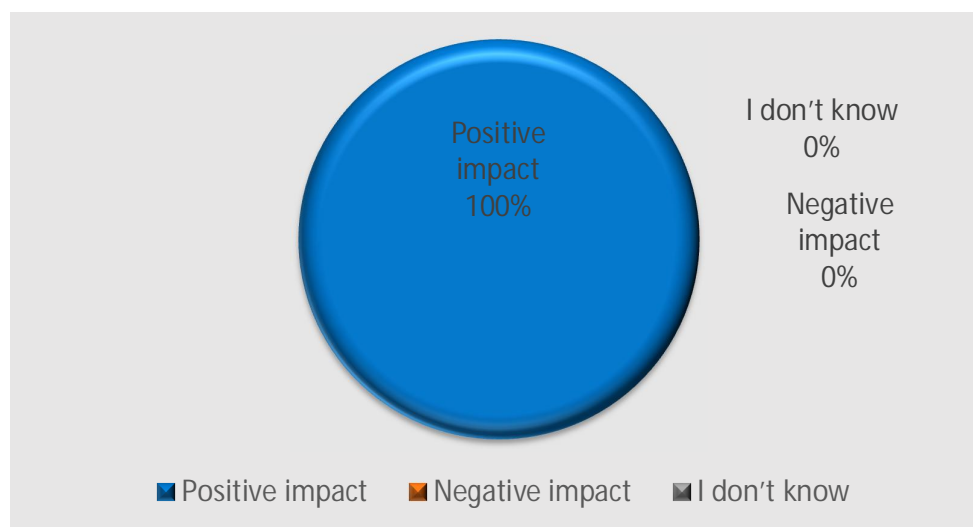


Figure 7 : The impact of assessment on learners' achievement

This chart reveals that all the teachers declared that whenever they assess their learners it has positive impacts on their achievement. It means that it is very important to assess learners.

4.1.2. Presentation and analysis of learners' responses to the questionnaire

Table 8: Students levels

Question	Learners level in studying	Frequency	Percentage
In which class are you?	6ème	05	12,5
	5ème	05	12.5
	4ème	10	25
	3ème	20	50
TOTAL		40	100

As we can notice, the percentage of the learners in 4em (25%) and in 3em (50%) are important. I judge that they are so mature to answer my questions. I will then check learners' attitude toward the English language.

Table 9: Students' attitude toward English language

Question		Frequency	Percentage %
Do you like English?	Yes	15	37,5
	No	25	62,5
Total		40	100

Among the 40 students involved in the investigation, we notice that 25 (62, 5%) dislike English and only 15 (37, 5%) like it. The conclusion is that learners are not motivated to learn the language. I will check why they dislike the language.

Table 10: Reason why students dislike English

Question	Learners level in studying	Frequency	Percentage %
In which class are you?	It is too difficult	08	20
	I always get bad marks	15	37.5
	I don't understand the content	10	25
	The teacher does not explain the lesson	07	17.5
TOTAL		40	100

This table shows that 15 (37, 5%) of the learners said that they dislike English because they always get bad marks, 10(25%) of them said they do not understand the content, 08 (20%) said that it is too difficult and the remaining said I mean 07 (17, 5%) said the teacher does not explain the lesson. What is assessment according to learners?

Table 11: Students' ideas about assessment definition

Question		Frequency	Percentage %
Do you know what assessment is?	Yes	25	62,5
	No	15	37,5
Total		40	100

This question aims at determining whether learners know what assessment is or not. We find here that 25 (62, 5%) know and 15(37, 5%) do not know.

Table 12: The implementation of assessment

Question	Suggested answers	Frequency	Percentage %
Does your teacher assess you?	Yes	35	87,5
	No	05	12,5
Total		40	100

Considering this table we can say that 35(87, 5%) of the learners said that their teachers implement assessment in the class and only 05 learners said that their teachers do not assess them.

