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**The Implementation of Alternative Assessment Procedures  
with Regard to the Second Generation Textbooks. Case of  
Middle School English Teachers (Mascara)**

**A Dissertation Submitted in Fulfillment of the Requirements for the Doctorate Degree in  
Didactics of English**

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**Dedication**

**To my family**

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## **Abstract**

Assessment is the backbone of learning and engaging learners in the process leads definitively to promising learning outcomes. To this end, the alternative approach to assessment, especially self and peer assessment, have emerged and received due attention from the part of schools supporting in that learner autonomy and co-operative learning. In fact, the implementation of self and peer assessment requires the existence of given conditions to be applied effectively. Along this thread of thought, this research work aims at spotting the hindrances which militate against English teachers' promotion to self and peer assessment which are integrated in the Algerian middle school textbooks. To collect data on the research topic, three research instruments namely: A questionnaire addressed to 44 teachers, an interview with 3 teachers, and classroom observation with 3 English teachers has been used. The research results indicated that teachers face a myriad of problems which preclude them from promoting self and peer assessment in their classes such as the lack of training, heavy syllabi, uncomfortable teaching environment, and summative assessment effects. Eventually, this research offers some key suggestions to promote the implementation of self and peer assessment in the middle school classroom.

Key words: Assessment, alternative approach to assessment, self assessment, peer assessment, learner autonomy, co-operative learning

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## List of Abbreviations

AA: Alternative Assessment  
AaL: Assessment as Learning  
AfL: Assessment for Learning  
AoL: Assessment of Learning  
BLA: Behaviorist Learning Approach  
CBA: Competency-Based  
CCC: Cross-Curricular Competencies  
CLA: Constructivist Learning Approach  
EFL: English as Foreign Language  
ELT: English Language Teaching  
FA: Formative Assessment  
FL: Foreign Language  
KS: Key Stage  
KS1: Key Stage One  
KS2: Key Stage Two  
KS3: Key Stage Three  
ML: Mastery Learning  
MLM: Mastery Learning Model  
MS: Middle School  
MS1: Middle School Year one  
MS2: Middle School year two  
MS3: Middle School year three  
MS4: Middle School Level Four  
MS1T: MS1 Textbook  
MS2T: MS2Textbook  
MS3T: MS3Textbook  
MS4T: MS4Textbook  
MSE: Middle School Education  
MSEC: Middle School English Curriculum  
PA: Peer-assessment  
PA: Portfolio Assessment  
SA: Self-assessment

SC: Social Constructivism

SCA: Social Constructivist Approach

SO: Systematic Observation

SPA: Self and Peer-assessment

TA: Traditional Approach

TC: Target Competencies

TEFL: Teaching English as a Foreign Language

ZPD: Zone of Proximal Development

# **GENERAL INTRODUCTION**

### General Introduction

The past couple of decades gave birth to a myriad of changes in education, notably in assessment. The latter is no longer confined to tests which measure learners' mere acquisition to some sorts of information supporting in that surface learning. Therefore, assessment has witnessed the appearance of several new forms of evaluating learners' learning such as self and peer-assessment promoting in that deep learning since these alternatives in assessment involve learners in the assessment process.

Self and peer-assessment rise has been due to the contemporary learning approaches which emphasize the involvement of learners in the learning process such as the cognitive and social constructivist paradigm to learning. This approach accentuates on the importance of leaving the chance to the learner to construct knowledge depending on his/her own strategies and precedent learning experiences with some help of the teacher or peers when necessary. Drawn upon this basis, the learner can also assess his/her work as he can assess the work of the peers ensuring in that meta-cognitive skills, reflective and self directed learning, learner autonomy, and co-operative learning. Therefore, the assessment task has been removed to some degree from the teacher's shoulder to be stuck on the learner during the learning process.

The importance of self and peer-assessment in learning has made it compulsory to integrate these alternatives in assessment into the school curriculum. Like the rest of the world schools which try to ensure effective learning for their kids, Algeria foreign policy leaders have run towards embedding self and peer-assessment into the new issued curriculum and the second generation textbooks of the middle school (2016).

Self and peer-assessment are highly remarkable in the four middle school textbooks addressed to MS1, MS2, MS3, and MS4 levels in tasks throughout the various sections of the books (I listen and do, I pronounce, my grammar tools, I read and do, I learn to integrate and I think and write). In addition to self assessment grid found at the end of each sequence.

The wide array of benefits that may result from self and peer-assessment such as learner autonomy and cooperative learning have been the engine which pushed the researcher to conduct research on this topic. The objective of this work is to scrutinize the main hindrances that hinder teachers' implementation to self and peer-assessment in their classes then finding solutions that may help them overpass them.



## Genral Introduction

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Henceforth the present research tried to address the following questions

1. Do middle school English teachers promote self and peer-assessment integrated into middle school textbooks?
2. What are the major problems which prevent teachers from promoting self and peer-assessment?

Thus, the upcoming hypotheses have been put forward

1. Middle school English teachers do not promote self and peer-assessment which are integrated into middle school textbooks.
2. The problems which prevent English teachers from promoting self and peer-assessment are related to the lack of training, the heavy syllabi, the large classes, the lack of time, and summative assessment.

This research work is comprised of four major chapters. The first one is literature review which provides general overview about assessment and its two key paradigms: the traditional versus the alternative paradigm. The former would be tackled from its negative side on the learning process which motivated educationalists and researchers to look for the alternatives to tests to compensate for the damages of tests. At this stage, the alternative paradigm has come to existence offering a set of new procedures of assessment like self and peer-assessment which involve the learner in the assessment process.

The second chapter is dedicated to ELT in middle school education and research methodology. The first part of the chapter sheds light on the key objectives behind English teaching inclusion in middle school curriculum; the new reforms introduced in 2016, in addition to providing a clear picture about the new middle school textbooks particularly what is related to the integration of self and peer-assessment tasks in these textbooks. The second part of the chapter tackles research methodology adopted to carry out this research. To this end, case study research and mixed method approach have been adopted for. This research procedure has permitted to use three different research tools namely teacher questionnaire, interview and classroom observation to obtain verifiable data about the work questions.

The third chapter contains data analysis and interpretation. It unveils the results of the research procedures used in this work since each section of the chapter is devoted to analyzing the data of each procedure in separation from the rest for better understanding of

## **Genral Introduction**

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the research problem. Then, the chapter provides interpretation of the results in relation to the research questions ending with the limitations of the study.

The fourth chapter is devoted to suggestions and recommendations. It offers a bunch of propositions that may be solutions to the problems which prevent English teachers at the level of the middle school from implementing self and peer-assessment in their classes.

# **Chapter One**

## **Literature Review**

# **Chapter One: Literature Review**

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**1.1 Introduction**

Assessment is inextricably related to education. The effectiveness of an educational program depends enormously on assessment to figure out the achievement of the learning objectives defined in its curriculum. The realization of this end does not count on a sole homogeneous assessment method like tests which are, in some cases, detriment to learners' progress and motivation. However, it implies moving from the testing culture to the assessment culture by the implementation of a myriad of authentic, life-long assessment procedures that stem from firm formative assessment roots aiming at yielding positive learning outcomes. It is within the space of this chapter that the alternative approach in assessment will be discussed in the light of the fallibility of the traditional approach in assessment on one side and the multifarious changes that touched every corner of today's world on the other side. It is under the alternative approach cover that alternatives in assessment devices will be described, and, hopefully, recognized as a key turning point in assessment practices implemented in the English language classroom.

**1.2 Defining Assessment**

The word "assess" comes from the French word "assidere," which means "to sit beside." (Herman et al., 1992, p.7) As far as language is concerned, assessment involves "obtaining evidence to inform inferences about a person's language-related knowledge, skills, or abilities". (Green, 2014, p.5)

Assessment is of huge importance to learning. It does not arrive at information collection, otherwise it would be trivial and pointless. As a matter of fact, assessment transcends this limit, comprising a set of salient purposes to accomplish. Lamprianou&Athanasou (2009, p. 3) delineate assessment precisely, pointing out that "Assessment is the process of collecting information from purposeful activities (e.g., tests on performance or learning) with a view to draw inferences about teaching and learning as well as about persons, often making comparisons against established criteria".

In other words, assessment in language education, in this respect Teaching English as Foreign Language (TEFL), is thoroughly and rigorously planned via the preset objectives that the teacher sets from the outset, before putting the assessment procedure, a test or others, into practice. Then, the results are to be measured against those objectives to figure out whether they are achieved or not ending with finding out the suitable action steps towards improving English as Foreign Language (EFL) learners' achievement.

**1.3 Assessment Vs Evaluation**

Despite the fact that there is a big tendency in using assessment and evaluation interchangeably, they are not synonymous. The striking divergence between the two appears in the ultimate end to be achieved. Unlike assessment that is adhered, primarily, to the ongoing classroom practices striving to improve learning, Weiss, (1998, p.330) posits that evaluation is rather a “systematic assessment of the operation and/or outcomes of a program or policy, compared to explicit or implicit standards, in order to contribute to the improvement of the program or policy.” (cited in Hawkey, 2006, p.3). Obviously, evaluation is a vast and deep process that is concerned with making judgment about the effectiveness of the whole educational program (Suskie, 2009, p. 12). Accordingly, it strives to investigate, analyze, and provide thorough result regarding the effectiveness of every constituent of the program. As a final stage, alternatives are offered to overcome deficiencies and shortcomings concerning, for example, revising curriculum, teaching/learning approaches, materials, and assessment methods. In a word, assessment is tightly related to the learning process in both sides formative and summative whereas evaluation is concerned with making an overall judgment about the educational system from its different sides.

**1.4 Assessment Vs Tests**

Assessment also needs to be defined outside tests for the broad distinction that discriminates between the two in function. A test is “An event that is especially set up to elicit a performance (usually within a predetermined time frame) for the purpose of making judgments about a person’s knowledge, skills or abilities”. (Green, 2014, p.6). Clearly, a test does not form the overall assessment process and it is used only at a specific time to check learners’ mastery of a given language area. Also, as opposed to assessment which accompanies the learner during the whole learning process, a test is “used essentially at the end of a learning/teaching sequence to establish how much learners are able to reproduce from a body of knowledge in test or exam conditions”. (Everhard, 2015, p.15) It is clear that a test is just one of the forms of assessment employed at the end of a learning process to measure learners’ achievement. So, assessment is broad comprising a multitude of methods and it cannot be synonymous to tests.

### 1.5 Assessment Purposes

Purposes of assessment vary. They are not limited only to enhancing and orienting the learning process towards the right direction and ameliorated outcomes through addressing the learners' needs leading to serving formative purposes. However, assessment also span summative functions that lead to making decisions about learners concerning, for instance, success or failure in learning. In this line of thought, Cizek (1997, p.10) states that "Assessment: the planned process of gathering and synthesizing information relevant to the purposes of (a) discovering and documenting students' strengths and weaknesses, (b) planning and enhancing instruction, or (c) evaluating progress and making decisions about students". Thus, assessment aims at finding out learners' strengths and weaknesses for tailoring their needs and the same time helping teachers to refine their instruction playing in this respect a formative role. On the other side it makes decisions as far as students' progress to decide on their actual level of performance.

In addition to the preceding functions of assessment, Gipps and Stobart (1993 cited in Buhagiar 2007, p. 46) identify six uses of assessment:

1. **Screening:** this refers to the process of testing groups of students, normally at primary level, to identify individuals who are in need of special help.
2. **Diagnosis:** this involves the use of tests to identify children's strengths and (more usually) weaknesses.
3. **Record-keeping:** test scores and teacher assessments are put into student records to then help in the transfer process from one school level to the next.
4. **Feedback:** results provide feedback about the progress of individual students and the teacher's success. On the other hand, results of classes can provide information to the school administration about the progress and success across the school, and school results can be used by outsiders to 'evaluate' schools and teachers.
5. **Certification:** a student is provided with a qualification that signifies that he or she has reached a certain level of competence or knowledge.
6. **Selection:** students are selected into different institutions for further and higher education. They can also be allocated to different streams or sets within institutions.

Succinctly, assessment is multifunctional. It serves an array of learning facets that combine both formative and summative purposes.

### 1.6 Assessment's Criteria

An assessment procedure whatever type it may belong to, formative like portfolios or observations ....etc or summative like tests, can be effective only when it meets some



fundamental principles. Validity, reliability, practicality, authenticity, and washback are the major cornerstones to be put in serious consideration in designing and using assessments.

### **1.6.1 Validity**

Hughes (1989, p. 22) stipulates that a test can be valid only when it “measures accurately what it is intended to measure” (cited in Fulcher & Davidson, 2007, p.4). This definition to validity signals specifying strictly what the test tends to measure avoiding outside objectives excluded from the test design purpose. A test’s validity is demonstrated in five types: content validity, criterion validity, construct validity, and consequential and face validity.

#### **1.6.1.1 Content Validity**

Fulcher & Davidson (2007, p. 6) define content validity as “any attempt to show that the content of the test is a representative sample from the domain that is to be tested”. In other words, the test needs to reflect, exactly, the subject matter to be measured. The concept of validity is clarified through direct and indirect testing. Direct testing reflects the actual performance of the task while indirect testing measures the test taker’s performance in a different way like the listening/speaking test that is converted to a writing test to measure the same set objective. Hence, to achieve content validity, the test must measure performance directly. (Brown, 2003, pp. 23-24)

#### **1.6.1.2 Criterion Validity**

Brown (2003, p.24) claims that criterion validity refers to “the extent to which the criterion of the test has actually been reached”. Criterion validity falls into two categories: concurrent and predictive validity. The former signifies that the test’s results are substantiated by another actual performance beyond the assessment per se (Brown, 2003, p. 24). However, the latter is used “when the test scores are used to predict some future criterion, such as academic success” (Fulcher & Davidson, 2007, p.5).

#### **1.6.1.3 Construct Validity**

The evidence that supports considerably the test validity is construct oriented validity. Bachman&Palmer (1996, p.21) define the construct as “the specific definition of an ability that provides the basis for a given test or test task and for interpreting scores derived from this task”. According to Heaton (1988, p.161) a test has construct validity when its characteristics are measured in accordance with a given theory of language. Stated differently, a construct is the key underlying features through which the test is based. A good example might be provided by Brown (2003, p.25) about conducting an interview

that measures the test taker's oral proficiency. In this case, the tester has to take several parameters in the measurement such as accuracy, fluency, pronunciation, and others to determine the final score. But, if a sole feature is eliminated, test construct validity is lost.

Content, criterion, and construct validity form a tight knit since they are inextricably related to each other. This interwoven relationship has led some researchers to claim that content and criterion validity are major aspects embedded in construct validity. In this sense, Messick (1989, p. 20) states that

Traditional ways of cutting and combining evidence of validity, as we have seen, have led to three major categories of evidence: content-related, criterion-related, and construct-related. However, because content- and criterion-related evidence contribute to score meaning, they have come to be recognized as aspects of construct validity. In a sense, then, this leaves only one category, namely, construct-related evidence.

(Cited in Fulcher & Davidson, 2007, p.12)

#### **1.6.1.4 Consequential and Face Validity**

A test, especially, the high stake one generates some effects after use. These effects are reflected in consequential validity which is related, primarily, to the extent to which the test realizes the intended criteria of measurement, its effects on learners, the social consequences of a test's interpretation and use, and the impact of preparation on the test takers (Brown, 2003, p. 26). The last test effect, namely test preparation, spawned special attention because of its detrimental impact on the results. In this very sense, Popham (1991) argues that the negative side of preparation is concerned with "instilling test-taking techniques that focus upon the test items, rather than improving the learner's ability on the constructs in question"(Cited in Fulcher, 2010, p.288). The second aspect of consequential validity lies in the effects of washback, particularly, on learners.

Face validity is, also, deemed to be a salient facet of consequential validity. Heaton (1988, p.159) describes it in the sense that the test looks right to other testers, teachers, and the tested.

#### **1.6.2 Reliability**

Reliability is regarded as a focal test criterion due to its huge impact on the test usefulness. In essence, it refers to the consistency of the measurement (Brown, 2003, Miller et al, 2009, Fulcher&Davidson, 2007). A test is considered reliable when it yields

the same results by the same student in two different occasions (Brown: 2003, p. 20). Because of different and plenty factors such as student related reliability, rater reliability, administration and test reliability, a test may suffer from unreliability (Brown, 2003, pp. 21-22, adapted from Mousavi, 2002, p.804).

#### **1.6.2.1 Student-related Reliability**

This type of reliability focuses on the learners' psychological and physical problems. Such kind of issues may create a problem in test reliability affecting the learners' score.

#### **1.6.2.2 Rater Reliability**

This factor falls into two sub categories: inter and intra reliability. The former occurs when two scorers come up with a different test score because of causes related, principally, to inattention or inexperience. However, the latter arises in case the teacher is tired, careless, unfair, or not setting clear scoring criteria.

#### **1.6.2.3 Test Administration Reliability**

It is linked to the effects of the environment conditions in which the test takes place on the test taker. These conditions might be temperature, light, or noise that may ruin the learners' concentration.

#### **1.6.2.4 Test Reliability**

The test itself may cause unreliability leading to measurement errors. Long, timed, and poorly written tests are good examples of test reliability.

Surkamp & Viebrock (2018, p.251) propose the following useful rules to increase reliability in assessment

- Make sure the tasks are clear and unambiguous.
- Assess often or include more tasks in your assessment (but not too many!)
- Limit the scope of what you assess (e. g. listening only).
- Make sure the assessment conditions are the same for everyone.
- Make sure the way you evaluate the assessment is transparent, clear and is consistently used by raters.
- If possible, use several raters to assess the performance.

### **1.6.3 Practicality**

A test can be practical, only, if it meets four fundamental criteria including budget, time, administration, and evaluation. First, the expense of a test must be reasonable in that it should not be expensive. Second, suitable time needs to be allocated to taking a test, in

other words, it should be long or short according to the content it covers. In addition, the test should be easily administered and the scoring procedure must be planned ahead administering the test.

#### **1.6.4. Authenticity**

Bachman and Palmer (1996, p.23) define authenticity as “The degree of the correspondence of the characteristics of a given language test task to the features of a target language task”. Obviously, the test content in whatever language area or skill needs to be congruent with real world situations, what is called simulation, that the learner may encounter outside the classroom.

#### **1.6.5 Washback**

One of the key facets of consequential validity is washback, Alderson & Wall(1993) define washback as the effect of a test on learning and teaching (cited in Cheng& Curtis, 2004, p.3). A test is a two-side effect: positive and negative. The positive impact appears in a form of feedback supplied by the teacher to learners about their lacunae in performance. On the other hand, the negative effect occurs when the test results are given in a form of a grade without any feedback provided (Brown, 2003, Alderson, 2004)

#### **1.7 Assessment, Teaching, and Learning**

Assessment, teaching, and learning are inextricably related. Embedding assessment (summative or formative) in the classroom is crucial to teachers and learners as well. On the one side, the use of assessment helps teachers to form a clear picture about their learners’ potentials which leads, ultimately, to adjusting their teaching according to their learners’ needs. Put simply, when figuring out what, actually, works and what, indeed, does not work with their learners, teachers work on providing re-enforcement to the more-able learners or remediation to the less-able ones. Along this thread of thought, Moss&Brookhart (2010, p.10) claim that when teachers use assessment, formative, notably, they “become inquiry-minded and keenly aware of exactly where they need to focus their change and improvement efforts in order to raise student achievement”. On the other side, assessment informs learners about how they are proceeding with their learning process as it is clarified below

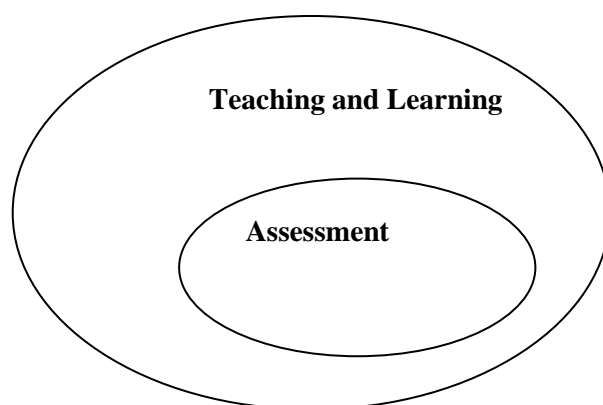
Assessment is seen to exert a profound influence on student learning: on what students focus their attention on, on how much

they study, on their quality of engagement with learning tasks, and, through feedback, on their understanding and future learning.

(Gibbs& Simpson, 2004, cited in Irons, 2008, p.11)

To this view, it can be inferred that assessment weaves learning from different facets. In fact, the type of assessment practices used in the classroom defines, definitely, the learning approach (behaviorist, constructivist ...etc) that learners adopt. For example the tests which stem from behavioral theories lead to memorization that promotes surface learning. However, assessment procedures such as self and peer- assessment, portfolios, etc emanate from the constructivist learning paradigm which calls for deep learning. Most important, assessment is beneficial to learners in terms of feedback which is necessary for improvement in competence and performance.

The following figure, provided by Fautley&Savage (2008, p.14) illustrates the close relationship between assessment, teaching, and learning.



**Figure 1.1 Assessment within Teaching and Learning**

It is fairly clear, from the above figure, that assessment whether it is summative or formative forms an integral part in teaching and learning.

### **1.8 Assessment Paradigms**

EFL Classroom, inevitably, must combine the use of more than an assessment form to cater for the vast spectrum of learners' needs. It is apt in here to mention the three major forms of assessment which are widely tackled in the literature referred to as Formative Assessment, Assessment of Learning, and Assessment as Learning

### 1.8.1 Formative Assessment

Formative Assessment (FA) is also known as Assessment for Learning (AfL) since it is designed principally to back students' learning during their learning process. It is traced back to 1963 and Cronbach's seminal article on the improvement of course content. On (1967) Scriven originated the term 'formative' applying it to the evaluation of whole programs (Clark, 2011, p.159). In 1969, Bloom, applied the term formative evaluation in the context of learning with the purpose of providing feedback to refine the learners' subsequent performance (Van der Kleij et al, 2015,p.2) .Till 1980, FA has garnered huge momentum thanks to the seminal work of Black and William (1998) and others. Moss and Brookhart (2009) define FA as "an intentional learning process that involves teachers and their students in an active partnership focused on improving achievement and generating motivation to learn". In other words, FA is not led solely by the teacher as it happens with tests; however, it engages learners to take part in achieving progress. This way guarantees that learners are intrinsically motivated towards meeting learning standards unlike when marginalizing them from the process which leads certainly to extrinsic motivation in learning. FA encompasses a multitude of informal assessments molded in oral and written feedback aiming at addressing learners' weaknesses (Brown, 2003, p.5).

FA purposes are outlined in 1) diagnosing student difficulties; 2) measuring improvement over time; and 3) providing information to inform students about how to improve their learning (Morgan et al, 2004, p.18). It is argued that the first two purposes facilitate considerably the achievement of the third purpose. This is co-ordinate tightly with the three assessment dimensions: where is the learner, where is he/she going and how best to go there (Cheng&Fox, 2017, p.4). The following table provided by Cheng and Fox (2017) adapted from Wiliam (2015) illustrates clearly the point

	Where the learner is going	Where is the learner	How to get there
Teacher	Clarifying, sharing, and understanding learning intentions	Engineering effective discussions, tasks and activities that elicit evidence of learning	Providing feedback that moves learners forward
peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

**Table 1.1 Dimensions of assessment**

The table above sheds light on the crux of FA process which implies teacher-assessment, Self-assessment (SA), and Peer-assessment (PA). With regard to FA activities, they entail risk-taking in that the stakes are not as high as with SA and herein appears its key role that enables learners to try to improve without stress and fear of making mistakes (Race, 1994 cited in Irons, 2008). Hence, FA focuses on shaping the quality of learning through addressing a range of stumbling blocks that learners coincide during the learning process. In this very sense, Sadler (1989,p.120) argues that FA is “concerned with how judgments about the quality of student responses (performance, pieces, or works) can be used to shape and improve students’ competences by short-circuiting the randomness and inefficiency of trial and error learning” (Cited in Irons, 2008, p.17)

FA also strives to adjust the teachers’ instruction as well. In this perspective, Popham (2008, p.6) states that FA is “A planned process in which assessment-elicited

evidence of students' status is used by teachers to adjust their ongoing instructional procedures..." (Cited in Militello et al, 2010, p.33)

It is fairly clear that the range of FA methods used, regularly, by teachers in the classroom hone their teaching practices in that they find out what is appropriate in their teaching and what is not. Discovering the extent to which their instruction intertwine with their learners' needs enables teachers to define, carefully, the procedures to be implemented to achieve effective teaching. Learners, also, gain a wide range of advantages from FA as they potentially become reflective, self regulated and motivated learners able to gauge their learning progress as it is backed below

Propelled by the formative assessment process, students understand and use learning targets, set their own learning goals, select effective learning strategies, and assess their own learning progress. And as students develop into more confident and competent learners, they become motivated (energized) to learn, increasingly able to persist during demanding tasks and to regulate their own effort and actions when they tackle new learning challenges.

(Moss&Brookhart, 2009, p.5)

### **1.8.1.1 Formative Assessment Characteristics**

There exists a bunch of characteristics of FA. The upcoming sections deal with each one of them.

### **1.8.1.2 Formative Assessment is Continuous And Informal**

FA is an ongoing and informal classroom practice. In this very sense, Fulcher (2010, p.68) stipulates that it refers to "tests or assessments used in the process of learning in order to improve learning, rather than at the end of a period of learning". In this regard, FA takes the form of informal tests and the rest of assessment types such as SA, PA, portfolios, etc that should be implemented during the learning process to enable learners to diagnose their strengths and weaknesses to cater for their learning needs.

### **1.8.1.3 Formative Assessment is Criterion-referenced**

The criterion-referenced approach to assessment interweaves tightly with FA since it "depends entirely upon informed professional judgment of performance against articulated standards of performance or criteria" (Morgan, 2004, p.22). Thus, learner's



performance in a given task is measured according to pre-established set of performance standards. Harlen and James (1997,p.370) also emphasize on the wide attribution and contribution of the criterion-referenced approach to successful FA implementation contending that FA is “Always made in relation to where pupils are in their learning in terms of specific content or skills. To this extent, formative assessment is, by definition, *criterion-referenced*”.

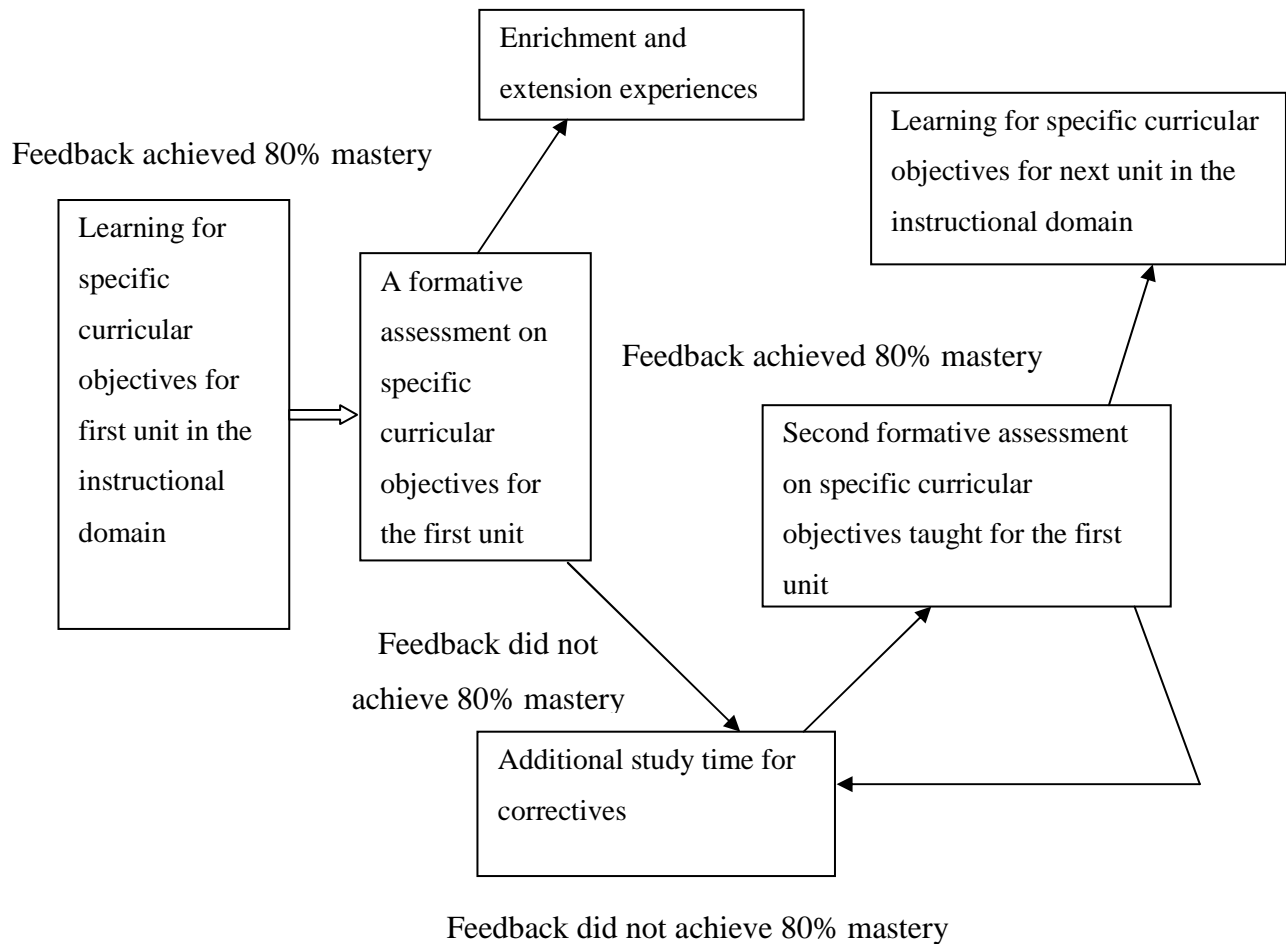
#### **1.8.1.4 Formative Assessment is Feedback-oriented**

FA is also defined in terms of feedback provided by the teacher, self, and peer at different stages of the learning process to meet learning outcomes. In this perspective, Black & William (1998) argue that FA is meant to be “All those activities undertaken by teachers (and by their students in assessing themselves), which provide [formative] feedback to shape and develop the teaching and learning activities in which both teachers and students are engaged”. (Cited in Irons, 2008, p.8)

#### **1.8.1.5 Formative Assessment Boosts Effective Learning**

Ensuring effective learning can be generated to a high extent by the use of FA. Mastery Learning Model (MLM), developed by Bloom (1968) stands as a good illustration to this viewpoint. Bloom (1968) has made a paradigmatic shift in assessment converting it from psychometric testing to corrective feedback. According to Slavin (1987), Mastery Learning (ML) refers to “a category of instructional methods which establishes a level of performance that all students must “master” before moving on to the next unit” (cited in Motamedi & Sumrall, 2000, p.32) Interestingly, the main goal of ML is leaving no learner behind, particularly, less-able learners who struggle with new knowledge. Effectively, the teacher provides sustainable remediation for the low achievers till they arrive at achieving the required level of competence. At the same time, the high achievers are given enrichment activities for consolidation. Eventually, all learners move together to the next learning phase that necessitates the mastery of the concepts of the previous unit.

