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**Examining formative Assessment for learning  
Incarnation in Algerian Secondary Education  
Textbooks: A content Analysis of 3rd Year Textbook  
(New prospects)**

A Dissertation Submitted in Partial Fulfillment of the Requirements of the  
Master Degree in Didactics

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## Dedication

*I would like to dedicate this work to my dearest Parents "Abdelkader " and " Rabiaa " who supported me and sacrificed for me to get to this moment .*

*To my all sisters "Hadjira" , " Zohra ", " Douaa ", .and I am grateful to my older sister " Ibtissem " who helps me a lot when I was doing this work and encourages me to not give up and keep going until the end.*

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## Abstract

This study attempts to evaluate the formative assessment incarnation in Algerian secondary textbooks by investigating whether the activities included in the textbook address the formative assessment and whether these activities meet both teacher 's and learner's needs and help enhancing their learning .19 teachers from different high schools in Tiaret took part in this study. Two research tools were used to conduct this study: a content analysis of the textbook "New Prospects "(activities of each unit) and a questionnaire for secondary school teachers. The analysis of "New Prospects "shows that the textbook includes some activities that address formative assessment; however, these activities do not fully meet the learners' needs as they have not a specific objectives. The questionnaire directed to teachers shows that they are not satisfied with the activities that address formative assessment in the textbook. They consider that these activities are unhelpful because they are not presented well and not targeted.

**Keywords:** Formative assessment, Algerian Textbook, EFL context, learners, Secondary school

## List of abbreviations

**I.R.E:** Initiation Response Evaluation

**E.L.T:** English language Teaching

**E.F.L:** English as Foreign Language

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## **General Introduction**

There is no doubt that the textbook has been the main source of information for the student in the classroom and an educational material for the teachers as they plan and prepare their lessons and activities. In the past, the textbook was limited by this concept as being a main source for information; however, a concept of the textbook has been recently expanded to include students' interactions with each other in order to acquire information and skills through classroom activities. In this respect, the textbook also contains a variety of assessment instruments and materials used for a specific purpose chosen by the teacher. One of these assessments is formative assessment. The importance of formative assessment is sometimes overlooked since the importance assigned to summative assessment, which is used for a accountability and ranking purposes; however, formative assessment have a huge impact on improvement of the student performance in exams, tasks and assignments used in summative assessment, if the obtained data are used to inform the students' learning .formative assessment is a process in which the teacher uses it to elicit the information about their students to improve their learning and it gives the teacher information about the level of students; their strengths and weaknesses. Furthermore formative assessment helps students move forwards in their learning because it helps teachers to take decision about their teaching when they plan their lessons.

### **Statement of the problems**

Formative assessment has an important role in improving students' learning and making it moves forward, this study is designed to examine the incarnation of formative assessment in third year secondary school English language textbooks and to examine whether formative assessment tools in the textbooks enable teachers to meet their students learning's need.

### **Research question**

Two questions have been asked are:

- 1- What are the EFL teacher perspectives toward formative assessment incarnation in textbook?
- 2- Is the number of activities that address formative assessment in the textbook sufficient?

### **Hypotheses**

The formative assessment for being concerned with the formative aspect more than the evaluative aspect is less used for learning incarnation in Algerian secondary education textbooks.

In order to answer the research questions, the following hypothesis are provided:

- 1- The perspectives of EFL teacher toward formative assessment incarnation in textbook may not be positive .
- 2- The textbook may not have a sufficient number of activities that address formative assessment.

### **Aims of the study**

This study aims to examine whether the Algerian secondary textbook “New prospect” has sufficient activities that address formative assessment and if these formative assessment tools are effective for students and meet their needs in order to evaluate the formative assessment incarnation in the Algerian secondary textbooks. Also it highlights on teachers’ perspective towards formative assessment in textbook.

