

THE PURPOSE OF ENGLISH LANGUAGE TEACHER ASSESSMENT IN THE ENGLISH-SPEAKING PRIMARY SCHOOL IN CAMEROON

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Introduction

English medium education in Cameroon

Following independence from Britain and France, West and East Cameroon decided to come together despite differences in culture and language (over 250 Home Languages (HL), in addition to several *lingua francas* (see Alowbwede 1998, Kouega 1999), not to mention English and French). All legal constitutions have always upheld French and English as the two official languages of the country, for practical as well as political reasons (see Kouega 2002, Bobda 2004). In addition, all government documents should be in both English and French and as well as being the languages of government, they are also the languages for education, the media, commerce, intra-communication and wider communication.

ESL Young Learners must be prepared to access not only the transactional and practical sides of English, as in EFL, but in addition, the whole range of skills, abilities, cognitive processes and the cultural nuances of the language through space and time. English-speaking Cameroonians, at school, are required to study the whole curriculum in English and learn French as a second official language (Appendix 1).

The general goals in learning English for Anglophone pupils are stressed in the 'Preamble' (Appendix 2) of the syllabus. These are the themes which should, in theory, guide the teaching of English to the pupils. In 1998 Law No. 98/004 of 14th April was passed organising the Cameroon educational system into two subsystems, English-speaking and French-speaking. Article 15 (2) states that "the two educational systems shall co-exist with either maintaining its specificity in methods of assessment and certification." It is only in the final examinations that the differences in the sub-systems are apparent, but in classroom assessment both systems are the same (Appendix 4).

Training of primary school teachers in Cameroon

Teacher trainees for primary school receive a different training from secondary school trainees (see Appendix 3). They receive between one and three years of training depending on their entry qualifications. Holders of four GCE O Levels or the French equivalent, the Brévet Élémentaire du Premier Cycle (BEPC), are trained for three years. Those with six GCE O Level papers, holders of a Teacher Grade Two Certificate or those with one GCE A Level spend two years in training, while those with two GCE A Level papers in one session or holders of the Baccalauréat cover the programme in a year.

All three categories graduate as Grade One teachers of general primary. The government changed its policy to one of training only Grade One teachers in 1996. So now, only Grade One graduates are employed by the state and private schools. In the state sector a few Grade Two and Three teachers still exist because they had already been employed before the new policy, when all graduates used to be employed by the state. Every graduate applies to teach in his/her own area of origin. If no vacancy exists in one's area of origin, another area that is in need of a teacher may offer to recruit the candidate. As for the private schools, they do not follow the state's laid down rules but recruit according to particular specifications.

Both state and private teacher training institutions follow a common curriculum and take the same final examination. With regard to English language, pre-service teachers are not taught anything about language assessment; rather, they cover some general aspects on statistics and mathematics. In other words, even though they are trained in language methods, this does not include specific assessment approaches. For the most part, they seem to be aware mainly of traditional assessment and know little about child-friendly or learner-centred assessment approaches.

In Cameroon, most primary classes have only one teacher who teaches all the subjects (across the curriculum). Opportunities for in-service

training and teacher development are sparse and intermittent, in most cases just once a year. The training and staff development follow the transmission model and the sessions are hardly evaluated, nor are implementation of training monitored. Assessment does not seem to be a favourite theme or topic chosen to provide teachers with support and guidance, despite the challenges of the new 'assessment policy' of 'sequence' (see below "Assessment and examination at primary school level in the present context").

Assessment and examination at primary school level in the present context

At primary level, national examinations are operated and run centrally by the Ministry of Basic Education. There are no Key Stage national tests during primary school, as is the case in other countries such as the UK, New Zealand and the USA. National assessments take place only at the end of the primary school cycle. Directions for school-based assessment are given in a document published jointly by the Ministry of Secondary Education and the Ministry of Basic Education. These directives on assessment do not differentiate between primary and secondary levels.

The highly centralised nature of the educational and assessment system is reflected in the general functioning of primary schools, where for the most part the teacher is the centre of all activities (Ngho 2000). The teacher is perceived as an authority that pupils have to listen to and pay attention to at all times. So, apart from the fact that the teacher's presence can cause fear in children, the class arrangement may widen the social distance between the pupils and the teacher. Most teaching tends to be teacher-centred and veers towards lecturing or transmission. The classes are mixed-ability and pupil numbers generally range from about forty to sixty in state schools but more in some church schools, making both teaching and assessment a stressful experience for both teachers and pupils.