Bloom’s MLM involves four components: defining mastery, planning for mastery, teaching for mastery, and grading for mastery (Schunk, 2000, cited in Zimmerman & Dibenedetto, 2008, p.208) The following figure provided by Zimmerman and Dibenedetto (2008, p. 209) illustrates and summarizes the key features in Bloom’s MLM



**Figure 1.2 Flow Diagram of ML Tests and Adaptive Instruction**

As it is illustrated in the figure above, at the first stage, defining mastery, the teacher predetermines the material that all learners are expected to learn and sets course objectives to be met. Next, learners sit for a summative examination to be scored and graded as ‘masters’ for those who performed highly and ‘non-masters’ for the ones who failed. The next phase revolves around planning for mastery that entails the teacher’s division to the learning sequence into smaller units to be covered in a fixed period of calendar time (two weeks). Most important, the teacher designs a formative test to be scored. The score 80% to 90% indicates that the learner does not have learning problems. Finally, the teacher develops correctives, a set of alternative instructional materials, such as different textbooks, workbooks, audiovisual materials, academic games/puzzles, and affective exercises. The subsequent step is teaching for mastery which entails teaching the material to the whole class then testing them. Learners who achieve the mastery unit

standard are assigned enrichment activities, whereas those who failed are provided with correctives. The last but not least, grading for mastery, requires sitting for a summative examination and grading learners according to their achievement level. The following figure provided by Zimmerman and Dibenedetto (2008, p. 209) illustrates and summarizes the key features in Bloom's MLM

In wide brief, FA is continuous, informal, criterion-based, and feedback-oriented. All these criteria maximize learners' opportunity in realizing effective learning.

### **1.8.2 Assessment of Learning**

Assessment of Learning (AoL) is also referred to as summative assessment. It denotes measuring the learners' mastery of learning objectives by the end of a learning phase. It occurs at the end of a period of instruction using a formal assessment method such as tests to measure learners' performance (Brown, 2003; Brown, 1999; Torrance & Pryor, 1998)

AoL is also defined in terms of grading. Irons (2008, p. 7) defines it as "Any assessment activity which results in a mark or grade which is subsequently used as a judgment on student performance". It is fairly clear that assigning a mark to the learners' achievement leads, definitely, to judgment, positive or negative, resulting in the learners' success or failure. Thus, AoL is norm-referenced.

As a whole, AoL is all about making decisions about the learners' achievement. These decisions are interlinked with selection, classification, certification, and placement (Sanders, 2011, cited in Van der Kleij et al, 2015, p.1).

Specifically, AoL revolves around tests as a focal procedure to generate evaluation about the learners' accomplishment to a bunch of learning objectives. In this regard, Hobson (2010, p.68) claims that SA is "the domain of exams and tests-final evaluations of the level of quality or completion of a specific activity or, in the academic context, a course of study".

Although AoL is worthy taking to fulfill certain functions like discovering learner's ability and accountability, it results in many issues. Falchikov (2005, cited in Irons, 2008, p.14) identifies many of the problems associated with AoL

- 1) Emphasis on examinations
- 2) Issues in reliability and teacher marking bias
- 3) Does not contribute positively to student motivation

- 4) Doesn't promote deep learning but encourages surface learning
- 5) Contributes to student stress.

**1.8.3. Assessment as Learning**

Assessment as Learning (AaL) is considered to be a key assessment approach that goes in conjunction with learning. It implies students' reflection on their learning progress to attain the pre-determined learning goals and it can be formal or informal involving peer feedback and self-assessment (Cheng&Fox, 2017, p.6). AaL is also defined as "a process of metacognition for students." (Berry, 2008, p.47) In this sense, learners have to plan, monitor, assess their learning, and find out the appropriate learning strategies to meet their learning goals.

Obviously, AfL, AoL, and AaL are different with regard to various criteria. Berry (2008, p.48) summarize their characteristics as follows

	AoL	AfL	AaL
General description	1 This approach collects evidence at the end of learning for the purpose of making judgements on students' achievements against goals and standards	2 This approach collects information during learning for the purpose of making decisions about what kinds of actions are needed to help improve teaching and learning	3 This approach gets students to collect information about their own learning. Students reflect on their learning and plan to improve it.
Validity and reliability	<ul style="list-style-type: none"> <li>• This approach usually involves formal types of assessment such as standardized tests and exams. Information from this single source of information is not able to provide a full picture of how students learn, and in this sense, it is less valid. Standardized tests, however, are quite reliable for comparing student performance.</li> </ul>	<ul style="list-style-type: none"> <li>• This approach can take both formal and informal types of assessment. Information collected from various types of assessment describes students' learning from different perspectives. Well designed assessment tasks can provide valid and reliable judgements of student performance.</li> </ul>	<ul style="list-style-type: none"> <li>• The assessment methods are usually informal such as self and peer assessment. Information is directly provided by students; well constructed self and peer assessment can draw on valid information from students. However, assessment connected to this approach involves subjective judgement of performance and therefore it can be less reliable.</li> </ul>

functions	<ul style="list-style-type: none"> <li>• Measures learning outcomes</li> <li>• Checks progress against standards</li> <li>• Compare students by their performance</li> <li>• Makes summative decisions</li> <li>• Can have formative use for providing evidence to inform long-term planning</li> <li>• certification</li> </ul>	<ul style="list-style-type: none"> <li>• Understands how students learn by monitoring their progress during the learning process.</li> <li>• Making instructional decisions using the information collected continuously.</li> <li>• Helps improve student learning through giving quality feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Helps students understand the standards expected of them.</li> <li>• Develops students' abilities to self-monitor, self-assess, self-evaluate, and self-correct</li> <li>• Enables students to develop their learning plans</li> </ul>
Focus of assessment	<ul style="list-style-type: none"> <li>• The extent to which students can apply the key concepts, knowledge, skills, and attitudes related to the curricular outcomes, e.g. end of secondary school public exam</li> </ul>	<ul style="list-style-type: none"> <li>• Students' progress and learning needs in relation to the curricular outcomes, e.g. a quiz for analysing students' strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• Students' thinking about their learning and the strategies they use to improve their learning, e.g. students self-reflect on what part of their work needs to be improved on</li> </ul>

**Table 1.2 Comparison of assessment approaches**

The table above summarizes the major characteristics of each type of assessment. With regard to functions, and focus, they were tackled previously in this section, so the focus, in here, should be on validity and reliability. Concerning AoL, it is less valid since it employs only standardized tests as a means to collect evidence of students' learning. However, it is quite reliable. Regarding AfL, it is considered valid and reliable for using several assessment types to get information about learners' performance. As far as AaL is regarded as valid because of gathering learning evidence from learners themselves through Self and Peer-assessment (SPA) but it is not reliable due to learners' subjective judgments. The last two types of assessment, namely AfL and AaL have contributed enormously to the rise of Alternative Assessment (AA) which is the next section focus.

### 1.9 Alternative Assessment

Alternative Assessment (AA) is defined by Coombe et al (2012b, p.147) as "the ongoing process involving the student and teacher in making judgments about the students' progress in language using nonconventional strategies" (Cited in Surcamp & Viebrock, 2018, p.262) Simply put, AA focuses primarily on the learning process in which learners' progress must not be measured by traditional methods such as tests but with new

procedures, in this respect SA and PA. AA can be used to “promote learning as well as measure the outcomes of learning more validly” (Torrance & Pryor, 1998, pp.2-3). In this breath, validity comes from the variety of procedures used to elicit learning evidence like SPA. As opposed to the Traditional Approach (TA) which is based on item selection, AA “presents the form of assessment that requires students to produce instead to select from a list of responses” (Wikström, 2007, p.14) Accordingly, AA develops learners’ higher order skills.

According to Havnes&McDowell (2008, pp.6-7), the new modes of assessment such as SA, PA, performance assessment, portfolios, learning logs can be traced back to conceptual shifts in thinking about assessment. In this very sense, Havnes&McDowell (2008) list the following criteria of AA procedures

- Students as active learners and, consequently, their responsibility for their own learning and participation in the assessment process; Change of the teacher role with a shift of focus from teaching to learning;
- The significance of making learning goals and assessment criteria transparent for learners
- An enhanced emphasis on criterion-referenced assessment of achievement and a shift away from norm-referenced ranking of performance;
- The backwash effect, or consequential validity (Gielen et al., 2003), of assessment on learning, leading a shift of focus from summative to formative assessment;
- The whole learning environment, and consequently, the importance of structuring a didactic system where teaching, learning, and assessment are aligned in accordance with new insight regarding the interrelatedness between assessment, teaching, and learning;
- The dilemma of balancing diverse purposes of assessment (summative, formative, accountability).

AA tends to construct knowledge and a plethora of cognitive and social skills that promote lifelong learning. In this sense, Letina (2015, p.141) stipulates that AA “Attempts to determine the ability of the students’ thinking and analyzing, their ability to apply knowledge in new situations and their understanding of the relationship between concepts”.

The intricate nature of the process of learning imposes the use of more than a single assessment procedure to encapsulate all the multifaceted aspects of knowledge and

skills required from the learner to possess. Interestingly, AA came to the fore to cater for this need as it is stated below

Alternative assessment was a way of responding to the realization that language knowledge is a complex phenomenon, which no single procedure can be expected to assess by itself. Assessing language knowledge, therefore, requires multiple and varied procedures that complement one another.

Shohamy (2013, p.18)

AA is also labeled personal response assessments, particularly: SPA, conferences, and portfolio, which are highly beneficial. Their advantages are pretty obvious in providing personal and individualized assessment that can be adjoined to the curriculum and assessed regularly and simultaneously through instruction (Brown&Hudson, 1998, p.663).

### **1.9.1 What heralded for Alternative Assessment?**

Several are the factors that contributed to the emergence of AA. The major ones are related to the weaknesses of TA, the information era, and the contemporary learning paradigms.

#### **1.9.1.1. Traditional Approach Weaknesses**

Birenbaum (1996) points out that tests are confined to measuring the low cognitive competencies only demoting the higher order ones. In addition, they focus on the product of the learners' achievement eliminating the process. Added to this, tests are, tremendously, characterized with time constraints that test takers must not exceed depriving them from the use of helping materials in doing it (Birenbaum 1996, pp.5-6). Consequently, AoL, including tests and exams, has been also criticized since it does not "support high quality learning associated with 'deep' learning, critical thinking, sustainable knowledge, and lifelong learning". (Havnes & McDowell, 2008)

Tests are fraught with other two primary hurdles that, detrimentally, influence the quality of learning and teaching as well: Authenticity and washback. The former is a major problem that learners' coincide when exposed to tests. Devoid of authenticity, tests hinder learners' familiarization with contextualized and meaningful situations they may confront

during their life long run. In this very sense, tests push learners to cram for the test supporting, in this perspective, surface learning that fades through time. As a destructive result, it militates against constructing meaningful knowledge and developing the learners' skills as well. As far as washback is concerned, a test exerts a negative effect not only on learners. It is harmful even to teachers in that it affects and opposes the move towards communicative teaching methodologies, in this breath, Jacobs & Farrel (2001, p. 16) argue that "Language testing has not necessarily progressed in the same way, creating a backwash effect which pulls teaching 'back toward the traditional paradigm' even when teachers and others may be 'striving to go toward the new paradigm'". (Cited in Everhard, 2015, p.18)

The following table sketches the key principles of TA in comparison with AA

<b>The Traditional Approach in Assessment</b>	<b>The Alternative Approach in Assessment</b>
<b>It is summative &amp; norm-referenced:</b> using tests at the end of a course or term of study as the only assessment procedure, ending with grading.	<b>It is formative criterion-referenced:</b> it occurs frequently before, during, and after the learning phase using plenty of procedures to measure learner's achievement against learning criteria.
<b>It is behavioral in approach :</b> its roots stem from memorization of knowledge to be retrieved in tests	<b>It is constructivist in approach:</b> it engages learners in constructing knowledge and skills.
<b>It suffers from authenticity:</b> test items, such as multiple choices, true/false, filling the gaps are devoid of authenticity that supports lifelong learning.	<b>It is authenticity based:</b> alternative procedures are replete with authentic tasks that learners may confront in real life situations.
<b>It is teacher-centered:</b> classroom assessment practices are designed by teachers without learner's involvement.	<b>It is learner-centered:</b> involving learners in the design and implementation of the procedure is the fulcrum of the alternative approach.



<b>It is learner-de-motivating:</b> the tough side of tests resides in de-motivating learners due to disengaging them from the assessment process.	<b>It is learner-motivating:</b> involving learners in the assessment process raises learners' motivation, interest, and enthusiasm.
<b>Ineffective washback :</b> it, barely, includes feedback that remediates learning difficulties	<b>Feedback-oriented:</b> it ensures effective and regular feedback.

**Table 1.3 Traditional approach Versus alternative approach**

As the table above shows, there is a big difference between TA and AA with regard to many criteria. On one side, TA is summative adopting in that behaviorist learning theories which depend on the retrieve of pre-acquired information delivered by the teacher since it is teacher-centered. Also, this approach demotes learners' motivation from the fact that the learner is not involved in the assessment process. Besides, it is not authentic to real world situations and it generates negative washback since it does not aim at providing feedback. On the other side, AA is formative in its crux and based on the constructivist learning approach which makes the classroom learner-centered. The latter promotes learner motivation since the learner is involved in his learning process. Moreover, AA is authentic since it offers real world tasks and it is feedback-oriented.

In nutshell, the several drawbacks of TA and their effects on learning have heralded for the rise of AA.

### **1.9.1.2 The Information Era**

The move towards AA paradigm has been the inevitable result of the information era which is described in the ubiquity of technology that prevailed today's world in every corner of life. By force, Educational policy leaders felt the dire necessity to accompany the different multifarious changes in this era which requires "adaptable, thinking, autonomous person, who is a self-regulated learner, capable of communicating and cooperating with others" (Birenbaum, 1996, p.4). In the same vein, it is fairly clear that the present time has challenging demands as far as the skills that a learner must have at the level of personal and social skills. The former entails meta-cognitive capacities which enable the learner to set learning goals, use the suitable strategies to arrive at meeting those ends, and ultimately assess his learning to find out his strengths and weaknesses. This leads, inevitably, to be an autonomous learner capable of gauging and directing his own learning. As far as the latter

is concerned, the learner becomes more sociable in that he can discuss and share ideas with his peers in addition to having the sense of cooperation with the others in case they need any feedback boosting PA practices along their learning process.

Hence, the information movement that has swept into today's world made the integration of AA procedures inescapable must in nowadays schools for equipping learners with a plethora of personal as well as social skills.

### **1.9.1.3 Contemporary Learning Approaches**

The change in learning approaches has also exerted big impact on the emergence of AA procedures due to the interwoven relationship that collate the two areas of interest. The heydays of AA are interlinked with the fallibility of TA which is based on BLA that has turned learners into recipients and memorizers of discrete parts of knowledge. In this very sense, Hall and Burke (2004, p.4) postulate that “the idea that learning is a mechanistic process of breaking down knowledge into smaller units for pupils to digest mentally is now obsolete”.

It is worth to note that BLA discourages learners from developing a range of useful cognitive competencies. In this regard, Gipps (1994) stipulates that “the development of problem solving or thinking skills suffers within this learning framework as it tends to focus on separate skills” (Cited in Buhagiar, 2005, p. 46). Differently stated, BLA precludes learners from investing in higher order skills that are of key importance to refining their learning potentials. In addition, it hinders learners' language performance to authentic tasks since the entire classroom practices revolve around rehearsing discrete language forms in isolation from context. Still worse, it demotes learners' involvement to classroom assessment practices such as SA and PA because of its reliance on tests, the primary assessment method that is compatible with such a learning approach. As a result, it deskills learners and kills their motivation and interest. Because of these drawbacks and others, the behavioral approach is no longer adopted in nowadays' educational systems. As a result TA has been waned due to its shortcomings in meeting learners' personal and social skills. This fact has given birth to modern learning approaches that can tailor learners' different needs.

To arrive at meeting learners' needs, Cognitive/Constructivist Learning Approach (CLA) has emerged and opted for to compensate the pitfalls of the preceding approach. As far as this learning approach is concerned, it indicates that

Learning is not linear and is not acquired by assembling bits of simpler learning. Learning is an ongoing process during which students are continually receiving information, interpreting it, connecting it to what they already know and have experienced (their prior knowledge), and reorganizing and revising their internal conceptions of the world, which are called "mental models," "knowledge structures," or "schema."

(Herman et al, 1992, p. 14)

According to Eherman (1992), CLA is not about receiving information passively since effective learning implies learners' full involvement in constructing their knowledge cognitively/socially. Cognitive Constructivism (CC) refers to learners' construction to knowledge by relating new concepts to their prior experiences. However, Social Constructivism (SC) entails social interaction with the teacher/peers during the process of forming information. SC is tightly linked to Zone of Proximal Development (ZPD) coined by Vygotsky (1978) which implies addressing that gap between what learners can achieve by themselves and what they can do with the help of others. Thus, CLA places learners at the heart of the classroom opening to them a window of opportunity to construct the needed skills and knowledge based on their mental processes and social interaction with others (the teacher and peers).

Concisely, learners' construction to their own knowledge cognitively/socially makes CLA tightly linked to AA since it can promote learners' engagement in SPA notably.

Indeed, the challenging demands of the 21st century and the fallibility of TA and BLA to meet those urging requirements gave birth to AA. This contemporary paradigm combines various and effective assessment devices aiming at achieving authenticity, cooperation, and involving learners in the assessment of their classroom practices. The upcoming sections will be dedicated more precisely to AA procedures.

### **1.10 Alternative Assessment Procedures**

Several AA procedures have been designed to be integrated in today's classroom, namely, SA, PA, portfolios, journals, etc. Although these alternatives to assessment may differ in the way they are used, they all serve almost the same objective which is helping

learners to refine their learning. AA procedures have gained momentum due a wide range of characteristics. Authenticity and performance are significant traits of AA procedures. Concerning authenticity, it reflects real life contexts which prepare learners to be successful future communicators capable to solve problems and adaptable to new situations at the work place and in the community as well. In this vein, Kohonen (2001, 2012) states that authentic tasks are “personally meaningful and can be activated throughout a lifetime of learning and living in the wider community” (Cited in Everhard, 2015, p.17) In addition to authenticity, AA methods are performance based. In this breath, O’Malley and Valdeze Pierce (1996) claim that performance based assessment is a subset of authentic assessment which entails the integration of all the language skills and designing meaningful and open-ended authentic tasks (cited in Brown, 2003, p.255).

Unlike tests that preclude learners’ involvement and independence in constructing and assessing their competences, AA procedures support learner autonomy. In this sense, Everhard (2015,p.18) claims that “By fuller participation, which means involvement in decision-making and choosing from alternatives selected by themselves, learners necessarily assume greater autonomy”.

In addition to authenticity, performance, and learner autonomy, Brown&Hudson (1998, pp.654-655 cited in Brown, 2003, p.252) state other fundamental criteria to AA procedures which are stated below

- 1 They require students to perform or produce something.
- 2 Use real world contexts
- 3 Extend the classroom daily activities
- 4 Allow students to be assessed on their practices
- 5 Use meaningful instructional activities
- 6 Focus on process as well as product
- 7 Tap into higher -level thinking and problem -solving skills
- 8 Provide information about the students’ strenghts and weaknesses
- 9 Are multiculturally sensitive when properly administered
- 10 The use of human judgment in scoring
- 11 Encourage open disclosure of standards and rating criteria
- 12 Call upon teachers to perform new assessment role

After shedding light on the focal criteria of AA procedures, it is apt in here to highlight the major ones tackled in the literature.

### 1.10.1 Portfolio Assessment

By Engaging learners in classroom assessment practices, portfolios provide learners with ample opportunity to contribute to their peak potentials in making progress and achieving learning goals. A portfolio is

A purposeful collection of student work that tells the story of the student's efforts, progress, or achievement in (a) given area s) This collection must include student participation in the selection of portfolio content; the guidelines for selection; the criteria for judging merit; and evidence of student self-reflection.

(Arter & Spandel, 1992, p. 36 cited in Birenbaum, 1996, p.8)

It is pretty useful to mention that a portfolio is an organized assessment tool that requires basic conditions to meet its end. Unlike test items which are, restricting, designed by the teacher to measure the learner's achievement, the content of Portfolio Assessment (PA) is built on the two parties' selection: teachers and learners alike. Involving learners in content selection according to prescribed guidelines is of paramount importance to assure their self-reflection, in other words, the task difficulties and the way used by the learner to surmount them in addition to what they learned from the task (Birenbaum, 1996, p.9) In addition to these criteria, Gottieb (1995) proposes five key attributes to portfolios combined in the acronym CRADLE, namely, Collecting, Reflecting, Assessing, Documenting, Linking, and Evaluating. By Collections, it is inferred that involving learners in the collection process needs to be congruent with the portfolio purposes. During the implementation of a portfolio, Reflection is needed implying journals and SA checklists to check the process of the practice. It is, also, crucial that assessment is required to check learners' improvement in writing the portfolio which is regarded as a significant document reflecting the learners' achievement. A portfolio is also considered a Link between learners, teachers, peers, parents, and the community .Finally, Evaluation is a signal of fulfilled accountability despite its time consuming (cited in Brown, 2003, pp.256-257).

The portfolio content does not require, necessarily, a complete version of work. It is concerned mainly with learners' made efforts during the process of the assessment

procedure. Teachers', self or peers comments, drafts...etc are all components of a portfolio (Birenbaum, 1996, p. 9); and signs of progress, devotion and interest towards work. A Portfolio is not limited to a sole material to be joined to it. It manifests itself in different materials inclusion to expand learner autonomy, interest, and motivation. The major portfolio materials are stated by (Brown, 2003, p.256) as follow

- Essays and compositions in draft and final forms
- Reports and project outline
- Poetry and creative prose
- Artwork, photos, newspaper, or magazine clippings
- Audio or video recordings
- Journals, diaries, and others
- Tests and homework exercises
- Notes on lectures
- Self and peer assessment

There exist a considerable number of portfolio advantages. In addition to assuring authenticity, washback, reliability, and face validity, its integration with instruction is of great benefit in extending time for the completion of the portfolio helping learners to, highly, construct the required skills to be embedded in their work (Birenbaum, 1996; Miller et al, 2009) Added to that, portfolios strive to boost self evaluation which is “a critical skill in developing independent learning ability” (Miller et al, 2009, p.290). Moreover, the implementation of PA strengthens student learning in that it fosters collaboration between learners and teachers as well as with their peers. More important, it raises learners' motivation since it is replete with meaningful and authentic activities (Brown &Hudson, 1998, p.664)

Implementing a successful PA is not an ad hoc process. It implies several and critical steps to be followed. Brown (2003, pp.257-259) states the following

### **1. State Objectives Clearly**

The portfolio's objectives (CRADLE) should be pre-specified and compatible with curricular goals to ascertain maximum authenticity and washback. In addition, teachers need to highlight the way of collecting materials from the course they are undertaking.

### **2. Give guidelines on what materials to include**

Once the objectives are determined, the content of the portfolio is to be chosen. To arouse interest, learners may select the content, but controlled by teachers' guidance,

particularly, during the first starting phase to realize correspondence between the content and curricular goals.

### **3. Communicate assessment criteria to students**

When performing AA procedures, such as portfolios, assessment criteria must be well defined and incorporated with regard to SA, teacher-assessment, or PA. SA requires as much clarity as possible to meet its end. A good example for SA might be provided by Genese & Upshur (1996) in a project questionnaire format which is as follow

- What makes this a good project?
- What is the most interesting thing in the project?
- What was the most difficult part in the project?
- What did you learn from the project?
- What skills did you use in doing the project?
- What resources did you use to complete the project?
- What is the best part of the project? Why?
- How would you make the project better?

On the other hand, teacher-assessment necessitates a high quality and quantity of feedback in addition to assuring reliability in balancing their attention and assessment criteria to all students. As far as PA is concerned, it may be used backed with questions and checklists in a supportive classroom where learners are enthusiastic towards displaying their portfolios and providing constructive feedback.

### **4. Designate time within curriculum for portfolio development**

The effectiveness of a portfolio counts, immensely, on its integration in the curriculum, thus setting in class time for learners to work and conferences are not compromised.

### **5. Give Final Assessments**

As a final stage of portfolio development, teachers need to assess the learners' work. Wolcott (1998) proposes a holistic score scale ranging from 1 to 6 based on out of class work, error free work, depth of content, creativity, organization, style, and the learners' engagement to work.

As far as meeting the portfolio to the criteria of assessment, it is clear that it is less practical since it is time-consuming. Concerning reliability, it can be assured only when serious attention is given to portfolio guidelines. It is worth to note that a portfolio insures high washback effect, authenticity, and face validity (Brown, 2003, p.259)

### 1.10.2 Journals

The constructivist and socio-cultural learning theories combined with communicative language teaching resulted in the birth of journals as a contemporary assessment practice in today's language classroom. Journals are among the different AA procedures which are gaining ground in the shadow of recent implemented learning and teaching approaches due to their collaborative, communicative, flexible, and individualized nature. Journals are an amalgam of cognitive and affective information that teachers would like to know about their learners. In this breath, Brown (2003, p.260) argues that "A journal is a log (or 'account') of one's thoughts, feelings, reactions, assessments, ideas, or progress towards goals, usually written with little attention to structure, form, or correctness".

Dialogue journal is the prevalent type of journals since it requires interaction between the teacher and learner. Thus, providing different kinds of feedback to learners is ensured from the use of this kind of journals (Brown, 2003, pp.260-261)

Implementing journals as an AA procedure in the EFL classroom is not an easy endeavor nor is it a chaotic process. To generate promising results from the use of the procedure teachers need to take into account several and various steps. Brown (2003, p.262) lists the following

➤ **Sensitively introduce students to the concept of journal writing**

It is quite unrealizable to ask learners to write a journal without introducing it to them. Thus, teachers should at the first stage familiarize their learners with the procedure which emanates from a cooperation base. For the first time, learners may be paralyzed with hesitation about what to write in their journals. To overcome such a thorn, teachers need to assign their learners specific topics and schedules to facilitate the process. Definitively, by time learners acquire the habit of writing freely without their teachers' suggested topics.

➤ **State the objective of the journal**

To achieve reliability and effectiveness journal writing must be integral to curriculum objectives. Since journals are not an ad hoc procedure they are adjoined with different purposes or types to accomplish. Brown (2003, pp.262-264) lists the following types

➤ **Language- learning log**

The core principle of this type of journal is raising learners' attention to the necessity and salience of setting learning goals and self-monitoring achievement.



➤ **Grammar journals**

The crux of this type of journals is grammar acquisition. It is recommended to apply it in grammar-focused courses through ‘error log’, for example, that may help in treating errors as a result spawning learners’ awareness to accuracy.

➤ **Responses to readings**

Since journal writing is a kind of dialogue between the learner and teacher the latter is perceived to interact, comment, and facilitate the process. In this perspective, the teacher needs to respond to learners’ different readings through entries that stimulate learners to articulate their opinions in writing.

➤ **Strategies-based learning logs**

This specialized type of journals implies focusing only on the specific strategies that learners need to identify during the acquisition process. When learners become aware of a particular strategy they use it in performance and reflect on the process in the journal.

➤ **Self-assessment reflections**

A journal may be a more open-ended way through self-assessment by which learners enjoy a large space to form unrestricted responses.

➤ **Diaries of attitudes, feelings, and other affective factors**

This type of Journals is crucial in that it informs teachers with the different affective states that learners experience along the learning process. Recognizing the affective state of the learner helps the teacher to facilitate the learners’ achievement to their goals.

➤ **Acculturation logs**

It is inescapable to experience acculturation in a non-native learning environment. This type of affective journals focuses on acculturation awareness for the inextricable relationship between language and culture. Thus, awareness towards acculturation leads, surely, to achieve language success.

➤ **Give guidelines on what kinds of topics to include**

The choice of the content of a journal depends on its type. After deciding which type of journal learners tend to engage with they need to benefit from suggestions and models about topics to be incorporated in the journal writing. The following section reflects this point

➤ **Carefully specify the criteria for assessing or grading journals**

It is true that journals are a kind of free writing, but learners need also to consider assessment criteria to be applied in evaluating their writing. It is obvious that the type of a

journal determines to a high extent the assessment criteria. Added to this, efforts and meeting course content in the journal entries, considerably, count.

➤ **Provide optimal feedback in your responses**

The fulcrum of journals writing is feedback aiming at raising learners' achievement. McNamara (1998, p.39, cited in Brown, 2003, p.263) recommends three different kinds of feedback to journals

1) Cheerleading feedback which requires teachers' encouragement to learners when coming across difficulties.

2) Instructional feedback that necessitates equipping learners with strategies or materials as well as instructing learners in their writing.

3) Reality-check feedback through which teachers help learners to set expectations for their language abilities.

Peers, also, may be a source of feedback only if their responses to journal writing are cognitive rather than personal.

➤ **Designate appropriate time frames and schedules for review**

Journal writing can yield positive outcomes only when due time for writing and teachers' written responses are considered within the curriculum.

➤ **Provide formative, washback-giving final comments**

The formative root of the journal writing procedure implies providing positive washback at the end of the process. It is highly recommended not to ruin the implementation of such an effective procedure with assigning marks, but giving credit to well accomplished works and providing narrative summary comments would help considerably to generate positive washback.

It is apt in here to denote to which extent journal writing attends to the principles of assessment. A journal suffers from practicality issues despite the rapidity of modern communication means. As far as reliability, it reaches only a moderate level even if journal entries are integral to stated objectives. It is apparently noticeable that a journal assumes a high level of content and face validity if it is intertwined with curriculum goals. Last but not least, a journal maintains a high level of washback (Brown, 2003, p. 264).

### **1.10.3 Conferences and Interviews**

AA expands to reach conferences and interviews which are considered substantially formative for devoting due attention and interest to the learning process.

**1.10.3.1 Conferences**

Arranging conferences in the language classroom is of overriding importance since they “...focus directly on learning processes and strategies.” (Genesee & Upshur, 1996, cited in Brown & Hudson, 1998, p.663) Naturally, conferences are process oriented in that the learners’ pre-production phase of a written work, for example, is allied to teachers’ comments and feedback concerning different learning issues.

Brown & Hudson (1998, p.663) claim that conferences are an advantageous assessment tool that teachers can use to

- Foster student reflection on their own learning processes
- Help students develop better self-images
- Elicit language performances on particular tasks, skills, or other language points
- Inform, observe, mold, and gather information about students.