### **Means of the study:**

In order to answer the research question two research tools have been designed and implemented, the first one is the analysis of secondary third year textbook in order to investigate and determine the use of formative assessment in textbook activities. The second one is an attitudinal questionnaire designed for teachers of secondary school to check their knowledge of formative assessment implementation and their perceptions toward the textbook activities that address formative assessment.

**Structure of study:**

This study is divided into three chapters ,the first chapter is addressed to various definitions of formative assessment and its importance as well as its tools, it also includes the definitions of textbook ,advantages and disadvantages of textbook , review of literature about “New prospects “ textbook and syllabus of third year classes .The second chapter is the practical part of the research study since it contains analysis of the “ New prospects“ textbook as well as the analysis of the questionnaire directed to the teachers in secondary school.The third chapter includes discussion of data analysis and some recommendations .

**CHAPTER ONE The Role of formative assessment and textbook in  
English language learning**



## 1. Introduction

This chapter aims to introduce the concept of formative assessment, and the formative assessment tools. It will provide an account of the definition of textbook, its advantages and its disadvantages of textbook.

## 2. Part one: formative assessment

### 2.1. Definitions of formative assessment

Broadfoot et al (1998) reject the term of formative assessment. They discover that formative assessment term is unhelpful to describe such uses of assessment because the term formative itself is open to variety of interpretations and often means no more than that assessment is carried out frequently and is planned at the same time as teaching. They suggest the term *assessment for learning*. What it is concluded from this definition is that the formative assessment is too broad and general to use it to express in such process because it focuses only on gathering data from students in order to know their weakness and their strength rather than products; instead, they bring more appropriate term for this process.

Black, Harrison, lee, Maechall and wiliam (2004) suggest to keep using both terms in that “assessment for learning “refers to any assessment for which the first priority in its design and practice is to serve the purpose of promoting the students ‘learning, and that this becomes “formative assessment” when the evidence is actually used to adapted the teaching work to meet the learning needs. Simply put, assessment for learning is the purposeful process of obtaining data or evidence when the students are engaged in learning. These data can be use by teachers to address their students’ weaknesses and to inform their teaching as well. In this case only, it can be labeled as formative assessment.

Cowie and Bell (1999), on the other hand, define formative assessment as the procedure used by teachers and learners to meet student need in order to enhance learning, during the learning. According to Cowie and Bell (1999), formative assessment is considered as procedure or journey, rather than an end (product). That means that the focus of this kind of assessment is the learning process itself, and how assessment has crucial role in the advancement of active learning.

Another wider image is provided by Shepard et al (200), In this respect, assessment acts harmonically with both teaching and learning. What we can consider from Shepard et al's definition is that learning is connected with teaching in formative assessment, which means there is no teaching and learning without assessment.

Kahl (2005) indicates that "*formative assessment is a tool that the teacher uses to measure learners level of specific topics and skills misconception and mistakes during the learning take place*" (p.11). In this prospect, when the learning takes place, the teacher needs to use specific activities and questions aimed to know the level of the students.

Black and Wiliam (2009) explores and extends previous definitions: "*an assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence.*" In this point, Black and Wiliam define formative assessment as a procedure used by teacher to their student to know the achievement of their learning and their outcomes and allow them to know what they need to do next step.

## **2.2. Importance of formative assessment**

Formative assessment allows teachers to make comments and implement actions to improve the understanding of students. This type of evaluation involves a process in which

teachers do students' think, make inferences about the level of understanding achieved and act on the information available in order to achieve established learning goals (Furtak, 2012)

Formative assessment is necessary for the learning processes of students. Its application is continuous throughout the school year, allowing the teacher to know and highlight the different achievement, success, weaknesses, and shortcomings of the students in subject matter.

The proper and effective use of formative assessment supports learning that means that the support provided by teachers by drawing up the different assessments according to the need of one or another student to demonstrate the acquired learning, you can identify evidence that help advance students' learning (Stiggins,2007).

