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**Reactivating Assessment Methods among EL Teachers to Enhance
EFL Learners' Achievements: Secondary School English
Language Learners as a Sample**

**A Dissertation Submitted to the Department of Foreign Languages in Partial
Fulfilment of the Requirements for the Master's Degree in Didactics**

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Dedication

This dissertation is dedicated to the pure soul of my father Rahimahou Allah.

To the one who has been with me every step of my life, through good and bad times, my dear mother.

To my brothers and sisters.

To my husband and sons: Abd El Samad and Noufel.

To my friend Imane and all the teachers of English in Tissemsilt.

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List of Abbreviations

BAC : Baccalaureate

BEM : Brevet d'Enseignement Moyen

P: Page

I 1: Interviewer 1

I 2: Interviewer 2

I 3: Interviewer 3

I 4: Interviewer 4

I 5: Interviewer 5

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Abstract

The aim of this study was to investigate the methods of assessment used by Algerian Secondary school teachers to assess their students' performance. It shed light on the limitations of traditional assessment, referring to the reasons for the shift towards alternative assessment. It also aimed at improving the assessment process in Algerian Secondary schools and helping teachers know and use alternative assessment methods. To achieve the purpose of this study, the researcher used both quantitative and qualitative data collected instruments. An online questionnaire was administered to 40 Algerian Secondary school teachers and an interview was conducted with 5 of them. The results obtained from the study showed that traditional assessment tools were still dominant in Algerian Secondary schools and teachers used teacher-made and standardized tests to evaluate their students in spite of their positive opinions towards the use of portfolio assessment. The participants in this study claimed that lack of knowledge and training in modern tools of assessment, time constraints, classroom environment and students' level and abilities were all main factors that affected their choice of assessment methods.

Key words: Traditional assessment, alternative assessment, teacher-made tests, standardized tests, portfolio assessment

General Introduction

Background to the Research

Assessment is a main factor for learning because it helps students learn. It enables them to see their learning performance in the classroom and determine whether or not they understand their courses. In addition to that, assessment helps to motivate students; when they know that their performance is weak, they may work harder in order to enhance it.

Assessment also helps teachers know if their teaching has been effective. It allows teachers to ensure whether their learners learn what they need to know in order to meet the targeted learning objectives.

Statement of the Problem

Assessment in Algerian Secondary Schools is still based on traditional tools that are limited such as: teacher-made tests and standardized tests. The latter are regarded by learners as a threatening and dark period in their learning. So, traditional assessment is not useful as it gives rise to stress and anxiety to students and becomes an obstacle that prevents progress rather than a means to improve learning.

Moreover, these tools of assessment occur at the end of a course or a semester with no feedback provided to students and make assessment not an integral part of instruction.

Objectives of the Study

For this, the purpose of this study is to improve the assessment process and reactivate its tools in our Algerian Secondary Schools. Moreover, it aims at helping the teachers know and use alternative methods of assessment. It also highlights the reasons behind using the teachers such standardized tests in spite of their uselessness in measuring the students' performance rather than implementing alternative methods such as: performance and portfolio assessments which are effective ways to evaluate the students' performance with their different learning styles.

Research Questions

1. What kinds of assessment methods are used by Algerian Secondary school teachers to assess their students' performance?
2. Why are Algerian Secondary School teachers still using traditional tools of assessment even though they do not elicit the actual performance of the learners?
3. How to make assessment more effective in our schools to enhance our learners' achievements?

Research Hypotheses

In this study we hypothesize that:

- 1- Standardized and teacher-made tests are the tools of assessment used most by Algerian Secondary school teachers in assessing their students' performance.
- 2- Teachers feel themselves inefficient in using the new approaches of assessment. However, they can easily administer and score standardized tests.
- 3- Standardized tests are not a suitable way to determine students' performance and they lead to uncomfortable atmosphere where papers and pencil tests increase the learners stress and anxiety. Therefore, other alternatives and tools of modern assessment like performance – based assessment, portfolios...can lead to a successful process where teachers and learners can benefit from assessment.

Research Methodology and Design

This study examined the different tools of assessment used by Algerian Secondary School teachers to assess their students' performance. We attempted through this work to help them know alternative assessment and learn its different methods to enhance their students' achievements.

We used mixed approach to answer the research questions (both qualitative and quantitative). Online semi-structured interview was used to collect qualitative data from 5 secondary school English language teachers as well as a questionnaire was administered to 40 of them.

The findings of this study would have different contributions to the language teaching practices. Firstly, it may help Secondary School teachers learn more about alternative assessment and use its effective tools to evaluate their students' performance. Secondly, it would pay the policy makers' and practitioners' attention to the problems that teachers of English are facing in implementing the tools of alternative assessment in the classroom such as: portfolio assessment. Finally, it may help other researchers carry on their related studies.

Definition of Key Words

Traditional Assessment: refers to all the conventional methods of testing which produce a written document such as: standardized tests, quizzes, pen and paper tests with multiple-choice, true/false, gap filling and matching items.

Teacher-made Test: or classroom test is a type of tests designed by the teacher for testing his/her students' classroom achievements.

Standardized Test: is a formal test that is administered, scored and interpreted in the same way for all test takers. Standardized tests are not restricted to use in a school or a few schools, but to larger population so that many schools can use them to assess their students' performance.

Alternative Assessment: is best defined as a non-traditional assessment, anything that does not include multiple-choice tests and other forms of classroom evaluations. So, anything other than a paper-pencil test is deemed an alternative assessment including: portfolios, performance, self/peer assessments, interviews, journals...and others.

Performance-based Assessment: is a type of assessment that requires students produce or perform a real-life task such as: essay writing, interviews, problem-solving tasks, role-playing...etc.

Portfolio: is a collection of a student's work that shows his/her achievements, skills, efforts and abilities over a period of time.

Structure of the Study

We divide our work into two parts. The first part is theoretical and it includes two chapters. The first chapter is devoted to an overview and general information about

assessment and it highlights concepts like learner and teacher assessment, formal and informal assessment, formative and summative assessment. The second chapter examines the different methods of assessment, both traditional and alternative ones. Therefore, it is divided into two sections. The first section deals with testing as a tool of assessment in Algerian Secondary schools and looks at many points related to testing such as: its definition, criteria of a good test, kinds of tests and the impact of standardized tests on learners. On the other hand, the second section of this chapter deals with alternative assessment and it examines two of its major tools which are: performance-based assessment and portfolios.

The second part of our dissertation is the practical part that presents the fieldwork and data collection and analysis. It includes description of the two data collection tools that we used to conduct our study: A questionnaire and an interview (their objective and structure) in addition to other essential points like: data analysis and interpretation.

Chapter One:
An Overview of Assessment

Introduction

It is impossible to think of teaching without assessment. So, assessment is a very important process in the pedagogical field. It enables teachers to check their learners' performances and get information about how well they progress. However, the term assessment is sometimes misunderstood in current educational practice. Therefore, the present chapter tends to provide a clear definition to assessment. It also examines its major kinds which are learner/teacher assessment and self/peer assessment. In this chapter, we also try to tackle the various types of assessment such as: formal/informal assessment and formative/summative assessment. Then, we conclude by mentioning the different purposes of assessment.

I.1. Definition of Assessment

Owing to its polysemy and overlapping with other concepts, it is difficult to give a precise definition to assessment. In fact, researchers have provided many definitions to the concept of assessment in education, attempting to explain what it accurately means and the way it is implemented in classrooms.

According to Walvoord, *“assessment is the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to form decisions that affect student learning.”* (2004, p. 2). This means that assessment is the process via which the teacher is able to gather, analyze and use information collected from multifarious sources for the purpose of drawing inferences about learners' performances and making well-informed decisions for the sake of improving their interacting, interpreting and producing competencies.

Another typical and explicit definition of assessment is provided by Douglas Brown who asserts that:

Assessment, unlike tests which occur at identifiable times in a curriculum to measure and evaluate learners' performance, is an ongoing process that compasses a much wider domain. In other words, the teacher subconsciously makes an assessment of the students' performance when he/she responds to a question, offers a comment, or tries out a new word or structure.(2001, p. 4).

Moreover, assessment is to know learners and the quality of their learning. Derek Rowntee (1977, p. 4) stated, *“it can be seen as human encounter. In education we are mainly conscious of this “encounter” in the shape of teachers finding out about their students.”* This can help teachers set appropriate assessment tasks and use a variety of techniques for discovering what students have learned.

The overall goal of assessment is to improve student learning. It provides students and teachers with valid information concerning learners’ progress and their attainment of the expected curriculum outcomes through measuring their performances. The vogue of the concept of ‘measurement’ results in a certain ambiguity and misunderstanding among many teachers as regards the two terms, viz., assessment and evaluation. However, there is a difference between them. The former requires the gathering of information about student’s performance over a period of time to evaluate and measure student’s learning, understanding and ability, i.e., process-oriented. This collected data about student’s performance can take different forms including: dialogues, journals, written samples, portfolios, tests, quizzes and so on. (Coombe, 2018, p. 10).

On the other hand, the latter which is evaluation is a subset of assessment, it occurs when a mark is assigned after the completion of a task, test, quiz, lesson or any other learning activity, i.e., outcome-oriented. Therefore, effective teachers should use both assessment and evaluation techniques regularly to improve learning and guide instruction.

As previously mentioned, assessment is generally difficult to be defined but it is a very important part of education. It can benefit both students and teachers; students by guiding their learning and teachers by using the collected data to monitor their instruction. In brief, assessment is the gathering of information about the student’s ability in learning to improve his/her performance.

When talking about assessment, many people focus on how teachers assess their learners' performance. However, assessment doesn't concern students only, teachers are also involved and they can assess their instructional performance. So, assessment is an important process that can benefit both teachers and learners.

I.2. Kinds of Assessment

Assessment is not a limited topic, on the contrary it is a very large one as it is found in different fields. Educational assessment is categorized into different kinds. These kinds of assessment vary according to the people who are involved in the assessment process such as: learner assessment, teacher assessment and self assessment, peer assessment.

I.2.1. Learner and Teacher Assessment

Learner assessment is the process of evaluating students' abilities and achievements. It is an ongoing, continuous and daily activity in every classroom and it is an integral part of effective teaching. Learner assessment begins in the classroom when each teacher evaluates students informally or formally. Informally, by observing their responses to questions, classroom contributions, interactions with other students...etc or formally where assessment can take two forms, either traditional assessment such as: standardized tests, well-structured tests or questions that include true/false, multiple choice, short answers, essay questions...etc or alternative assessment like: portfolios, performance-based assessment and so on.

Learners often fear assessment and see it as a negative element of the course. However, if the assessment exercise is fair and relevant, it can help sustain a sense of motivation and interest. In this process, the teacher describes, collects, records, scores, analyses information about student knowledge, skills and dispositions against instructional objectives and standards of quality. Indeed, learner assessment provides the teacher with clear, measurable, expected outcomes of student learning. In addition to that, when the teacher gathers, analyses and interprets information, he/she determines how well student learning matches his/her outcomes and expectations. Therefore, inferences can be drawn about the learners' achievements, abilities and motivation when assessing them and these inferences can be used in several ways to diagnose a student strengths and weaknesses. Furthermore, they provide the learner with feedback about how he/she is doing and give him/her a formal recognition of a competence. (Brown, 1999, p.18)

As it is stated above, the teacher can take different techniques to assess his learners. Here are some of them: dictation, cloze tests, multiple choice, matching , portfolios, conferences, journals , ...etc.

Dictation

It is simply when the teacher reads a passage aloud and the students write what he/she is saying.

Cloze Tests

They are passages in which words are deleted and a blank is inserted in its place. Then, learners must fill in the blanks with the appropriate words.

Multiple Choice Assessments

They require students to examine a sample of language material and select the answer that best completes a sentence or best fills in a blank in the sentence from among a set of three, four or five options. (Brown and Hudson, 1998, p. 659)

Matching Assessments

The teacher provides students with two lists of words or phrases from which they must select the words or phrases in one list that match the ones in the other list.(Brown and Hudson, 1998, p. 659)

Portfolios

They are learners' work collection over a period of time that show their progress and achievement. They help the learners to see the growth that they have experienced in their knowledge development. This concept of portfolios is borrowed from the field of arts where portfolios are used to display the best samples of an artist's work. As for the content of these portfolios, they should be multi-sourced and include a variety of the written and oral work that illustrates learners' efforts, progress, achievement and even concerns. They can also include samples of tests and quizzes that are made by teachers. (Chandler, 2005, p. 22)

Conferences

They involve the student visiting the teacher's office, usually by appointment to discuss a particular piece of work or learning process (Brown and Hudson, 1998, p. 663). Conferences provide opportunities for the teacher to learn about a student's communicative abilities, emotional and social well-being, attitudes and strengths and weaknesses. (Smith, 1996).

Journals

These journals are interactive in nature, they can take the form of an ongoing written dialogue between the teacher and the student. Dialogue journals have proven effective and enjoyable form for students regardless of their level of proficiency.

On the other hand, the **teacher assessment**, as Chandler defined it, is “*a broad term for various procedures used to study teachers’ classroom performance.*” (2004, p. 22). Therefore, the teacher’s evaluation and appraisal is a key component of learning allowing instructional practice improvement. Differently couched, the teacher assessment provides an image of instructional practice, gives teachers, educational institutions and learners well-informed and evidenced data for the sake of improving instruction.

There are different formats and instruments used in schools to assess teachers. Observation tends to be the most used one in evaluating teachers. It is performed by an administrator such as: a headmaster or a supervisor or by more experienced colleagues who can assess newer teachers’ performance.

The observer should be as objective as possible and the observation reports ought to be unemotional. Actually, they should report factual accounts (praxeological) of what effectively happened throughout the observed classroom. For instance, the observer can say: (the class began promptly, ten students were present, and the warming up activity lasted ten minutes and so on). The observer should provide positive critiques even problems can be worded to focus on improvement. Observations are threatening for teachers as they are mostly related to job retention especially for trainees. For this, discussion of the class and the lesson plan with the observer, both before and after the observation is very important and beneficial for them. However, trainees will be less anxious after the second or third classroom observation. Also, working in teams makes them accustomed to the presence of other teachers in the classroom. Indeed, being more experienced helps teachers to be more self-confident.

In addition to the observation reports, the practical checklist is an important instrument used by the observer which includes a final section of open-ended and specific comments from the observer to the teacher being observed. The checklist is meant to orient the observer, who is not always a language teaching specialist, to the goals of the program by highlighting specific features of teacher and student behaviours.

Learners are the other important source of teacher assessment. Feedback from learners is crucial as it helps to identify where the teacher excelled in his teaching and where he failed. Learners’ criticism helps teachers to improve the instruction and focus more on the points

that learners have not understood. The focus of the assessment varies from the individual task to the entire course or programme. For example, to evaluate a specific task, the teacher may ask his learners, “please, write your personal reaction to our last activity.” Nevertheless, when evaluating the teachers’ performance over a period of time, he can ask the following request: “please, assess my teaching of this academic period, stressing areas where I have excelled and offering constructive criticism”. In some cases, students who are not able to write clear responses can indicate their opinions by making a smiling, neutral, or frowning face. Moreover, the teacher can use open discussions with learners to evaluate himself.

Videotaping is a less stressful instrument of teacher assessment. When videotaping, the camera should be placed in the back of the classroom, focused on the teacher but set to record the whole class. Viewing of the video may be restricted to the videotaped teacher who then writes a personal report assessing his/her own performance, or he/she may prefer to watch and discuss the videotape with a trusted colleague who offers him/her a constructive criticism. (Chandler, 2004, p.24)

All in all, learner assessment techniques are very important tools that offer a view about their progress and achievements. However, teachers in Algeria are still focusing on the use of traditional techniques of assessment such as: multiple choices and matching tests and ignore other essential ones like: portfolios, conferences or journals. On the other hand, teacher assessment is also crucial as it benefits both teachers and learners. Teachers will improve their instruction and learners will have a sense of contribution in the instructional/learning process; tracking their own learning progress.