Since almost all learners’ classroom practices entail conferencing with the teacher, a good number of functions are attached to conferences to fulfill. Brown (2003, p.265) states that conferences are, substantially, helpful in commenting on different writings such as portfolios, projects, journals...etc. Moreover, setting personal goals and assessing progress in a course as well. Conferencing motivates the teacher to ask several questions to learners as a kind of interaction and accompaniment along the learning process. The key questions are related to self-assessment through which the learners articulate their thoughts about elements of the work they liked or not, difficulties they encountered and how they surmounted them, strategies used during the process, and signs of improvement (Genesee & Upshur, 1996, p.110, cited in Brown, 2003, p.265)

**1.10.3.2 Interviews**

The interview is one of the major kinds of conferences. It is unique in that the teachers’ interview with the learner is for an assessment purpose (Brown, 2003, p.265) Conducting an interview with the learner permits the teacher to figure out plenty of facts about learners’ needs that help in designing suitable courses and curriculum. In addition, through interviewing teachers discover their learners’ styles and preferences that assist considerably in assuring effective teaching and learning. Furthermore, an interview is a means by which the teacher assesses learners’ oral production (Brown, 2003, pp.265-266)

It may appear trivial and futile to frame questions before conducting an interview, but this leads to devaluing the reliability of the procedure. Thus it is judicious to design appropriate questions to yield the intended results. Along this thread, Brown (2003, p.266) argues that it is recommended to start the interview with relatively short questions that

focus only on one factor avoiding the combination of different objectives in the same question.

To which extent do conferences and interviews achieve assessment principles? Like the rest of AA procedures, conferences and interviews are considered to be time consuming losing as a result the principle of practicality. Mentioning reliability principle leads to assume that it is not important to have rater reliability in conferences. In the case of interviews a relatively high level of reliability is achieved if they are in touch with objectives. Moving to face validity indicates that both have a high level of it due to their individualized nature. Content validity is also high if a conference/interview attends to course objectives. As far as authenticity and washback they are extremely high for conferences, but moderate for interviews (Brown, 2003, p.266)

#### 1.10.4 Systematic Observation

Systematic Observation (SO) diagnoses learners' behavior (verbal or non verbal) which helps teachers in forming a clear image about their learners' abilities without making them feeling stress or anxiety (Brown, 2003; Surkamp & viebrock, 2018)

Brown (2003, p.268) offers several and different aspects of learning to be observed. They are summarized as follow

- Sentence-level oral production skills (pronunciation & grammar).
- Discourse-level skill (ex.turn-taking).
- Interaction with classmates.
- Frequency of students-initiated responses.
- Evidence of listening comprehension.
- Affective state.
- Learning styles and preferences

To carry out SO, it is necessary to take the following steps as mentioned By Brown (2003, p.268)

- Determining the objective of the observation.
- Deciding the number of students to be observed.
- Designing a system for recording observed performances.
- Limiting the number of observed elements.
- Determining how the results to be used.

Using SO in the classroom requires the use of some helpful tools to accomplish the process. Teachers can use Observation sheets, checklists, and rating scales for recording the different observations.

Does SO attend to assessment principles? Concerning practicality and reliability, a moderate level may be achieved in case the objectives are kept simple. Face validity and content validity can achieve a high level since observations are integral to the ongoing process of the course. washback can be very high if observations are followed with a conference with the learner. As far as authenticity is concerned, it can be high.

### **1.10.5 Self and Peer Assessment**

SPA are prominent AA forms that necessitate considerably the engagement of learners in assessing their work and that of their peers aiming at “developing students’ skills for lifelong learning” (Boud and Falchikov, 2007 cited in Willey& Gardner, 2010, p.430; Heritage, 2009). In this very sense, SPA aims at meeting long-term goals that entail making judgments against standards not receiving grades. This point is well clarified below

The value of self- and peer assessment is that students internalise academic standards and are subsequently able to supervise themselves as they study and write and solve problems, in relation to these standards. It is the act of students making judgment against standards that brings educational benefits, not the act of receiving a grade from a peer.

(Gibbs, 2006, p.27)

Further, these two types of assessment can develop learners’ meta-cognitive abilities that entail monitoring their own learning, developing the ability of evaluating their work as well as the work of their peers, and planning for the next steps of improvement (Berry, 2005, cited in Berry, 2008, p.85)

#### **1.10.5.1 Self Assessment**

Since learners have to use self-evaluation in other aspects of their lives, Beaman (1998, p. 55) feels it is logical that it should be exercised with their learning (cited in Everhard, 2015, p.116) SA requires a range of skills that learners need to develop throughout monitoring their learning appropriately. To this view,

For students to be able to improve, they must develop the capacity to monitor the quality of their own work during actual production. This in turn requires that students possess an appreciation of what

high quality work is, that they have the evaluative skill necessary for them to compare with some objectivity the quality of what they are producing in relation to the higher standard, and that they develop a store of tactics or moves which can be drawn upon to modify their own work

(Sadler, 1989, p.119, cited in Torrance & Pryor, 1998, p.1)

Simply put, monitoring is the basic element of SA implementation. It helps learners to acquire the necessary self-regulation skills which permit them to measure the quality of their own work against the expected criteria. It also tends to equip learners with the fruitful strategies to employ in order to refine their learning. Hence, SA is criterion referenced in that it entails assessing learners' knowledge and skills against established criteria but not to peers' work.

In contradiction to tests, the draconian assessment tool, in which learners' involvement in assessment is thwarted, SA "can promote more active engagement with the course than simply sitting back and awaiting a grade from one's instructor" (Buchanan, 2004, p. 169 cited in Roberts, 2006,p.3) As opposed to self-evaluation which is based on grading oneself assuming inflation in formal grades (boud & fulchikov, 1989 cited in Andrade & Valtcheva, 2009,p.13), formative SA involves reviewing one's own work for improvement, (boud, 1995,p.20 cited in Everhard, 2015;Andrade&Valtcheva, 2009;Moss&Brookhart,2009).

One of the pivotal purposes of SA is supporting learners' reflection that signals how "they have learned, including any problems encountered along the way. Such reflection aids in self awareness and can provide invaluable feedback to guide future learning" (Roberts, 2006, Poon et al, 2009) As a matter of fact, SA actively and deeply involves learners in the learning process and engages them in meta-cognition which is the key to effective thinking and competent performance (Heritage, 2010, p.13) As a result, SA instills in learners the spirit of interest and the will to improve inspired from the profound understanding to their strengths and weaknesses.

In addition to boosting learners' reflection, SA also refines learners' achievement through enhancing self regulation (Moss & Brookhart, 2009; Pintrich, 2000; Zimmerman & Schunk, 2004, cited in Andrade & Valtcheva, 2009). In the same line of thought, Henner-Stanchina and Holec (1977, p. 75) postulate that SA helps learners to gain wider insights

about their learning progress as they can decide “how or what to modify or whether to continue with their learning in the same vein.” (Cited in Everhard, 2015, p.18) Moreover, SA as an assessment strategy results in a deeper approach to learning since it encourages students to think for themselves (Scouller 1998, Boud& Feletti 1998; Falchikov & Goldfinch 2000, cited in Lynch et al, 2012)

The practice of SA is one of the principal cornerstones that support, dramatically, learner autonomy in the classroom as Harris and Bell (1990) postulate “the greater the degree of involvement of the ‘self’ in the assessment process, the greater the degree of autonomy that can be enjoyed and exercised by learners.” (Cited in everhard, 2015, p.114) Thus, it is imperative to involve learners in evaluating one’s own merits and shortcomings encouraging in this way self directed learning which is deemed to be a salient feature of autonomy (little, 2008, cited in Esteve et al, 2012; Regehr et al, 1996 cited in Pool et al, 2009,p.332).

SA advantages are not, particularly, restricted to learners. Teachers, too, gain benefits from the procedure in that they elicit clear and thorough vision about how their learners are going in their learning. In this sense, Hanna, Glowacki-Dudka, and Conceicao-Runlee (2000, p. 44) stipulate that “SA gives learners the opportunity to reflect on their own learning....it’s a great way to uncover the internal journey of each learner ... [this] may be much more significant than you can observe from the outside.” (cited in Roberts, 2006, p.3) SA also “frees up tutors/lecturers from heavy assessment loads” (Wride, 2017, p.5)

#### **1.10.5.2 Peer Assessment**

The contemporary learner centered classroom, which is the prime outcome of the twenty first century, strives to provide learners with the necessary skills they need outside the classroom to meet the challenging demands of this era. Accomplishing this end entails the practice of an amalgam of AA procedures such as PA which is considered “a prominent form of Alternative assessment which can promote student-centered life-long learning” (Assessment Reform Group, 1999 cited in Meletiadou, 2013, p.95). PA is defined as

an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners, then learn further by giving elaborated feedback to and

discussing their appraisals with those who were assessed to achieve a negotiated agreed outcome.

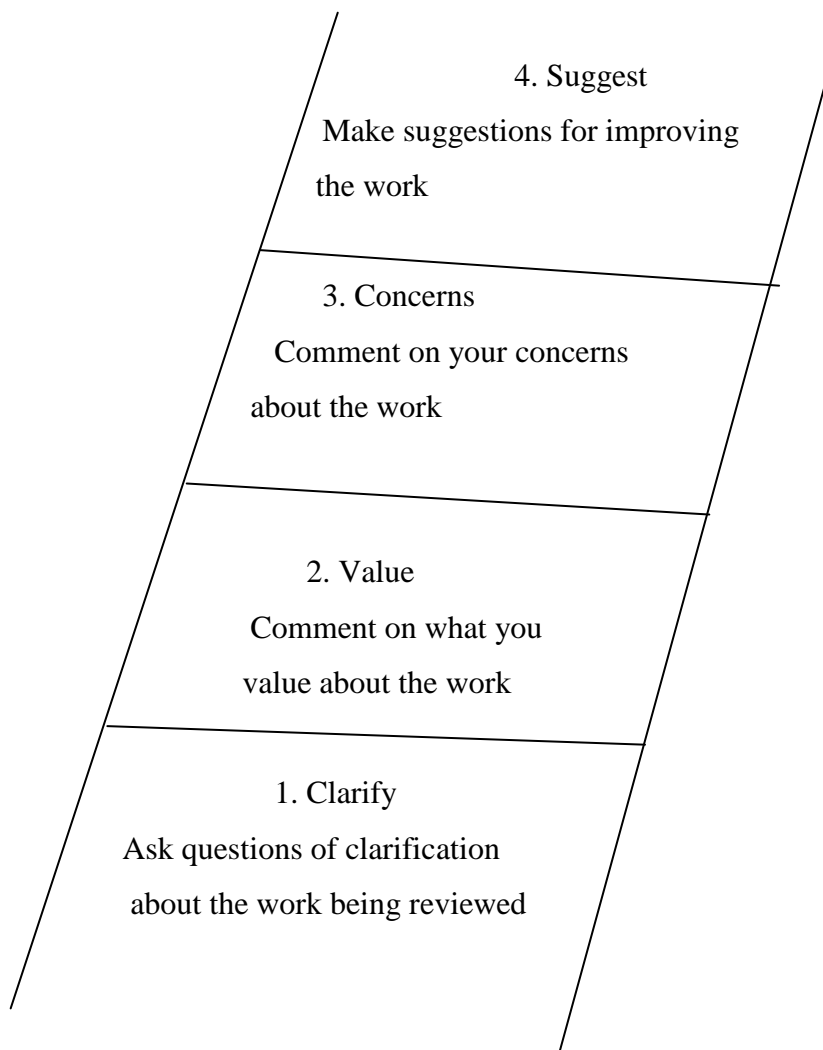
(Topping 2019, p.1)

PA is not a haphazard process but an organized practice that is congruent with pre-defined criteria to be strictly followed by learners when assessing their peers. In this sense, Topping (2009, p. 20) describes PA as “an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status.” It is worth to note that PA transcends grading learners to one another in that it is primarily concerned with making sensible judgments that determine the quality of learning.

Feedback is deemed to be the fulcrum of PA which “provides opportunities for learners to learn from one another” (Little and Perclová, 2001, cited in Everhard, 2015, p. 21). Thus, Peer Feedback (PF) “involves thinking about learning and can deepen students’ understanding of their own learning” (Heritage, 2010, p.91) It is apparent that PA contributes immensely to identifying one’s peers’ strengths and weaknesses as a result it forms a solid synergy with SA in promoting deep learning. In comparison with the teacher’s feedback that may be “perceived as authoritative but ill-explained” learners’ feedback is helpful and “open to negotiation” (Cole, 1991, cited in Topping; Kearsley, 2000, p. 81 cited in Roberts, 2006, p.6). PF yields a plethora of advantages as Willey and Gardner (2010) state “Having students provide feedback improves their judgment, assessment ability and critical evaluation skills” (p. 431)

Effective implementation of PF requires a special comprehensive and constructive critique protocol called the Ladder of Feedback (Perkins, 2003, cited in Andrade & Heritage, 2018, pp. 92-94). This protocol has four steps. The deliverer of the feedback: (1) asks questions of clarification about the other student’s work, (2) identifies aspects of the work that he or she values, (3) raises concerns about the work, and (4) offers suggestions for ways in which the work could be improved. The following figure illustrates clearly the ladder of feedback proposed by Perkins (2003, cited in Andrade & Heritage, 2018)





**Figure 1.3 Ladder of feedback**

According to Perkins (2003), the first step of the ladder, clarifying, is fundamental since by asking questions about unclear points or absent ideas helps students gather relevant information before informed feedback can be given. The second step of the ladder, valuing, is considered useful for constructive feedback since it helps students identify strengths in their work they might not have recognized otherwise. According to Perkins (2003), the third step is the time to raise honest thoughts and concerns. “Have you considered . . .?”, “What I wonder about is . . .”, “Perhaps you have thought about this, but . . .” are all ways of framing concerns in non-threatening ways. This step can be combined with the fourth. Giving suggestions for solving the problems identified during the ‘Concerns’ step can help a learner use the feedback to make improvements and deepen learning (cited in Andrade&Heritage,2018,pp.94-95)

Besides, students' involvement in assessing their peers' work strengthens the practice of assessment as communication about and negotiation of what counts as valid knowledge within a domain (Havnes & McDowell, 2008, p.6). This view strongly supports the communicative teaching approach as well as CLA for engaging learners in communicating assessment criteria to each other and interacting with one another to construct knowledge.

### **1.10.5.3 SPA Types**

SPA is multi-dimensional molded in different features to reach their ultimate goal. They swing between direct to indirect assessment of performance. They also cover meta-cognitive assessment, socio-affective factors assessment as well as self-generated tests (Brown, 2003, p. 271)

#### **1.10.5.3.1 Assessment of Specific Performance**

This category of SPA requires learners' monitoring to a given performance, oral or written. Then, evaluating one's self or peers immediately or very soon after the performance according to a checklist, for example, that defines appropriately the criteria to be considered in assessing that performance.

Assessment of specific performance does exist in EFL textbooks addressed to middle school education; however, there are no checklists that state the assessment criteria to be taken into consideration for SA or PA. Herein one of the hypotheses to the aforementioned research question arises: SPA implementation in the middle school is hindered by the absence of assessment of specific performance checklists.

#### **1.10.5.3.2 Indirect Assessment of General Competence**

As opposed to direct SPA which is time and specific performance bounded, indirect SPA focuses on competence, general ability, to be evaluated over a long period of time, such as a term.

#### **1.10.5.3.3 Meta-cognitive Assessment**

Unlike direct and indirect SPA competence and evaluation which are based on appraising past achievement meta-cognitive assessment differs in its focus which is process oriented. Setting goals and regulating one's own learning is of extreme value for leveling up learners' intrinsic motivation towards learning and in tandem raising their awareness of the overriding importance to realizing one's own learning goals. Meta-cognitive assessment can be performed in different ways. SA for lesson objectives identified by Brown (1999) is one of the new techniques in a form of a checklist attached to the end of a learning unit which helps learners in finding to which extent they reached

the objectives of the unit. After responding to the checkpoint items, the teacher needs to make follow-up for those learners who answered with sometimes or not yet to the items (cited in Brown, 2003) Here is a sample of the assessment of objectives proposed by Brown (1999, p.59)

Yes I can	Yes	Sometimes	Not yet
Say the time in different ways			
Describe an ongoing action			
Ask about and ask people about what they are wearing			
Offer help			
Accept and decline an offer of help			
Ask about and describe the weather and seasons			
Write a letter			

**Table 1.4. Self-assessment of lesson objectives (Brown, 1999, cited in Brown, 2003)**

With regard to middle school education in Algeria, Meta-cognitive assessment is embedded into EFL textbooks of the four levels (MS1, MS2, MS3, and MS4) in a form of a checklist labeled “Now I can”. The latter is found by the end of each learning sequence including items which check learners’ achievement to the set of linguistic/communicative objectives. Learners are supposed to answer with “yes”/ “No” and “support me”. Based on this checklist, learners can find out what they could achieve and what they could not. In fact, it is beneficial to integrate meta-cognitive assessment into middle school textbooks, but do teachers involve their pupils in performing it? This is another key question that the present research tends to answer.

#### **1.10.5.3.4 Socio-affective Assessment**

SPA is not concerned only with assessing competence and performance. They, also, take a psychological direction in that they are devoted to fixing affective factors, such as motivation, anxiety, emotional and mental obstacles that may influence the learning process resulting in hampering learners’ progress and achievement. Thus, learners’ diagnosis and response to these issues is a big step towards figuring out what affect their level of competence. Socio-affective assessment is, particularly, SA in its essence since it focuses on internal psychological barriers that touch the self. The major forms of this type

of assessment are proposed by Brown (2002, 2009) which are: SA of styles, multiple intelligences, and learning preferences.

#### **1.10.5.3.5 Student generated tests**

This type of SPA diverges, broadly, from the traditional test due to learners' involvement in designing its content. Brown (2003, p. 276) emphasizes the value of student generated tests in promoting autonomy and raising motivation. It is worthy to state that learners' construction to tests is vital for two chief reasons: developing evaluation skills and boosting collaboration in the classroom (Gorsuch, 1998, cited in Brown, 2003) It is obvious that when learners are engaged in developing a test for SA purposes they strive to reflect upon their learning that may lead to spotting their weaknesses then addressing the lacunas as a final phase. As a result, they acquire SA techniques that contribute, considerably, to lifelong learning. Also, designing tests for PA in a form of 'interactive pair tests' proposed by Murphey (1995, cited in Brown, 2003) is of paramount importance in figuring out learning blocks of others, providing feedback for remediation, garnering support and cooperation from peers to improve.

#### **1.10.5.4 SPA Implementation Guidelines**

To ensure promising results from SPA implementation, it is advisable to take, seriously, into account several guidelines. Brown (2003, p.277) proposes the following

- **Tell Students the Purpose of the Assessment**

Familiarizing SPA to students is an essential initial phase to be taken into consideration. Students should recognize, at first, the purpose of the procedure to be able to proceed with it to reach its end. SPA use must be integral to well defined purposes that teachers must identify from the learners' needs. Then, communicating these needs to be met to learners to realize effective outcomes from the procedure.

- **Define the Task Clearly**

To assure SPA effectiveness, it is imperative to make the task plain to learners. Thus teachers should accompany the delivered task with a questionnaire or checklist that states apparently what is required from learners to accomplish.

- **Encourage Impartial Evaluation of Performance or Ability**

SPA implementation in the classroom grapples with the issue of subjectivity. To eschew such a hindrance that results in ineffective washback and unreliability of the procedure teachers must attach clear assessment criteria to a given task to ensure objectivity and beneficial outcomes.

- **Ensure Beneficial Washback through Follow-up Tasks**

At the final stage of SPA implementation, learners as well as teachers need to include feedback as an integral part of the process of the procedure. Self analysis and teacher written feedback may play a key role in gauging and achieving progress.

- **How to deal with unreliable marking?**

To assure reliable grading and to avoid making unfair judgment, Bloxham and Boyd (2007) suggest the following tips

- Use double anonymous marking (students do not know whose work they are marking or who has marked them).
- Use multiple markers of work, or pair/group marking.
- Use assessment criteria and require students to justify their mark or feedback against them.
- Involve students in drawing up criteria.
- Tutors moderate peer or self-assessed grades.
- Take an average of several peer or self-assessments.
- Only use peer and self-assessment for formative assignments

- **Rubrics for SPA Implementation**

A rubric is an evaluative tool which is typically used to assess performances aiming at describing but not judging the quality of performance throughout providing feedback (Brookhart, 2013, p.4). There are two main types of a rubric: analytic, holistic, general and task specific rubrics. (Brookhart, 2013) The analytic rubric is concerned with describing the performance of each criterion separately. It is useful for formative assessment in that learners can find out which areas of knowledge need more focus. The holistic rubric describes all the criteria of performance at once leading to judgment. It is used specifically for summative assessment. General rubrics use performance criteria that list the features of good problem solving to be used with different tasks whereas task specific rubrics are used mainly with a specific task aiming at providing answers to the problem.

Now, it is useful to denote to which extent that SPA can achieve assessment principles. Practicality maintains at a moderate level when using checklists and questionnaires. Reliability remains at a low level for the variation that exists across learners. Concerning face validity is maintained if objectivity is taken seriously by learners when assessing themselves. Integrating SPA to course objectives maintains content

validity. As far as authenticity and washback they assure a high level from the use of the procedure (Brown, 2003, p.278)

To illustrate apparently the attendance of the aforementioned AA procedures to assessment criteria, Brown (2003, p.278) proposes the following table in which degrees of practicality, reliability, validity, authenticity, and washback are scrutinized

<b>principle</b>	<b>portfolio</b>	<b>Journal</b>	<b>Conference</b>	<b>Interview</b>	<b>Self/Peer</b>	<b>Observation</b>
<b>practicality</b>	low	low	low	mod	mod	mod
<b>Reliability</b>	mod	mod	low	mod	low	mod
<b>Face validity</b>	high	mod	high	high	mod	high
<b>Content validity</b>	high	high	high	high	high	high
<b>authenticity</b>	high	high	high	mod	high	mod
<b>washback</b>	high	high	high	mod	high	high

**Table 1 .5 Principled Evaluation of Alternatives to Assessment (adapted from Brown, 2003)**

Since this research lends itself to SPA implementation at the middle school level, it is advisable to mention that EFL textbooks comprise a good number of PA tasks and SA checklists. These assessment methods are integrated into all the sections, namely, listening, reading, writing, grammar, and pronunciation. It is of paramount importance to familiarize pupils to SPA starting from early stages of education, but the question is: Do EFL teachers promote the implementation of SPA in their classes? If not? Why? In fact there exists a paucity of research in the literature which tackles the problems that militate against teachers' implementation to SPA despite its vitality to pupils' learning. Hence, this case study work tends to provide an overview about the range of obstacles that prevent middle school English teachers from implementing SPA in their classes.

### **1.11 Conclusion**

The foregoing chapter shed light on the necessity of adopting the alternative approach in assessment in the EFL classroom to eliminate from the detrimental effects of tests on one hand and raising learners' achievement and motivation on the other hand. Added to this, what encourages, considerably, the widespread implementation of the alternative paradigm in assessment is its accompaniment to the wide range of world

changes that require a set of cognitive and social competencies from learners to have. Hence, it was necessary to state the prime alternatives in assessment procedures emanated from the alternative approach as formative methods that are attached to learners' daily classroom practices supporting, in this very sense, lifelong learning.

# **Chapter Two**

**ELT in Middle School  
Education and Research  
Methodology**



## **Chapter Two: ELT in Middle School Education and Research Methodology**

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## 2.1 Introduction

The integration of English Language Teaching in the Algerian middle school is not a mere coincidence but an unavoidable need for the prime role that English language plays in the multifarious domains and the ubiquitous advancements of today's world in a myriad of areas; technological, industrial, cultural...etc. Looking for accompanying the continual change forced Algeria to launch new reforms (2016) which brought with them new-designed EFL textbooks for the four levels of the middle school. This chapter includes two parts. In the light of the first part of the chapter, English Language Teaching inclusion purposes in middle school education will be outlined. Yet, there will be an analysis of the new textbooks in terms of assessing their linguistic as well as communicative content and most important dwelling into self and peer assessment as alternatives in assessment procedures integrated into EFL textbooks. The second part of the chapter is concerned mainly with research methodology. It lends its self to presenting the objectives that lie at the fulcrum of conducting this research. Besides, it provides an overview about the case study research method, sampling and participants in addition to the instruments used to elicit data about the different research questions.

## 2.2. ELT Purposes in Middle School Education

English Language Teaching (ELT) inclusion in the Algerian Middle School Education (MSE) was immediately after independence due to the key role that English plays in more than a sphere of today's life. English could impose its dominance in a considerable number of areas. The most remarkable ones are economy and politics, scientific and technological domains, social and cultural life of citizens, research and mass media. In this regard, Phillipson (1992, p.6) contends that "the spread of English is unique both in terms of geographical reach and depth of penetration".

Since the need to communication increased, significantly, between people of different cultures and races on the one side and organizations of various interests on the other side, English appeared in a fashionable form as a Lingua Franca serving that huge communication demands around the globe. In this breath, the prominent role of English is described as follow

The spread of English is as significant in its way as is the modern use of computers. When the amount of information needing to be processed came to exceed human capabilities, the computer appeared on the scene transforming processes of planning and

calculation. When the need for global communication came to exceed the limits set by language barriers, the spread of English accelerated, transforming existing patterns of international communication

(Ferguson, 1983, p, ix, cited in Phillipson, 1992, p.6)

Briefly, the primary purpose that lies behind the spread of English is communication which is considered inescapable to meet people's various needs. Consequently, EFL inclusion in MSE has become compulsory. The recent implemented reforms (2016) in Middle School (MS) plainly reflect the huge range of functions that EFL caters for. It is apt in here to state the main objectives behind ELT insertion in the curriculum of English for MSE (2016).

- To help our society to live in harmony with modernity by providing the learner with the linguistic tools essential for efficient communication
- To promote national and universal values.
- To develop critical thinking, tolerance, and openness to the world.
- To contribute to the shaping of a good citizen, aware of the changes and challenges of today and tomorrow.
- To give every learner the opportunity to have access to science, technology and world culture while avoiding the dangers of acculturation.

Also, the curriculum stresses on developing learners' social skills. To this end, it is noted that

Teaching-learning English supports the socialization of the learner essential for his growth. Through English, he can open up to the world. He can learn how to live together and protect his physical and social environment. Thus mastering this important linguistic tool will enable him to communicate with others and exchange views, express his ideas and vision of the world, his likes and dislikes with classroom peers and outside with English speakers.

(Middle School English Curriculum 2016)

In wide brief, socialization communication lie at the heart of ELT inclusion in MSE.

### 2.3. ELT Reforms in Middle School Education

Principally, educational reforms are established to compensate for previous existing problems or going in parallel with changes that necessitate innovation. In 2016, the Algerian ministry of education has announced new reforms that touched English subject in its curriculum, syllabus, and textbooks of the four levels: Middle School year one (MS1), Middle School year two (MS2), Middle School year three (MS3), and Middle School year four (MS4) to overcome many of those shortcomings of the previous educational system. Basically, the communicative curriculum has been opted for aiming at developing learners' communicative competence. To accomplish this end, a new syllabus, that integrates linguistic as well as communicative objectives, has been designed. Putting the content of the curriculum and syllabus into practice required the adoption of the Competency Based Approach (CBA) as a teaching methodology and Social Constructivist Approach (SCA) as a learning paradigm to cater for the wide array of competencies and social skills that learners need to develop during MS1, MS2, MS3, and MS4 levels. The next two sections dig further into SCA as well as CBA that characterized the ELT reforms movement in MSE.

#### 2.3.1. Cognitivist & Social Constructivist Approach

There exists a strong consensus among educationalists that learning is an active process in that learners are required to take a part in their learning development. It has become obsolete to perceive learning as a behavioral process and learners as passive recipients of knowledge. In fact, learning does not occur by knowledge transmission from the teacher to learner but by learner's own construction, referred to as constructivism which sparkled in the twentieth century and it is basically the work of Jean Piaget (1967). Prichard & Woollard (2010, p.8) describe the crux of constructivism theory this way "As learners we construct our own understanding of the world around us based on experience as we live and grow. We select and transform information from past and current knowledge and experience into new personal knowledge and understanding". In this very sense, it is evident that knowledge can be individually and efficiently gained through critical thinking skills as well as experience.

It is worth to note that there are two views within constructivism theory. The first view is that of the 'radicals' and the second view is that of the 'socials'. Prichard & Woollard (2010, p 9) posit that the former believe that knowledge can be developed only by the individual as Piaget labeled it the constructivist approach. However, the latter suppose that knowledge is a social product which is constructed through social interaction,

namely SCA which “Expands the construction process to include interaction with others as another means of making sense of new information.” (Phillips, 1997, cited in Lishchinsky, 2015, p. 973) Put crudely, SCA is based on what one can understand through his interaction with others. With regard to learning, learners need to interact with their peers notably, who are regarded essential, in the process of knowledge construction. This is clearly mirrored in MS1 teacher’s guide (2016) which states that “Language is acquired through interaction with others’. In the language classroom, learners engage with their peers in tasks that require cooperation and mutual engagement”. Hence, what teacher guide includes as far as peers’ cooperation is reflected in the new designed EFL textbooks in tasks which call for working together named after **“I work with my partner”**.

Interestingly, Vygotsky’s notion ZPD (Zone of Proximal Development) describes apparently the key role that interaction with others plays to arrive at knowledge construction. Succinctly, ZPD refers to “Knowledge and understanding that is just beyond what a learner has complete control over. With help, learners are able to move forward into this zone and achieve more than they could alone” (Prichard & Woollard, 2010, p.18) Thus, cooperation with peers may ensure effective learning in that learners can learn more effectively than working individually.

Since SCA promotes interaction with peers for constructing knowledge, it is conceived crucial to be embedded in MSEC (2016) that states “In the present curriculum, we are shifting from a paradigm of accumulation and transmission of linguistic knowledge and ideas to a paradigm of interaction and integration, all within a social constructivist view of learning”. Interestingly, MSEC (2016) makes it clear as far as the big shift in learning approach moving from the delivery and reception of linguistic knowledge to social knowledge construction.

To conclude, the cognitivist as well as the social paradigm to learning emphasize on the key role of the learner in constructing knowledge whether individually or through peer interaction.

### **2.3.2 Competency-based Approach**

Competency-based Approach (CBA) has emerged in the United States in the 1970s. The key feature of CBA lies in language use in that learners need language to fulfill certain functions such as: requesting, offering, inviting...etc. Thus, to perform appropriately in a given situation, the teacher’s task is to develop learner’s competencies that “consist of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity” (Richards & Rodgers, 2001, p.144).

In this very sense, CBA seeks teaching language functions instead of language forms to meet learners' communicative needs. For this key reason, the Algerian ministry of education has adopted CBA for ELT in MSE. The next sections centre on the different principles of CBA included in MSEC (2016).

