INVESTIGATING TEACHERS' FORMATIVE ASSESSMENT ON STUDENTS' ACADEMIC PERFORMANCE:

A Case Study of Middle School Teachers at the Willaya of Tissemsilt

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Submitted by: **Supervised by:** Dr. Abbar Ghalem

Asma Mandi

Kaouthar Kacha

Board of Examiners

Chairman:	Dr. Ayada Amine	MCB	Ibn Khaldoun University
Supervisor:	Dr. Abbar Ghalem	MCB	Ibn Khaldoun University
Examiner:	Dr. Lahmar Mokhtaria	MCB	Ibn Khaldoun University

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Dedication

In the memory of my mother who always supported me, whatever path Itook.

To my beloved father and family

Asma

Dedication

This research paper is sincerely dedicated to my brother Ahmed who supported, encouraged and inspired me in conducting this study. He never Left my side throughout the process and gave me straight and hope when l thought about giving upon this matter. I also dedicate my thesis to my parents who gave me the tools and values to be where l stand today. To My friends: Asmaa, Hanan, Amani, Nisreen, and my brother Youssef and my sisters: Salsabil, Siham, Asmaa, Jamila, for their love and support for me throughout the process. Moreover, l dedicate this research paper to the teacher and supervisor Dr. Abbar Ghalam ,who guided me throughout this study.

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Kaouthar

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Abstract

Formative assessment, a critical component of effective teaching practices aimed at enhancing students' academic performance, reveals a research gap in understanding its implementation in Tissemsilt, Algeria, specifically within middle school education. To address this gap, a case study research design was employed. Through a combination of qualitative and quantitative data collection methods, valuable insights were gathered. An online questionnaire was administered to 36 teachers, while an email interview was conducted with two middle school teaching inspectors representing both regions of the city. Demonstrating a passion for teaching, Tissemsilt's educators exhibited a commitment to employing formative assessment methods such as questioning, observation, self- assessment, and peer assessment. However, obstacles like limited time, training, and resources hindered their effective implementation, emphasizing the need for adequate support and resources. The importance of student involvement through peer and self-assessment was underscored, highlighting the significance of diverse assessment methods. To enhance formative assessment practices, ongoing professional development and support for teachers were recommended, alongside the significance of evidence collection, timely feedback provision, and instruction adjustments based on individual student needs. Building on the research's implications, nurturing teachers' professional development, promoting a multimodal approach to formative assessment, and overcoming barriers through systemic support emerged as crucial strategies. By encouraging student involvement, fostering agency, self-reflection, and metacognitive skills, Tissemsilt, Algeria can witness improvements in academic performance and student engagement.

Keywords: Formative assessment, teaching practices, academic performance, implementation, middle school education, student involvement

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EFL: English as Foreign Language

SPSS: Statistical Package for the Social Sciences

General Introduction

General Introduction

Formative assessment is an essential component of effective teaching practices. It involves using various methods to gather information on student learning and using this information to modify teaching and learning strategies to enhance students' academic performance. Formative assessment plays a significant role in students' academic success, as it provides timely and ongoing feedback to both students and teachers. Previous research has shown that formative assessment practices can have a significant impact on students' academic performance. However, despite the importance of formative assessment, there is a gap in research on this topic in Tissemsilt, Algeria. Therefore, this study seeks to fill this gap by investigating formative assessment practices in the local context and providing insights into effective teaching practices that can improve student-learning outcomes.

Formative assessment is an important tool for enhancing students' academic performance, as it provides ongoing feedback to both students and teachers, which can be used to modify teaching and learning strategies. However, despite the potential benefits of formative assessment, there is a lack of research on this topic in Tissemsilt, Algeria, particularly in the context of middleschool education. This creates a gap in knowledge on effective formative assessment practices thatcan be implemented by middle school teachers to enhance student learning outcomes.

Furthermore, the implementation of formative assessment practices may be affected by various factors, such as teachers' beliefs and attitudes towards assessment, their level of training, and the availability of resources. Therefore, it is essential to investigate the formative assessment practices of middle school teachers in Tissemsilt, Algeria, and explore the factors that may affect their implementation.

General Introduction

The general objective of this study is to investigate the formative assessment practices of middle school teachers in Tissemsilt, Algeria, and their impact on students' academic performance. It intends to highlight the following objectives:

1. To identify the formative assessment practices used by middle school teachers in Tissemsilt, Algeria.

2. To analyze the impact of formative assessment practices on students' academic performance in middle schools in Tissemsilt, Algeria.

3. To explore the factors that may affect the implementation of formative assessment practices by middle school teachers in Tissemsilt, Algeria.

4. To provide recommendations for effective formative assessment practices that can be used by middle school teachers in Tissemsilt, Algeria, to enhance students' academic performance.

5. To contribute to the ongoing discussion on effective formative assessment practices and their impact on student learning outcomes from a global perspective.

6. To inform policymakers and education professionals in Tissemsilt, Algeria, on effective formative assessment practices that can be implemented to improve student learning outcomes in the local context.

This extended essay is based on the following general research question:

*What are the formative assessment practices used by middle school teachers in Tissemsilt, Algeria, and how do these practices impact students' academic performance?

Therefore, the general research question branches out into two sub-questions:

General Introduction

1- What factors hinder the implementation of effective formative assessment practices by middle school teachers in Tissemsilt, Algeria, and how can these factors be addressed?

2- What recommendations can be made for effective formative assessment practices that can be used by middle school teachers in Tissemsilt, Algeria, to enhance students' academic performance, and how can these findings inform education policy makers and professionals in the local context?

This would lead to suggest the following hypotheses:

1. Middle school teachers in Tissemsilt, Algeria, use a variety of formative assessment practices, such as questioning, observation, and feedback, and these practices have a positive impact on students' academic performance.

2. Factors such as inadequate training, lack of resources, and time constraints hinder the implementation of effective formative assessment practices by middle school teachers in Tissemsilt, Algeria. Addressing these factors through targeted professional development and resource allocation can improve the use of formative assessment practices in classrooms and enhance student learning outcomes.

3. Effective formative assessment practices, such as the use of clear learning goals, timely feedback, and student involvement in assessment, can enhance students' academic performance in middle schools in Tissemsilt, Algeria. Recommendations based on these practices can inform the development of policies and programs to improve the quality of education in the local context.

From a global perspective, this study contributes to the ongoing discussion on effective formative assessment practices and their impact on student learning outcomes. It adds to the

growing body of literature that highlights the importance of formative assessment in improving student learning outcomes. The significance of this study lies in its potential to contribute to understanding the impact of formative assessment practices on students' academic performance in middle schools in Tissemsilt, Algeria. Specifically, the study's significance can be summarized as follows:

1. Contributing to the existing body of knowledge on formative assessment practices: The study will add to the existing literature on formative assessment practices, particularly in the context of middle schools in Tissemsilt, Algeria. The findings of the study can contribute to the ongoing discussion on the effectiveness of formative assessment practices in promoting students' academic performance.

2. Informing educational policies and practices: The study's findings can inform policy makers and education professionals in Tissemsilt, Algeria, on the importance of incorporating effective formative assessment practices in middle school education. The study's recommendations can help shape educational policies and practices that promote the use of effective formative assessment practices in middle schools in Tissemsilt, Algeria.

3. Improving teaching practices: The study's findings can inform teachers in Tissemsilt, Algeria, on effective formative assessment practices that can enhance their teaching practices and promote students' academic performance. The study can provide teachers with insights into the most effective formative assessment practices that can be used in middle school classrooms.

4. Enhancing student learning outcomes: The study's findings can contribute to the enhancement of student learning outcomes in middle schools in Tissemsilt, Algeria. By identifying the most effective formative assessment practices, the study can provide

teachers with the tools to promote student engagement, motivation, and achievement. Ultimately, this can lead to better academic performance and higher student achievement in middle schools in Tissemsilt, Algeria.

In short, from a local perspective, this study can inform policy makers and education professionals in Tissemsilt on effective teaching practices that can enhance student learning outcomes.It is hoped that the findings of this study will contribute to the ongoing efforts to improve the quality of education in Tissemsilt and provide a model for other regions in Algeria and beyond.

The research design for this study could be a mixed-methods approach that includes both qualitative and quantitative methods. This approach will allow for a comprehensive understanding of the research questions and enable triangulation of the findings.

The main population used in this study are middle school teachers in Tissemsilt, Algeria. A purposive sampling technique will be used to select participants who have experience in using formative assessment practices. The sample size will depend on the saturation of data, but it is expected to be between 30 and 50 participants.

Data collection involves both quantitative and qualitative methods. A questionnaire is developed to collect quantitative data on teachers' formative assessment practices, and a semi-structured interview guide is developed to collect qualitative data on teachers' experiences and perspectives on formative assessment practices. Both questionnaire and structured interview are developed for the purpose to highlight the research objectives and questions that are previously reviewed by experts in the field.

The quantitative data collected through the questionnaire will be analyzed using descriptive statistics, such as frequency distributions and percentages. The qualitative data collected through

the interviews will be analyzed using thematic analysis. The themes will be developed based on the research objectives and questions and will be reviewed by multiple researchers to ensure the validity and reliability of the findings.

To sum up, this study is includes only a small sample size, the potential for bias in self-reported data, and the generalizability of the findings beyond the context of Tissemsilt, Algeria. Furthermore, it adheres to ethical considerations, such as obtaining informed consent from participants, ensuring confidentiality and anonymity of participants, and ensuring that the study does not cause harm to participants. More than this, the methodology provides a comprehensive understanding of teachers' formative assessment practices and their impact on students' academic performance in middle schools in Tissemsilt, Algeria.

To determine the aims of this case study research, the present work is divided into three chapters: Chapter one presents a comprehensive literature review on formative assessment. It begins with an introduction, highlighting the purpose of the chapter and providing an overview of the research questions and objectives. Theoretical frameworks and the importance of formative assessment are explored, followed by an examination of factors influencing formative assessment practices in middle school settings and specifically in Algeria. Best practices and strategies for implementing formative assessment in Algerian middle schools are also discussed, and the chapter concludes with a summary of key findings and identified gaps in the literature.

Chapter Two focuses on the materials and methods used in the study. It begins with an introduction, followed by a description of the study site selection and the justification for its choice. The study design is then explained and justified, and the study population is clearly identified and

described. Data collection tools are presented, including their construction and the methodology for data collection. The chapter concludes with a brief summary.

Chapter Three centers on the data analysis, results, and discussions. It starts with an introduction, providing context for the analysis. The results and analysis section presents the findings obtained from the collected data, while the discussion and interpretation section provides an in-depth analysis and interpretation of these findings. Finally, the chapter concludes with a summary of the main points discussed.

Chapter One

Key Issues in formative Assessment

1.1 Introduction

Formative assessment is crucial in teaching and learning, enabling teachers to monitor student progress and provide timely feedback. In middle schools, it supports academic development and enhances the educational experience. This literature review examines formative assessment practices in Tissemsilt, Algeria. It aims to understand the theoretical foundations, principles, and effective practices of formative assessment. It also explores factors affecting implementation and success in middle schools. The review discusses the definition, importance, and impact of formative assessment on student learning, engagement, motivation, and teacher development. Factors influencing formative assessment practices are examined, including teacher beliefs, assessment literacy, training, and classroom environment. The review investigates the current state of formative assessment in Algeria, including the education system, practices, and implementation barriers. It identifies best practices and strategies in middle schools, drawing on successful examples and recommendations. The review concludes by summarizing key findings, implications for future research, and the study's contribution to education.

1.2 Theoretical Framework of Formative Assessment

The theoretical framework of formative assessment refers to a conceptual structure that outlines the principles and ideas underlying the practice of formative assessment in education. It encompasses the understanding that formative assessment is an ongoing process of gathering and using information about students' learning progress to guide instructional decisions. It emphasizes the importance of providing timely and specific feedback, promoting student engagement and self-regulation, and fostering a supportive learning environment. Overall, the theoretical framework of formative assessment serves as a guide for educators to effectively assess and enhance student learning throughout the instructional process.

1.2.1 Definition and Concept of formative Assessment

There is a wealth of literature on the definition and concept of formative assessment. A common definition of formative assessment is that it is a process of ongoing evaluation and feedback that aims to improve students' learning outcomes. One of the most influential models of formative assessment is the work of Paul Black and Dylan Wiliam, who developed a framework for formative assessment that emphasizes the importance of feedback, assessment, and questioning in the classroom.

Black and Wiliam (1998) defined formative assessment as "all those activities undertaken by teachers, and/or by their students, which provide information to be used as

feedback to modify the teaching and learning activities in which they are engaged." They emphasized the importance of ongoing, formative feedback to help students improve their learning outcomes.

Other scholars have built on this definition, highlighting the role of formative assessment in promoting student engagement and motivation. For example, Hattie and Timperley (2007) argued that formative assessment can be a powerful tool for promoting student motivation and engagement, as it helps students to understand the learning goals and provides them with opportunities for self-reflection and self-regulation.

The literature also emphasizes the importance of assessment literacy and training for effective formative assessment practices. For example, Black and Harrison (2001) argued that teachers need to be trained in the principles and practices of formative assessment in order to be effective in using it in the classroom.

In summary, the literature on the definition and concept of formative assessment highlights its importance as an ongoing, formative process that involves feedback, assessment, and questioning to improve student learning outcomes. Effective formative assessment practices require assessment literacy and training, and can be a powerful tool for promoting student engagement and motivation.

1.2.2 Theoretical Underpinnings of Formative Assessment

Theoretical underpinnings of formative assessment have been explored in the literature from various theoretical perspectives. One of the main theoretical frameworks that underpin formative assessment is the socio-cultural theory. According to this theory, learning is a social and cultural process that occurs through interaction and collaboration with others in a social context.

Vygotsky's (1978) sociocultural theory emphasizes the importance of social interaction and communication in learning. According to this theory, learning occurs through interactions between individuals and their environment, and language plays a crucial role in mediating these interactions. In the context of formative assessment, this theory highlights the importance of feedback and communication between teachers and students, as well as between students themselves.

Another theoretical framework that underpins formative assessment is the cognitive theory of learning. This theory emphasizes the role of cognition and mental processes in learning. According to this theory, learning is an active process in which students construct their own understanding of the world based on their prior knowledge and experiences.

The cognitive theory of learning has important implications for formative assessment, as it emphasizes the importance of feedback and assessment in promoting students' cognitive development. In the context of formative assessment, this theory highlights the importance of providing students with feedback that is targeted and specific to their individual needs.

Other theoretical perspectives that have been explored in the literature on formative assessment include the self-regulated learning theory, which emphasizes the role of students in monitoring and regulating their own learning, and the assessment for learning theory, which emphasizes the importance of assessment as a tool for learning.

Overall, the literature on the theoretical underpinnings of formative assessment highlights the importance of a range of theoretical perspectives in understanding the complex process of learning and the role of formative assessment in promoting student learning outcomes. These theories provide important insights into the mechanisms that underpin

formative assessment and the factors that promote effective formative assessment practices in the classroom.

1.2.3 Key Principles of Formative Assessment

Formative assessment is an instructional approach that involves continuous monitoring of student learning and providing feedback that is used to improve learning outcomes. According to Black and Wiliam (1998), formative assessment is an ongoing process that provides teachers and students with information about their progress towards achieving learning objectives. The key principles of formative assessment include the following:

1. Clear learning objectives: Formative assessment requires clear and specific learning objectives that are communicated to students. These objectives serve as a basis for assessing student learning and providing feedback.

