

## EVALUATION OF ASSESSMENT PRACTICES AMONG BASIC SCHOOLS ENGLISH LANGUAGE TEACHERS IN ILORIN, NIGERIA

BY

**AHMED, Sabi Kazeem**

English Department, School of Languages  
Kwara State College of Education,  
Umoru Saro Road Ilorin, Nigeria

&amp;

**AJADI, Babatunde Mustafa**

English Department, School of Languages  
Kwara State College of Education,  
Umoru Saro Road Ilorin, Nigeria

**Abstract.**

*Assessment provides the foundation for decision making and planning for instruction and learning. It is an integral part of instruction that enhances, empowers and celebrates students' learning. Within the English language classroom assessment serves to checkmate instructors' level of instruction and encourages learners' involvement in the teaching and learning process with important feedback about their learning progress towards achieving the learning objectives. Therefore, this study evaluated the assessment practices among Basic Schools English Language Teachers in Ilorin, Nigeria. Data were gathered from 139 teachers of English at the Basic school level with a researcher designed questionnaire. The findings of the study revealed that objective test was mostly used by the teachers in assessing and monitoring the progress and performance of learners in English language. Also, there was no significant difference in the assessment practices employed by qualified and unqualified teachers in assessing the progress and performance of learners in basic school levels. Based on the findings, it was recommended among others that: pupils should be encouraged on the need for a good knowledge of English by improving their performance in the area of difficulties for excellent performance. Equally, teachers of English at the basic level should take adequate and appropriate resources to enhance classroom assessment*

*practices. Again, teachers of English should be sensitised on the need to constantly review their assessment practices for teaching English language during the planning of the actual teaching and post teaching stages. And finally, Policy makers are to realise the importance of assessment in English as this could influence the decision of educational administrators.*

**Key words:** Evaluation, Assessment Practices, English Language Teaching, Basic Schools

**Introduction**

English as a Language of Wider Communication (LWC) is used for ceremonial purposes and an instrument for keeping records, information. Self-experiment and embodiment of thoughts among various groups in Nigerian. This means that it is the language for unity, communication, economy, national pride, law, press, trade and instruction. As a language of instruction, it is an essential prerequisite for an advancement and career succession in the country. English language is a medium of instruction, language of education as well as a school subject from the basic to the university levels of education in Nigeria. English serves as the language of nationalism concerned with political Integration and efficiency (Bamgbose, 1991).

Language means a lot in the life and progress of a child. As it is a key subject with fundamental influence on all school subjects. English Language is offered in the secondary schools as core subject and a solid foundational course. The key elements of the course are designed to cover the four basic language skills, which are listening, speaking, reading and writing. At the international level, the language serves as vehicular to the outside world. It is the language of diplomacy and international relation as well as language of creativity. As observed by Ofuya (1996), about ninety percent of the textbooks that are available to Nigerians written in English language. Given the understandable importance of English language at all levels of the educational system in Nigeria, it is important to ensure success commensurate with the vast resources and time spent on the teaching and learning of the subject.

This accounts for the compulsory quest for a grasp of English by both teachers and learners of the language. English language becomes entrenched as the official language of the country with the intensification procedures of administrative quality. Therefore, learners must attain a certain level of proficiency in English language as a subject, since all other subjects are taught in English language. The ability to use the language effectively is appropriately described as a social art (Olajide, 2010). Learning English includes learning a number of skills involving vocabulary, Phonology, grammar, Pragmatics among others. To communicate effectively, language learners need to become proficient in using semantic, syntactic, morphological and phonological elements of the language taught (Herbert, 2002).

Harlen (2002), suggested that teachers are to integrate the key elements of the language experience in school. For all the language skills to be effectively integrated with the learners, language teachers need to assess learners on the skills acquired or learnt in schools. Hence assessment is a systematic process of gathering information about what a learner knows, is able to do and is learning to do (Allen, 2004). Assessment provides the foundation for decision-making and planning for instruction and learning. It is an integral part of instruction that enhances, empowers and celebrates students' learning. Within the English language classroom, assessment serves to encourage learners' involvement in the teaching and learning process, reflect on the effectiveness of materials and activities and provide students with important feedback about their own learning progress towards achieving the learning objectives.