### 2.3.2.1 Target Competencies

MSEC (2016) accentuate on three Target Competencies (TC) that center on interaction, interpretation, and production. Accordingly, Learners need to develop the aforementioned competencies by the end of each Key Stage (KS): KS1 (MS1), KS2 (MS2&MS3) and KS3 (MS4). The following tables summarize the implementation of the major competencies (interaction, interpretation, and production).

- **Target Competencies of Key Stage 1**

Key stage	Domain	Target Competency	Descriptors of Implementation
1	<b>-Oral interaction</b>	-In a situation of meaningful communication, the learner will be able to interact and produce orally very short messages/texts of descriptive types using written, visual or oral support.	- The learner can interact orally by asking and answering questions about himself/herself, family, and school. - The learner can use and assess the effectiveness of the oral interaction strategies such as: asking for help, working in pairs...etc.
	<b>- Interpretation of oral &amp; written messages</b>	-in a situation of meaningful communication, the learner will be able to interpret very short messages/texts of descriptive type using written, visual or oral support.	-The learner can understand very short audio/visual paragraphs and dialogues on familiar subjects and concrete situations.
	<b>- production of oral</b>	-in a situation of meaningful communication,	

and written messages	the learner will be able to produce very short oral/written messages/texts of descriptive type using written, visual, or oral support.	-The learner can fill out a form and give simple details. -The learner can write a simple message about himself, his family, school, home ,etc.
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Table 2.1 Target competencies of Key Stage 1

- Target Competencies of Key Stage 2

	Domain	Target Competency	Descriptors of Implementation
Key Stage 2	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce short oral messages/texts of descriptive, narrative prescriptive or argumentative type using written, visual, or oral support.	-the learner can understand essential detail in a conversation <i>-the learner can assess his listening strategies.</i>
	-interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret short oral/written messages/texts of descriptive, narrative, prescriptive or	-the learner can understand descriptive, narrative, or argumentative texts of medium length. -the learner can understand and use language communicatively in different situations such as: ordering a meal, doing shopping, etc.

	-production of oral and written messages	argumentative type, using written, visual or oral support.  -in a situation of meaningful communication, the learner will be able to produce short oral/written messages/texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support.	-the learner can write a medium lengthy descriptive or narrative texts related to his/her, interests, friends & family environment, past events, etc.
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Table 2.2 Target competencies of Key Stage 2

- Target Competencies of Key Stage 3

Key stage 3	Domain	Target competency	Descriptors of implementation
	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce short oral messages/texts of descriptive, narrative prescriptive or argumentative type using written, visual, or oral support.	-the learner can interact orally by opening and maintaining a conversation. -the learner can talk in different communicative situations -the learner can express his/her opinion and speak about his/her projects.



	<b>Interpretation of oral/written messages</b>	In a situation of meaningful communication, the learner will be able to interpret short oral/written messages/texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support.	-the learner can understand medium lengthy texts describing everyday life, interests, current events, etc. -The learner can anticipate meaning from the context. <b><i>-the learner can assess his/her listening/reading strategies.</i></b>
	<b>Production of oral and written messages</b>	In a situation of meaningful communication, the learner will be able to produce short oral/written messages/texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support.	-the learner can produce different types of texts (descriptive, narrative, argumentative, and prescriptive) of a medium length/complexity using various linguistic resources. -the learner can write coherent texts following writing process (drafting, editing, etc). <b><i>-the learner can assess his/her writing skill.</i></b>

**Table 2.3 Target Competencies of Key Stage 3**

It is fairly clear that each TC of each KS integrates the four language skills (listening, speaking, reading, and writing) in both forms of discourse (oral/written). It is also noticeable that there is a sort of gradation related to the type of texts learners are exposed to. Put differently, the level of complexity goes in parallel with each KS in that it is low in KS1 revolving around dealing with short descriptive texts only. Then it turns to be quite complex in KS2 and KS3 which cover dealing with lengthy narrative, prescriptive, argumentative, and prescriptive texts. Most important, SPA are tightly linked to each type of competency and reflected clearly in EFL textbooks in tasks. Learners are required to assess their competencies and those of their peers with regard to all the language skills in addition to grammar and pronunciation.

### 2.3.2.2 Cross-Curricular Competencies

There is another specific type of competency, mentioned in MSEC (2016), embedded in the course design (lesson plan) referred to as Cross-Curricular Competencies (CCC) that comprise: intellectual, methodological, communicative, and personal & social competencies. The following table scrutinizes these different types of competencies that learners need to acquire by the end of each lesson.

Cross-curricular competences	Learners' abilities
<b>Intellectual-competency</b>	<ul style="list-style-type: none"> <li>➤ The ability to interpret reading / listening messages in and speaking.</li> <li>➤ The ability to encode and decode meaning from the context.</li> <li>➤ The ability to deduce grammatical and pronunciation rules from examples.</li> <li>➤ The ability to follow the writing process to produce a coherent and cohesive piece of writing.</li> </ul>
<b>Methodological-competency</b>	<ul style="list-style-type: none"> <li>➤ The ability to use language skills' strategies to interpret and produce texts &amp; messages.</li> <li>➤ The ability to work in pairs and groups.</li> <li>➤ <b>The ability to assess one's self and peer.</b></li> </ul>
<b>Communicative-competency</b>	<ul style="list-style-type: none"> <li>➤ The ability to communicate using ICTs like blogs, webpage discussion forums, face book, tweeter, etc.</li> <li>➤ The ability to acquire intercultural communicative</li> </ul>

	competence.
<b>Personal &amp; social-competency</b>	<ul style="list-style-type: none"> <li>➤ He is aware of his own role and the role of others in project development.</li> <li>➤ His behavior is consistent with our national values.</li> <li>➤ He is honest and responsible when working alone or with others.</li> <li>➤ He is aware of his Algerian identity and expresses it in English.</li> <li>➤ He is keen to socialize through oral or written exchanges.</li> <li>➤ He demonstrates solidarity and generosity.</li> </ul>

**Table 2.4 Cross curricular-competencies**

In total, CCC integrated into MSEC are diversified. They comprise the key areas (namely, intellectual, methodological, communicative, personal & social) that contribute to the development of learners' cognitive, meta-cognitive, personal and social skills. With regard to assessment, self and peer assessment are given considerable value since they form an indispensable part of the methodological competence.

### **2.3.2.3. Core-values**

As a matter of fact, competencies revolve, also, around values which are an indispensable part of CBA. During the learning process, Learners are consciously or unconsciously supplied with many different values which are essential to their growth as future social individuals. Actually, MSEC (2016) accentuates on the prominent role of values which are derived from the **LAW OF ORIENTATION**, 04-08 January 23rd, 2008. These values are: national identity, national conscience, citizenship & openness to the world which are deeply embedded in the EFL textbooks. The following table illustrates clearly these values

<b>Values</b>	<b>Examples</b>
<b>National identity</b>	<p>-The learner can value the national &amp; cultural markers of his country and use them in communication.</p> <p>-The learner can describe lifestyles, eating habits, dressing habits and dwellings of Algeria</p>
<b>National conscience</b>	<p>-The learner is keen on learning about others' markers of identity</p> <p>-The learner is eager to know about the lifestyles ,eating habits, dressing habits, and dwellings of other countries who use English for communication</p>
<b>Citizenship &amp; openness to the world</b>	<p>- The learner knows his rights and duties, and the rights and duties of others</p> <p>- The learner shows respect for the environment and protects it continually</p>

**Table 2.5 Core Values**

## **2.4. New Designed EFL Textbooks**

A textbook is conceived as a means of learning which illustrates and simplifies the information in a concrete manner and organized content. It enables learners to discover all the learning objectives they have to attain in each sequence or unit of study. The recent implemented reforms in MSE gave birth to new designed EFL textbooks for the four levels (MS1, MS2, MS3, and MS4) aiming at remediating for the previous textbooks flaws meanwhile reflecting the major trends in today's education. In the space of the following sections, the general layout as well as content of EFL textbooks will be highlighted.

### **2.4.1 General Layout**

The physical aspect of a textbook is important especially when it comes to FL textbooks. The careful outside design of the textbook is required to attract learners, in this case, MS adolescents who care a lot about the physical appearance of things. According to Seguin (1989, pp9-10), the textbook's general layout or shape refers to

- The physical aspect of the book with a cover, sections which can be placed in a file.
- The format or size of the book, which should be a practical item which pupils can easily handle.

- The choice of lettering and page lay-out which are directly linked to ease of reading and comprehending a text.
- The illustration to text ratio, and where illustrations are placed.
- Esthetic quality must be adapted to the content of the text and the type of teaching
- The choice of one or several colors in part determines the legibility of the book and also its cost
- The type of paper used, which varies according to thickness, color, quality

As far as the cover of EFL textbooks, it is appealing, to some extent, in that it is embellished with colorful images that mirror the key topics of the book. Still, sections of sequences are clearly presented in the book entry. The new EFL textbooks take a rectangular shape with 159 pages in each book (MS1, MS2, MS3, and MS4) which means they are easy to be handled by pupils. Even the lettering is visible and page layout is organized. EFL textbooks are embedded with illustrations (images) that go in parallel with the topics of sequences. They are, in their majority placed at the front page to attract learners' attention and raise their interest. Also, several colors are used like: green, blue, purple, red in addition to black that may help in book legibility. Concerning the books' paper is of a high quality. All in all, the general layout of EFL textbooks is acceptable. After describing EFL textbooks from their physical side, the next section, then, will describe their content.

#### **2.4.2 EFL Textbooks' Content**

EFL textbooks' content integrates linguistic and communicative objectives. The former are comprised of language forms (grammar and pronunciation), whereas the latter include language skills (listening, speaking, reading, and writing) that help in developing learners' communicative competence. The following MS1 syllabus (referred to as my book map) is taken as an example to illustrate those double-faced objectives

sequence	Communicative objectives	Linguistic objectives	
		Language forms	pronunciation
<b>Sequence 1</b> <b>Me and my friends</b>	-Greet people - Introduce myself -Give information / respond to questions about me: my age, my class and my hometown -Ask about a new friend's name	-Auxiliary to be (present simple tense with the three forms) -Present simple tense with the verb :to live - Personal pronoun : I - Possessive adjective :My • Numbers from 1 to 13	Pronounce words with the sounds /i/ , /ai/, /ei/
<b>Sequence 2</b> <b>Me and my family</b>	-Ask and give information about one's family : (parents, brothers and sisters) -Name different jobs -Express likes	-Numbers from 14 to 100 -Ordinal numbers -Definite and indefinite articles: ( the / a/ an ) -Personal pronouns -Possessive adjectives - Question words (who, what, where) to get personal details. -Demonstratives : this	Pronounce words with the sounds /e/ /i:/ /θ/ /ð/
<b>Sequence 3</b> <b>Me and my daily activities</b>	-Talk about daily and weekend activities. -Talk about leisure activities. -Tell the time -Name pets	-The simple present with the third person singular -pronouns he, she, it -prepositions of place	Pronounce words with the sounds / ə/ , /h/, /s/, /z/, /iz/
<b>Sequence 4</b> <b>Me and my school</b>	-Describe my school -Talk about rights and duties -Name and locate different places in my school.	-The present continuous with time markers. - Use prepositions of places. - Use prepositions of time	Pronounce words with the sounds /dʒ/ /g/ /j/ /ʒ//ŋ/

	-Ask and answer questions about locations		
<b>Sequence 5</b> <b>Me, my country and the world</b>	-Locate places on a map. - Ask and give information about my country and other countries/ currency/ flag/national and religious celebration days / national dishes -Ask and answer questions about famous places and monuments	-Adjectives of nationalities ending with :- an, ian, ese, sh, ch. -Possessive adjectives. -The simple present with the personal pronoun “it”.	Pronounce words with the sounds <i>/ɔ/, /ɔ:/, /ŋ/, /əʊ/</i>

Table 2.6 MS1 Book Map

It is worth to note that this MS1 book map stands as a representation to all MS book maps since they all combine communicative and linguistic objectives. With reference to MS1 syllabus, it is noticeable that linguistic objectives are subordinate to communicative objectives since communication is primary in comparison with form which is ancillary. Interestingly, MS syllabuses stress on developing learners' communicative competence in which language form is just one of its parts. Accordingly, learners need language form only when it comes to communication since the former cannot be used in isolation from the latter. This point is evident in each sequence of EFL textbooks where linguistic objectives go in parallel with the communicative ones to realize particular functions. Examples are numerous in all the sequences mentioned in the table. In sequence one for example; the use of the present simple tense is required to introduce one's self. In sequence two, definite/indefinite articles are to be used to talk about jobs ...etc. Still, communicative functions have command over pronunciation sounds included in the sequences. In sequence three for example, /s/, /z/, /iz/ sounds are linked to the present simple tense with third person singular to talk about every day/leisure activities. All in all, MS syllabuses take communication into serious consideration in that communicative objectives are prioritized over the linguistic ones to attend to learners' communicative needs.

Actually, the communicative as well as the linguistic content of EFL syllabuses are translated into seven main sections present in every sequence of the EFL textbooks. The following table highlights this subject matter

Communicative Objectives' Sections	Linguistic Objectives' Sections
I listen and do	My pronunciation tools
I read and do	I pronounce
I learn to integrate	My grammar tools
I think and write	I practise

**Table 2.7 EFL Textbooks' Sections**

To attain this set of objectives, assessment becomes an indispensable part of the learning process. Now, the big question arises: How are learners' competencies assessed in EFL textbooks? And do EFL textbooks encourage SPA implementation? The following section answers these two key questions in details.

## **2.5. Assessment in EFL Textbooks**

The assessment of Learners' competencies in EFL textbooks relies, intensively, on completing a particular task which is postulated by Branden (2006, P.4) as "an activity in which a person engages in order to attain an objective, and which necessitates the use of language" With regard to the newly designed EFL textbooks, a considerable range of tasks is integrated into their different sections aiming at assessing learners competencies. For SPA incorporation in EFL textbooks, they are widely integrated in all the sections of MS1T, MS2T, MS3T, and MS4T. The next sections outline in details the major tasks that embed SA as well as PA.

### **2.5.1 Self-assessment in EFL Textbooks**

The integration of SA in EFL textbooks is clearly manifested in tasks and checklists. Concerning SA tasks, they are embedded in MS2T, MS3T, and MS4T except for MS1T. However, SA checklists are adjoined to all EFL textbooks. The next section develops deeply this point.

#### **2.5.1.1. Self Assessment Tasks**

SA tasks are attached to EFL textbooks (MS2T, MS3T, and MS4T) except for MS1T. Such tasks are numerous in 'I listen and do' and 'I pronounce' sections notably. In fact, there exists a good number of such tasks in all the sequences that involve learners in evaluating themselves after doing a given task. The following table presents some key SA tasks found in EFL textbooks addressed to MS learners.




	MS2T	MS3T	MS4T
I listen and do	Task 24 p 19: I listen again to the online conversation and check my answers.	Task 11p13: I listen again (part 1) and check my answers.	Task 3p11: I listen again to the English tourist guide (part 1) and check my answers.
I pronounce	Task 2p22: I listen again and check my answers.	Task 10 p20: I listen again and check my answers in task 9;	Task 9 p30: I listen again and check my answers.

**Table 2.8 Self-assessment Tasks in EFL Textbooks**

The table above obviously illustrates SA inclusion in EFL textbooks, especially, in ‘I listen and do’ and ‘I pronounce’ sections. Definitely, the tasks show a degree of learner autonomy in which SA is one of its key pillars. Also, asking learners to check their answers involves them in developing meta-cognitive skills that result in self-directed learning. Eventually, learners feel deeply engaged and active in their learning process when performing SA tasks.

#### **2.5.1.2. Self Assessment Checklist**

By the end of each sequence of EFL textbooks, there exists a section called ‘Now I can’ which contains a SA checklist. The following figure presents ‘Now I can’ section taken from MS1T (sequence one)



Now I can




I can	Yes 	Example	No 	Support me 
Greet my teacher				
Greet my mates				
Introduce my self				
Use polite forms				
Ask and answer about the name of my new friend				
Use numbers				
Use to be in the simple present				
Use personal pronouns				
Use possessive adjectives				
Pronounce the sounds /i/ /ai/ /ei/				

Figure 2.1 Self assessment checklist

This checklist clearly displays the range of linguistic and communicative learning objectives of the sequence. In this section, it is up to the learner to check if s/he could attain those objectives or not. In case the learner ticks “yes” box, this signifies that s/he could reach the objective, and then the learner gives an example. On the other side, if the learner ticks " no” box, this means that s/he could not attain the objective which necessitates remediation which is entitled “support me” in the checklist. In this case, it is advisable for the teacher to integrate PA by asking more-able learners to help the less-able ones and present feedback to address their peers’ weaknesses.

### 2.5.2 Peer-assessment in EFL Textbooks

The new designed EFL textbooks (MS2T, MS3T, and MS4T) except MS1T integrate PA in a form of tasks found in all the sections: listening, speaking, pronunciation, grammar, reading, and writing. PA tasks incorporated into EFL textbooks are numerous in that they lie at the heart of each sequence. The following table sketches out some of the major PA tasks included in the textbooks.

	MS2T	MS3T	MS4T
I listen &do	Task 12, p.14: I listen again and compare my answers with my partner's. Then we correct each other.	Task 3, p.11: I work with my partner. We compare our answers and correct each other	Task 14, p.13: I listen again to the English tourist guide (part4) and work with my partner. We compare our ID cards and correct any wrong information.
I pronounce	Task 9, p .23: I listen again and check my answers. Then I work with my partner. We read again "my pronunciation tools (3and 4)" and correct tasks (6and 8).	Task 11, p.20: I work with a group of partners. We read again "my pronunciation tools (2) and correct each other's answers.	Task 11,p. 30: I read aloud the text in task 8.My partners listen to me and help me correct my pronunciation mistakes
I practise	Task 6, p.29: I work with a group of partners. We compare our answers and correct each other.	Task 10, p. 27: I work with my partner and we correct the mistakes in the email.	Task 14, p.38: I work with my partner. We read again "my grammar tools 3"and correct each other's answers in tasks (9, 10, 11, 12 and 13

I read and do	Task 3, p. 37: I work with my partner. We discuss and correct our answers (tasks 1 and 2).	Task 4, p. 30: I work with my partner. We discuss and correct our answers (tasks 1, 2, 3).	Task 4, p.81: I work with my partner. We compare our findings, complete the missing information in each other's answers and write Yara's bio card in our copybooks.
I learn to integrate	Task 4, p.40: I work with my partner. We exchange ideas and vocabulary, and improve our profiles before we upload them.	Task 4, p. 38: I work with my partner. We exchange ideas and improve our articles.	Task 4, p. 43: I work with my partner. We exchange ideas and improve our posts.
I think and write	Task 4, p.41: I work with my partner. We exchange ideas and improve our emails.	Task 4, p. 79: I work with my partner. We exchange ideas and improve our texts.	Task 6, p. 88: I work with a group of partners. We exchange our letters and edit them: we correct any language mistakes and check the format/layout.

**Table 2.9 Peer Assessment Tasks in EFL Textbooks**

Incorporating PA tasks into EFL textbooks is of paramount importance for the learning process in more than a facet. When working together, Learners can develop and maintain social interaction and cooperation required for constructing knowledge. Add to that, learners may have ample opportunity in gaining feedback from their peers in the different language areas (listening, speaking, pronunciation, grammar, reading, and writing) which contribute to their progress. Also, learners get acquainted with sharing learning strategies with their peers and benefiting from them.

All in all, the newly designed EFL textbooks addressed to MS learners are different from the previous ones especially in terms of assessment. Integrating new forms of assessment such as SA and PA reflect one of the major causes of the recent reforms in MSE.

## 2.6 Research Methodology

The second part of this chapter is concerned with research methodology. It covers research objectives and method. It is also comprised of the sample and participants of the research in addition to the research instruments used to obtain answers to this investigation questions.

### 2.6.1. Research Objectives

The Research objective is the first step to be considered when thinking about carrying research. Also, it is the force drive that leads to looking for answers to questions. Accordingly, it is crucial to mention the different categories of research objectives. Kothari (2004, p.2) states the following

1. To gain familiarity with a phenomenon (exploratory research);
2. To portray accurately the characteristics of an individual, a situation, etc (descriptive research);
3. To determine the frequency with which something occurs (diagnostic research);
4. To test a hypothesis of a casual relationship between variables (hypothesis -testing research).

The identification of the research objective grouping is an essential step to be taken into serious account before embarking into any type of research. It may affect the research design, the data collection methods, etc. Concerning this study; it is double faced research combining exploratory and descriptive types of research studies. Concretely, the key objectives of this research are outlined in

- Highlighting the significance of the alternatives in assessment procedures SPA notably which are integrated into EFL textbooks addressed to MS learners.
- Discovering whether MS English teachers promote the implementation of SA and PA in their classes.
- Looking for the major problems that may prevent EFL teachers from integrating SPA into their classes.
- Addressing MS English teachers' hindrances aiming at facilitating the adhesion of SPA into the learning process.

### 2.6.2. Research Method

Case study research method has been chosen for this study due to its significance in sketching out what is actually happening in the real context, in this case, the middle school. Also, mixed method research has been used with its quantitative as well as qualitative approaches which comprise different research instruments used in this research to elicit data about the research questions. Concretely, this case study research aims at discovering whether MS English teachers boost the implementation of SPA in their classes. Most important it seeks searching for the problems which militate against teachers negligence to the assessment procedures integrated into EFL textbooks.

#### 2.6.2.1 Case Study

Case studies are considered conducive to second language research studies. In this respect, Mackay & Gass (2005) claim that case studies “tend to provide detailed descriptions of specific learners (or sometimes classes) within their learning setting” (p.171). Hence, aiming at investigating and describing a given phenomenon in its real life context throughout the employment of many types of data requires conducting the case study method. (Robson, 2002 cited in Cohen et al, 2018, Woodside, 2010).

Case study has several characteristics. Kothari (2004) states following

1. The researcher can take one single social unit or more of such units for his study purpose.
2. The study extends over a long period of time to ascertain the natural history of the unit so as to obtain enough information for drawing correct inferences.
3. In the context of this method we make complete study of the social unit covering all facets.
4. Case study deepens our perception and gives us a clear insight into life.
5. In respect of the case study method an effort is made to know the mutual inter-relationship of causal factors.
6. Under case study method the behavior pattern of the concerning unit is studied directly and not by an indirect and abstract approach.
7. Case study method results in fruitful hypotheses along with the data which may be helpful in testing them.

Using the case study research signifies that a multitude of data sources are available for use. Yin (2009, p. 101, cited in Cohen et al, 2018) proposes the following

1. **Documents:** for example, letters, emails, agendas reports, records, newspaper articles, website uploads, etc.

2. **Archival Records:** for example, public records, organizational records and reports, charts and maps...etc
3. **Interviews:** in-depth, focused, and formal survey interviews.
4. **Direct Observation:** non-participant observation of the natural setting.
5. **Participant Observation:** when the researcher takes on a role in the situation.
6. **Physical Arte-facts:** for example, pictures, furniture, decorations, photographs, etc.

Concerning the data sources used in this case study research; an interview and a direct observation have been chosen among the different aforementioned instruments.

### 2.6.2.2 Mixed Methods Research

To have complete understanding of a research problem, mixed methods research is recommended since it combines both quantitative and qualitative approaches that result in the collection of two different types of data (Creswell, 2014, p.4) On one side, the qualitative approach tends to explore and have in-depth opinion from participants as far as their attitudes, experiences, etc. (Dawson, 2002. p.14) Qualitative research provides rich description and data about a phenomenon in its natural setting usually without the use of statistical procedures. (Mackay & Gass, 2005)

As far as the data collection and analysis process are concerned, Creswell (2014) points out that "...data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data." (p.4)

Using the qualitative research approach entails employing specific research instruments that go in accordance with its main principles like observations, interviews, and focus group. On the other side, the quantitative approach aims at testing "objective theories by examining the relationship among variables" (Creswell, 2014.p.4). The quantitative approach implies statistical analysis and it is thought of as more objective, valid, reliable.

Thus, it can be said that this study adopts the mixed methods research since it uses its quantitative approach in terms of employing the questionnaire which it is one of its key tools of obtaining data. Also, the qualitative approach is used in that an interview and observation are used this study.

### 2.6.3. Sampling and Participants

The participants of this research have been chosen based on random sampling or what is referred to as probability sampling since it gives equal chance to every single

member of the population to participate. Concerning this study, all participants involved in the questionnaire, interview, and classroom observation have been selected randomly.

MS English teachers in Mascara (Algeria) were the participants involved in this research. The questionnaire was administered to forty-four (44) full-time and part-time teachers during the second trimester of the academic year 2019-2020. It is worth to note that those teachers teach at the level of different MS as they are in charge of teaching the four levels (MS1, MS2, MS3, and MS4). In addition, they vary in gender, age, and teaching experience. For the interview participants, three teachers have been interviewed during the second trimester of the same academic year. As far as classroom observation, it was held in seven (7) MS classrooms taught by four teachers at the level of two different schools in Mascara during the first and the beginning of the second trimester of the academic year 2019-2020 (starting from October, 2019 to January, 2020).

#### **2.6.4 Research Instruments**

Kothari (2004, p. 2) states that “The purpose of research is to discover answers to questions through the application of scientific procedures”. In this regard, research instruments are obligatory to be used in research to find out answers to its questions. The following subsections provide thorough vision about the different research tools used in this study, namely, questionnaire, interview, and observation.

##### **2.6.4.1 Questionnaires**

The questionnaire is “a widely used and useful instrument for collecting survey information, providing structured, often numerical data, able to be administered without the presence of the researcher and often comparatively straightforward to analyse” (Cohen et al, 2018, p.47). in this very sense, it can be inferred that the questionnaire is a quantitative research instruments since it deals with statistical analysis rather than description of data. There are basically three types of questionnaires: Closed-ended, open-ended, and a combination of both. Dawson (2002, p.32) list the following

- **Closed-ended Questionnaires:** They are used to generate statistics in quantitative research. As these questionnaires follow a set format, and as most can be scanned straight into a computer for ease of analysis, greater numbers can be produced.
- **Open-ended Questionnaires:** They are used in qualitative research although some researchers will quantify the answers during the analysis stage. The questionnaire does not contain boxes to tick, but instead leaves a blank section for the respondent to write in an answer.



- **A Combination of both:** Many researchers tend to use the combination of closed and open questions. This type of questionnaires begins with a series of closed questions, with boxes to tick or scales to rank, and then finish with a section of open questions for more detailed response.

The use of questionnaires has a range of advantages. In this sense,

Questionnaires can be designed and used to collect vast quantities of data from a variety of respondents. They have a number of benefits over other forms of data collection: they are usually inexpensive to administer; very little training is needed to develop them; and they can be easily and quickly analysed once completed.

(Wilkinson and Birmingham, 2003, p.8)

Further, questionnaires can yield three types of data about the respondent: factual, behavioral, and attitudinal. Dörnyei (2010, p.5) explains each type of data as follow

- **Factual Questions:** They are used to find out about who the respondents are. They typically cover demographic characteristics (e.g., age, gender, and race), as well as any other background information that may be relevant to interpreting the findings of the survey.
- **Behavioral Questions:** They are used to find out what the respondents are doing or have done in the past. They typically ask about people's actions, lifestyles, habits, and personal history.
- **Attitudinal questions** are used to find out what people think. This is a broad category that concerns attitudes, opinions, beliefs, interests, and values.

As far as the types of questions are concerned, questionnaires are usually comprised of closed questions, multiple-choice questions, likert scale items and open-ended questions. Wilkinson & Birmingham (2003, p.10) defines each type of questions as follow

- **Closed Questions:** These are questions to which all possible answers are provided. The most often-used form of closed question is the dichotomous question requiring a 'yes' or 'no' response.
- **Multiple-choice Questions:** These questions provide a number of predefined responses that allow the researcher to hold some control over the responses given.

- **Open-ended Questions:** They allow for the recording of any response to a question provided by the respondent. The answers to open-ended questions are in no way predetermined – this can make analysis difficult.
- **Likert scale:** This scale measures attitudes to a set statements put by the questionnaire. The respondent is provided with a scale of possible responses (usually five) to the question – ranging from the attitude measure ‘strongly agree’ to the exact opposite measure of ‘strongly disagree’.

Concerning this research, a questionnaire has been used as a primary research instrument to elicit as much as responses from the participants. It was administered to forty four (44) MS English teachers in Mascara (Algeria). It is comprised of fourteen closed and likert scale items.

The following rubrics summarize the content of teacher’s questionnaire and their main aims

- The first rubric: It refers to ‘Teaching Situation’ and it is comprised of four questions related to position (full time/part time teacher), experience, the number of classes, and number of pupils.
- The second rubric: It includes four closed-ended questions which aim at eliciting answers from the participants about their promotion to self and peer-assessment integrated into EFL textbooks.
- The third rubric: It contains six likert scale items for the purpose of identifying the key problems that prevent MS English teachers from incorporating SPA which are integrated into EFL textbooks in their classes.

#### 2.6.4.2 Interviews

An interview is a widely used research instrument. It is characterized with collecting as much as rich data about a given research area through the direct contact between the interviewer and the interviewee using many channels of communication. In this respect, Cohen et al (2018, p.506) postulate that the interview is “a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, seen, spoken, heard and, indeed with online interviews, written”.

The use of interviews has many advantages. They enable the researcher to have detailed information about a topic or subject and more of an insight into the meaning and significance of what is happening (Wilkinson & Birmingham, 2003). The interview can allow researchers to investigate phenomena that are not directly observable because

interviews are interactive. Also, researchers can elicit additional data if initial answers are vague, incomplete, off-topic, or not specific enough. (Mackay & Gass, 2005, p.173)

There are mainly three approaches of interviews, namely, unstructured, semi-structured, and structured interviews. Wilkinson & Birmingham (2003, p. 45) define each approach as follow

- **Unstructured Interview:** It is a flexible approach. Areas of interest are established by the researcher but the discussion of issues is guided by the interviewee. Unstructured interviews can be difficult to plan (in terms of the time to be given to the event), they are difficult to ‘steer’ if the discussion gets away from the key subject matter, and they can prove extremely difficult to analyze.
- **Semi-structured Interview:** There is less flexibility with this approach. The interviewer directs the interview more closely. More questions are predetermined than with the unstructured interview.
- **Structured Interview:** The interviewer has control over the order of questions, all of which are predetermined. There is an element of predictability to the structured interview which allows the event to be timetabled with some precision. The structured interview may provide an easier framework for analysis.

