akofena

INCREASING THE VALUE OF EFL WRITTEN ASSESSMENT AND EVALUATION IN BENINESE EDUCATIONAL SYSTEM

Evariste Assogba KOTTIN
University of Abomey-Calavi, Benin
kottinevariste@yahoo.fr

Pedro Marius EGOUNLETI
University of Abomey-Calavi, Benin
pedmareg@yahoo.fr
&
Coffi Martinien ZOUNHIN TOBOULA
University of Abomey-Calavi, Benin
zounhin@gmail.com

Abstract: In the process of EFL teaching and learning, the assessment and evaluation of written production are students' performance focus where learners are mainly the ones to undergo this one side knowledge checking which is not done in collaboration with these learners but rather imposed to them. The fundamental objective of this study is to point out the difference between assessment and evaluation, examine the opportunities of written assessment and evaluation in Beninese educational system, and make a decision for learners' effective success in this language skill. In order to collect reliable and valid data, a questionnaire of six (6) maim items including some prompts has been administered face to face and through Whatsapp messages to twenty-three (23) EFL teachers of Beninese secondary schools, twelve (12) collected, eighty-seven (87) learners in Beninese secondary schools, eighty (80) collected, six (6) university lecturers, four (4) collected, and fifty-five (55) university students, fifty-five (55) collected, without forgetting face to face and phone call interviews of four (4) questions conducted with thirteen (13) EFL qualified teachers and two (2) inspectors. The results obtained from this investigation have been transcribed, analysed, and globally reveal that assessment and evaluation are very important in a country's educational system and occupies a primordial place in language teaching and learning especially in English as a foreign language in Beninese context. It is essential to suggest that EFL teachers should recognise more and increase the value of assessment and evaluation in Beninese secondary schools so as to encourage students to keep on rating the target language learning.

Keywords: Valorising; writing; assessment; evaluation; education.

VALORISER DAVANTAGE L'ESTIMATION ET L'ÉVALUATION ÉCRITES DE L'ANGLAIS, LANGUE ÉTRANGÈRE DANS LE SYSTÈME ÉDUCATIF DU BENIN

Résumé : Dans le processus de l'enseignement et de l'apprentissage de la langue anglaise, l'estimation et l'évaluation d'une production écrite prennent surtout en considération la performance des apprenants où ceux-ci subissent ce contrôle de connaissance à face unique qui n'est nullement fait en collaboration avec ces apprenants mais plutôt imposé à eux. L'objectif principal de cette étude est de mettre en exergue la différence entre l'estimation et l'évaluation, examiner les opportunités de l'estimation et de l'évaluation écrites dans le système éducatif du Bénin, et prendre une décision pour le succès effectif dans cette compétence. Pour la collecte des données fiables et valides, un questionnaire à six (6) items

principaux a été distribué face-à-face et à travers des messages par Whatsapp à vingt-trois (23) enseignants d'Anglais aux cours secondaires du Bénin, douze (12) collectés, quatre-vingt-sept (87) apprenants aux cours secondaires du Bénin, quatre-vingts (80) collectés, six (6) enseignants d'universités, quatre (4) collectés, et cinquante-cinq (55) étudiants, cinquante-cinq (55) collectés, sans oublier les interviews face-à-face et par appels téléphoniques de quatre (4) questions conduites avec treize (13) professeurs certifiés et inspecteurs d'Anglais. Les résultats obtenus à partir de cette investigation ont été transcrits, analysés et révèlent globalement que l'estimation et l'évaluation sont très importantes dans le système éducatif d'un pays et occupe une place primordiale dans l'enseignement et l'apprentissage de la langue, particulièrement l'Anglais, langue étrangère dans le contexte du Bénin. Il est nécessaire de suggérer que les enseignants d'Anglais reconnaissent davantage et accroissent la valeur de l'estimation et de l'évaluation aux cours secondaires du Bénin en vue d'encourager les apprenants à continuer de prendre en considération l'apprentissage de la langue cible.

Mots-clés: Valoriser; écrit; estimation; évaluation; éducation.