Experience shows that not only pupils, but their parents especially, tend to value examination and test positions very highly. Parents are known to have withdrawn their children (particularly girls) from school after they fail consecutively in promotion examinations. Other children, particularly the older ones, drop out of school rather than repeat a class with younger children. Assessment tends to affect pupils in different ways, and causes a

lot of anxiety, stress and fear in many primary school children in Anglophone Cameroon. Ngho (2000:167) in describing some of what the primary pupil has to undergo says:

Pupils in primary school are aware of examinations. They have been informed and they know that if they do not work hard they will fail their terminal and their promotion examinations. Failures are obliged to repeat the class and in some extreme cases could be dismissed from school.

Promotion from one class to the next is a major issue. The completion age varies as a function of the number of years that a child may be asked to repeat. A child might pass in terms one and two but not be promoted to the next class because he/she did not pass in term three.

At the end of the primary cycle two national examinations are taken. The Common Entrance Examination is taken by children who aspire to enter secondary, commercial, vocational and technical schools while the First School Leaving Certificate Examination (FSLC) is taken by all the pupils to gain the primary cycle certificate. Those who do not progress beyond the primary school level would require the FSLC for most jobs and apprenticeships.

In 1995, during the National Education Forum, an attempt was initiated to plan a policy on Anglophone education in Cameroon (see Tambo 2000). The Forum saw the birth of the "*National Syllabuses for English-speaking Primary Schools in Cameroon*" (2000). While the general curriculum policy is clearly stated, when it comes to assessment, the new syllabus is remarkable for its vague and unclear policy. Assessment is left to the discretion of the teacher ("*National Syllabuses for English-speaking Primary Schools in Cameroon*" 2000: 18):

ASSESSMENT STRATEGIES

Although language skills are interrelated and cannot be taught totally in isolation, they should be tested separately. Therefore aural tests, oral tests, reading tests and writing tests should be done independently. The teacher should use a variety of tests to assess different competencies, [such as] multiple choice [and] essays. The teacher should not forget to assess the mastery of pronunciation, stress, rhythm and intonation by the pupils.

NB The aforementioned [...] assessment strategies are not exhaustive. The teacher should feel free to complement them.

For a syllabus spanning seventeen pages, guidance on assessment is the mere four sentences quoted above. The teacher is requested to “feel free to complement” the suggestions. In addition, the curriculum calls for affective and participatory methods that enhance critical thinking, but there is neither a core document on assessment, nor any pre-service training in Young Learner assessment or any form of assessment, so it is not evident how teachers should follow these guidelines, despite there having been suggestions that teachers should re-conceptualise the notion of assessment.

In practice, a new ‘assessment policy’ was developed called “séquence” (Appendix 4). “Séquence” is formal planned continuous assessment which comes up at particular periods and dates during the academic year; the cumulative score determines a pupil’s promotion to the next class. The assessment policy was a way of reducing mass failures, repetitions and school dropout. It was assumed that only one examination a term did not reflect a learner’s potential nor ability. This quasi-shift of erstwhile assessment was probably an influence from the theoretical framework of the syllabus (see Appendix 5) underlying the new English-speaking primary school syllabuses. The theoretical framework focuses among other things, on “improving performance standards”, “minimizing failures”, “redesigned competency-based assessment methods”. Attempts such as these for a ‘paradigm shift’ in assessment (Gipps 1994) pose a huge challenge to teachers. For example, how are they to re-conceptualise the purpose of assessment? “Mastering course content for certification of achievement” and “mastering course content for selection” appear at the bottom but experience and an earlier research study (Tante 2000) indicate differently. The certification and achievement functions of assessment would seem to be the order of the day to the neglect of the improvement of learning function. Teacher assessment, it can be seen, has many challenges, sometimes complex, and far-reaching consequences on young learners.

Bearing in mind the foregoing literature, then, this article investigates why teachers carry out classroom assessments in English language lessons in Cameroon. In other words, what is the purpose of teacher classroom assessment in English lessons.