Assessment refers to all those activities undertaken by teachers and their students in appraising themselves in the classroom. Harlen (2005) explained that all assessment in context of education involves making decisions about what is relevant for a particular purpose, how to collect, interpret, and communicate evidence to the intended users. Such decisions could follow the purpose of conducting the assessment. Rust (2002) refers to assessment as the process of collecting information that integrates a variety of instruments and measures to obtain a multiple of opinions with reference to a programme.

Teachers are indispensable stakeholders in the development of the potentials and abilities of the learners. Teachers pivot the success of any educational endeavour of the learners. Teachers as classroom managers determine the performance of students at the short and long terms of educational aims, goals and objectives. Hence, certain factors influence teachers' assessment of language learners. Such factors are teachers' gender, qualification, experience, mastery of subject matter, finance, etc. and this has informed the focus of this study.

### **Purpose of the Study**

The general purpose of this study is to evaluate the assessment practices among basic school English language teachers in Ilorin, Nigeria. In specific terms, the study finds out if:

- i. assessment practices employed by teachers in assessing the progress and performance of learners in basic schools' English language differs on gender;
- ii. assessment practices employed by teachers in assessing the progress and performance of learners in basic schools' English language differs on qualification.

### **Research Questions**

The following research questions were raised to guide the study:

- i. What are the assessment practices among basic school English language teachers in Ilorin, Nigeria?
- ii. Do the assessment practices employed by teachers in assessing the progress and performance of learners in basic schools' English language differs on gender?

- iii. Do the assessment practices employed by teachers in assessing the progress and performance of learners in basic schools' English language differs on qualification?

### **Research Hypotheses**

The following research hypotheses were tested in this study:

- H<sub>01</sub>: There is no significant difference in the assessment practices employed by teachers in assessing the progress and performance of learners in basic schools' English language based on gender.
- H<sub>02</sub>: There is no significant difference in the assessment practices employed by teachers in assessing the progress and performance of learners in basic schools' English language based on qualification.

### **The Concept of Assessment**

One of the most important drivers of student learning is how that learning is assessed and it has been shown that students' attitudes towards their studies are strongly affected by the nature of assessment (Rust, 2002). Assessment not only measures achievement of learning outcomes but also classifies or grades students' achievement. Well-timed and well-designed assessment can have a powerful impact on how students approach their learning. Early assessment, particularly when it provides students with timely feedback, can encourage them to get down to some serious work, give them an idea of how they are progressing and indicate where they still need to do more (Murphy, 2009).

The concept of assessment is elusive and can be approached in different ways. Bachman (2004) defines assessment as a process of collecting information about something of interest, according to procedures that are systematic and substantially grounded. Van Den Akker (2003) describes assessment as essential component of the curriculum practice. Assessment is a process for obtaining information in curriculum operation in order to make decisions about students learning curriculum and programmes and on education policy matters. To Allen (2004), assessment involves the use of empirical data on student learning in order to refine programmes and improve student learning. Teaching and assessment are two interrelated concepts which affect one another, greatly forming a relationship in which the two inform and improve each other (Malone, 2011). Therefore, the main purpose of teachers' assessment and evaluation should be to strengthen the knowledge, skills, dispositions and classroom practices of professional educators.

### **Nature and Types of Assessment**

According to Malone (2011), numerous terms are used to describe different types of assessment such as formative, summative, informal, formal, continuous, final, divergent and convergent assessments. Malone (2011) further stressed that formative assessment is designed to assist the learning process by providing feedback to the teacher and the learners, which can be used to identify strengths and weaknesses and

hence improve future performance of the learner. While summative assessment is used primarily to make decisions for grading or to determine readiness for progression (Rahman, Babu and Ashrafuzzaman, 2011). Typically, summative assessment occurs at the end of an educational activity and is designed to judge the learners' overall performance (Morphy 2009).