Introduction

Assessment and evaluation are prominent because they play a crucial role in teaching and learning process and their adequate and constant use is necessary for both schoolteachers and university instructors in any country's educational system. Rogers, W. T., Cheng, L. & Hu, H. (2007) have recognised this importance by stating that "the teachers who possessed more positive attitudes toward assessment and evaluation tended to agree that classroom tests 'increase student effort, affect student self-concept, create competition, improve student interaction, and in general improve the learning environment'" there are differences between the concepts under consideration in the current study such as assessment, evaluation, and another term closely related: test or testing. According to Gultom, E. (2016):

> Evaluation has broader sense and function than assessment and test. Assessment and test are the subsets of evaluation. Evaluation is a procedure or method of knowing whether or not the teaching and learning processes have been done by the teachers effectively and properly by knowing whether the indicators, the materials, the learning strategies and media, the assessment procedures, and test items are in agreement with the competencies, the learners, and the learning situation. The evaluation of the quality of teaching and learning process can be obtained from the result of observation, interview, test, and assessment in the classroom. According to Brown (2003: 4), assessment is an ongoing process that encompasses a much wider domain. To do an assessment, a teacher should consider many aspects in determining the final scores of the students. In addition to the mid-semester and final semester scores, the teacher should also pay attention to the students` participation, motivation, presentation, performance, paper, portfolio, presence, homework, etc."

> Gultom, E. (2016, p.190)

The writer has highlighted the relationships occurring between these concepts and it is to be noticed that evaluation includes assessment and test. It is said in this citation that "evaluation is a procedure or method of knowing whether or not the teaching and learning process has been done by the teachers effectively and properly by

knowing whether the indicators, the materials, the learning strategies and media, the assessment procedures, and test items are in agreement with the competencies, the learners, and the learning situation." If "the evaluation of the quality of teaching and learning process can be obtained from the result of observation, interview, test, and assessment in the classroom", it is obvious that observation, interview, test, and assessment enable to evaluate teachers and learners accordingly. As "assessment is an ongoing process that encompasses a much wider domain and a teacher should consider many aspects in determining the final scores of the students", assessment helps much throughout the process of teaching and learning for effective evaluation. The same author, Gultom, E. (2016) has added:

> Test is a method of measuring a person`s ability, knowledge, or performance in a given domain. In conducting a test, a teacher should follow a systematic procedure such as planning the test, usually in the form of table of specification or test specification, constructing test items properly, trying the items out to guarantee the test`s reliability, administering the test, scoring the test objectively, and evaluating the quality of the test. Test is conducted to measure the students` ability, knowledge, and performance. In other words, it is used to measure students` abilities or competencies. Of course, it is impossible for the teachers to measure all of the students` abilities. They measure only samples of many possible abilities. Therefore, the test items must represent the students` abilities.
>
> Gultom, E. (2016, p.190)

Through the above quotation, test is said to be "a method of measuring a person`s ability, knowledge, or performance in a given domain." By measuring learners' ability, knowledge, or performance in writing, teachers can determine and examine their weaknesses and strengths which are to be taken into account for assessment and evaluation. The author has said that "In conducting a test, a teacher should follow a systematic procedure such as planning the test, usually in the form of table of specification or test specification, constructing test items properly, trying the items out to guarantee the test`s reliability, administering the test, scoring the test objectively, and evaluating the quality of the test." When teachers plan the test and construct test items properly, they will be able to measure their learners' ability, knowledge, or performance. For the success of this study, it is worth mentioning the statement of the problem, the objectives, the research questions and hypotheses, the literature review, the methodology of the study, the data results and analyses, the discussion and suggestions. The statement of the problem, the global objective, the research questions as well as the research hypotheses are mentioned as follows.

0.1 Statement of the Problem
The problem raised in this study is mainly the non-implication of learners in the assessment and evaluation of written production. This non-implication is due to the fact that students are not and cannot be consulted during the marking session. As they are not consulted they are not able to identify the reasons why they have produced a given piece of writing instead of what is required from them in terms of the adequate respect of syntax, grammatical rules, and several other parameters. Consequently, assessment and evaluation are just students' performance focus and the teachers' performance is never checked really unless it is deduced from learners' success or failure in their written production.