2. Assessment for learning: Formative assessment is designed to support learning by providing feedback to students that helps them identify their strengths and weaknesses and make progress towards their learning objectives.

3. Active involvement of students: Formative assessment involves active participation of students in the learning process. Students are encouraged to take responsibility for their learning and actively engage in self-assessment and peer assessment activities.

4. Timely and frequent feedback: Formative assessment provides timely and frequent feedback to students on their progress towards achieving learning objectives. Feedback should be specific, focused on the learning objectives, and actionable.

5. Use of varied assessment methods: Formative assessment involves the use of a variety of assessment methods to provide a comprehensive view of student learning. These methods include observation, questioning, quizzes, self-assessment, peer assessment, and others.

6. Adjustments to instruction: Formative assessment is designed to inform instructional decisions and adjust instruction based on student needs. Teachers use formative assessment data to make decisions about instructional strategies, pacing, and support.

Research has shown that implementing these key principles of formative assessment can improve student learning outcomes (Black and Wiliam, 1998; Hattie and Timperley, 2007). However, effective implementation of formative assessment requires careful planning, teacher training, and ongoing support (Heritage, 2010; Wiliam, 2011).

1.3 The Importance of Formative Assessment

Formative assessment is a crucial component of the learning process that helps educators gauge students' understanding and progress while providing them with timely feedback. It enables teachers to identify areas where students may need additional support and adjust their instruction accordingly. By promoting active student engagement, self-reflection, and self-regulation, formative assessment empowers learners to take ownership of their learning. It fosters a supportive classroom environment and facilitates personalized instruction, ultimately enhancing student achievement and promoting continuous improvement in education.

1.3.1 The Impact of Formative Assessment on Student Learning

Formative assessment has been widely acknowledged as a critical component in promoting student learning and academic achievement. Several studies have examined the impact of formative assessment on student learning across various educational settings and subjects.

Black and Wiliam (1998) conducted a meta-analysis of over 250 studies and found that formative assessment has a significant positive impact on student learning outcomes. The

researchers reported that students who received regular feedback and assessment during the learning process showed an average effect size of 0.7 standard deviations higher than students who did not receive formative assessment.

Hattie and Timperley (2007) conducted a similar meta-analysis and found that formative assessment had an effect size of 0.4, indicating a moderate positive impact on student learning. The researchers also emphasized the importance of feedback in formative assessment and suggested that effective feedback should be timely, specific, and focused on the learning goals.

Other studies have also highlighted the impact of formative assessment on specific aspects of student learning. For example, Nicol and Macfarlane-Dick (2006) found that formative assessment can improve student engagement, motivation, and self-regulated learning. Similarly, Black and Wiliam (1998) reported that formative assessment can help students develop a deeper understanding of the subject matter and enhance their metacognitive skills.

In summary, the literature suggests that formative assessment has a positive impact on student learning outcomes, including academic achievement, engagement, motivation, and self-regulated learning. Effective feedback is a critical component of formative assessment and should be timely, specific, and focused on the learning goals.

1.3.2 The Role of Formative Assessment in Promoting Student Engagement and Motivation

Formative assessment has been found to have a significant impact on promoting student engagement and motivation. According to Black and Wiliam (1998), formative assessment provides students with the opportunity to take an active role in their learning,

which in turn leads to increased engagement and motivation. When students are given feedback on their progress and provided with opportunities to reflect on their learning, they are more likely to be motivated to continue learning and strive to improve their performance.

Several studies have also highlighted the importance of feedback in promoting student engagement and motivation. Hattie and Timperley (2007) found that feedback is one of the most powerful influences on student learning and can have a significant impact on motivation. When feedback is provided in a timely and constructive manner, students are more likely to be engaged and motivated to learn.

In addition, formative assessment has been found to promote self-regulated learning, which is a key component of student engagement and motivation. According to Zimmerman (2000), self-regulated learning involves the use of cognitive, metacognitive, and motivational strategies to achieve learning goals. Formative assessment provides students with the opportunity to reflect on their learning and identify areas where they need to improve, which in turn promotes the development of self-regulated learning skills.

Furthermore, formative assessment has been found to be particularly effective in promoting engagement and motivation among at-risk students. According to Black and Wiliam (1998), formative assessment can help to identify students who are struggling and provide them with the support they need to succeed. When students feel supported and valued, they are more likely to be engaged and motivated to learn.

Overall, the literature suggests that formative assessment plays a critical role in promoting student engagement and motivation. By providing students with feedback, opportunities for reflection, and support, formative assessment can help to create a positive learning environment that promotes engagement and motivation among all students.

1.3.3 The Benefits of Formative Assessment for Teacher Professional Development

Formative assessment has been recognized as a powerful tool for supporting teacher professional development. According to Black and Wiliam (1998), formative assessment can help teachers to better understand their students' learning needs and adjust their teaching strategies accordingly. This process of continuous feedback and adjustment can lead to improvements in teacher practice and ultimately, student learning outcomes.

One key benefit of formative assessment for teacher professional development is that it can support the development of assessment literacy. Assessment literacy refers to the knowledge and skills required to design, implement, and interpret assessments effectively (Popham, 2008). Through the process of designing and implementing formative assessments, teachers can develop their assessment literacy and become more skilled in using assessments to support student learning.

In addition, formative assessment can provide teachers with opportunities for reflection and self-assessment. By analyzing student responses to formative assessments, teachers can gain insight into the effectiveness of their instructional strategies and identify areas for improvement. This process of reflection and self-assessment can support ongoing professional development and improvement.

Furthermore, formative assessment can promote collaboration and shared learning among teachers. By engaging in collaborative planning and analysis of formative assessment data, teachers can share strategies and ideas for supporting student learning. This collaborative approach to formative assessment can help to build a culture of continuous improvement within a school or district.

Overall, the benefits of formative assessment for teacher professional development are numerous. By providing opportunities for assessment literacy development, reflection and self-assessment, and collaboration, formative assessment can support ongoing professional growth and ultimately, improve student learning outcomes.

1.4 Factors Affecting Formative Assessment Practices

Factors affecting formative assessment practices refer to the various elements that influence how educators implement and utilize formative assessment in the classroom. These factors can include teacher beliefs and knowledge about formative assessment, available instructional time, class size, curriculum constraints, and the availability of resources and tools for assessment. The level of support and training provided to teachers, as well as the overall school culture and policies, can also affect the implementation of formative assessment. Additionally, student characteristics such as prior knowledge, motivation, and cultural background can influence how formative assessment is perceived and utilized. Understanding and addressing these factors are essential for effective formative assessment implementation and improvement in educational outcomes.

1.4.1 Teacher Beliefs and Attitudes towards Formative Assessment

Studies have shown that teachers' beliefs and attitudes towards formative assessment can have a significant impact on their implementation and effectiveness of the practice. According to Black and Wiliam (1998), teachers who believe in the value of formative assessment are more likely to use it effectively in the classroom. Similarly, Hattie and Timperley (2007) found that teachers who have a deep understanding of the principles and strategies of formative assessment are more likely to use it in ways that positively impact student learning outcomes.

In a study by Brown and Harris (2013), it was found that teachers' beliefs about the purpose and usefulness of formative assessment influenced their implementation practices. Teachers who viewed formative assessment as a tool for diagnosing student needs and guiding instruction were more likely to use it frequently and effectively.

Other research has highlighted the importance of teachers' attitudes towards student feedback in their use of formative assessment. For example, in a study by Chappuis and Chappuis (2007), teachers who valued and prioritized student feedback were more likely to incorporate it into their formative assessment practices and use it to guide instruction.

Overall, the literature suggests that teachers' beliefs and attitudes towards formative assessment are important factors in its successful implementation and effectiveness in improving student learning outcomes.

1.4.2 Assessment Literacy and Training for Formative Assessment

Assessment literacy refers to the understanding and use of appropriate assessment practices by teachers to improve student learning. In the context of formative assessment, assessment literacy includes understanding the principles and practices of formative assessment, as well as knowing how to design and implement formative assessments effectively.

Research suggests that providing teachers with training and professional development opportunities in formative assessment can improve their assessment literacy and lead to more effective use of formative assessment practices in the classroom (Black & Wiliam, 1998; Heritage & Yeagley, 2009; Shepard, 2006). For example, a study by Wiliam, Lee, Harrison, and Black (2004) found that providing teachers with intensive professional development in formative assessment led to significant improvements in student achievement.

In addition, studies have shown that assessment literacy can vary among teachers, and that some teachers may lack confidence in their ability to implement formative assessment practices effectively (Black & Wiliam, 1998; Boston, 2002; Harlen & James, 1997). This highlights the importance of providing ongoing support and training for teachers to improve their assessment literacy and increase their confidence in using formative assessment practices in the classroom.

Overall, the literature suggests that assessment literacy and training are critical factors in the effective implementation of formative assessment practices in the classroom, and that providing teachers with appropriate training and support can lead to improved student learning outcomes.

1.4.3 Classroom Environment and Culture for Formative Assessment

The classroom environment and culture can have a significant impact on the implementation and effectiveness of formative assessment practices. According to Black and Wiliam (2009), formative assessment works best in a supportive classroom environment that encourages students to take risks and learn from their mistakes. This type of environment should be characterized by a culture of trust, respect, and openness, where students feel comfortable asking questions and seeking feedback.

Research has also highlighted the importance of creating a classroom culture that values learning and growth over grades and test scores. This type of culture can help shift the focus of formative assessment from a means of evaluating students to a tool for improving their learning (Guskey, 2007).

In addition to the culture of the classroom, the physical environment can also play a role in the implementation of formative assessment practices. For example, providing students

with access to technology or visual aids can help facilitate the collection and analysis of data, while rearranging the physical space of the classroom can encourage collaboration and discussion among students (Heritage, 2010).

However, creating a supportive and conducive classroom environment for formative assessment can be challenging, particularly in high-stakes educational contexts where grades and test scores are prioritized over learning and growth. Teachers may need to navigate institutional barriers and societal expectations to create a culture of learning that promotes the use of formative assessment practices (Clarke & Timperley, 2014).

Overall, the literature suggests that a positive and supportive classroom environment, combined with a culture that values learning and growth, is essential for effective formative assessment practices. Teachers should consider the physical layout of their classroom, as well as the attitudes and beliefs they promote, to ensure that formative assessment is used in a way that maximizes student learning outcomes.

1.5 Formative Assessment Practices in Middle School Settings

Formative assessment practices in middle school settings refer to the strategies and methods employed by educators to assess and monitor students' learning progress during this developmental stage. These practices involve ongoing assessments, such as quizzes, discussions, observations, and projects, which provide valuable feedback to both students and teachers. Middle school formative assessment practices focus on promoting active student engagement, self-reflection, and metacognitive skills. They aim to support students' growth by identifying areas of strength and areas that require further instruction or intervention. By using a variety of formative assessment strategies, middle school educators can tailor

instruction to meet individual student needs and foster a positive and supportive learning environment.

1.5.1 Overview of Formative Assessment Practices in Middle Schools

Formative assessment practices in middle schools have been widely studied and implemented in various educational contexts. A study by Black and Wiliam (1998) provided a framework for formative assessment practices, which include:

1. Clarifying and sharing learning intentions and criteria for success

2. Engineering effective classroom discussions, activities, and tasks that elicit evidence of learning

3. Providing feedback that moves learners forward

4. Activating students as owners of their own learning

Research has shown that implementing these practices can lead to improved student learning outcomes (Black & Wiliam, 1998; Hattie & Timperley, 2007). Additionally, formative assessment practices have been found to be effective in promoting student engagement and motivation, as well as promoting a positive classroom environment (Black & Wiliam, 1998; Brookhart, 2013).

In terms of specific formative assessment practices, a study by Ruiz-Primo and Furtak (2007) identified several commonly used techniques, including questioning, self-assessment, peer assessment, and portfolios. These practices have been found to be effective in providing feedback to students and promoting self-regulated learning (Brookhart, 2013).

However, despite the potential benefits of formative assessment practices, research has also identified challenges and barriers to implementation in middle schools. These include

time constraints, lack of teacher training and support, and resistance to change (Ruiz-Primo & Furtak, 2007; Heritage, 2010).

Overall, the literature suggests that formative assessment practices can have a positive impact on student learning outcomes in middle schools. However, in order to effectively implement these practices, teachers require support and training, and schools must prioritize the time and resources necessary for implementation.

1.5.2 Challenges and Opportunities for Formative Assessment in Middle Schools

There are several challenges and opportunities associated with implementing formative assessment practices in middle schools. Some of the challenges include:

1. Resistance to change: Many teachers are resistant to change and may be hesitant to adopt new assessment practices.

2. Time constraints: Teachers may feel that there is not enough time to implement formative assessment practices in their classrooms.

3. Lack of resources: Teachers may not have access to the necessary resources, such as technology or assessment tools, to effectively implement formative assessment practices.

4. Limited training: Teachers may not have received adequate training in formative assessment practices and may not feel confident in their ability to implement them effectively.

5. Misunderstanding of formative assessment: There may be a lack of understanding among teachers about what formative assessment is and how it differs from summative assessment.

However, there are also several opportunities associated with formative assessment in middle schools, including:

1. Improved student learning: Formative assessment practices can help teachers identify areas where students are struggling and provide targeted support to improve their understanding and performance.

2. Increased student engagement: Formative assessment practices can help students take ownership of their learning and become more engaged in the process.

3. Enhanced teacher professional development: Formative assessment practices can provide teachers with ongoing opportunities for professional development and growth.

4. Improved classroom culture: Formative assessment practices can help create a culture of learning and collaboration in the classroom, where students feel supported and encouraged to take risks and learn from their mistakes.

5. Better alignment with curriculum standards: Formative assessment practices can help ensure that instruction is aligned with curriculum standards and that students are learning the necessary content and skills.

Several studies have explored the challenges and opportunities associated with implementing formative assessment practices in middle schools. For example, a study by Black and Wiliam (1998) found that teachers' lack of understanding of formative assessment was a significant barrier to implementation. Another study by Stiggins et al. (2004) found that teacher training and support was essential for successful implementation. Additionally, a study by Heritage (2010) found that formative assessment practices can improve student learning outcomes, but that teachers need to be trained in how to use the data collected from assessments to inform instruction.

1.5.3 Effective Formative Assessment Practices in Middle School Settings

Effective formative assessment practices in middle school settings have been widely studied in the literature. One effective practice is the use of feedback, which is a central aspect of formative assessment. Hattie and Timperley (2007) suggest that effective feedback should be timely, specific, and focused on the task and process, rather than on the student's ability or intelligence. Black and Wiliam (1998) also emphasize the importance of feedback in formative assessment, noting that it can help students identify their strengths and weaknesses and provide guidance for improvement.

Another effective practice is the use of formative assessment to guide instruction. Shepard (2005) suggests that teachers can use formative assessment to identify students' misconceptions and adjust instruction accordingly. This can help ensure that students are receiving the support they need to master the material.

In addition, effective formative assessment practices involve engaging students in the process. Black and Wiliam (1998) suggest that involving students in the assessment process can help them take ownership of their learning and develop their metacognitive skills. For example, teachers can use self-assessment and peer assessment activities to help students reflect on their own learning and provide feedback to their peers.

Finally, effective formative assessment practices involve a focus on progress and growth, rather than just grades or scores. Stiggins (2008) suggests that formative assessment should be seen as a tool for helping students improve, rather than simply as a means of evaluating their performance. Teachers can use formative assessment to set individual learning goals with students and help them track their progress towards those goals.