Informal assessment is often used to provide formative feedback. It tends to be less threatening and thus less stressful to the students. However, informal feedback is prone to high subjectivity or bias, while formal assessment occurs when learners are aware that the task before are for assessment purposes e. g. written SSCE examinations. Most formal assessments are also summative in nature, thus tend to have greater motivation in pack and are associated with increased stress.

Continuous Assessment occurs throughout a learning experience. Continuous assessment is most appropriate when learners' and/or instructors' knowledge of progress or achievement is needed to determine the subsequent progression or sequence of activities. Continuous assessment provides both students and teachers with the information needed to improve teaching and learning process. Obviously, continuous assessment involves increased effort for teachers and students, while Final (or Terminal) assessment takes place only at the end of a learning activity. It is most appropriate when learning can only be assessed as a complete whole rather than as constituent parts. Typically, final assessment is used for summative purposes.

Divergent Assessment is for a range of answers or solutions that might be considered correct. Example includes essay test. Divergent assessment tends to be more authentic and most appropriate in evaluating higher cognitive skills. However, this type of assessment is often time consuming. 'Convergent Assessment has only one correct response (per item). Objective test items are the best example and demonstrate the value of this approach in assessing knowledge. Obviously, convergent assessments are easier to evaluate or score than divergent assessment.

More importantly, assessment also gives teachers an indication of how effective their teaching approaches are in terms of bat nets progress. Effective feedback on work submitted is crucial in helping learners to learn by pinpointing where they may be going wrong and what they need to do to improve in their learning (Murphy, 2009). Assessment plays an important role in the language teaching and learning. Assessments are at the core of the educational process because "they have a direct impact' on the learning processes of learners. Traditionally, the most common way to measure achievement and proficiency in language learning has been the test, even though alternative forms of assessments are growing in popularity, most teachers still use this old method (Murphy, 2009).

#### **Assessment Practices among Basic School English Language Teachers in Ilorin, Nigeria**

Classroom assessment has received increased attention from the measurement community in recent years. Since teachers are primarily responsible for evaluating

Instruction and students' learning. There is a widespread concern about the quality of classroom assessment. Literature on classroom assessment has delineated the content domain in which teachers need to develop assessment; skills (O'Sullivan and Chalnack, 1991, Stiggins, 1997). The current consensus has been that teachers use a variety of assessment techniques, even though they may be inadequately trained in certain areas of classroom assessment (Zhicheng and Judith, 2003). Zhangg, Jburry and Stock (2003), noted two points that are noteworthy about the assessment practices. They are assessment practices and assessment skills. The two are related but have different constructs. Whereas the former pertains to assessment activities, the latter reflects an individual's perception of his or her skill level in conducting those activities. Assessment practices are categories as ways or strategies English teachers employ at assessing language learners. This includes observation, interview, debate and assignment.

**Observation:** is an informal assessment technique where learners are placed on observation to identify strengths and weaknesses patterns of behaviours and cognitive strategies. Lawal (2001), sees observation as a very old technique of evaluation, which transcends all human activities.

**Interview:** According to Carey (1994), it may be used merely to collect personal information which can assist the teacher's instructional decision-making within the classroom setting.

**Debate:** it is possible to develop competency in debate without Speech training. However, there is no question that students' competence in debate will develop more rapidly if accompanied by some training in public speaking Hollowel (2011). It was to this end that Salman (2013), maintains that if one chooses to get right into debate, this competence in public speaking will come with time and practice.

**Quiz:** Quizzes can be regarded as one of the formative evaluation method done in stages or continuous manner for the assessment of a particular topic or subject.

**Tests:** Lawal (2004), defines test as a systematic procedure for observing and comparing two or more persons' behaviour and describing it with the aid of a numerical scale or a category system. Tests are powerful educational tools that serve at least two functions. A well designed tests help to evaluate, assess and motivate and help pupils structure their academic efforts.