I.2.2. Self- and Peer- Assessment

Self and peer assessment have been promoted as effective strategies that actively involve pupils in the process of assessment. Both are student-led assessment processes which are designed to develop pupil self-regulation and metacognition. They improve student communication skills, and create better student understanding of the criteria used to evaluate their work, freeing them from teacher dependence.

I.2.2.1. Self- Assessment

Self-assessment is a natural part of language learning. It is a form of assessment in which learners themselves evaluate their language skills and knowledge. According to Coombe (2018, p.37), self-assessment is “*the ability of language learners to assess their own*

performance to identify their strengths and weaknesses in the learning process.” So, this kind of assessment involves assessing learners themselves and evaluating their own strengths and weaknesses as well as the achievement of their learning goals and objectives.

Self-assessment has a great value for both learners and teachers as it concentrates not only on the feedback provided but also on the benefits of the involvement in the process itself. In addition to that, self-assessment develops the ability to monitor the learners own performance and to use the data gathered for adjustment and corrections, through self-assessment, learners get an opportunity to think about their own progress and find ways to change, adapt or improve it. Thus, learners will be involved to a large extent since they will be responsible for their own learning and progress by becoming aware of their own needs. Also, they will be able to judge themselves and their own language abilities.

In a successful experiment to introduce self-assessment, Philips created a questionnaire through which his students evaluated themselves on their class participation. (**Appendix 1**)

Another experiment held by Brown presents an end of unit section on learning preferences that calls for self assessment of an individual’s learning preferences. This information is of value to both teacher and student in identifying preferred styles, especially through subsequent determination to capitalize on preferences and to compensate for styles that are less preferred.

Learning Preferences

Think about the work you did in this unit, put a check next to the items that helped you learn the lessons. Put two checks next to the ones that helped you a lot.

Listening to the teacher	Listening to the tapes and doing
Working by myself	exercises
Working with a partner	Reading
Working with a group	Writing paragraphs
Asking the teacher questions	Using the internet

Self assessment of learning preferences (Brown, 1999, p. 59)

Through this experiment, the teacher will know about his learners’ preferences and find suitable strategies to cope with their different styles.

I.2.2.2. Peer- Assessment

In the domain of teaching and learning, it has become a clear fact for us that a student work can be assessed by him/herself, his/her teacher as well as peers. The word “peer” leads us to what is called “**peer assessment**”. According to Topping & Ehly, “*peer assessment is an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners.*” (2010, p. 62)

In the light of the above definition, it is obvious that peer-assessment is classroom based and may operate through classroom tests, discussion, projects or homework. The work to be assessed can include oral or written performances. Peer-assessment can be done one-to-one or mutually in small groups. It is cooperative learning in which learners learn in communities and are capable of teaching each other something. It is simply one arm of a plethora of tasks and procedures within the domain of learner-centred and collaborative education (Brown, 2004, p. 284).

Many teachers manage to involve students in an organized and effective peer-assessment while others find difficulties to do such a task. Good organization of peer-assessment helps students improve and develop social and communicative skills and learn how to give and accept criticism. Topping (2003, p. 69-70) provided useful and important guidelines of peer-assessment organization. Some of these guidelines are outlined below:

1. *Collaborate with colleagues instead of developing the initiative alone.*
2. *Specify the nature of learning outcomes to be assessed and clarify the rationale and the aim of such assessment.*
3. *Work with other participants to develop and clarify the assessment criteria. Students need to be involved in this task in order to feel a sense of responsibility and confidence.*
4. *Divide students into pairs or groups and arrange contact among them.*
5. *Show students how to practise peer assessment and try to guide them while practicing it and tell them what outcomes are expected of them.*
6. *Give individual pairs guidelines on a sheet to help them remember the process of peer assessment.*
7. *Specify activities to be assessed and try to find what to do with the students who finish early and those who finish late.*
8. *Monitor the process, circulate among the pairs, giving feedback, coaching and sequencing activities.*

9. *Compare the quality of peer feedback with your own assessment and try to accept the difference.*
10. *If more than one peer assesses the same work, match between peer assessments.*
11. *Evaluate and give students feedback as peer assessors.*

Such guidelines and hints about peer-assessment help teachers to engage their students in tasks that considerably reflect the basic tenets of communicative language teaching.

I.2.2.3. Types of Self and Peer Assessment

It is important to distinguish between the different types of self- and peer-assessment and apply them accordingly. These types are: 1) direct assessment of performance 2) indirect assessment of competence 3) metacognitive assessment 4) assessment of socio-affective factors and 5) student self-generated tests.

I.2.2.3.1. Assessment of (a specific) Performance

In this category, a student typically monitors him/herself in either oral or written production and renders some kind of evaluation of performance. Then, the student or peer fills out a checklist that rates performance on a defined scale. Or, perhaps the student views a video-recorded lecture and completes a self-corrected comprehension quiz. A journal may also serve as a tool for such a self assessment. Peer editing is an excellent example of direct assessment of a specific performance. On the other hand, the availability of media nowadays opens up a number of possibilities for self and peer assessment beyond the classroom. A learner may access a grammar or vocabulary quiz on the internet and then self correct it.

I.2.2.3.2. Indirect Assessment of (general) Competence

Indirect self or peer assessment targets at giving an evaluation of general ability. Unlike self- and peer-assessment of performance, which are limited in time and focus to a relatively short performance, assessments of competence may encompass a lesson over several days, a module, or even a whole term of course work to evaluate general ability.

I.2.2.3.3. Metacognitive Assessment (for setting goals)

This type of evaluation not just views past performance or competence but it sets goals. Personal goal-setting fosters intrinsic motivation for learners to set and accomplish their own

goals. It can take the form of journal entries, choices from a list of possibilities, questionnaires...etc

I.2.2.3.4. Socio-affective Assessment

It requires looking at one self through a psychological part. When learners resolve to assess and improve motivation, to gauge and lower their own anxiety to find mental or emotional obstacles to learning and then plan to overcome those barriers, an all important socio-affective domain appears.

I.2.2.3.5. Student-generated tests

This type of assessment requires engaging students in the process of test construction. It can be productive, intrinsically motivating, autonomy-building processes. Student-generated tests transform routine weekly quizzes into a collaborative and fulfilling experience. For example, students in small groups create questions and choose lexical items from their reading passage rather than teacher-designed quiz, or the teacher directs students to generate their own lists of words, grammatical concepts and content that they think are important over the course of a unit, and all items on the test come from the list.

But the question is: “Do teachers use self- and peer-assessment?” the answer is that in most cases they do not. Therefore, teachers should be aware of the importance of self and peer assessments to improve teaching and learning.

I. 3. Types of Assessment

Assessment is generally used to refer to all activities teachers use in the classroom to help learners learn and improve their performances. These classroom activities are done for different purposes which help us put the assessment into four categories, based on the level of formality: Formal and informal assessment, and based on its purpose: Formative and summative.

I.3.1. Formal and Informal Assessment

Assessment can occur spontaneously or it can be planned. Formal assessments are exercises or procedures specifically designed to assess skills and knowledge in a short period of time. These tasks are planned and constructed to give both the teacher and the learner an evaluation about the learner's achievement.

Formal assessment is generally accompanied by a numerical score that reflects how well the students understand the academic content that was presented in class. It usually consists of tests, quizzes, or term papers. Teachers may also consider portfolios or journals as more comprehensive ways of formally assessing content objectives. One frequent criticism of tests is that they draw on a limited sample of content because of time-related constraints since they are administered during a class period, at the end of a lesson, unit, course or a semester to measure what the learners have understood and they are considered as summative assessments.

Because of these time constraints, tests cannot assess the depth of a student's knowledge and actually measure only a very broad base of understanding. In addition, tests rely heavily on multiple choice questions. Thus, the students are rarely required to construct answers and very seldom are asked to remember important details, which have a negative influence on the quality of the assessed knowledge. (Brown, 2004, p.6).

On the other hand, informal assessment is a classroom assessment that elicits performance without recording results and making fixed judgment about learners' competence. It can take a number of forms like incidental, unplanned comments and responses such as "nice job", "good work", "excellent" or putting the shape of a smile on some homework. Informal assessment also occurs in a more casual manner and may include observations and checklists. It is very different from a test that the students would take in written form and be assigned. Therefore, informal assessment is different from formal assessment in which the students know about the test in advance, and they prepare by studying for it.

In addition to that, informal assessment is formative in nature as its aim is to develop the learners language and contributes in their progress. So, when the teacher gives a student a comment or pays his attention to an error, that feedback offers an improvement in the learners language ability. (Brown, 2004, p.5)

However, learners prefer informal assessments and consider them less threatening as well as more useful in improving their language because they do not include grading and numerical scores.

I.3.2. Formative and Summative Assessment

Another useful distinction that should be mentioned in this chapter is the one which differentiates formative assessment from summative assessment.

Formative assessment is a pedagogical approach consisting of frequent, interactive checks of students' understanding to identify learning needs and providing them with feedback as well as to adapt teaching strategies. It is used in the normal daily teaching and learning processes and may include activities such as classroom interactions, questioning and feedback.

According to Black and William (1998), "*formative assessment aims to deepen and shape subsequent learning rather than making a judgment about past performance.*" In other words, formative assessment is carried out through a course or project by the teacher to provide feedback on a student's work and it would not be used for grading purposes. For example, when a teacher gives a learner a comment or a suggestion or pays his attention to an error, the purpose from this feedback is to improve the learner's language ability and not for giving him a mark.

Coombe (2018, p. 21) also defined formative assessment as, "*a way of framing learning activities such that they generate observable and measurable data for teachers and learners alike.*" Similarly, Andrade and Cizek stated that:

"Formative assessment refers to the collaborative processes engaged in by educators and students for the purpose of understanding the students' learning and conceptual organization, identification of strength, diagnosis of weaknesses, areas for improvement, and as a source of information that teachers can use in instructional planning and students can use in deepening their understanding and improving their achievement." (2010, p.6-7)

That is to say, formative assessment enables learners to discover what they have already mastered and which areas they need to improve. At the same time, it helps teachers know which knowledge, skills and abilities should be clarified and strengthened. We may therefore say that this type of assessment is both learner and teacher centred. Both the student and the teacher have a clear overview of which aspects they should concentrate on more.

Formative assessment occurs as a part of instruction rather than a separate activity. It has both formal and informal formats including ungraded quizzes, oral questioning, self-reflection, peer feedback, essays, projects, classroom observations, checklists, diaries, portfolios...etc.

Unlike formative assessment which is an ongoing process through which the teacher checks his/her student's understanding, **summative assessment** occurs at the end of a course or unit of instruction. It is any test or method used to get information about the students' achievements if it respects two criteria. First, it is administered at the end of some unit of instruction, semester or school year. Second, it aims at assigning grades, determining students who will pass and those who will not, classifying test-takers according to their performance. (Cizek, 2010, p.3). In Algeria for instance, the most known forms of summative assessment in the Middle and Secondary schools are BEM and BAC exams.

Furthermore, summative assessment measures the learners' ability and gives him grades without focusing on the improvement of the language learning. Indeed, it is generally carried out at the end of a course or project taking the form of quizzes, periodic review tests, mid-term exams and so on. Therefore, learners will care just about the marks given to them and will forget about what they have learned after such tests.

Thus, formative and summative assessments are both referred to in the learning context as: assessment for learning and assessment of learning. While the former takes place during the learning process to assess the ongoing effectiveness of instruction and its results are used by teachers to adapt classroom instruction; the latter (summative assessment) occurs at the end of an educational cycle and its results are used by teachers, educational administrators and other decision makers to measure the outcome of the instructional process. An analogy by Robert Stake is better used to make a clear distinction between formative and summative assessment: *"When the cook tastes the soup that is formative but when the guests taste the soup that is summative."*(2004)

I.4. Purposes of Assessment

In education, assessment involves collecting evidence and making judgments or forming opinions about learners' skills and abilities. Teachers usually assess learners because they need to make decisions about them.

The purpose of assessment is to obtain data about pupils' performance, and to reflect on how this information can be analyzed and used to make decisions about how to arrange a

course and what tasks and materials to use. Hyland (2010, p. 214) mentioned five main purposes for assessing pupils: Placement, diagnostic, achievement, performance and proficiency.

1. *Placement as a reason for assessing refers to the gathering of data, by the use of tests, which will help place pupils in appropriate classes. These tests can also be used for diagnostic purposes.*
2. *Diagnostic tests: Though the diagnostic purpose of assessing pupils is usually to identify strengths and weaknesses, they are also useful in identifying areas that need to be adjusted as a course progresses, and to inform the pupils about their progress.*
3. *The achievement aspect of assessment makes it easy for the pupils to demonstrate their writing progress. Such assessments should be based on a clear indication of what has been taught, testing only the genres that have been in focus in class, and reflecting the progress rather than failure.*
4. *Performance gives information about the pupils' ability to perform particular tasks.*
5. *Proficiency indicates the pupils' level of competence, and seeks to give an overall picture of ability. Proficiency tests are often standardized for global use.*

In addition, Hyland (2010, p. 214) argues that:

“Teachers use assessment for motivational purposes, to get pupils to work harder, to provide practice for national exams, to gather information about what to teach next and finally, to be able to evaluate the success of their methods, tasks or materials.”(2010, p. 214)

That is to say, assessment is used by teachers for various purposes. Motivation is among the main purposes of assessment since there is a difference between pupils who know that they will be assessed and those who do not. The difference is that the former are more motivated than the latter. Hence, more work and achievement is expected from them.

Additionally, it is also used as a guide for teachers to lead the instructional process as well as evaluate their teaching strategies.

Assessment is also conducted for the purpose of supporting and encouraging learners. Geeslin (2003) stated, “ a student who is thanked by the teacher for having answered a question or participated in a lesson will undoubtedly be of a useful help for him/her to expend and broaden his/her knowledge.”In other words, when learners are informed by their teachers that they made progress, this will certainly be an effective support and encouragement for them to improve their learning abilities.

Conclusion

Many writers who are mentioned in this chapter focus on the importance of using assessment continuously since it is a powerful means that supports both teaching and learning. On the one hand, it helps teachers evaluate their methods of teaching as well as check their learners' understanding and progression. On the other hand, it enables learners to know their strengths and weaknesses through the feedback provided by their teachers. For this, we dealt in the first chapter of our research with the basic elements related to assessment such as: its meaning, its kinds, its types and its purposes. The following chapter will tackle the most known method of assessment in Algerian Secondary Schools which is "Testing" (and it is a traditional method of assessment) in opposition to alternative assessment.

**Chapter Two:
Traditional Assessment vs Alternative
Assessment**

Introduction

Assessment is an essential part of the teaching and learning process. Due to the limitations of traditional assessment and the shift from teacher-centered to learner-centered EFL teaching approaches, alternative assessments occur. So, many people within the educational community including: teachers, administrators and learners think that the traditional methods of assessment like paper and pencil tests with multiple choice, fill-in-blank, matching, true/false...etc become less effective as they determine only whether a learner knows something or not; on the contrary, alternative tools of assessment such as: performance-based assessment, projects, portfolios and others provide every learner with the best learning opportunity.

