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**The Effects of Teachers' Assessment on the  
Learners' Performance  
Case Study: Cheikh Touhami and Abdelhamid Ben  
Badiss Middle Schools in Tamanrasset**

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### **Dedication**

This work is dedicated first to the light of my life and who stood beside me all the time, my parents.

To my sisters and brothers: Fatiha, Hanan, Nadjet, Nassira, Khawla (Sabah), Mohammed, Abdessamie, MORAD.

To the hope of my life, my aunt, my friend, my sister, who helped me by advice and support.

To my nephew Abdelkader

To my best friend Wissem who helped me to finish this work

To all my relatives, and my friends.

To everyone I knew during all these years.

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## ملخص

تهدف هذه الدراسة لتوضيح تأثير تقييم الأستاذ أو المعلم لأداء المتعلم. حيث تسعى لإيجاد معنى للتقييم عبر متعلمي اللغة الأجنبية في متوسطي الشيخ التوهامي وعبد الحميد بن باديس في تمارست. في هذه الدراسة استعملنا أداتين لجمع البيانات: الاستبيان والملاحظة. حيث قمنا بتوزيع الاستبيان على أساتذة المتوسطين بينما قمنا بملاحظة كلا القسمين الثالثة والرابعة متوسط. قمنا باستعمال هاتين الأداتين لمعرفة ما إذا كان لتقييم الأستاذ تأثير سلبي أو ايجابي على أداء المتعلم، حيث تكونت العينة من 10 أساتذة و 64 تلميذ من القسمين. حيث أظهرت النتائج أن تقييم الأستاذ/ المعلم له اثر ايجابي على أداء التلميذ / المتعلم، فهو يطور معرفته و يدفعه لحب العلم.

**الكلمات المفتاحية:** التقييم، أداء المتعلم، الأستاذ، التلميذ، المعرفة.

## Résumé

Cette étude montre les effets de l'évaluation de l'enseignant sur la performance de l'apprenant en classe. Il cherche à déterminer l'importance de l'évaluation chez les jeunes apprenants de langues étrangères dans les écoles secondaires Cheikh Touhami et Abdelhamid Ben Badissà Tamanrasset. Dans cette recherche deux instruments d'investigation ont été utilisés : un questionnaire et une observation. Le premier a été distribué aux enseignants tandis que le deuxième a été utilisé pour les troisième et quatrième années. Cela nous a permis de savoir si l'évaluation de l'enseignant affectait positivement ou négativement la performance de l'apprenant. 10 enseignants ont contribué à améliorer ce travail et 64 ont observé des élèves de deux classes. Les résultats montrent que l'évaluation de l'enseignant affecte positivement la performance de l'apprenant dans le développement de ses connaissances et rend les apprenants plus motivés.

**Mots-clés :** évaluation, performance, connaissances, enseignant, apprenant

## **Abstract**

This study shows the effects of the teacher's assessment on the learner's performance in the classroom. It seeks to find out and determine the significance of assessment among young learners of foreign languages in Cheikh Touhami and Abdelhamid Ben Badiss Middle schools in Tamanrasset .In our research, two instruments of investigation have been conducted that are: a questionnaire and observation. The former was distributed to teachers while the latter was used with third and fourth middle school years. These allowed us to find out whether the teachers' assessment affects the learners' performance positively or negatively. Only 10 teachers have contributed to enhance this work as respondents and 64 observed pupils from two classes. The results show that the teacher's assessment affects the learner's performance positively in developing his knowledge and making the learners more and more motivated.

**Keywords:** assessment, performance, knowledge, teacher, learner.

## Table of Contents

Dedication.....	I
Acknowledgments.....	II
ملخص.....	III
Résumé.....	IV
Abstract.....	V
Table of Contents.....	VI
List of Tables.....	IX
List of Figures.....	X
Acronyms.....	XI
General Introduction.....	1
<b>Chapter One :Assessment in the Classroom.....</b>	<b>4</b>
1.1. Introduction.....	4
1.2. Teaching and Learning.....	4
1.3. Assessment and Some Current Teaching Methods and Approaches.....	5
1.3.1. Communicative Language Teaching.....	6
1.3.2. The Natural Approach.....	8
1.3.3. Cooperative Language Learning.....	9
1.3.4. Content Based Approach.....	9
1.3.5. Task-Based Language Teaching.....	10
1.4. Assessment.....	11
1.5. Types of Assessment.....	12
1.5.1. Formative Assessment.....	12
1.5.2. Summative Assessment.....	13
1.5.3. Diagnostic Assessment.....	14

1.6. Purposes of Assessment and Its Importance in Overcoming Some Learning Difficulties.....	14
1.7. Increasing Responsibility Through Self and Peer Assessment .....	16
1.8. Teacher as an Assessor.....	17
1.9. Some Assessment Principles.....	18
1.10. Assessing Skills.....	19
1.10.1. Assessing Writing.....	19
1.10.2. Assessing Speaking.....	20
1.10.3. Assessing Reading .....	20
1.10.4. Assessing Listening.....	21
1.11. Assessment vs. Evaluation.....	22
1.12. Testing.....	24
1.12.1. What is a Test.....	24
1.12.2. Kinds of Tests.....	24
1.12.2.1. Proficiency Test.....	24
1.12.2.2. Placement Test.....	25
1.12.2.3. Achievement Test.....	25
1.12.2.4. Diagnostic Test.....	25
1.12.3. Criteria of a Good Test.....	26
1.12.3.1. Practicality.....	26
1.12.3.2. Reliability.....	26
1.12.3.3. Validity.....	26
1.13. Feedback to Promote Learning.....	26
1.14. Motivation in Learning.....	28
1.15. Conclusion.....	29



<b>Chapter Two: Data Analysis.....</b>	<b>30</b>
2.1.Introduction.....	30
2.2.The Sample.....	30
2.3.Description of the Questionnaire and Observation.....	30
2.4.Data Analyses.....	31
2.4.1 The Analysis of the Questionnaire.....	31
2.4.2 The Analysis of the Observation.....	44
2.5.Discussion of the Results.....	48
2.5.1. The Discussion of the Results of the Questionnaire.....	48
2.5.2. The Discussion of the Results of the Observation.....	51
2.6.Conclusion.....	52
<b>General Conclusion.....</b>	<b>53</b>
<b>Bibliography.....</b>	<b>54</b>
<b>Appendix: Teacher’s Questionnaire.....</b>	<b>60</b>

## List of Tables

<b>Table 01</b> Teaching Experience.....	31
<b>Table 02</b> Reasons for Choosing Teaching.....	32
<b>Table 03</b> Different Approaches Used by Teachers.....	33
<b>Table 04</b> The Use of Approaches and Methods.....	34
<b>Table 05</b> The Use of Assessment in Class.....	34
<b>Table 06</b> Types of Assessment Used in Class.....	35
<b>Table 07</b> The Purpose of Using Assessment.....	36
<b>Table 08</b> The Use of Peer Review and Self-Assessment in Class.....	36
<b>Table 09</b> Self and Peer Assessment Make the Class Active.....	37
<b>Table 10</b> How Assessment is Used in class.....	37
<b>Table 11</b> How Assessment is Measured in Class.....	38
<b>Table 12</b> The Authenticity of Information about the Learner's Level.....	39
<b>Table 13</b> Teachers' Justifications.....	39
<b>Table 14</b> How Teachers Deal with Weak Pupil.....	40
<b>Table 15</b> The Change of the Learner's Behaviour.....	41
<b>Table 16</b> The Importance of Feedback.....	42
<b>Table 17</b> Functions of Feedback.....	42
<b>Table 18</b> Increasing Motivation in the class.....	43

## List of Figures

<b>Figure 01</b> Teaching Experience.....	32
<b>Figure 02</b> Reasons for Choosing Teaching.....	32
<b>Figure 03</b> Different Approaches Used by Teachers .....	33
<b>Figure 04</b> The Use of Approaches and Methods.....	34
<b>Figure 05</b> Types of Assessment Used in Class.....	35
<b>Figure 06</b> The Purpose of Using Assessment.....	36
<b>Figure 07</b> The Use of Peer Review and Self-Assessment in Class.....	36
<b>Figure 08</b> Self and Peer Assessment Make the Class Active.....	37
<b>Figure 09</b> How Assessment is Used in class.....	38
<b>Figure 10</b> How Assessment is Measured in Class.....	38
<b>Figure 11</b> The Authenticity of Information about the Learner’s Level.....	39
<b>Figure 12</b> Teachers’ Justifications.....	40
<b>Figure 13</b> How Teachers Deal with Weak Pupil.....	41
<b>Figure 14</b> The Change of the Learner’s Behaviour.....	41
<b>Figure 15</b> The Importance of Feedback.....	42
<b>Figure 16</b> Functions of Feedback.....	43
<b>Figure 17</b> Increasing Motivation in the class.....	44

## Acronyms

**CLT:** Communicative Language Teaching.

**LCA:** Learner Centered Approach.

**CA:** Communicative Approach.

**ALM:** Audio Lingual Method.

**NA:** Natural Approach.

**CLL:** Cooperative Language Learning.

**CL:** Collaborative Learning.

**CBI:** Content Based Instruction

**TBLT:** Task Based Language Teaching.

**TBI:** Task Based Instruction.

**ARG:** Assessment Reform Group.

**AMTB:** Attitude/Motivation Test Battery.

**CBA:** Competency Based Approach.

**DM:** Direct Method.

**PBL:** Problem Based Learning.

**TBL:** Task Based Learning.

**EM:** Eclectic Method

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## General Introduction

Assessment in the classroom plays a great role. It shows the success of the teaching and learning process through the use of formative, summative and diagnostic assessment in the classroom. These types differ from each other because each one has its purpose. Formative assessment is used during the course in order to facilitate the learning. It is also called assessment for learning, whereas summative assessment is called assessment of learning in which the learner is assessed and evaluated about what s/he has learnt. The third type is diagnostic in which the teachers make tests in order to recognize the learner's level.

Self and peer assessment are other effective strategies for teaching. They allow students to communicate, discuss and debate during the course, which creates a motivated learning atmosphere. Students have the opportunity to exchange ideas and benefit from each other's mistakes.

The success of assessment is based on some special principles. One of them includes that each skill should be assessed separately from the others in order to be more precise about diagnosing the needs and weaknesses of learners and to discover their abilities in each skill. Testing is a form of assessment, which is used to determine the learner's knowledge or ability. Teacher's feedback plays an important role in encouraging students and motivating them. Assessment is one way of enhancing the teaching and learning process.