0.2 Objective

The global objective of this study is to point out the importance of and the difference between assessment and evaluation of learners' pieces of writing. This study enables us to examine the opportunities of written assessment and evaluation in Beninese educational system. Through this study, we can make a decision to gain learners' effective success in this language skill.

- Research Questions
RQ1: To what extent do you think assessment and evaluation are essential for EFL learners' written production?
RQ2: How can EFL teachers use assessment and evaluation to improve EFL learners' performance in Beninese secondary schools?
- Research Hypotheses
RH1: Assessment and evaluation are essential for judging EFL learners' writing since they help yield their success in the skill.
RH2: EFL Learners whose written production is frequently assessed and evaluated effectively are likely to perform better than those who scarcely undergo assessment and evaluation.

1. Assessment and Evaluation Power on Language Teaching and Learning

Language teaching and learning cannot be effective if assessment and evaluation are not taken into account. Several authors do rate assessment and evaluation particularly as far as the process of the English language teaching and learning is concerned. Meidasari (2015) has stated;

> Assessment and evaluation are essential components of teaching and learning in English language arts. Without an effective evaluation program it is impossible to know whether students have learned, whether teaching has been effective, or how best to address student learning needs. The quality of the assessment and evaluation in the educational process has a profound and well-established link to student performance. Research consistently shows that regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how results are communicated results send clear messages to students and others about what is really valued— what is worth learning, how it should be learned, what elements of quality are most important, and how well students are expected to perform.
>
> <div align="right">Meidasari (2015, p.224)</div>

In this quotation, the author points out the necessity of assessment and evaluation when they are considered as "essential components of teaching and learning in English language arts'. So the process of teaching and learning a language can be of value if it is assessed and evaluated. Effective evaluation programmes are important because they are worth judging the degree of students' language learning and the success of language teaching, and to recognise that learners' needs have been met. Good quality assessment and evaluation in the educational process can have great effects on learners' language learning and EFL teachers' teaching so that these learners become excellent users of the target language. It is right to say that "regular monitoring and feedback are essential to improving student learning" because they will be compelled to learn continually and willingly and will be motivated to work so as to make adequate progress in their classes and in the real life situations.

Meidasari (2015) has added that in spite of the frequent and interchangeable use of the concepts, assessment and evaluation, they really constitute two components of the same process. This author explains that assessment is the process which enables to gather evidence of what children are able to do. As far as evaluation is concerned, it is said to be the process that follows the fact of gathering information without forgetting analysis and reflection in addition to decisions which should be made basing on these data collected. Both concepts are regularly used and sometimes, one in the place of the other. The elucidation emphasised in this quotation that assessment is the process which permits the collection of evidence of what children can do is very important because whenever teachers succeed in witnessing the evidence of the ability of their learners, they can in their turn guess what they will do for improvements. Furthermore, the opinion that evaluation is the process which follows the collection of information, analysis, reflection, decisions made basing on these pieces of information is fundamental for many reasons. When the data are collected and analysed accordingly, this analysis is the fruit or the adequate deduction of the reflection. Besides, through this reflection and analysis, the researcher then can make appropriate decisions basing on these data transcribed and analysed. The opinion of another author

2. Types of Evaluation

Some types of evaluation are worth pointing out so as to draw more people's attention on the prominence of this concept and avoid any related misuse in educational systems. Let's consider the following demonstration of the author below. Gultom, E. (2016) has identified these purposes and types of evaluation. He has mentioned purposes of evaluation, like the viewpoint of Weir and Roberts (1994) who have distinguished two main purposes of the evaluation of language programme: "*1. Program accountability. 2. Program development.*" The definition of accountability focuses on how open and available the people in charge of a given programme are able to answer due to the quality of their work, which quality is necessary for framing a syllabus, and this quality should be taken into account continually in terms of the evaluation credibility. It is said that "accountability-oriented evaluation" most of the time explores the impacts of a given syllabus noticeably relating to "*an educational cycle*" and this "accountability-oriented evaluation" is rated to be led as usual for the advantage of "*an external audience*". "*Development-oriented evaluation*" is of great importance in such a way that it has been framed for the improvement of the quality of a syllabus as far as its current implementation is concerned. "*The different purposes for evaluation*" according to this author are referred to "*as formative, illuminative, and summative evaluation.*"