However, assessment in Algeria is still taking the form of summative tests that focuses on measuring the learners' achievement through testing and examination in spite of the educational reform that was launched in 2001 and which highlighted the importance of formative assessment to improve the quality of learning and teaching processes. Besides, Algerian classroom assessment and activities imply traditional methods of assessment such as: multiple choice, matching, true/false, filling in the gaps...etc; whereas, alternative procedures of assessment like: portfolios, project/performance assessment, self/peer assessments and others are neglected by many teachers in Algerian Schools. This lack of alternative assessment implementation by Algerian teachers is perhaps due to the absence of necessary information and experience about it as well as it is seen more laborious in use when compared to the traditional one. For this, in this chapter, we tend to help teachers understand alternative assessment concept and know its methods. So, the chapter is divided into two sections. The first one deals with a predominant method of assessment in Algerian schools, which is "**Testing**". A preliminary definition is provided as well as the types of tests and criteria of a good test are mentioned, in this section, we also define and describe the Algerian baccalaureate test as an example of standardized tests. Then, we state the impact of such standardized tests on the learners. On the other hand, the second section of chapter two includes a definition of alternative assessment. It also examines two methods of it which are: performance-based and portfolio assessments. Finally, reasons for using alternative assessment are mentioned.

Section One

Testing: The Traditional Method of Assessment in Algerian Secondary Schools

Introduction

Without any doubt, we live in a country where taking tests for the purposes of certification is the most important thing for many people, but what effect do they have on teaching, learning and using the language?

Testing is a decisive process for our learners' future professional life. Therefore, teachers need to be careful when constructing tests to measure their students' progress and performance. For this, we tend in this section to cope with the key concepts in testing, starting from the definition of a test and the criteria of a good test, moving to its different kinds. We also attempt to shed light on the BAC test. Then, we conclude this section by talking about the impact of standardized tests on learners.

II.1. Definition of a Test

If you hear the word test in any classroom setting, your thoughts are not likely to be positive, pleasant or affirming as test anticipation is always accompanied by feelings of anxiety and self doubts, but tests are not negative and they help in the development of learning.

According to Brown (2004, p.3), "a test, in simple terms, is a method of measuring a person's ability, knowledge or a performance in a given domain." To understand this definition better, we should stand on its major components. First, a test is *a method*: it is an instrument, a set of techniques, procedures or items that require performance on the part of the test taker, for example, a gap filling exercise with a list of words. Second, a test must *measure*: Some tests measure general ability, while others focus on very specific competencies or objectives. For instance, a multi skill proficiency test determines a general ability level, a quiz on recognizing correct use of definite articles measures specific knowledge. That is to say, tests measure different things according to their kinds, they can measure a total skill or just one element of the language. Third, a test measures **individuals'**

ability, knowledge or performance. Testers need to understand who the test takers are, what is their previous experience, and background? Is the test appropriately matched to their abilities, how should test takers interpret their scores? In other words, learners' needs should be taken into consideration by the tester when designing a test. Next, a test measures **performance**: most tests measure one's ability to perform language, to speak, write, read or listen to a subset of language. Finally, tests should measure the desired criterion within the given domain and not include other factors.

On the other hand, Coombe defined test as, "*a set of tasks and activities intended to elicit samples performance which can be marked or evaluated to provide feedback on a test taker's ability or knowledge.*" (2018, p. 40). That is to say, a test refers to activities and tasks provided by the teacher to his/her learners to find out whether the lesson taught is understood or not based on the assignments and the judgments made on their performance.

However, tests are a subset of assessment, they are not the only form of assessment that the teacher can use.

II.2.Criteria of a Good Test

It is important for the tester to know certain criteria to design a good test. These criteria are for testing a test to be sure that it is suitable for the learners. ***Validity, reliability and practicality*** are the main criteria that we are going to discuss.

II.2.1. Validity

Teachers frequently complain that some tests don't properly assess the syllabus upon which they are based. They are effectively questioning the validity of the test. So, what is validity?

A test is said to be valid if it really measures what it should measure. According to Brown validity is, "*the degree to which the test actually measures what it is intended to measure.*" (2001, p. 387). If a writing test for example is intended to measure the writing abilities of the test taker seeks to measure the rapidity in writing and the use of colour pencils it is said to be invalid.

In order for teachers to be sure whether a test, either standardized or constructed for classroom use, is valid or not, they have to be acquainted with three types of validation: ***content validity, face validity and construct validity.***

First, a test which includes the points to be measured has content validity. For instance, a test of grammar which does not cover elements related to grammar or which requires students to write transcription of some given words, lacking content validity. Next, face validity means that the test taker is convinced that the test measures what it intended to measure. For example, it is not acceptable to say that a pronunciation test has face validity if the candidate is not asked to show his/her capacities when pronouncing words (Hughes, 1989, p.27). Finally, construct validity refers to whether there is a relationship between the language item being tested and the language theory to which such an item belongs. (Brown, 2001, p. 389)

II.2. 2. Reliability

“The property of reliability refers to the extent to which test with students populations fairly and consistently assess the expected traits or dimensions of students learning within the construct of that method.” (Maki, 2004, p. 93). Therefore, a reliable test is consistent and dependable. If you give the same test to the same students, the test should yield similar results, for example: A teacher gives the test to his students at three o’clock one Thursday afternoon, and the test is not too difficult or easy for those students so they do not all get zero or a perfect score; however, if they do not have the test on Thursday but at three o’clock the previous afternoon, does the result be the same? The answer is no even though the test is excellent. Therefore, the more similar scores and results of the test would have been, the more reliable test will be. In other words, a reliable test is a test that gives the same results at any time it is given to the learners.

There are many factors that may contribute to the unreliability of a test such as student-related reliability and test reliability. Student-related reliability is the most common issue in reliability and it is caused by temporary illness, fatigue, a bad day, anxiety and other physical or psychological factors which may affect the scores of the learners. On the other hand, test reliability is about the nature of the test itself and can cause measurement errors. If a test is too long, the learners may become fatigued by the time they reach the later items. Moreover, time limit may affect the learners’ performance. The learner may know the course material perfectly but he can be affected by time constraints. Furthermore, poorly written test items that are ambiguous may be another source of test unreliability.

To sum up, reliability means the consistency of the test. If you give a test to different groups and at different times, you will get the same scores after you correct it.

II.2.3. Practicality

A test is said to be practical if it is possible to administer and score it within time and financial limitations. Brown said,

An effective test is practical in terms that it is not excessively expensive, it stays within appropriate time constraints, it is relatively easy to administer and has a scoring evaluation procedure that is specific and time efficient.
(2004, p.19)

In other words, a test has practicality if it does not involve much time and money in their construction, implementation and scoring.

II.3. Kinds of Tests

We use tests to obtain information that may vary according to their purposes. So, the different purposes of tests lead to various kinds such as: Proficiency tests, placement tests, diagnostic tests and achievement tests. In this section we attempt to look at the three former types briefly. Then, we focus more on the latter (achievement test) and its two types (teacher made and standardized tests) since they are the predominant tools of assessment in Algerian schools.

II.3.1. Proficiency Tests

Unlike other kinds of tests, proficiency tests are not dependent on particular class content, course materials or language programs.

“Proficiency tests are designed to measure people’s ability in a language regardless of any training they may have in that language.” (Hughes, 2001, p.9). This kind of tests is designed to check whether a person is proficient in a language or not. The content of proficiency test is not based on the content or objectives of language courses; rather it is based on a specification of what candidates have to be able to do in the language in order to be considered proficient. Therefore, a proficiency test is not limited to anyone cause, curriculum or single skill in the language rather it tests overall ability. An example of proficiency test is the test used to determine whether a student of English is good enough to follow a cause of study in the E.N.S (High School for Teachers). Indeed, all proficiency tests

are not based on causes that candidates may have previously taken; it depends on the candidates' abilities and skills in the target language.

II.3.2. Placement Test

A placement test is a test given by a school to determine the level of the student, especially a new one.

According to Coombe, "*placement testing is most likely to occur when the level of student is unknown and an institution must determine which course level the student should be enrolled in.*" (2018, p.33). That is to say, the role of placement tests is to place students into a particular level that fits their abilities.

II.3.3. Diagnostic Tests

A diagnostic test is a test that helps the teacher and learners identify their problems in the teaching/learning process.

Coombe defined a diagnostic test as, "*a test that helps both teachers and students identify or diagnose student strengths, weaknesses and areas of difficulties.*" (2018, p.17). This type of tests is designed by the teacher to guide his instruction. He can identify his students' weaknesses and conduct remedial teaching or the strengths of the students to guide further instruction. On the other hand, diagnostic tests help learners become aware of their errors and deficiencies and encourage them to improve their learning by avoiding such mistakes.

II.3.4. Achievement Tests

An achievement test is a test that measures a pupil's achievement and progression in a specific subject or topic over a period of time.

Coombe defined achievement test as, "*a test that measures to what extent a student has attained skills and knowledge in a specific period of training or learning.*" (2018, p.9). That is to say, achievement tests are administered to get estimates of learners about what has been learned. This tool of assessment is conducted at separate points of time, during the course or at the end of the course. They are linked to specific syllabus and helps teachers get estimates of learning or growth periodically and have the potential to provide feedback to the learners. In addition to that, Brown assumed that, "*achievement tests are limited to particular material*

addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in question.” (2004, p.47). In other words, achievement tests determine whether course objectives have been met by the end of a period of instruction. Moreover, they serve a diagnostic role of indicating what a student needs to learn in the future. Mid-term and final exams are good examples of achievement tests, they are summative because they are administered at the end of the unit or term of study.

Achievement tests are categorized into two kinds: Teacher-made tests and standardized tests.

II.3.4.1. Teacher-made Tests

Teacher-made test is one of the most valuable instruments in the hands of the teacher to solve his classroom problems and requirements.

Teacher-made test or classroom test as it is also referred to as *“a test which is designed by a teacher to measure a specific lesson’s objectives related to what is being taught in the classroom.”* (Coombe, 2018, p.40). In other words, teacher-made test is one of the most valuable tools that is prepared and administered by the teacher to test students’ classroom achievement. It is used as a continuous assessment tool which provides information that can be more reliable than examinations or standardized tests (James, 2005). Thus, teacher-made tests are a part of instruction and not separate from it.

Teacher-made tests can be used for a variety of instructional purposes. They can be given at the beginning of an instructional unit or course to determine whether pupils have already achieved the objectives of planned instruction. They also serve as good indicators in monitoring the success of teacher-student material instruction and provide feedback so that teachers can change the emphasis of their instruction and provide remedial activities before the next lesson. Moreover, teacher-made tests can be given during the instructional process as formative assessments to provide feedback to students about their progress and detect learning errors as well as give teachers feedback to evaluate their adopted method of teaching and other curricular programmes of school. In addition to that, classroom tests can be constructed by the teacher at the end of an instructional segment to measure the extent to which the intended learning outcomes have been achieved.

Teacher-made tests or classroom tests are divided into two groups, essay and objective tests (Hambleton and Pitomak, 2006). Essay tests give pupils the opportunity to express themselves and organize their thoughts in writing when responding to a given question. On the other hand, objective tests are those that require a specific answer, they include: multiple-choice, matching, true/false, and fill in the blank questions.

Although teacher-made tests help in improving the performance of pupils in the learning process, they are less valid and reliable than standardized tests which are designed by ministries of education and official examining boards.

II.3.4.2. Standardized Tests

Every year a large number of Algerian examination class students sit three standardized tests: Primary Education Certificate Test, Middle School Education Certificate Test (BEM) and the Baccalaureate Examination (BAC). These latter are decisive tests that determine the students' academic future, i.e., if the student passes, he/she can complete his/her studies and if he/she fails, he will not have the same opportunities. In addition, these standardized tests are used to measure the educational progress and compare students, schools, districts and countries as the number of students that pass and fail is seen as a reflection that determines the quality of teaching and the success of the school system. So, what is a standardized test?

Ahman & Glock state that, "*standardized test is a test that is carefully constructed almost invariably by teams of individuals rather than by a single person.*" (1971). On the other hand, Popham points out that, "*a standardized test is a test, either norm-referenced or criterion-referenced, that is administered, scored, and interpreted in a standard manner.*" (1995)

Through the above definitions, we can define standardized test as a formal test that is carefully constructed by competent people or a testing agency and administered and interpreted in standard manner. In other words, standardized tests are designed so that the questions, administration, marking and interpretation of results can be conducted in a standard and systematic manner. That is to say, test takers who sit a standardized test must be given the same sets of questions, answer sheets and time in which to complete the test. On the other hand, markers should have a pre-specified set of correct answers and a systematic process for marking and calculating, interpreting and reporting test scores.

According to Coombe (2018, p.38), an important part of standardized tests is to have well-constructed test specifications. The latter is a detailed description of:

- a) *the purpose of the test (progress, achievement, placement, other)*
- b) *the program (duration, number of sessions per week, duration of each sessions, textbook/s, other instructional material, assessment tools if applicable)*
- c) *the test takers/learners (age, prior experience, exposure to other courses, native language, other)*
- d) *test description (skills assessed, number and type of techniques used to measure each skill, the subskills that each item tests, the weight of each item, assistance that test takers will receive and channels that may be used with some prompts or items, time allotted to each skill)*
- e) *critical levels of performance, setting cut-off/pass points*
- f) *rubrics for productive skills assessed*
- g) *answer keys for objectively-scored parts of the test*
- h) *test administration guide.*

These test specifications help to construct tests that meet the curriculum requirements as well as provide valuable information about the course and levels of achievement of course objectives.

Despite the criticism that standardized tests do not always assess what students are learning, and that their emphasis is on mostly factual knowledge rather than higher-order thinking and application, they are still the standard that the public and policy makers use to measure educational progress. Standardized tests are viewed by many people since they are valid and reliable as the most effective method to determine many important educational decisions. In addition, they are not time-consuming and they are practical to administer, especially with large groups of students. Moreover, they are easy and fast to mark by teachers.

II.3.4.2.1. The BAC Examination

The BAC examination is a national and official standardized test in Algeria. It is designed by the National Ministry of Education to evaluate the third year secondary school students' work at the end of a year of study. The students who pass the exam will carry on their studies at the university.

The BAC examination is made up of two parts: **Part One: Reading** and **Part Two: Written Expression. (appendix 2)** The first part (Reading) includes two sections. The first

section is called: ***Comprehension and Interpretation***. It assesses the students' comprehension of the text. It includes activities such as:

- Circle the letter which corresponds to the right answer. (or write the letter that corresponds to the right answer)
- Are the following statements True or False? Write T or F next to the letter corresponding to the statement.
- Answer the following questions according to the text.
- In which paragraph is the idea mentioned (In which paragraph is it mentioned that.....)
- Choose the best title for the text.
- Reorder the following ideas according to their occurrence in the text.
- Who or what do the underlined words refer to in the text?

The second section is named: ***Text Exploration*** and it involves lexis, grammar, phonetics and other language forms. Some activities included in this section are:

- Find in the text words or phrases that are closest in meaning to the following. (or find in the text synonyms to the following words)
- Find in the text words or phrases that are opposite in meaning to.
- Find in the text words whose definitions follow.
- Complete the following chart as shown in the example.
- Ask questions which the underlined words answer.
- Rewrite sentence (b) so that it means the same as sentence (a).
- Join the following pairs of sentences using the given connector. Make any necessary changes.
- Classify the following words according to the number of their syllable.
- Classify the following words according to their stressed syllable.
- Classify the following words according to the pronunciation of their final "s"
- Classify the following words according to the pronunciation of their final "ed"
- Fill in the gaps with words from the list below.
- Re-order the following sentences to make a coherent passage.

The second part which is ***Written Expression*** is constructed to assess the students' competencies in writing and it is composed of two topics: ***Topic One and Topic Two***. The student should choose only one topic. (Write a composition of 80 to 120 words on the following topic.)

Through this short description, we can notice that the testing items used in the first type of the BAC examination are: multiple-choice, true/false, matching, and gap-fillings items. Such activities are traditional tools of assessment and they focus on testing language structures separately even though they are objectively and easily scored as well as they take little time to administer. Moreover, they assess the limited types of knowledge and lower-order skills. In addition, this types of tests lead students who do not know the answer to select a random answer and have a chance of receiving a mark for it.

However, the second part of the BAC exam (*Written Expression*) in which the students are supposed to write a composition about the given topics, enables students to express their ideas in a more communicative ways. When writing an essay, many language structures are assessed together for example: spelling, handwriting, punctuation, grammar, vocabulary, organization of ideas and others.