When using assessment in the classroom, the teacher gathers information about the learners' level and knowledge. This research work attempts to know whether the teacher's assessment affects the learners' performance in the classroom positively and negatively. Thus, the objective of this study is to shed light on the learner's performance

when using assessment and to show if it enhances the learner's ability. Starting from this point the hypothesis would be: whether or not the learner's performance would be enhanced if the teachers used assessment in the classroom. There are three main research questions.

- 1) What are the benefits of using assessment in the classroom?
- 2) Does assessment increases motivation in the classroom?
- 3) What makes teachers use assessment in the classroom?

Concerning data collection we have as a sample of ten teachers from the two middle schools Cheikh Touhami and Abdelhamid Ben Badiss. A questionnaire and observation are used to collect the data. The teacher's questionnaire consists of seventeen questions. This questionnaire aims to know the effectiveness of teacher's assessment on the learner's performance. The observation which is made to the third and fourth middle school year pupils aims to know if the learner benefits from assessment.

Therefore, this work consists of two chapters one of which is theoretical. Which is entitled "Assessment in the Classroom". It provides what is meant by teaching and learning and some current approaches and methods, in addition to various definitions of assessment and its different types, besides, the purpose and the effect of assessment in enhancing learners' learning ability. Furthermore, it highlights the importance of self and peer assessment in the classroom and how the teacher assesses his learners. Also it shows some principles of assessing the four skills, in addition to the difference between evaluation and assessment. Moreover, this chapter includes the importance of teacher's feedback in motivating the learners.

Concerning the second chapter, which is the practical one, it represents an investigation of the effectiveness of the teacher's assessment on learners' performance. Two instruments were used: a questionnaire and an observation. The former was given to 10 teachers of two different middle schools, while the latter took place at Cheikh Touhami middle school with two levels: third year and fourth year with 32 pupils from each level. We attend daily for a week; so as to identify the problem and try to look for a solution.

Chapter one  
Assessment in the  
Classroom



### **1.1.Introduction**

Teaching has an important role in our society. It creates a developed generation which leads to economic, social, and cultural development. It goes hand in hand with the learning process. On the other hand, assessment is an important element in both teaching and learning, it refers to the information gathered by teachers about their learners to know the learner's learning. For that, this chapter tries to clarify these concepts which are teaching, learning, and assessment.

### **1.2.Teaching and Learning**

In teaching English as a foreign language, the concepts teaching, learning, and assessment are interrelated; since one depends on the other. There is no teaching without learning and assessment, and no learning without teaching and assessment, and no assessment without teaching and learning (Brown, 2003).

Teaching, according to the Macmillan dictionary (2007), is helping the student to learn something in a school, college, university, etc. by giving lessons. The teacher gives information and explains the lesson for a better understanding. Teaching as mentioned previously goes hand in hand with learning, i.e. the teacher guides his learners, helps them to learn and sets the conditions for learning. Brown (2007) states that when the teacher understands how his learners learn, he can identify his teaching style, approach, method, and classroom techniques.

Learning has been defined according to the Macmillan English dictionary (2007) as: "the process of gaining knowledge and experience" (p. 856). Moreover, Patel and Jain (2008) indicate that learning a language is a conscious process, in which learners develop a sense of innate capacity.

Wittrock (1977) defines learning as: “the term we use to describe the processes involved in changing through experience. It is the process of acquiring relatively permanent change in understanding, attitude, knowledge, information, ability, and skill through experience”. That is the learner develops his skills in language and he obtains information that will help him in understanding and mastering the language.

The teacher, who is the one who provides learners with information, assesses them in order to know whether the courses goals have been achieved or not. This shows that assessment is an essential element in the teaching-learning process. He uses the method that fits him and his learners’ need or he can use an eclectic method<sup>1</sup>. He plans the lesson in an easy and understandable way and he tries to use topics not only interest his learners but also motivate them.

### **1.3.Assessment and Some Current Teaching Methods and Approaches**

The teacher uses many methods for a better understanding. These methods were created by many researchers and applied linguists.

The concepts “approach”, “method”, and “technique” have been highlighted by the linguists Richards and Renandya (2002) where Anthony quote (1963) about a “method” as: “an overall plan for systematic presentation of language based on a selected approach” (p. 9). He has defined approach as “a set of assumptions dealing with language, learning, and teaching” (p. 9). Anthony also indicates that technique is: “specific classroom activities consistent with a method and therefore in harmony with an approach as well”(p. 9). Richard and Rodgers (1986) mention that method consisted of approach, design, and procedure. Although there are different researchers

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<sup>1</sup>Floresar (as cite d in Jebiwot et al., 2016, p. 74): “a combination of different learning approaches”

that study teaching methods, the word “method” is referred to just according to Anthony’s concept.

From the 1970s to 1980s, there were many methods and approaches that were developed by many linguists and applied linguists. Rodgers and Richards (2001) indicates that there are some alternative methods and approaches such as: “Audiolingual Method”, “Total Physical Response”, “The Silent Way”, “Community Language Learning”, “Suggestopedia”, “Grammar Translation Method”; these were the most useful ones, whereas “Multiple Intellegences”, “Neurolinguistic Programming”, “The Lexical Approach”, “Competency-Based Language Teaching” were not practiced as the previous ones that days.

In the late 1980s, Richard and Rodgers (2001) said that there was the appearance of the communicative methodologies which were developed and divided to many methods and approaches. These methods are used nowadays by teachers and practitioners. For example: “Communicative Language Teaching”, “Natural Approach”, “Cooperative Language Learning”, “Content-Based Instruction”, “Task-Based Instruction”, which we try to clarify them in details.

### **1.3.1. Communicative Language Teaching (CLT)**

Patel and Jain (2008) state that it is better to call CLT as an approach rather than a method; the Communicative Approach (CA) is a Learner-Centered Approach (LCA). Not only it has helped the learner to develop his grammatical competence, but also the social competence. In addition to that it enhances his fluency and accuracy of the target language.

Finocchiaro and Brumfit (1983) indicates the major characteristics of the Communicative Language Teaching (CLT) in comparison with the Audio-lingual

Method (ALM). First, meaning is important in teaching, not just fluency and accuracy. Second, the teacher should focus on using dialogues rather than memorization. Thirdly, the teacher should focus on learning, the learners, how to communicate and make it effective by choosing topics that interest learners. In addition, they indicated that drilling may occur, but rarely in addition to the comprehensible pronunciation. Moreover, they stated that the teacher is free to choose any way to make them learn and he tries to encourage them to learning. The teacher also must be very careful in using the native language. Furthermore, they insisted on the communicative competence and through it learners can use the linguistic system effectively and appropriately. After that the teacher has to motivate his learners.

Breen and Candlin (1980) explained that the CLT teacher has two main roles. The first one as a facilitator; that is the teacher facilitates the communication between the learners in the classroom. The second role is as independent participant within the classroom; the teacher here tries to help each group when they need him, he tries to be neutral and does not align to any group. These two roles imply a set of secondary roles for the teacher; firstly, as a resource; that is he is the only one who gives information in the classroom. Secondly; as a guide within the classroom activities, the teacher shows them how to practice the activity, and thirdly, as a researcher and learner; here he does not focus just on the information he has and look for more.

Another roles had been assumed by Rodgers and Richards (2001) are: first, the teacher as needs analyst; i.e. he tries to fit his learners needs and teaches them what they want to learn by using such interesting topics that they prefer and it is the essential part in CLT. The second role as counselor; the teacher makes the connection between all participants in the classroom. They had also mentioned that the CLT teacher plays a role

of group process manager; to be more explicit, he forms the group equally and in an organized way.

Rodgers and Richards concluded that CLT refers to the different principles that reflect a communicative view of language and language learning. These principles include:

- Language can be learnt through communication.
- Teachers must use activities that focus on authentic and meaningful communication.
- The goal from communication is fluency.
- Communication should contain combination between all skills.
- Learning is a process of creative construction.

### **1.3.2. Natural Approach (NA)**

Krashen and Terrell (1983) consider the Natural Approach as a communicative approach and they reject other methods such as Audio Lingual Method which focuses on the use of grammar. They indicate that The NA teacher has three main roles. First, the teacher is the primary source of comprehensible input in the target language, and he is the generator of that input. Second, the teacher tries to make a good, interesting, and friendly atmosphere. They mention that the last role of the teacher is that he is responsible for collecting materials and designing their use. In activities of the Natural Approach the teacher includes repetition, gestures, and paraphrasing in order to ensure the comprehensibility of the input.

### **1.3.3. Cooperative Language Learning (CLL)**

Cooperative Language Learning which is also known as Collaborative Learning (CL), is defined by Richards & Rodgers (2001) as “an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom” (p. 192). The teacher divides his learners in groups or pairs to make them excited to learn and share their ideas with their partners.

CLL raises the achievement of all students, including those who are gifted or academically handicapped. In addition, it helps the teacher build positive relationships among students. Furthermore, it gives students the experiences they need for healthy, social, psychological, and cognitive development. Finally, CLL replaces the competitive organizational structure of most classrooms and school with a team-based, high-performance organizational structure (Johnson, et al., 1994, as cited in Richards and Rodgers (2001), p. 192).

Johnson et al.(1994) and Harel, (1992) (as cited in Richards & Rodgers, 2001,p. 199) consider the teacher as a facilitator. He tries to present the lesson in an easy way and gives the learners activities according to their levels.

The CLL teacher assesses his learners by giving them topics that create high level of communication in the classroom, and uses peer assessment which help them promote their motivation which will lead to the enjoyment of learning, after that he tries to evaluate them and encourage them to do more.

### **1.3.4. Content-Based Instruction (CBI)**

Content-Based Instruction is an approach to second language teaching in which the content or information are focused during the learning process. Krahnke (1987)(as cited

in Richards & Rodgers, 2001, p. 204) stated that: “it is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught”. The students become more excited to learn a language, if the focus is on the ideas, issues, or opinions rather than on language.

Additionally, Stryker and Leaver (1993) indicate that “Instructors must be more than just good language teachers. They must be knowledgeable in the subject matter and able to elicit that knowledge from their students”. The teacher must play a role of resource that he knows about all domains. He is responsible in choosing and adapting authentic materials. In classroom the teacher becomes a student need analyst and creates learner-centered classrooms.