Overall, effective formative assessment practices in middle school settings involve the use of feedback, the integration of formative assessment into instruction, student engagement in the process, and a focus on progress and growth.

1.6 Formative Assessment Practices in Algeria

Formative assessment practices in Algeria refer to the strategies and approaches employed by educators in Algerian educational settings to monitor and evaluate students' learning progress. These practices involve ongoing assessments that provide timely feedback to students, enabling them to understand their strengths and areas for improvement. In Algeria, formative assessment practices focus on promoting active student engagement, fostering critical thinking, and enhancing metacognitive skills. Educators utilize a range of techniques, including class discussions, self-assessments, and group activities, to gauge student understanding and adjust instruction accordingly. By incorporating formative assessment practices, Algerian educators aim to enhance student learning outcomes and promote continuous improvement in the educational system.

1.6.1 Overview of the Algerian Education System

The Algerian education system has undergone several reforms since independence in 1962, with the aim of improving access and quality of education. The system consists of three levels: primary, secondary, and tertiary. Primary education is compulsory and free for all children aged 6 to 15 years old, and consists of a six-year cycle. The secondary education system is divided into two cycles: the first cycle lasts for four years and the second cycle lasts for three years. Students can choose to specialize in either a general or a technical track during the second cycle.

Despite efforts to improve education access and quality, challenges still exist in the Algerian education system. The quality of education is often criticized, with issues such as overcrowded classrooms, outdated teaching methods, and a lack of resources being cited as major problems. In addition, there is a significant disparity between urban and rural areas, with rural areas often having limited access to education and lower quality schools.

In recent years, the Algerian government has implemented several policies and initiatives aimed at improving the education system. These include increasing funding for education, improving teacher training and qualifications, and modernizing the curriculum. However, more work needs to be done to ensure that all students have access to quality education in Algeria.

1.6.2 Current Status of Formative Assessment Practices in Algeria

There is a limited amount of literature specifically focused on the current status of formative assessment practices in Algeria. However, there are some studies that provide insights into the state of education and assessment practices in the country.

One study by Zaim and Kahloul (2016) examined the perceptions of Algerian high school teachers regarding assessment practices. The study found that the majority of teachers reported using traditional assessment methods, such as summative exams, and were less familiar with formative assessment practices. The authors suggest that this could be due to a lack of training and professional development opportunities for teachers on formative assessment.

Another study by Boumaza and Guenaoui (2019) investigated the challenges and opportunities for implementing formative assessment in Algerian higher education. The authors found that there is a lack of understanding among Algerian educators about the

concept and benefits of formative assessment, as well as a lack of institutional support and resources for its implementation.

Overall, these studies suggest that formative assessment practices are not yet widely implemented or well understood in Algeria, and there is a need for increased awareness and training for educators on the benefits and effective use of formative assessment.

1.6.3 Barriers and Challenges to Implementing Formative Assessment in Algeria

Formative assessment has been gaining increased attention in the education sector worldwide, including Algeria. However, implementing effective formative assessment practices in the Algerian context faces several barriers and challenges.

One major challenge is the lack of teacher training and professional development opportunities to enhance their knowledge and skills in formative assessment practices. A study by Bendaoud and Rebai (2019) highlighted that Algerian teachers lack sufficient knowledge of formative assessment practices and do not always use them effectively. Another study by Bakhta et al. (2021) found that teachers in Algeria face challenges in integrating formative assessment practices into their teaching due to a lack of training and support.

Another barrier to implementing effective formative assessment practices in Algeria is the traditional teacher-centered approach to education. Many Algerian teachers still use traditional methods of instruction, which do not allow for the implementation of formative assessment practices. Additionally, the lack of classroom resources and support from school administrators can hinder the implementation of formative assessment practices.

Language barriers can also be a challenge in Algeria, as many students are not fluent in the language of instruction, which may impact their ability to engage with formative assessment activities effectively. Finally, there is a need for more research to explore the cultural factors that may influence the implementation of formative assessment practices in Algeria.

Overall, these barriers and challenges highlight the need for targeted interventions and support to promote the effective implementation of formative assessment practices in the Algerian education system. Teacher training and professional development opportunities, along with the provision of appropriate resources and support from school administrators, can help to overcome these challenges and improve the use of formative assessment practices in Algeria.

1.7 Best Practices and Strategies for Formative Assessment in Middle Schools in Algeria

Best practices and strategies for formative assessment in middle schools in Algeria refer to the most effective approaches and methods employed by educators to assess and monitor students' learning progress in this specific educational context. These practices emphasize the use of a variety of formative assessment techniques, such as quizzes, peer and self- assessment, classroom observations, and student portfolios. They prioritize the provision of timely and constructive feedback to students to guide their learning and growth. In addition, best practices and strategies for formative assessment in Algerian middle schools involve promoting active student engagement, fostering a positive and inclusive classroom environment, and utilizing data-driven decision-making to inform instructional adjustments. By implementing these practices, educators aim to enhance student achievement, promote

personalized learning, and support the overall educational development of middle school students in Algeria.

1.7.1 Recommended Best Practices for Formative Assessment in Middle Schools

A study by Black and Wiliam (1998) found that effective formative assessment practices include providing feedback, encouraging student self-assessment, and using formative assessment information to adjust instruction. Other studies have identified additional best practices for formative assessment in middle schools, including:

1. Aligning assessment with learning objectives: According to Hattie and Timperley (2007), effective formative assessment practices involve designing assessments that align with specific learning objectives. This allows teachers to provide targeted feedback that helps students achieve their learning goals.

2. Focusing on progress, not just performance: Formative assessment should not only focus on measuring students' current level of understanding, but also on tracking their progress over time. By emphasizing progress, teachers can help students build confidence and motivation to continue learning (Black & Wiliam, 1998).

3. Encouraging student involvement: Formative assessment should involve students in the process of assessing their own learning. This can be done through self-assessment activities, peer assessment, or student-led conferences (Stiggins, 2004).

4. Providing timely feedback: Feedback provided to students should be timely, specific, and actionable. This helps students understand what they need to do to improve their understanding and take action to address any gaps in their learning (Hattie & Timperley, 2007).

5. Using a variety of assessment methods: Formative assessment should include a variety of assessment methods, such as quizzes, peer evaluations, class discussions, and group projects. This allows teachers to gather a broad range of evidence about student learning (Black & Wiliam, 1998).

6. Promoting a growth mindset: Effective formative assessment practices promote a growth mindset, which is the belief that intelligence can be developed through hard work and effort (Dweck, 2006). By emphasizing effort and growth, teachers can help students become more resilient and motivated to learn.

Overall, these best practices emphasize the importance of using formative assessment to support student learning and growth, rather than simply measuring performance. By aligning assessment with learning objectives, involving students in the assessment process, and providing timely and specific feedback, teachers can help students develop a deeper understanding of the material and achieve their learning goals.

1.7.2 Strategies for Implementing Formative Assessment in the Algerian Context

There is limited literature specifically on strategies for implementing formative assessment in the Algerian context. However, some studies have discussed general strategies for implementing formative assessment that may be applicable to the Algerian context.

One strategy for implementing formative assessment is to provide teacher training and support. Research has shown that teacher training and professional development can improve the implementation and effectiveness of formative assessment practices (Black & Wiliam, 1998; Hattie & Timperley, 2007). In the Algerian context, providing teacher training on

formative assessment may be crucial, given the reported lack of training and support for teachers in this area (Larbi & Boudjedri, 2019).

Another strategy is to involve students in the assessment process. Research has shown that involving students in self-assessment and peer assessment can promote learning and improve the effectiveness of formative assessment (Boud & Falchikov, 2006; Nicol & Macfarlane-Dick, 2006). In the Algerian context, involving students in the assessment process may be particularly important for promoting student engagement and motivation, given the reported lack of student engagement in the educational system (Ammi & Kherroubi, 2015).

Additionally, creating a positive classroom culture that values and prioritizes formative assessment can be an effective strategy for implementing formative assessment. This can include providing clear expectations for students, creating a safe and supportive learning environment, and involving parents and caregivers in the assessment process (Heritage, 2010). In the Algerian context, creating a positive classroom culture that values formative assessment may be particularly important, given the reported cultural attitudes towards assessment and education (Khiat, 2015).

Overall, while there is limited literature on specific strategies for implementing formative assessment in the Algerian context, general strategies such as teacher training and support, involving students in the assessment process, and creating a positive classroom culture may be effective in promoting the implementation and effectiveness of formative assessment practices.

Formative assessment has been implemented in various forms in Algeria, and some studies have reported successful outcomes. One study by Boubendir and Boufenar (2020) investigated the implementation of formative assessment in Algerian EFL classrooms and

found that it had a positive impact on students' learning outcomes. The study recommended the use of a variety of formative assessment strategies, such as peer and self-assessment, to promote student engagement and motivation.

Another study by Djemai and Ouahrani (2019) examined the implementation of formative assessment in the Algerian primary school system and found that it had a positive impact on student learning and teacher professional development. The study recommended the use of rubrics and checklists as formative assessment tools to provide students with clear criteria for success and to help teachers monitor student progress.

In a study by Abed-Meraim and Talbi (2020), the implementation of formative assessment in Algerian secondary schools was explored, and the study found that it had a positive impact on student learning outcomes and teacher professional development. The study recommended the use of student-centered and collaborative learning approaches that integrate formative assessment to foster student engagement and motivation.

Overall, these studies highlight the potential of formative assessment to improve student learning outcomes and teacher professional development in the Algerian context. However, the implementation of formative assessment in Algeria is still facing significant challenges, such as a lack of assessment literacy among teachers, limited resources and infrastructure, and a traditional teacher-centered teaching approach.

1.8 Conclusion

In conclusion, the literature review emphasizes the importance of formative assessment in middle schools, highlighting its potential to enhance student learning, engagement, and teacher professional development. It identifies factors influencing implementation and challenges faced in the Algerian context, including limited resources and traditional teaching practices. Successful examples demonstrate possibilities for improvement. Future research should focus on effective strategies for addressing barriers, studying specific practices in Algerian middle schools, and examining the impact on marginalized students. Policymakers should prioritize formative assessment and support teacher professional development in Algeria

Chapter Two

Materials and Methods

2.1 Introduction

Chapter two provides an overview of the study site, study design, study population, data collection tools, sampling procedure and sample size determination, ethical considerations, and data analysis methods. The study is conducted in Tissemsilt, a province in northwest Algeria, and focuses on exploring English as a Foreign Language (EFL) teachers' formative assessment practices and their impact on students' academic performance in middle schools. The chapter outlines the mixed-methods approach employed in the study, which combines qualitative and quantitative data collection and analysis methods. The aim is to gain a comprehensive understanding of formative assessment practices in Tissemsilt and provide valuable insights for improving students' academic performance.

2.2 The Study Site

The present study will be conducted in Tissemsilt, a province located in the northwest of Algeria. Tissemsilt was chosen as the study site for several reasons. Firstly, it is a middle-sized province that includes a number of middle schools, making it an ideal location for conducting a case study on EFL teachers' formative assessment practices. Secondly, Tissemsilt has a diverse population of students with varying linguistic backgrounds, which provides an opportunity to examine the impact of formative assessment on students' academic performance across different groups.

The study will be conducted in several middle schools in Tissemsilt, with English teachers serving as respondents of the questionnaire. The choice of respondents was made randomly to ensure that the results are representative of the population of English teachers in Tissemsilt. In addition, the study will include online interviews with two inspectors, specifically one from district number 1 and another from district number 2. These interviews will serve to gather their expert perspectives on the formative assessment practices employed by English as Foreign Language (EFL) teachers.

Overall, Tissemsilt was chosen as the study site due to its diverse student population and the availability of a suitable number of middle schools with English teachers. The data collection tools, including the questionnaire and interviews, were conducted online to ensure that the study could be carried out efficiently and effectively.

2.3 Study Design

The research design for this study is a mixed-methods approach that includes both qualitative and quantitative methods. This approach will provide a more comprehensive understanding of the research questions and enable triangulation of the findings. The study aims to investigate EFL teachers' formative assessment practices on students' academic performance, specifically in middle schools in Tissemsilt, Algeria.

The quantitative aspect of the study will involve the administration of a questionnaire to a randomly selected sample of English teachers in Tissemsilt. The questionnaire will include both closed-ended and open-ended questions to elicit information about the teachers' formative assessment practices and their perceptions of its impact on students' academic performance. The quantitative data collected will be analyzed using descriptive statistics to identify patterns and trends in the data.

The qualitative aspect of the study will involve online interviews with two inspectors, one from district number 1 and another from district number 2, who have expertise in EFL teaching and formative assessment practices. The interviews will be conducted using open- ended questions to explore the inspectors' perspectives on EFL teachers' formative assessment practices and their impact on students' academic performance. The qualitative data collected will be analyzed using thematic analysis to identify common themes and patterns.

The mixed-methods approach was chosen for this study as it allows for the integration of both qualitative and quantitative data, thereby providing a more comprehensive understanding of the research questions. The use of triangulation will enhance the validity and reliability of the findings, as the different sources of data will be crosschecked against each other. Overall, the mixed-methods approach will enable a more in-depth investigation of EFL teachers' formative assessment practices and their impact on students' academic performance in Tissemsilt, Algeria.

2.4 Study Population

The study population for this research is English as a Foreign Language (EFL) teachers in middle schools located in Tissemsilt, Algeria. The target population includes all EFL teachers in middle schools in Tissemsilt, who teach English as a foreign language to students at the middle school level.

The sample for this study will be selected randomly from the population of EFL teachers in middle schools in Tissemsilt. The sample will be chosen using a random sampling method to ensure that the results are representative of the population.

The sample size for this study will be determined based on the principles of statistical power analysis, taking into account the number of variables being investigated and the desired level of statistical significance. The sample size will be calculated to ensure that the results are statistically valid and reliable.

The study will also include two inspectors, one from district number 1 and another from district number 2, who will be interviewed online to provide their perspectives on EFL teachers' formative assessment practices. These inspectors were selected based on their expertise in EFL teaching and formative assessment practices.

Overall, the study population for this research is EFL teachers in middle schools located in Tissemsilt, Algeria, and the sample will be selected randomly to ensure that the results are representative of the population. The inclusion of two inspectors in the study will provide additional insights into EFL teachers' formative assessment practices in Tissemsilt.

2.5 Data Collection Tools

For this study, two data collection tools were used: an online questionnaire for middle school teachers and an email interview for inspectors in the Willaya of Tissemsilt in Algeria. The questionnaire consisted of 17 questions, designed to gather information about teachers' formative assessment practices, the frequency of their use of formative assessment, the approaches they use to improve their students' academic performance, and the challenges they face in implementing effective formative assessment practices. The questionnaire was administered online to 36 middle school teachers.

The email interview was sent to the only two inspectors in the Willaya of Tissemsilt for both districts one and two. The interview consisted of six open-ended questions, designed to

gather information about the formative assessment practices of middle school teachers in Tissemsilt, Algeria, and the factors that hinder the implementation of effective formative assessment practices by middle school teachers in the region.

Both data collection tools were chosen because they are relatively easy to administer and can reach a large number of participants. The online questionnaire was chosen because it can be distributed quickly and easily to a large number of teachers, and it allows for anonymous responses, which can encourage more honest feedback. The email interview was chosen because it allows for more in-depth and personalized responses, which can provide rich data about the factors that hinder the implementation of effective formative assessment practices by middle school teachers in Tissemsilt, Algeria.