Research problem

The present study is interested in investigating why teachers carry out classroom assessment in English lessons. There are only two national examinations for primary school pupils in Cameroon, but they are nonetheless bombarded with “séquence”. Apart from promotion to the next level, it is not clear why teachers assess. Why do teachers carry out classroom assessments in English lessons?

The researcher is also interested in trying to chart a way for teacher development programmes with regard to practices and underlying assumptions concerning classroom assessment of English language in Anglophone Cameroonian primary schools. The policy of primary school assessment is for continuous assessment, but it is doubtful if teachers are aware of the implications; hence the need for teacher development.

A number of studies have been carried out on the purpose of teacher assessment (see Sebataane 1994, Rea-Dickins and Rixon 1997, Torrance and Pryor 1998, Rea-Dickins and Gardner 2000, Wragg 2001, Rea-Dickins 2001, Clarke 1998, Lynch 2001, and Cheng et al 2004) but not all have been concerned with the teaching of primary English language in an ESL context.

Methodology

Sampling and respondents

The sample that participated in filling out the questionnaire (Appendix 6) was made up of primary school teachers from the North West Province (NWP) and South West Province (SWP). As pointed out above in “Training of primary school teachers in Cameroon”, 99% of them were Grade 1 teachers, with only a handful being Grade 2. Teaching experiences spanned from 3 to more than 11 years, with the majority of the sample having taught between 6 and 10 years, showing the study sample was in need of teacher development programmes constantly, to be abreast with new issues in the teaching, learning and assessment of English language. Moreover, the teachers represented all 6 primary school levels, to find out if there were any differences in the purpose of teacher assessment practice.

Convenience non-random sampling was chosen for the sample selection, because teachers wanted a tip from the researcher and his assistants before taking part in the research. To avoid this unethical research conduct, only respondents who did not ask for tips were

included in the sample. Again, it was difficult to convince the teachers about the benefit of this research for learning. Furthermore, the researcher was supported by Cohen et al (2005) who argued that this method of sampling is valid for a small scale research project where no attempt to generalise was desired. Such a sample can prove adequate where researchers do not intend to generalise their findings beyond the sample in question. Moreover, Pryor and Lubisi (2002) and O'Sullivan (2004) in their empirical studies on South Africa and Namibia applied similar sampling techniques. In the absence of generalisability of the research results, I wanted the research to be representative of the school types, teachers and pupils.

270 questionnaires were distributed to the respondents, but 8 were deemed unusable because they had not been completed to any useful standard. Consequently, 262 was the sample size of the respondents. From 12 schools in the North West Province 8 teachers were drawn from each of the schools giving a total of 96 teachers. Still in the North West Province, 8 schools had 7 teachers drawn from each of the schools making a total of 56 teachers.

Meanwhile, 5 schools from the South West Province supplied 8 teachers bringing the sum to 40 respondents. Another group of 10 schools provided 7 teachers from each school giving a total of 70 teachers. The reason why the number of respondents in one area is bigger than the other is because the NW Province (Bamenda Central) has more schools (91) than the SW Province (Buea Urban) (64 schools) and the former is a more populated town.

As for the type of school that respondents came from, state teachers were by far the greatest, making up 162 of the sample. Mission and private school teachers accounted for 50 in each school type. State teachers were the greatest number of the sample representing the state majority in education (62 state schools, 53 mission schools and 40 private schools in the research area).

Research instrument - Questionnaire

Due to the fact that the locations of the research were far apart- the Anglophone provinces- 10 research assistants were trained to help with administering the questionnaires. They were selected on the basis of their education. They spent a whole morning learning about the research, how the questionnaires were to be distributed and what to say to respondents with a question or a worry. While choosing the

research assistants, the areas from which they originated were also taken into account. As such, they had a friendly rapport with the respondents.

The questionnaire opens with the demographic and professional background information of the respondents. Next, the questionnaire is divided into four parts and a general section. Before Part 1 (which covers the present study), there is a textbox talking about the meaning of assessment, kinds of assessments, and results of assessment. Part 1 seeks to find out why teachers carry out classroom assessments in English lessons. For this question there are eight choices which could all be ticked (Appendix 6, Part 1). The instrument also seeks to gather information about who is provided with assessment results, if the assessment purpose of assessment influences assessment activity, if respondents agreed that at the end of the year children should be assessed formally at the end of each term and whether results from assessment activities are useful to the respondents.