### **1.3.5. Task-Based Language Teaching (TBLT)**

Task-based language teaching is another approach that focuses on the use of tasks as an essential part of language teaching. Willis (1996) (as cited in Richards & Rodgers, 2001, p. 223) defined it as a logical development of communicative language teaching because it depends on principles that were a part of CLT movement from the 1980s. For example, activities that contain communication are important for language learning.

Moreover, Rodgers and Richards (2001) assumed that the task-based instruction teacher plays a role of a selector and sequencer of tasks; that is the teacher he is the one who chooses the task and the one who know when to use such task. Also the TBI teacher can be as a consciousness-raiser; in which he prepares his learners to the task by giving them a pretask that help them predict how the task would be and to be ready to the task.

### **1.4. Assessment**

After having highlighted the previous concepts: teaching, learning, and the clarification of a variety of approaches, time comes to discuss the focal point of our research which is assessment. We will have different definitions which will be used to illustrate our subject.

Assessment according to Macmillan English Dictionary (2007), is defined as: “the process of making a judgment or forming an opinion after considering something or someone carefully” (p. 76). According to Greenstein (2010) the word assessment is derived from the Latin word “assidere” which means: “to sit beside another” in which the teacher sits beside his students to know what they know and what they do not. Also assessment helps the teacher to see whether they are moving on in their learning.

Whereas Overall and Sangster (2006) stated that assessment is a process in which the information is gathered by the teacher after that it analyses then the results of the analysis are reported to someone. It can be considered as an observation or a note from the teacher to make the student develops.

Harlen et al. (1992) (as cited in Iseni, (2011). p. 61) stated that: “assessment in education is the process of gathering, interpreting, recording and using information about pupil responses to an educational task”. Which means the teacher gives a task to learners; he has to make an overall idea about each learner according to their responses.

Assessment is a process made by the teacher to know if he achieves his goal in making his students understand him by using tests or quizzes or questions. These assessment ways include a number of items, for instance, questions to be answered, incomplete sentences to be completed, etc (Anderson, 2003).



For Airasian (1994) assessment is: “the full range of information teachers gather in their classrooms: information that help them understand their pupils, monitor their instruction, and establish a variable classroom culture”. He indicated that the teacher watches his learners and gathers information about them; this will help the teachers know and understand their learners’ level and capacity in learning the language. Moreover Brown (2003) indicates that: “assessment is the gathering of information about the student ability to perform learning tasks” (p. 4). The teacher can know his learners weaknesses through his assessment. This help the teacher know what are their needs, so he try to strengthen the learners and make them confident of themselves.

According to Palomba and Banta (1994) (as cited in Iseni, 2011, p. 61)“assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development”. Teachers use assessment to ensure that they achieve the goal of their courses which is making their learners understand.

### **1.5.Types of Assessment**

Many researchers differ in identifying the assessment types, but the majority states that formative and summative are the most common one. Others mentioned those two types and added diagnostic assessment. We will take the three of them in details.

#### **1.5.1. Formative Assessment**

Formative assessment is a process of knowing what students know in order to make a suitable way to teach them what they do not know. It gives the teacher information to improve the student’s learning. Teacher uses formative data to know what kind of practice the students need to achieve the goal of the lesson. Teachers and students show

progress when they apply formative assessment. It allows them to go on in the process of learning (Greenstein, 2010).

In formative assessment, the teacher when assessing the learners, he tries to make them better and develop their learning and increases their desire to learn. When the teacher observes his learners step by step, he can help them and correct their mistakes, in which they show progress in their learning. Most studies show that formative assessment is one of the most effective strategies for developing the student's performance (Oecd, 2005).

Black and William (1998)(as cited in Aouine, 2011, p. 20) in their review, see formative assessment: “as encompassing all those activities undertaken by teachers and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged”. The teacher includes activities that help him to gather information about his learners in order to provide them with feedback that increases motivation in learning and make the learning process enjoyable.

Carrie and Bell (1999) (as cited in Aouine, 2011. p. 20) defined formative assessment as: “the process used by teachers and students to recognize and respond to student learning in order to enhance that learning during the learning”. They indicated that the teacher observes the students and help them to get advanced in their learning.

### **1.5.2. Summative Assessment**

Many researchers had studied and discussed the summative assessment, and they agree on one definition of it, that it is the tests that the teachers do at the end of a course or at the end of unit or a semester (Brown, 2003).

It is considered as tests made by teachers at the end of a set of work. They are usually used to test their memorization. These tests are used to know how well the students understand the topic of the lesson; furthermore, it shows how effective the teacher is (Overall & Sangster, 2006).

### **1.5.3. Diagnostic Assessment**

When the teacher notices that there is a barrier that stops the learning process, he uses diagnostic assessment. There are some learners who do not understand quickly and face some troubles; they probably need more time or more examples to understand. The teacher should check and gather information about his learners in order to know what they need, for instance, a learner who needs more practice on his phonic knowledge, so he decides to make him read more in the classroom. Also tries to do extra work so to become better. The teacher here can ask for the help of his parents or his closest people to check whether he or she is practicing or maybe has problems in his listening or speaking organs (Overall & Sangster, 2006).

### **1.6.The Purposes of Assessment and its Importance in Overcoming Some Learning Difficulties**

Purposes of assessment had been studied by many researchers, but they focused more on formative and summative assessment purposes. Formative assessment requires the diagnostic information about the achievement of a student's level. Its purpose is to identify the proficiency and weakness of a student in the studied content in the classroom. Formative assessment can include homework, projects, teacher observation and through it, the teacher can know what the student has learned, and this help him to know what he is going to teach them next time. The results of that assessment help the

students to know their weaknesses in the subject. Assessment should be permanent in order to witness the development (Mislevy & Knowles, 2002).

Formative assessment is used to provide learners with information that show their progress which will help them to promote their learning. The results of formative assessment are given to learners in the form of feedback whether positively or negatively in order to develop more or correct the weak point they had. Another purpose of formative assessment is to provide teachers with information which can be used to guide course development and lesson planning (Douglas, 2010).

Summative assessment is an assessment where the teacher evaluates the students' progress. Its purpose is to know whether the student has competence or knowledge after a particular course, or at the end of a unit such as the BAC exam. The assessment used to evaluate the overall performance of a particular group such as classroom, school, and state (Mislevy & Knowles, 2002).

Summative assessment is used to measure achievement; the teacher uses this kind of assessment to know whether the goals of the courses and the objectives of the syllabus had been achieved or not. Summative assessment results are provided in the form of scores, grades and some corrective feedback, which increases motivation and make the learners interested in the learning process (Douglas, 2010).

Assessment can provide information that help students, teachers, school administrators and policy makers make different decisions, and an assessment can be used for one or more purposes.

### **1.7. Increasing Learner' Responsibility through Self and Peer Assessment**

When the learners are involved in the assessment process, the learning process becomes enjoyable and successful. Peer and self assessments are strategies in which the learners are involved in the assessment process. These learners become more responsible for their learning. Peer and self assessments enhance the learner's learning and develop their capacity in different aspects of the language. In addition to that, they lead the teacher to save time, since he shares his job with the learners (RMIT University, 2008).

According to Henner-Stanchina & Holec (1985) (as cited in Khonbi and Sadeghi, 2012, p. 49) self assessment is an assessment technique in which "learners simultaneously create and undergo the evaluation procedures, judging their achievement in relation to themselves against their own personal criteria, in accordance with their own objectives and learning expectations". The learner tries to judge his performance according to the goal he wanted to reach. For example, if a learner wanted to have good pronunciation, he must keep reading until he reaches his goal.

Topping (1998) stated that peer assessment is: "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" (p. 250). To be more explicit, the learners assess each other by giving comments or values to this assessment. Peer assessment helps to move learners from passive into active. It gives him the opportunity to work with others and to communicate with them and participate in class (Michigan virtual, 2017). Greenstein (2010) said that the learners develop their self assess slowly and the teacher has to give them the opportunity to do so.

Peer and self assessment develop a desire to learn in learners and make the learner learn through practicing. Engaging learners in the process of assessment, save time and make teachers free for other practices and activities (Thomas et al., 2011). Peer and self assessment enables the learner to learn and develop his ability in the language and through applying them in the class he can identify his strengths and weaknesses (Engage in assessment, nd). These methods increase the received feedback that is each learner give comments either to himself or to others (TQA Manual, nd).

### **1.8. Teacher as an Assessor**

The teacher has many roles during the session. He changes from one role to another according to the method or the approach he applies in his teaching, or the learner's needs and weaknesses, or according to the course; more precisely to the skill wanted to be learnt, one of these roles is assessor. The teacher asks questions in the class and according to the learners' answers he can know what are their weaknesses. This helps him to choose the method, technique, and tasks that fit his learners' level. The assessor has to tell the learners what skill they are going to be assessed for in order to focus on their abilities in that skill. This will help him know the weak learners.(Harmer, nd).

The teacher must plan the lesson according to his knowledge to each learner in order to know when and what and who is going to be assessed. He uses various tasks to achieve his course's goals, in which he provides his learners with feedback whether positive or negative, in order to increase their motivation in learning (the classroom, 2008).The teacher's assessment helps both the teacher and the family to know their son's level in order to bring to him extra books or having a special course in what he is weak in (Anderson, 2003).

### 1.9. Some Assessment Principles

There are principles and characteristics that must be involved in an assessment's plan which help the teacher to have correct and real information about the learner. Here are some principles.

- Authenticity, assessment must be proven and had been made by teachers before, i.e. it is agreed by many instructors.
- Current, the assessment of a course must go hand in hand with the course. The teacher assesses the learner's skill and knowledge according to his level. For instance, the teacher gives learners a test of third year whereas they are second year learners.
- The assessment also must be fair and according to all learners' capacities, it must not disadvantage the learners.
- The reliability of an assessment is an essential principle of the assessment principles. The test must be suitable and appropriate to all learners.
- The assessment has to be manageable and safe, it need to help the learners grasp the idea and the goal of a lesson. The assessment must be well organized and it must not put the learner under pressure.
- The assessment is required to be valid, that the teacher designs the method according to what he intended to assess. For instance, if he wanted to assess their writing, the test they are going to take must be written not spoken.
- The information about the assessment should be explicit, accessible and understood to all learners.