Formative assessment is process that consists in obtaining, identifying, and providing relevant information from students, assessing their different opinions, argumentations and creating a student – teacher link to the achievement of their goals and objectives along with the study of resources and activities necessary for the training the person, the monitoring of their achievements and the implementation of the results and their impact, therefore the purpose of the evaluation is to demonstrate the teaching- learning of the students leading the teacher know the results obtained in this process (Mora, 2004)

Formative feedback provided to the student helps the teacher to take concrete and corrective actions to improve their teaching performance, aimed at their perfection; this feedback can incentivize motivation and learning and is implemented according to the different need of students (McMillan, 2007).

### **2.3. Tools of formative assessment**

Tools of formative assessment differ from teacher to another depending on some steps indicated by Brookhart (2010). These steps enable each teacher to create his own formative assessment tools by determining the purpose of formative assessment, selecting a strategy that serves this purpose such as reflection questions, indicator systems, logs or diaries, review of one's own work against criteria, and goal setting or action planning, applying the chosen strategy considering what he is searching for as his students use the tools and how the information will be used formatively.

### **2.3.1. Questioning**

According to Wiliam (2004), classroom questioning is a particular way that enables teachers to elicit evidence of students' understanding and provide feedback that moves learners forward by implementing tasks through peer and self-assessment's activities that might be used to pursue students as instructional resources for one another and as the owner of their own learning respectively.

Guest (1985) argues that questioning strategy is a tool use to extend students' learning that may help teachers to develop their own strategies to enhance students' work and thinking. According to Brown and Wagg (1993), questioning in the language classroom can be used by the teachers to evaluate and motivate their students in order to attend lesson closely.

According to Blosser (2000), there are different types of questions such as managerial, rhetorical, and closed / open questions. However, there are other types of questioning such as procedural, convergent, and divergent that the teacher cannot ignore them and focus only on those types of questions which they can be used to increase students' thinking.

Wiliam (2004) also noted some types of questioning that the teacher may use when he wants to collect evidence needed to inform his teaching and provoke students' thinking.

### **2.3.1.1. Closed /open questions**

William (2004) disagrees with the idea that closed questions are bad while open questions are good and claimed that close questions can be better than open questions if you know what you are looking for. However, if you do not know what you are looking for, open questions are more helpful.

### **2.3.1.2. High-order /Low-order questions**

William (2004) said that learning only takes place when the teacher asks questions that cause thinking with distinction between low order questions and high order questions. He claims that high order questions require an appropriate wait time.

### **2.3.1.3. Initiation-Response-Evaluation**

It is called by the researchers the standard classroom model where the teacher asks questions, the students answer, and he evaluates their answers; however, William claims that the teacher needs to ask question that enables all the students to participate. For example, he/she can ask the student a question then ask another student about the answer of his classmate whether it is correct or not and ask them for explanation.

### **2.3.1.4. Deciding wether to move on**

The way often most teachers make decision about whether to move now or not is to ask particular student a question, and if his answer was correct, the teacher move on. However William (2015) said that the teacher needs to think about the ways that teacher can broaden the evidence to make better teaching decisions.

## **2.3.2. Feedback**

Feedback can be considered as one of the most important skill and strategy during formative assessment process that the teacher needs to master as part of good formative

assessment. Good feedback can help students learn how to formulate new goals for themselves and achieve those goals. Giving a good feedback can be very effective because it addresses both cognitive and motivational factors at the same time. The cognitive factor enables students to understand where they are in their learning and what to do next whereas the motivational factor helps students to develop a feeling that they have control over their own learning once they understand what to do and why.

Brookhart (2008) indicates that effective feedback should contain information that student can hear and understand, and therefore be able to use.

#### **2.3.2.1. Variations of feedback strategies**

These figures indicated by Brookhart (2008) show different types of feedback strategies and recommendations for good feedback depending on context: the characteristics of your students, assignment, and classroom atmosphere.