Data analysis and findings

The data for this study was analysed using percentage distribution with the missing values noted and explanations given. The results were then cross-tabulated.

Item 1 of Part 1 asked teachers to give reasons why they carried out assessments in English lessons. There was also provision for an open response question (Appendix 5, Part 1, Question 1). Results are presented in Table 1.

Table 1: Reasons Primary teachers carry out assessments in English language lessons

Responses		Frequency	% of all those who answered the questionnaire
Valid	1 Promotion exam	176	67
	2 End of term exam	172	66
	3 Information on pupils' achievement	136	52
	4 To form part of a record of pupils' progress	136	52
	5 Feedback on planning for teaching and learning	135	51.5
	6 Information for administrative purposes	127	48
	7 Motivation	125	47
	8 Information to parents	119	45

The first two responses, the promotion exam and end of term exam, dominate as reasons why respondents assess children. They do so for summative purposes before any other reason. The next reasons concern information on pupil achievement, followed by record of pupils' progress. The informal trend of assessment is shown in fifth position, with feedback on planning for teaching. The last three purposes do not seem very important to teachers, since the percentages are low (information for administrative purposes (48%), motivation (47%) and information to parents (45%)). Assessment is not as important for providing information to parents, nor is it considered as a high factor for motivating pupils.

To encourage the respondents to freely express their thoughts, an open response question was asked, to give their own reasons why they carried out assessment in English language lessons. Five of the respondents mentioned reasons which are important for them:

- To create competition among pupils (Class 2 teacher).
- It helps to make lazy teachers sit up as well as lazy and slow pupils (Class 3 teacher).
- To measure the attainment of the children- to find out how much they have acquired (Class 4 teacher).
- To enable the pupils work harder (Class 5 teacher).
- To enable pupils to regard education as a source of employment (Class 6 teacher)

These reasons mentioned for assessing are the same as mentioned elsewhere in interviews with the teachers. The pupils also know the reasons why they are assessed, and there are effects of assessment on them which they probably do not know are aggravated by the teachers (Tante 2009).

In terms of the classification system of Rea-Dickins (2001) the teachers' responses can be examined under the different identities of classroom-based assessment. Bureaucratic purposes such as promotion exam and end of term exam were mentioned by the largest number of teachers, 67% and 66% respectively. Another bureaucratic identity was information for administrative purpose, which was 48% of respondents, and information to parents was 45%. This is similar to Torrance and Pryor's

(1998: 15) conceptual approaches to classroom assessment, which is "convergent".

Pedagogic identity was next with feedback on planning for teaching and learning with 51.5%. Information on pupils' achievement fell under pedagogic purpose and had 52% of the respondents. The third pedagogic purpose was to form part of a record of pupils' progress, which was 52% of the respondents. This reminds us of the divergent approach (Torrance and Pryor's 1998: 15).

Learning identity (assessment for learning) had a low percentage of feedback on motivation (48%) but a high percentage on planning for teaching and learning (51.5%) which could also occur under this identity. Here assessment is for education (Lambert and Lines (2000: 5).

Question 3, Part 1, asked to know whether the purpose of assessment influences the kind of assessment activity. Table 2 shows the results.

In Table 2 can be seen the frequencies of how much assessment purposes influence the choices of assessment activities. Purpose of assessment always influences 101 (38.5%) teachers' choices of assessment. 38 (14.5%) of teachers often come under a similar influence; 99 (37.7%) are influenced sometimes and 9 (3.4%) of the sampled teachers are never influenced in deciding between the purpose of assessment and choice of assessment activities. A teacher who is well versed with assessment, therefore, should not have any problem with assessment purpose, but would spend time contemplating assessment activity.

Table 2: Assessment purpose influencing choice of assessment activities

Response		Frequency	Percent of all those who answered the questionnaire
Valid	1. Always	101	38.5
	2. Often	38	14.5
	3. Sometimes	99	37.7
	4. Never	9	3.4
	Total	247	94.1

Missing value 15(5.7%)

After a statistical description of the findings of Part 1 of the questionnaire about the purpose of assessment in English language lessons, it is important to analyse the result, in the next section, with a view to language teacher development.