Hancock & Algozzine (2006, pp.39-40) put it clear that in order to conduct a successful interview, the researcher should follow several guidelines. First, the researcher should identify key participants in the situation whose knowledge and opinions may provide important insights regarding the research questions. Participants may be interviewed individually or in groups. Second, the researcher should develop an interview guide (sometimes called an interview protocol). This guide will identify appropriate open-ended questions that the researcher will ask each interviewee. These questions are designed to allow the researcher to gain insights into the study’s fundamental research questions; hence, the quantity of interview questions for a particular interview varies widely. Third, the researcher should consider the setting in which he or she conducts the interview. Although interviews in the natural setting may enhance realism, the researcher may seek a private, neutral, and distraction-free interview location to increase the comfort of the interviewee and the likelihood of attaining high-quality information. Fourth, the researcher should develop a means for recording the interview data. Handwritten notes sometimes suffice, but the lack of detail associated with this approach inevitably results in a loss of valuable information. The best way to record interview data is to audiotape the interaction.

Before audio-taping, however, the researcher must obtain the participant's permission. After the interview, the researcher transcribes the recording for closer scrutiny and comparison with data derived from other sources. Fifth, interviewees must provide informed consent for their participation in the research. Information attained from an interview should be anonymous and confidential. Interviewees have the right to end the interview and should be debriefed by the case study researcher after the research has ended.

To back up the data obtained from the teachers' questionnaire and classroom observation, an interview with MS English teachers has been conducted. With reference to this study, the structured interview type was adopted. The teachers' interview includes a combination of closed and open ended questions that aim at eliciting profound understanding and explanation about the causes that may prevent MS English teachers from the implementation of SPA in their classes. The main sections of the interview are as follow

- **Section One:** It is comprised of three main questions that aim at finding out whether MS teachers use SPA integrated into EFL textbooks.
- **Section two:** It, basically, aims at spotting the hindrances that militate against teachers' use to SPA integrated into EFL textbooks. In addition, it seeks to obtain some suggestions from the part of interviewees that help in the implementation of these alternatives in assessment procedures.

#### 2.6.4.3 Observation

Observation is a rigorous research tool that portrays accurately what happens in a specific and real context. To this view, the observation method

Allows researchers to understand much more about what goes on in complex real world situations than they can ever discover simply by asking questions of those who experience them and by looking only at what is said about them in questionnaires and interviews.

(Wilkinson & Birmingham, 2003, p.117)

Put differently, the observation research procedure can be valid and objective in that it deals with what people actually do or not do since people's views about themselves are subjective (Gillham, 2008). In the same vein, Kothari (2004,p.96) claims that "Observation becomes a scientific tool and the method of data collection for the researcher,

when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability". Thus, having a research objective, planning, recording, and controlling validity and reliability form the key pillars of the observation method.

There are four types of observations: structured, semi-structured, participant and non-participant. Each of these types is used in research for meeting a pre-defined research purpose. In this line of thought, Kothari (2004, p.96) defines each type of observation as follows

- **Structured and Unstructured Observation**

In case the observation is characterized by a careful definition of the units to be observed, the style of recording the observed information, standardized conditions of observation and the selection of pertinent data of observation, then the observation is structured. Contrary, observation is unstructured when it is carried without the consideration of the aforementioned characteristics of structured observation.

- **Participant and non-participant Observation**

Participant observation is based on the involvement of the researcher by making himself, more or less, a member of the group he is observing so that he can experience what the members of the group experience. On the other side, non-participant observation implies mere observation of a phenomenon without any attempt of participation or experience.

According to Hancock & Algozzine (2006, pp.46-47) the researcher should consider five factors when conducting observations

First, the researcher should identify what must be observed in order to shed light on possible answers to the research questions. Second, the researcher should create an observation guide—a list of features to be addressed during a particular observation. This list often includes the time/date/location of the observation, names/positions of persons being observed, specific activities and events related to the research questions, and initial impressions and interpretations of the activities and events under observation. Third, the researcher must gain access to the research setting. Also, the researcher must be prepared to explain why, how, and for whom the investigation is occurring. Toward that end, the researcher should seek the trust of the participants and strive to be as unobtrusive as possible. Fourth, the researcher must recognize his or her personal role and biases related to the research because if not recognized and addressed, these researchers' inherent biases

and predispositions may prejudice their activities and interpretations of the study's findings. The researcher must actively attempt to identify and mitigate the effects of their biases and prejudices in order to ensure the impartiality of their conclusions. Fifth, the researcher must follow all ethical and legal requirements regarding research participants. Persons being observed must provide informed consent of their participation in the research and are normally afforded anonymity and confidentiality.

With regard to this research, classroom observation has been conducted in two middle schools in an Algerian town (Mascara). It sought finding out the extent to which MS English teachers promote the implementation of SA and PA integrated into EFL textbooks in their classes. Besides, it aimed at spotting the major problems that militate against English teachers' incorporation to the aforementioned alternative assessments in the classroom. As far as the types of observation, structured and non-participant types of observation have been opted for in this study. To this point, the researcher was not a participant in the set of classroom observation sessions. Besides, the observation was structured in the sense that the recording style (field notes) was clearly defined in advance. Most important, a checklist that contains all the units to be observed was designed ahead as it was strictly followed. Following is the checklist units used for classroom observation of this research

- **Classroom environment:** It is in which SPA practices are supposed to take place.
- **Teachers' promotion to SPA:** To see whether MS English teachers integrate SA and PA throughout the tasks and checklists integrated into EFL textbooks.
- **Classroom barriers** which may preclude MS English teachers from promoting the implementation of SPA in their classes.

## 2.7 Conclusion

The foregoing chapter, in its first part, focalized on the different facets that characterize ELT in Algeria, particularly in MS education. Hence, a clear picture has been drawn about ELT inclusion purposes in the Algerian educational system. Yet, the chapter offered a thorough overview about the English curriculum and its main content as far as the social constructivist learning approach in addition to the competencies and values that form the fulcrum of CBA. Most important, a plain vision about SA and PA integration into EFL textbooks has been introduced. In the second part of the chapter, the focus has been put on research methodology that centers on the research objectives, the case study method, the mixed-methods approach, sampling and participants, and data collection instruments used for obtaining answers to the research questions.

# **Chapter Three**

## **Data Analysis and Interpretation**



## **Chapter Three: Data Analysis and Interpretation**

3.1 Introduction

3.2 Teachers' questionnaire Analysis

3.2.1. Teaching Situation in Middle School

3.2.2. Teachers' Integration to Self and Peer-assessment

3.2.3. Self and Peer-assessment Integration Obstacles

3.2.4 Discussion and Interpretation

3.3. Classroom observation Analysis

3.3.1. Classroom Environment

3.3.2. Teachers' promotion to Self-assessment

3.3.3. Teachers' promotion to Peer-assessment

3.3.4. Discussion and Interpretation

3.4. Teachers' interview Analysis

3.4.1. Section One

3.4.2. Section Two

3.4.3. Section Three

3.4.4. Discussion and Interpretation

3.5. Discussion of the main Results

3.6. Research Limitations

3.7. Conclusion

### 3.1 Introduction

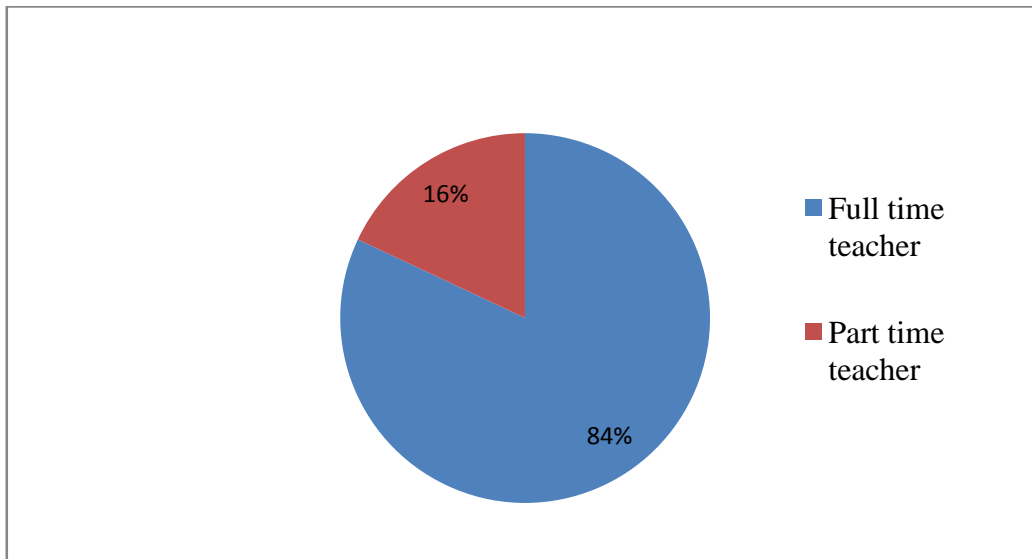
The present chapter deals with data analysis and interpretation. Data derived from the research instruments namely teachers' questionnaire and interview as well as classroom observation will be analyzed thoroughly and interpreted within the space of the research objectives and questions that have been set from the onset of the research. Questionnaire data have been analyzed quantitatively in Microsoft Excel by calculating the percentage of each item answers then summarizing them in figures. As far as the interview and classroom observation, data were analyzed qualitatively throughout describing the classroom assessment practices on one side and teachers' responses on the other side. Besides, this chapter tackles discussion of the main findings obtained from the aforementioned research instruments to see to which extent the research questions have been answered and also to make a link between the hypotheses and the results obtained. Results of this work would be of significant importance for investigating the research problem and offering keys to propositions on what should be done to promote the implementation of SA and PA in MS classroom.

### 3.2. Teachers' Questionnaire Analysis

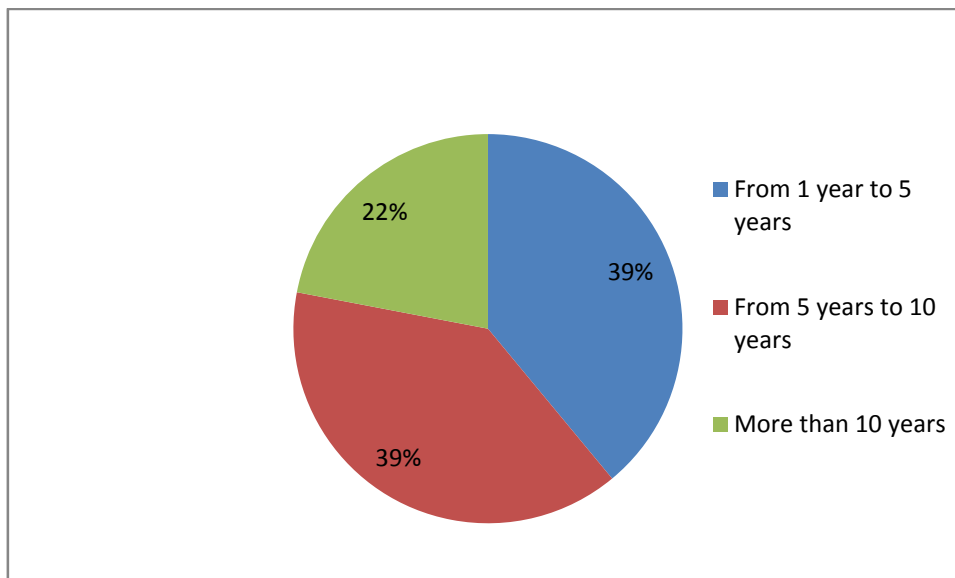
Teachers' questionnaire has been used in this research to see whether MS English teachers promote the implementation of SA and PA integrated into EFL textbooks. Besides, it sought revealing the various hindrances that prevent them from incorporating these assessment practices into the learning process. This questionnaire is comprised of four rubrics (**see appendix 1**) that contain a set of specific items aiming at answering the research questions. The questionnaire rubrics will be analyzed in the light of the following sections.

#### 3.2.1. Teaching Situation in Middle School

The first rubric of teachers' questionnaire is comprised of four questions which aim at spotting light on the teaching situation in MS. The present section is crucial to this research in that it sheds light on the fundamental aspects that exert influence on teachers' implementation to SA and PA in their classes.

**Question 1: Are you a full/ part time teacher?****Pie-chart 3.1 Full-time vs. Part-time Teachers' Percentage**

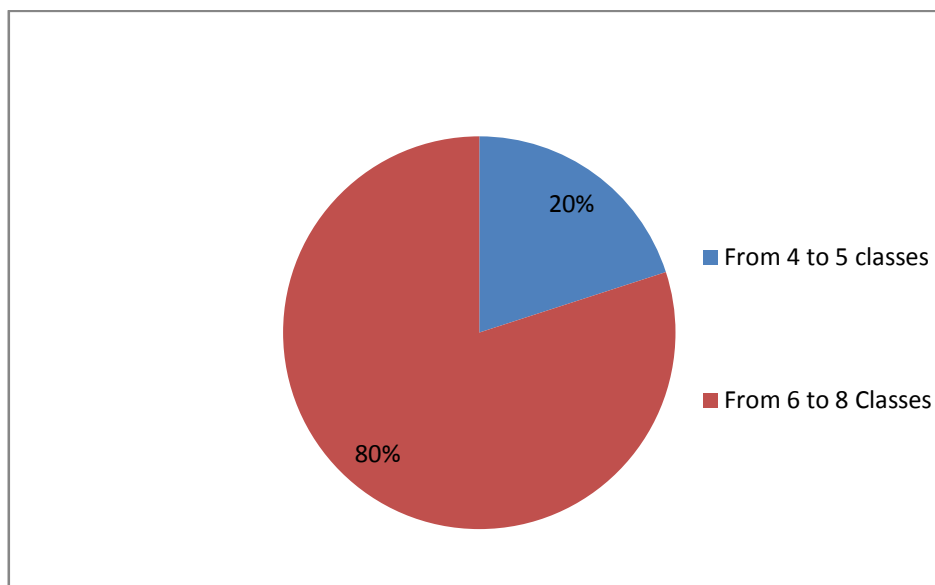
The chart above shows that the majority of teachers (84%) are full-time teachers in comparison to part-time teachers who form only (16%) of the total number of teachers who teach at the level of MS in Mascara. The results indicate that full-time teachers outnumber part-time teachers due to the immense recruitments offered by the ministry of education.

**Question 2: How long have you been teaching English in middle school?****Pie-chart 3.2 Teachers' Experience**

It is clear from this chart that (39%) of teachers have between 1 year to 5 years teaching experience. The same percentage (39%) was recorded for those who have between 5 years to 10 years of teaching. (22%) of teachers are experienced teachers for having more than 10 years of teaching in the middle school. It can be inferred from the

results that the big percentage of MS teachers are not novice having at least five years of teaching experience.

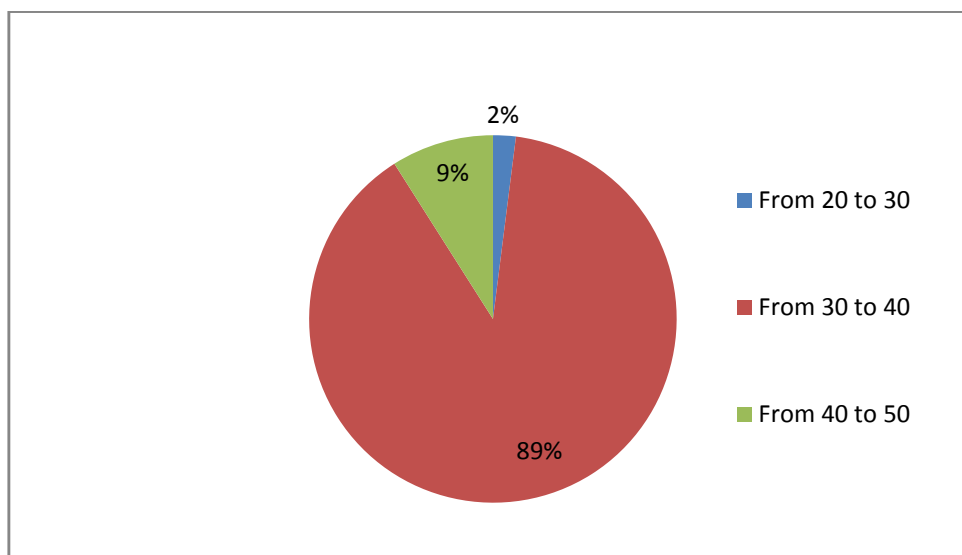
**Question 3: How many classes do you usually teach?**



**Pie-chart 3.3 Number of Classes**

This chart clearly unveils that teachers in their majority (80%) usually teach from 6 to 8 classes and (20%) of them teach from 4 to 5 classes. The results denote that a great number of teachers are required to teach more than 5 classes.

**Question 4: How many pupils do you teach in each class?**



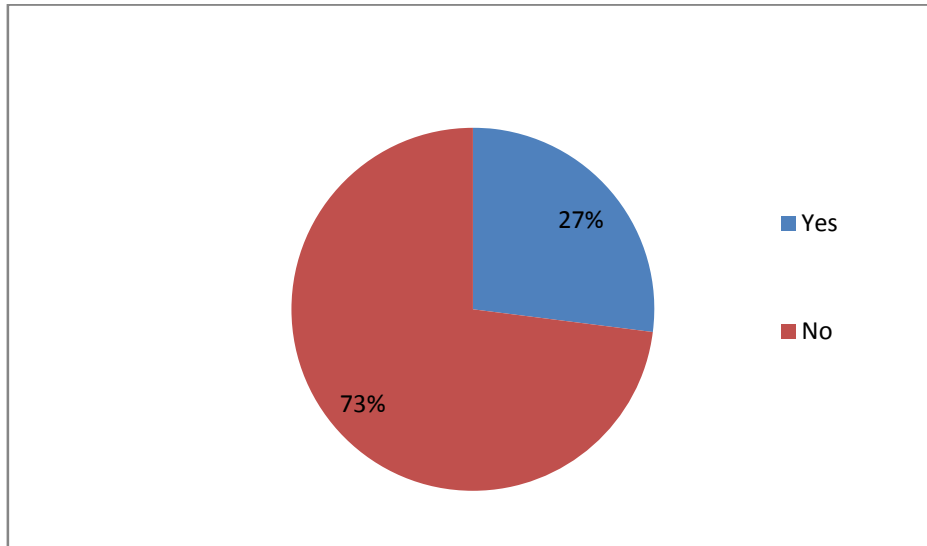
**Pie-chart 3.4 Pupils' Number in MS Classes**

This item results apparently display that (89%) of classes are comprised of 30 to 40 pupils. (9%) of classes contain from 40 to 50 pupils, whereas (2%) of classes have between 20 to 30 pupils. All in all, the results signal that the majority of MS classes are large.

### 3.2.2 Teachers' Integration to Self and Peer Assessment

This questionnaire rubric includes four closed-ended questions that aim at finding out whether MS English teachers promote the implementation of SA and PA integrated into EFL textbooks.

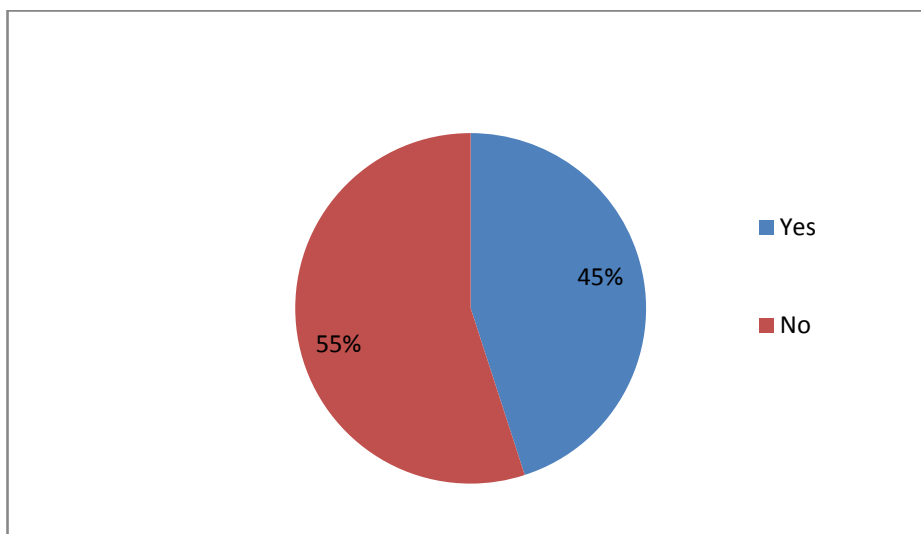
#### Question 5: Do you familiarize your learners to self and peer-assessment?



**Pie-chart 3.5 Familiarizing self and peer-assessment to learners**

As it is illustrated in the pie-chart above, (73%) of teachers asserted that they do not introduce self and peer-assessment to their pupils whereas (27%) of teachers claimed that they do. Clearly, these results signify that the majority of teachers do not make their pupils acquainted with these assessments procedures which are enormously incorporated in EFL textbooks.

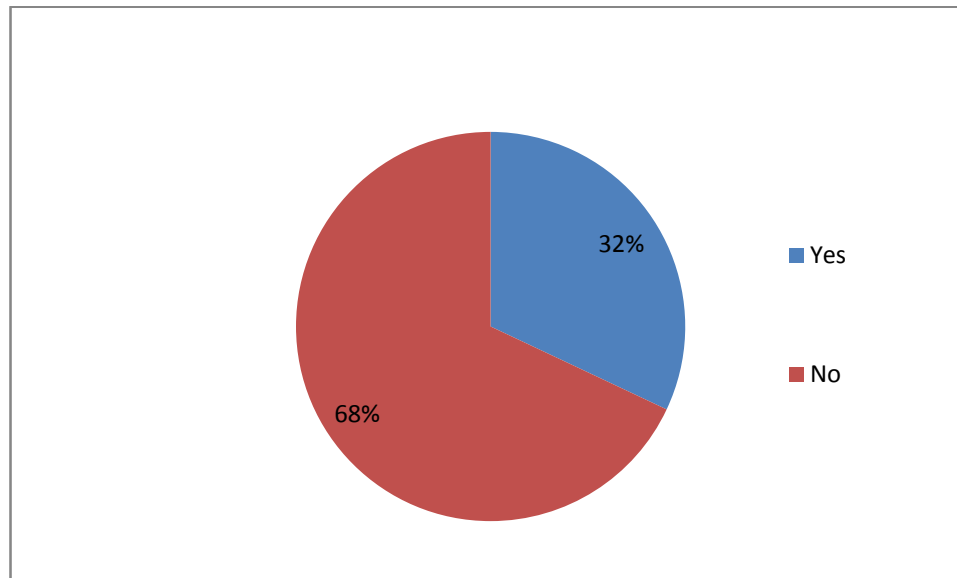
#### Question 6: Do you involve your pupils in performing 'I check my answers' assessment task included in EFL textbooks?



**Pie-chart 3.6 Involving learners in performing 'I check my answers' assessment task**

The results plainly demonstrate that (55%) of teachers do not involve their pupils in performing ‘I check my answers’ assessment task incorporated into EFL textbooks (MS2, MS3, and MS4). (45%) of teachers stated that they engage their learners in completing this SA task. Briefly, those teachers who exclude this SA task from the learning process form the greatest part of teachers’ population.

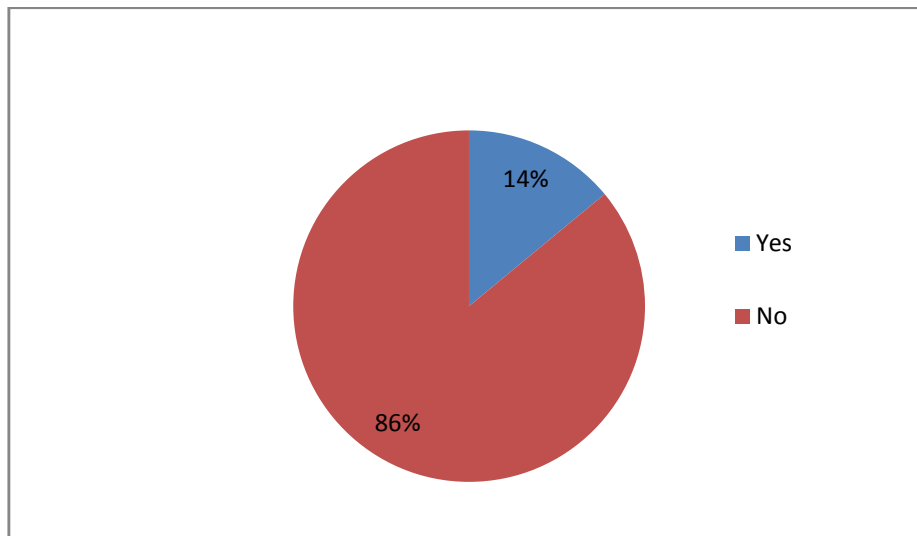
**Question 7: Do you involve your pupils in performing ‘now I can’ assessment section found in MS textbooks?**



**Pie-chart 3.7 Involving Learners in Performing ‘Now I can’ section**

Based upon the results of the pie-chart above, teachers who represent (68%) of the respondents do not involve their pupils in performing ‘now I can’ section contained in EFL textbooks. (32%) represents those teachers who encourage performing this SA section. Hence, the results show that most of teachers skip this SA section moving directly to the next sequence.

**Question 8: Do you involve your pupils in performing peer-assessment tasks integrated into EFL textbooks?**



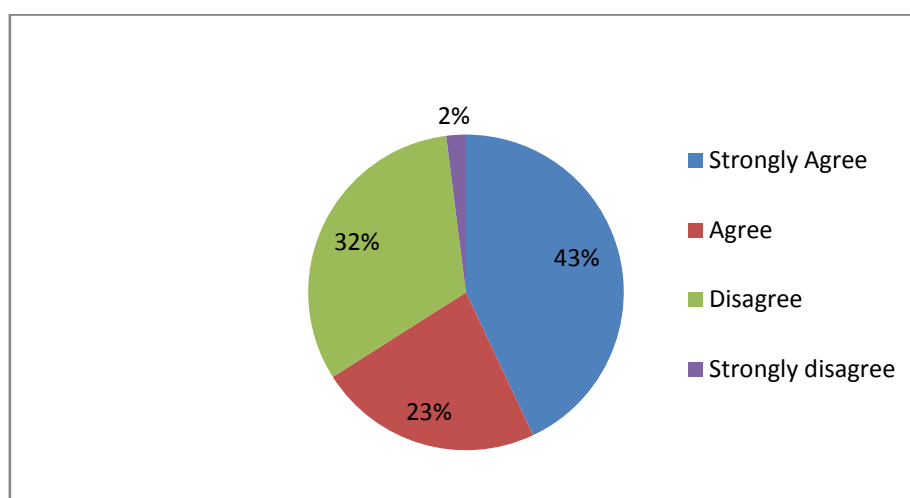
**Pie-chart 3.8 Peer-assessment Tasks Integration**

This chart results reflect that the majority of teachers (86%) do not involve their pupils in performing PA tasks integrated into EFL textbooks. Contrary, (14%) of teachers make their pupils engaged in doing such an assessment task. Thus, it can be confirmed that the majority of teachers overlook PA tasks.

### 3.2.3 Self-and Peer-assessment Integration Obstacles

This rubric of the questionnaire includes six likert scale items ranging from strongly agree to strongly disagree. It aims at revealing the major hindrances that militate against English teachers' promotion to SA and PA in their MS classes.

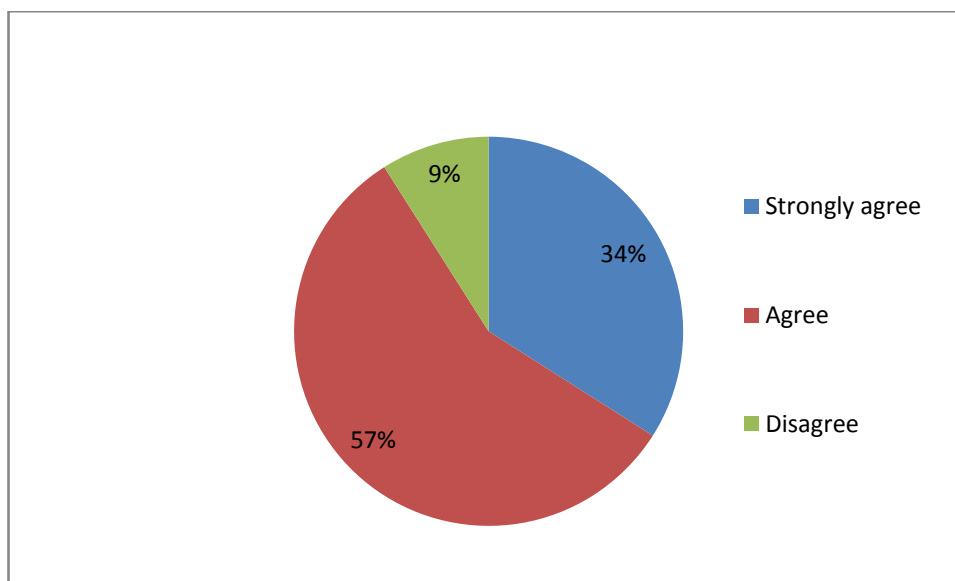
**Item 9: The lack of training does not help me to promote self-and peer-assessment integrated into EFL textbooks.**



**Pie-chart 3.9 the Lack of Training Effects on Self and Peer-assessment**

It is pretty obvious from the pie-chart results that (43%) of teachers strongly agree, i.e., they consider the insufficient training as an obstacle that hinders the integration of SA and PA into their MS classrooms. (23%) of respondents agree on the same point. However, (32%) of the participants disagree, i.e., those teachers do not see the lack of training as a problem that can really preclude their integration to these assessment procedures. Also, (2%) of teachers strongly disagree. The results lead to affirm that the lack of training forms a big hindrance which prevents the majority of teachers from attaching SA and PA to their classroom.

**Item 10: Large classes do not help me to promote self and peer assessment integrated into EFL textbooks.**

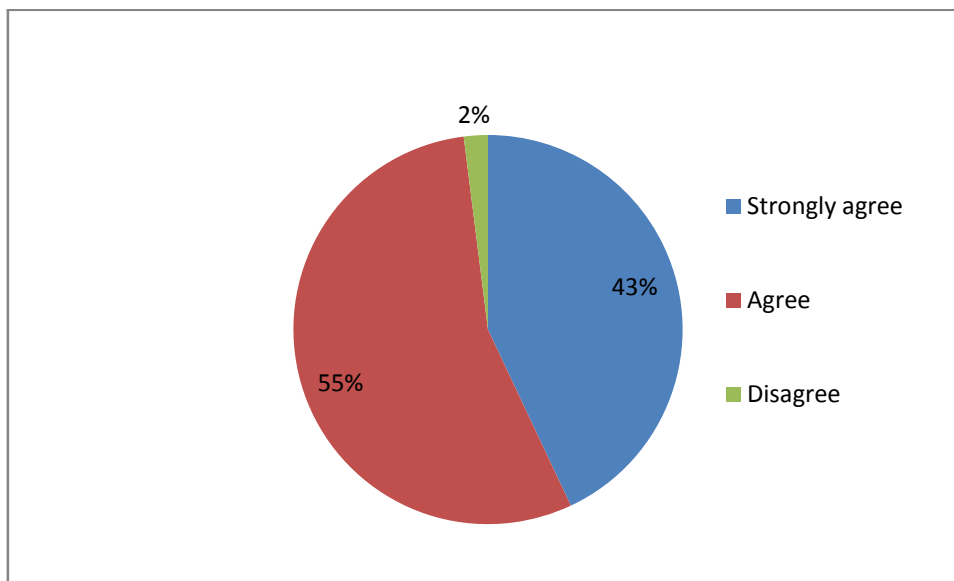


**Pie-chart 3.10 Large Classes Effects on Self and Peer-assessment**

Drawn upon the results of this item, (34%) of teachers strongly agree that large classes form a barrier which stops them from incorporating SA and PA into their classes. (57%) of teachers agree whereas only (9%) of the respondents disagree. What can be concluded from these results is that teachers consider the large class as a major obstacle which hinders their integration to SPA.