Table 13: Different types of assessment that learners know

Question	Learners' responses	Frequency	Percentage %
What are the different types of assessment you know?	Formative and summative assessment	40	100
	Other assessment	00	00
Total		40	100

This table shows that learners know only two types of assessment (formative and summative).

Table 14: Learners appreciation about the criteria of assessment

Question	Suggested answers	Frequency	Percentage %
Does your teacher respect the criteria of assessment?	Yes	10	25
	No	30	75
	sometimes	00	00
Total		40	100

Among the 40 learners involved in this investigation 30(75%) of them said that their teachers don't respect all the criteria of assessment (well designed, well timed ...) while assessing them and 10(25%) said that their teachers respect all these criteria while assessing them. The conclusion is that the teachers do not respect the criteria of assessment.

Table 15: The impact of assessment on learners' achievement

Question	Suggested answers	Frequency	Percentage %
Whenever the teacher assesses you, does it help you improve?	Yes	26	65
	No	10	25
	I don't know	04	10
Total		40	100

We can notice here that 26(65%) of the learners said that assessment help them improve, 10(25%) said that it does not help them improve and 04(10%) said that they do not know if assessment help them improve or not. The conclusion is that assessment helps learners improve in their learning.

4.1.3 Data Collected from the Interview

For this interview, I have addressed orally some questions to the vice principle and the representative of the teachers of Lycée Béhanzin secondary school in order to collect consistent data. The data collected revealed that all the teachers assess their learners. They report that most of them only assess learners at the end a learning situation and semesters. But even for this type of assessment they don't respect the criteria of a well designed assessment. They also revealed that after assessing learners it helps them improve in their learning but sometimes because of the challenges that they face during assessment they are no more motivated in assessing learners. Finally they promise me to think again about their manner of assessing learners, how they should use all the criteria of assessment for the following tests and try to use all the types of assessment in their respective classroom to motivate learners.

4.1.4 Discussion of the Results

After the analysis of the data I collected for my research work, I have come to the conclusion that most of the EFL teachers working in Lycée Béhanzin secondary school are not well trained, first because the majority of them taught with the academic diploma. Teachers' lack of training is an important factor in the way they assessed their learners and this bad behavior is the consequence of learners' bad results. This is not good for our educational system. Second, most of these teachers don't really know the importance of assessment in a classroom; they just focused on two kinds of assessment. The summative one which is more used and is considered as to evaluate learners because it gages quality arrives at an overall grade/score. The Formative one is important and represents assessment because it helps to improve learning. It includes diagnostic assessment that helps to identify area for improvement. Moreover we remarked that learners are not also motivate to learn the English language , so teachers should take their responsibility if they want assessment to be effective by using all types of assessment and all the criteria during an assessment test.

4.1.5 Discussion

The major aim of this conducted research is to investigate the impact of assessment on both teaching and learning. The findings of this study based on the views of the teachers and students about the topic, revealed that many teachers are not aware of the process of assessment and they are still reluctant to implement it and those who use more than three types of assessment are very few in number and most of them implement only summative assessment. But on the other hand the same teachers said that the process of assessment helps their students improve this means that even if they are somehow reluctant to implement it they acknowledge that assessment has positive impacts on both teaching and learning, this is justified through all the positive effects they talk about. This is the reason why they must use all the types of assessment in their classroom to motivate and help learners improve in their learning. The fact that learners don't like the language or the fact that they face some challenges when assessing learners and also most of the time learners' responses are not all the time good, this are not some reasons which can prevent them from assessing learners. As teachers we have a great job in the teaching and learning process. As far as students views about the impact of assessment on their learning is concerned, it is reported that whenever their teachers implement assessment it helps them improve in their learning. The need for students to be able to assess themselves and understand how to improve when a teacher teaches, no matter how well he or she might design a lesson, what a child learns is unpredictable. Children do not always learn what we teach. That is why the most important assessment does not happen at the end of learning – it happens during the learning, when there is still time to do something with the information asserted Dylan wiliam. Then learners also should make an effort to understand what is expected from them to encourage their teachers to work with them and assess them accordingly.