The questionnaire and interview questions were designed to align with the research objectives of the study and to gather information that would allow for a thorough analysis of the data collected. The questions were reviewed by a team of experts to ensure that they were clear, concise, and unbiased. The responses collected from the questionnaire and email interview will be analyzed using qualitative research methods to identify key themes and patterns that emerge. Overall, the data collection tools were carefully selected and designed to ensure that the study would gather relevant and reliable data on formative assessment practices in middle school classrooms in Tissemsilt, Algeria.

2.5.1 Questionnaire Description

The questionnaire is a research tool designed to gather information from teachers about their assessment practices, particularly in relation to formative assessment and its impact on students' academic performance. The questionnaire consists of 17 questions that cover a range of topics related to teaching experience, motivation for choosing teaching as a career, types of formative assessment approaches used, frequency of use of formative assessment, feedback and involvement of students in the assessment process, challenges faced when

using formative assessment, and the role of formative assessment in motivating students to learn.

The questionnaire was sent to middle school English teachers who were on holiday at the time, and it was conducted online using Google Forms. 36 teachers responded to the questionnaire, each with different teaching experiences, professional degrees, and cultural and academic backgrounds to ensure the objectivity, validity, and reliability of the findings.

The questionnaire begins by asking teachers how long they have been teaching English in middle school, followed by a question about their motivation for choosing teaching as a career. The third question asks teachers to describe the formative assessment approaches they use in their teaching, and the fourth question asks how often they use formative assessment in their class.

Students' academic performance, specifically in terms of providing feedback, identifying learning gaps, and adjusting teaching strategies. The questionnaire also asks how teachers provide feedback to their students and whether they involve their students in the assessment process.

The questionnaire then asks how teachers measure their students' academic performance and what challenges they face when using formative assessment in their class. This is followed by a question about how teachers overcome these challenges. The next question asks whether teachers believe that formative assessment improves students' academic performance and asks them to explain why or why not.

The final questions focus on how teachers ensure that their students are motivated to learn, the role of formative assessment in motivating students to learn, and how formative assessment can be improved to enhance students' academic performance. Overall, the questionnaire is a comprehensive tool designed to gather information from teachers about their assessment practices and the impact of formative assessment on students' academic

performance.

2.5.2 Interview Description

The interview is addressed to two inspectors of two districts of middle school in the Willaya of Tissemsilt. The interview is conducted via email due to time constraints, and the purpose of the interview is to gather information about the formative assessment practices of middle schoolteachers in Tissemsilt, Algeria, and their impact on students' academic performance.

The interview consists of six questions that aim to gather information on the formative assessment practices that the inspectors have observed in middle school classrooms in Tissemsilt. Additionally, the interview seeks to identify the strengths and weaknesses of the formative assessment practices being used and to explore the factors that hinder the implementation of effective formative assessment practices by middle schoolteachers.

The interview then seeks to determine how these factors can be addressed to ensure that teachers can implement effective formative assessment practices. Furthermore, the interview seeks to gain insight into the key elements of effective formative assessment practices that middle schoolteachers in Tissemsilt should adopt to enhance their students' academic performance.

Finally, the interview seeks to gather recommendations from the inspectors for middle schoolteachers in Tissemsilt to improve their formative assessment practices and enhance their students' academic performance.

Overall, the interview is designed to gather detailed information about the current formative assessment practices in Tissemsilt's middle schools, identify any areas of improvement, and provide recommendations for enhancing students' academic performance through effective formative assessment practices.

the interview is addressed to two inspectors who work in different districts of middle

schools in the Willaya of Tissemsilt, Algeria. The interview is being conducted via email due to time constraints.

The purpose of the interview is to collect information about the formative assessment practices used by middle schoolteachers in Tissemsilt, Algeria, and how these practices impact students' academic performance. The information collected from this interview will be used to identify the strengths and weaknesses of the current formative assessment practices, as well as the factors that may hinder their effectiveness. Based on these findings, recommendations will be made for effective formative assessment practices that can be used by middle schoolteachers to improve students' academic performance.

The interview consists of six questions that aim to gather information about the formative assessment practices that the inspectors have observed in middle school classrooms in Tissemsilt, Algeria. The interview also asks the inspectors about the factors that may be hindering the implementation of effective formative assessment practices and what can be done to address these factors. Finally, the interview asks the inspectors for their recommendations for middle school teachers in Tissemsilt, Algeria, to improve their formative assessment practices and enhance their students' academic performance.

Overall, the interview is an important step in understanding the current state of formative assessment practices in Tissemsilt, Algeria, and identifying opportunities for improvement that can ultimately lead to better academic outcomes for students.

2.6 Sampling Procedure and Sample Size Determination

The sampling procedure and sample size determination for this study were carefully designed to ensure the representativeness and reliability of the data collected. The sampling process involved selecting a random sample of English as a Foreign Language (EFL) teachers from middle schools in Tissemsilt, Algeria.

To determine the sample size, statistical power analysis principles were employed,

taking into account the number of variables being investigated and the desired level of statistical significance. The sample size was calculated to ensure that the results obtained from the study would be statistically valid and reliable.

The selection of the sample was carried out randomly to minimize bias and ensure that the findings accurately represent the population of EFL teachers in Tissemsilt. By using a random sampling method, the study aimed to increase the generalizability of the findings to the broader population.

Additionally, two inspectors were included in the study, one from district number 1 and another from district number 2. These inspectors were selected based on their expertise in EFL teaching and formative assessment practices. Their perspectives and insights were sought through online interviews to provide a more comprehensive understanding of the formative assessment practices employed by EFL teachers in Tissemsilt.

The sampling procedure and sample size determination were crucial in ensuring the validity and reliability of the study's findings. By selecting a representative sample and incorporating the perspectives of inspectors, the study aimed to capture a diverse range of experiences and perspectives on formative assessment practices in middle schools in Tissemsilt, Algeria. These efforts enhance the robustness and generalizability of the study's results.

In summary, the sampling procedure involved randomly selecting EFL teachers from middle schools in Tissemsilt, Algeria, while the sample size was determined based on statistical power analysis. The inclusion of two inspectors further enriched the study's findings. These methodological choices were made to ensure the accuracy, representativeness, and reliability of the data collected.

2.7 Ethical Considerations

Ethical considerations play a fundamental role in conducting research, ensuring the rights and well-being of participants, and maintaining the integrity of the study. In this section, the ethical considerations taken into account during the research process are discussed.

First, informed consent was obtained from all participants involved in the study. Teachers participating in the questionnaire and inspectors participating in the interviews were provided with detailed information about the research purpose, procedures, and potential risks and benefits. They were given the freedom to decide whether or not to participate, and their consent was obtained before their involvement in the study.

Confidentiality and anonymity were strictly maintained throughout the research process. Participants' identities and personal information were kept confidential and were not disclosed in any research reports or publications. The data collected from the questionnaire and interviews were coded and analyzed in aggregate form to ensure that individual participants could not be identified.

The research adhered to ethical guidelines regarding the protection of participants' privacy, autonomy, and well-being. The research design and procedures were carefully reviewed to minimize any potential harm or discomfort to the participants. Measures were taken to ensure that participants did not experience any negative consequences as a result of their involvement in the study.

The study also considered the potential power dynamics between the researcher and the participants. Efforts were made to establish a collaborative and respectful relationship with participants, ensuring that their perspectives and voices were valued. Participants were given the opportunity to ask questions and express any concerns they had about the study.

Furthermore, the research followed ethical guidelines regarding the use of data and

intellectual property. Proper citation and acknowledgment were given to existing works and sources that were utilized in the study. Any potential conflicts of interest were disclosed and addressed transparently.

In conclusion, ethical considerations were an integral part of the research process. Informed consent, confidentiality, participant privacy, and respect for participants' autonomy were upheld throughout the study. By adhering to ethical guidelines, the study aimed to protect the rights and well-being of participants and ensure the integrity and credibility of theresearch findings.

2.8 Data Analysis Methods

Data analysis is a crucial step in research that involves interpreting and making sense of the collected data. This section describes the data analysis methods used in this study, including both quantitative and qualitative approaches.

2.8.1 Quantitative Data Analysis

Quantitative data analysis involves the use of statistical methods to analyse numerical data and derive meaningful insights. In this study, the quantitative data collected from the questionnaire will be analysed using descriptive statistics. Descriptive statistics will provide a summary of the data, including measures of central tendency (such as mean, median, and mode) and measures of dispersion (such as standard deviation and range).

The quantitative data will be tabulated, organized, and presented in the form of tables, charts, and graphs to facilitate data interpretation and visualization. The analysis will focus on identifying patterns, trends, and relationships in the data. Statistical software, such as SPSS (Statistical Package for the Social Sciences), may be used to conduct the quantitative data analysis.

2.8.2 Qualitative Data Analysis

Qualitative data analysis involves the systematic examination and interpretation of non-numerical data, such as interview transcripts, to identify themes, patterns, and meanings. In this study, the qualitative data collected from the interviews with the inspectors will be analyzed using thematic analysis.

Thematic analysis involves the identification of recurring themes or patterns within the qualitative data. The interview transcripts will be carefully reviewed and coded toidentify meaningful units of information. These codes will then be organized into categories and themes, capturing the key ideas and perspectives expressed by the inspectors.

The qualitative data analysis will involve an iterative process of coding, categorizing, and interpreting the data. It will seek to uncover the rich insights and perspectives shared by the inspectors regarding EFL teachers' formative assessment practices and their impact on students' academic performance. The analysis will be conducted manually, and software tools such as NVivo or ATLAS.ti may be used to assist in organizing and managing the qualitative data.

By employing both quantitative and qualitative data analysis methods, this study aims to gain a comprehensive understanding of EFL teachers' formative assessment practices and their impact on students' academic performance. The integration of these two approaches will provide a more robust and nuanced interpretation of the research findings, allowing for amore complete picture of the research topic.

2.9 Validity and Reliability of the Study

Validity and reliability are essential considerations in research to ensure the credibility and trustworthiness of the findings. This section discusses the validity and reliability of this study.

- **Internal Validity**: Internal validity refers to the extent to which the study accurately measures the intended variables and establishes causal relationships. To enhance internal validity, various measures were taken, such as careful questionnaire design,

piloting, and expert review. Additionally, the mixed-methods approach and triangulation of data sources contribute to internal validity.

- **External Validity**: External validity refers to the generalizability of the study findings to other populations or contexts. While efforts were made to enhance external validity through random sampling and selecting a diverse group of participants, the findings may be context-specific and may not fully apply to other settings or populations.

- **Reliability**: Reliability refers to the consistency and stability of the study's measurements and findings. Steps were taken to ensure the reliability of the study, such as using standardized instruments, clear data collection procedures, and rigorous data analysis techniques. However, limitations in sample size and self-reporting may affect the reliability of the findings.

- **Trustworthiness**: Trustworthiness refers to the overall credibility and dependability of the study. To enhance trustworthiness, data triangulation, member checking, and detailed documentation of the research process were employed. The researcher's reflexivity and awareness of potential biases also contribute to trustworthiness.

Despite these efforts, it is important to acknowledge that no study is completely free from limitations, and the validity and reliability of the findings are subject to these constraints. Awareness of these limitations is crucial for appropriately interpreting and applying the study's results.

2.10 Conclusion

In conclusion, chapter two has provided an overview of the study site, study design, study population, data collection tools, sampling procedure and sample size determination, ethical considerations, and data analysis methods. The choice of Tissemsilt as the study site was based on its diverse student population and the availability of suitable middle schools with English teachers. The mixed-methods approach, combining both qualitative and quantitative methods, was chosen to obtain a comprehensive understanding of EFL teachers' formative assessment practices and their impact on students' academic performance. The chapter emphasizes the importance of ethical considerations in conducting research and maintaining the rights and well-being of participants. Overall, Chapter 2 sets the foundation for the subsequent chapters, providing a clear framework for the study's methodology and analysis.

Chapter Three

Data Analysis: Results and Discussions

3.1 Introduction

Chapter three of this research study focuses on the data analysis, results, and discussions of the study. As mentioned in the previous chapter, the research methodology and data collection tools were carefully selected to ensure comprehensive answers to the research questions. The target population for this study is middle school teachers in Tissemsilt, Algeria, and data was collected through an online questionnaire administered to 36 teachers and an email interview conducted with two inspectors in the Wilaya of Tissemsilt.

This chapter begins with an introduction, followed by the results and analysis section, and concludes with the discussion and interpretation of findings. The results and analysis section will present the findings of the study, while the discussion and interpretation of findings section will explore the implications of these findings and their significance for formative assessment practices in middle schools in Tissemsilt, Algeria.

The mixed-methods approach, combining both qualitative and quantitative data collection methods, will enable the study to provide a comprehensive and detailed understanding of formative assessment practices in middle school classrooms in Tissemsilt, Algeria. The data collected through the questionnaire and email interview will be analyzed using appropriate statistical and qualitative data analysis techniques to answer the research questions comprehensively.

3.2 Limitations of the Study

Every research study has inherent limitations that may affect the generalizability and interpretation of the findings. This section discusses the limitations encountered during the conduct of this study.

- **Sample Size**: The sample size for this study was determined based on statistical power analysis. However, due to resource and time constraints, the sample size may be relatively small, which could limit the generalizability of the findings to a larger population.

- **Sampling Bias**: The study used a random sampling method to select participants.

However, there is a possibility of sampling bias, as the participation of English teachers and inspectors was voluntary. The self-selection of participants may introduce bias, and the findings may not be representative of all EFL teachers and inspectors in Tissemsilt.

- **Self-Report Bias**: The data collected through the questionnaire and interviews rely on self-reporting by the participants. This introduces the possibility of response bias, as participants may provide socially desirable responses or may not accurately recall or report their practices and experiences.

- **Time Constraints**: The study was conducted within a limited timeframe. This restricted the depth and breadth of data collection and analysis, potentially leaving out important aspects related to EFL teachers' formative assessment practices and students' academic performance.