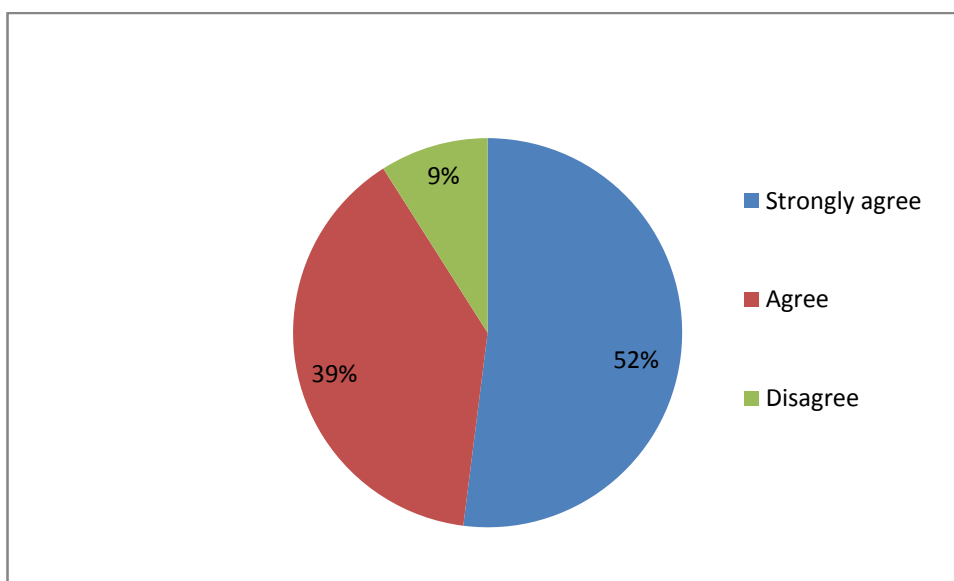
**Item 11: The lack of time does not help me to promote self and peer-assessment integrated into EFL textbooks.**



**Pie-chart 3.11 Time Effects on Self and Peer-assessment**

With regard to this item results, (43%) of teachers strongly agree that insufficient time precludes their integration to SA and PA. Also, (55%) of teachers agree. Contrary, (2%) of teachers disagree. Clearly, the results display that the lack of time is considered to be a big problem that English teachers face hampering in that the inclusion of SPA in their classes.

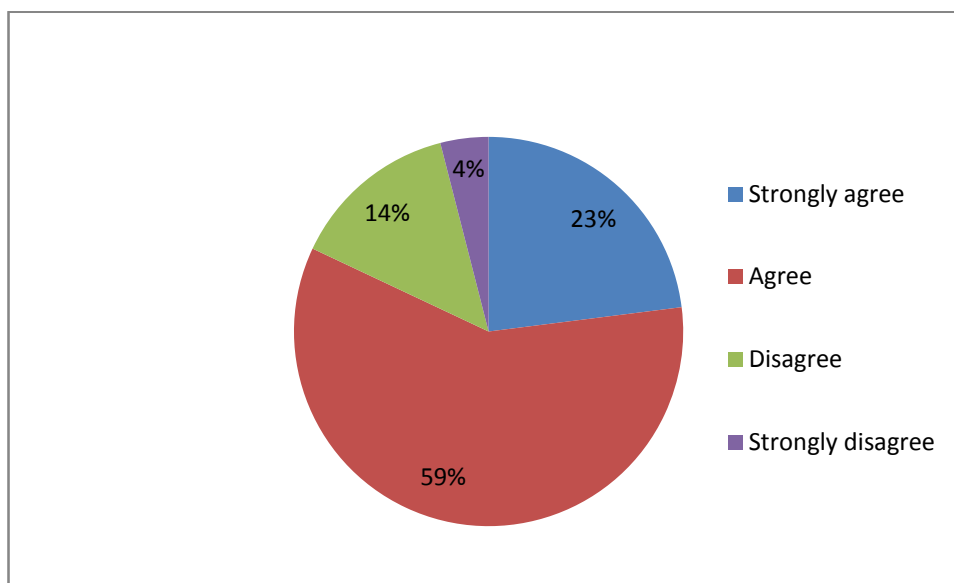
**Item 12: The heavy syllabi do not help me to promote self and peer-assessment integrated into EFL textbooks.**



**Pie-chart 3.12 The Heavy Syllabus Effects on Self and Peer-assessment**

Concerning this item results, the pie-chart above clarifies that the majority of teachers (52%) strongly agree and (39%) agree that the heavy syllabus hinders their implementation to SA and PA. Opposite to this view, (9%) of teachers disagree. It can be inferred that the outstanding number of teachers believe that the heavy syllabus exerts negative influence on the implementation of SPA in their classes.

**Item 13: Summative-assessment does not help me to promote self and peer-assessment integrated into EFL textbooks.**



**Pie-chart 3.13 Summative-assessment Effects on Self and Peer-assessment**

The results display that the big percentages (23%) and (59%) go to teachers who strongly agree and agree about the negative effects of summative-assessment on the integration to SA and PA procedures into their classes. Contrary, (14%) of teachers disagree as (4%) strongly disagree. The results indicate that summative assessment is regarded by teachers as a hard obstacle that prevents them from promoting SPA procedures in their MS classrooms.

### 3.2.4. Discussion and Interpretation

Teachers' questionnaire scrutinized teachers' teaching situation, teachers' promotion to SPA methods integrated into EFL textbooks, and the obstacles that militate against the incorporation of the alternatives in assessment procedures into the learning process.

The "teaching situation" rubric revealed ample information about MS English teachers. The majority of those teachers are full-time teachers who have at least five years of teaching experience. This indicates that they are well familiarized with MS textbooks' content. Also, the questionnaire shed light on the number of classes and pupils that

teachers are supposed to teach. Based on the derived results, it seems that a good number of English teachers teach more than five classes to reach in some cases eight classes which is too much exhausting. Added to that, most of those classes are large containing more than thirty pupils to reach sometimes more than forty pupils in each class. Drawn on those findings, it can be strongly inferred that the teaching situation of most of MS English teachers, especially in the classroom, is really hard, de-motivating, and deskilling.

The second rubric of the questionnaire entitled “Teachers’ integration to self and peer-assessment into MS classes” aims to unveil whether English teachers implement the two assessment procedures or not. The results clearly demonstrate that MS classes are devoid of SA and PA in that the majority of teachers do not integrate them into the learning process. To know exactly why alternatives in assessment procedures are absent from MS classroom, the third rubric labeled “Self and peer assessment integration obstacles” was embedded into the questionnaire. Results revealed a plethora of hindrances that preclude teachers’ implementation to SPA which are tremendously incorporated into EFL textbooks. Following are the key ones

- **Training**

Based on the results of the questionnaire, it can be confirmed that receiving little pre-service and in-service (or no) training impede to a high extent the implementation of SPA. This is totally reasonable since teachers cannot implement new assessments that they ignore many things about their use. In such a case, teachers are not to be blamed

- **The Heavy Syllabi**

According to the questionnaire results, it can be assumed that the heavy syllabus forms a hard obstacle that prevents MS English teachers from promoting SPA in their classes. It is worthy to mention that EFL textbooks of MS are weighty in program to be covered in each level (MS1, MS2, MS3, and MS4) particularly what is related to linguistic objectives. To this point, teachers are in rush to complete the syllabi and they are not ready to take risk in trying new assessments which may keep them late to finish the program.

- **Large Classes**

The results also revealed that the large class is another big problem that hinders the application of SA and PA in the classroom. It is worth to note that the large class is not only “large” in terms of the number of pupils. In fact, such crowded classes comprise

mixed-ability learners who are different from one another with regard to a wide range of individual differences such as motivation, attitude and aptitude, learning style, personality, etc. Besides, the large class is well-known with disruptive behaviors which make it worst for teachers to handle in addition to many classroom management problems. In this very sense, English teachers may find it extremely difficult to embed SPA into learning.

- **The Lack of Time**

Drawn upon the respondents' answers, they agreed in their majority on the lack of time effects on the use of SPA procedures. This can be totally true since MS English schedule contains from 2 to 3 hours plus a tutorial session only per a week for each class which signifies that teachers do not have enough time for the implementation of these new forms of assessment.

- **Summative-assessment**

With reference to summative assessment, the results displayed that the respondents affirmed that it affects their integration to SA and PA practices. Sensitively, this view is highly reasonable in the sense that assessment of learning (tests and exams) is over-emphasized in MSE deskilling both teachers and learners' motivation and enthusiasm to try new methods of assessment.

### **3.3. Classroom Observation Analysis**

This section of the chapter is mainly concerned with the analysis of results derived from classroom observation (see appendix 2). The latter was employed in this research with three (3) English teachers to see what exactly happens in the real context, in other words "the MS classroom" with regard to the implementation of SA and PA integrated into EFL textbooks. In this respect, classroom observation aimed at finding out whether MS English teachers promote the implementation of SPA in their classes or not. And further, it focused on spotting those classroom barriers that affect to a certain extent teachers' support to the integration of these procedures in their classes. It includes four prime units to be observed during each session. The following sections provide thorough overview of the results of each unit of the observation grid.

#### **3.3.1. Classroom Environment**

It is substantially vital to spot light on the classroom environment since it may affect considerably the implementation of SA and PA. Based on the observation method, the three observed MS classes are large comprising from 30 to 40 pupils who are arranged in rows sitting scheme. Also, those classes are mixed-ability comprising in their majority

less-able learners. Learners' low-ability level could be easily noticed throughout their total disengagement in participation. Although more-able learners look active, interested, and motivated they are not autonomous in the sense that the classroom is teacher-centered.

Concerning interaction, teacher-learner type of interaction was occurring most of the time in comparison to learner-learner interaction which was rarely happening due to teacher-centered approach that characterize all the observed classes. Learners were in close contact with their teachers during all the stages of the lesson even in tasks which require pair/group work. Learners were rarely asked to work in pairs while group-work was totally missing. In other words, social interaction among learners was absent.

As far as the materials are concerned, English teachers did not use any other teaching aid except the textbook or the whiteboard. This was apparently observed in all the sessions "I listen and do" "I pronounce" "I practice" "I read and do" "I learn to integrate" and "I think and write" with MS2, MS3, and MS4 classes.

### **3.3.2. Teachers' promotion to Self-assessment**

Classroom observation sessions showed that the observed teachers do not promote SA throughout the tasks and checklists proposed in EFL textbooks emphasizing on language tasks only. In this sense, teachers did not offer their learners the opportunity to assess the level of their listening skill or pronunciation competence. Also, performing SA checklist has been skipped in that teachers move to the upcoming sequence just after completing the last lesson "I think and write". Hence, learners go to the next learning level (sequence) without diagnosing their strengths and weaknesses which entail remediation.

### **3.3.3. Teachers' promotion to Peer-assessment**

Based on the set of classroom observation sessions conducted, it seems that the observed teachers do not promote the implementation of PA in their classes throughout the tasks proposed in EFL textbooks. All the teachers ask the pupils to complete tasks individually in listening, pronunciation, grammar, and reading sessions in a few minutes only for performing as much tasks as possible. This was noticeable in listening and pronunciation sessions notably. After that they involve whole class for task correction. Except for writing classes, pupils were asked to work in pairs. However, the aim behind teachers' option for pair-work was co-operation rather than assessment. Even if learners try to peer-assess one another they may not succeed since they are not given enough time to write neither they are provided with assessment rubric which includes the criteria to be followed when assessing writing skill. In a nutshell, teachers were the only source of

assessment in their MS classrooms as they did not encourage the use of PA among their pupils.

### 3.3.4. Discussion and Interpretation

Classroom observation was of prime significance to this research since it provided thorough answers to its main questions related to the implementation of SPA integrated into EFL textbooks and the classroom problems that prevent teachers from using such assessment procedures. Based on the observation method, it can be confirmed that MS English teachers do not support the implementation of SA and PA in their classes because of a myriad of reasons related basically to the classroom environment which is

- **Teacher-centered classroom:** Such type of classroom increases teacher-learner interaction while it weakens learner-learner contact with one another. The classrooms observed were teacher-centered because of many factors such as large classes, teaching many classes and different levels during the one day, the existence of a considerable number of less-able pupils, and the lengthy lessons to cover.
- **Mixed-ability classes:** They are also called heterogeneous classes in which pupils are different from one another in a plethora of learning characteristics such as the ability level, motivation, interest, learning styles and preferences, in addition to personality features. As far as the ability-level is concerned, it has been noticed that the majority of pupils are struggling in the language in both linguistic as well as communicative competence through their lack of participation and taking time in performing straightforward tasks. For motivation and interest, it has been seen that most of learners are neither motivated nor interested in learning the language regarding it a subsidiary subject because they are obliged to learn it in school and because of its low coefficient which is (1) in MS1, MS2, and MS3 levels to reach just (2) in MS4 level. Learners' de-motivation and lack of interest have been also clear in not bringing the textbook by some learners, the lack of concentration when doing tasks and getting busy with chatting with one another. As far as learning styles "one shoes fit all" does not work in that learners do not acquire the information in a similar way. For example, some learners learn visually while others are auditory, kinesthetic or tactile. For personality features, most teachers flounder to arrive at dealing with the various personalities of their learners. Some

learners are introvert while others are extroverts which complicate the teachers' task in the classroom.

- **Large classes:** they are one of the biggest and thorny dilemmas which face most of teachers. As far as the observed MS classrooms are concerned, they are crowded with a great number of pupils which reach more than 40 pupils in each class. Because of the big number of pupils, it has been noticed that some pupils did not have chairs to sit and they kept standing on feet for the whole hour in some classes. In such an uncomfortable and flooded space, how can teachers integrate new SPA? And how can learners get engaged in such assessments without feeling comfortable? In addition to the uncomfortable environment, the large class teaching, especially in case of there is a heavy syllabus to cover, takes time and efforts in that MS English teachers can barely teach the lesson and arrive at meeting its main objective. Sometimes, teachers divide the lesson into parts because of its length and to guarantee that most of learners have grasped the content. In this respect, SPA implementation in the large class seems quite impossible to be done or still a dream that an English teacher wishes to see in his/her class.
- **The absence or lack of teaching aids:** It is a huge obstacle which impedes completing the lesson early and then moving to SA and PA practices. Based on the classroom observation sessions, it has been noticed that MS English teachers do not use teaching aids which help considerably in teaching and learning on the one side and gaining time and efforts on the other side, For example, in “I listen and do” with MS4 class, the teacher relied on the listening script guide instead of the audio-tape while pupils were required to complete listening tasks. In “I pronounce” with MS3 class, the teacher highlighted the target sounds on the board and then pronounced them to learners without using any material such as audio recording to help them decode the new sounds easily. Also, with regard to “I practice”, with MS2 and MS4 classes, the observed teachers used intensively the board in “presentation” phase when introducing the target language structures and in “I practice” stage when assigning learners tasks to complete. Flash cards were used by one teacher only in “I read and do” session with MS4 class in “pre-reading” phase to present the topic of the text. In “I learn to integrate”, and “I think and write” with MS2 and MS4 classes, teachers did not employ any material to help

learners understand well the writing topic. Hence, huge amount of time has been wasted in the transmission of the lesson “the presentation phase”. It is not to blame teachers for not using teaching materials since it is the responsibility of the school to afford them especially the useful ones such as the data-show, tape recording, and speakers.

### 3.4. Teachers’ Interview Analysis

An interview has been used as the third research instrument. It was conducted with three (3) MS teachers at the level of two schools of Mascara city. Conducting teachers’ interview with MS teachers was for the purpose of having in-depth and thorough understanding of the problems that prevent English teachers from the implementation of SA and PA. Most important, the interview tended to elicit key suggestions from the respondents about what can be done to apply these assessment procedures which form one of the key parts in EFL textbooks. It includes two sections (see appendix 3) which will be tackled in the next sections.

#### 3.4.1. Section One

The first section tends to collect some information about the interviewees as far as their teaching experience and awareness of the integration of SPA into EFL textbooks. It also sheds light on learner-autonomy and co-operative learning.

#### Question One: How long have you been teaching English in MS?

Participants	Participant 1	Participant 2	Participant 3
Teaching experience	10 years (full time)	12 years (full time)	24 years (full time)
Status	Principal teacher	Principal teacher	Teacher trainer

**Table 3.1 Interviewees’ Teaching Experience**

The interview participants’ status is different from one teacher to another according to the number of years they have been teaching. The first and second participants are principal teachers who have ten and twelve years of teaching in MS whereas the third one is a teacher trainer who has been teaching in MS for 24 years.

#### Question Two: Have you noticed anything new about assessment in the new EFL textbooks?

As far as this question is concerned, participant 1 mentioned “Now I can” section which lies at the end of each sequence of EFL textbooks. Further, this interviewee assured that this section is tightly linked to SA since it involves the pupils in checking whether they have met the objectives of each sequence or not”. For participant 2, what has been noticeable was SA in “I check my answers” and PA in “I work with my partner and we



correct our answers” since they are incorporated into all learning sequences in MS2T, MS3T, and MS4T. For participant 3, SPA integration into the textbooks was obvious.

### **Question Three: Are your pupils autonomous?**

The interviewees’ responses to this question form a tight knit in that they all affirm that their pupils are not autonomous. Added to that, they indicated that the majority of them are

- Lazy and dependent expecting everything from the teacher.
- They neither prepare lessons in advance nor do they make research.
- They are passive.

### **Question Four: Do you encourage co-operative learning throughout pair/group work?**

As far as this question is concerned, the interviewees said that they sometimes ask their pupils to work in pairs or groups for three reasons. For participant 1, this is bound to time. For participant 2, this can be due to task difficulty. For participant 3, this arrives at the type of task which requires two or more learners to work together like in dialogues

#### **3.4.2. Section Two**

This section delves into MS English teachers’ inclusion to SA and PA with regard to language skills.

### **Question Five: Do you enhance self-assessment in listening and reading?**

Although the three participants acknowledge the advantages of SA in assuring learner-autonomy and checking one’s strengths and weaknesses in listening and reading, they said that they do not ask their pupils to self-assess their language skills. In this regard, participant 1 and participant 2 said this is because of pupils’ ignorance to listening/reading strategies. For participant 3, this is related to the complexity of these skills integrated into EFL textbooks which do not tailor the majority of pupils’ ability-level.

### **Question Six: Do you ask your pupils to assess their writing skill?**

With regard to the interviewees’ responses to this question, they all confessed that they do not engage their pupils in assessing their writing skill because of some key reasons. Participant 1 relates this to the difficulty of writing skill at the level of MS in that pupils are required to write lengthy texts using various language structures and lexis. On the other

hand, participant 2 attributes this to the lack of time. However, participant 3 said that SA is hard to be applied in MS low-ability classes.

**Question Seven: Do you involve your pupils in completing “Now I can” section?**

As far as this question is concerned, the participants said that they do not ask their pupils to do it individually. Alternatively, they plan tasks for them in tutorial sessions to see who could attain the learning objectives of each sequence and those who could not. Based on this method, they plan for re-enforcement activities to the advanced pupils and remediation for the struggling ones.

**Question Eight: Do you ask your pupils to assess their peers’ reading and writing skills?**

Despite the fact that the participants recognize well the benefits of PA in raising learners’ co-operation and providing peer-feedback in reading and writing, they have put it clear that they do not ask their pupils to peer-assess. For participant 1 and participant 2, this is due to the complexity of these two skills in comparison to the low-level of MS pupils. For participant 2, this is because of the difficulty of reading texts and writing tasks included in EFL textbooks.

**3.4.3. Section Three**

This part of the interview aims at eliciting answers from the interviewees about the major barriers that hinder their inclusion to SA and PA in their MS classes. Also, it comprises some of English teachers’ suggestions as far as the implementations of these assessment procedures are concerned.

**Question Nine: What are the obstacles which hinder your implementation to self and peer-assessment in your classes?**

In relation to this question, participant 1 complained from the heavy syllabi which are flooded with learning objectives in grammar and pronunciation notably. This really would not leave time to enhance SPA implementation. On the other side, participant 2 felt frustrated from summative-assessment in the sense that it makes both the teacher and learner work to the test. However participant 3 was bothered with the large classes.

**Question Ten: Do you have any suggestions to enhance self and peer-assessment in MS classroom?**

To enhance SA and PA in MS classroom, participant 1 proposes syllabi reforms as soon as possible seeing that this is one way to leave some space in their schedule for alternatives in assessment procedures. Participant 2 advises for stake-holders’ collaboration (teachers, Inspectors, school principals, and parents) to instill an assessment culture in

MSE based on formative assessment which supports life-long learning throughout developing learners' competencies and skills. However, participant 3 recommends reducing class size of MS classroom as a way to diminish from individual learner differences which may help considerably in integrating SPA in the classroom.

#### **3.4.4. Discussion and Interpretation**

Data analysis of MS English teachers' interview shows that the three interviewees recognize the incorporation of SA and PA into EFL textbooks. In addition, they are aware of the importance of these assessment procedures in helping their pupils to check their progress, to be autonomous, to co-operate and provide feedback to one another. However, they do not promote the aforementioned assessment methods in their classes due to a multitude of reasons. Following are the principal ones

- **Teaching Dependent/less-able Learners**

Teaching dependent/less-able learners is one of the thorny issues that prevent MS English teachers from the implementation of SPA. The interviewees affirmed this when they said that the majority of their pupils do not take part in their learning process. For example they do not prepare lessons, do research, and even worse home-works. So, how can they self/peer-assess? Involving this type of pupils in assessment is time-consuming bearing in mind that teachers do not have enough time because of the heavy syllabus they must cover completely by the end of the academic year. This point will be discussed later in this section.

- **Language Skills Complexity**

The difficulty of language skills at the level of MSE forms another barrier to MS English teachers which does not help them in enhancing SPA in their classes. As mentioned by the interviewees, most of listening, reading, and writing objectives designed for MS pupils exceed their average ability-level in general. In this case, it is quite hard to ask the pupil to self or peer-assess while s/he grapples with the complexity of the content.

- **The Heavy MS Syllabi**

As participant 1 claimed, the weighty syllabi designed for MSE is a heavy burden on teachers' shoulder which hinders their implementation to SPA. One glance at the four MS levels' programs is enough to confirm that they are replete with numerous learning objectives particularly in grammar and pronunciation. This is truly exhaustive and demotivating preventing teachers from integrating new assessment methods in the classroom which help considerably in promoting life-long learning. Accordingly, only summative-assessment is promoted on the basis of measuring pupils' attainment to learning objectives. This point will be developed next.

- **Summative-assessment**

Summative-assessment exerts big influence on teachers' negligence to SPA implementation in MS as mentioned by one of the interviewees. One of its main drawbacks is teaching and learning to the test which the education sector witnessed for so long. On one hand, teachers are still striving to transmit knowledge to learners and then assessing them on the basis of meeting learning objectives. On the other hand, learners are passive, learning only to attend to test requirements. Because of summative-assessment, English teachers are perhaps not ready yet for change although the new reforms (2016) stress on SPA integration into the learning process throughout incorporating these assessments in EFL textbooks throughout tasks and checklists. Even if teachers take the initiative to embed SPA in their classes, this would not be easy for pupils for being acquainted with tests only.

- **MS Large Classes**

Without any scant doubt, large class size affects both teaching and learning process. Thus, boosting the implementation of SPA in such classes is a tough task. It is truism that the huge number of pupils forms the mixed-ability class which comprises a range of learners' abilities, learning styles, personalities, attitude and motivation, etc. In this very sense, teachers may not find it conducive to apply other forms of assessment believing that this would not work in the crowded environment.

When asked to suggest some recommendations to enhance SPA in MS classroom, the interviewees stressed on the following

- Making reforms as far as syllabi are concerned especially for MS2, MS3, and MS4 levels. The change must touch primarily grammar and pronunciation sections.
- Stake-holders collaboration for establishing assessment culture in MS that supports life-long learning and promotes pupils' co-operation instead of competition.
- Reducing MS class size for the pivotal role that classroom environment plays in ensuring better learning opportunities.

### 3.5. Discussion of the Main Results

At its fulcrum, this research lends its self to explore the major obstacles that militate against MS English teachers' promotion to SPA which are immensely embedded into EFL textbooks. Data derived from the three research instruments namely: Teachers' questionnaire, classroom observation, and teachers' interview back one another in that they all prove that the hindrances that prevent English teachers from the implementation of SPA are tightly interwoven with the classroom environment, summative-assessment, and the heavy MS syllabi. Hence, for enhancing the integration of the aforementioned assessment methods at the level of MS, teachers' problems must be addressed.

The results obtained from the data collection methods confirmed the research hypotheses. For the first hypothesis which states those MS English teachers do not promote SA and PA integrated into EFL textbooks, this was found true throughout the questionnaire, classroom observation, and interview. Despite the fact that teachers are aware of the advantages of self-assessment in developing learner-autonomy and ensuring effective learning, as mentioned in the interview, they do not involve their pupils in implementing this assessment procedure. This is due to some intricate obstacles which were discovered from the different research instruments. These hindrances will be tackled later.

As far as the second hypothesis is concerned which claims that English teachers do not support peer-assessment incorporated into EFL textbooks, this was clearly proved by the different research tools. A great number of teachers do not make an attempt to embed peer-assessment into learning although they admit that this assessment procedure raises co-operation and feedback among learners. This is also due to a set of complicated problems that MS teachers confront daily in their classes.

With regard to the third hypothesis which postulates that the obstacles that preclude teachers' integration to SPA into their classes are related to classroom environment, MS syllabi and summative assessment, the research results which have been obtained from the three research instruments affirmed it strongly. With regard to classroom environment, this investigation throughout classroom observation instrument principally revealed that MS English teachers exercise their profession in tough classroom conditions. They teach large classes which comprise a wide range of abilities, motivation, learning styles, and personalities, etc. What aggravates more the situation is that those classes contain in their bulk less-able and de-motivated learners. It is also worthy to mention, based on some observed sessions, that such classes cause classroom management problems which are not easy to cope with. Some pupils impede the smooth fluid of the lesson pushing the teachers to address the misbehavior. So, reducing class size is obligatory to get positive teaching/learning environment in general and enhance SPA implementation in particular. As far as MS syllabi are concerned, teachers via the questionnaire and interview complained so much from them. They considered MS programs one of the major barriers which preclude their integration to SPA because of their length in terms of learning objectives and complexity which exceeds the level of the majority of pupils. In this very sense, MS English teachers are always in pressure and rush with time to complete the set of objectives finding themselves teaching to the test outside their choice. Thus, to boost SPA in MS classroom, decrease in MS syllabi objectives especially the linguistic ones is necessary. This was clearly uttered by one of the interviewees when she was asked about the solution towards promoting SPA. In relation to summative-assessment, the research participants through the questionnaire and interview noted that it is a big problem which impedes their integration to SPA in their classes since the Algerian school still emphasizes on tests notably despite the fact that the new reforms accentuate on the promotion of SPA. When one of the interviewees was asked about the solution to this problem, he said that it is the high time for the Algerian school to change its old look to assessment throughout increasing SPA value and giving chance to these assessments to take place in the MS classroom to promote learner-autonomy and cooperation.

### **3.6. Research Limitations**

This research was not devoid of limitations which might influence the findings. Actually, two main limitations have been confronted when conducting this case study

research. Concerning the first limitation, it is interlinked with generalization in that the results cannot be generalized on the whole population in different schools because of the number of participants on the one side and the location of the school on the other side. Forty-four teachers who were involved in responding to the questionnaire and three teachers who participated in classroom observation and interview would not suffice in comparison to the overall number of MS teachers who belong to the Algerian MS public sector. Also, teachers who teach in big urban cities may have different responses about the questionnaire and interview questions in comparison with those who teach in small towns like Mascara, where the research took place, and rural places. Besides, teachers may not face the same classroom problems in different schools throughout doing classroom observation. Hence, for reliability purposes, further research is recommended with as many participants and schools from different places as possible. The second limitation is related to time as far as teachers' interview is concerned. It is worthy to mention that interviewing teachers in no more than 10 minutes did not allow for more discussion with the respondents to have thorough and further explanations. Therefore, it was barely enough to elicit answers to the key questions. The problem is that teachers did not have adequate time for the interview for work requirements. Due to time limitations, it would be advisable to conduct further research with more participants in a good proportion of time on the same research problem or delving deeply with it from different sides. For example, additional research can be conducted on the implementation of SPA in the MS classroom without reference to EFL textbooks. Also, research can be done with respect to each problem in isolation from the others like dealing solely with large classes, MS syllabi or summative assessment impact on SPA implementation.

### 3.7. Conclusion

In its very essence, this chapter presented the practical side of this research throughout analyzing, discussing, and interpreting the results which were derived from the three research instruments namely teachers' questionnaire, interview, and classroom observation. The research findings revealed that there exists a myriad of hindrances which hinder MS English teachers' integration to SA and PA which are abundantly incorporated into EFL textbooks. The prime ones are interwoven with large class size, the heavy syllabi, and summative-assessment. Therefore, teachers' enhancement to the aforementioned alternatives in assessment is determined by reducing class size and syllabi objectives in addition extending assessment practices outside tests to help MS English teachers to promote an assessment culture in MSE.



# **Chapter Four**

**Promoting SPA at MS  
Level: Recommendations  
and Suggestions**

## **Chapter Four: Promoting SPA at MS Level: Recommendations and Suggestions**

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### 4.4 Conclusion

#### **4.1 Introduction**

The findings of this case study research showed teachers' negligence to the implementation of SPA at MS level due to some reasons related mainly to large class size, summative assessment, and the heavy syllabi. Based on the research results, this chapter provides some suggestions and recommendations for the sake of promoting the implementation of SPA at the MS level.

#### **4.2 Suggestions for the Ministry of Education**

The Ministry of Education can promote the implementation of SPA in the MS classroom throughout programming intensive training courses for teachers, ameliorating the teachers' teaching conditions inside the school, and lightening MS syllabi. The following sections deal with all these suggestions.