**Check List:** an assessment guideline listing skills, behaviours, or characteristics to help guide and record teachers' observations of pupils as they perform certain tasks. These are also pupils' check list that can be used by students for self assessment purposes. Checklist is useful for a range of tasks that pupils are required to perform regardless of the level of skill demonstrated.

**Literacy Log:** a record of pupils' literacy activities (for example "Books I Have Read") to help learners keep track of his or her own reading or writing progress. Pupils may also use log to record words that are new, interesting and entertaining.

**Oral Reading Assessment:** An oral reading assessment is used for diagnosing students' developmental literacy levels through oral retelling and individual reading inventory.

Reading fluency is an essential component of a student's global reading skills. Furthermore, up through grade 3, reading fluency is arguably the best predictor of future reading success (Howell, 2011).

**Rubrics:** Among the most common methods for student self-assessment are scoring rubrics. A rubric is a fixed scale and list of characteristics describing performance for each of the points on the scale. Rubrics are scoring devices (or tools) that are designed to clarify, communicate, and assess performance. They are grading tools containing specific information about what is expected of students based on criteria that are often complex and subjective.

**Essay Writing:** In essay items, the student supplies, rather than selects, the correct answer. An essay test requires that the student compose a response to a question for which no single response or pattern of responses can be cited as correct to the exclusive of all others. The accuracy and quality of a response to such a question often can be judged only by a person skilled in the subject area.

**Objective Test:** test items have four common formats: true-false, matching, multiple choice, and completion (fill-in the gap). He also stressed that how an assessor writes the objectives may predetermine the format. But in many instances, they will have a choice between several item formats. He further adds that it is considered that the construction and use of true/false matching, multiple-choice and completion items are the common types of objective tests. True false items are popular with teachers because they are quick and easy to write or at least they seem to be. The multiple-choice item provides the most useful format for measuring achievement at various levels of learning. Another type of objective test is completion items like true/false items, completion items are relatively easy to write. The first tests constructed by classroom teachers and taken by students often are completion tests.

### Scope of the Study

The study on evaluation of assessment practices among basic school English language teachers in Ilorin, Nigeria, has covered all the basic schools in Ilorin, Kwara State, Nigeria. Ten (10) basic schools have been purposively used as samples across the wards in Ilorin out of which 139 teachers of English language were randomly selected.

### Significance of the Study

It is believed that the school English language teachers who are the recipients of every effort put in place to improve teaching of reading would benefit greatly from the outcome of this study. This would help them to be abreast of approaches and strategies of text comprehension and would also help to facilitate their general academic work progress.

### Research Methodology

This study focuses on the evaluation of assessment practices among basic school English language teachers in "min, Nigeria. Random sampling technique was

Used to select 139 teachers of English language. A questionnaire on the assessment practices was employed to elicit data from the respondents. The questionnaire was grouped into two sections A and B. The demographic data of the respondents were described using the percentage. The research question one was answered using mean and standard deviation while other research questions with corresponding hypotheses were tested using the t-test at 0.05 level of significance.

### Data Analysis and Results

The analyses and results of data collected for the study are presented. Data were obtained from a total number of one hundred and thirty-nine (139) basic school English language teachers.

### Answering Research Questions

This section provides answer to the research questions raised in this study.

### Research Questions

**1: What are the assessment practices employed by teachers in assessing the progress and performance of pupils in English language?**

Responses of the respondents to the items in the questionnaire that addressed assessment practices employed by teachers in assessing the progress and performance of pupils in English were collated and subjected to mean and standard deviation analyses and the output is reported in:

**Table 1:** Mean and standard deviation on assessment practices employed by Teachers in Assessing the progress and performance of pupils in English.S/N