3.3 Questionnaire Analysis

Figure 3.1: Teaching Experience and Motivation
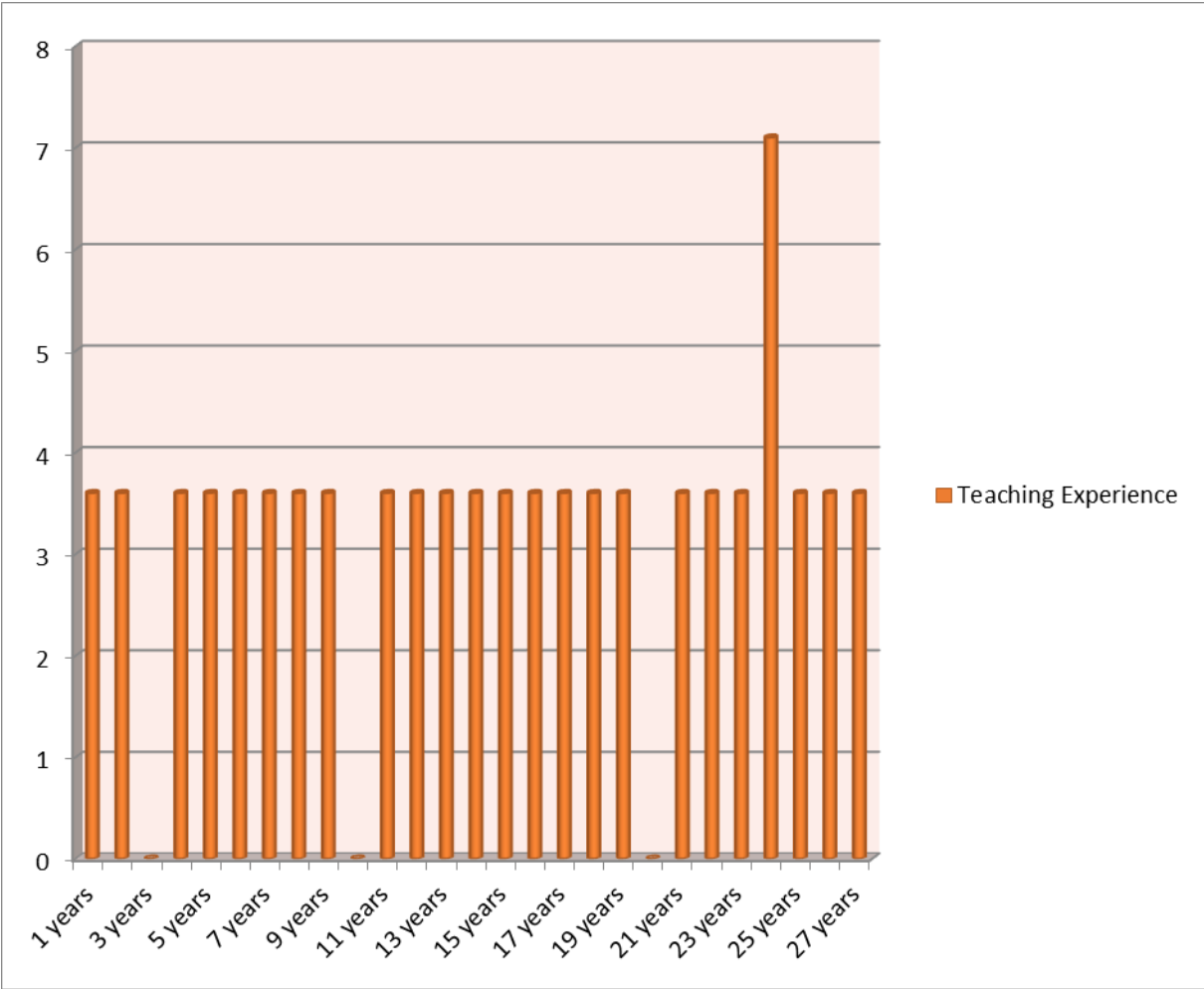
The aim of question one of rubric one was to gather information about the duration of their English teaching experience. The analysis of this question revealed intriguing insights into the teaching backgrounds of the 28 participating teachers, out of the total 36 teachers who received the questionnaire. It is important to note that the response rate was approximately 77.8%.

The data highlighted a unique pattern in the distribution of teaching experience among the respondents. Notably, 3.6% of teachers reported having taught English for 1 year.

Remarkably, this percentage remained consistent across various other teaching durations, including 2 years, 5 years, 6 years, 7 years, 11 years, 15 years, and 17 years. This finding suggests a diverse representation of teachers at different stages of their teaching careers.

Furthermore, the analysis revealed that 7.1% of teachers had a teaching experience of 3 years, indicating a slightly higher proportion compared to the aforementioned consistent percentages. Additionally, a notable proportion of 10.7% of teachers reported having taught English for 10 years, which was the highest percentage reported among the respondents.

These findings shed light on the range of teaching experiences within the surveyed group of teachers. The data suggests a mix of teachers with varying levels of experience, including both those who are relatively new to teaching English and those with considerable experience. It is important to consider that this analysis is based on the responses of the 28 participating teachers and may not represent the entire population of English teachers.

In conclusion, the first rubric of the questionnaire provided valuable insights into the teaching experience of the respondents. The data revealed consistent percentages across various teaching durations, as well as notable proportions for specific years of experience. This information contributes to our understanding of the diverse backgrounds and expertise of the participating teachers.

Figure 3.2: Teaching Motivation
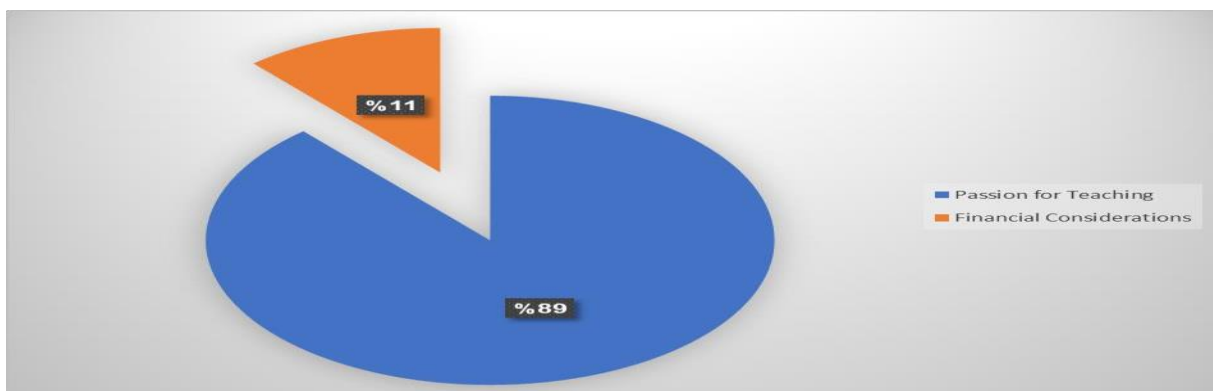
Based on the data provided for the first rubric second question, 88.6% of the respondents indicated that their passion for teaching was the main motivator for choosing teaching as a career. This suggests that the majority of teachers are driven by a desire to make a positive impact on their students' lives and contribute to society through education. On the other hand, 11.4% of respondents cited financial considerations as a motivator. This suggests that for some individuals, teaching may not have been their first choice, but they chose it as a career for the financial benefits it offers. However, it is worth noting that many teachers often work long hours and have to balance multiple responsibilities, so their passionfor teaching likely helps sustain their motivation and commitment to the profession.

Figure 3.3: Rubric Two -Formative Assessment Approaches
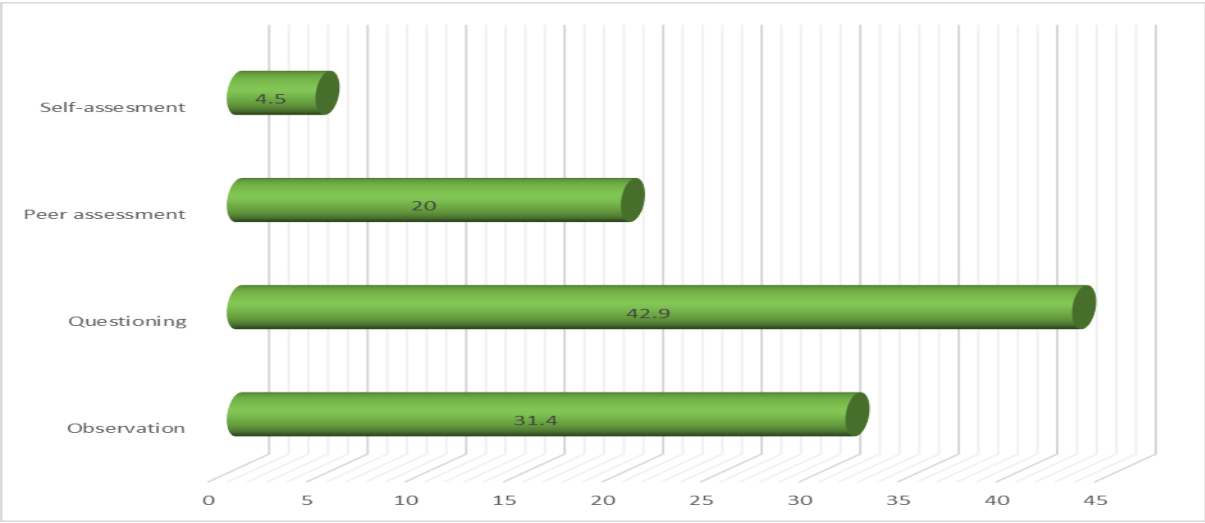
This rubric aims to gather information about the formative assessment approaches used by the respondents during their teaching. Out of the 36 respondents, the majority of them (42.9%) reported using questioning as their formative assessment approach, followed by observation at 31.4%, self-assessment at 20%, and the remaining percentage reported using peer assessment.

The results suggest that questioning is the most commonly used formative assessment

approach among the respondents. This could be because questioning is a simple yet effective way to assess students' understanding and knowledge during the learning process. Observation was the second most commonly used approach, indicating that teachers value

the importance of monitoring their students' progress and behavior during class. Self-assessment was used by 20% of the respondents, which could suggest that teachers are encouraging their students to take responsibility for their own learning and reflect on their progress. The low percentage of respondents who reported using peer assessment couldsuggest that this approach is not commonly used or not favored by the teachers in this sample.

Overall, the results provide insight into the formative assessment approaches used by the respondents and highlight the prevalence of questioning and observation as popular assessment methods. This information can be valuable for researchers and educators interested in improving their assessment practices and understanding the impact of formativeassessment on student achievement.

Figure 3.4: Rubric Three Frequency of Formative Assessment
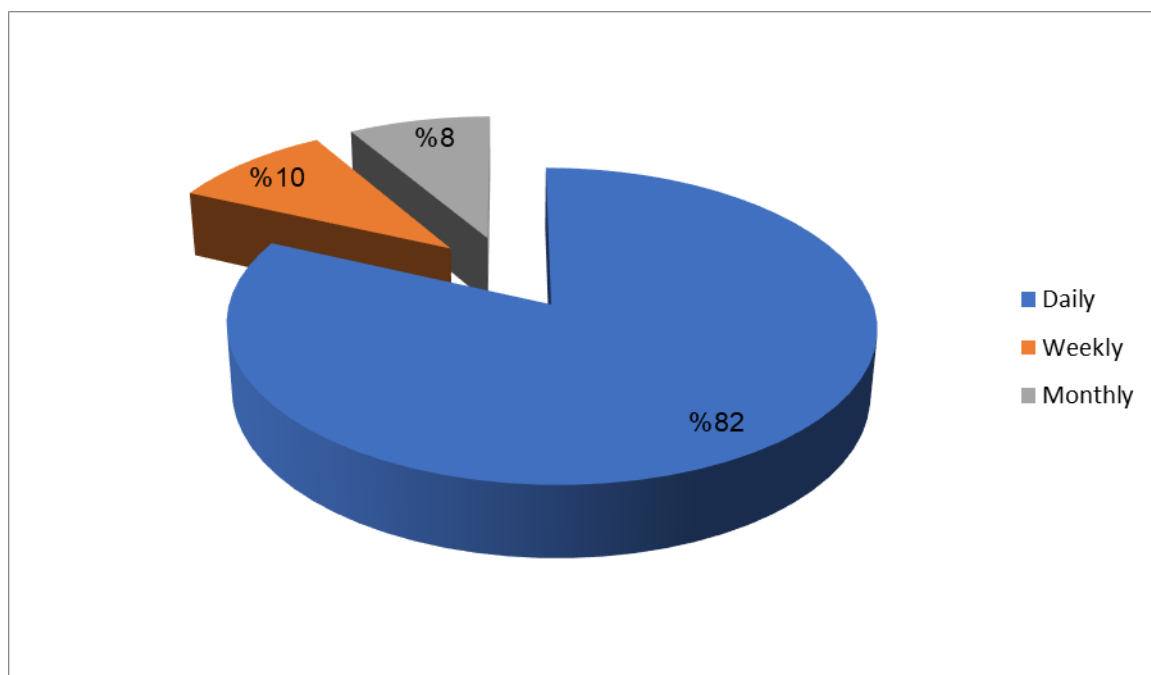
This rubric aims to gather information about how frequently teachers use formative

assessments in their classes. The responses show that out of the 100 participants, 82.9% reported using formative assessments daily. Only 9.85% of participants reported using formative assessments weekly, while 8.6% reported using them monthly.

This data indicates that the majority of the participants use formative assessment on a daily basis, suggesting that they value the importance of continuous assessment in the learning process. The relatively low percentage of participants using formative assessments weekly or monthly could imply that they might not see the value in frequent assessments or might face challenges in implementing them regularly.

Overall, this rubric provides insight into how frequently teachers incorporate formative assessment into their teaching practices, highlighting the importance of frequent monitoring of student learning and providing timely feedback to enhance their academic performance.

Figure 3.5: Rubric Four Use of Formative Assessment
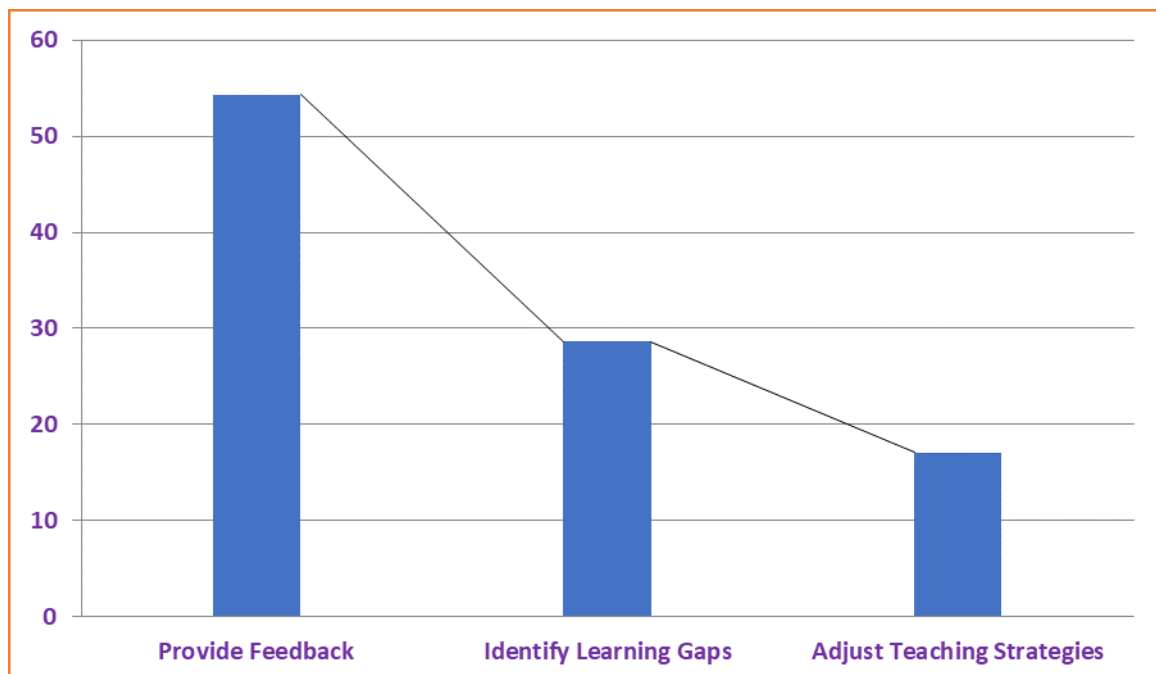
This rubric consists of one question that aims to understand how the teachers use formative assessment to enhance their students' academic performance. 100 respondents answered this question, and the results showed that 54.3% of the teachers use formative assessment to provide feedback, 28.6% use it to identify learning gaps, and 17.1% adjust their teaching strategies accordingly.