##### **4.2.1 Promoting SPA through Teacher Training Courses**

“The goal of education is understanding, the goal of training is performance.” (Frank Bell). Training is extremely required for the development of teachers in their profession in general and supporting the implementation of SPA practices in particular. Teachers need both pre-service and in-service training to be able to enhance the use of SPA from the part of their learners. As far as pre-service training, it is concerned with novice teachers who have been recruited recently in teaching. Those new teachers cannot implement SPA without having instructions on how to handle these assessments. It is worth to mention in here that teachers, who have been recruited in 2016, the same year of releasing the new textbooks, have not received training on SPA implementation in Mascara notably. What aggravates the problem more is the negligence of SPA in in-service training programs as the results of this study have displayed. Not receiving in-service training courses on the implementation of SPA justifies teachers' ignorance to the procedures use. Thus, the ministry of education should make a training program for teachers during the upcoming years. Such training familiarize teachers to the procedures and equip them with the necessary skills needed to incorporate SPA in their classes. Succinctly, training is the gateway towards the integration of SPA and without it these new assessments would never see the light in MS classroom.

**4.2.2 Improving Teachers’ work Conditions**

Work conditions exert big influence on teaching in that suitable work conditions lead to effective teaching while the opposite result in inefficient teaching. Drawn upon the results of the present research, it seems that MS English teachers are floundering in the incubator of a bunch of miserable work conditions which prevent them from the implementation of SPA in their classes such as large classes, huge work download, and the heavy syllabi. The upcoming sections contain some key suggestions which may ameliorate teachers’ teaching conditions aiming at enhancing the implementation of SPA in their classes.

**4.2.3 Reducing Class Size**

The research findings have showed that the majority of teachers do not implement SPA in their classes due to the large class problem. The large class makes teachers perplexed and unable to think about anything outside presenting the lesson which sometimes may go without completion. When it comes to SPA implementation in such classes, teachers skip the procedures thinking that they would not work with their large classes. Since MS English teachers are asked to promote SPA and due to the essential role of SPA in learning (as stated in the curriculum), it is advisable for the ministry of education to look for solutions to this problem to ensure the effective implementation of SPA. Teaching through groups can reduce the large class size. In fact, this way of learning was proposed by the ministry of education in 2020 to be applied in schools as a way of prevention from (Covid19) disease. The following table illustrates the first way of learning by groups

Sunday	Monday	Tuesday	Wednesday	Thursday
G1	G2	G1	G2	G1
G2	G1	G2	G1	G2

**Table 4.1. Learning by groups (1)**

As the table above shows, each MS class is to be divided into two groups. So, after the division, a class which contains forty pupils splits into 20 pupils in each group. Each group learns every day but either in the morning or in the afternoon. This way of grouping provides positive teaching environment in which teachers can have time to apply SPA.

There exists another way of learning by groups as the table below sketches out

Sunday	Monday	Tuesday	Wednesday	Thursday
G1	G2	G1	G2	G1
G1	G2	G1	G2	G1

**Table 4.2. Learning by groups (2)**

The table above clearly displays how the second way of learning by groups works. Each group is supposed to learn for the whole day but day by day with the other group. This way also can prove its effectiveness in decreasing from the class large size.

Learning by groups as a solution found by the ministry of education for disease prevention purposes proved to be also beneficial from the pedagogical side. Learning by groups can contribute to reduce the large class size which has ample benefits for both teachers and learners. Indeed, teaching a small class eases teachers’ tensions and pressure and makes them work comfortably. As a result, it helps them to be productive, skilful, and motivated in their profession. In this very sense, teachers may not resist to the implementation of SPA but they can do their best to integrate these procedures as much as possible in their classes. In the small class, teachers find extra time to show their pupils how to apply SPA and work in pairs and groups. In this regard, learners become adept to SPA.

Due to the big contribution of the small class size in honing teaching practices in general and enhancing SPA implementation in particular, the ministry of education should maintain working by groups at MS level.

**4.2.4 Diminishing Teachers’ workload**

The English teachers’ heavy workload is considered to be one of the prime hurdles which hinder the implementation of SPA in MS class. This is true since the majority of MS English teachers teach at least six classes in 22 hours or more per a week starting from 8:00 o’clock till 5:00. The heavy schedule exhausts, deskills, and de-motivates teachers even though they teach small classes. As a result, they would not have enough energy to integrate new classroom practices such as SPA. To this point, English teachers’ workload needs to be considered by the ministry of education throughout, for example, recruiting more English teachers in MS sector especially if working by groups is kept as a resort to reducing class size or reducing from the number of English sessions devoted to each level (MS1, MS2, MS3, and MS4).

#### 4.2.5 Adapting MS Curriculum

Although MS curriculum includes recent facets of change in many areas of teaching and learning, it is not devoid of some limitations as far as the content of the syllabi is concerned particularly. Many teachers complain from the lengthy programs as mentioned in the interview and questionnaire in that they barely can cover all the objectives by the end of the academic year. In other words, English teachers are restricted to teaching the program which makes the integration of SPA quite impossible. It is apparent from the first glance at MSEC (2016) that the syllabi are flooded with learning objectives for the three key stages (KS1, KS2, and KS3). This wide range of learning objectives hinders the teaching/learning process in general and SPA implementation in particular. This leads teachers to teach to the test and learners to learn superficially through memorization instead of skills performance. To this view, McLeod (2003)

Most standards-based curricula are rigorous courses of study that, in most instances, specify achievement of many more objectives than can be taught to an appropriate depth. This results in teachers spending their days reviewing material that students have not yet fully mastered while simultaneously being pressured to move on to other objectives. Many students are not even ready for the mandated grade-level curriculum when they enter the classroom, so instructional time has to be stretched like a rubber band to teach all students so that they can be successful on the high-stakes test.

(McLeod, 2003 p.3)

McLeod (2003) makes it clear that the enormous number of objectives hampers the teaching/learning process. In this thread of thought, teachers are in haste to end the endless syllabus which requires great proportions of time to be completed throughout moving to new objectives without learners' full mastery of the preceded ones. So, learners move on from one grade to another without thoroughly meeting the previous program objectives. In fact, this way contradicts Mastery Learning proposed by Bloom and indicates that MSEC should be adapted as soon as possible to shorten the lengthy syllabi.

In wide brief, to encourage SPA in MSE, the curriculum should be adapted to ensure that it accompanies the changes which touched the whole world education system. The key change should touch the syllabi in terms of decreasing the number of objectives in

that many learning objectives, communicative and linguistic notably need to be omitted for all KSs. Although some learning objectives have been omitted in the academic year 2020-2021, it is not enough since the syllabi remained heavy. Thus, a set of objectives are to be also removed to leave the space to SPA implementation. The following are propositions as far as the adaptation of MS syllabi for each level.

- **Adapting MS1 Syllabus**

	<b>communicative objectives</b>	<b>Pronunciation</b>	<b>Grammar</b>
<b>Sequence 1: Me and my friends</b>		<ul style="list-style-type: none"> <li>• ei-ai</li> </ul>	<ul style="list-style-type: none"> <li>• The auxiliary to be (the present simple tense with the three forms)</li> </ul>
<b>Sequence 2: Me and my family</b>	<ul style="list-style-type: none"> <li>• Expressing likes</li> </ul>	<ul style="list-style-type: none"> <li>• /θ/ /ð/</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive adjectives</li> <li>• Wh question “Where”</li> <li>• the demonstrative this</li> </ul>
<b>Sequence 3: Me and my daily activities</b>	<ul style="list-style-type: none"> <li>• Leisure activities</li> <li>• Naming pets</li> </ul>	<ul style="list-style-type: none"> <li>• /ə/</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions of place</li> </ul>
<b>Sequence 4: Me and my school</b>	ask and answer questions about locations		
<b>Sequence 5: Me, my country and the world</b>	Ask and answer questions about monuments	/θ/ /ð/ are not to be integrated.	Adjectives of nationalities Possessive adjectives

**Table 4.3. MS1 suggested removed lessons**

The omission of the lessons mentioned above in the table is based on some serious reasons. For the first sequence, in the pronunciation section, the diphthongs /ei/ and /ai/ are to be omitted since they surmount the level of MS1 pupils (beginners). For grammar, the present simple with the three forms is not suitable to be learned at this level. It is better if only the first person singular is included since this sequence revolves basically on introducing one’s self. For the second sequence, the communicative objective “expressing likes” is to be left out as it surpasses the limits of the sequence which tackles “family” topic. The same problem learners may face when being exposed /θ/ /ð/ sounds for the fact that they are not supposed to learn the two sounds explicitly even though they encounter

plenty of lexical items which embed the two sounds. Concerning grammar of this sequence, it is pretty daunting for MS1 pupils which may lead to learners’ hatred to this linguistic skill. Possessive adjectives, in this sequence and the fifth one, and the demonstrative “this”, too, cannot go in parallel with this grade. For the “wh” question “where”, it is embedded in sequence five, so it is not to be placed in here. As far as the third sequence is concerned, the communicative objectives “leisure activities and naming pets” are to be removed since the first objective is not necessary for the pupils to master meanwhile only daily and weekend activities are enough. In the fourth sequence, asking and answering questions about location is needless since it is integrated in the fifth sequence. The latter is also a position to modifications in that tackling monuments is to be omitted in addition to adjectives of nationalities.

To conclude, omitting this range of objectives results in having a short syllabus which permits the implementation of SPA in MS classroom.

• **Adapting MS2 Syllabus**

	<b>Communicative objectives</b>	<b>Pronunciation</b>	<b>Grammar</b>
<b>Sequence 1: Me, my friends and my family</b>		<ul style="list-style-type: none"> <li>• Pronunciation of “s” endings (as a review)</li> <li>• Silent letter “h” “d”</li> </ul>	<ul style="list-style-type: none"> <li>• Location markers (prepositions as a review)</li> </ul>
<b>Sequence 2: Me and my shopping</b>		<ul style="list-style-type: none"> <li>• Clear and dark “l”</li> <li>• Pronounced/silent /r/</li> </ul>	<ul style="list-style-type: none"> <li>• Cardinal and ordinal numbers</li> <li>• The imperative</li> </ul>
<b>Sequence 3: Me and my health</b>		<ul style="list-style-type: none"> <li>• Pronunciation of should</li> <li>• Pronunciation of shouldn’t</li> <li>• Pronunciation of /ʃ/ /tʃ/</li> </ul>	
<b>Sequence 4: Me and my travels</b>	<ul style="list-style-type: none"> <li>• Narrating a trip/journey</li> <li>• Describing environmental sites</li> </ul>		<ul style="list-style-type: none"> <li>• Be going to for future activities with the three forms.</li> <li>• Past simple with the three forms (regular and irregular verbs)</li> <li>• Demonstratives: this/these that/those</li> <li>• Word formation with ‘tion’</li> <li>• Adjectives ending with “y”</li> </ul>

**Table 4.4 MS2 suggested removed lessons**

Drawn upon the table above, a set of learning objectives are to be tossed out from MS2. For the first sequence of the syllabus, the pronunciation of /s/ /z/ /iz/ and /h/ /d/



sounds are to be left out (they are tackled in MS1 and MS4 level). For grammar, it is needless to embed location markers (seen in MS1 level). For the second sequence, clear and dark /l/ and /r/ sounds are beyond the level of MS2 pupils. For grammar, the omission of cardinal and ordinal numbers in addition to the imperative is necessary (they are integrated in MS1 and MS3 levels). Concerning the third sequence, the sounds /j//tj/ are preferably to be omitted. For sequence four, most of its content must be deleted especially what is related to communicative objectives (narrating a trip and describing environmental sites) in addition to grammar (be going to, the past simple, word formation, and demonstratives) since they are not suitable for MS2 pupils' level on one side and due to the heavy syllabus in grammar and pronunciation sections notably.

- **Adapting MS3 Syllabus**

	<b>Communicative objectives</b>	<b>Pronunciation</b>	<b>Grammar</b>
Sequence 1: Me, my abilities, my interests, and my personality		Pronunciation of “s” endings	Formation of adjectives
Sequence 2: Me and my lifestyles	Narrating past events, experiences, and childhood memories	Silent letters “w” and “t”	The past simple with ago Adverbs of frequency Made in /made of
Sequence 3: Me and the scientific world			Past simple with simultaneous actions The connector while Spelling rule: V-ing
Sequence 4: Me and my environment	Comparing and evaluating		The comparatives of superiority Discourse connectors (as, because, so, therefore)

**Table 4.5. MS3 suggested removed essons**

With regard to MS3 syllabus, it is not an exception in that it is flooded with learning objectives particularly in grammar and pronunciation. For the first sequence, it is rather better to omit /s/ endings in pronunciation and adjective formation in grammar. In sequence two, the communicative objectives (narrating past experiences and childhood memories) are needless to be covered. For pronunciation silent /w/ /t/ are to be omitted (they are included in MS4). For grammar, “ago, adverbs of frequency, and made in/made

of) are not necessary to be tackled (additional). For the third sequence, most of its grammar such as past simple with simultaneous actions, the connector while, and v-ing, are to be omitted in that it is too much for learners to grasp. The fourth sequence also needs to be tailored to the level of learners. For example, comparing and evaluating are skills that transcend the MS3 pupil level. Also, the comparatives of superiority and discourse connectors are not likely to be integrated in this level.

- **Adapting MS4 Syllabus**

	Learning Objectives	Pronunciation	Grammar
Sequence 1: Me, universal landmarks, outstanding figures in history, literature and arts	Locating landmarks on a map		Qualifiers Cause(because, as, since) Effect (therefore, so, as a result)
Sequence 2: Me, my personality, and life experiences	Expressing similarities and differences		Comparison and contrast markers (like, unlike, whereas) Prefixing adjectives (negative meaning: dis/un/in/im/il/ir) Suffixes (ful/less)
Sequence 3: Me, my community and citizenship	Defend opinion		Conditional type one ing form after the verbs enjoy, prefer, love/hate like/ dislike

**Table 4.6 MS4 suggested removed lessons**

For MS4 level, the syllabus should be shortened as much as possible, in grammar notably since communicative skills should be emphasized as MSEC clarifies

At the end of MS4, the learner will be able to interact, interpret, and produce simple oral and written messages/texts of descriptive, narrative, prescriptive, and argumentative types, using written, visual, or oral supports, in meaningful situations of communication related to his environment and interests.

(MSEC, 2016)

As it is mentioned in MSEC (2016), the learner at MS4 level needs language skills' development, in speaking and writing, in order to communicate effectively. In fact, the several grammar items of this sequence deskill both the teacher and pupil. To this view, the teacher is confined with teaching a syllabus which accentuates mostly on grammar. In this sense s/he becomes de-motivated and dull unable to exercise the profession as it should be done. In other words, the English teacher's task is to develop his pupils' language skills in which grammar should be taught implicitly and explicitly only when it is necessary. Most important, the numerous grammar lessons leave no time to other classroom practices such as SPA. Hence, reducing the amount of grammar from MS4 level is required since it saves time for the implementation of SPA which is hugely emphasized in the MSEC.

In wide brief, dire heed should be paid to the adaptation of the curriculum by the ministry of education. MS syllabi should be shortened especially what is related with the linguistic knowledge to leave some time to SPA implementation

### **4.3 Recommendations for MS English Teachers**

MS English teachers cannot implement SPA in their classes if they are not motivated and convinced of the necessity of equipping their learners with these new forms of assessment. So, the upcoming sections deal with teacher motivation and the necessity of change then the steps that should be followed to promote SPA implementation in their classes such as: Familiarizing learners to these new assessments, encouraging extensive practice, co-operative learning, and reflective thinking.

#### **4.3.1 Teacher Motivation**

Teacher motivation stands behind successful teaching which generates effective learning outcomes. Without teacher enthusiasm, blitz, and volition, new teaching and learning practices cannot exist in the classroom. In this breath, the implementation of SPA requires motivated, intrepid, and strong hearted teachers who are capable to try, challenge, and surpass any difficulty to arrive at achieving positive outcomes from these assessments. Teachers can stem their motivation from self-confidence and the strong belief in their potentials that they would succeed in integrating SPA in their classes. Also, they can be motivated through bearing in mind that their learners would benefit considerably from the assessments during their life long-run.

#### **4.3.2 The Necessity for Change**

Many teachers, the old ones in the profession notably, may resist to change seeing the integration of SPA futile since they have been accustomed to teaching without such procedures for so many years. Hence, it is time to change their mindset

and be convinced of the urgent necessity of integrating SPA into their classes to go in parallel with the demands of the 21<sup>ST</sup> century school. They should bear in mind that their learners can accrue a wide range of advantages of the new assessments which equip them with the required skills for the contemporary world challenges.

#### **4.3.3 Familiarizing Learners to SPA**

It is a pre-cursor to familiarize learners to SPA at the very beginning of the school year by their English teachers. Devoting a few sessions for introducing and explaining the way SPA work to learners is recommended. In this sense, teachers should present the whole range of SA and PA tasks integrated into the textbooks to their learners.

To familiarize learners to SA, teachers need to show their learners the location of SA tasks found in the textbooks referred to as “I check my answers”. Learners need to understand that the goal behind this task is to check whether the strategies they used in doing a task are effective or not. In case they succeeded in the task, this means they should keep using them otherwise, they should use others. This way would encourage meta-cognition and self-directed learning. In addition to introducing SA tasks, teachers should show their learners SA checklist which is found by the end of each sequence. Learners have to perform the checklist in an objective manner to see whether they could attain the sequence objectives or not. In case, they could not meet the objectives, they should be encouraged to ask their more-able peers in helping them through sharing them the strategies that worked with them to arrive at attaining the sequence goals.

As far as familiarizing learners to PA, English teachers should highlight the tasks that embed the procedure in the textbooks to their pupils. Learners need to figure out that “I work with my partner, we check each other’s answers and correct one another” is referred to as PA. Figuring out the objective of this task makes the learner know that his/her responsibility in pair or group work is not limited only to sharing views and answers but more important assessing his/her peer’s work and providing remedies to overcome the lacunas.

#### **4.3.4 Raising Learners’ awareness to SPA Importance**

MS learners may ignore the significance of SPA for their learning since the only assessment method they are accustomed to is test. The prevalence of tests in the Algerian educational system inculcated in the pupils’ minds wrong attitudes about assessment. They think that assessment is only summative entailing discrete memorization to language and at the end of it they get grades. In this respect, teachers should adjust their pupils’ views towards assessment as a whole and SPA in particular. To this end, English teachers’ task is

to highlight the importance of SPA to their learners. Pupils need to know that they are learning in the learner-centered classroom which requires the implementation of new modes of assessment. These assessments aim at realizing life-long learning that emanates from the effective acquisition to cognitive and social skills. The latter lie at the heart of SPA since SA promotes cognitive and meta-cognitive skills and PA seeks socialization. Ultimately, pupils can figure out that the advantages of SPA outnumber and outperform tests in that the former result in autonomy, self-directed and life-long learning while the latter is mechanical, judgmental, and a short-term goal resulting only in moving on from one grade to the next.

Briefly, elucidating the benefits of SPA to MS learners encourages them to implement the procedures on one side and changes their mindset towards assessment on the other side in that they finally can understand that they can take part in the assessment process.

#### **4.3.5 Enhancing SPA through Extensive Practice**

“Practice makes perfect.” Extensive use is one of the prime conditions that ensure the enhancement of SPA in MS classroom. Decisively, English teachers need to promote learners’ assessment to their work and their peers in every session whether it is communicative (listening, speaking, reading, and writing) or linguistic (grammar and pronunciation). Tutorial sessions help considerably in using SPA in that teachers can have enough time to engage their pupils in performing the assessments. Teachers, also, need to encourage their pupils to practice SPA outside school when being engaged in doing any language task. By time, learners get acquainted to the new assessments and they can do them very frequently.

#### **4.3.6. Promoting SA through Meta-cognition**

Meta-cognition “thinking about thinking” is a fundamental factor of developing SA culture and the latter is considered to be an indispensable part of it. Meta-cognition is the learners’ awareness of how his/her learning is going so that he/she can set goals, develop learning strategies, control, and evaluate his/her learning. To this view, the ability to evaluate one’s own learning permits for taking action steps towards establishing learning objectives to attain what he/she missed before. Also, the learner can adopt new effective learning techniques to reach those goals, and ultimately he/she can gain control over his/her learning. Since meta-cognition is one of the key pillars of SA implementation, MS English teachers should endorse this skill into their pupils’ learning to be able to exercise SA profoundly and efficiently.



#### 4.3.7. Promoting PA through Co-operative Learning

Co-operative learning is one of the salient pre-requisites for successful implementation of PA. Co-operative learning takes mainly two different forms: pair/group work that can be homogeneous /heterogeneous.

Encouraging learners to work in pairs as well as groups is a significant useful method which engages learners in doing PA. Acquiring the habit of working together with peers facilitates PA process for learners in that they can do it without being asked from their teachers' part to do it. Also, constant pair/group work helps learners to find more about their peers' strengths and weaknesses. To this extent, learners can enhance each others' skills and provide remedies for their lacunas.

Besides, pairs and groups can be based either on homogeneous grouping or heterogeneous grouping. The former refers to selecting learners of the same ability level (high/at middle/low) to work together whereas the latter entails the selection of mixed-ability level learners to work together. In both types of grouping, learners can benefit from pair/group work as far as the application of PA. On one side, homogeneous groups which are composed of learners of almost identical learning capacities may not feel embarrassed when their peers find out their points of weaknesses. Also, they may welcome their peers' constructive criticism and suggestions to improve. On the other side, heterogeneous groups offer learners of different ability levels the chance to benefit from one another to the zenith especially the less-able pupils. Hence, more-able learners can find out their peers' mistakes and provide feedback when necessary. Even more, peers' feedback can be more comprehensive and adequate in comparison to their teachers since learners have different mechanisms of transferring and simplifying knowledge to each other.

Briefly, MS English teachers are called to involve their learners in pair/ group work constantly in order to promote the implementation of PA.

#### **4.4 Conclusion**

The chapter sought offering some recommendations for the sake of the integration of SPA found in the textbooks in MS classroom. It called for the urgent interference of the ministry of education in the promotion of these new assessments proposed in the curriculum to see them realized in the pupils' learning. This can be achieved through taking some courageous actions and decisions as far as programming training and improving teachers' work conditions. Teachers also can promote SPA in their classes if they are motivated and adaptable to change. These two criteria push English teachers to familiarize learners to SPA and boost their implementation to the procedures through extensive practice, meta-cognition, and co-operative learning.



# **GENERAL CONCLUSION**

### General Conclusion

Contrary to “the testing culture” which restricted assessment in one mere procedure, the alternative approach to assessment has opened a window of opportunity to the implementation of new assessment procedures in the classroom realizing in that an assessment culture which is flexible and learner involving. The latter is manifested clearly through the integration of self and peer-assessment since these two assessments engage learners to a high degree in the assessment process. As a result, learner-autonomy and social cooperation can be largely developed and maintained during the long run as key skills learners acquire in the school. Due to these promising outcomes, the Algerian ministry of education felt the dire necessity to integrate self and peer-assessment in the Middle school. This can be seen in a plain picture in the middle school textbooks addressed to all the levels: MS1, MS2, MS3, and MS4 through tasks and grids which emphasize on the compulsory use of these assessments. In fact, it was a courageous attempt to boost modern assessments in the Algerian school; meanwhile, it seems that English teachers face many barriers which prevent them from implementing self and peer-assessment in their classes. Keeping this thought in mind has been the prime objective behind dealing with this research topic from the part of the researcher. By and large, the research at hand attempted to answer the upcoming questions

1. Do middle school English teachers promote self and peer-assessment integrated into the textbooks?
2. What are the major problems which prevent teachers from promoting self and peer-assessment in their classes?

The following hypotheses have been proposed for the afore-mentioned questions to be informed or confirmed

1. Middle school English teachers do not promote self and peer-assessment which are integrated into the textbooks.
2. The problems which prevent middle school English teachers from promoting self and peer-assessment in their classes are related to the lack of training, the heavy syllabi, the large classes, the lack of time, and summative assessment.

To test the hypotheses, a case study research has been used combining in that three research methods which are teacher questionnaire, structured interview and classroom observation to have clear understanding of the research problem from different facets.

## General Conclusion

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The results plainly showed teachers' inability to integrate self and peer-assessment in their classes due to a set of thorny issues. First, English teachers face the problem of the lack or the absence of pre-service as well as in-service training about the integration of self and peer-assessment in the classroom. Second, teachers are frustrated from the heavy unbearable syllabi which contain endless grammar lessons they are obliged to cover. Third, English teachers complained from the large class size which impedes the use of assessment procedures. They made it clear when they said that they barely can achieve the learning objective of each lesson in such crowded classrooms. Fourth, English teachers flounder with summative assessment which is still the only highly valued type of assessment procedure exerting in that big influence in the school in general and on the pupils' learning in particular.

English teachers' main problems call for the dire heed to look for solutions to guarantee the implementation to self and peer-assessment in the classroom. In this regard, serious consideration to training programs should be taken into action since the majority of teachers ignore the way self and peer-assessment should be undertaken. Besides, middle school syllabi should be refined and modified through diminishing the big number of grammar objectives which take much time to be accomplished on the account of self and peer-assessment use. The integration of these assessments requires serious consideration from the part of the ministry of education via giving due value to such assessments and boosting their use in the school. Enhancing such assessment methods encourages the move towards an alternative approach to assessment which supports cognitive and social skills.

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# APPENDICES

## Appendices

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### Appendix

#### Appendix 1

##### Teachers' Questionnaire

This questionnaire is a part of study which is related to assessment in the middle school. You are kindly requested to fill in this questionnaire since your contribution would be of paramount importance to this research. It should be noted that this questionnaire assures anonymity and confidentiality. Thank you so much.

1. You are a      Full-time teacher       part-time teacher
2. How long have you been teaching English in the middle school?
3. How many classes do you usually teach?
4. How many pupils do you teach in each class?
  - 20-30
  - 30-40
  - 40-50
5. Do you familiarize your pupils to self and peer assessment?  
Yes       No
6. Do you involve your pupils in performing '**I CHECK MY ANSWERS**' assessment task included in EFL textbooks?  
Yes       No
7. Do you involve your pupils in performing '**Now I can**' assessment section found in MS textbooks?  
Yes       No
8. Do you involve your pupils in performing peer-assessment tasks integrated into EFL textbooks?  
Yes       No

## Appendices

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The following problems do not help me to promote self and peer- assessment integrated into EFL textbooks in my classes

	Strongly agree	Agree	Disagree	Strongly disagree
9. The lack of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Large classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The lack of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The heavy syllabi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Summative assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If there are other problems, please state them

.....

.....

## Appendices

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### Appendix 2

#### Classroom Observation Checklist

Trimester	
Date and time	
Session number n°	
Level	
Lesson	
Number of pupils	

What to be Observed	Always	Sometimes	Never
Teacher-learner interaction			
Learner-learner interaction			
Materials			
Self assessment integration from the textbooks			
Peer assessment integration from the textbooks			

**Appendix 3**

**Teachers' interview**

1. How long have you been teaching English in MS?  
.....  
.....
2. Have you noticed anything new about assessment in the new EFL textbooks?  
.....  
.....
3. Are your pupils autonomous?  
.....  
.....
4. Do you encourage co-operative learning throughout pair/group work?  
.....  
.....
5. Do you enhance self-assessment in listening and reading?  
.....  
.....
6. Do you ask your pupils to assess their writing skill?  
.....  
.....
7. Do you involve your pupils in completing "Now I can" section?  
.....  
.....
8. Do you ask your pupils to assess their peers' reading and writing skills?  
.....  
.....
9. What are the obstacles which hinder your implementation to self and peer-assessment in your classes?  
.....  
.....
10. Do you have any suggestions to enhance self and peer-assessment in MS classroom?  
.....



# Appendices

## Appendix 4 Self assessment Checklists


### Self assessment Checklist (MS1 textbook)






Now I can.

I can	Yes 	Example	No 	Support me 
greet my teacher.				
greet my mates.				
introduce myself.				
use polite forms.				
ask and answer about the name of my new friend.				
use numbers.				
use 'to be' in the simple present.				
use personal pronouns.				
use possessive adjective.				
pronounce the sounds :  /i/ , /ai/ , /ei/				


Self assessment Checklist (MS2 textbook)




 **Now, I can**

I can	Yes 	Example	No 	Support me 
name different kinds of food (meat, fish, fruit, vegetables, etc.).				
name different kinds of clothes.				
name different kinds of shopping amenities (greengrocer, butcher, fishmonger, supermarket, bakery, etc.).				
name the different courses in a meal/menu.				
ask and answer questions about quantity.				
ask and answer questions about size.				
ask and answer questions about shape.				
ask and answer questions about weight.				
ask and answer questions about price.				
ask and answer questions about colour.				
ask and answer questions about the location of amenities.				
show the way and give directions to these amenities.				
use lexis related to shopping (shopper, customer, shop assistant, cashier, shopping trolley, fitting room, bill, receipt, etc.).				
use lexis related to size, shape, weight, price and colour (adjectives; verbs; nouns).				
write a shopping list.				
read and interpret a shopping bill.				
read and interpret a restaurant bill.				
devise a street map to show amenities in my neighbourhood.				
order a meal at the restaurant.				
use quantifiers to talk about the amount/number of things (many; much; a lot of; some; any).				
use partitives to talk about the amount/number of things (a bunch of; a slice of; a pinch of; etc.).				
use "there is/there are".				
use "how much / how many" to ask about quantity and price.				
use other forms to ask about size, weight, price and colour.				
using ordinals to show the way.				
use the imperative mode when showing the way or shopping.				
pronounce "r" as either dark /r/ or clear /r/.				
pronounce "r" in British English.				

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Self assessment Checklist (MS3 textbook)

 **Now, I can**

I can	Yes 	Example	No 	Support me 
name some electronic devices and equipment (microchip, memory card, memory stick, etc.).				
name some surgical instruments and equipment (scalpel, forceps, bone saw, surgical needle, catgut, suture, etc.).				
name some scientific fields of study and research (physics, medicine, optics, surgery, electronics, computer science, etc.).				
name postgraduate degrees (master's, PhD).				
ask and answer biographical questions about famous scientists.				
describe the functioning of a human organ (eye) or that of a scientific device which imitates it (pinhole camera).				
interpret a scientific diagram and understand how it can illustrate and clarify a text.				
transfer information from one format (ID card, timeline, plain text) to another (plain text, biography, table).				
design a timeline with chronological entries.				
organise and sequence biographical information in chronological order.				
identify various types of documents and texts.				
discriminate between some confusing terms ('discover', 'invent', 'experience/experiment', 'science/technology').				
make formal and informal requests using the modals 'may' and 'can'.				
use the present simple tense to describe technological devices or inventions.				
use the past continuous tense to talk about one single longer action/event or two longer simultaneous actions/events in the past.				
use the connector "while" to combine two clauses expressing two simultaneous past actions/events.				
use the relative pronouns "who" and "which" to avoid repetition of information and combine two sentences.				
discriminate and pronounce correctly the consonant sounds (/r/ - /r/).				