Feedback Strategies Can Vary In . . .	In These Ways . . .	Recommendations for Good Feedback
Timing	<ul style="list-style-type: none"> <li>• When given</li> <li>• How often</li> </ul>	<ul style="list-style-type: none"> <li>• Provide immediate feedback for knowledge of facts (right/wrong).</li> <li>• Delay feedback slightly for more comprehensive reviews of student thinking and processing.</li> <li>• Never delay feedback beyond when it would make a difference to students.</li> <li>• Provide feedback as often as is practical, for all major assignments.</li> </ul>
Amount	<ul style="list-style-type: none"> <li>• How many points made</li> <li>• How much about each point</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritize—pick the most important points.</li> <li>• Choose points that relate to major learning goals.</li> <li>• Consider the student's developmental level.</li> </ul>
Mode	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• Visual/demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Select the best mode for the message. Would a comment in passing the student's desk suffice? Is a conference needed?</li> <li>• Interactive feedback (talking with the student) is best when possible.</li> <li>• Give written feedback on written work or on assignment cover sheets.</li> <li>• Use demonstration if "how to do something" is an issue or if the student needs an example.</li> </ul>
Audience	<ul style="list-style-type: none"> <li>• Individual</li> <li>• Group/class</li> </ul>	<ul style="list-style-type: none"> <li>• Individual feedback says, "The teacher values my learning."</li> <li>• Group/class feedback works if most of the class missed the same concept on an assignment, which presents an opportunity for reteaching.</li> </ul>

**Figure 1: Feedback strategies**

### **Timing**

Feedback should come while learners are still striving for learning goals, or they are still dealing with the topic, assignment, or performance in question, not something they already did.

### **Amount**

Feedback should give students a clear understanding of what to do next on some points during the course, so they can be able to see what they need to work on and; thus, make their learning move forwards, which means that the teacher needs to know his students for example: some students simply getting clarity and improvement on one point would be enough while the others can be getting more than one point. Also, teacher should try to see from students' view.

### **Mode**

Feedback can come in different forms, for example: written feedback for some kinds of assignments, oral feedback and some demonstrations, also feedback can result from conversations with the student and it is considered as the best one.

### Audience

Feedback needs to be addressed to individual student in order to understand better because it provides information, and the student feels that the teacher cares about his / her individual progress.

Feedback Content Can Vary In . . .	In These Ways . . .	Recommendations for Good Feedback
Focus	<ul style="list-style-type: none"> <li>On the work itself</li> <li>On the process the student used to do the work</li> <li>On the student's self-regulation</li> <li>On the student personally</li> </ul>	<ul style="list-style-type: none"> <li>When possible, describe both the work and the process—and their relationship.</li> <li>Comment on the student's self-regulation if the comment will foster self-efficacy.</li> <li>Avoid personal comments.</li> </ul>
Comparison	<ul style="list-style-type: none"> <li>To criteria for good work (criterion-referenced)</li> <li>To other students (norm-referenced)</li> <li>To student's own past performance (self-referenced)</li> </ul>	<ul style="list-style-type: none"> <li>Use criterion-referenced feedback for giving information about the work itself.</li> <li>Use norm-referenced feedback for giving information about student processes or effort.</li> <li>Use self-referenced feedback for unsuccessful learners who need to see the progress they are making, not how far they are from the goal.</li> </ul>
Function	<ul style="list-style-type: none"> <li>Description</li> <li>Evaluation/judgment</li> </ul>	<ul style="list-style-type: none"> <li>Describe.</li> <li>Don't judge.</li> </ul>
Valence	<ul style="list-style-type: none"> <li>Positive</li> <li>Negative</li> </ul>	<ul style="list-style-type: none"> <li>Use positive comments that describe <i>what</i> is well done.</li> <li>Accompany negative descriptions of the work with positive suggestions for improvement.</li> </ul>
Clarity	<ul style="list-style-type: none"> <li>Clear to the student</li> <li>Unclear</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary and concepts the student will understand.</li> <li>Tailor the amount and content of feedback to the student's developmental level.</li> </ul>
Specificity	<ul style="list-style-type: none"> <li>Nitpicky</li> <li>Just right</li> <li>Overly general</li> </ul>	<ul style="list-style-type: none"> <li>Tailor the degree of specificity to the student and the task.</li> <li>Make feedback specific enough so that students know what to do but not so specific that it's done for them.</li> <li>Identify errors or types of errors, but avoid correcting every one (e.g., copyediting or supplying right answers), which doesn't leave students anything to do.</li> </ul>