- Assessment should be an integral part of program design and be related to objectives of that program. The teacher had to make assessment and test according to the program.
- Formative and summative assessments must be included in the assessment plan, the former to learn and the latter to see what they have learnt.
- Continuous feedback, which facilitates improvement and promote learning, must be an essential step of the assessment plan (Martin Salder, 2014).

### **1.10. Assessing Skills**

Teacher assesses student's skill development using techniques that he has developed. During each session the teacher assesses a skill, he tries to know in each skill each learner has problem in. He has to prepare his assessing plan in order to save time and to help each learner to strengthen his weaknesses.

#### **1.10.1. Assessing writing**

The learner's writing is evaluated to provide a diagnostic feedback to teachers, students, and parents about the individual performance. This information is useful for instruction and preparation for future writing assessments (GaDOE, 2015).

Writing assessment is a means of improving teaching and learning. Many teachers ask the learners to read what they have written; as a result, they know their mistakes and correct themselves. This leads them to try to enhance their writing since most schools evaluate the written skill and the learners are classified according to it (CCCC, 2017).

When they are asked to write, the learners first think about the topic then how are they going to write, after that to whom they are writing. They develop an idea



about the topic given to them after that they try to organize their writing and write a meaningful sentence. Writing to a friend is not like writing to a director; therefore, to whom we write is important when writing. The teacher represents his evaluation in rating scale or graph, this latter must represent what the teacher was intended or planned to do. The teacher asks his learners to write according to their level and ability, for instance, a learner cannot be asked to write a business letter (British Council, 2017).

### **1.10.2. Assessing Speaking**

Dialogue is one among the ways of assessing speaking; the learners are asked to perform a dialogue and though that the teacher can assess their speaking and fluency. But when the learner feels afraid, he hesitates in his speaking and that does not show his real fluency in speaking.

The teacher uses different tasks to assess the learners speaking such as, asking them to describe something orally whether themselves or another person or a place to monitor their fluency and accuracy. Also the teacher can ask them to tell a story that happened to them one day; the learners will choose the story that interest them and try to make their partners and the teacher understand theme. The teacher has to choose such topics that interest his learners, because this will improve their fluency and accuracy as well (British Council, 2017).

### **1.10.3. Assessing Reading**

There are two kinds of reading either reading aloud or reading silently. The former is usually used to know a general idea about the text or paragraph, whereas the latter, most of the time is used to look for specific information in a given text. As a task to assess the student's ability, the teacher can ask them to read the passage,

then he gives them some questions to answer in order to see if they reached the point. These questions must be comprehensible (NCLRC, 2004).

There is a famous saying that says “the more we read the more we understand”. The learners use grammatical knowledge to get the meaning of the text. The teacher may ask them to read quickly to have a general idea about the topic, but sometimes he asks them to read slowly and very precisely to elicit special idea from the book or paragraph, or text.

Many tasks are used in reading assessment; the learner may read a text then he is asked to choose the suitable answer from different answers or he would be given some questions to be answered in order to know if he benefits from reading. Another task of reading, that is, who give them a text to read, after that we remove some words, and the learners are asked to complete the passage with the appropriate words. Reading can be helpful to the learners because it enriches their vocabulary.

The teacher should provide the learners with relevant and clear instruction and questions to help them answer clearly. In addition, he has to inform them how they are going to be scored whether a mark or just a test to show weaknesses (British Council, 2017).

#### **1.10.4. Assessing Listening**

There are different tasks used to assess listening. For instance, the teacher asks them to listen to his reading and try to deduce what they have understood. Or even he can ask them to listen then gives them questions to answer. This will make the learners aware and awake in the class (British Council, 2017).

The teacher uses post-listening activities to check the understanding of the learner and to evaluate listening skill. These activities must reflect the real-life in order to understand the topic correctly (NCLRC, 2004).

### **1.11. Assessment vs. Evaluation**

Assessment is a complement to the education process. The most known one is summative and formative. The former, is the assessment that measures what learners have learnt by testing and examination, whereas the latter is the frequent assessment of student's progress. It is used to show the learners advance rather than as a summary of their performance. Most studies show that formative assessment is the most effective strategy to enhance the student performance (Oecd, 2005).

Assessment and evaluation maybe defined as synonyms, but they are different. Assessment is used to know what the learner knows or can do whereas evaluation is used to determine the value of a course or program. Not only assessment data influences the learner's level and his development in learning the subject, but also learning from mistakes leads to their progress in learning it easier (Iseni, 2011).

Patel and Jain (2008) mention that there are three types of evaluation questions; the first, the essay type, which is called long answer question; the learners explain according to the question given to them. In this type, their knowledge is assessed. The second type is short answer question, in which the question is going to be answered in one or two sentences. The last type is objective type, which includes completion tests, alternative response test, multiple-choice tests, matching test etc.

Alexis (2011) (as cited in Iseni, 2011, p.62) indicated that "Educational evaluation is the process by which teachers, schools, and students are evaluated to indicate the effectiveness of education and the degree to which students integrate and

understand information”. Evaluation is used in the classroom to show if the learners understand and get the language. It is used to know their weaknesses and strengths, in order to know what they need to be focused on.

Additionally, Anthony Fredericks (2005) (as cited in Iseni, 2011, p.62) states that, “effective evaluation is a continuous, on-going process”. He stated that the teacher determines how well students learn through assessment, which helps him to measure the appropriateness and effectiveness of the content and method used in the classroom. He added that evaluation is comparing a student’s achievement with other students.

Sinclair Community College stated that: “assessment is the analysis and use of data by students, faculty, and/or departments to make decisions about improvement in teaching and learning” (as cited in Iseni, 2011, p 63). Whereas, it has been mentioned about evaluation that, “it is the analysis and use of data by faculty to make judgments about student performance” (Iseni, 2011, p.63). In other words, the teacher and the administration of the school make evaluation in order to know whether the learner can move to the next level.

According to the M.B MANUAL assessment has two major meaning. The first, is a tool of measuring and the second, it is creating measurement ways then use them to gather information about each learner. It has been indicated that evaluation is used as synonym for assessment, however, evaluation implies the overall value and assessment implies a specific measure. Assessing is to give a student different tests during his learning in different skills, then the teacher collect all student’s assessment data and evaluate his overall performance, i.e. assessment is an individually measured item; whereas, evaluation is an estimate of the overall value of the collection of assessed items (as cited in Iseni, 2011,p. 64).

Even though most academics consider both assessment and evaluation the same, but according to definitions above, evaluation seems to be after assessment because assessment is gathering data about the learners whereas evaluation is giving a value to their work.

## **1.12. Testing**

### **1.12.1. What Is a Test?**

The teacher observes his learners, focuses on the development of the language skills, and tries to know what the weak points in the language are. Brown (2003) indicated that: “a test is a method of measuring a person’s ability, knowledge, or performance in a given domain” (p. 3).

Douglas (2010) mentioned that language test is: “an instrument for measuring language ability” (p. 2). The teacher asks questions to the students whether orally or written to know if they understand the lesson, and to check if the goal of the course has been achieved. This measurement can be grades, marks, or just comments on their performance.

There are four kinds of tests: proficiency, placement, achievement, and diagnostic

### **1.12.2. Kinds of Tests**

#### **1.12.2.1. Proficiency Test**

Proficiency test is designed to know whether a person is proficient in a language or not. Brown (2003) assumed that: “a proficiency test is not limited to any one course, curriculum, or single skill in the language; rather, it tests overall ability” (p. 44). It is a test that measures the learner’s knowledge in all skills and aspects of language. For that

reason, Harmer indicated that proficiency test gives a picture of a student's knowledge and ability.

#### **1.12.2.2. Placement Test**

Mostly, it is used in private schools that place learners according to their levels. For instance, learners in level one learn just alphabets, and level two learners specify more in a language and learn the grammatical rules. Additionally, Brown (2003) defined it as: "a placement test usually, but not always, includes a sampling of the material to be covered in the various courses in a curriculum" (p. 45). That is, placement test is a test made according to the curriculum being studied in order to place learners in different levels. Moreover, Harmer mentioned that placement test focuses on syllabuses and materials used by learners when they know their level. He indicates that it tests the grammar and vocabulary and the four productive and receptive skills.

#### **1.12.2.3. Achievement Test**

Hughes (1989) indicated that achievement tests are related to language courses. The teacher made these tests in order to know whether the objectives of courses have been achieved and the learners get the point of the courses. Furthermore, Harmer called it as progress test, which is designed to measure learners' language and skill progress in relation to the syllabus they have been following (as cited in Aouine, 2010, p. 33).

#### **1.12.2.4. Diagnostic Test**

Hughes (1989) also said that Diagnostic test is a test used to know the learners' weakness and strengths (as cited in Aouine, 2010, p. 33). The teacher designs this test to know if his learners are weak in grammar or vocabulary or in one of the skills. Therefore, he tries to make more explanation and exercises about the one that is needed.

### 1.12.3. Criteria of a Good Test

A good test is a test that is practical, valid, and reliable. These criteria must be included in each test. If they are applied in a test, learners can answer easily.

#### 1.12.3.1. Practicality

Brown (2001) (as cited in Aouine, 2010, p. 41) indicates that a practical test is the one that does not cost time and money.

#### 1.12.3.2. Reliability

A reliable test is a test that is suitable and fits the learners' ability. If the same learners took the same test twice, they should get the same results (Harmer, nd).

#### 1.12.3.3. Validity

Brown states that a valid test is a test that measures what it should measure. The teacher tells the student what he wants to evaluate in order to know what to focus on, for example, the test that is intended to measure reading skill should not measure the writing skill. Richards and Schmidt (2002) (as cited in Aouine, 2011, p. 42) defined validity as the: "degree to which a test measures what it is supposed to measure, or can be used successfully for the purposes for which it is intended". There are many types of validity, the most essential are content and construct.

### 1.13. Feedback to Promote Learning

According to the Macmillan dictionary, the term feedback is: "comments about how well or badly someone is doing something, which are intended to help him do it better" (feedback, 2007, p.543). When the learner makes a mistake, the teacher gives him instruction and shows him his mistake. He gives him the chance to correct his error if he

cannot, he tries to help him to know it by asking him questions such like “how do we do this or how do we do that?” In this way, the learner discovers his mistake and he will remember it and does not repeat it again.

Ur (1996) (as cited in Aouine, 2010, p. 18) indicates that feedback is: “information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance”. Bardwell (1981) defined feedback as the information given by a teacher to a learner about his performance; some theorists explain its function in terms of reinforcement theory. In other words, this information will encourage the learner to learn a language and he tries to know more information and avoid making mistakes. Other theorists indicate that feedback is not a reinforcer; instead, it provides the learner with correctional information.