According to Gultom, E. (2016), formative evaluation is viewed as part of the development programme and in this context, evaluation can be done in order to identify the positive aspects of learners' performance as well as their negative performance in addition to their problems, and to be able to solve these problems. This author says that formative evaluation puts an emphasis on the way the current syllabus is developing and improving. This purpose or type of evaluation is essential because while well-applied, it will enable any syllabus not only to develop but this syllabus will be permanently renewed for the successful learning sake. This author has asked a certain number of questions related to formative evaluation. Let's analyse the following eight (8) questions from this author:

- "*Has enough time been spent on particular objectives?*" This question is essential because learners need enough time so as to show their real performance during this evaluation. If they are not given enough time, evaluating them is then a waste of time. The next interrogation is:

- "*Have the placement tests placed students at the right level in the program?*" This question inquires about the credibility and objectivity of the placement tests which are very useful for teachers since they enable them to place their learners at the appropriate level in the programme or in their classes. When learners are placed in the wrong way through cheating, in the best group instead of the group of the weak learners, this is a mistake and will negatively affect these learners who will never reveal the real face of their performance.

A further issue from the same author is - "*How well is the textbook being received?*" Textbooks are to be rated in any educational system since they take into account the appropriate programme and are perpetually reviewed and improved for the adequate teaching and learning sake. They are a guide for teachers and learners and need permanent improvements. As far as the following question is concerned, - "*Is the methodology teachers are using appropriate?*" it is necessary to use the appropriate methodology to teach learners in order to expect relevant results from them. When the appropriate methodology is not used, learners cannot be interested or motivated in their learning process. For the following question: - "*Are teachers or students having difficulties with any aspect of the course?*" it is important to check whether teachers and learners are witnessing some problems with any aspect of the lesson. As for this author, when these difficulties are identified, teachers can find relevant solutions to these problems. Next, when this question is considered, - "*Are students enjoying the program? If not, what can be done to improve their motivation?*" it is fundamental to know whether learners enjoy the syllabus because whenever they are not interested in the programme, they can no longer be involved and succeed in their learning process. The following pair of questions: - "*Are students getting sufficient practice work? Should the workload be increased or decreased?*" is also important since learners who practise a lot are likely to improve their learning process perpetually. Finally, - "*Is the pacing of the material adequate?*" is a necessary question because when teachers pace the material, this pacing can motivate learners and yield appropriate results at their level.

For Gultom, E. (2016), illuminative evaluation enables to search and discover the way a variety of syllabus aspects are helpful for teachers and learners. It permits to understand more deeply the process of teaching and learning which takes place in the syllabus. He has designed some questions that can be useful during this evaluation. These questions are presented and criticised as follows: - "*How do students carry out group-work tasks?*" This question is profitable both for teachers and learners because it will permit teachers to know whether their learners are really working in the group. - "*What type of error-correction strategies do teachers use?*" This question can make teachers aware of adequate strategies they can use in their classes. - "*What kinds of decisions do teachers employ while teaching?*" This question shows that teachers need to make relevant decisions during their teaching process in order to favour their learners' effective learning. - "*How do teachers utilize lesson plans when teaching?*" This question draws the attention of teachers on the necessity of lesson plans and the way it is carried out in their classes.

According to this question from the same author: - "*What type of teacher-student interaction patterns typically occur in classes?*" It emphasises the importance of

the teacher-student interaction that should occur in classes and especially the type of interaction which may affect the process of teaching and learning if it is not cared about well. - "*What reading strategies do students use with different kinds of texts?*" This question shows that learners need to be taught adequate reading strategies so that they could use them in the appropriate way while reading different kinds of texts. The following question, - "*How do students understand the teacher`s intentions during a lesson?*" is also of great importance because it requires teachers to give their learners the objectives of the lesson. Finally, the question, - "*Which students in a class are most or least active?*" is important as well because if teachers succeed in determining the most or the least active learners, they can know the attitude to use towards their learners. Consequently, the performance of the most active learners could be consolidated whereas the one of the least active learners could be improved accordingly.