Feedback Content Can Vary In . . .	In These Ways . . .	Recommendations for Good Feedback
Tone	<ul style="list-style-type: none"> <li>• Implications</li> <li>• What the student will "hear"</li> </ul>	<ul style="list-style-type: none"> <li>• Choose words that communicate respect for the student and the work.</li> <li>• Choose words that position the student as the agent.</li> <li>• Choose words that cause students to think or wonder.</li> </ul>

**Figure 2:** Different kinds of feedback content and recommendations for good feedback (Brookhart, 2008)

### 2.3.2.2. Variations of feedback content

#### **Focusing**

Hattie and Timperley (2007) indicate that feedback consists of four different levels:

Feedback about the task informs students about errors

Feedback about processing includes information about how students approached the task

Feedback about self regulation use to monitor their learning

Feedback about the self as a person focus only on one student's learning process and finally feedback about processes. In contrast it focuses on all students.

#### **Comparison**

Compare student's work with his or her previous performance and sometimes compare student with the other students.

#### **Function**

Describe students work and avoid evaluating students' work that impedes their way from trying to improve.

#### **Valance**

Teacher need to give his or her students positive comments that describe what it well done and where the improvement is needed and suggestions about how students could do about it.

### **Clarity**

Feedback information should be clear and understandable whether it written or speech for the students because they have different background and experience that the teacher needs to take in into consideration.

### **Specifity**

Teachers should specify the feedback not too narrow or too broad, and he gives guidance to student's work.

### **Tone**

Express the quality of feedback message, it's important to choose words and style that make learners active and advance their learning.

## **2.3.3.Rubrics**

A rubric is a set of criteria used to describe and evaluate the levels of performance and students' work over this criteria. Rubrics can be effective if an appropriate criterion has been selected with a well-written description of performance.

### **2.3.3.1. Purpose of Rubrics**

Rubrics are evaluation tool that can be use for certain purpose, which is to assess performances: *teacher* observes the student in the process of doing something. For example, discussing an issue for some problems; furthermore, for other performances teacher observes the product that is the result of the student's work such a written report.

### **2.3.3.2. Types of Rubrics**

Brookhart (2013, P.21) illustrates in these figures some types of rubrics and their advantages and disadvantages that can help teachers assess their students:

Type of Rubric	Definition	Advantages	Disadvantages
<b>Holistic or Analytic: One or Several Judgments?</b>			
<b>Analytic</b>	<ul style="list-style-type: none"> <li>Each criterion (dimension, trait) is evaluated separately.</li> </ul>	<ul style="list-style-type: none"> <li>Gives diagnostic information to teacher.</li> <li>Gives formative feedback to students.</li> <li>Easier to link to instruction than holistic rubrics.</li> <li>Good for formative assessment; adaptable for summative assessment; if you need an overall score for grading, you can combine the scores.</li> </ul>	<ul style="list-style-type: none"> <li>Takes more time to score than holistic rubrics.</li> <li>Takes more time to achieve inter-rater reliability than with holistic rubrics.</li> </ul>
<b>Holistic</b>	<ul style="list-style-type: none"> <li>All criteria (dimensions, traits) are evaluated simultaneously.</li> </ul>	<ul style="list-style-type: none"> <li>Scoring is faster than with analytic rubrics.</li> <li>Requires less time to achieve inter-rater reliability.</li> <li>Good for summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Single overall score does not communicate information about what to do to improve.</li> <li>Not good for formative assessment.</li> </ul>