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Self assessment Checklist (MS4 textbook)

Now, I can	Yes	Example	No
report on significant events in my or other people's lives			
name significant personal experiences			
name key biographical information about outstanding figures			
describe personality in relation to the influence of other persons and the impact of significant events, childhood, school memories and experiences			
compare different personalities by expressing similarities and differences			
express personal feelings and emotions			
transfer information from one format to another (from a card or a table to a text and vice versa)			
describe my or other people's dream careers			
describe my ideal teacher and friend			
ask and answer questions about people's personalities, personal life experiences and dreams			
interview people on their personal life experiences and dreams			
seek biographical and historical information on the web using relevant keywords			
use specific lexis related to personality, life experiences and dream careers			
write a formal letter and identify its format			
write an extended profile			
use adjectives to form adjectives describing personality			
use phrasal verbs			
use the superlative of superiority			
use the past tenses in a narrative			
use the present perfect tense with time markers			
use contrast and comparison markers			
discriminate and pronounce correctly the English rhotonics (car - car - car - car - car)			
pronounce correctly the weak and strong forms of the auxiliary have - has			
pronounce correctly the "ed" endings in the past and past participle forms of regular verbs			

Appendix 5 Self assessment tasks integrated into MS Textbooks

Self assessment tasks integrated into MS2 Textbook

**Task 3.** I listen to Part (1) of the phone conversation between Liz and her Algerian friend Razane. Then, I fill in the missing names which I can hear.



..... and ..... and ..... and .....

**Task 4.** I listen again to Part (1) of the phone conversation between Liz and Razane and check my answers.

**Task 5.** Liz's phone battery is now charged. She's speaking to Razane again. I listen to Part (2) of the phone conversation between the two friends and fill in the remaining missing names of Liz's relatives.



..... and ..... and ..... and .....

**Task 6.** I listen again to Part (2) of the phone conversation between Liz and Razane and check my answers. When I finish, I work with my partner and we correct each other's answers in tasks (3 and 5).

Self assessment tasks integrated into MS3 Textbook

**Task 15.** I listen to part (3) of the interview between Prof. Haba and Dr. Baghdadi, and circle only the words I hear between brackets.

**Prof. Haba's Advice to Algerian Students**

"The (first – best) thing one must do is to (show – know) your weak points. (Secondly – Second), when you are about to do some work, work on something you are able to (finish – accomplish). Finally, you must have a (goat – goal), an objective and a (plant – plan) to achieve it. I feel sorry for people who don't have a plan, a (decision – vision) of where they are going in life. When you have an (ideal – idea) to realise, don't give it (tap – up) because of problems or obstacles. Be perseverant. (Appearance – Perseverance) is more important than intelligence if you want to succeed. Also, find people who can help you. Many of us (went – want) to do everything by ourselves; you can't (club – clap) with one hand."

**Task 16.** I listen again to part (3) of the interview and check my answers. Then, I work with my partner and we correct each other.

**Task 17.** I listen to my history teacher (Part 1) and complete the missing dates in the timeline (Part A). The first date is given.

**TIMELINE (Part A)**

- ▶ *..First half of the..* His ancestors immigrated to Tunisia from al-Andalus (Andalusia).
- ▶ *...13th century...*
- ▶ ..... He was born in Tunis.
- ▶ ..... His parents died during an epidemic of the plague that hit Tunis.
- ▶ ..... He accompanied his teacher to Fez, where he became a secretary of the sultan of Morocco.
- ▶ ..... He travelled a lot, moving from Bejaia to Biskra, Tlemcen, Fez, Granada, Seville and then returned to North Africa.




**Task 18.** I listen again to my history teacher (part 1) and check my answers.

Self assessment tasks integrated into MS4 Textbook


**SEQUENCE 1**

**ME, UNIVERSAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY, LITERATURE AND ARTS**


 **I listen and do.**

**Task 1.** A group of Algerian middle school students are visiting London. They are riding an open-top double-decker bus and their English tourist guide is showing them London's most famous landmarks and monuments during this sightseeing tour. Which of the following pictures illustrates an open-top double-decker bus? I sort out the jumbled names of these vehicles with the help of my partner.


open-top double-decker bus:



1



2



3

2 double-decker bus

**Task 2.** I listen to the English tourist guide (Part 1) and write down the missing words in my copybook.

Today, we're going on a sightseeing tour around ....(1).... We are now in the city of Westminster. In a few ....(2).... you will see the Houses of Parliament along the ....(3).... Thames, on your left. The place is also known as Westminster Palace, which was originally built in the eleventh ....(4).... On 16th October 1834 most of the building was destroyed by a fire. Six years ....(5)...., construction began on the current Houses of Parliament and was completed thirty years ....(6).... In 1987, UNESCO designated the building as a World Heritage Site.

**Task 3.** I listen again to the English tourist guide (Part 1) and check my answers.

**Task 4.** I listen again to the English tourist guide (Part 1) and work with my partner. We compare our answers in tasks (1 and 2) and correct each other.

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Appendix 6 Peer assessment tasks integrated into MS Textbooks

Peer assessment tasks integrated into MS2 Textbook

**Task 3.** I match each one of the following phrases that express quantity with its corresponding picture: A stick of / A lump of / A bar of / A dash of / A pinch of / A tray of / A loaf of / A can of / An ear of / A jar of. Some answers are given. The words in red are not part of the task.

bread  
sugar  
maize (corn)  
A baguette  
eggs  
chocolate  
soap  
butter  
chewing gum  
A bottle of lemonade  
soda  
salt  
jam  
A yogurt pot

A lump of  
A stick of  
A bar of  
A dash of  
A pinch of  
A tray of  
A loaf of  
A can of  
An ear of  
A jar of

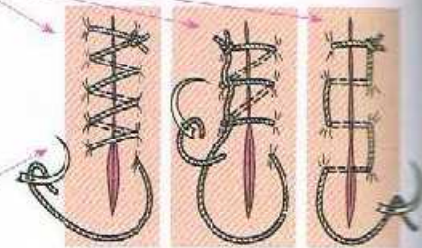
**Task 4.** I work with a group of partners. We compare our answers and correct each other's tasks (1, 2 and 3).



Peer assessment tasks integrated into MS3 Textbook

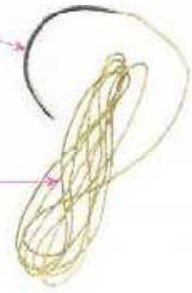
**Task 11.** I look at the pictures and complete boxes (1) and (3) using the following words: "catgut", "surgical stitches/sutures".

1. Types of ..... :  
"a short piece of thread that doctors/surgeons use to sew the edges of a wound/cut together"  
(adapted from: *Oxford Dictionary*)



2. ...surgical needle....

3. .... :  
"thin strong string made from animals' intestines, also used in making musical instruments"  
(adapted from: *Oxford Dictionary*)



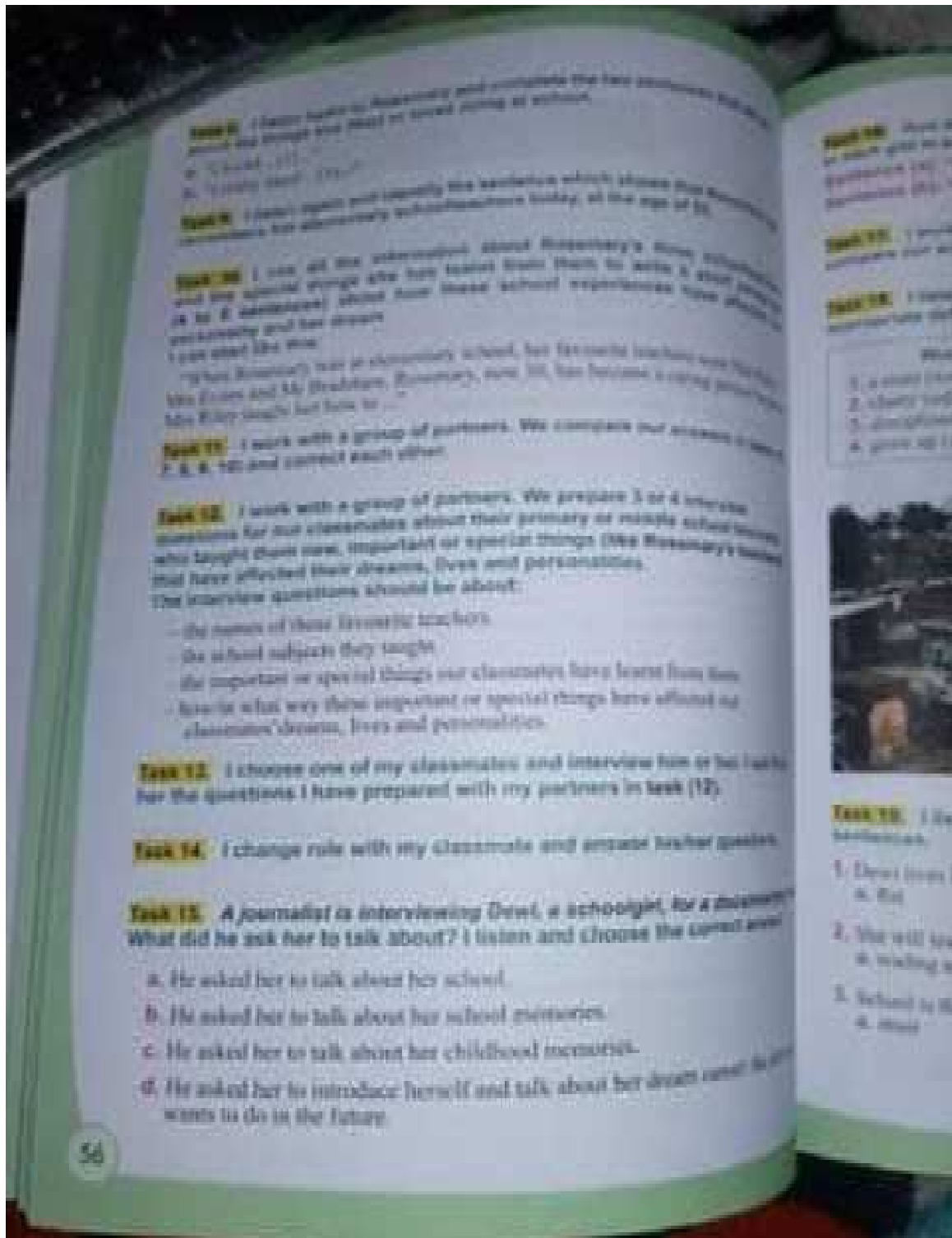
**Task 12.** A scientist is a good "observer" of the world around him/her. I find in text (2) the scientist's "observation" which helped him make two important discoveries. What were these discoveries?

**Task 13.** I write three sentences using the connector "while" to describe what al-Zahrawi and the other persons in the room (his assistant, his students and the nurse) were doing at the same time one day in Cordoba, in 980.



**Task 14.** I work with my partner. We discuss our answers in tasks (11, 12 and 13) and correct each other.

Peer assessment tasks integrated into MS4 Textbook



**Appendix 7: MS book maps**

**My book map (MS1)**

Sequence	Communicative objectives	Linguistic objectives	
		Language forms	Pronunciation
<b>Sequence 1</b> Me and my Friends	<ul style="list-style-type: none"> <li>• Greet people</li> <li>• Introduce myself</li> <li>• Give information / respond to questions about me: my age, my class and my hometown</li> <li>• Ask about a new friend's name</li> </ul>	<ul style="list-style-type: none"> <li>• Auxiliary to be (present simple tense with the three forms)</li> <li>• Present simple tense with the verb :to live</li> <li>• Personal pronoun : I</li> <li>• Possessive adjective : My</li> <li>• Numbers from 1 to 13</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounce words with the sounds /i/ , /ai/ , /ei/</li> </ul>
<b>Sequence 2</b> Me and my Family	<ul style="list-style-type: none"> <li>• Ask and give information about one's family : (parents, brothers and sisters)</li> <li>• Name different jobs</li> <li>• Express likes</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers from 14 to 100</li> <li>• Ordinal numbers</li> <li>• Definite and indefinite articles: ( the / a/ an )</li> <li>• Personal pronouns</li> <li>• Possessive adjectives</li> <li>• Question words ( who, what, where ) to get personal details.</li> <li>• Demonstratives : this</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounce words with the sounds /e/ /i:/ /θ/ /ð/</li> </ul>
<b>Sequence 3</b> Me and my Daily Activities	<ul style="list-style-type: none"> <li>• Talk about daily and weekend activities.</li> <li>• Talk about leisure activities .</li> <li>• Tell the time</li> <li>• Name pets</li> </ul>	<ul style="list-style-type: none"> <li>• The simple present with the third person singular pronouns he, she, it</li> <li>• prepositions of place</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounce words with the sounds / ə/ , /h/ , /s/ , /z/ , /iz</li> </ul>

## Appendices

<p><b>Sequence 4</b> Me and my School</p>	<ul style="list-style-type: none"> <li>• Describe my school</li> <li>• Talk about rights and duties</li> <li>• Name and locate different places in my school.</li> <li>• Ask and answer questions about locations</li> </ul>	<ul style="list-style-type: none"> <li>• The present continuous with time markers.</li> <li>• Use prepositions of places.</li> <li>• Use prepositions of time</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounce words with the sounds /dʒ/ /g/ /j/ /ʒ/ /ɪ/</li> </ul>
<p><b>Sequence 5</b> Me, my Country and the World</p>	<ul style="list-style-type: none"> <li>• Locate places on a map.</li> <li>• Ask and give information about my country and other countries/ currency/ flag/national and religious celebration days / national dishes</li> <li>• Ask and answer questions about famous places and monuments.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives of nationalities ending with : – an, ian, ese, sh, ch.</li> <li>• Possessive adjectives.</li> <li>• The simple present with the personal pronoun “it”.</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounce words with the sounds /ɔ/, /ɔ:/, /ɪ/, /əʊ/</li> </ul>

My book map (MS2)

MY BOOK MAP

Sequence	Communicative objectives	Linguistic objectives	
		Language forms	Pronunciation
<p><i>Sequence 1</i> Me, my friends and my family</p>	<ul style="list-style-type: none"> <li>Describing physical appearance</li> <li>Describing daily and free time activities</li> <li>Describing and locating places</li> <li>Reading and interpreting a house plan</li> <li>Recording daily activities on a schedule</li> <li>Describing family relationships</li> <li>Expressing likes and dislikes</li> <li>Expressing abilities and inabilities</li> <li>Expressing cause or reason</li> </ul>	<ul style="list-style-type: none"> <li>The simple present tense for description</li> <li>Adjectives for description (colour, height, build, hairstyle, beauty and physical attraction)</li> <li>Possessive pronouns for description</li> <li>Location markers (prepositions and adverbs) for description</li> <li>“Can” for ability</li> <li>“Can’t” for inability</li> <li>Cause or reason (why/because)</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation of “s” endings: /z/ , /s/ and /z/</li> <li>Pronunciation of “can” and “can’t”: /kən/ , /kæn/ and /kɑːnt/</li> <li>Silent letter “h”</li> <li>Silent letter “d”</li> </ul>
<p><i>Sequence 2</i> Me and my shopping</p>	<ul style="list-style-type: none"> <li>Describing shopping items</li> <li>Expressing quantity</li> <li>Asking for information about shape, size, quantity, weight, colour and price</li> <li>Devising a neighbourhood street map</li> <li>Locating and showing the way to amenities</li> </ul>	<ul style="list-style-type: none"> <li>Many, much, some, any</li> <li>How many ...?</li> <li>How much ...?</li> <li>What size are you?</li> <li>What is your size?</li> <li>What is the size of ...?</li> <li>How big is ...?</li> <li>What shape is ...?</li> <li>Cardinal and ordinal numbers</li> <li>The imperative</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation of /t/ and /θ/</li> <li>Pronunciation of /t/</li> <li>Silent “r”</li> </ul>
<p><i>Sequence 3</i> Me and my health</p>	<ul style="list-style-type: none"> <li>Expressing obligation</li> <li>Expressing prohibition</li> <li>Giving advice and recommendations</li> <li>Planning a healthy balanced meal</li> <li>Planning a healthy weekly diet</li> </ul>	<ul style="list-style-type: none"> <li>“Have to” (interrogative and affirmative forms)</li> <li>“Have got to”</li> <li>“Must” with the three forms</li> <li>“Should”/“shouldn’t”</li> <li>The imperative</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation of /məst/ /məst/ /məst/</li> <li>Pronunciation of “should”: /ʃəd/ /ʃəd/</li> <li>Pronunciation of “shouldn’t”: /ʃədn’t/</li> <li>Pronunciation of “sh”: /ʃ/</li> <li>Pronunciation of “ch”: /tʃ/</li> </ul>
<p><i>Sequence 4</i> Me and my travels</p>	<ul style="list-style-type: none"> <li>Narrating a trip/journey</li> <li>Describing amenities and places of interest</li> <li>Describing environmental sites</li> <li>Reading and interpreting a map</li> <li>Planning and interpreting itineraries</li> </ul>	<ul style="list-style-type: none"> <li>Simple future tense with the three forms</li> <li>“Be going to” for future activities with the three forms</li> <li>Past simple tense with the three forms (regular and irregular verbs)</li> <li>Demonstratives: this/these, that/those</li> <li>Word formation with “ion”</li> <li>Adjectives ending with “y”</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation of “will”: /wɪl/ and “won’t”: /wɒn/ /wɒn/</li> <li>Pronunciation of “ed”: /ɪd/ /t/ /d/</li> <li>Pronunciation of “th”: /θ/ /ð/ /ð/</li> <li>Pronunciation of “tion”: /ʃən/</li> </ul>

My book map (MS3)

MY BOOK MAP

Sequence	Communicative objectives	Linguistic objectives	
		Language forms	Pronunciation
<p><i>Sequence 1</i> Me, my abilities, my interests and my personality</p>	<ul style="list-style-type: none"> <li>Expressing abilities and inabilities</li> <li>Describing personal interests</li> <li>Describing personality features</li> </ul>	<ul style="list-style-type: none"> <li>"can" for ability</li> <li>"can't" for inability</li> <li>Questions about abilities and inabilities (with positive and negative answers)</li> <li>Asking questions about little tests and personality</li> <li>Frequency adverbs: "always", "never", "often", "sometimes", "often ...?"</li> <li>Formation of adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation of the vowel sounds: /æ/, /æ/ and /ɒ/</li> <li>Pronunciation of "can" and "can't": /kæn/, /kæn/ and /kɑ:n/</li> <li>Pronunciation of "s" endings: /z/, /s/, /ɪz/</li> </ul>
<p><i>Sequence 2</i> Me and lifestyles</p>	<ul style="list-style-type: none"> <li>Narrating past events, experiences and childhood memories</li> <li>Describing life and lifestyles (past and present)</li> <li>Comparing life and lifestyles (past and present)</li> <li>Devising and selecting relevant interview questions</li> <li>Conducting an interview</li> </ul>	<ul style="list-style-type: none"> <li>The past simple tense (review)</li> <li>The past simple tense (with regular and irregular verbs)</li> <li>The past simple tense with "ago"</li> <li>Time marker: "ago"</li> <li>Asking questions using: "How long ago ...?"</li> <li>The semi-modal: "used to"</li> <li>Frequency adverbs</li> <li>"made of" – "made in"</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation of the vowel sounds: /ɪz/ and /ɛ/</li> <li>Pronunciation of the vowel sounds: /z/, /s/ and /ɪz/</li> <li>Pronunciation of the vowel sounds: /z/, /s/ and /ɪz/</li> <li>Silent letters: "w" and "l"</li> </ul>
<p><i>Sequence 3</i> Me and the scientific world</p>	<ul style="list-style-type: none"> <li>Narrating</li> <li>Describing</li> <li>Organising/sequencing biographical information in chronological order</li> <li>Selecting relevant biographical information from one format (ID card) to another (plain text with specific writing rules and mechanics)</li> </ul>	<ul style="list-style-type: none"> <li>The past continuous tense</li> <li>Contracted/short forms of "be" in the past</li> <li>The past continuous and simultaneous actions</li> <li>Sentence connector: "while"</li> <li>Spelling rules: "V-ing"</li> <li>Requests with: "can", and "may"</li> <li>Relative clauses: the relative pronouns ("who" and "which")</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation of the consonant sounds: /ʃ/ and /v/</li> </ul>
<p><i>Sequence 4</i> Me and my environment</p>	<ul style="list-style-type: none"> <li>Expressing obligation</li> <li>Expressing prohibition</li> <li>Making recommendations</li> <li>Comparing and evaluating</li> </ul>	<ul style="list-style-type: none"> <li>"must" (strong obligation)</li> <li>"mustn't" (prohibition)</li> <li>"should" (mild obligation)</li> <li>The imperative</li> <li>The present perfect tense</li> <li>The present perfect tense with: "for" and "since"</li> <li>Asking questions with: "How long ...?"</li> <li>The comparative of superiority (short and long adjectives)</li> <li>Discourse connectors: "as", "because", "so", "therefore"</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation of the consonant sounds: /g/ and /dʒ/</li> <li>Silent letters: "s", "w", "h", "l", "t"</li> <li>Intonation in questions</li> </ul>

My book map (MS4)

<p>Sequence 2 ME, MY PERSONALITY AND LIFE EXPERIENCES</p>	<ul style="list-style-type: none"> <li>• Make a profile</li> <li>• Report on significant events and life experiences</li> <li>• Give information and respond to questions about me; my dreams, my projects</li> <li>• Express similarities and differences</li> <li>• Seek relevant information on the web</li> </ul>	<ul style="list-style-type: none"> <li>• Profile</li> <li>• Conversation</li> <li>• Information gap</li> <li>• Information transfer</li> <li>• Oral presentation</li> <li>• Video interview</li> <li>• Writing a journal</li> <li>• Formal letter</li> <li>• Chat/networking</li> <li>• Video survey</li> <li>• Web articles</li> </ul>	<ul style="list-style-type: none"> <li>• Blogs</li> <li>• Websites</li> <li>• Journal</li> <li>• Letters</li> <li>• Emails</li> <li>• Charts</li> <li>• Posters</li> <li>• Memoirs</li> </ul>	<ul style="list-style-type: none"> <li>• The superlative with long and short adjectives</li> <li>• The present simple, past simple and simple future tenses (review)</li> <li>• The past simple and past continuous tenses in a narrative (with "while"; "when")</li> <li>• The present perfect tense with time markers (ever, never, just)</li> <li>• Phrasal verbs</li> <li>• Comparison and contrast markers (like; unlike; whereas)</li> <li>• Prefixing adjectives (negative meaning: dis/un/in/ir/im)</li> <li>• Suffixes: "ful" - "less"</li> </ul>	<ul style="list-style-type: none"> <li>• Triphthongs</li> <li>• Strong and weak forms of the auxiliaries: "have"; "has"</li> <li>• Pronunciation of "ed" endings in the past and past participle forms of regular verbs (review)</li> </ul>
<p>Sequence 3 ME, MY COMMUNITY AND CITIZENSHIP</p>	<ul style="list-style-type: none"> <li>• Give advice</li> <li>• Make recommendations</li> <li>• Give instructions</li> <li>• Defend opinions</li> <li>• Compare eating habits and table manners</li> <li>• Express likes and dislikes</li> <li>• Documenting a topic on the web</li> </ul>	<ul style="list-style-type: none"> <li>• Recipes</li> <li>• Open letter</li> <li>• Problem solving</li> <li>• Interview</li> <li>• Opinion gap</li> <li>• Investigating</li> <li>• Debate/speech</li> <li>• Oral presentation</li> <li>• Charters</li> </ul>	<ul style="list-style-type: none"> <li>• Cookery book</li> <li>• Posters</li> <li>• Leaflets</li> <li>• Flyers</li> <li>• Adverts</li> <li>• Maps</li> <li>• Letters</li> <li>• Emails</li> </ul>	<ul style="list-style-type: none"> <li>• The imperative (review: advice &amp; recommendations; instructions)</li> <li>• Conditional type one (present simple - future simple/present simple - imperative)</li> <li>• Sequencers (review and expansion)</li> <li>• "-ing" form after the verbs: enjoy; prefer; love/hate; like/dislike</li> </ul>	<ul style="list-style-type: none"> <li>• Silent letters: "k"; "w"; "t"; "b"; "r" (review)</li> <li>• Pronunciation of "s" endings in plural nouns and 3rd person singular of verbs in the present simple tense (review)</li> </ul>

MY BOOK MAP					
Sequence	Communicative objectives	Tools for oral and written domains	Supports for oral and written domains	Linguistic objectives	
				Language forms	Pronunciation
<p><i>Sequence 1</i> 10. ENVIRONMENTAL LANDMARKS AND OUTSTANDING FIGURES IN HISTORY, LITERATURE AND ARTS</p>	<ul style="list-style-type: none"> <li>Describe landmarks using specific information (architectural, cultural, geographical, etc.)</li> <li>Narrate using historical information about landmarks</li> <li>Narrate using biographical information about outstanding figures</li> <li>Compare landmarks</li> <li>Locate landmarks on a map</li> <li>Describe an itinerary and identify its components: (departure; stopovers; final destination)</li> <li>Organise discourse in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>A narrative account/biography</li> <li>A fact file</li> <li>Itinerary</li> <li>Photo caption</li> <li>Information gap</li> <li>Following directions</li> <li>Gap-filling/form filling</li> <li>ID card/Bio card</li> <li>Jumbled dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Conversations</li> <li>Audios</li> <li>Songs</li> <li>Poetry</li> <li>Short texts</li> <li>Pictures</li> <li>Photos</li> <li>Maps</li> <li>Blogs</li> <li>Websites</li> <li>Brochures</li> </ul>	<ul style="list-style-type: none"> <li>Comparative of equality/ inferiority (as ... as; not as ... as) (review)</li> <li>Qualifiers (review and expansion)</li> <li>Strong adjectives to describe and value outstanding figures and landmarks</li> <li>The passive voice (past simple tense)</li> <li>Discourse markers (review and expansion):</li> <li>1. Chronology (first, then/next; after that; finally; shortly/soon afterward; later)</li> <li>2. Cause and effect (because; as; since/therefore; so; as a result) (review)</li> </ul>	<ul style="list-style-type: none"> <li>Diphthongs</li> <li>Consonant clusters:                             <ol style="list-style-type: none"> <li>Initial consonant clusters</li> <li>Final consonant clusters</li> </ol> </li> </ul>



## الملخص (العربية)

التقييم هو العمود الفقري للتعلم وإشراك المتعلمين في العملية يؤدي بشكل قاطع إلى نتائج تعليمية واعدة. ولتحقيق هذه الغاية، ظهر النهج البديل للتقييم، وخاصة التقييم الذاتي وتقييم الأقران، وحظي بالاهتمام الواجب من جانب المدارس التي تدعم استقلالية المتعلم والتعلم التعاوني. في الواقع، يتطلب تنفيذ التقييم الذاتي وتقييم الأقران وجود شروط معينة لتطبيقه بفعالية. في إطار هذا الخيط الفكري، يهدف هذا العمل البحثي إلى اكتشاف العوائق التي تحول دون ترقية معلمي اللغة الإنجليزية إلى التقييم الذاتي وتقييم الأقران المدمج في الكتب المدرسية للمرحلة المتوسطة الجزائرية. لجمع البيانات حول موضوع البحث، تم استخدام ثلاث أدوات بحث وهي: استبيان موجه إلى 44 مدرساً، ومقابلة مع 3 معلمين، والملاحظة الصفية مع 3 مدرسين للغة الإنجليزية. أشارت نتائج البحث إلى أن المعلمين يواجهون عدداً لا يحصى من المشكلات التي تمنعهم من تعزيز التقييم الذاتي وتقييم الأقران في فصولهم الدراسية مثل نقص التدريب، والمناهج الدراسية الثقيلة، وبيئة التدريس غير المريحة، وتأثيرات التقييم الختامي. في نهاية المطاف، يقدم هذا البحث بعض الاقتراحات الأساسية لتعزيز تنفيذ التقييم الذاتي وتقييم الأقران في الفصول الدراسية في المدارس المتوسطة.

**الكلمات المفتاحية:** التقييم، المنهج البديل للتقييم، التقييم الذاتي، تقييم الأقران، استقلالية المتعلم، التعلم التعاوني

## Résumé (Français)

L'évaluation est l'épine dorsale de l'apprentissage et l'implication des apprenants dans le processus conduit définitivement à des résultats d'apprentissage prometteurs. À cette fin, des approches alternatives de l'évaluation, en particulier l'autoévaluation et l'évaluation par les pairs, ont émergé et ont reçu l'attention voulue de la part des écoles qui soutiennent l'autonomie de l'apprenant et l'apprentissage coopératif. En fait, la mise en œuvre de l'autoévaluation et de l'évaluation par les pairs nécessite l'existence de conditions données pour être appliquée efficacement. Dans cette continuité, ce travail de recherche vise à repérer les freins qui s'opposent à la promotion des professeurs d'anglais à l'autoévaluation et à l'évaluation par les pairs, intégrées dans les manuels scolaires du collège algérien. Pour collecter des données sur le sujet de recherche, trois instruments de recherche à savoir : Un questionnaire adressé à 44 enseignants, un entretien avec 3 enseignants et une observation en classe avec 3 professeurs d'anglais ont été utilisés. Les résultats de la recherche ont indiqué que les enseignants sont confrontés à une myriade de problèmes qui les empêchent de promouvoir l'autoévaluation et l'évaluation par les pairs dans leurs classes, tels que le manque de formation, des programmes lourds, un environnement d'enseignement inconfortable et des effets d'évaluation sommative. Finalement, cette recherche propose

quelques suggestions clés pour promouvoir la mise en œuvre de l'auto-évaluation et de l'évaluation par les pairs dans les classes du collège.

**Mots clés :** Évaluation, approche alternative de l'évaluation, auto-évaluation, évaluation par les pairs, autonomie de l'apprenant, apprentissage coopératif

### **Summary (English)**

Assessment is the backbone of learning and engaging learners in the process leads definitively to promising learning outcomes. To this end, the alternative approach to assessment, especially self and peer assessment, have emerged and received due attention from the part of schools supporting in that learner autonomy and co-operative learning. In fact, the implementation of self and peer assessment requires the existence of given conditions to be applied effectively. Along this thread of thought, this research work aims at spotting the hindrances which militate against English teachers' promotion to self and peer assessment which are integrated in the Algerian middle school textbooks. To collect data on the research topic, three research instruments namely: A questionnaire addressed to 44 teachers, an interview with 3 teachers, and classroom observation with 3 English teachers has been used. The research results indicated that teachers face a myriad of problems which preclude them from promoting self and peer assessment in their classes such as the lack of training, heavy syllabi, uncomfortable teaching environment, and summative assessment effects. Eventually, this research offers some key suggestions to promote the implementation of self and peer assessment in the middle school classroom.

**Key words:** Assessment, alternative approach to assessment, self assessment, peer assessment, learner autonomy, co-operative learning