The majority of the teachers (54.3%) use formative assessment to provide feedback to their students, which is an essential aspect of the learning process. This feedback helps students to understand their strengths and weaknesses and make improvements in their work. By receiving feedback, students can identify their areas of improvement and take necessary actions to improve their academic performance.

28.6% of the teachers use formative assessment to identify learning gaps. This approach is beneficial for students to improve their understanding of the subject matter. By identifying the areas where students are struggling, teachers can provide additional resources and support to help students overcome their difficulties.

Finally, 17.1% of the teachers adjust their teaching strategies based on the formative assessment results. This approach is effective in ensuring that students are receiving the most appropriate teaching and learning experiences, which will ultimately lead to better academic performance.

In conclusion, the results of this rubric indicate that the majority of the teachers use formative assessment to provide feedback, which is crucial for students' academic success. The other approaches, such as identifying learning gaps and adjusting teaching strategies, are also useful in improving students' academic performance.

Figure 2.6: Rubric Five Feedback Methods
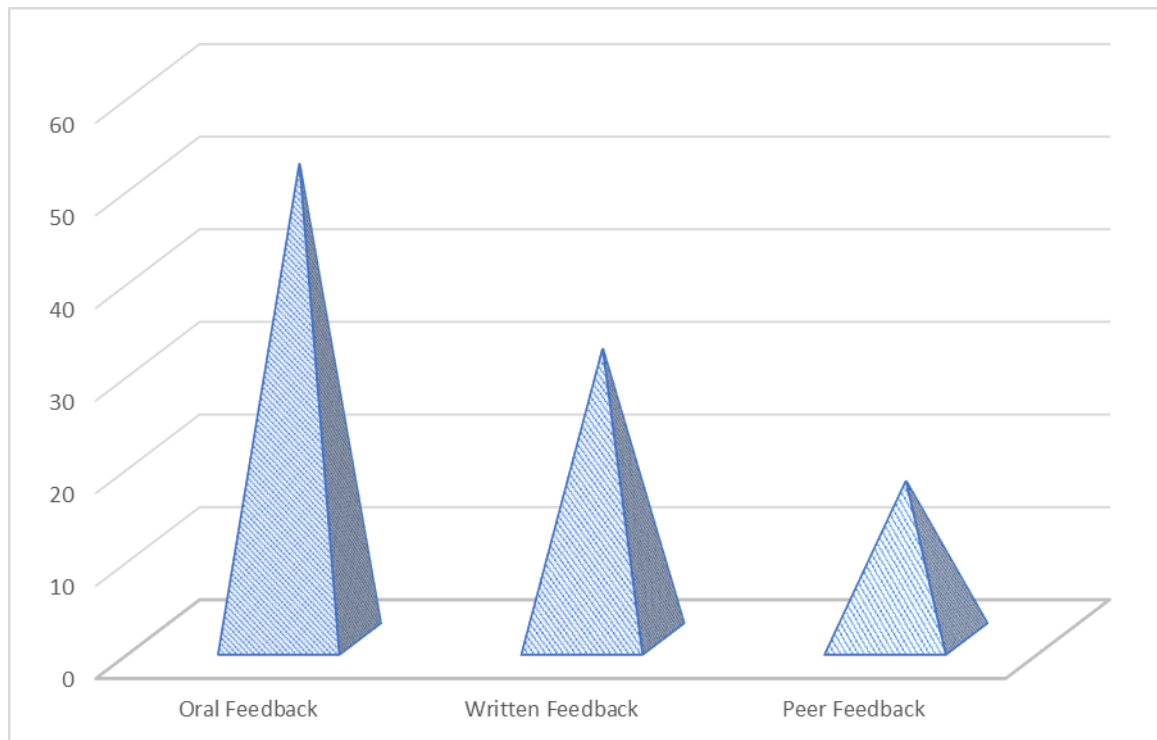
This rubric contains one item related to how teachers provide feedback to their students. The question is "How do you provide feedback to your students?" and there were 35 respondents.

The majority of the respondents (51.4%) reported that they provide oral feedback to their students, while 31.4% reported using written feedback. A smaller percentage (17.1%) reported using peer feedback.

This suggests that oral feedback is the most commonly used method of providing feedback in these teachers' classrooms. The use of written feedback is also relatively common, while the use of peer feedback is less common. The reasons for these preferences may vary, but it is possible that teachers find oral feedback to be more efficient or effective for certain types of assignments or for certain students, while written feedback may be

preferred for other assignments or for students who benefit from seeing feedback in writing. The use of peer feedback may be less common because it requires additional time and effort to set up and manage effectively.

Figure 3.7: Rubric Six Student Involvement in the Assessment Process
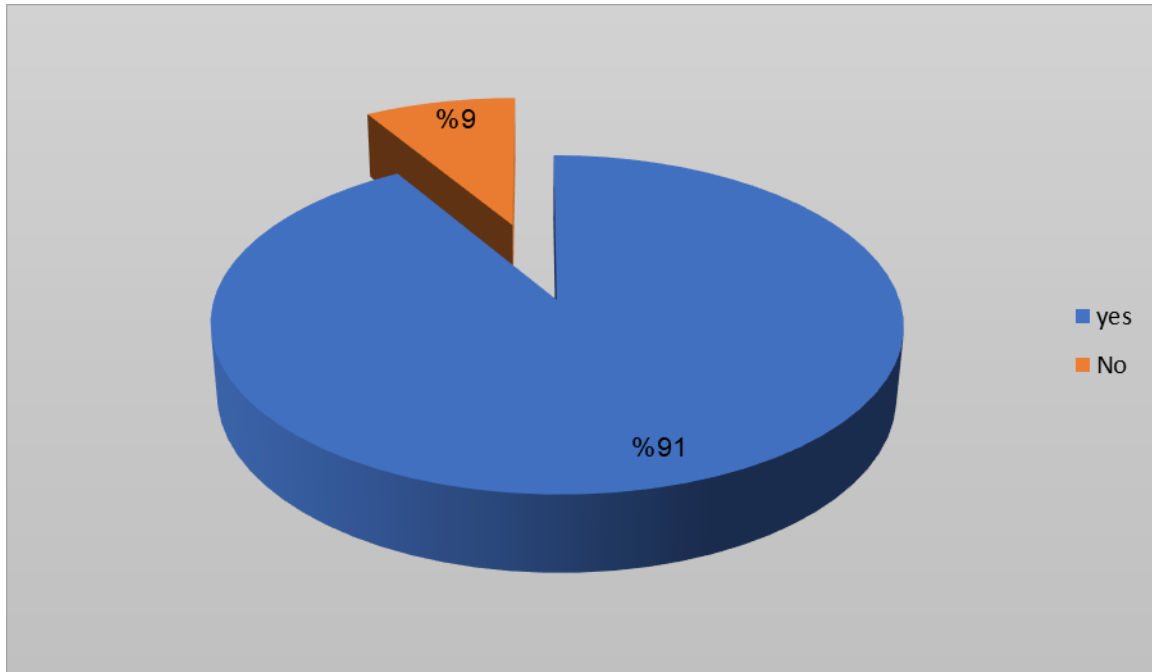
The first question asks whether the respondents involve their students in the assessment process, and the second question asks about the methods they use to involve their students.

According to the data, the majority of the respondents (91.4%) said they involve their students in the assessment process. Only a small minority (8.6%) said they do not involve their students. This suggests that the respondents value student involvement in the assessment process.

Figure 3.8: Methods of Student Involvement in the Assessment Process
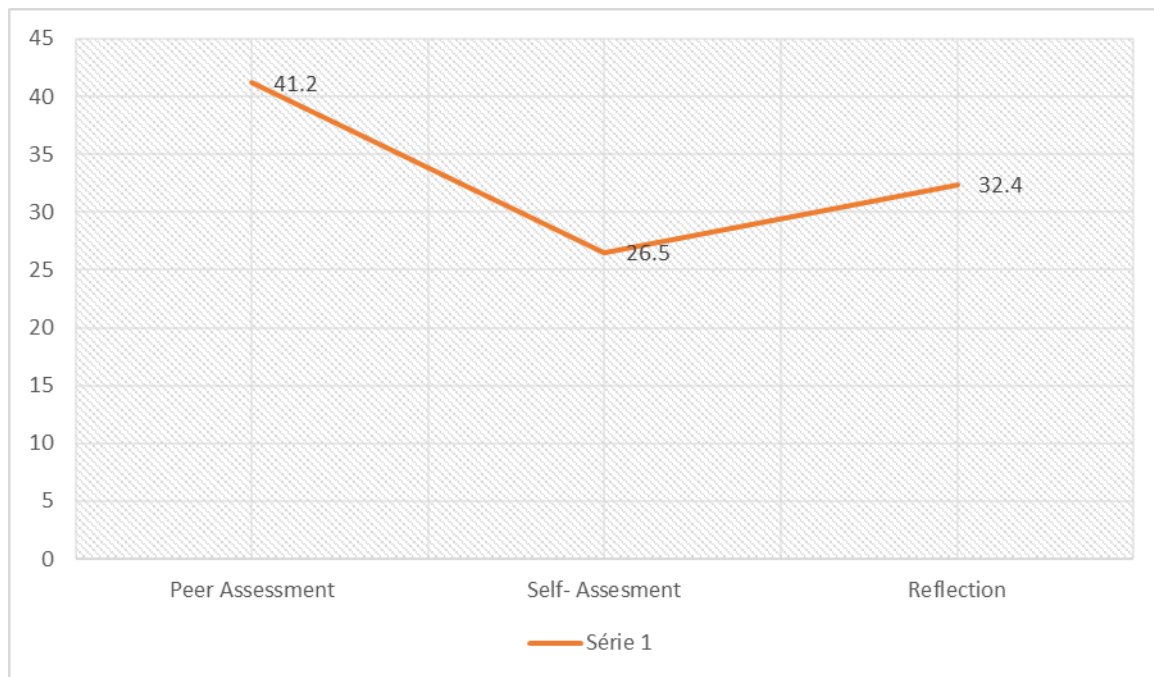
For those who involve their students, the most common method used was peer assessment, with 41.2% of the respondents using this method. Reflections were the second most common method used, with 32.4% of the respondents using this method. Self-assessment was the least common method used, with 26.5% of the respondents using this method.

Peer assessment involves students evaluating the work of their peers, while self-assessment involves students evaluating their own work. Reflections involve students reflecting on their own learning and progress. These methods can be effective in involving students in the assessment process and promoting their own understanding of their learning.

Figure 3.9: Rubric Seven Measurement of Students Academic Performance
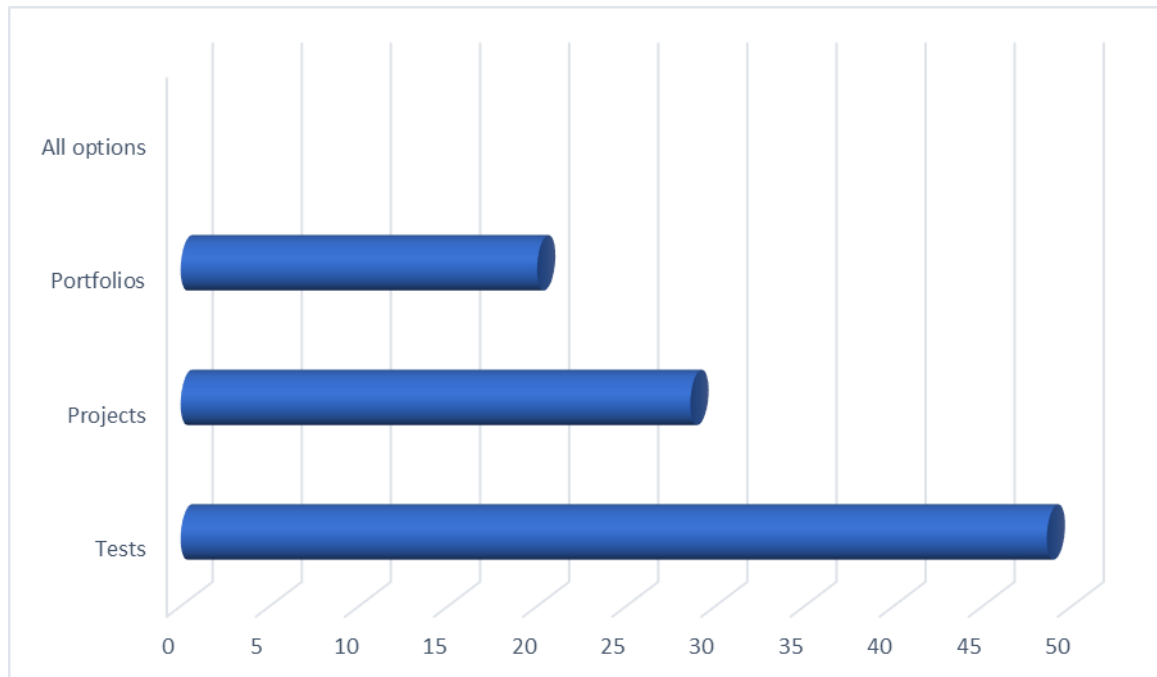
The responses of the 36 respondents show that 48.6% of them measure academic performance through tests. 28.6% use projects, 20% use portfolios, and the remaining percentage use all available options. It seems that tests are the most common method for measuring academic performance, followed by projects and portfolios. It is important to note that using a variety of assessment methods can provide a more comprehensive understanding of a student's academic performance.

Figure 3.10: Rubric Eight Challenges in Using Formative Assessment
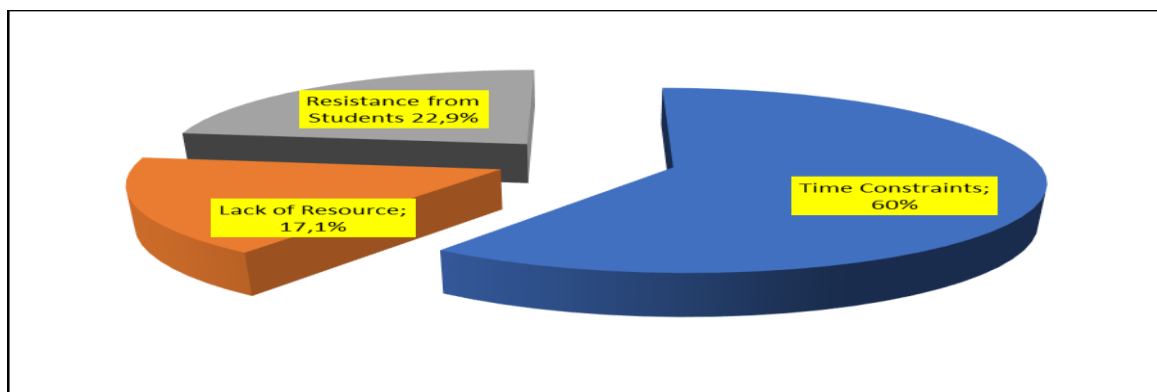
Based on the data provided to the first auestion of this rubric; the majority of the respondents (60%) reported facing time constraints when using formative assessment in their classes. This suggests that teachers have limited time to plan and implement formative assessment strategies effectively. 22.9% of the respondents reported facing resistance from students, indicating that some students may not fully understand the purpose of formative assessment or may not be motivated to participate in the process. Another challenge reported by 17.1% of the respondents is the lack of resources, which could include a shortage of technology, materials, or support from administration.