Assessment practices employed by Teachers in:	Mean	Std D.	Remark	Assessing the progress and performance
1. Observation	3.14	69		6 <sup>th</sup>
2. Continuous assessment	3.36	61		7 <sup>th</sup>
3. Class test	3.54	76		4 <sup>th</sup>
4. Project work	2.57	76		23 <sup>rd</sup>
5. Classroom assignment	3.57	69		3 <sup>rd</sup>
6. Drama presentation	2.64	76		20 <sup>th</sup>
7. Quiz competition	2.80	81		18 <sup>th</sup>
8. Debate groups	2.96	73		14 <sup>th</sup>
9. Dictation	3.29	81		9 <sup>th</sup>
10. Interview	2.88	84		15 <sup>th</sup>
11. Home work	3.48	79		5 <sup>th</sup>
12. Check list	2.59	81		22 <sup>nd</sup>

13.	Conference	2.32	94	25 <sup>th</sup>
14.	Benchmark	2.85	100	16 <sup>th</sup>
15.	Literacy log	2.67	80	19 <sup>th</sup>
16.	Rating scale	2.99	93	13 <sup>th</sup>
17.	Oral reading assignment	3.17	150	10 <sup>th</sup>
18.	Portfolio	2.39	87	24 <sup>th</sup>
19.	Rubrics	2.85	101	16 <sup>th</sup>
20.	Self assessment	3.10	83	12 <sup>th</sup>
21.	Anecdotal records	2.62	89	21 <sup>st</sup>
22.	Essay writing	3.58	202	2 <sup>nd</sup>
23.	Yes or No response	3.32	70	8 <sup>th</sup>
24.	Matching type	3.16	83	11 <sup>th</sup>
25.	Objective test	3.65	55	1 <sup>st</sup>

Table 1 reveals the assessment practices employed by basic school teachers in assessing the progress and performance of pupils in English. Objective tests are the most assessed practice employed by basic school teachers in assessing the progress and performance in English with the mean score (3.65) and standard deviation (.55) and ranked first followed by the Essay Writing with the mean score (3.5%) and standard deviation (2.02) and ranked second. Others are class assignment with the mean score (3.57) and standard deviation (.69) and ranked third: class test with the mean score (3.54) and standard deviation (.76) as fourth; home work is ranked fifth with the mean score (3.48) and standard deviation (.79); observation with the mean score (3.41) and standard deviation (.69) is ranked sixth: next is continuous assessment with the mean score (3.36) and standard deviation (.61) ranked seventh. Followed by Yes/No response with the mean score (3.32) and standard deviation (.70) as eighth, while dictation and oral reading assessment and ranked ninth and tenth with the mean scores (3.29), (3.17) and standard deviation (.84), (1.50) respectively.

More so, matching type is ranked eleventh with the mean score (3.16) and standard deviation (.83) followed by self assessment with the mean score (3.10) and standard deviation (.83) and ranked twelfth. Others include rating scale with the mean score (2.99) and standard deviation (.93) as thirteenth; debate groups With the mean score (2.96) and standard deviation (.73) as fourteenth interview occupies rank fifteen with mean score (2.88) and standard deviation (.84). Benchmark and rubrics are both ranked sixteenth with mean score (2.85), while their standard deviation are (1.00) and (1.01) respectively. 'Quiz competition with the mean score (2.80) and standard deviation (.81) is ranked eighteenth; literacy log with the mean score (2.76) and standard deviation (.80) is ranked nineteenth, while drama presentation is ranked twentieth with the mean score (2.64) and standard deviation (.76).

In addition, anecdotal records with the mean score (2.62) and standard deviation (.89) is ranked twenty-first: check list with the mean score (2.59) and standard deviation (.81) is ranked twenty second: project work is ranked twenty-third with the mean score (2.57) and standard deviation (.76); portfolio with the mean score (2.39) and standard deviation (.87), while conference with the mean score (2.32) and standard deviation (.94) is ranked twenty-fifth. This implies that out of all the identified assessment practices only the objective test is most employed by English teachers in assessing the progress and performance of pupils in English Language.

#### Hypotheses Testing

A research hypothesis was formulated and tested for this study using the independent t-test statistical technique at 0.05 level of significance.