The main function of feedback is to help learners develop their weaknesses into strength; they are informed if they are in the right way or not through the teacher’s comments on their answers. If they have positive feedback, this will motivate them, but if they have negative feedback, they will try to make it better and avoid mistakes; this also promotes their motivation. According to Black and Williams (1998) (as cited in Shute, 2008, p. 157) there are two main functions of feedback; directive and facilitative. The former is that which tells the student what needs to be fixed or revised. The latter provides comments and suggestions to guide students in their own revision and conceptualization.

Shute indicates that if a learner engages in a problem-solving task then he has been interrupted by feedback, this will inhibit his learning. The teacher has to correct the learner but not during the discussion; he tries to mention all mistakes made by



learners without picking or specifying because this will make the learners afraid of expressing their point of view.

#### 1.14. Motivation in Learning

Macmillan dictionary defines the term motivation as: “a feeling of enthusiasm or interest that makes you determined to do something” (motivation, 2007, p. 975). When the learner is motivated, he gets better results. For example, the teacher told his learners to search for something and he will reward them, so the learners are motivated to search.

Motivation is one of the results of the feedback given to learners. When they are provided with positive or negative feedback, this will make them motivated, and when they are motivated, they will learn easily.

Many researches were made about motivation, which is the main determinant of learning. Two psychologists, Robert Gardner and Wallace Lambert, inspired these researches. Gardner’s motivation theory included the motive test. He and his associates developed the Attitude/Motivation Test Battery (AMTB), which contains different items focusing on the learner’s evaluation in the classroom (Dornyei, 1994).

Motivation has an important role in learning a language. Gardner (1985) (as cited in Stefansson, 2013, p. 14) defined motivation as: “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitude toward learning the language”. That is the learner if he has a desire to learn, also the teacher uses ways and topics that interest learners so they would be highly motivated.

Harmer (n.d.) defined motivation as: “*the internal drive which pushes someone to do things in order to achieve something*” (p.51). He indicated that the learner is the only

one who creates motivation for himself to learn a foreign language; that is, if the learner had desire to learn, he would be excited to it.

There are two types of motivation: extrinsic and intrinsic. In the former, when the learner is encouraged from the external environment, for example: when the learner is rewarded he is motivated extrinsically (Yokochi, 2003). Harmer says that the learner is motivated extrinsically when he is influenced by outside factors such as the possibility of future travel or the hope of financial reward; when the learner knows that there is a trip or there is a financial reward to the excellent student, he will be motivated extrinsically (Harmer, n.d.). In contrast, in intrinsic motivation, the learner has a desire to learn, so he will enjoy learning, so he will be motivated intrinsically (Yokochi, 2003).

So, motivation focuses more on the desire that the learner has because it will make the learning easier for him and for the teacher.

### **1.15. Conclusion**

Assessment has an important role in the teaching-learning process, where the teacher shifts between methods in order to achieve the courses' goals. He uses the types of assessment; formative and summative in order to know his learners' level and to identify their weaknesses and needs. Not only the assessment helps the teacher to know his learner's level, but also to know how effective the teacher is in achieving the courses' goals.

# Chapter Two Data Analysis

**2.1. Introduction**

In the empirical part of our research, we have used two instruments of investigation, a questionnaire and an observation. The former was distributed to teachers while the latter was used with third and fourth year middle school pupils. They allow us to find out whether the teacher's assessment affects the learner's performance positively or negatively.

The findings of the questionnaire and the observation are analyzed starting by giving the characteristics of the sample, describing the questionnaire and the observation, analyzing the data, and discussing the results.

**2.2. The Sample**

The sample consists of ten teachers from the two middle schools Cheikh Touhami and Abdelhamid Ben Badiss in Tamanrasset, a southern town in Algeria.

The observation, on the other hand, took place in Cheikh Touhami school with third and fourth middle school classes each of which consists of thirty two pupils.

**2.3. Description of the Questionnaire and Observation**

The questionnaire aims to know the benefit of using assessment in the third and fourth year classes in middle schools of Cheikh Touhami and Abdelhamid Ben Badiss. This questionnaire is written in English and given to teachers of English in the two middle schools. It consists of seventeen questions.

The first two questions aim to know the background of the participants: their experience of teaching, their reasons of choosing teaching. The other fifteen questions aim to know how and what kind of assessment is used.

The observation takes place in the classes of third and fourth year in the middle school of Cheikh Touhami. We attend for a week in these two classes each of which contain thirty two pupils and most of them are girls. We took notes about how the teacher uses assessment in class and how it affects the learning process.

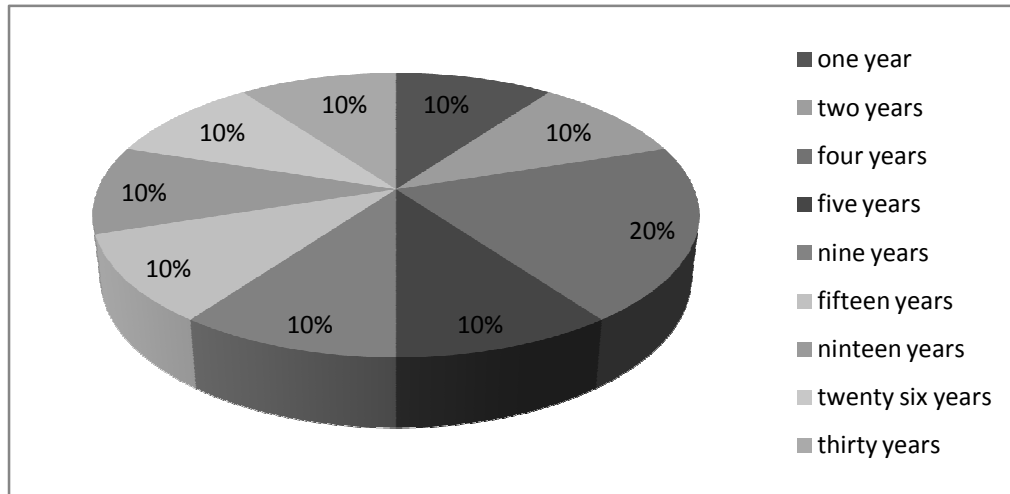
## 2.4.Data Analysis

### 2.4.1. The Analysis of the Questionnaire

**Question 01** How long have you been teaching English?

**Table 01 Teaching experience**

Years	Number	Percentage
One year	01	10%
Two years	01	10%
Four years	02	20%
Five years	01	10%
Nine years	01	10%
Fifteen years	01	10%
Nineteen years	01	10%
Twenty six years	01	10%
Thirty years	01	10%



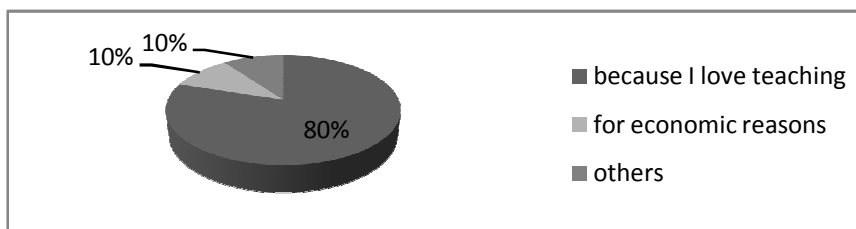
**Figure 01 Teaching experience.**

From the figure above we notice that 20% of teachers have four years of teaching experience. And we have also 10% presenting the teachers who have one, two, five, nine years. The same percentage as well for the teachers who have fifteen, nineteen, twenty six and thirty years

**Question 02** Why have you chosen teaching?

**Table 02 Reasons for choosing teaching**

Reasons to choose teaching	Numbers	Percentage
Because I love teaching	08	80%
For economic reasons	01	10%
Others	01	10%



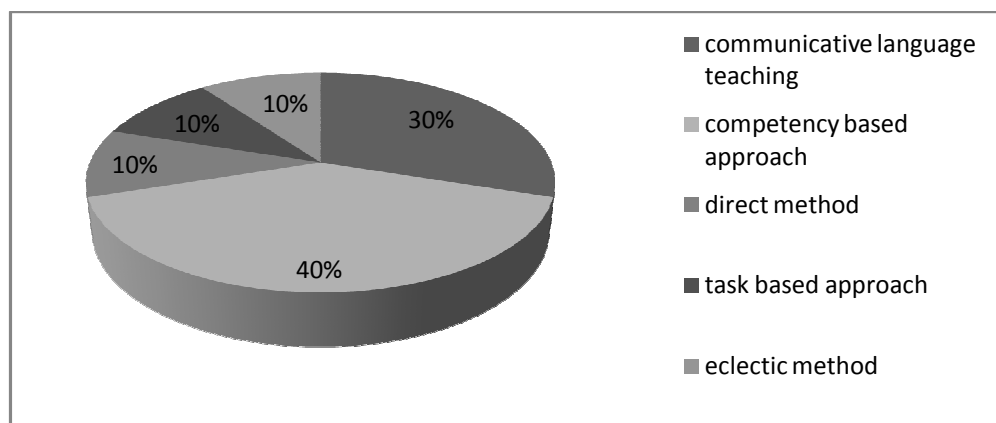
**Figure 02 Reasons for choosing teaching**

Table 2 shows that 80% of teachers love their jobs. But 10% of teachers choose the job for economic reasons and the same percentage choose teaching because of other reasons such as parents' choice.

**Question 03** What are the approaches you use during your teaching?

**Table 03 Different approaches used by teachers**

Approaches	Number	percentage
Communicative language teaching	03	30%
Competency based approach	04	40%
Direct method	01	10%
Task-based approach	01	10%
Eclectic method	01	10%



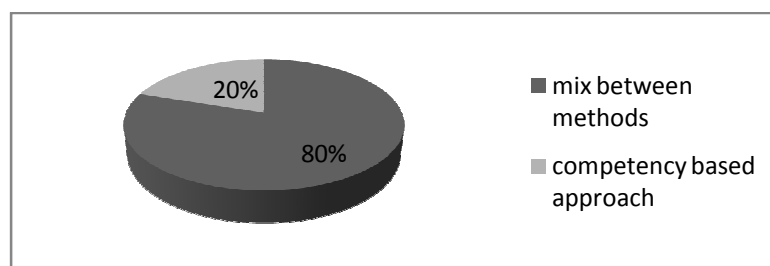
**Figure 03 Different approaches used by teachers.**

Table 3 shows that 40% of teachers use competency based approach. And 30% use communicative language teaching. 10% use Direct Method and the same percentage for teachers who use task-based approach, also for teachers who use eclectic approach.