Gultom, E. (2016) has also identified summative evaluation as well as some questions it tries to answer. He has said that summative evaluation is worth enabling to make decisions about the diverse and varied aspects of the programme designed. It permits to judge whether a syllabus is effective or not, the way this syllabus is efficient and controls its acceptability as well. It is planned and executed after the implementation of a given syllabus. The author finds it relevant that this evaluation should provide appropriate answers to the questions below: - "*How effective was the course? Did it achieve its aims?*" This question shows that the lesson should be effective and reach its objectives; this means that teachers have to define their objectives taking into account their learners' needs. Another question is: - "*What did the students learn?*" and this shows that it is fundamental for teachers to get to know that their students should learn effectively otherwise, their teaching will be useless. While asking: - "*How well was the course received by students and teachers?*" it is to enquire whether the course is relevant and useful to both teachers and learners so that they should devote their efforts to that lesson willingly.

This author has asked: - "*Did the materials work well?*" This question is to point out the importance of the materials which should be well-selected and used appropriately. - "*Were the objectives adequate?*" This question shows that teachers not only should define some objectives but these objectives should also and mainly be adequate. The question: - "*Were the placement and achievement tests adequate?*" is very important, too in order to determine the real level of learners in an objective way. - "*Was the time spent on each unit sufficient?*" a question that tells teachers to pay more attention to the time allotted to each activity to enable learners to perform well and reliably. - "*How appropriate were the teaching methods?*" This is to say that the teaching methods should be appropriate for the process of teaching and learning to come true. Finally, - "*What problems were encountered during the course?*" is a question to testify that difficulties usually occur during the process of teaching and learning. This permits teachers to self-evaluate and correct themselves perpetually for the success of their teaching.

3. Methods of Assessment
Methods of assessment are very important and need taking into account as far as the process of teaching and learning is concerned. Brown (2003, pp.43-47) has stated that there are three main types of test: "general proficiency test, aptitude test, and achievement test." He explains that "A general proficiency test indicates what" a learner can do at the moment "as a result of his accumulative learning experiences."

He has added that "it is used as a screening test for different purposes, such as:" "1) to determine the readiness of a learning program. It is used to separate those who are prepared for an academic program from those who are not." This type of test is helpful because when the readiness of a learning syllabus is identified and taken into account, it will be profitable for a given educational system. It enables to distinguish the well-prepared learners for academic syllabus and those who are not ready. Another purpose is "2) to classify individuals in appropriate language classes by distinguishing the degrees of proficiency which are used as a basis for selecting the treatments for the learners."

This author explains that classifying learners in language classes which are appropriate "by distinguishing the degrees of proficiency" is of great importance since the learners of high degrees of proficiency while put together can settle the competition spirit provided that it is a positive competition spirit and the learners of low proficiency degrees can be corrected and guided by the former ones with the help of the teacher. The third purpose of general proficiency according to the same author is "3) to diagnose the students` strengths and weaknesses by providing a performance profile which shows the relative strengths and weaknesses in the various areas tested." Whenever the learners` strengths and weaknesses are diagnosed in the different areas tested, teachers will be able to know either how to consolidate these strengths or remedy these weak performances.

In addition to the general proficiency test, the same author has said that "an aptitude test serves to indicate an individual`s facility for acquiring specific skills. It is a screening test which is usually used to predict future performance by measuring an individual`s potencies." This author has said that "an achievement test indicates the extent to which an individual has achieved skills or information acquired in a formal learning situation." This type of test is prominent because when learners' degree of the achievement of skills or information they have acquired in a formal learning situation is determined, the teaching and learning will be effective. The same author has said that this type of test "is usually used to measure the students` achievement of the learning competencies and to evaluate the effectiveness of instruction." When learners' achievement of the learning competencies is measured, and the effectiveness of instruction evaluated, learners' performance degrees will increase and the effective level of instruction will increase, too. This author also says that this test type "is also used to assess the degree of success of the teaching and learning process." Which is essential for teaching and learning in such a way that the process of teaching and learning will come true when its degree of success is really assessed.