Figure 3.11: Strategies for Overcoming Formative Assessment Challenges
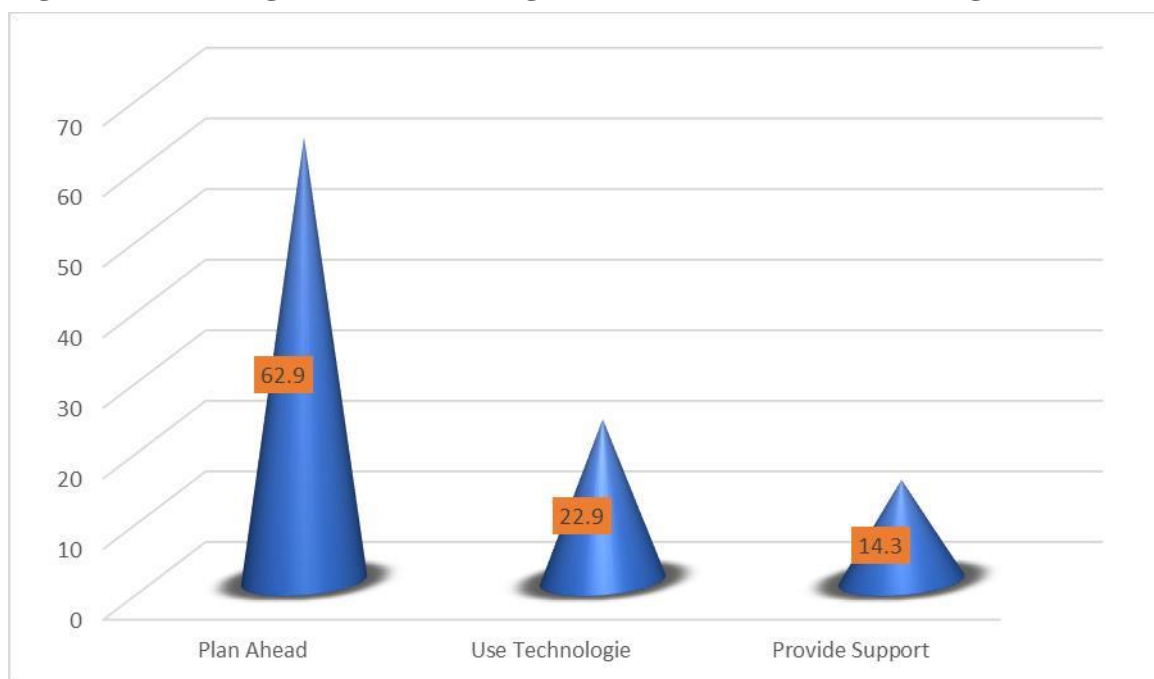
To overcome these challenges, 62.9% of the respondents suggested planning ahead, indicating that teachers can be proactive in scheduling and implementing formative assessment strategies in their classes. 22.9% of the respondents suggested using technology, which could include using online resources or digital tools to save time and increase efficiency. Lastly, 14.3% of the respondents suggested providing support, which could include offering professional development opportunities or collaborating with colleagues to share ideas and best practices.

Figure 3.12: Rubric Nine Impact of Formative Assessment on Students
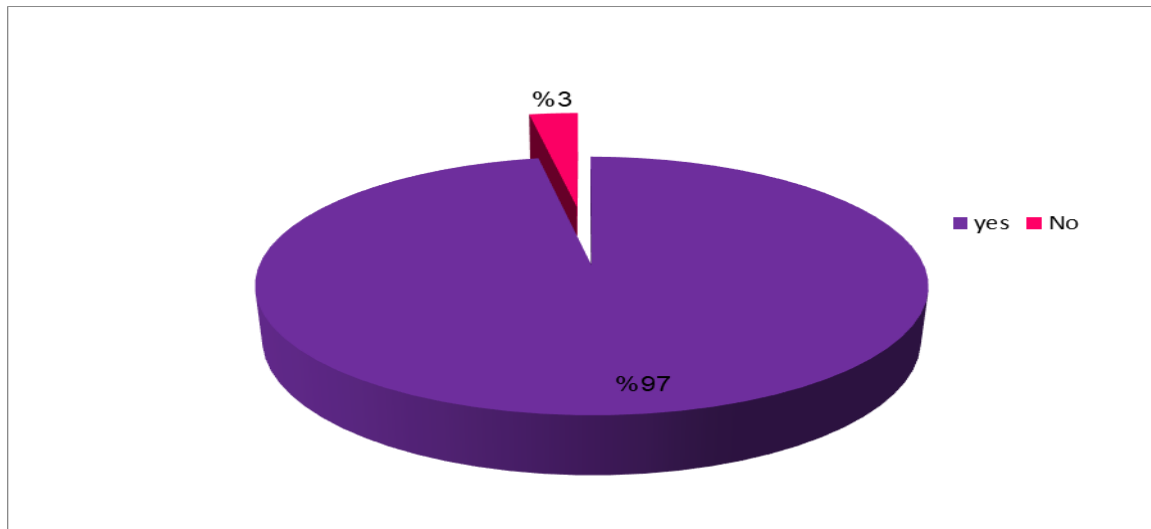
Based on the data, the majority of the teachers (97.1%) believe that formative assessment improves students' academic performance. This suggests that they see the value of using formative assessment as a tool to support students' learning and development.

The majority of the teachers agreed that formative assessment improves students' academic performance. They emphasized the importance of providing timely feedback to students and identifying areas for improvement to guide instructional adjustments that meet students' needs. This allows corrective measures to be taken during the learning process before summative assessments. They also emphasized that formative assessment promotes active engagement in the learning process, which helps students gain confidence in their performance and adjust their learning strategies.

Many teachers noted that formative assessment can positively impact students' academic performance by allowing students to monitor their progress and identifying strengths and weaknesses. This feedback helps students understand their progress and address areas for improvement. They also highlighted that formative assessment supports ongoing learning and growth, which is essential for students to develop the skills and knowledge needed to succeed.

Several teachers emphasized that formative assessment facilitates self-regulated learning, allowing students to take ownership of their learning process. They noted that formative assessment helps students identify areas for improvement and promotes student engagement and ownership of learning. This allows students to work with each other and learn from each other.

The teachers also highlighted that formative assessment supports instructional decision-making and adjustments to meet students' learning needs. This helps students adjust their learning strategies to better suit their learning styles and preferences. They noted that formative assessment can be used to guide instructional strategies and support ongoing reflection and adjustment in the learning process.

In conclusion, the responses suggest that formative assessment is a valuable tool for improving students' academic performance. The teachers emphasized the importance of providing timely feedback, identifying areas for improvement, promoting active engagement in the learning process, and supporting ongoing learning and growth. Formative assessment also facilitates self-regulated learning and supports instructional decision-making to meet students' learning needs.

As per the data provided, only 2.9% of the respondents said no when asked if formative assessment improves students' academic performance.only a small percentage of the respondents, (2.9%) said that formative assessment does not improve students' academic performance. One reason provided was that it is a waste of time. It is unclear why the other respondents did not provide any answers.

Figure 3.13: Rubric Ten Strategies for Fostering Student Motivation to Learn
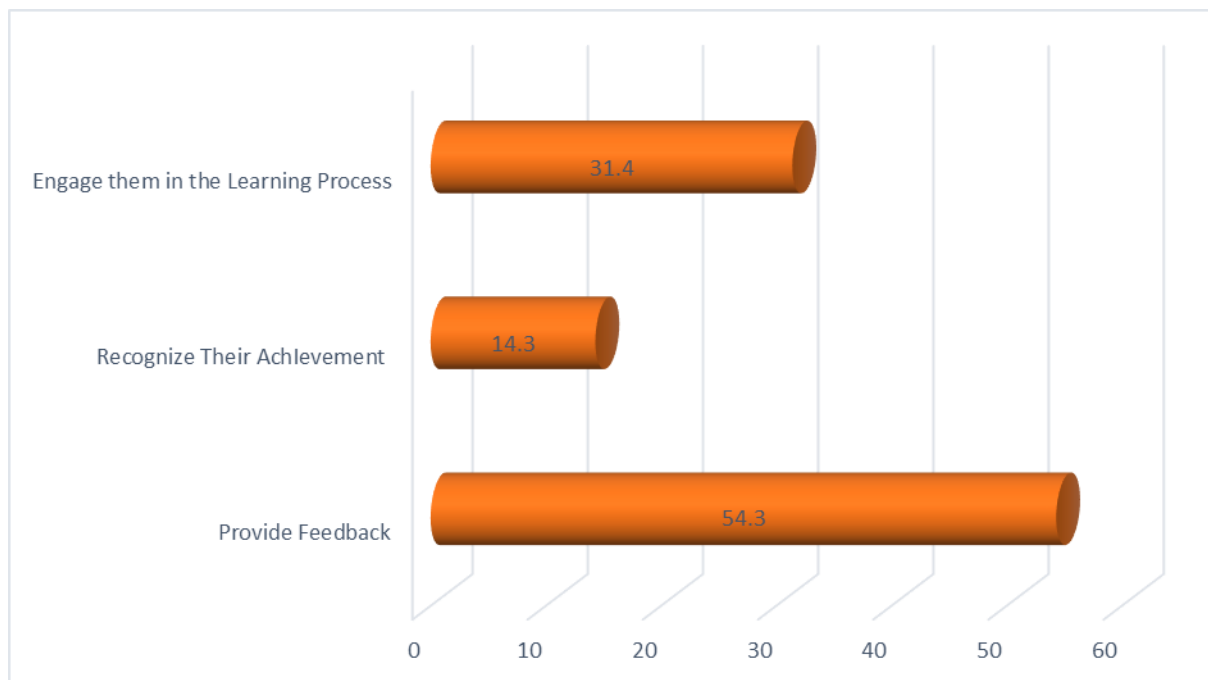
Based on the data provided, it seems that the majority of the respondents (54.3%) believe that providing feedback is an effective way to ensure that students are motivated to learn. This is followed by 31.4% of the respondents who said that engaging students in the learning process is important for motivation and 14.3% who said that recognizing their achievements is a key factor. It is worth noting that the number of respondents for this question is 36, which is a relatively small sample size. Nonetheless, the responses suggest that feedback, engagement, and recognition are all important factors for motivating students to learn.

Some respondents provided their thoughts on the role of formative assessment in establishing an effective rapport in the classroom between teachers and their students. Many respondents indicated that formative assessment plays a crucial or important role in this regard, as it helps teachers and students develop a mutual understanding of each other's strengths and weaknesses and promotes a collaborative learning environment. Some respondents also noted that formative assessment helps build students' confidence and motivation by allowing them to learn from their mistakes and identify areas for improvement. Overall, the responses suggest that formative assessment plays a significant role in building a positive teacher-student

relationship and creating a supportive learning environment.

Rubric Eleven: Improving Formative Assessment

Question 17: How do you think formative assessment can be improved to enhance students' academic performance?

The consensus among the 36 teachers is that formative assessment can be improved to enhance students' academic performance through several strategies. These include providing timely and constructive feedback, clear learning objectives, diverse assessment methods, and individualized approaches, involving students in the process, integrating with instruction, and providing professional development for teachers. The teachers also suggest incorporating technology in the classroom, consulting colleagues, planning, and taking formal or informal training. They recognize that the effectiveness of formative assessment may vary depending on the specific context and needs of students, and continuous evaluation and refinement of assessment practices are necessary for improvement.

3.4 Interview Analysis

Both inspectors provided detailed responses to the interview questions regarding formative assessment practices in middle school classrooms in Tissemsilt, Algeria. Inspector O1 emphasized the variation in the assessment practices used by teachers, which include traditional methods like quizzes, tests, and homework assignments, as well as group activities, projects, and classroom discussions. On the other hand, Inspector O2 described formative assessment practices as involving teachers regularly collecting evidence of student learning, providing feedback to students, and adjusting instruction to meet student needs, which may include asking questions, conducting quizzes or surveys, reviewing homework assignments, using student work samples to identify strengths and weaknesses, and providing opportunities for peer feedback.

Regarding the strengths and weaknesses of the formative assessment practices in

Tissemsilt, Algeria, both inspectors agreed that providing immediate feedback to students, enabling teachers to adjust instruction to meet individual student needs, and supporting student learning and growth over time are some of the strengths. However, Inspector O1 identified the lack of diversity in assessment methods as a weakness, while Inspector O2 highlighted the inconsistency in implementation across classrooms or subject areas, inadequate teacher training, and limited time and resources as weaknesses.

Both inspectors identified several factors that hinder the implementation of effective formative assessment practices by middle school teachers in Tissemsilt, Algeria. Inspector O1 mentioned the lack of training and professional development opportunities, lack of time to prepare and implement assessments, and lack of support from school administrators and parents as factors. Meanwhile, Inspector O2 listed factors like a lack of teacher training or professional development, limited time and resources, a focus on high-stakes testing, and cultural beliefs or attitudes that prioritize rote memorization and recall over critical thinking and problem-solving.

In terms of addressing the identified factors hindering the implementation of effective formative assessment practices, both inspectors provided recommendations. Inspector O1 recommended providing teachers with adequate training and professional development opportunities, allocating sufficient time for teachers to prepare and implement assessments, and involving students in the assessment process. Inspector O2 suggested providing ongoing professional development and support for teachers, allocating resources to support formative assessment practices, reducing the emphasis on high-stakes testing, and promoting a culture of inquiry and reflective practice in schools.

Finally, both inspectors identified key elements of effective formative assessment practices, such as the use of clear learning goals, regular feedback, opportunities for self-reflection and self-assessment, collaboration among students, teacher adjustment of instruction based on student needs, and the use of a variety of assessment methods to gather evidence of student

learning. Overall, both inspectors emphasized the importance of ongoing professional development and support for teachers, as well as the involvement of students in the assessment process to enhance their academic performance.

3.5 Discussion and Interpretation of the Findings

The questionnaire results indicate that the majority of the surveyed teachers are motivated by a passion for teaching and making a positive impact on their students' lives. This is a positive finding, as it suggests that the teachers are driven by intrinsic motivation and are committed to their profession.

The results related to assessment approaches indicate that questioning is the most commonly used formative assessment approach, followed by observation, self-assessment, and peer assessment. These findings suggest that teachers are using a variety of methods to assess student learning, which is important for obtaining a comprehensive understanding of students' strengths and weaknesses.

The results regarding the barriers to using formative assessment indicate that lack of time, training, and resources are the most common barriers. These findings highlight the need for providing adequate training and resources to support teachers in implementing formative assessment practices.

The frequency of formative assessment results suggest that the majority of surveyed teachers use formative assessment on a daily basis, which is a positive finding. This suggests that teachers are committed to regularly monitoring student progress and adjusting their instruction accordingly.

The results related to the use of formative assessment indicate that teachers primarily use it to provide feedback and identify learning gaps, which is consistent with the best practices of formative assessment. These findings suggest that teachers are aware of the importance of using formative assessment to improve student learning outcomes.

The feedback methods results indicate that oral feedback is the most commonly used

method, followed by written feedback and peer feedback. These findings suggest that teachers are using a variety of methods to provide feedback to students, which is important for meeting students' diverse needs.

The student involvement in assessment results indicate that the majority of teachers involve their students in the assessment process, with peer assessment and self-assessment being the most common methods. These findings suggest that teachers are recognizing the importance of involving students in the assessment process to enhance their academic performance.

The interview results provide insight into the perceptions of two inspectors regarding formative assessment practices in middle school classrooms in Tissemsilt, Algeria. Inspector O1 emphasized the variation in assessment methods used by teachers, while Inspector O2 emphasized the importance of teachers' regularly collecting evidence of student learning, providing feedback, and adjusting instruction to meet student needs. Both inspectors identified providing immediate feedback, enabling teachers to adjust instruction, and supporting student learning as strengths of formative assessment practices.