Chapter Five: Recommendations and Suggestions

5.1 Suggestions

5.1.1 Suggestion to the Government

***Improvement of Teachers' Working Conditions.**

The teachers' working conditions should be improved for them to feel comfortable in doing their job. For this reason, the government should solve the problem of crowded classes by building more classrooms so that the number of student per each class will be reduced. Solving the problem of crowded classes will help teachers making all students participate in the knowledge building .It is important to raise the fact that large classes affect negatively the quality of teaching no matter the effort made by the teachers. Using assessment effectively require teachers giving feedback on every student's work and this demands more time so more effort and particular attention to students. To accomplish all this well teachers need some motivation. So we are inviting the government to raise teacher's salaries in order to motivate them to do their job better.

***Teachers' Training.**

Teachers have a greater role in assessment with more credibility given to their professional judgment. The use of assessment strategies demands from teachers to be aware and well informed about the process before using it .So teachers cannot make an appropriate use of assessment if they do not have the required skills that is the reason why they should be trained. For this reason a particular stress should be put on the importance of assessment during training in all teachers training

School of Benin. So the government should cooperate with all the different schools in charge of teachers training to tackle that issue. I would like to recommend to the government to create a committee that will serve as bridge between the different teachers' training school and them. The government can also organize some extra-training in order to sensitize EFL teachers about the importance of using assessment effectively.

5.1.2 Suggestion to School Administrations

School administration plays also an important role in the teaching and learning process. So I suggest that after any types of assessment they ask the teachers to report the learners' notes to them, The members of the administration should have a good relation with the learners parents and they must report all the time learners' performance to their parents after each assessment that will help parents to know the way their children have shown competence in a particular area or not. They may report to parents by using a booklet or report cards in which they record grades. In addition to that they should have also a good relation with teachers to be in contact with them to be informed all the time about the progress of each learner.

5.1.3 Suggestion to EFL Teachers of Lycée Béhanzin

Teachers of English, have great responsibility in the success of English language learning. So they should keep in mind that they should make their teaching attractive to students by motivating and bringing them showing interest on learning the language. Teachers should create relaxed atmosphere in the classroom to help students feel self-confident and at ease during classes. Then, teachers should understand that English is dynamic language and the different assessment strategies should take into account student's needs. A stress should be put on the importance of effective feedback so that teachers can develop appropriate strategies to provide regular feedback on students' work. This will enable them to see how they can improve or modify their teaching to help students really learn. The teachers should also know how to correct learners' mistakes or errors during assessment (use the Gentle correction). He should know which role to play and when to play it (a controller, a assessor, organizer, a prompter, a participant...) and the main role of a teacher are the role of facilitator, he facilitates the learning to learners by all the means he knows, he is also like a resource person and a role model to learners, he has to have a good behaviors everywhere he is. In addition to that, the teachers must know how to group learners to have a good atmosphere in the class so that learners feel comfortable .Teachers should assess learners at the first class to check their opinion about the language they are going to learn, this will help him to know how to motivate them or not. They should know themselves the language and their

job .Teachers should know the institution, I mean the school restriction; know when assessments take place in the school to prepare learners. They must use all the types of assessment to assess learners in their classroom.

***Designing Assessment**

There some key points that Teacher must follow whenever they want to assess learners. Before assessing learners, teachers must :

- Define the goal of the assessment;
- Verify if they respect all the criteria of a good assessment in the content of the exam paper;
- Verify if the exam paper has a relation with the objective of the assessment;
- Verify if the content fit with the goal of the assessment;
- teachers must check if the learner is able to do what they are going to ask them during assessment (assess exactly on what they have taught).

5.1.4 Suggestion to EFL Learners

Students have to play essential role on the implementation of assessment in English classes. They must participate effectively in the different class" activities and discussion. They should know that their success would depend on their strong determination. Students should be hard workers if they want to succeed. They should also read those written work in the target language that can help them improve and learn regularly their lessons.