4. Methodology

In addition to a questionnaire of six (6) maim items addressed face to face and with the use of Whatsapp written and audio messages to twenty-three (23) EFL teachers of Beninese secondary schools, twelve (12) collected, eighty-seven (87) learners in Beninese secondary schools, eighty (80) collected, six (6) university lecturers, four (4) collected, and fifty-five (55) university students, fifty-five (55) collected, as well as face to face and phone call interviews of four (4) questions conducted with thirteen (13) EFL qualified teachers and two (2) inspectors. The research population whose questionnaire sheets are collected is then 147 respondents. The sample is fifteen (15) respondents.

5. Questionnaire and Interviews

The respondents have been invited to tell the difference between assessment and evaluation and to express their opinion about the extent to which assessment and evaluation are important for EFL learners' writing. Next, they are expected to say whether learners' written productions are assessed and evaluated objectively in Beninese educational system. Then, they have to show how the frequent complaints about the failure of EFL learners' writing can be eradicated. In addition, they have to testify whether EFL teachers can improve their learners' written performance in Beninese secondary schools. Finally, they are to argue how assessment and evaluation will be used effectively in EFL classes. The fifteen (15) interviewees are asked firstly to give the reasons why they share the opinion that assessment and evaluation are worth appreciating EFL learners' written production, secondly they are expected to justify when assessment and evaluation can favour EFL learners' writing. Thirdly, they are to specify the extent to which EFL Learners whose writing is regularly assessed and evaluated effectively will perform well. Finally, they are asked whether they think that learners who scarcely undergo assessment and evaluation are able to perform better in EFL writing.

5. Result Presentation and Analysis

The first column of the following tables contain some statements, the second is the one of respondents who have given positive answers whereas the third and the fourth columns present respectively the negative responses and the total number of percentage.

Table 1: Questionnaire Results (15 respondents = 100 %)

Statements	Yes-%	No-%	15=100%
There are differences between assessment and evaluation.	15-100%	00-00%	15-100%
Assessment and evaluation are important for EFL learners' writing.	15-100%	00-00%	15-100%
Learners' written productions are assessed and evaluated objectively.	00-00%	15-100%	15-100%
The frequent complaints about the failure of EFL writing are to be eradicated.	15-100%	00-00%	15-100%
EFL teachers can improve their learners' written performance.	15-100%	00-00%	15-100%
Assessment and evaluation must be used in EFL classes adequately.	15-100%	00-00%	15-100%

Source: investigation field

The table 1 shows that there are differences between assessment and evaluation because the positive responses are 15-100%. Moreover, fifteen (15) respondents-100% have recognised that assessment and evaluation are important for EFL learners' writing. All respondents have noticed that learners' written productions are not assessed and evaluated objectively. Next, all of them have said that frequent complaints about the failure of EFL writing are to be eradicated. All of them have said that EFL teachers can improve their learners' written performance and have also recognised that assessment and evaluation must be used in EFL classes adequately.

Table 2: Interviews Results (15 respondents = 100 %)

Statements	Yes-%	No-%	15=100%
Assessment and evaluation appreciate EFL learners' written production.	15-100%	00-00%	15-100%
Assessment and evaluation favour EFL learners' writing	15-100%	00-00%	15-100%
Learners whose writing is regularly assessed and evaluated effectively perform well.	15-100%	00-00%	15-100%
Learners who scarcely undergo assessment and evaluation can perform better in EFL writing.	02-13.33%	13-86.66%	15-100%

Source: investigation field

Through the second table, the fifteen (15)-100% respondents have said that assessment and evaluation are worth appreciating EFL learners' written production. Next, they have all accepted that assessment and evaluation can favour EFL learners' writing and have also thought that learners whose writing is regularly assessed and evaluated effectively can perform well. Nevertheless, 13 respondents-86.66% have objected to the idea that learners who scarcely undergo assessment and evaluation can perform better in EFL writing whereas only two (02) respondents-13.33%- have accepted.