Discussion

In-service training and teacher development

The main problem of this study was to investigate the purpose of English language teacher assessment in the English-speaking primary schools in Cameroon. From the findings, a number of suggestions and implications may be drawn with regard to in-service training and teacher development. Teachers lack the requisite competence, ability and skill in language assessment. They are expected to assess without any in-depth knowledge of what constitutes assessment. Teacher conceptualisation of English language assessment is very limited; at best mainly traditional methods and procedures. There is the dire need for a teacher development programme which aims at keeping teachers up to date with the literature of English language assessment for Young Learners (YLs). This is primordial especially because some of the teachers lack constant cognitive development.

Teachers have a restricted understanding of assessment; they need in-service training and teacher development short programmes which would keep them abreast of innovations and how to adapt them to their contexts. They lack adequate knowledge about conceptual issues such as the role, feedback, purpose and function of assessment. Teachers would be better practitioners if they tried to explore different ways of assessment whose purpose is not always convergent. For example, informal assessment (divergent) does not seem to have a place in these teachers' pedagogy nor is it an instructional-oriented classroom assessment. The findings of the study indicate a test-oriented and examination-centred pedagogy. The system is top-down, with teacher-centred attitudes to the benefits of assessment even when the teachers have the best interests in mind. The results from the data suggest a more "routine and ritualised" attitude to assessment because the purposes serve a summative function ("séquence"). The data shows very little of assessment serving for learning, improvement or diagnosis. Using different strategies, such as seminars, workshops, coaching, and observations, teacher developers and teacher trainers should endeavour to explain to both in-service and pre-service teachers that there are many purposes for assessment and that these influence the choice of assessment activities. It is the purpose that brings in the difference between on-going or daily assessment, that is formative and formal assessment or summative.

Formal continuous assessment which can lead to the award of marks or grades can be used in summative assessment and second, on-going informal continuous assessment which is designed to monitor and encourage learning progress need to be distinguished.

Without help from teacher trainers and teacher developers, it will be very difficult for teachers to know what continuous assessment is all about in full and how it works between formal and informal procedures. This would greatly help in knowledge acquisition of teachers because many of them are not familiar with a significant number of the concepts dealing with YL assessment. Teachers' capacity on English language classroom assessment would also be up-graded, through teacher development programmes so that in the short run, teachers would not perceive anything to do with assessment as meaning only "séquence" or some kind of formal assessment but the teachers would bear in mind that the type of assessment for learning is an on-going process. It has no precise dates on the calendar like the "séquence". This will definitely reduce the hatred and fear for assessment, especially by those pupils who are weak. It should be remembered that much can still be done with assessment in the classroom, despite "séquence", if there is the belief that assessment can point us to different things or directions of the child.

Teacher developers and teacher trainers, through appropriate strategies, should emphasise to in-service teachers and trainees that better, more explicit, written feedback should be made in order to help the pupils especially as they begin to understand the written language. Such feedback can be helpful to pupils in referring to when confronted with similar language again. Moreover, teachers could be made to understand parental role in supporting the child's progress. Some parents could use such feedback to help the child at home when the feedback is complete and makes sense. Teachers need to be guided on feedback that it should be explicit, transparent and state what the teacher is praising or what the pupil has to watch out for. The aim too could be for language improvement and monitoring.

Moreover, teachers could reflect on their role in encouraging the competitive unfriendly rivalry amongst pupils (see open-ended question: Part 1, Question 1) and how teachers themselves are inadvertently abetting such behaviour from pupils. This is a deeply-engrained cultural factor, and change in this situation is a complex matter,

but gradual efforts must be started to educate the teachers on the negative effect of such things on the children.

Teachers have to be supported through in-set and teacher development programmes to be abreast of government policy on assessment. It is very important for teacher development programmes to dispel from teachers the apparent confusion between the curriculum and the assessment guidelines. This is because the assessment guidelines talk of Continuous Assessment (CA), but in practice continual assessment is encouraged instead in the form of "sequence".

The guiding policy on assessment has to encourage assessment *for* learning, not only assessment *of* learning, which seems to be what the "séquence" does. In the course of teacher development, teachers have to be conscious that instructional assessment in the classroom constitutes legitimate purposes of assessment. The emphasis on "séquence" makes teachers stick mainly to what they are used to, that is collecting evidence through summative means of test. Presently, a trial phase is going on in English-speaking primary schools which makes promotion to the next class automatic for the first two/three years. However, teachers would need to be re-oriented to perceive assessment as part of the teaching-learning process, not seeing it only as the product of teaching.