5.1.5 Suggestions to Learners' Parents

Learning is a long process and teaching is not an easy task so to speak teachers have the responsibility to educate their learners but without the help of learners' parents that will be very difficult even quite impossible for teachers to reach their goal which is the success of learners. That is to say that, parents should assist teachers in the realization of this task. Parents should then follow learners at home in their homework assignment,

be a kind tutor for them. Parents should put the necessary materials that learners might need at their disposal so that the learning be effective.

General Conclusion

In this work, I attempt to investigate the impact of assessment on the learning and teaching of EFL. After my investigations, I can conclude that assessment has positive impacts on the teaching and learning when teachers make a good use of it. So teachers should re-examine their assessment practice in order to use it better and all EFL teachers should get involved on it use. The implementation of assessment as a process in the field of teaching and learning is essential for enhancing learners' achievements. As a result, assessment affects the learning and teaching. The findings elicit that a well-designed assessment is the appropriate process, which needs to be implemented in the field of teaching and learning English as a foreign language. The process of assessment gives the opportunity to teachers to make their teaching effective by adapting some remedial solutions to encourage their students.

The study shows that students need to be continuously assessed in order to improve. Assessment provides valuable information to both learners and teachers for effective teaching and learning through feedback. The information get from 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. Therefore, 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.

However, it is noticed that EFL teachers faced some challenges in English classes such as : large size classes and time deficiency to which the government should find relevant solutions. As it can be noticed, some solutions are discussed in chapter 5 in order to face those challenges. Finally, all EFL teachers should implement all the types of assessment. This will enable them to know the degree at which each learner has mastered the lesson. Consequently, these teachers will adapt their teaching accordingly to help students learn more.

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ANNEX PAGE

QUESTIONNAIRE TO TEACHERS

The following questions are designed to help me get ideas and opinions about my research work. Please, tick off only the appropriate box, which expresses most of your viewpoints and answer the questions. Your identity will be kept confidential if necessary, only your answers will be used as illustrations in this research work. Thanks.

1- What is your highest qualification ?

Licence Maitrise BAPES CAPES

2- What is your student's proficiency in English ?

❖ Verry few are good

❖ Few are good

❖ Most of them are bad

❖ They are all bad

3- What is assessment ?

.....

4- How many different types of assessment do you know ?

.....

5- What is the importance of assessment in your classroom ?

.....

6- Do you implement assessment in your English class ?

❖ Yes

❖ No

❖ Sometimes

7- Which kind of assessment do you use in your classroom ?

Formative assessment Summative assessment

Diagnostic assessment Performance assessment

8- How often do you assess your learners ?

Always - Usually

- Sometimes - Rarely

9- How do you assess your learners ?

Tests

Classroom activities

Quizzes

10-When do you assess your learners ?

At the beginning of an instruction

During an activity

At the end of a learners situation or years

11-Do you face some challenges in the class during assessment ?

❖ Yes

❖ No

❖ Sometimes

12-Whenever you assessment your learners, which impact does it have on their achievement ?

Positive impact

Negative impact

I don't know

QUESTIONNAIRE TO LEARNERS

The following questions are designed to help me get ideas and opinions about my research work. Please, tick off only the appropriate box, which expresses most your viewpoint and answer the questions. Your identity will be kept confidential if necessary, only your answers will be used as illustrations in this research work. Thanks.

1- In which class are you ?

6^{ème}

5^{ème}

4^{ème}

3^{ème}

2- Do you like English ?

Yes

No

3- Why do you dislike English ?

.....

4- Do you know what assessment is ?

Yes

NO

5- Does your teacher assess you in your classroom ?

Yes

No

6- What are the different types of assessment that you know ?

.....

7- Does your teacher respect all these criteria (well designed , well timed and linked to the subject matter) while assessing you ?

Yes

No

8- Whenever the teacher practice assessment does it help you improve ?

Yes

No

I don't know