All in all, in order to test our students effectively, we should construct effective tests that will tap into their real language abilities. The tests should include questions that ask them for interpretations, explanations and higher-order thinking, not the simplest recall of information and drills. So, we can make our tests good by keeping in mind that the aim of education is to help students become efficient learners and not people whose principle concern is the reproduction of knowledge and the completion of drilled skills.

II.3.4.2.2. The Impact of Standardized Tests on Learners

Standardized testing is a controversial topic among teachers, parents and students. Some people believe that standardized tests are bad for many reasons. First, such tests create stress and pressure on students as they want to perform well on the test. Besides, their scores can affect students' confidence and lead them to develop a negative attitude about their abilities and hate the school. Second, standardized tests evaluate students' performance without considering external factors. That is to say, these tests do not consider some factors that may affect the student performance like: anxiety, health problems and home life. In addition to that, many people claim that standardized tests do not measure learners' progress because a student's success should be based on their level of growth from the beginning to the end of the school year. On the other hand, standardized tests are time-wasting for the teachers. Because of the huge emphasis placed on high test scores, teachers are forced to "teach to the test" and limit the students learning by spending excessive amount of time teaching specific topics that may come up on the test, and giving less time for creativity.

Conclusion

Testing is an inseparable aspect of teachers' tasks; it is a mirror of their teaching. Thus, we attempted in this section to provide a clear definition to the test with its criteria that make it a good test. Then, we identified the different types of tests focusing on achievement tests (teacher-made tests and standardized tests) as they are dominant in Algerian educational assessment and we talked about the BAC exam. Finally, we tackled some of standardized tests' effects on the learners.

Section Two

Alternative Assessment

Introduction

Within the competency-based approach to language teaching that aims at promoting the goals of lifelong learning, including higher level of student achievement and that enables learners to become active participants in the rapid changing in economic and social world. The Algerian Ministry of National Education started to renew the curricula and put more emphasis on student centered learning. This shift from traditional learning settings to student-centered learning settings led also to innovations in assessment procedures and to a change from summative to formative assessment. These innovations involve thinking of alternatives which require the use of learning and assessment activities together rather than habitual testing applications. Such alternative assessment approaches help learners to be a part of the learning process and link educational situations to daily and real life conditions. Besides, they are used more to assess knowledge, skills, attitudes and behaviours which cannot be measured by traditional assessment.

However, teachers in Algeria have considerably much knowledge and experience when it comes to the traditional assessment that involve paper and pencil tests with multiple choices, fill in the blank, matching, true/false...etc, but the majority of them have no information or experience about new and alternative assessment methods such as: performance-based assessment or portfolio assessment.

Therefore, we tend in this section to make things clear by providing a definition to alternative assessment and examine its methods which are: performance-based assessment, portfolio assessment and others. In addition to that, we mention some reasons for using these alternative methods of assessment.

II.1. Definition of Alternative Assessment

Many terms are used in literature to refer to “*alternative assessment*”: performance assessment, authentic assessment, portfolio assessment...and others. These terms share a basic principle that these assessments replace traditional and standardized testing and

examine a student's performance in different real life tasks within the daily classroom activities.

According to Coombe, "*alternative assessment is the type of assessment that measures student performance in ways that are different from the traditional paper and pencil and short answer tests.*" (2018, p.9). Similarly, Gronlund assumed that, "*alternative assessment refers to assessment methods that provide an alternative to the traditional paper and pencil tests.*" (2018). So, the simplest definition that can be given to alternative assessment is any method of assessment other than traditional assessments such as: multiple choice, paper and pencil tests and short answers...etc.

On the other hand, Hancock said, "*alternative assessment is an ongoing process involving the student and teacher in making judgments about the students' progress in language using non-conventional strategies.*" (1994, p.3). That is to say, alternative assessment is a continuous assessment in which the teacher collects information to find out what the learners have learned and make a judgment about how well they are doing without using traditional methods of assessment.

Alternative assessment has some characteristics that were summed up by Brown and Hudson (1998, pp.654-655) as follows:

- 1- *require students to perform, create, produce, or do something.*
- 2- *use real-world contexts or simulations.*
- 3- *are nonintrusive in that they extend the day-to-day classroom activities.*
- 4- *allow students to be assessed on what they normally do in class every day.*
- 5- *use tasks that represent meaningful instructional activities.*
- 6- *focus on processes as well as products.*
- 7- *tap into higher-level thinking and problem-solving skills.*
- 8- *provide information about both the strengths and weaknesses of students.*
- 9- *are multi-culturally sensitive when properly administered.*
- 10- *ensure that people, not machines, do the scoring, using the human judgment.*
- 11- *encourage open disclosure of standards and rating criteria.*
- 12- *call upon teachers to perform new instructional and assessment roles.*

In short, unlike traditional assessment, some of the tools of alternative assessment include: performance-based assessment (projects, role-playing, experiments and demonstrations), open-ended questions, written essays, interviews, journals, portfolios, self- and peer-

assessments and others. This latter involve students in the process of assessment and evaluate their actual performance. In addition to that, alternative assessment requires the use of real world contexts or simulations and it allows students to be assessed on what they normally do in the classroom. It has also a set of criteria that describes the desired achievement and that guides judgments and helps students to improve their performance. Finally, alternative assessment is a part of the educational reform movement that has raised strong objections to using standardized test scores as the only measures of student competencies.

II.2. Methods of Alternative Assessment

The term alternative assessment refers to a variety of assessment procedures and methods. This latter involve: performance assessment, portfolios, journals, conferences, interviews and self / peer assessment. However, in this section we attempt to focus on two methods of alternative assessment which are: performance-based assessment and portfolios.

II.2.1. Performance-based Assessment

According to Richards and Schmidt (2002, p.392), performance assessment is, *“an approach to assessment that seeks to measure student learning based on how well the learner can perform on a practical real task.”* That is to say, performance assessment requires students to accomplish real-life and authentic tasks such as essay writing or doing conversations and others which are opposed to unreal tasks like multiple-choice questions or gap filling ones. Similarly, Frechtling described performance-based assessment as, *“anything that is not a multiple-choice paper and pencil test.”* (1991)

Brown and Hudson (1998, p.662) suggested three requirements for performance assessment: (a) Examinees are required to perform some sort of task, (b) the tasks must be as authentic as possible, and (c) the performances are typically scored by qualified raters.

Therefore, performance assessment is authentic and can provide students with opportunity to express their learning in direct ways that reflect real-life situations.

On the other hand, Mehrens defined performance tests as requiring, *“heavy reliance on observation and professional judgment in the evaluation of the response.”* (1992, p.3). This definition describes performance assessment simply as involving judgment and observation. It is a type of assessment in which the teacher observes and makes a judgment about a

student's ability to create a product or perform a task. Therefore, performance-based assessment, unlike standardized tests that do not elicit actual performance on the part of the test taker, requires the performance of actions which would be systematically evaluated through direct observation by the teacher. It must also promote students' performance, creation, construction or production of something through an ongoing work which may last from days to weeks. Besides, performance assessment should be connected to the desired learning objectives and directed towards achieving them.

Performance assessments can take many forms including traditional tasks like essay writing or interviews or more recent developments like problem-solving tasks, communicative pair-work tasks, role-playing and group discussions...etc.

All in all, in spite of the fact that performance-based assessment is a valuable tool of alternative assessment as it enables learners to construct knowledge during the learning process by performing authentic tasks that need higher level of thinking and application of skills; it is not without drawbacks. Performance-based tasks are usually difficult to be designed and time-consuming when administered. Furthermore, the issue of rating and raters has a great deal of attention in performance-based assessment. Unlike many traditional types of assessments such as multiple-choice questions, in which scoring is highly consistent and very easily done, rating in performance-based assessment becomes a major concern because raters deal with real-world performances, not the simple tests of factual knowledge. Thus, it is very difficult for raters to be objective in their ratings.

II.2.2. Portfolios

Alternative methods have been developed in place of conventional assessment methods which focus only on products or outcomes, and are not efficient in the assessment of the performance exhibited by each learner or group of learners. Among these new methods, there is portfolio assessment. So, what is meant by a portfolio or portfolio assessment?

The word "**portfolio**" often brings rise to the image of artists who collect their work to display to others. A portfolio in the foreign language classroom is, "*a collection of a learner's work that displays the progress that learner is making in connection with classroom goals.*" (Tsagari & al., p.166).

Another definition to portfolio Coombe stated is, "*a collection of student's academic work which is placed in folder.*" (2018, p.33). In addition to that, Brown and Hudson defined portfolio assessments as, "*purposeful collections of any aspects of students' work that tell the*

story of their achievements, skills, efforts, abilities, and contributions to a particular class.”(1998, p.664)

Through the above definitions, portfolio is a practical way used as an alternative evaluative process today to assess a student work throughout a period of time. It may be a presentation of student’s best work or a collection of all work to show the progress of course goals over time.

On the other hand, Curtis affirmed that, “*portfolios are a tool for reflection.*” (2000, p.41). That is to say, portfolios help learners reflect on their own work and improve their learning through reflection and self-analysis in an autonomous, careful way. Moreover, portfolios are learner-centered, they offer opportunities for self-assessment and critical thinking processes. They also promote interaction between learners and the teacher, involve collaboration with other students and function as a communication tool with parents.

Therefore, portfolios are not only collection of students’ work, they are also considered as a means through which learners can reveal their learning process and attitudes. This is through demonstrating how their work has been collected, what are their current learning needs as well as their strengths and weaknesses. Besides, portfolios are not just organized documentation which demonstrates learning achievement over time, but they are rather reflective tools which clarify learning beliefs and attitudes.

A portfolio can contain student work samples, chosen by both the teacher and the learners, which are based on the learning goals. Brown (2004, p.256) summarized some materials that portfolios can include such as:

- 1 -essays and compositions in draft and final forms;
- 2 -reports, project outlines;
- 3 -poetry and creative prose;
- 4 -artwork, photos, newspaper or magazine clippings;
- 5 -audio and/or video recordings of presentations, demonstrations etc;
- 6 -journals, diaries, and other personal reflections;
- 7 -notes on lectures; and
- 8 –self- and peer- assessments, comments, evaluations and checklists.

It is very important for teachers to know that portfolios differ according to their purposes and contents. Therefore, ***an assessment portfolio*** is not the only type of portfolios. O’Malley

and Pierce (1996) identify other types of portfolios such as: *working portfolios and display portfolios*.

A *working portfolio* contains a collection of work that is in progress as well as work that has been completed. The main purpose of a working portfolio is to serve a storage space for student work. The materials that are collected in it may be selected for either a display or an assessment portfolio.

A *display or showcase portfolio* is composed of materials that demonstrate a student's highest level of achievement. Most of the items in a display portfolio are selected from the working portfolio. However, students can also include work that has been completed outside the classroom.

While *an assessment portfolio*, as it is mentioned above, includes materials that document what students have learned during a semester or a year. The content of the curriculum is the main criterion that students use for their selection of the materials.

In fact, using portfolios in language assessment is gaining more popularity and support among teachers, learners, stakeholders, material designers and researchers. This is due to the advantages that have for the learners, teachers and the assessment process as a whole.

Therefore, Brown and Hudson (1998, pp.664-665) classified the advantages of portfolios into three categories: strengthening students' learning, enhancing the teacher's role and improving testing processes.

Portfolio assessments may strengthen student learning in that (a) they focus learners' attention on learning processes; (b) facilitate practice and revision processes; (c) help motivate students, if well-planned, because they present a series of meaningful and interesting activities; (d) foster student-teacher and student-student collaboration.

Portfolio assessments may enhance the teacher's role to the degree that they (a) provide teachers with a clearer picture of students' language growth; (b) change the role of the teacher (in the eyes of students) from that of an adversary to that of a coach, and (c) provide insights into the process of each individual student.

Portfolio assessments may improve testing processes to the extent that they (a) enhance student and teacher involvement in assessment (b) provide opportunities for teachers to observe students using meaningful language to accomplish various authentic tasks in a variety of contexts and situations, and (c) provide opportunities for both students and teachers to work together and reflect on what it means to assess students' language growth.

To sum up, portfolio assessment provides more authentic and valid assessment of students' achievement and comprehensive views of students' performances in contexts. Moreover, it enables students to have a self assessment for their studies and learning and enhances communication among teacher, student and parents. It can also provide opportunities for learners to demonstrate their weaknesses and strengths and for teachers to direct their teaching. Finally, portfolios give detailed information about students' development in the learning process to the teacher, parents and students themselves.

However, portfolio assessments are not without drawbacks. First, scoring a portfolio may be seen as less reliable or fair than multiple choices test scores. If the purpose and assessment criteria of portfolio are not clear, the portfolio can be just a collection of different works that can not reflect students' growth or achievement accurately. Second, another disadvantage of using portfolios is that they are very time consuming for teachers to score students' works and to assess their performance over time especially in crowded classrooms. In addition to that, the question whether the student does his work with someone else or alone is always asked by teachers and this may cause anxiety about the validity and reliability of the portfolio assessment. In this case, students' scores in portfolios may not show their real performance. Finally, portfolio assessment requires new demands from teachers such as professional development time to learn portfolio in order to develop themselves in their field. Therefore, teachers who tend to use portfolios should be educated before, assisted and supported by experts in the portfolio application process.

II.3. The Reasons for Using Alternative Methods of Assessment

The negative effects of tests and summative assessment on the learners lead to the rise in implementing alternative methods of assessment in EFL classroom although this latter has some challenges concerning scoring, validity and reliability. Therefore, alternative methods of assessment have many advantages for both teachers and learners.

First of all, the traditional way of assessment is not really efficient for many reasons and it focuses on students' knowledge and skills; however, alternative assessment focuses on students' learning strategies, problem-solving, and task completion, using direct and holistic measurements of what students know. That is to say, alternative assessment methods give students options to use what they have learned to problem-solve and create something as well as develop their ability to think and formulate their own ideas and opinions.

Moreover, alternative assessment uses activities that discover what students are able to do with the knowledge and skills obtained through learning, emphasizing their abilities and strengths instead of focusing on their weaknesses and what they do not know. Besides, alternative assessment is a diagnostic tool that is carried out continuously over a period of time rather than restricted to the end of a course or a year.

In addition to that, alternative assessment is student-centered. It helps learners to be more involved in the learning process. It also promotes their personal growth and enables them to become independent.

Finally, alternative assessment methods such as self and peer assessments enable learners to take some responsibility of their own learning by assessing their performance and monitoring their own learning progress.

Conclusion

In this section, we dealt with the definition of alternative assessment. Then, we examined two methods of such an assessment which are: performance-based assessment and portfolio assessment and we concluded by stating some reasons for using alternative methods of assessment.

Chapter Three:
Fieldwork, Data Collection & Analysis

Introduction

The literature review of our dissertation provided theoretical background and comprehensive information about assessment, its different kinds and types as well as its traditional and modern tools. This chapter presents the data collection methods and tools involved for answering the three research questions for this study. It also provides a description of the population and sample demographics, in addition to an analysis and interpretation of the collected data.

III.1. Debriefing

The purpose of this study is to improve assessment in Algerian Secondary schools and reactivate its methods. Therefore, we attempted through this work to introduce some alternative tools of assessment that may help teachers improve their instruction as well as evaluate their students' work effectively. We also tried to highlight the negative impact of using traditional assessment such as: Standardized tests on the students' learning. I would like to thank all the participants for taking part in this study and contributing with their attitudes and useful information about the methods of assessment .