For English language teacher development, an effort must be made to understand how teachers can contribute to design assessment policy/practice allied to the use or purpose of the macro and micro skills of English language. It should be realised that classroom assessment primarily seeks to improve learning, rather than "test" or measure for "séquence". The attitude of the learners is not to consider assessment that takes place in class every day as important or useful to their learning until it has this summative touch.

Staff development should draw the attention of teachers to the fact that the purpose of an assessment could help the teachers in obtaining information about pupils' progress in day-to-day teaching. This is salient in the multilingual context of Cameroon with over 250 home languages (see Alobwede 1998; Kouega 1999). Teachers do not seem enthusiastic about learning identity, perhaps because they are engaged in a different process of teaching the children through rote learning and recall and do nothing to try and make the children think, reason and be creative (see Omokhodion 1989;

Sabatane 1994; Pryor and Akwesi 1998) or to think and express their minds and thoughts. Teacher notion of assessment would need to be re-conceptualised if learners are to improve, progress and perform in English language as described in the "Preamble" (2000:1), as well as their practice, bearing in mind contextual variables.

This study set out to investigate why teachers carry out classroom assessment in English lessons. It also attempted to make suggestions for teacher development programmes in assessment taking into cognizance the beliefs, assumptions and practices of Cameroon Anglophone primary school teachers with regard to English language classroom assessment. The findings have shown that for the most part, the purpose of assessment practised by teachers in English lesson is "assessment *of* education", hardly, "assessment *for* education" (see Lambert and Lines 2000: 5). The educational development (process) of pupils is not immediately in the conceptualisation of teachers so much as educational product. In order to improve the competence and skill of teachers, some suggestions have been made for teacher development and training, which should initiate reflection and flexibility in the way that they conceive and practice classroom assessment in the English language classroom.

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Appendix 1: Distribution of subject timetable in primary school

	Subject	One shift system	Two shift system		Observation
			Morning	Afternoon	
1	English language	6h 30 min	5h 30min	5h 30min	Classes 1-6
2	Mathematics	6h 30min	5h 30 min	5h 30min	Classes 1-6
3	French	4h 30min	5h 30 min	5h 30min	Classes 1-6
4	General Knowledge	1 hour	1hour	1hour	Classes 1-3
5	History	1h 30min	1hour	1hour	Classes 4-6
6	Geography	1h 30min	1hour	1hour	Classes 4-6
7	Citizenship (Civics, Human Rights, Moral Education)	2 hours	1hour	1hour	Classes 1-6
8	Science (Health Education, Environmental Education)	2 hours	1hour	1hour	Classes 1-6
9	Home Economics	2hours	1hour	1hour	Classes 3-6
10	National Culture (Music, Drawing, Drama, Arts & Craft)	1h 30min	1hour	1hour	Classes 1-6
11	Physical Education	1h 30min	1hour	1hour	Classes 1-6
	Total	30hours	22h 30min	22h 30min	
	Recreational Time	4h 30min	1h 40min	1h 40min	

Appendix 2: Preamble to the English Language Syllabus

The English Speaking Cameroonian Primary School pupil after six years of schooling would be able to:

- communicate his feelings, ideas and experiences both orally and in writing, listen attentively to utterance, stories, news items, instructions, poems and songs, and respond correctly to them orally and in writing,
- communicate correctly his/her ideas, feelings and experiences orally,
- read and understand authentic documents,
- write correct sentences or/and texts,

- ### Appendix 3: Government Teacher Training College, Buea (G TTC) timetable

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Appendix 4: Time table for “séquence” assessments for the 2004/2005 academic year