HO<sub>1</sub>: *There is no significant difference in the assessment practices employed by qualified and unqualified teachers in assessing the progress and performance of pupils in English language.*

Table 2: T-test Analysis Showing Difference in the Qualified and Unqualified Teacher Assessment Practices in Assessing the Progress and Performance of Pupils in English.

Qualification	N	Mean	Std.D	Df.	T.value	Sig.	Decision
Qualified	101	71.34	8.11				
Unqualified	138	74.33	7.44	237	2.96	.229	NS

\*Insignificance@0.05.

Table 2 reveals that there was no significant difference in the assessment practices employed by qualified and unqualified basic school teachers in assessing the progress and performance of pupils in English Language. This is reflected in the result: (If (237) t: 2.96. p > 0.05. Since the calculated Sig. (.229) is greater than 0.05, the hypothesis is retained. This implies that there is no significant difference in the assessment practices employed by qualified and unqualified teachers in assessing the progress and performance of pupils in English language.

#### Conclusion and Discussion of Findings

The findings of this study revealed that, objective test is the most assessment practice employed by senior secondary school teachers in assessing the progress and performance of learners in English language This finding is in support of Murphy (2009), who asserted that construction and use of objective test items are common and popular among teachers because they are quick and easy to write. Also, Hamidi's (2010) studies revealed that, teachers need to understand and be familiar with a variety of essential assessment concepts, principles, techniques, tools, strategies and procedures to be used in influencing their classroom assessment practices since teachers' assessment practices are vital elements of classroom reform.

Another finding of this study revealed that, there was no significant difference in the assessment practices employed by qualified and unqualified teachers in assessing the progress and performance of learners in English language. This finding supports the findings of Nwosu (1998), who posited that professional qualification was found to have a better influence in the utilization of resources. Also, Danmole (1999) assessed that teachers who are well trained make effective use of instructional materials in enhancing teaching and learning in schools.

Also, this finding was in line with Oladokun (2006) who revealed that the display of mastery of the subject matter due to the teacher's level of qualification is a major criterion for the learner's academic achievement throughout school career. Adagiri (2013) in her study revealed that professional training and knowledge are key priorities for teacher's professionalism. Also, Adagiri (2013) stressed that teachers ought to have a good understanding of their area of specialization in order to impart knowledge.

### Recommendations

Based on the findings of this study, the following were recommended:

- \*. Pupils are to be motivated on how to identify the need for a good knowledge of English by improving their performance in the area of difficulties for excellent performance.
- \*. English Language Teachers are enjoined to take adequate (support and appropriate resources to enhance the classroom assessment practices.
- \*. Teachers of English should be sensitised in reviewing the assessment practices for teaching English language during the planning) the actual teaching and post teaching stages.
- \*. Policy makers are to realise the importance of assessment in English as this could influence the decision of educational administration so as to realize the importance of assessment in English in the educational system.

### References:

- Adagiri, S. (2013). *Key Variables for Academic Performance in British Secondary Education: Lesson for Nigeria*. A Paper Presented at the *BACK TO BASIC Improvement Workshop for Teachers*, Ilorin.
- Allen, M. I. (2004), *Assessing Academia Programs in Higher Education*. Bolton, M.A, Anker.
- Bachman, L. (2004), *Statistical Analysis for Language Assessment*. Cambridge: Cambridge University Press.
- Bamgbose. (1991). *Language and the Nation: The language Question in sub-Saharan Africa*. Edinal: Pitman.
- Black, P. & William, D. (1998), *Assessment and Classroom Learning Assessment in Education: Principles, Policy and Practice*. CARFAX, Oxfordshire, 5. L. 774.
- Cheng, I. Roger, T. & Hu, H. (2004), *Classroom Assessment Practices: Purposes, Methods, and Procedures*. *Language Testing*: 21, 3, 360-389.