III.2. Research Method

To answer the research questions, Kinds of assessment methods used by Algerian Secondary school teachers to assess their students' performance, the reasons behind using them traditional tools of assessment in spite of their uselessness and how to reactivate the methods of assessment in Algerian Secondary schools to enhance learners' achievements, we used both the quantitative and qualitative methods. According to Creswell (1994), qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explores a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports and conducts the study in a natural setting. Quantitative approach, on the other hand, is an inquiry into social or human problem, based on testing a hypothesis composed of variables, measured with numbers and analyzed with statistical procedures in order to determine whether the predictive generalization of the hypothesis holds true (Creswell, 1994).

III.3. Research Tools

The main data collecting instruments for this study were an online semi-structured interview and a questionnaire for Secondary school teachers.

III.3.1. Quantitative Tool

III.3.1.1. Objectives of the Questionnaire

An online questionnaire was selected as a data collection tool for this study. Questionnaires are considered as one of the most helpful and useful instruments to collect information in a short period of time. Besides, they can easily be administered to a large number of people. Moreover, questionnaires permit anonymity, which would cause respondents to feel at ease and express themselves freely. The objective of this questionnaire is to gather information about Secondary school teachers' ways and methods of assessment. It also aims at collecting data about teachers' attitudes and views towards portfolio assessment.

III.3.1.2. Structure of the Questionnaire

The questionnaire consists of three sections. The first section is designed to collect professional data such as: length of teaching experience and level of education. Section two collects information about the respondents' reflection on the assessing ways and methods, and the third section gathers data about respondents' assessment preferences. The questionnaire contained 10 questions of different types: 9 of them are closed ended questions and only one is an open ended question. **Closed ended questions:** are questions in which respondents have to choose only one answer from the provided ones by ticking in the right box such as: multiple choice questions and yes/no questions. The main advantage of this kind of questions is that they are objective. In addition to that, it is very easy for the researcher to numerically code them. **Open ended questions:** Unlike closed ended questions, no provided answers are given to the respondents. In this type of questions, the respondent has to give an answer using his/her own words.

III.3.1.3. Sampling/ Demographics of the Respondents

As a result of the current difficult situation that we live due to the spread of the epidemic (COVID 19), we had to post the questionnaire to different groups of Secondary school teachers. 40 teachers filled in the questionnaire.

III.3.1.4. Data Analysis

The following section demonstrates and examines teachers responses to the 10 items of the questionnaire.

Question 1: Years of Teaching Experience.

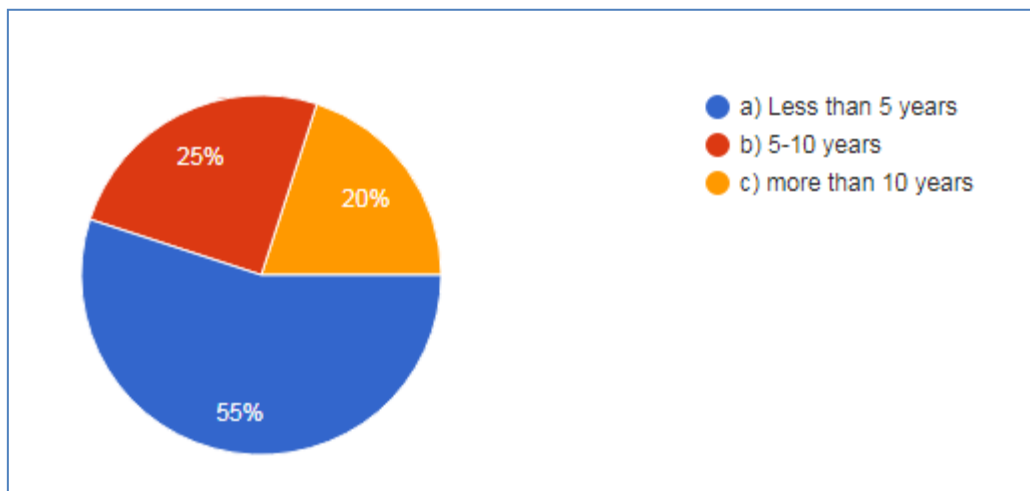


Figure 1: Years of Teaching Experience

Table1: Years of teaching Experience

Years of Teaching Experience	Number of Respondents	Percentage
-Less than 5 years	22	55%
-5-10 years	10	25%
-More than 10 years	08	20%

Table 1 illustrates that 55% of the respondents have less than 5 years of experience in teaching. 25% of them have from 5 to 10 years of experience in teaching; whereas, 20% have more than 10 years of experience in teaching.

Question 2: Level of Education.

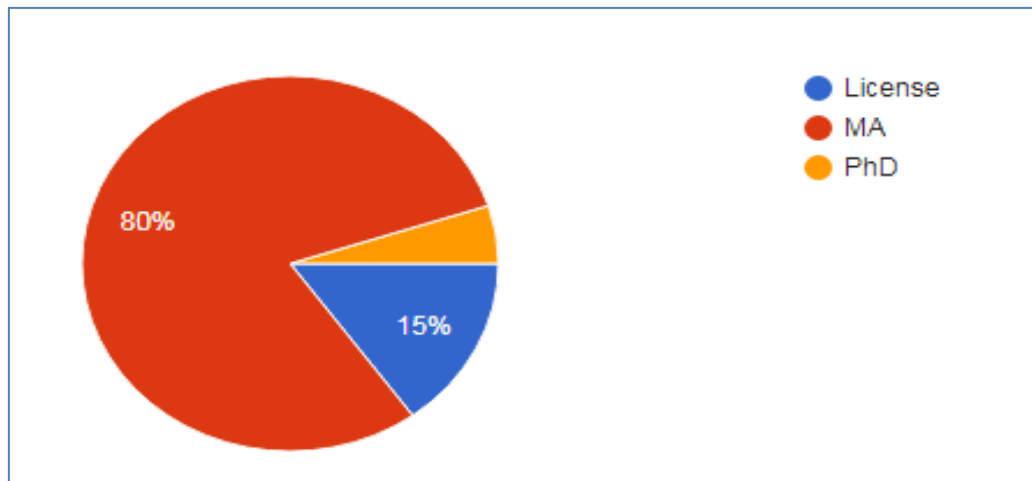


Figure 2: Teachers' Level of Education

Table 2: Level of Education.

Level of Education	Number of Respondents	Percentage
-License	6	15%
-MA	32	80%
-PhD	2	5%

Concerning the teachers' level of education, the table shows that the majority of the respondents (80%) have a master degree. 15% of them have license and only 5% have doctorate degree.

Question 3: How do you assess your students?

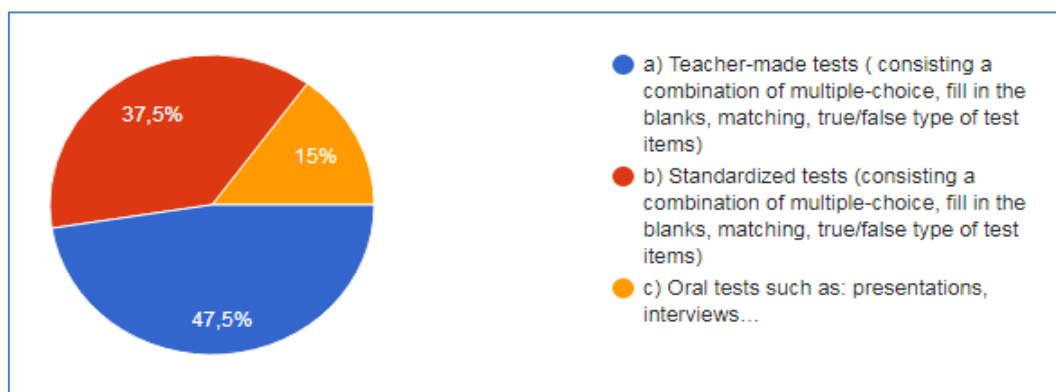


Figure 3: Teachers' Methods of Assessment

Table 3: Assessment Methods Used by Teachers to Assess their Students.

Methods of Assessment	Number	Percentage
-Teacher-made tests	19	47.5%
-Standardized tests	15	37.5%
-Oral tests such as: presentations, interviews....	6	15%

As it can be seen from the table, 47.5% of the teachers assess their students using teacher-made tests (consisting a combination of multiple-choice, fill in the blanks, matching, true/false type of test items). 37.5% of them use standardized tests to assess their students. However, only 15% use oral tests such as: presentations, interviews...

-If you have others, please mention them if possible.

The respondents mention other used methods of assessment to evaluate their students including: oral presentations, oral tests and daily assessment.

Question 4: Why do you use such a tool of assessment?

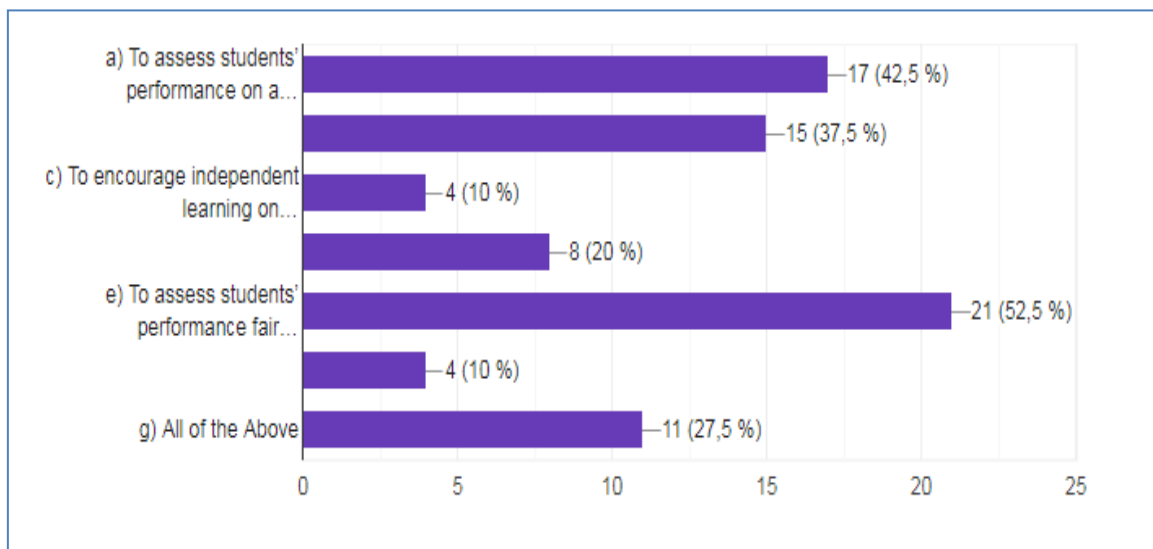


Figure 4: Purposes of Assessment Tools

Table 4: Purposes of Assessment Tools

The Reasons	Number	Percentage
-To assess students' performance on a regular basis.	17	42.5%
-To receive feedback on your instruction.	15	37.5%
-To encourage independent learning on your students' part.	4	10%
-To provide opportunity for student-teacher dialogue.	8	20%
-To assess students' performance fairly and accurately.	21	52.5%
-To encourage student self-assessment.	4	10%
-All of the above.	11	27.5%

It is evident from the results presented in the table that the majority of the teachers 52.5% used their selected method of assessment to assess students' performance fairly and accurately. 42.5% of them state that they used their favorite way of assessment to assess students' performance on a regular basis. 37.5% of the respondents used it to receive feedback on their instruction. 20% of them justified their choice for the purpose of providing opportunity for student-teacher dialogue. Similarly, 10% of the respondents claim that they used such a tool of assessment to encourage both independent learning on their students' part and self-assessment. However, 27.5% of the respondents see that all the above reasons led them to choose such a tool of assessment.

Question 5: Have you ever used portfolio assessment in your classes?

If not, please tick the appropriate reasons.

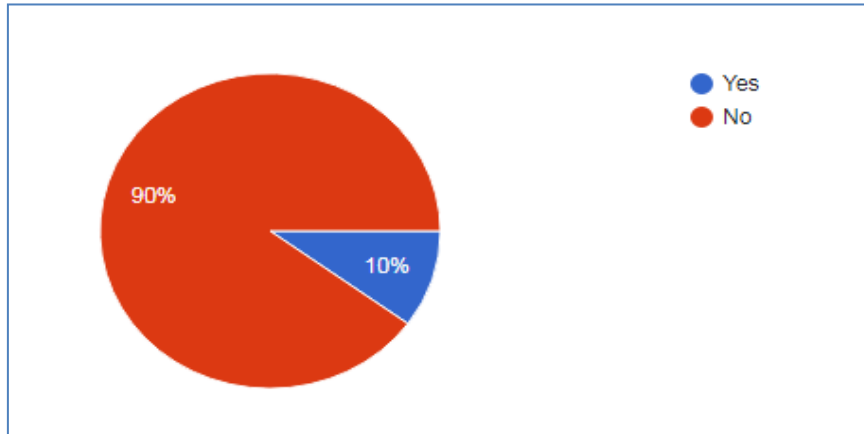


Figure 5: Teachers' Use of Portfolio Assessment

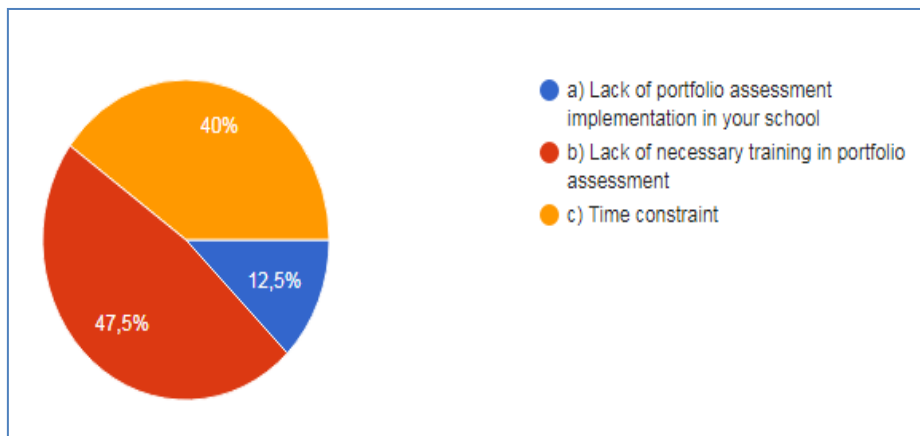


Figure 6: Reasons for not Using Portfolio Assessment

Table 5: Reasons for not Using Portfolio Assessment.

Reasons	Number	Percentage
-Lack of portfolio assessment implementation in your school.	5	12.5%
-Lack of necessary training in portfolio assessment.	19	47.5%
-Time constraint.	16	40%

The results represented in the pie chart show that the majority of the teachers 90% have never used portfolio assessment in their classes. However ,only 10% of them utilize it. According to **table 5**, 47.5% of the respondents claim that they do not use portfolio assessment in their classes because they lack the necessary training in it. 40% of them say that time is the main cause and 12.5% of the teachers do not use it due to the lack of portfolio assessment implementation in their schools.

-If any other reasons, please mention them.

26 respondents do not mention any other reasons for not using portfolio assessment in their classes. 3 respondents say that there are no other reasons. One of the respondents states that he/she does not implement portfolio assessment because he/she has the fear of using some

thing his/her students are not accustomed to. Two other respondents think that portfolio assessment is ineffective in our Algerian context because it is hard to administer it in our Algerian schools. An other teacher claims that it does not work with large groups, which is the case in Algeria. Four respondents say that they have no idea about portfolio assessment nor about how it can be used. However, three respondents confirm that time constraint is the main cause for not using them portfolio assessment in their classes.

Question 6: A portfolio can be used to assess ... you can tick more than one option.