Type of Rubric	Definition	Advantages	Disadvantages
<b>Description of Performance: General or Task-Specific?</b>			
<b>General</b>	<ul style="list-style-type: none"> <li>Description of work gives characteristics that apply to a whole family of tasks (e.g., writing, problem solving).</li> </ul>	<ul style="list-style-type: none"> <li>Can share with students, explicitly linking assessment and instruction.</li> <li>Reuse same rubrics with several tasks or assignments.</li> <li>Supports learning by helping students see "good work" as bigger than one task.</li> <li>Supports student self-evaluation.</li> <li>Students can help construct general rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>Lower reliability at first than with task-specific rubrics.</li> <li>Requires practice to apply well.</li> </ul>
<b>Task-Specific</b>	<ul style="list-style-type: none"> <li>Description of work refers to the specific content of a particular task (e.g., gives an answer, specifies a conclusion).</li> </ul>	<ul style="list-style-type: none"> <li>Teachers sometimes say using these makes scoring "easier."</li> <li>Requires less time to achieve inter-rater reliability.</li> </ul>	<ul style="list-style-type: none"> <li>Cannot share with students (would give away answers).</li> <li>Need to write new rubrics for each task.</li> <li>For open-ended tasks, good answers not listed in rubrics may be evaluated poorly.</li> </ul>

**Figure 3:** Types of rubrics

### 2.3.4. Checklists

William states that the checklist is an important technique that is used to help the students learn from each other in order to activate it as an instructional resource and as owner of their own learning. The teacher requests the student to get a peer in order to complete checklist, which includes tasks such as lab reports, display boards...., The student can hand only in the report from marking until he /she has had this pre flight checklist completed by a peer, this

technique is very interesting because it involves at least two strategies : it involves in activating students as instructional resources for one another , and it enables students to understand the success criteria in order to complete the pre flight checklist during assessing another student's work and use the insights gained in their own work.

### **3. Part two: Textbook**

#### **3.1. Definitions of textbook**

Tomlinson (1998) claimed that the textbook has an important role in many classes; the textbook provides teachers with a useful resource, and it can be adapted to meet the students' needs of specific classes.

Cortazzi and Jin (1999) indicated that the textbook can be considered as a teacher, a map, a resource, a trainer and an authority. As the teacher, a textbook gives students relevant information about grammar, vocabulary, English speaking countries and their cultures. As a map, it shows an outline of linguistic and cultural elements as a structure programmed since it guides students and teachers to follow the steps taken in previous lessons.

Hutchinson and Torres (1994, p.315) state that “the textbook is an almost universal element of English language teaching. It has been made to produce projects in different countries”.

Sheldon (1988, p.237) states that textbook symbolizes the visible heart of any ELT program, for it offers different advantages for both student and teacher.

According to Cunningsworth (1984:1), “the textbook is a book written by experienced and well – qualified people and the material contained in them is usually carefully tested in pilot studies in actual teaching situations before publication. Textbook is used in the teaching learning process exactly in teaching English.”

### **3.2. Advantages and disadvantages of the textbook**

The textbook can be considered as a guide for teacher because it provides a syllabus for the course; also, it provides the teacher with different supporting materials and different kind of activities, photos, readings, and it saves the teacher time in finding or developing such materials. The teacher can use textbook for assessing students' learning, textbook can consider also as map, road for the students too because they know what is expected from them. However the textbook also have some limitations:

Textbook's content may not reflect students' needs and their interests such as the activities, visual, readings it could be boring for them, the sequence of units are not suitable for student's need and it doesn't representative real language use, also the contents could be not the real level for the students and the textbook doesn't take the student background in account.