**Question 04** Do you use a special method or do you mix between methods? If you use special method, which one?

**Table 04 The use of approaches and methods in class.**

Approach	Number	Percentage
Mix between methods	08	80%
Competency based approach	02	20%



**Figure 04 the use of approaches and methods in class.**

According to Table 4, 80% of teachers mix between methods whereas 20% use only the competency based approach in class.

**Question 05** Do you use assessment in your class?

**Table 05 The use of assessment in class.**

Options	Number	Percentage
Yes	10	100%
No	00	0%

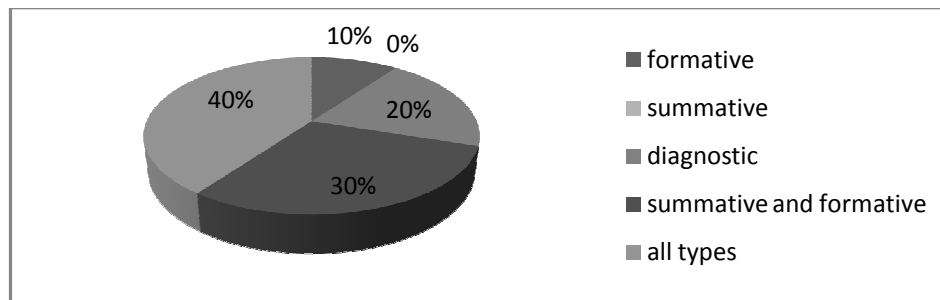
We noticed from the table 5 that all the members of our sample use assessment in class.



**Question 06** If yes, what type do you use?

**Table 06** Types of assessment used in class.

Type	Number	Percentage
Formative	01	10%
Summative	00	0%
Diagnostic	02	20%
Summative and formative	03	30%
All types	04	40%



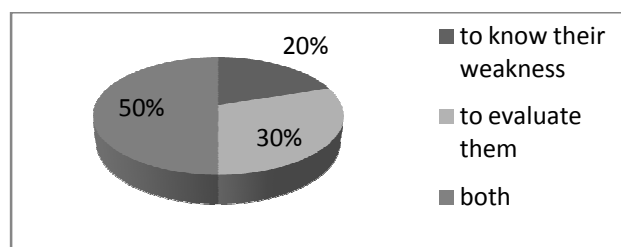
**Figure 05** Types of assessment used in class.

We observe that 40% of teachers use all types of assessment in the classroom, and 30% use summative and formative assessments. 20% of teachers use diagnostic assessment and 10% use formative assessment. Finally, we notice that no one uses summative assessment alone in his class.

**Question 07** What is the purpose of your assessment?

**Table 07 The purpose of using assessment**

The purpose	Number	Percentage
To know the learners' weaknesses	02	20%
To evaluate the learners	03	30%
Both	05	50%

**Figure 06 The purpose of using assessment**

The table indicates that half of teachers use assessment to know the weaknesses of their learners and evaluate them. And 30% use assessment only to evaluate them, but 20% use it to know the weaknesses of the learners.

**Question 08** Do you give the opportunity to learners to peer review and self-assess?

**Table 08 The use of peer review and self-assessment in class**

Options	number	Percentage
Yes	10	100%
No	00	0%

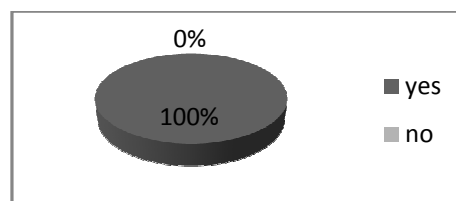
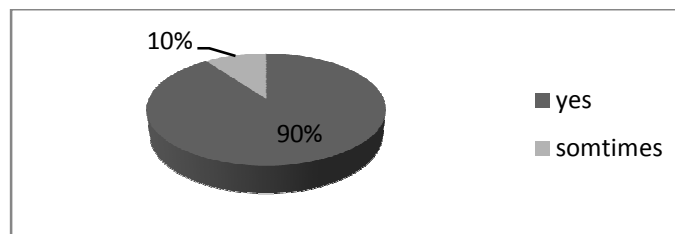
**Figure 07 The use of self and peer review assessment in class.**

Figure 07 shows that all the teachers of our sample agree that they give the opportunity to their learners to self-assess and peer review.

**Question 09** If yes, does it work in making the class active?

**Table 09 Peer and self-assessment make the class active**

Options	Number	Percentage
Yes, it does	09	90%
Sometimes	01	10%



**Figure 08 Peer and self-assessment make the class active.**

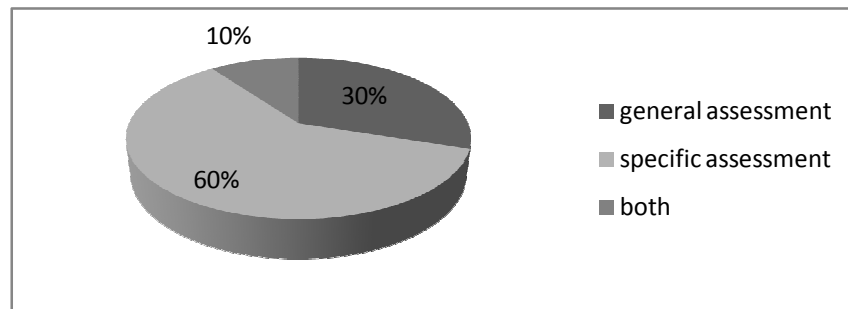
From the table above, we see that 90% agree that self and peer assessments help in making the class active, whereas 10% say that it sometimes does and sometimes does not.

**Question 10** Do you assess your learners generally or do you assess each skill alone?

Justify?

**Table 10 How assessment is used in class.**

Assessment	Number	Percentage
General assessment	03	30%
Specific assessment	06	60%
Both	01	10%



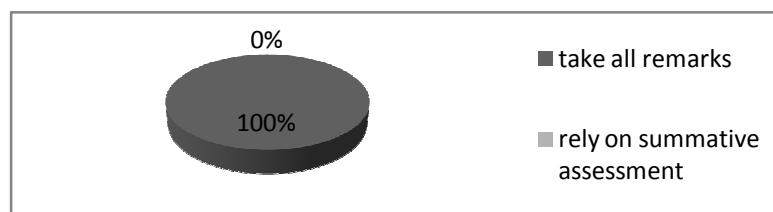
**Figure 09 How assessment is used in class.**

Figure 9 shows that 60% of teachers assess each skill alone. But 30% use general assessment. 10% of teachers use both.

**Question 11** Do you consider all remarks that are taken during a term about the learner's advance or do you rely only on the final test or exam (summative assessment)?

**Table 11 How assessment is measured in class.**

Options	number	Percentage
Take all remarks	10	100%
Rely on summative assessment	00	0%



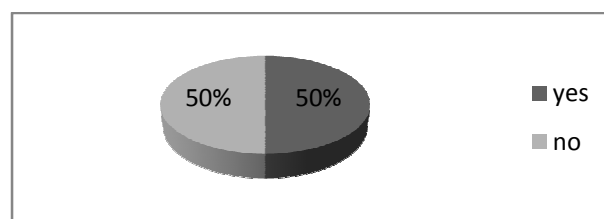
**Figure 10 How assessment is measured in class**

From the figure above, it is clear that all the teacher consider all remarks during a term whereas no one of our sample rely on summative assessment only.

**Question 12** Do you think that summative assessment gives true information about the learner's level?

**Table 12** The authenticity of information about learner's level.

Options	Number	percentage
Yes	05	50%
No	05	50%



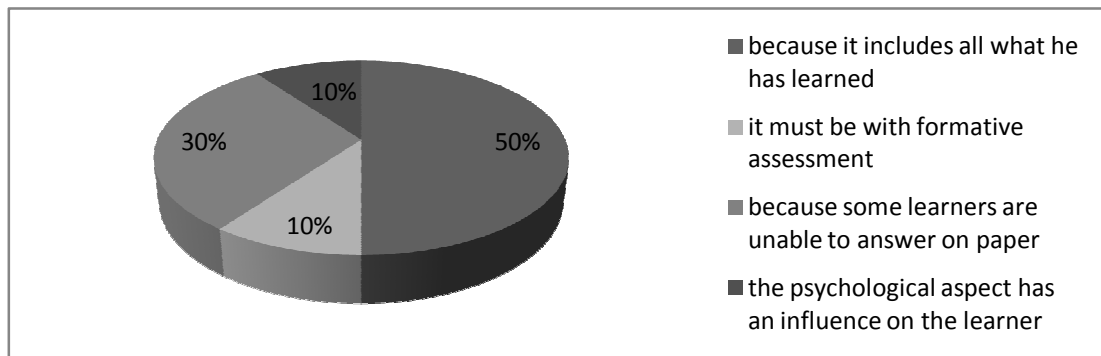
**Figure 11** The authenticity of summative assessment

One half of teachers agree that summative assessment gives authentic information about the learner's level, whereas the other half disagrees.

**Question 13** Why?

**Table 13** Teachers' justifications.

Answers	Justifications	Number	Percentage
Yes	Because it includes all what has learned	05	50%
No	it must be with formative assessment	01	10%
No	Some learners are unable to answer on paper	03	30%
No	The psychological aspect has an effect on the learner	01	10%



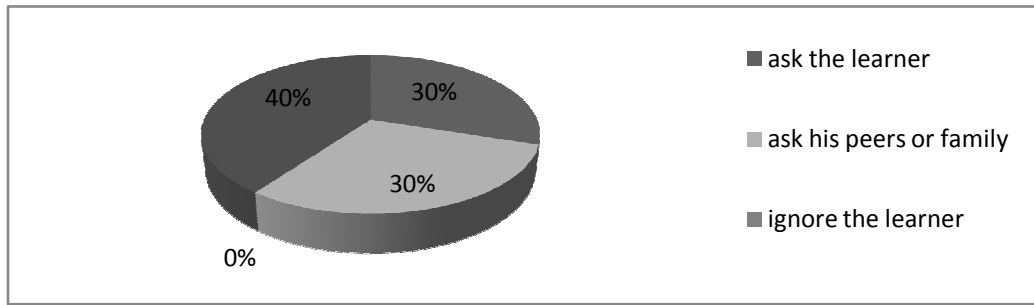
**Figure 12 Teachers' justification.**

Figure 12 reveals that 50% of teachers justify that summative assessment gives authentic information about the learner's level because it includes all what he had learned. And 30% of teachers do not agree that summative assessment gives authentic information about the learner's level because some learners cannot answer on paper, whereas 10% of teachers disagree because they consider summative assessment as giving true information about the learner's level, but summative must follow the use of the formative assessment; summative assessment considered as a complement to the formative assessment. And 10% of teachers say that the psychological aspect influences the learner.