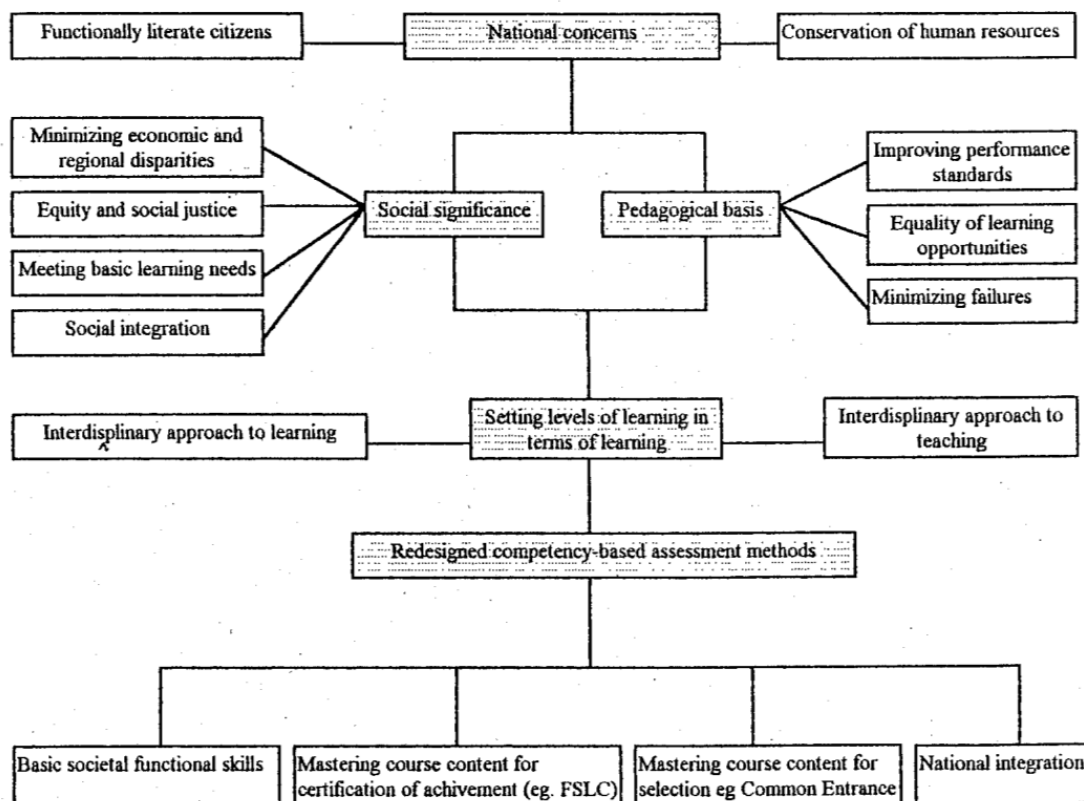
PROJET DE CALENDRIER PEDAGOGIQUE DE L'ANNEE SCOLAIRE 2004/2005

N°	Semaines		Séquences & Congés
	Du lundi au vendredi		
1.	06 septembre 2004	10 septembre 2004	1 ^{re} SEQUENCE
2.	13 septembre 2004	17 septembre 2004	
3.	20 septembre 2004	24 septembre 2004	
4.	27 septembre 2004	01 octobre 2004	
5.	04 octobre 2004	08 octobre 2004	
6.	11 octobre 2004	15 octobre 2004	
7.	18 octobre 2004	22 octobre 2004	2 ^{de} SEQUENCE
8.	25 octobre 2004	29 octobre 2004	
9.	01 novembre 2004	05 novembre 2004	
10.	08 novembre 2004	12 novembre 2004	
11.	15 novembre 2004	19 novembre 2004	
12.	22 novembre 2004	26 novembre 2004	3 ^{de} SEQUENCE
13.	29 novembre 2004	03 décembre 2004	
14.	06 décembre 2004	10 décembre 2004	
15.	13 décembre 2004	17 décembre 2004	CONGES DE NOËL
16.	20 décembre 2004	24 décembre 2004	
17.	27 décembre 2004	31 décembre 2004	
18.	03 janvier 2005	07 janvier 2005	3 ^{de} SEQUENCE (2 ^{de} tranche)
19.	10 janvier 2005	14 janvier 2005	
20.	17 janvier 2005	21 janvier 2005	
21.	24 janvier 2005	28 janvier 2005	4 ^{de} SEQUENCE
22.	31 janvier 2005	04 février 2005	
23.	07 février 2005	11 février 2005	
24.	14 février 2005	18 février 2005	
25.	21 février 2005	25 février 2005	
26.	28 février 2005	04 mars 2005	5 ^{de} SEQUENCE (1 ^{re} tranche)
27.	07 mars 2005	11 mars 2005	
28.	14 mars 2005	18 mars 2005	
29.	21 mars 2005	25 mars 2005	
30.	28 mars 2005	01 avril 2005	
31.	04 avril 2005	08 avril 2005	CONGES DE PAQUES
32.	11 avril 2005	15 avril 2005	
33.	18 avril 2005	22 avril 2005	
34.	25 avril 2005	29 avril 2005	5 ^{de} SEQUENCE (2 ^{de} tranche)
35.	02 mai 2005	06 mai 2005	6 ^{de} SEQUENCE
36.	09 mai 2005	13 mai 2005	
37.	16 mai 2005	20 mai 2005	
38.	23 mai 2005	27 mai 2005	
39.	30 mai 2005	03 juin 2005	
40.	06 juin 2005	10 juin 2005	EXAMENS OFFICIELS
41.	13 juin 2005	17 juin 2005	
42.	20 juin 2005	24 juin 2005	
43.	27 juin 2005	01 juillet 2005	
44.	04 juillet 2005	08 juillet 2005	
45.	11 juillet 2005	15 juillet 2005	
46.	18 juillet 2005	22 juillet 2005	