### **3.3. EFL textbooks in Algeria**

#### **3.3.1. New Prospects Textbook: literature Review**

Some previous researchers addressed different aspects of "New prospects" textbook's contents in their studies. Among these contents are culture, vocabulary, grammar tasks, and authentic language. Ait Aissa (2020) investigated the distribution of the culture in "New Prospects" textbook. He found that the big "c" culture is more frequency than the small "c" in textbook, and he suggests to reconsider the balance of culture's types with giving more attention to themes of small "c" culture such as values, beliefs, food patterns, customs, holidays, living styles and hobbies by authors of the textbooks in order to enhance learner communication.

On other hand, Hamidi & Bouhass (2018) investigates the authenticity in "New Prospects" textbook, and they found that textbook does not offer classroom learners with

suitable opportunities to learn authentic language, and the textbook should be supported with adaptation of authentic teaching materials as audio –visual , posters , handouts , song ....et.

Concerning the grammatical component in the “New Prospects” textbook, Haddada & Heyahoum (2020) show that the textbook does not contribute in raising the learners’ motivation or meeting the learners’ needs or improving their levels in the grammar because students are not interested in the activities, which are in relation to units’ themes, and it does not give them any opportunities to practice grammar in real context. However Titi (2015) indicate that the textbook texts suit the pupils ‘ levels and have positive effect on learning English vocabulary items because they provide learners with new items about different topics , also it fits both teachers and learners interests, although the students find some difficulties to understand those items, and they need a long time and some explanations to know them.

### **3.3.2. Syllabus of English for third year classes in secondary schools**

Slimani (2016) discusses some points about the syllabus of English for third year classes in secondary school and its aims. In his words, this syllabus aims to develop students’ communication skills and expose them to various types of discourse: narrative, descriptive, expository, prescriptive, and argumentative. The focusing more on themes rather than functions because each theme will allows the use of several language functions. The emphasis was more on authentic communication rather than individual functions. However , teaching language structure and its functions cannot be neglected , the rules should be explained , some explication should be made and appropriate activities should be provided to the learners. Although several studies address multiple aspects of the textbooks, the researcher could not highlight any study related to the incarnation of formative assessment or the types of assessment used in this textbook.

#### **4. Conclusion**

This chapter highlighted how formative assessment is a very effective tool in improving learners' learning process, It also shows how formative assessment can help students achieve their instructional goals , therefore ,it underscore how teacher should use a different materials for instance textbooks, that effectively incorporate formative assessment inside the classroom, The chapter provides the definitions of textbook and ends by mentioning a previous study about new prospects in the Algerian context and the gap that we will address in this research study.

## **CHAPTER TWO Field work**



## **1. Introduction**

This chapter is designed to highlight the methodology used in order to address the research questions. It will provide an overview of the participants and the data collection methods that are employed qualitatively and quantitatively

### **1. Analysis of content of the “New prospects” textbook**

#### **2.1. Definitions of content of analysis**

Content analysis is a research method used to evaluate patterns within a piece of content (for instance: words, phrases or images) or across multiple pieces of content or sources of communication.

We use this research tool in this study in order to quantify the number of activities that address formative assessment in the “New prospects” textbook.

#### **2.2. General introduction about the “New prospects “textbook**

Name of the textbook: “New prospects”

-Year and place of publication: 2007/Algeria

- Authors:

S.A.ARABB.RICHEM. BENSEMMANE

- Publisher: The National Authority for School Publications

- Number of Page; 270

##### **2.2.1. Presentation of New prospects textbook**

New prospects is designed for Algerian third year high school learners ;It is planned to all streams :literary, foreign languages , scientific , and economy and management ; It contains of four sequences and six units each unit deal with a specific topic and includes a project to be accomplished at the end of the year by the learners.