**Question 14** What do you do for a weak pupil?

**Table 14 How teachers deal with weak pupil.**

Options	number	Percentage
Ask the learner	03	30%
Ask his peers or family.	03	30%
Ignore the learner	00	0%
Ask the learner and his peers.	04	40%



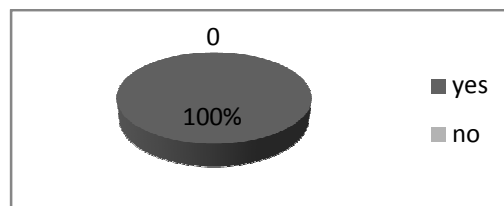
**Figure 13 How teachers deal with weak pupil.**

Table 14 indicates that 40% of teachers ask the pupil, his peers and family. And 30% of teachers ask the learner. Also the same percentage of teachers ask the learner's peers and family.

**Question15** When you ask him/her, or you ask his peers and family, does he/she change his/her way in learning.

**Table 15 The change of the learning behaviour**

Options	Numbers	percentage
Yes	10	100%
No	0	0%



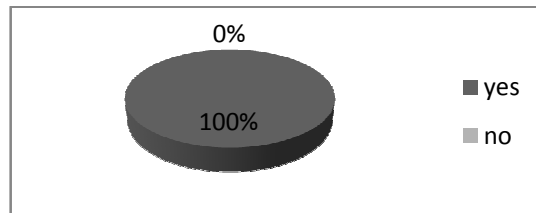
**Figure 14 The change of the learning behaviour**

We observe that all teachers agree that the learner changes his behaviour after asking him or asking his peers or family.

**Question16** Is the feedback given to learners beneficial?

**Table 16 the importance of feedback**

Options	Numbers	Percentage
Yes	10	100%
No	0	0%

**Figure 15 The importance of feedback**

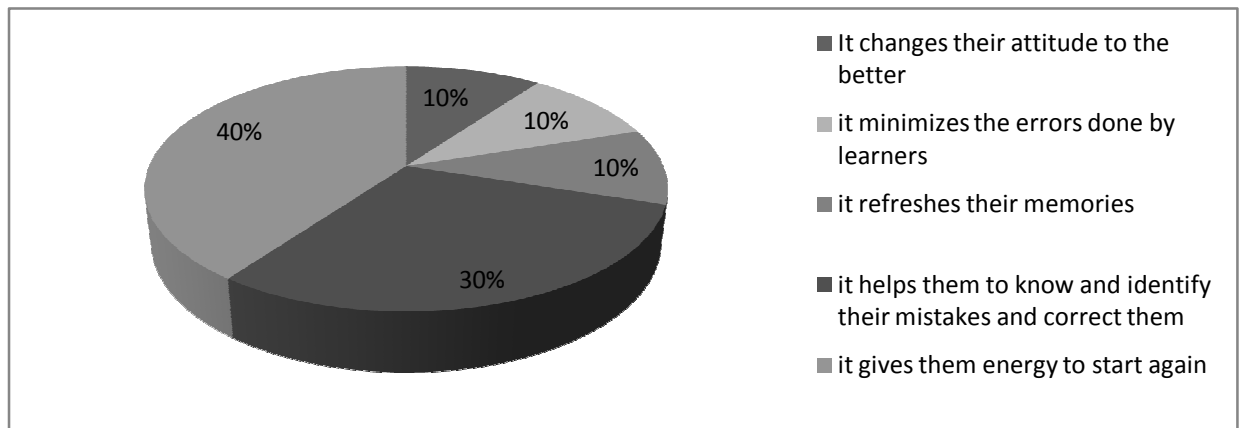
All members of our sample agree that the feedback is beneficial.

**Question 17**How is that?

**Table 17 Functions of feedback**

Functions	numbers	Percentage
It changes their attitude towards the better	01	10%
it minimizes the learners' errors	01	10%
It refreshes their memories	01	10%
It helps them to know and identify their mistakes and correct them	03	30%
It gives them energy to start again	04	40%





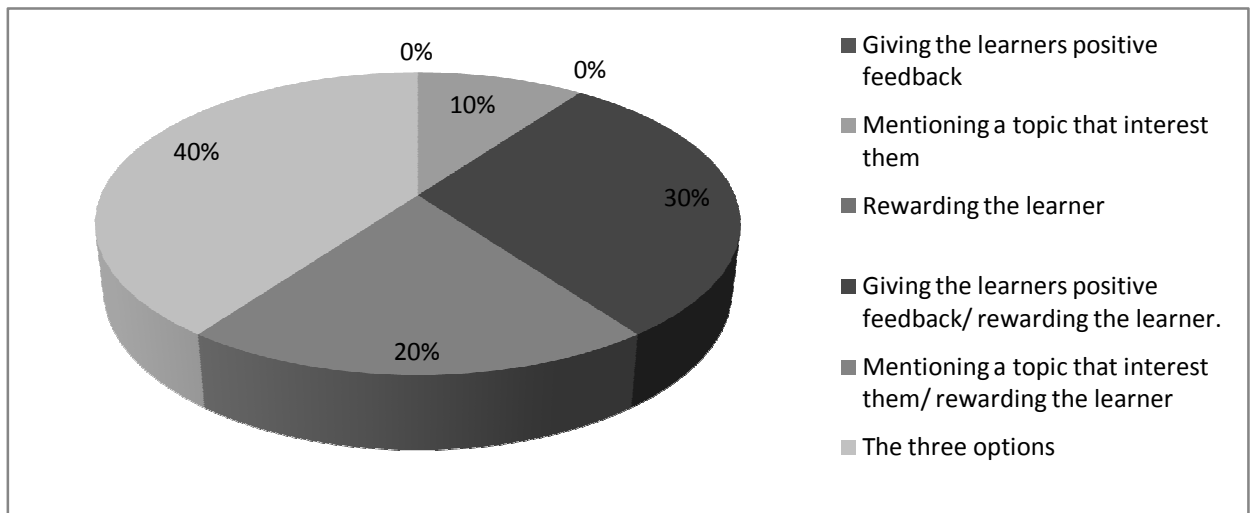
**Figure 16 Functions of feedback.**

According to the figure above, we notice that 40% of teachers say that feedback gives the learners energy to start. But 30% say that it helps them to know and identify their mistakes and correct them. And 10% of teachers say that feedback changes their attitudes towards the better, also the same percentage of teachers say that feedback minimizes the errors done by learners. 10% say that it refreshes their memories.

**Questions 18** How do you motivate your learners?

**Table 18 Increasing motivation in class.**

Options	number	Percentage
Giving the learners positive feedback	00	0%
Mentioning a topic that interest them	01	10%
Rewarding the learner	00	0%
Giving the learners positive feedback/ rewarding the learner.	03	30%
Mentioning a topic that interest them/ rewarding the learner	02	20%
The three options	04	40%



**Figure 17 Increasing motivation in class.**

According to the above figure, 40% of teachers indicate that learners can be motivated by giving them positive feedback and mentioning a topic that interest them and rewarding them. Whereas 30% mention that learners can be motivated by giving them positive feedback and rewarding them.

Also 20%of teachers show that learners can be motivated by mentioning a topic that interest them, but 10% indicate that mentioning a topic that the learner is interested in make him motivated.

**2.4.2. The Analysis of the Observation**

- **Third year**

Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Hour	16:00-17:00	14:00-15:00	Day off	11:00-12:00	08:00-09:00
The skill	Pronunciation	Reading & listening		Grammar	Practice

➤ **The Technique**

1. **Pronunciation:** The teacher writes different words on the board and chooses one to pronounce. Among these words there was the word “laugh” in which most pupils pronounce the sound ‘gh’ as /t/. The teacher said to the pupils who pronounce it correctly I will give him extra marks in the exam. Most of the learners try more than once especially girls, but no one gets it. After that, the teacher gives them the correct pronunciation and ask each one to repeat it.
2. **Reading & listening:** The teacher asks them to open the book and read the text silently. Then he read it loudly and slowly and asks them to listen to his reading. After that he chooses randomly the pupils to read loudly the text and he corrects their mistakes, and asks them about the meaning of some words. Sometimes he tries to confuse them by giving them wrong pronunciation to such words.
3. **Grammar:** The teacher writes a sentence on the board then asks each one to identify the verb “I have broken my leg”. Then he tells them if someone answers me in which tense is, I will give him three points in exam, there were a girl who knows the answer, he marked it after that, he gives them the rule of the present perfect. Then he give them homeworks
4. **Practice:** First, the teacher asks them about the activity he gives to them, he punishes who does not do it by standing at the back of the class. After that, the teacher gives them exercises about the present simple and the present perfect. Then, finishing these exercises, he chooses each time someone to answer one of the sentences.

From the above table we notice that on Sundays, in teaching pronunciation, the teacher first gives the opportunity to learners to try and he motivates them by adding extra marks to the learner who pronounce the word correctly. That motivation increases

participation in class. On Mondays, the teacher asks them to read the text silently after that he reads it to show them the correct pronunciation of some words and enhance their fluency by making them read more than one time. After that the teacher asks them about the meaning of some words while he corrects their pronunciation. Tuesdays was the day off of teachers of English. On Wednesdays, in the grammar lesson, the teacher writes an example on the board and asks the pupils about the tense of the verb, and he rewards whom answer correctly by adding three points in the exam and there were a girl who answers correctly. So, the teacher marked it in his notebook in order not to forget. After that he gives them the rule of present perfect then, he asks them to do the exercises in the book. Finally, he gives them other activities to do at home. On Thursday, the teacher checks the activities he had given to them and punishes the learners who do not do it. After that he gives them activities to do in the class, and for each sentence he chooses randomly a learner.