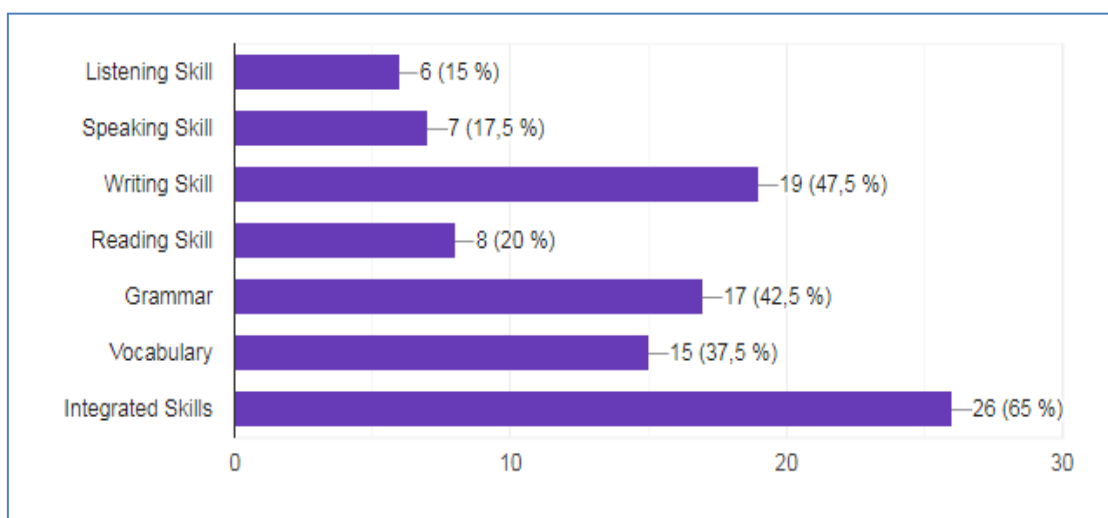


Figure 7: What Should a Portfolio Assess

Table 6: What Should a Portfolio Assess?

A Portfolio can be used to assess...	Number	Percentage
-Listening skill	6	15%
-Speaking skill	7	17.5%
-Reading skill	8	20%
-Writing skill	19	47.5%
-Grammar	17	42.5%
-Vocabulary	15	37.5%
-Integrated skills	26	65%

As the table illustrates, most of the teachers 65% use a portfolio to assess all integrated skills (listening, speaking, reading, writing skills, grammar and vocabulary). 47.5% of them use it to assess writing skill. 42.5% of the respondents claim that they assess their students' grammar by using a portfolio. 37.5% of them use it to assess vocabulary. 20% of the teachers use a portfolio to assess reading skill whereas 17.5% of them use it to assess speaking skill. Only 15% of the teachers use a portfolio to assess listening skill.

Question 7: What should a portfolio include?

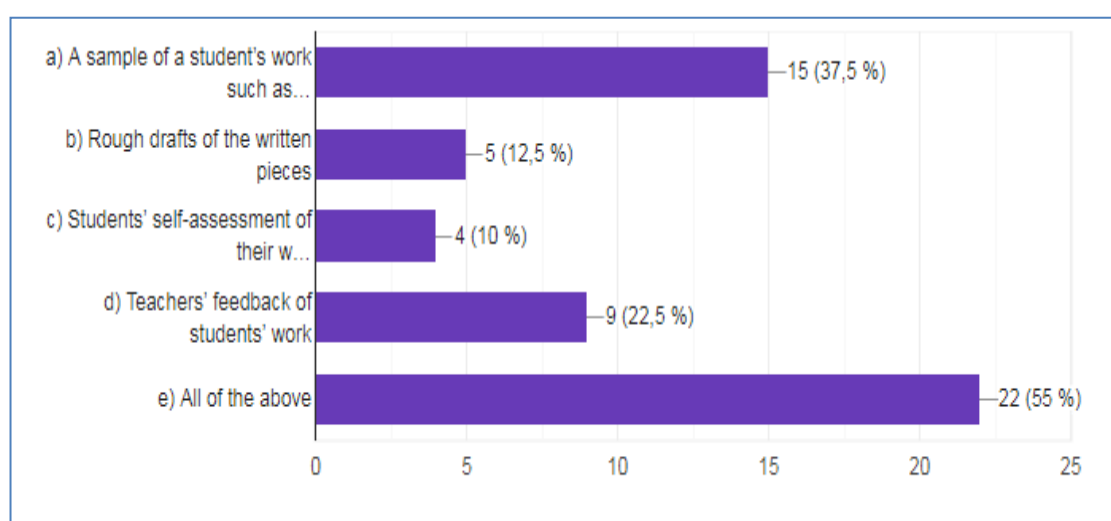


Figure 8: Contents of a Portfolio

Table7: Contents of a Portfolio.

Contents of a Portfolio	Number	Percentage
-A sample of a student's work such as: writing samples, projects...etc	15	37.5%
-Rough drafts of the written pieces.	5	12.5%
-Students' self-assessment of their work.	4	10%
-Teachers' feedback of students' work.	9	22.5%
-All of the above.	22	55%

Through the results presented in the table, 55% of the respondents claim that a portfolio should include: A sample of a student's work such as: writing samples and projects...etc, rough drafts of the written pieces, students' self-assessment of their work and teachers' feedback of students' work. 37.5% of them think that a portfolio should consist of a sample of a student's work only. 22.5% of the teachers state that it should contain teachers' feedback of students' work. 12.5% of them say that a portfolio should involve rough drafts of the written pieces and only 10% of them think that a portfolio should include students' self assessment of their work.

Question 8: Which of the following tools of assessment do you prefer using the most?

Why?

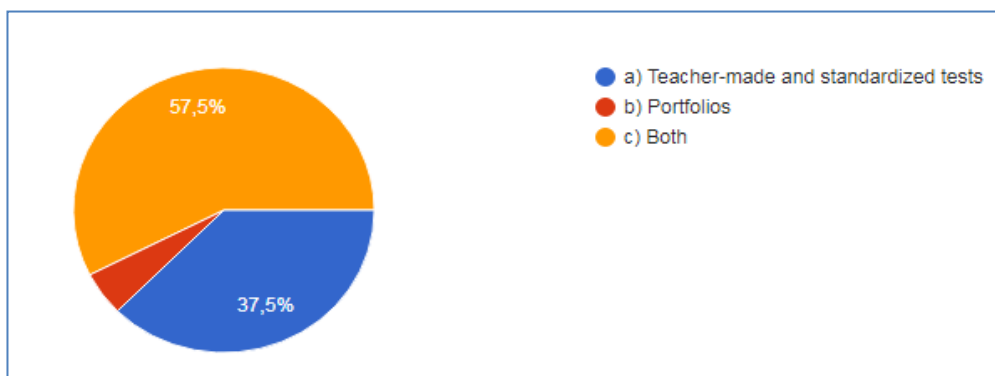


Figure 9: Teachers' Favorite Methods of Assessment

Table 8: Teachers' Favorite Methods of Assessment.

Suggested Methods of Assessment	Number	Percentage
-Teacher-made and standardized tests	15	37.5%
-Portfolios	2	5%
-Both	23	57.5%

Table 8 shows that 23 teachers (57.5%) prefer using both teacher-made as well as standardized tests and portfolios to assess their students' performance. They justify their preference by stating that teacher-made/ standardized tests and portfolios complement one another, both can make the students learn effectively and improve their language skills. They also state that assessment should be taken and seen from different perspectives because they have different types of learners. Moreover, they see these tools of assessment as powerful techniques that encourage teacher/learner interaction and exchange of ideas. Besides, they think that when they are used together, they can both foster learning and boost learners' chances to succeed.

37.5% (15) of the respondents prefer teacher-made and standardized tests because their pupils are familiar with the norms of this kind of assessment methods. In addition to that, they think that when they use teacher-made tests, they can cover what they teach and know their students' level. Moreover, teacher-made tests and standardized tests are seen as a practical tool by some teachers because they take less time and efforts, they are also easy to administer.

However, only 5% (2) of the respondents prefer using portfolios because they enhance students' autonomy and help them to be calm and more comfortable when performing their tests.

Question 9: Can portfolios replace traditional methods of assessment or be as a supplementary method to them? Why?

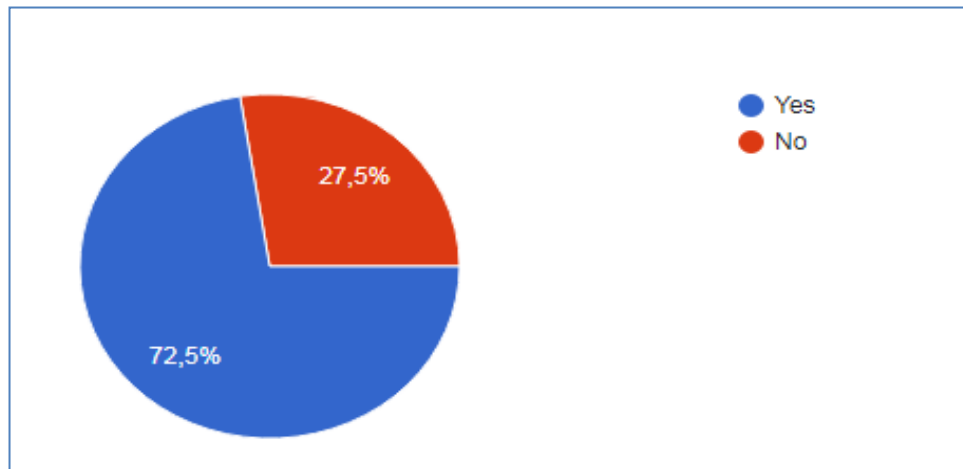


Figure 10: Portfolios: as an Alternative or a Supplementary Method to Traditional Assessment

The results represented in the pie chart show that the majority of the teachers (72.5%) agree that portfolios can replace traditional methods of assessment since their use can breed better learning results. Furthermore, they reflect the real performance of the learners along the school year. They also claim that portfolios help students follow their progress and pinpoint their strengths and weaknesses. Besides, they state that this kind of assessment methods is quite innovative and highly valuable in making teaching and learning meaningful. Moreover, teachers believe that portfolios may be a very appealing tool for pupils that can get them more engaged and involved in the learning process. In addition to that, they consider portfolios as a very useful tool that aims at checking the general understanding of the teaching unit unlike standardized and teacher-made tests , they check only specific points.

However, 27.5% of the respondents believe that portfolios can not replace traditional methods of assessment but they can be used as a supplementary method to them because teachers in Algeria have many hours of working and less time to use this kind of assessment methods.

Question 10: In your opinion, what should be done to enable teachers easily implement portfolio assessment in their classes?

Concerning the respondents' suggestions for a better future of portfolio assessment implementation in Algerian Secondary schools, their attitudes differ according to three

main factors: **necessary training in portfolio assessment, time allocation and classroom environment.**

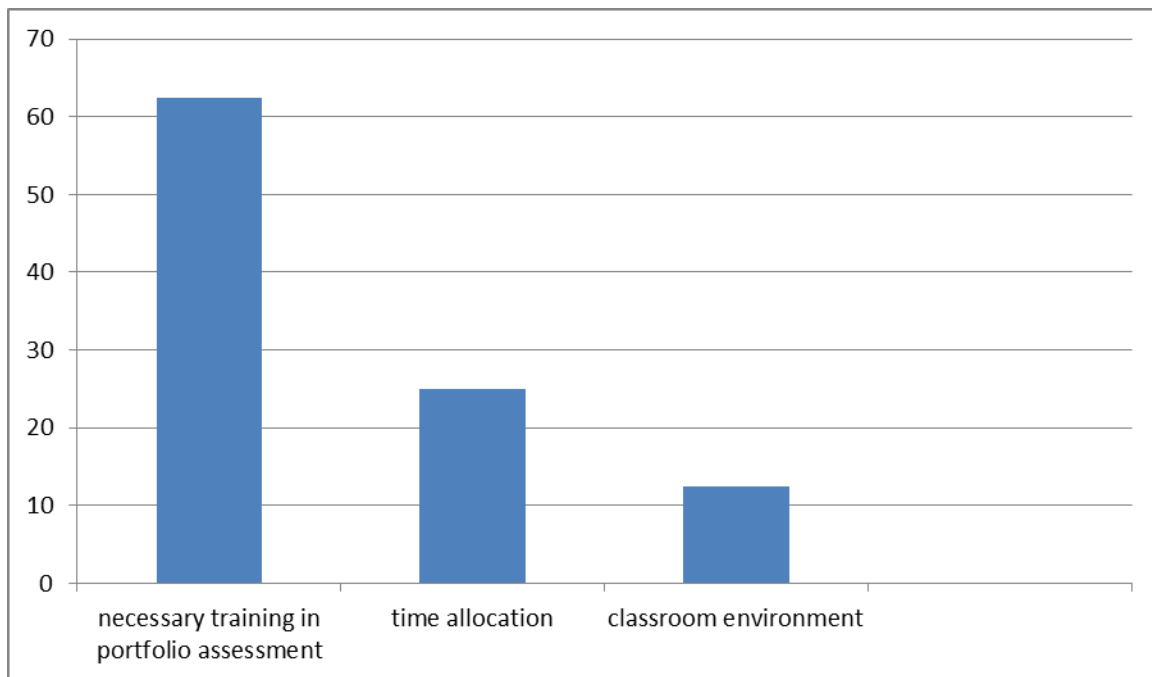


Figure 11 : Teachers' Suggested Solutions for Easy Portfolio assessment Implementation

Table 9: Teachers' Suggested Solutions for Easy Portfolio assessment Implementation.

Suggested solutions for easy portfolio implementation	Number	Percentage
-Necessary training in portfolio assessment.	25	62.5%
-Time allocation.	10	25%
-Classroom environment.	5	12.5%

Table 9 shows that most of the respondents (62.5%) suggest that teachers need a necessary training in portfolio assessment which helps them master this tool of assessment. They say that teachers should be well-trained on how to use portfolio assessment in their classes. In addition to that, they claim that inspectors should provide teachers with practical training on how to use such a tool of assessment for better learning results. 25% of them state that time should be added to enable teachers implement this kind of assessment methods since it is time-consuming. 12.5% of the teachers think that a suitable classroom environment

can help a lot to easy portfolio assessment use. They claim that less crowded classes with small numbers of pupils enable them to succeed in implementing portfolio assessment in their classes.

III.3.1.5. Interpretation

This section provides an interpretation of the findings from the questionnaire data in an attempt to offer answers to the questions guiding this study and check the validity of the hypotheses of this research.

In general, the results of the questionnaire reveal that Algerian Secondary school teachers prefer using alternative tools of assessment like: portfolios to evaluate their students' performance even though most of them are still using traditional assessment such as: teacher-made and standardized tests.

The first hypothesis which assumed that standardized and teacher-made tests are the dominant tools of assessment used by Algerian Secondary school teachers in assessing their students' performance, is true. The analysis of the questionnaire data showed statistically more frequent application of traditional forms of assessment (Teacher-made and standardized tests 85%) compared to the implementation of alternative assessment (oral tests such as: presentations and interviews 15% and portfolios 10%). This indicates the still overwhelming dominance of traditional assessment in current educational practices. The respondents assume that teacher-made and standardized tests are easy for them to administer and require less time and efforts to be applied. In addition to that, they state that such tools of assessment enable them to assess their students fairly and accurately. This also proves the validity of the second hypothesis which assumed that teachers feel themselves inefficient in using the new approaches of assessment whereas standardized tests are easy to be scored and administered by them. The majority of the teachers (90%) claim that they do not use portfolio assessment in their classes because they do not know what a portfolio is, what it should include, how it can be implemented. In short, they need a practical training in portfolio assessment. They also state that time is not sufficient to use such a tool of assessment.

On the other hand, the third hypothesis which assumed that other alternatives and tools of modern assessment like: performance and portfolio assessments can lead to a successful process where teachers and learners can both benefit from assessment is also valid. Teachers' opinions about portfolio assessment are more positive and they estimate its use in practice.

Most of them believe that portfolio assessment can replace traditional assessment because it reflects the actual performance of the students during the whole school year. Moreover, they state that portfolio assessment helps learners pursue and assess their own learning progress.