- Fernandes, M. & Fontana, D. (1994), *Improvements in Mathematics Performance as a Consequence of Self-assessment in Portuguese Primary School Pupils*. *British Journal of Educational Psychology*: 64, 407-417.
- Hebert, I. (2002), *PracTESOL: It's Not What You Say In How You Say It?* In Richards, I. & Renandya, W. (2002) *Methodology in Language Teaching: An Anthology of Current Practice* Cambridge University Press, New York, 188-200.
- Harlen, W. (2005), *Teachers' Summative Practices and Assessment for Learning-Tensions and Synergies*: *The Curriculum Journal*. 16, 2. 207-223.
- Holloway, K. (2011). *The Importance of Assessment in Primary Education*. Retrieved from, <http://connected.waldenu.edu/issues/ineducation/standards-and-assessments/itcm/891-importance-of-assessment-primary-education>.
- Kennedy, E. (1993). *Evaluation of Classroom Assessment Practices: Practitioner criteria*. *College Student Journal*, 27. 342-345.
- Lawal, R. A. (2006), *Building the English Studies Teacher's Professional Capacity: A schematized frame-work for instructional resources development*. Being a Synopsis of a Paper Presented in the 1<sup>st</sup> Sufi Seminar: Department of Arts and Social Sciences Education, University of Ilorin, Ilorin.
- Lawal, R. A. (2009), *Evaluation of students' Learning Outcomes 1: Types and uses of tests in I. O. Ahinjibola & A. O. Abolade (Eds). Fundamental Principles and Practice Instruction*, Ilorin: Departments of Social Sciences Education and Arts and Social Science Education, University of Ilorin.
- Malone, M. E. (2011). *Assessment Literacy for Language Educators*, Retrieved from: <http://www.cal.org/resources/digest/assessment-literacy-for-language-educatorsh.html>.
- Murphy, I. M. (2009), *Oral Communication in TESOL. Integrating Speaking, Listening and Pronunciation*: *TESOL Quarterly Nigeria*, in a Bamgbose, A. Banjo & A. Thomas (de). *New Englishes: A West African perspective*. Ibadan: Mosuro Publishers and Book Sellers.
- Ofuya, A. (1996), *Perfecting Your Listening and Speaking Skills in English as MESTA Students*: In Adegbiya, E. and A. Ofuya (eds) *English Language and communication Skills*, Ilorin: The English Language Outer Circle, University of Ilorin. 138-156.
- Olajide, S. B. (2010), *Linking Reading and Writing in an 'English-as-a-Second Language (ESL) Classroom for National Reorientation and Reconstruction*. *International Education Studies* 3(3). 195-200.
- Palomba, C. A. & Banta, T. W. (1999), *Assessment Essentials: Planning, Implementing and Improving Assessment in Higher Education*. Jossey Bass, John, Wiley & Son.
- Race, P. (2001) "A Briefing on Self, Peer and Group Assessment." <http://www.palantine.ac.uk/files/970.Pdf>. (accessed March 2009).
- Rahman, F. Babu, R. & Ashrafuzzaman (2011). *Assessment and Feedback Practices in the English Language Classroom*. *Journal of NELTA*. 16(1&2). 97-102.

- Rust, C. (2002), *The Impact of Assessment on Student Learning: Active Learning in Higher Education*. 3(2); 145-158.
- Salman. Y. (2013), *An Assessment of Perceived Professional Mentoring Needs of neophyte English Studies Lecturers in Nigeria Colleges of Education* (An Unpublished PhD. Proposal) University of Ilorin, Nigeria.
- Schafer, W. D. (1991). *Essential Assessment Skills in Professional Education of Teachers' Educational Measurement: Issues and Practice*. 10(1). 3-6.
- Stiggins, R. I. (1997), *Student-Centered Classroom Assessment* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.
- Akka, V. D. (2003), *Curriculum Perspectives: An introduction*. In V. D. Akka, W. Kuiper & U. Hamyer (Eds.) *Curriculum landscapes and trends* (1-10).
- Zhang, Z. & Burry-Stock. I. (2003), *Classroom Assessment Practices and teachers' self-perceived Assessment Skills*. *Applied Measurement in Education*. 16(4). 323-342.