6. Discussion

In the current study, the problem raised is perceived from learners' not being applied in the process of assessment and evaluation of writing and consequently cannot witness the required pieces of writing expected from them respecting syntax, grammatical rules, and several other conventional constraints. The main results from table 1 are, for example, the recognition that assessment and evaluation are important for EFL learners' writing, the objectivity of learners' writing assessment and evaluation. This table also shows that teachers are able to struggle for their learners' writing performance improvement and the eradication of the repetitive complaints about writing failure. The main results shown through the second table are the way assessment and evaluation can favour EFL learners' writing, the obvious performance learners can gain when learners' writing is regularly assessed and evaluated effectively. In relation to the first research question which wonders the extent to which respondents think that assessment and evaluation are essential for EFL learners' written production, it can be stated that assessment and evaluation are really essential for the piece of writing from EFL learners. It is essential because whenever learners are informed of their production assessment and evaluation, they should be aware of relevant and continual improvements. They will take their writing assignments seriously so as to perform better and better. These key concepts will trigger their writing competences. The answer to the second research question which enquires about how EFL teachers can use assessment and evaluation to improve EFL learners' performance in Beninese secondary schools. This question is fundamental since assessment and evaluation can be used credibly to check really learners' written production performance. As writing is personal and varies noticeably from one individual to another, when cheating occurs, the victims are easily caught and penalised. The first research hypothesis projects that assessment and evaluation are essential for judging EFL learners' writing since they help yield their success in the skill. This hypothesis can be verified because through assessment and evaluation, the quality of learners' written production can be revealed and success will be evident

when they perform well. The second research hypothesis forecasts that EFL learners whose written production is frequently assessed and evaluated effectively are likely to perform better than those who scarcely undergo assessment and evaluation. This hypothesis shows that high performances and low performances are not hazardous because greater efforts will surely imply high performances whereas fewer efforts will imply low performances. Furthermore, Meidasari (2015) has said that "*general guidelines for using accessible language*" as well as the use of widely accessible vocabulary to learners should be provided. Teachers should mind the avoidance of "*colloquial and idiomatic expressions, words with multiple meanings, and unduly challenging words that are not part of the construct.*" This opinion is right since colloquial expressions have particular meanings and the translation is not always correct when the words are taken separately. This author has argued that sentence structures need keeping "*as simple as possible to express the intended meaning.*" This simplicity of sentence structures has several advantages in language teaching and learning. It fundamental to make some suggestions accordingly so as to sustain this discussion. Meidasari (2015) has suggested other general guidelines favouring language accessibility. It is recognised that for the English Language Learners, "*a number of simple sentences are often more accessible than a single more complex sentence.*" This suggestion is essential in such a way that learners can perceive the meaning of these sentences easily and be able to use them as well in their own sentences which is profitable. According to this author, the "*use of negatives and constructions utilizing not in the questions' stems and options as they can cause confusion, especially for ELLs.*" And when confusion occurs, it can create obstacles to language learning.

Conclusion

The problem stated in this study is the absence of learners' implication in the written production assessment and evaluation and this implication can be effective when these learners start participating in the marking session of their copies. Several researchers have mainly discussed the praiseworthy importance of learners' writing assessment and evaluation. As far as the methodology of the study is concerned, questionnaire and interviews are used to collect data and some striking results are the recognition of advantages yielded from assessment and evaluation of EFL learners' writing, the objectivity of learners' writing assessment and evaluation. The results also reveal the way learners' writing production needs improvement and the constant fight for learners' success. Teachers and learners should make a lot of efforts so that language teaching and learning improve in educational systems.

References

Brown, H. D. (2003). Principles of Language Learning and Teaching. London: Longman.

Brown, H. D. (1994). Teaching by Principles: An Interactive Approach to Languange Pedagogy. New Jersey: Prentice Hall Regents.

Rogers, W. T., Cheng, L. & Hu, H. (2007). ESL/EFL Instructors' Beliefs about Assessment and Evaluation in Canadian and International Education. Vol. 36 no.1 -June 2007

Gultom, E. (2016). Assessment and Evaluation in EFL Teaching and Learning in Igniting a Brighter Future of EFL Teaching and Learning in Multilingual Societies ISBN: 978-602-74437-0-9. Department of English Language Teaching, the University of Riau, Pekanbaru, Indonesia

Meidasari, V. E. (2015). The assessment and evaluation in teaching English as a foreign language. Indonesian EFL Journal, 1(2), 224-231