- **Fourth year**

Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Hour	14:00-15:00	09:00-10:00	Free day	09:00-10:00	08:00-09:00
The skill	Listening and speaking	Grammar		Reading and writing	Pronunciation

➤ **The Technique**

1. **Listening and speaking:** The teacher reads the dialogue out loud and asks the pupils to listen, then he asks them to read it in pairs. And while performing the dialogue, he corrects their pronunciation, intonation and expressions immediately by giving them the correct pronunciation and asks them to repeat it.

2. **Grammar:** The teacher writes “if” conditional sentences on the board, then read them one by one, and he asks them to translate the word “if” in Arabic. After that he gives them other sentences with unconjugated verbs, then he asks them to rewrite them like the previous ones. Finally he gives them the rule and some exercises to do.
3. **Reading and writing:** The teacher asks them to read the text silently in order to answer the given questions. After that, he asks them to write a paragraph similar to the text they have read. Finally he chooses randomly the pupil to read their paragraphs.
4. **Pronunciation:** After reading the text, he asks them to derive words containing silent letters. Then he asks them about other examples they know; after that, he give them some rules about silent letters such as /k/ sound which is silent when it is followed by the consonant “n”.

From the table above, we realize on Sunday in teaching listening and speaking, the teacher reads the dialogue then he asks each pair to perform it and he corrects their pronunciation mistakes. But on Monday, the teacher writes “if” sentences on the board and asks them what does the word “if” means, then, he gives them sentences with unconjugated verbs then he orders them to rewrite them according to the sentence before. Finally, he give them the rule and some exercises to practice. Tuesday was a day off for English teachers. Wednesday, in reading and writing, the teacher asks the learners to read the text more than once. After that, he asks them to answer the questions below the text. On Thursday, The teacher asks them to derive from the text words that contain silent letters; then, he asks them to examples. After that, he gives them the cases where letters are silent.

## 2.5. Discussion of the Results

### 2.5.1. Results of Questionnaire

In fact, the results we have got from analyzing the observation and the teachers' questionnaire support and assert our hypothesis which states that "if the teacher uses assessment in the classroom, the learner's performance will enhance".

The results show that half of our sample have more than ten years of teaching. Most of the participants (80%) have chosen teaching because they love it and (10%) because of economic reasons and the rest because of other reasons. These can influence the learning process; those teachers, who choose teaching because they love it, do their best to make their learners understand and love English, and they try to make the learners interested and develop their desire. Because the more a person likes something, the more he become an expert in doing it. Whereas those who have chosen teaching because of economic reason do not really care about the learner or what the learner needs, and they do not work perfectly.

The teacher uses many methods to facilitate the learners understanding. He changes between different methods in order to reach the goal of each lesson; most of the sample use the competency based approach (CBA) which focuses on the learner's competence, whereas the communicative language teaching (CLT) focuses on how to develop his accuracy and fluency and make the class active. Some other teachers use direct method (DM) and task based learning (TBL), the former is when the teacher gives them a rule and activity then he gives them similar activity to evaluate their comprehensibility. Other teachers use TBL which relies on the task that the learner must solve. This approach makes learners try more than once to solve the problem and that makes a sense of desire of learning in the learners. One of the teachers of our sample

uses Eclectic Method (EM), that is the teacher mix between methods in order to achieve the goal of his lesson.

Teachers use assessment in the classroom not only to evaluate their learners or to know their level but to measure the effectiveness of their teaching and the syllabus as well

Teachers use different types of assessment in the classroom, but most of them focus on formative and summative assessment; formative because it develops the learner' knowledge, but summative to know if the goal of a course or a unit has been achieved, by giving the learners activities, homeworks, ect. The teachers create a kind of competition between learners to make his class active, and peer assessment is the appropriate way to do so. When they are included in the assessment process, the pupils will be motivated to learn more.

The majority of teachers consider all remarks during the term such as participation and homeworks and tests and such questions asked in the class so as to be fair in evaluating the learners.

Most teachers say that summative assessment gives authentic information about the learner' level since it concludes all what the learners have learnt. That is the teacher gives questions to the learner according to the given information. But others disagree because they say that the authentic information about the learner's level is gathered by using both the summative and the formative assessment. Also other teachers disagree because some learners are not able to answer on paper since they are afraid of the exam and tests or afraid of the results they will have. Another reason is that each learner has a psychological aspect that influences his learning; for example, if he has family problem, this will affect his learning.

When the teacher notice a weak pupil in the class he tries to ask him what are his problems, because he is not only a teacher but also a problem solver. Those learners are motivated when they are asked about their preoccupations, they feel that they are important member in the class, this help them to be confident. When the teacher provides the learner with feedback; especially positive, the learner works hard and tries to show his teacher that he benefits from his remarks. This will motivate the learner and will create competitions between learners, and make them love the subject as well as the teacher.

Most teachers agree that the feedback; either positive or negative, gives learners energy to start again. For instance, There are some learners; who receive negative feedback, try to do their best to receive a positive one, unlike some learners; who receive negative feedback, being demotivated to learning. Other teachers reveal that the feedback helps the learners to identify their mistakes and correct them; that is, when the teacher gives them negative feedback, they know that their answer are wrong. So, they try to correct it, what is called self-assessment, which creates a sense of confidence in learners. Not only does feedback change their attitude to the better, but also it helps to minimize the errors done by learners. Additionally, the learners benefit from the feedback given to his partners especially the negative one, they memorize their partner's mistakes and try to avoid them. Some teachers state that feedback refreshes the learner's memory, it makes him be aware of any word he is going to say.

Teachers reward the learner not only to motivate him but also his partners as well; when a learner is rewarded in front of his partners, they will be motivated to answer any question in order to be rewarded too.



### 2.5.2. Results of the Observation

Teachers use different techniques in assessing their learners; these techniques help in the advance of the learner in his learning and to the teacher's development as well.

According to our observations in the third and fourth years of middle school, the teacher asks his learners question during a session, gives them activities to practice what they have learnt in class, and he gives them homeworks. He chooses randomly pupils in order to know if they have understood the lesson and see whether he has reached his goals or not. The activities given to them help the teacher to assess the learner's abilities and to have a special knowledge about each learner.

Feedback has a great influence on the learner's performance, i.e. while the teacher gathers information, he provides him with feedback whether positive or negative which helps in the development of the learner's performance. Because if the learner receives feedback, especially positive, he will be motivated to learn and that makes the learning task easier to both the teacher and the learners; thus, the course's goals will be achieved and the learners understand the lesson.

Punishing learners was one of the techniques used by the teacher to motivate them to learn, because if they are punished they try to do their best in order not to be punished again. So, they do their homeworks and this helps them to understand well and the teacher succeeds in his carrier. Paying attention that not all learners can be motivated by punishing, they may hate the subject and the teacher as well and this cannot help the teacher in achieving the course's goals.

The teacher, when using self and peer assessment in the class; creates a sense of confidence in learners by making them sure of their responses; this will increase

participation in class and make the lesson enjoyable, which will develop their desire to learn and lead to better understanding.

### **2.6. Conclusion**

The results that we have got from the teachers questionnaire and the observation made in classes confirmed our hypothesis which stated that the teacher's assessment affects positively the learner's performance in the class. Teacher's assessment enriches and develops the learner's knowledge, besides it helps them to know their weaknesses and mistakes in order to correct them and learn from them. Moreover, it makes them interested in the subject, since assessing provide them with feedback which increases motivation that leads to better results that promote the learning.

## General Conclusion

This study focuses on the effect of assessment in the classroom. This research deals with the use of assessment in the classroom and its importance to the teaching and learning process and to the education program as well. The study provides teachers with strategies that help them to assess and evaluate their learners' level and knowledge by detecting their weaknesses and mistakes made in the classroom. Assessment also gives the opportunity to teachers to know if they perform well in the classroom and if they can make their learners understand and benefit from the feedback they give. We used teacher's questionnaire; which was distributed to ten teachers from the two middle schools Cheikh Touhami and Abdelhamid Ben Badiss, to prove our hypothesis which states that if the teacher uses assessment in the classroom, the learner's learning performance will enhance. The results show that learners benefit from teacher's assessment in the classroom; first, in developing their knowledge; second, in knowing their mistakes and weaknesses and in trying to correct and strengthen them.

The study also confirms that the more tools used the better result we will obtain. In other words, the use of observation strengthens our hypothesis to insure the effectiveness of assessment with our attendance to see directly how teachers assess their pupils; also, to have an idea about this techniques that we may use as future teachers.

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# **Appendix**

## Appendix

### Teacher's Questionnaire

#### Dear Teacher,

This questionnaire is undertaken in the framework of a research to identify if the teacher's assessment has a positive or negative effect on the learner's performance. For my dissertation, I am trying to find out, how you assess your student's progress in class. It would be helpful to me, if you could answer the following questions about your assessment style and what you are taking into consideration when you assess your pupils and we could learn from your experience.

#### Thank you in advance,

1. How long have been teaching English? For .....years
2. Why have you chosen teaching?
  - a. Because you love teaching
  - b. For economic reasons
  - c. Others.....
3. What are the approaches you use during your teaching?  
 .....  
 .....  
 .....
4. Do you use a special method or you mix between the methods? If you use special method, which one?  
 .....  
 .....
5. Do you use assessment in your class? Yes  No

6. If yes, what type do you use?

- a. Formative
- b. Summative
- c. Diagnostic
- d. No one

7. What is the purpose of your assessment?

- a. To know the learner's weaknesses
- b. To evaluate the learners

8. Do you give the opportunity to learners to peer review and self assess?

Yes  No

9. If yes, do it work in making the class active?

.....  
.....

10. Do you assess your learners generally or do you assess each skill alone? Justify?

.....  
.....

11. Do you consider all remarks that taken during a term about the learner's advance or do you rely only on the final test or exam (summative assessment)?

.....  
.....

12. Do you think that summative assessment gives true information about the learner's level? Why?

.....  
.....

13. What do you do when you notice a weak learner?

- Ask him/her.
- Ask his peers or his family
- Ignore him/her.

14. When you ask the learner or you ask his peers or family, does he/she change his/her way in learning?

Yes  No

15. Is the feedback given to learners beneficial? Yes  No

16. How is that?

.....  
.....

17. How do you make your learner motivated?

- Give the learner positive feedback.
- Mention a topic that interests the learner.
- Rewarding the learner.
- Others .....

**Thank you**