However, Inspector O1 identified the lack of diversity in assessment methods as a weakness, while Inspector O2 highlighted inconsistencies in implementation, inadequate teacher training, and limited resources. These findings highlight the need for providing adequate training and resources to support teachers in implementing a diverse range of formative assessment practices.

Both inspectors identified factors hindering the implementation of effective formative assessment practices, such as limited time and resources, inadequate teacher training, and cultural beliefs that prioritize rote memorization over critical thinking. To address these factors, both inspectors recommended providing ongoing professional development and support for teachers, allocating resources to support formative assessment practices, reducing

the emphasis on high-stakes testing, and promoting a culture of inquiry and reflectivepractice in schools.

Finally, both inspectors identified key elements of effective formative assessment practices, such as clear learning goals, regular feedback, opportunities for self-reflection and self-assessment, collaboration among students, and the use of a variety of assessment methods. These findings suggest that effective formative assessment practices involve a multifaceted approach that includes involving students in the assessment process and using a variety of methods to assess student learning. The importance of ongoing professional development and involving students in the assessment process to enhance their academic performance was also emphasized.

3.6 Suggestions and Recommendations:

Based on the study findings, the following suggestions and recommendations are proposed:

1. Provide ongoing professional development and support for teachers to enhance their understanding and implementation of formative assessment practices.

2. Allocate resources specifically for supporting formative assessment practices in middle schools, including materials, tools, and technology needed to implement effective formative assessments.

3. Reduce the emphasis on high-stakes testing and promote a more balanced approach that includes formative assessment as a central component of the assessment process.

4. Foster a culture of inquiry and reflective practice in schools, encouraging teachers to regularly reflect on their formative assessment practices, adjust instruction based on assessment results, and engage in collaborative discussions with colleagues.

5. Encourage teachers to diversify their assessment methods, ensuring they utilize a variety of approaches such as questioning, observation, self-assessment, and peer assessment to

obtain a comprehensive understanding of student learning.

6. Provide teachers with training on effective feedback techniques and encourage them to use a variety of feedback methods, including oral feedback, written feedback, and peer feedback, to meet the diverse needs of students.

7. Emphasize the importance of involving students in the assessment process through peer assessment and self-assessment, empowering them to take ownership of their learning and actively engage in the assessment process.

8. Address the identified barriers to using formative assessment, including the lack of time, training, and resources. Provide teachers with adequate time and support to implement formative assessment practices effectively, and ensure they have access to appropriate training and resources.

9. Consider the cultural context and beliefs surrounding education in Tissemsilt, Algeria, and work towards shifting the focus from rote memorization to critical thinking, promoting the value of formative assessment as a means to enhance student learning outcomes.

10. Conduct further research to evaluate the effectiveness of professional development programs, assess the impact of resource allocation on formative assessment practices, and explore strategies to sustain and enhance teachers' commitment to formative assessment over time.

By implementing these suggestions and recommendations, middle schools in Tissemsilt, Algeria can enhance their formative assessment practices, leading to improved student learning outcomes, increased student engagement, and a more effective and enriching educational experience for all students.

3.7 Conclusion

In conclusion, the results and discussion of this chapter provide a comprehensive analysis of the data collected from the study's participants. The findings from the questionnaire and email interview highlight the importance of formative assessment practices and their role in improving student learning outcomes. The majority of surveyed teachers use formative assessment practices regularly and are motivated to make a positive impact on their students' lives.

The analysis of the results indicates that teachers are using a variety of formative assessment approaches to assess student learning, but they face challenges such as limited time, inadequate training, and limited resources. The findings suggest that teachers need adequate training and resources to implement a diverse range of formative assessment practices effectively.

The interview results provide insight into the perceptions of inspectors regarding formative assessment practices in middle school classrooms in Tissemsilt, Algeria. The findings suggest that effective formative assessment practices involve a multifaceted approach that includes involving students in the assessment process and using a variety of methods to assess student learning.

Overall, this chapter's findings highlight the importance of ongoing professional development, allocation of resources, and promoting a culture of inquiry and reflective practice in schools to support effective formative assessment practices. The next chapter will provide recommendations based on the study's findings to improve formative assessment practices in Tissemsilt, Algeria's middle schools.

General conclusion

General conclusion

The aim of this master thesis was to investigate the practices and implications of formative assessment in middle school classrooms in Tissemsilt, Algeria. The research questions focused on teachers' motivations, assessment approaches, barriers, frequency of formative assessment, feedback methods, and student involvement in the assessment process. The research objectives were to understand the current state of formative assessment practices, identify strengths and weaknesses, and explore the potential impact on student learning outcomes.

The research paper followed a structured approach, consisting of three chapters. Chapter One provided a comprehensive literature review, which laid the foundation for understanding the theoretical framework of formative assessment and its significance in educational settings. It also highlighted the specific context of middle schools in Algeria and identified gaps in the existing literature.

Chapter Two focused on the materials and methods employed in the study. It provided an introduction to the study site, justified the chosen design, described the study population, and outlined the data collection tools. This chapter ensured the rigor and validity of the research process.

Chapter Three presented the data analysis, results, and discussions. The key findings of the study shed light on various aspects of formative assessment practices in middle school classrooms in Tissemsilt, Algeria.

The questionnaire results revealed that the majority of surveyed teachers were motivated by a passion for teaching and making a positive impact on students' lives. The assessment approaches used by teachers indicated a diverse range of methods, with questioning being the

most commonly employed approach. The results also highlighted the barriers to implementing formative assessment, such as limited time, training, and resources. Furthermore, the frequency and purpose of formative assessment, feedback methods utilized, and student involvement in the assessment process were examined.

While the findings contribute valuable insights to the field of formative assessment, it is important to acknowledge the limitations and weaknesses encountered during the study. The study faced several limitations and weaknesses that should be considered when interpreting the findings. Time constraints imposed limitations on data collection and analysis, potentially impacting the generalizability of the findings. Additionally, delays in receiving questionnaire responses from participants on Google Docs and incomplete responses affected the data quality and representativeness of the sample. Technical difficulties in graphical analysis further limited the visualization of findings. Despite these limitations, the study still provides valuable insights into formative assessment practices in middle school classrooms. Addressing these limitations in future research, such as allocating more time for data collection, minimizing response delays, ensuring comprehensive responses, and employing reliable analysis tools, can enhance our understanding of formative assessment's impact on student learning outcomes.

The implications of this research are significant for both researchers and practitioners in the field. The findings provide a deeper understanding of the motivations, practices, and challenges related to formative assessment in middle school classrooms. This knowledge can be applied in real-world settings by informing professional development programs for teachers, curriculum design, and educational policies that promote effective formative assessment practices. Implementing the recommendations derived from this study can ultimately lead to enhanced student learning outcomes and engagement.

General conclusion

In terms of future research, there are several areas that warrant further investigation. Researchers interested in this field can explore the effectiveness of specific training programs for teachers to enhance formative assessment practices. Additionally, investigating the impact of cultural factors on the implementation of formative assessment, exploring the integration of technology in formative assessment practices, and examining the long-term effects of formative assessment on student outcomes would be valuable areas of research. Employing longitudinal studies and mixed-method approaches can provide deeper insights into the relationship between formative assessment and student academic achievement, motivation, and engagement.

In conclusion, this master thesis has addressed the research questions, achieved the objectives, and provided valuable insights into formative assessment practices in middle school classrooms in Tissemsilt, Algeria. The findings contribute to the existing body of knowledge and have practical implications for educational stakeholders. By acknowledging the limitations, applying the implications, and pursuing future research endeavors, the field of formative assessment can continue to evolve and positively impact the quality of education in middle schools.

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Appendices

Appendix 1: Teacher Addressed Questionnaire

Dear Teacher,

As part of a research project aimed at identifying the impact of formative assessment on students' academic performance, we would like to request your input on your assessment style and the considerations you make when assessing your pupils. The information you provide will assist in gaining a better understanding of the impact of formative assessment on student achievement.

Please answer the following questions in regards to your assessment practices:

1. How long have you been teaching English in middle school?
   ....
   ..
2. What motivated you to choose teaching as a career?

   a. Passion for teaching

   b. Financial considerations

   c. Other reasons (please specify)..

3. What are the formative assessment approaches you use during your teaching?

   a. Observations

   b. Questioning

   c. Peer assessment

   d. Self-assessment

   e. Others (please specify)...

4. How often do you use formative assessment in your class?

   a. Daily

   b. Weekly

   c. Monthly

   d. Others (please specify)...

5. How do you use formative assessment to improve your students' academic performance?

    a. Provide feedback

    b. Identify learning gaps

    c. Adjust teaching strategies

    d. Others (please specify)..

6. How do you provide feedback to your students?

    a. Oral feedback

    b. Written feedback

    c. Peer feedback

    d. Others (please specify)..

7. Do you involve your students in the assessment process?

     a. Yes b. No

8. If yes, how do you involve your students in the assessment process?

    a. Peer assessment

    b. Self-assessment

    c. Reflections

    d. Others (please specify)..

9. How do you measure your students' academic performance?

    a. Tests

    b. Projects

    c. Portfolios

    d. Others (please specify)..

10. What are the challenges you face when using formative assessment in your class?

    a. Time constraints

    b. Lack of resources

c. Resistance from students

d. Others (please specify)...

11. How do you overcome these challenges?

a. Plan ahead

b. Use technology

c. Provide support

d. Others (please specify)...

12. In your opinion, does formative assessment improve students' academic performance?
a. Yes b. No

13. If yes, please explain why.
....
..
....
..

14. If no, please explain why.
....
..
....
..

15. How do you ensure that your students are motivated to learn?

a. Provide feedback

b. Recognize their achievements

c. Engage them in the learning process

d. Others (please
specify)...

16. In your experience, what role does formative assessment play in motivating students to
learn?
....
..
....
..

17. How do you think formative assessment can be improved to enhance students'
academic performance?
....
....

Thank you for taking the time to complete this questionnaire. Your contribution is greatly
appreciated

Appendix 2: Inspector-addressed Interview

Thank you for agreeing to participate in this interview. The aim of this interview is to gather information about the formative assessment practices of middle school teachers in Tissemsilt, Algeria, and their impact on students' academic performance. The information collected from this interview will be used to identify the factors that hinder the implementation of effective formative assessment practices by middle school teachers in Tissemsilt, Algeria, and to make recommendations for effective formative assessment practices that can be used by middle school teachers to enhance students' academic performance. Please answer the following questions:

1- Can you describe the formative assessment practices that you have observed in middle school classrooms in Tissemsilt, Algeria?

2- What do you think are the strengths and weaknesses of the formative assessment practices that are being used in Tissemsilt, Algeria?

3- What factors do you think hinder the implementation of effective formative assessment practices by middle school teachers in Tissemsilt, Algeria?

4- How do you think these factors can be addressed to ensure that teachers are able to implement effective formative assessment practices?

5- In your opinion, what are the key elements of effective formative assessment practices that middle school teachers in Tissemsilt, Algeria should adopt to enhance students' academic performance?

6- What recommendations do you have for middle school teachers in Tissemsilt, Algeria, to improve their formative assessment practices and enhance their students' academic performance?

Thank you for your cooperation.

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ملخص

إن التقييم التكويني هو جزء حاسم من الممارسات التعليمية الفعالة التي تهدف إلى تعزيز الأداء الأكاديمي للطلاب، وهو ما يكشف عن فجوة في البحث تفهم تنفيذه في تيسمسيلت بالجزائر، وبالتحديد في التعليم المتوسط. ولمعالجة هذه الفجوة، تم تبني تصميم بحث دراسة حالة. من خلال مزيج من أساليب جمع البيانات النوعية والكمية، تم جمع نظرات قيمة. وتم توزيع استبيان عبر الإنترنت على 36 أستاذا، في حين أجريت مقابلة عبر البريد الإلكتروني مع مفتشي التعليم المتوسط اللذين يمثلون كل مناطق المدينة. أظهر أساتذة تيسمسيلت شغفًا بالتدريس والتزامًا بتوظيف أساليب التقييم التكويني مثل الاستجواب والمراقبة والتقييم الذاتي والتقييم بين الزملاء. ومع ذلك، عرقلت العوائق مثل الوقت المحدود والتدريب والموارد تنفيذها بفعالية، مما يؤكد على ضرورة توفير الدعم والموارد المناسبة. وتم التأكيد على أهمية مشاركة الطلاب من خلال التقييم بين الزملاء والتقييم الذاتي، مما يبرز أهمية وجود أساليب تقييم متنوعة. ولتعزيز ممارسات التقييم التكويني، تم توصية بتطوير ودعم مستمر للأساتذة، إلى جانب أهمية جمع الأدلة وتوفير الملاحظات في الوقت المناسب وتعديل التعليمات بناءً على احتياجات الطلاب الفردية. بناءً على نتائج البحث، ظهرت أهمية تنمية المهنية للأساتذة، وتعزيز نهج متعدد الوسائط للتقييم التكويني، وتجاوز العوائق من خلال الدعم النظامي كاستراتيجيات حاسمة. من خلال تشجيع مشاركة الطلاب وتعزيز الوكالة والتفكير الذاتي والمهارات الميتا معرفية، يمكن لتيسمسيلت في الجزائر أن تشهد تحسينات في الأداء الأكاديمي وانخراط الطلاب.

الكلمات المفتاحية: التقييم التكويني، ممارسات التدريس، الأداء الأكاديمي، التنفيذ، التعليم المتوسط، مشاركة الطلاب

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Résumé

L'évaluation formative, un élément essentiel des pratiques pédagogiques efficaces visant à améliorer les performances académiques des élèves, révèle une lacune dans la rechercheconcernant sa mise en œuvre à Tissemsilt, en Algérie, notamment dans l'enseignement au collège. Pour combler cette lacune, une étude de cas a été entreprise. En démontrant une passion pour l'enseignement, les éducateurs de Tissemsilt ont fait preuve d'un engagementà utiliser des méthodes d'évaluation formative telles que le questionnement, l'observation,l'autoévaluation et l'évaluation entre pairs. Pour améliorer les pratiques d'évaluation formative, le développement professionnel continu et le soutien aux enseignants ont été recommandés, ainsi que l'importance de la collecte de preuves, de la fourniture de rétroactions en temps opportun et de l'adaptation de l'enseignement en fonction des besoins individuels des élèves. Sur la base des implications de la recherche, le développement professionnel des enseignants, la promotion d'une approche multimodale de l'évaluation formative et la surmonter les obstacles grâce à un soutien systémique sont apparus comme des stratégies cruciales.

Mots clés : Évaluation formative, pratiques pédagogiques, performances académiques, mise en œuvre, enseignement au collège, implication des élèves.

Summary

Formative assessment, is regarded as an essential element of effective teaching practices which aims at improving students' academic performance, reveals a gap in research regarding its implementation in Tissemsilt, Algeria, particularly in middle school education. To fill this gap, a case study was undertaken. By demonstrating a passion for teaching, Tissemsilt educators demonstrated a commitment to using formative assessment methods such as questioning, observation, self-assessment, and peer assessment. To improve formative assessment practices, ongoing professional development and support for teachers was recommended, along with the

importance of gathering evidence, providing timely feedback, and adapting instruction. according to individual student needs. Based on the research implications, teacher professional development, promoting a multimodal approach to formative assessment, and overcoming barriers through systemic support emerged as crucial strategies