Therefore, teachers provide important suggestions that enable them to succeed and easily implement such a tool of assessment to evaluate their students' performance. A necessary training in portfolio assessment, time allocation and a suitable classroom environment are all essential suggestions by the teachers that should be taken into consideration by Algerian stake-holders and practitioners to improve both learning and assessment processes in Algeria.

III.3.2. Qualitative Tool

III.3.2.1. Objectives of the Interview

An online interview with semi-structured questions was developed and used to collect qualitative data from 5 selected teachers to conduct this study. This semi-structured interview revolves around the methods of assessment used by Algerian Secondary school teachers to assess their students' performance. Its main purpose is to obtain information about whether those teachers are familiar with the alternative tools of assessment such as: portfolio assessment and implement them in their classes. Semi-structured interviews are among the most widely used method of data collection in qualitative research because, unlike structured interviews which use questions followed by choices from which the interviewee selects the answer, the semi-structured interview does not provide answers. Thus, it allows for free individual responses.

III.3.2.2. Structure of the Interview

The interview consists of 10 questions divided into two parts. The questions of the first part are 5 and they are structured to inquire about teachers' conceptions of assessment. The first question requires the interviewees to define assessment. The second question is about the moments in which assessment is used. The third question asks interviewees about the different types of assessment. The fourth question is about the type of assessment that has most effect on learning and the fifth question reveals the teachers' opinions about the type of assessment that can help students learn better. On the other hand, the second part of the

interview also contains 5 questions to collect data about teachers' used methods of assessment. The first question asks interviewees about the assessment methods that they generally use to assess their students. The second question is about whether they use modern tools of assessment such as: portfolios, performance-based assessment, projects...etc to assess their students' performance. The third question asks teachers about the most effective methods of assessment for both teaching and learning. The fourth question asks them about what is good and what is challenging about the way they use to assess. The fifth question asks teachers about what affects their choice of assessment methods.

III.3.2.3. Demographic of the Respondents

The participants in this study were 5 Secondary school teachers. They were all females. Two teachers have more than 10 years of experience in teaching whereas the others (3) are novice teachers, they have less than 5 years of experience in teaching. The teachers responded to the interview's questions and sent them via email.

III.3.2.4. Data Analysis

The first question of the semi-structured interview that was asked requires the interviewees to provide a definition to assessment. All the teachers could provide different meaningful definitions to assessment.

Interviewee 1 said, "Assessment is the evaluation of the students' achievements".

I 2: "It is the act of making value judgements about someone's performance, level and so forth".

I 3: "Assessment is the process of evaluating learners' achievements through assignments or examinations".

I 4: "Judging one's work or level".

I 5: "Assessment is the process of gathering information about students' performance in order to make decisions that help in improving the students' learning".

The second question was about moments in which assessment is used. Most of the interviewees (3) state that they assess their students' learning in three different moments: **At the beginning of the semester, during the semester and at the end of the semester.**

I 2: “**a.**I personally tend to assess their basic level in terms of their speaking ability, vocabulary and grammar knowledge —**at the beginning of the year** (during the first week of study in particular). This step gives me an idea about their overall capacities, and also provides me with a crystal clear image what I must focus on during my teaching practice.

b.I assess their writing skills **during the Unit**, that is I give them writing assignments to do either individually or in groups, sometimes this is done during their normal sessions, sometimes they do it as a homework. At this stage, I emphasise quality work rather than quantity of the work. This comes as a means to help them develop their research skills and how to work simply yet smartly to provide a concise, well-organised and meaningful written product.

c.**At the end of each Unit.** Depending on the type of content of the Unit, I sometimes assess their listening and speaking skills (debates and oral discussions of topics related to the unit) and other times I assess the grammar and vocabulary items they might or might not .have grasped. It helps me to have an idea whether my teaching was effective or not, whether my pupils understood what they have been exposed to or not, and also to do any remediation possible before we can move on.

d.Depending on how much the theme of the unit is interesting and relevant to my pupils, I tend to assign them to prepare a project, which takes mainly the form of an Oral presentation. It is a good training for them to learn many skills at once. This includes: cooperation, turn-taking, doing research, speaking in front of an audience, note-taking...”

I 4: “I assess them during each stage, at the beginning of the year, during their normal sessions and also at the end of each unit. This mainly to take an idea about my students’ general understanding of what I teach them and to find out about any weakness either from my or their part”.

I 5: “ In general, I assess my students’ learning in three different moments. At the beginning of the semester to guide my instruction, I diagnose what students know or do not know in order to focus on the lessons or courses that need additional instruction or remediation.

During the semester, that is to say during the courses in order to check my students’ understanding of the lessons.

At the end of the semester, where students perform a final test or exam and they are given marks to check their understanding as well as compare their levels”.

However, two interviewees state that they assess their students’ learning during the semester and whenever they perform a task.

I 1: “ I assess my students during the semester during the process of learning in order to reinforce and improve what has to be taught”.

I 3: “ Generally, I assess my students whenever they perform a task to find out if they have comprehended the lesson or not”.

The third question of the interview asked the teachers about the different types of assessment. The data collected from the interview show that all the interviewees (5) are familiar with the different types of assessment.

I 1: “diagnostic, formative, summative”.

I 2: “Diagnostic assessment, Formative assessment, Summative assessment, Students’ Self-assessment, and Peer-assessment”.

I 3: “The different types of assessment are diagnostic assessment, summative assessment and formative assessment”.

I 4: “Summative assessment, diagnostic assessment and formative assessment”.

I 5: “ Diagnostic assessment, formative assessment and summative assessment”.

The fourth question of this interview asked teachers about whether assessment affects learning or not and what type of assessment has the most effect.

All the interviewees assume that assessment affects learning. 4 of them believe that formative assessment has the most effect whereas one (**I 4**) claims that the diagnostic assessment is the most effective type.

I 1: “Yes; it does. formative assessment has the most effect because it is an ongoing work that happens every day”.

I 2: “Yes, it definitely does. I believe each of them has its own way of adding up to the teaching-learning process. But the one I find it to be more beneficial and influential is “formative assessment”. This because it is a tool we rely on to continuously and regularly assess our students’ improvement and the success of our teaching course”.

I 3: “Yes, it does. Formative assessment has the most effect because it checks students’ understanding and guide teachers to decide the future instructions that serve their students’ needs”.

I 4: “Sure, assessment does affect learning and learners. Personally, I think diagnostic assessment is the most effective one since it always provides me with regular insights on my teaching and learners’ difficulties”.

I 5: “Yes, it does. Formative assessment because it assesses learners’ progress continuously and provides teachers with opportunities to adjust their instruction”.

The fifth question of the interview asked teachers about the type of assessment that can help students learn better.

Four teachers (4) state that formative assessment is the type of assessment that can help students learn better.

I 1: “Formative assessment can. It provides students with tools to improve their learning”.

I 3: “In my opinion and as I have mentioned before, formative assessment is the best way to help students learn better”.

I 4: “It is formative assessment”.

I 5: “Formative assessment can help students learn better”.

However, one teacher claims that self-assessment helps students learn better.

I 2: “All types of assessment are there to help; but for me the one that can really affect students at a personal level, if applied correctly, is Self-assessment”.

The sixth question asked the interviewees about the assessment methods used by them to assess their students. The respondents’ answers to this question reveal that all the teachers interviewed vary their tools of assessment by using both modern and traditional methods of assessment such as: Oral presentations, discussions, role-plays, tests...etc.

I 1: “Discussions- role plays- essays-work sheets- cross words - projects.....”.

I 2: “Oral presentations, discussions and debates; paragraph writing, projects, grammar and vocabulary tasks, tests”.

I 3: “I usually ask them to summarize what they have learnt. Sometimes I give them collaborative work such as projects, writing an essay or designing posters”.

I 4: “Personally, designed official tests, diagnostic assessment sheets, homework on various aspects”.

I 5: “ I generally use different methods of assessment to assess my students such as: oral presentations, projects, written tests...etc”.

Concerning the seventh question which asked teachers whether they use modern tools of assessment. The data collected from this interview show that all the interviewees use modern tools of assessment. Some of them mentioned that they used some forms of performance assessment like: discussions, projects, role-plays, oral presentations...; however, none of them used portfolio assessment to evaluate his/her students’ performance.

I 1: “Yes, I do”.

I 2: “I do not possess enough knowledge about how portfolios are developed and can be manipulated. But as far as the other tools are concerned , yes I do use them to assess my pupils’ performance”.

I 3: “Yes, I do”.

I 4: “Not too much, but I use projects”.

I 5: “I sometimes use some modern tools of assessment such as: oral presentations, projects but I have never used portfolios”.

The eighth question asked the interviewees about the most effective methods of assessment in terms of teaching and learning. The responses provided by the teachers were different but they agree that the effective methods of assessment are the ones which stimulate and motivate students to learn.

I 1: “Role plays , projects and essays. Students tend to practise and learn from their mistakes”.

I 2: “Actually, I am a novice teacher (this my first year), so I can not judge which method is more effective. But from the perspective of a learner, each method that *inspires* a student to work more and achieve more is the one I can claim to be the best to be drawn on”.

I 3: “Through my short experience, I think that peer assessment is the most effective method that allows one student to teach another student what he/she has learned. If he/she can do it, it’s obvious that he/she grasped the lesson”.

I 4: “I believe having a variety of assessing methods is the best way to guarantee better learning results”.

I 5: “For me, the effective methods of assessment are those which reflect the real performance of the learners and increase their motivation to learn. In addition to that, when the learner feel comfortable in the assessment process, he/she can do better achievements”.

The ninth question of this interview was about what is good and what is challenging about the way they use to assess their students.

I 1: “What is good is to provide students with tools and see how their learning is progressing”.

I 2: “The whole idea of assessment —based on our curriculum’s content— is quite problematic to me. It’s old and lacks creativity. This is why I don’t feel and I can’t see its effectiveness”.

I 3: “When assessing my learners, I always take into consideration the large number of my students, that’s why I select short activities or invite them to work in groups”.

I 4: “I find it old and inconvenient to my learners’ needs”

I 5: “I always try to use different methods of assessment to contribute in better learning for my students but I sometimes find my students less excited to some of these tools like: oral presentations, interviews...On the other hand, other ones are afraid and anxious when doing written tests and exams”.

The tenth and last question of this interview asked the teachers about what affects their choice of assessment methods. The teachers mentioned different factors that influence them when choosing their methods of assessment such as: students’ needs/ level/ number..., time,... etc.

I 1: “Students needs , level , expectations”.

I 2: “Time-bounds, pupils’ level, their degree of engagement, learners’ lack of motivation and willingness to learn...”.

I 3: “The most important thing that affects a teacher’s choice of assessment methods is the number of students”.

I 4: “Students’ poor abilities, time constraints and lack of knowledge of modern assessment techniques”.

I 5: “Students’ abilities, time...”

(**I 1:** interviewer 1, **I 2:** interviewer 2, **I 3:** interviewer 3, **I 4:** interviewer 4, **I 5:** interviewer 5)

III.3.2.5. Interpretation

The data collected from the interview highlight that the respondents have enough knowledge about the conceptions related to assessment. They could define assessment as a process of making decisions and judgements about students’ performance that help teachers improve both learning and teaching processes. However, some of them mixed between assessment and evaluation in their definitions (**I 1** and **I 3**). They are also familiar with the different types of assessment: **Diagnostic, formative and summative**, and their purposes. Some teachers assess their students at the beginning of the semester to have an idea about students’ prior knowledge and to guide their instruction. They also assess their students during the semester in order to determine whether the learners understood their lessons or they need more instruction and remediation before moving to a new course. Besides, they assess their students at the end of the semester so that they can assign marks and compare the students’ level.

The respondents view formative assessment as the most effective type on learning. In their perspective, formative assessment can help students learn better and improve the learning process, check the learners’ understanding continuously and guide instruction. On the other hand, diagnostic assessment is seen by one of the teachers (**I 4**) as the most effective type since it provides regular insights on teaching and learners’ difficulties.

The respondents also state that they use different methods to evaluate their students’ performance both modern tools such as: oral presentations, role-playing, projects...etc and traditional ones like: written tests and essay writing, but they have never used portfolio assessment because they lack knowledge of its use.

The respondents also see that the methods of assessment, which inspire and motivate students, reflect their real performance and make them feel comfortable, as the most effective methods of assessment.

On the other hand, the respondents show their disapproval to the current assessment methods used in Algerian Secondary schools and they claim that the latter are old, ineffective and less convenient to their learners' needs. They also mentioned some influential factors that affect their choice of assessment methods such as: students' needs/ level/ abilities/ lack of motivation and willingness to learn, time constraints and lack of knowledge of some modern assessment tools.

III.4. Data Interplay

Data collected from the two instruments used to conduct this study (questionnaire and interview) show similar results concerning Algerian Secondary school teachers' ways and methods of assessment.

All the participants in this study agree that the current tools of assessment used in Algerian Secondary schools are traditional and ineffective to assess their students' performance.

The participants also have the same attitudes towards the use of portfolio assessment as an alternative tool to traditional methods of assessment that are summative. They state that formative assessment is the most effective type of assessment that helps students learn better. So, students should be assessed continuously using convenient tools of assessment that motivate them and reflect their real performance such as: Portfolios.

On the other hand, the participants assume that there are some circumstances that influence their choice of the assessment methods, more specifically they prevent them from implementing portfolio assessment in their classes. Some of these factors include: lack of knowledge and training in modern tools of assessment like: portfolio assessment, time constraints, classroom environment, students' level and abilities...etc.

Conclusion

In this chapter, we introduced the research methods and tools used to conduct this research. A questionnaire and an interview helped us gather information to answer the research questions of this study. They aim at describing the different methods used by

Algerian Secondary school teachers to assess their students' performance and highlighting whether those teachers use alternative tools of assessment such as: Portfolio assessment in their classes. After that, we analyzed and interpreted the data collected from the questionnaire and the interview. The results that we obtained show us that Algerian Secondary school teachers use the traditional tools of assessment more than the modern ones to assess their students. The findings also reveal that Algerian Secondary school teachers lack knowledge and experience in using portfolio assessment.

Omnibus Recommendations

Based on the results of the research presented, we can notice that Algerian Secondary school teachers recognize the limitations of traditional assessment, and they see alternative assessment as an opportunity to improve students' learning.

However, despite this positive opinion toward alternative assessment, it is rarely applied by the teachers in the classroom. The reasons for this situation are mainly time constraints, lack of specific guidelines for its application in educational practice and also lack of support from educational authorities for its efficient and effective implementation.

Therefore, it is necessary to continue with promoting teachers' awareness on the importance of alternative assessment. Moreover, educators and stake-holders should make adjustment to apply the alternative assessment methods. Besides, teachers should be given manageable class size, sufficient time, enough training, adequate equipment and support to implement the alternative methods of assessment. Finally, short-term courses, workshops and seminars about alternative assessment methods practice should be provided for teachers to increase their knowledge and use of these methods.

General Conclusion

In its theoretical part, the research provided a description of the most basic concepts and elements related to the field of language assessment. This descriptive part presented the different definitions of assessment, its kinds, types and its purposes. In addition to that, it looked at the different points related to testing. On the other hand, the practical part exhibited quantitative and qualitative data collected from an online questionnaire and interview.

The findings of this study reveal that traditional methods of assessment are still dominant in Algerian Secondary schools although teachers showed more positive impression about alternative assessment methods such as: portfolio assessment. They assumed that portfolios determine the real performance of the students and they are considered as a comfortable way of assessment that can help students learn better unlike teacher-made and standardized tests.

The reasons that affect the teachers' choice of alternative assessment methods are time limits , the lack of knowledge and experience in implementing them and the unsuitable classroom environment. Therefore, educators and stake holders should take into regard these assessment problems.

On the other hand, teachers should know that standardized testing and all the different tools of traditional assessment can not be used alone to reach improvement in the teaching/ learning process. But using them in collaboration with other alternatives and tools of modern assessment lead to a successful process of assessment.