Date de la prochaine rentrée scolaire : le lundi 05 septembre 2005.

Appendix 5: Theoretical framework underlying the new English-speaking primary school syllabi

THEORETICAL FRAMEWORK FOR ENGLISH SPEAKING PRIMARY SCHOOLS



Appendix 6: Questionnaire for teachers

QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

1

TEACHERS' QUESTIONNAIRE

BACKGROUND AND PROFESSIONAL INFORMATION

Please, check **X** the appropriate box or write your responses in the spaces provided.

1. Sex
 - a. Female ☐
 - b. Male ☐
 2. Educational and professional status
 - a. Academic qualifications (You may check more than one)
 - i. GCE O Level ☐
 - ii. GCE A Level ☐
 - iii. Degree ☐
 - iv. Other (please specify) ☐
-
- b. Professional Qualifications (You may check more than one)
 - i. Grade 3 Certificate ☐
 - ii. Grade 2 Certificate ☐
 - iii. Grade 1 Certificate ☐
 - iv. LCP ☐
 - Other (please specify) ☐
 3. Number of years of teaching
 - i. Less than three years ☐
 - ii. 3-6 years ☐
 - iii. 7-10 years ☐
 - iv. 11 years and over ☐
 4. In what type of school do you teach?
 - i. Government school ☐
 - ii. Privately-owned school ☐
 - iii. Mission school ☐
 5. Which class are you currently teaching? ☐
-

ASSESSMENT DEFINED

In the literature on educational measurement the terms testing, assessment, measurement and evaluation are sometimes used interchangeably. This is not the case in the present context.

Assessment in this study refers to the range of processes, procedures and strategies of information gathering for the purposes of making decisions or judgements about individuals.

Assessment could be formal (e.g. a test, an examination etc). This is known as assessment for measurement or summative assessment.

Assessment could also be informal (e.g. observation, teacher questioning and probing etc). This is known as assessment for supporting teaching and learning or formative assessment.

Assessment results may be recorded as a grade, a score or a number (e.g. in summative assessment). Results may also be recorded as comment, description or criteria (as in formative assessment). In this study assessment refers to all forms of formal and informal methods used to collect information within the primary school context in Cameroon.

PART 1**PURPOSES OF ASSESSMENT**

1. Primary school pupils in Cameroon are assessed from class 1. Why do you carry out assessments? (Check all the options applicable to you)

- | | |
|--|--------------------------|
| i. As part of end of term/year examination | <input type="checkbox"/> |
| ii. As part of promotion to the next class | <input type="checkbox"/> |
| iii. To provide information for administrative purposes | <input type="checkbox"/> |
| iv. To provide information to parents. | <input type="checkbox"/> |
| v. To provide feedback on planning for teaching and learning | <input type="checkbox"/> |
| vi. To motivate pupils | <input type="checkbox"/> |
| vii. To provide information on pupils' achievements | <input type="checkbox"/> |
| viii. To form part of a record of pupils' progress | <input type="checkbox"/> |

Others, please give details

2. Who do you provide with assessment results? (check all the options applicable to you)

- | | |
|----------------------------|--------------------------|
| i. Pupils | <input type="checkbox"/> |
| ii. Parents | <input type="checkbox"/> |
| iii. School administration | <input type="checkbox"/> |