All in all, teachers should also know that assessment is a process of discovering learners' weaknesses , not a stressed period that determines the learners' success or failure. Besides, it is the responsibility of teachers to improve it and make it effective in order to motivate learners and help them learn. Thus, the following ideas suggested by Debora Win King (1997) may help teachers develop their teaching strategies and modernize their tools of assessment:

1. Assessment should be:

- **Authentic:** Involving real world knowledge and skills.
- **Personalised:** Tailored to the knowledge, skills and interests of each student.

- **Negotiated:** Agreed between the learner and the teacher.
- **Engaging:** Involving the personal interests of students.
- **Collaboratively produced:** Produced in partnership with fellow students.

2. When planning assessment systems, educators can:

- Provide professional development efforts aimed at raising teachers' expectations for all children performance.
- Ensure equal curriculum content and coverage in all classrooms.
- Be aware of gender bias and fairness in testing.
- Use portfolios and observation scales to assess students' progress.
- Ensure that the performance criteria are explicit and clearly understood by each student.

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Appendix 1: Self-assessment of class participation Questionnaire

Class Participation

Please, fill out this questionnaire by checking the appropriate box:

	Yes, definitely	Sometimes		Not yet
A.I attend class.	Y S N			
work	Y S N			

I come to class

I offer my my opinion

I come to class on time

I cooperate with my partner

Comments:..... I use appropriate classroom language

Comments:.....

B.I usually ask questions in class

I participate in whole- class discussion

I ask the teacher questions

I make comments

I ask my classmates questions

I ask questions

Comments:.....

I answer questions

C.I usually answer questions in class

I respond to things someone else says

I answer questions that the teacher asks

I clarify things some else says

I answer questions that my classmates ask

I use the new vocabulary

Comments:.....

Comments:.....

D.I participate in group-work

G.I listen actively in class

I take equal turns in all three roles

I listen actively to the teacher

I offer my opinion

I listen actively to my classmates

Comments:.....

I cooperate with my group members

H.I complete all of the peer-reviews

I respond to every question

I use appropriate classroom language

I give specific examples

I offer suggestions

Comments:.....I use appropriate classroom language

Comments:.....

Appendix 2: BAC Exam Sample

الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني لامتحانات و المسابقات

وزارة التربية الوطنية

الشعبة علوم تجريبية رياضيات تقني دورة جوان 2017

امتحان بكالوريا التعليم الثانوي

رياضي تسيير و اقتصاد

المدة 2سا و 30د

على المترشح ان يختار احد الموضوعين الاتيين

الموضوع الاول

Part One: Reading (15 points)

A/ Comprehension (28 pts)

Read the text carefully and do the activities.

The term “obese” describes a person **who** is very overweight, with a lot of body fat. Obesity, which is a common problem in the UK, is estimated to affect around one in every four adults and around one in every five children. For many people, modern living involves eating excessive amounts of cheap, high-calorie food and spending a lot of time sitting down at desks, on sofas or in cars.

It is very important to take steps to tackle obesity because, as well as causing obvious physical changes, it can lead to a number of serious and potentially life-threatening conditions, such as type 2 diabetes, heart disease and some types of cancer like breast cancer. **It** may also affect the quality of life and lead to psychological problems such as depression and low self-esteem.

The best way to treat obesity is to eat a healthy, reduced-calorie diet, eat slowly and avoid situations where to overeat. In addition, sport should be practised regularly.

Adapted from: NHS Choices June 15 <https://healthunlocked.com>

. *The text is...* a. a web article b. a newspaper article c. an extract from a novel

. *Are the following statements true or false? Write T or F next to the letter corresponding to the statement.*

- a. One fifth of children are affected by obesity in the UK.
- b. Being obese is due only to a lack of physical activity.
- c. Obesity does not pose a serious public health problem.
- d. Obesity can cause deadly diseases.

. *Answer the following questions according to the text.*

- a. What are the causes of obesity?
- b. How does obesity affect people’s health?
- c. What measures should be taken to overcome obesity problem?

Who or what do the underlined words refer to in the text?

- a. who (§1) b. It (§2)

B/ Text Exploration (07 pts)

Find in the text words or phrases that are closest in meaning to the following:

- a. includes (§1) b. evident (§2) c. kinds (§2)

Complete the chart as shown in the example.

Verb	Noun	Adjective
Example: to treat	treatment	treated
to reduce	.....	.....
.....	.....	threatening
.....	advertisement	.....

Rewrite sentence “B” so that it means the same as sentence “A”.

1. **A.** Children become obese because they consume a lot of fast food.
- B.** Children consume.....
- A.** Parents feel that the government should reduce junk food advertising.
- B.** It is high time

Fill in the gaps with words from the list given.

inactive - struggling - lack - buy

Obesity experts say parents are... ..with a multitude of problems when it comes to their child’s weight. They range from aof education about food, limited cooking skills, limited money to... .. healthy food, long working hours to easy access to snack food. At the same time, people are increasingly living more lifestyles and therefore burning fewer calories.

Part Two: Written Expression (05 points)

Choose ONE of the following topics

Topic One:

As a member of an association that fights obesity among children, write an article of about 70-80 words for the school magazine in which you denounce TV ads promoting high-calorie and high-fat products.

The following notes may help you:

- Attractive advertisements of junk food
- Health risks: obesity / overweight / diseases ...
- Role of parents and consumers’ associations: pressure to reduce junk food TV ads / promote various types of healthy food
- Obligation for food companies to comply with food regulation standards (reduce sugar, salt...).

Topic Two:

There are companies whose only concern is making profits. Being a successful businessman, you are invited to attend a conference and deliver a speech of about 70-80 words on the benefits for a company to be socially responsible

Part One: Reading (15 points)

A/ Comprehension (08 pts)

Read the text carefully and do the activities.

If you believe that children are our future, you have the power to educate them to change a corrupt society. To teach children the values they need to be conscientious young leaders, you have to help them develop awareness and the ability to think outside the box.

Teach your child responsibility. If he has made a mistake, he needs to learn to admit that he did something wrong, and to apologize for it. Teach your child that cheating is wrong and inexcusable under any circumstances. Tell your child that being honest is the only way to succeed.

Make sure your child develops an internal moral code. Do not just make him follow rules because that is the best way to avoid trouble. Your child should be given moral values to be ready to defeat negative behaviour and illegal acts to build a society based on justice, morality, honesty and loyalty.

By D. John & D. Paul (Adapted) www.wikiHow.com

. Write the letter that corresponds to the right answer.

a. To change a corrupt society, children be well-educated.

A) will **B)** may **C)** need to

b. When a child his mistake, he becomes a responsible citizen.

A) recognizes **B)** denies **C)** ignores

c. Honesty is the unique way to.....

A) be corrupt **B)** achieve goals **C)** fail in life

d. Internal moral codes help corruption. **A)** overcome **B)** serve **C)** encourage

. Reorder the following statements according to their occurrence in the text.

a. Cheating has always been unacceptable.

b. Children obey rules for various reasons.

c. Learning values needs being aware of right and wrong.

d. Children are societies' hope for the time to come.

Answer the following questions according to the text.

a. How can a child become a good leader?

b. Is cheating forgivable? Justify by quoting the text.

c. What are the characteristics of the society we want the child to build?

The text is:

a. narrative **b.** prescriptive **c.** expository

B/ Text Exploration (07 pts)

Find in the text words that are opposite in meaning to the following:

a. ignorance (§1) **b.** corrupt (§2)

Complete the chart as shown in the example.

Verb	Noun	Adjective
Example to educate	education	educational
.....	.....	corrupt
to develop	.....	.....
.....	value	.....

Complete sentence (b) so that it means the same as sentence (a)

1- a. The writer says: "Make sure your child develops an internal moral code. Do not just make your child follow rules."

b. The writer advises us.....

2- a. Your child should be given moral values.

b. You

Fill in the gaps with FOUR words from the list.

develop - responsible - contribute - unaware - change - citizenship

Teach your child to be a responsible citizen. Good is necessary in any flourishing society. If you want your child to a corrupt society, then he has to learn that he is not just for his own little plot of land; he has to look past his own property to help to positive change.

Part Two: Written Expression (05 points)

Choose ONE of the following topics.

Topic ONE:

Using the following notes, write a composition of about 70 to 80 words.

You are a person who knows the importance of being a responsible citizen in society. Help your generation be aware of that. Address them and write your speech.

The notes:

- responsibility / necessity
- serious / honest / ethical
- respect / elders
- help / needy
- care / environment
- preserve / public property

Topic TWO:

Write a composition of about 70 to 80 words on the following topic.

You are a fan of a famous football player, a singer, an actor or an actress.... Would you buy a product just because it is advertised by your star? Explain.

انتهى الموضوع الثاني

Appendix 3: Teachers' Questionnaire

I am currently conducting a Master research that purports itself to study how to “**Reactivate Assessment Methods to Enhance the Learner’s Achievements: Secondary School EFL Classes as a sample**”. The following questionnaire is constructed with the expectation to collect verifiable data so as to describe as accurately as possible teachers’ assessing ways and methods. Thus, you are kindly solicited to join in so as your contribution will shed light on the issue under investigation. Confidentiality and anonymity of the participants are honored. We are genuinely appreciative.

Please try to answer the following questions by ticking (✓) the appropriate choice.

Thank you for your collaboration

Guidelines: For each item, please tick the right box or fill in the space provided with the required information.

Section one: Professional Data

Question-item 1) Years of teaching experience:

- a) Less than 5 years b) 5-10 years c) more than 10 years

Question-item 2) Level of education:

- a) Licence b) MA c) PhD

Section Two: Respondents’ Reflection on Assessing Ways

Question-item 3) How do you generally assess your students?

- a) Making your own tests (consisting of a combination of multiple-choice, fill in the blanks, matching, true/false type of test items)
- b) Using standardized tests (consisting of a combination of multiple-choice, fill in the blanks, matching, true/false type of test items)
- c) Oral tests such as: presentations, interviews...

If you use other methods of assessment, mention them please _____

Question-item 4) Why do you use such a tool of assessment?

- a) To assess students’ performance on a regular basis

- b) To receive feedback on your instruction
- c) To encourage independent learning on your students' part
- d) To provide opportunity for student-teacher dialogue
- e) To assess students' performance fairly and accurately
- f) To encourage student self-assessment

Question-item 5)a-Have you ever used portfolio assessment in your classes?

Yes No

b- If no, please tick (√) the appropriate reasons.

- a) Lack of portfolio assessment implementation in your school
- b) Lack of necessary training in portfolio assessment
- c) Time constraint

If any other reasons, please mention them: _____

Question-item 6) A portfolio can be used to assess _____ You can tick (√) more than one option

- a) Listening skill
- b) Speaking skill
- c) Reading skill
- d) Writing skill
- e) Grammar
- f) Vocabulary
- g) Integrated skills

Question-item 7)What should a portfolio include?

- a) A sample of a student's work such as: writing samples, projects,...etc
- b) Rough drafts of the written pieces
- c) Students' self-assessment of their work
- d) Teachers' feedback of students' work

Section Three: Respondents' Assessment Preferences

Question-item 8)a-Which of the following tools of assessment do you prefer using the most?

a) Teacher-made and standardized tests

b) Portfolios

c) Both

b-Why? _____

Question-item 9)a-Can portfolios replace traditional methods of assessment or be as a supplementary method to them?

Yes

No

b- Why? _____

Question-item 10)In your opinion, what should be done to enable teachers easily implement portfolio assessment in their classes?

Appendix 4: Teachers' Interview

The purpose of this interview is to obtain information about whether Algerian secondary school teachers are acquainted with the alternative methods of assessment and implement them in the classroom to enhance their students' performance. Your frank and real responses as teachers will contribute immensely to the quality of the study. Since the research is carried out as a partial fulfillment of MA degree, the responses you give are used only for the purpose of this research. I would like to express my appreciation in advance for taking your precious time to respond.

Name of respondent:

Gender:

Questions

Questions related to conceptions of assessment

- 1) How can you define assessment?
- 2) In general, when do you assess your students' learning? At the beginning of the semester, during the semester, at the end of the semester, or whenever the student performs a task? Why?
- 3) Can you mention the different types of assessment?
- 4)- Does assessment affect learning? What type of assessment has the most effect? Why?
- 5)- In your opinion, what type of assessment can help students learn better?

Questions related to assessment methods

- 6)- What are the assessment methods that you generally use to assess your students?
- 7)- Do you use modern tools of assessment such as: portfolios, performance-based assessment, projects and others when assessing your students' performance?
- 8)-Relying on your own experience as a teacher, what are the most effective methods of assessment in terms of teaching and learning? Why?
- 9)- What is good and what is challenging about the way you assess?
- 10)- What affects a teacher's choice of assessment methods?

Thank you for your collaboration

الملخص

الهدف من هذه الدراسة هو معرفة مختلف طرق التقييم المستعملة من قبل اساتذة التعليم الثانوي في الجزائر لتقدير اداء المتعلمين، كما تسلط الضوء من جهة أخرى على نفاص التقييم التقليدي الذي يركز على الاختبارات و الفروض و كذا الدوافع للانتقال الى تقييم بديل.

كما تهدف هذه الدراسة ايضا الى تحسين و تطوير عملية التقييم في المدارس الثانوية الجزائرية و ذلك بمساعدة المعلمين على معرفة و استخدام طرق التقييم البديل.

لبلوغ الاهداف المذكورة اعلاه، قام الباحث باستخدام وسيلتين من وسائل البحث العلمي (الكمية و النوعية) لجمع بيانات دقيقة حول الموضوع بحيث استخدم هذا الاخير استبيان و حوار مع 45 معلم في الطور الثانوي.

أظهرت النتائج المحصل عليها من خلال هذه الدراسة بأن طرق التقييم التقليدي لا تزال سائدة في المدارس الثانوية الجزائرية و ان المعلمين يستعملون الاختبارات و الفروض لتقييم اداء تلاميذهم بالرغم من ابدائهم اراء إيجابية حول التقييم البديل و أدواته والتي من ابرزها ملف انجاز المتعلم (portfolio) المعلمون المشاركون في هذه الدراسة صرحوا ايضا بان نقص المعرفة و التكوين في استعمال طرق التقييم الحديث، ضيق الوقت، بيئة القسم، وكذا قدرات و مستوى التلاميذ كلها عوامل أساسية تؤثر على اختيار المعلمين طرق التقييم التي يستعملونها لتقدير أداء متعلميهم.

Résumé

L'objectif de cette étude était d'enquêter sur les méthodes d'évaluation utilisées par les enseignants des lycées algériens pour évaluer les performances de leurs élèves. Il met en lumière les limites de l'évaluation traditionnelle, en évoquant les raisons du passage à une évaluation alternative. Il visait également à améliorer le processus d'évaluation dans les écoles secondaires algériennes et à aider les enseignants à connaître et à utiliser des méthodes d'évaluation alternatives. Pour atteindre l'objectif de cette étude, le chercheur a utilisé des instruments de collecte de données quantitatives et qualitatives. Un questionnaire en ligne a été administré à 40 enseignants du secondaire algériens et une interview a été menée avec 5 d'entre eux. Les résultats de l'étude ont montré que les outils d'évaluation traditionnels étaient encore dominants dans les lycées algériens et que les enseignants utilisaient des tests effectués par eux et des tests standardisés pour évaluer leurs élèves —malgré leurs opinions positives sur l'utilisation de l'évaluation par portfolio. Les participants à cette étude ont affirmé que le manque de connaissances et de formation sur les outils modernes d'évaluation, les contraintes de temps, l'environnement de la salle de classe, le niveau et les capacités des élèves étaient tous les facteurs principaux qui influaient leur choix de méthodes d'évaluation.

Mots clés: évaluation traditionnelle, évaluation alternative, tests standardisés, évaluation de portfolio