The six units and their themes are presented in table below as follows:

**Table 1:** The units and the topics (curriculum of third year textbook “New prospects”)

The units	The topics
Exploring the past	Ancient civilization
ILL– gotten gains never prosper	Ethics and business: Fighting fraud and corruption
Schools : different and alike	Education in the world: comparing educational systems
Safety first	Advertising, consumers and safety
It’s a giant leap for mankind	Astronomy and the solar system
We are family	Feelings, emotions, humor and related topics

### **Presentation of the project outcome**

Every single unit of the textbook incorporates the following elements:

1- Two parts: each part contains two sequences:

1. Part one:

1.1. Listen and consider

1.2. Read and consider

2. Part two:

2.1-Listening and speaking

2.2 Reading and writing

2- Take break

3-Research and Report

4-Project outcome

5-Assessment

6-Time for...

At the end of the textbook New Prospects some items found as follows:

- Listening scripts
- Grammar references
- Resources portfolio

### 2.3. Formative assessment in the New Prospects Textbook

In order to evaluate the "New prospects" textbook content, and whether the textbook has a sufficient number of activities that address formative assessment or not, we draw attention to formative assessment strategies adopted by Ramaprasad (1983) and developed by Wiliam et al (2005), the outcome of crossing the three instructional processes of formative assessment (where the learners are in their learning, where they are going, how to get there) with the role of each agent in each instructional process (teacher, peer and learners) as shown in this Table 2

**Table 02:** Formative assessment strategies (Source: Leahy, Lyon, Thompson and Wiliam, 2005).

	Where the learner is going	Where the learner is right now	How to get there
Teacher	Clarifying learning intentions and sharing and criteria for success (1)	Engineering effective classroom discussions, activities and tasks that elicit evidence of learning (2)	Providing feedback that moves learners forward (3)
Peer	Understanding and sharing learning	Activating students as instructional resources for one another (4)	

	intentions and criteria for success (1)	
Learner	Understanding learning intentions and criteria for success (1)	Activating students as the owners of their own learning (5)

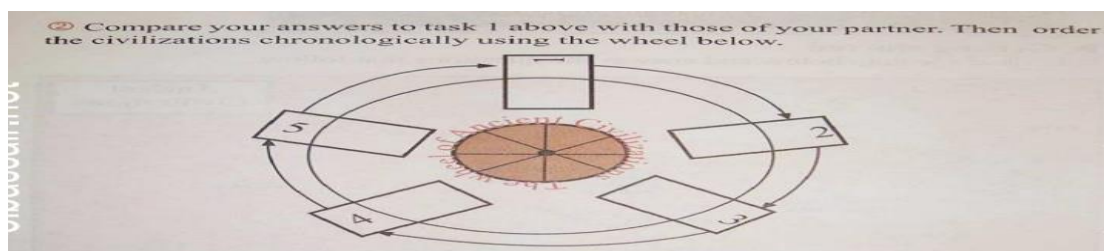
### 2.3.1. Analysis the activities of the units in the textbook

We divided the activities included in textbook in each unit according to skills (reading, writing, speaking, and listening). The tables contain the kind of formative assessment tool and the keyword that allows us to know the activities that address formative assessment. Each unit will be presented in tables separately.

**Table 03:** Unit 01: EXPLORING THE PAST

Skills	Activities that address formative assessment	Type of formative assessment tool	The key word
Listening	-Listen & reading: p.16 Activities :02, 03,04	Peer assessment, discussion Peer feedback Peer assessment	Partner
Reading	-As you read: P.39.Activity :03	Quiz	True/ False
Speaking	-Pronunciation and spelling: p.28. Activity :02	Peer assessment	Partner
Writing	-Vocabulary explorer: p.26. Activity :02, P.27 ,	Peer assessment Discussion	Partner Discuss

	activity :04 -Think, pair ,share: P.29.Activity:,03 -Writing development: P.40.Activity:04	Peer assessment Peer assessment	
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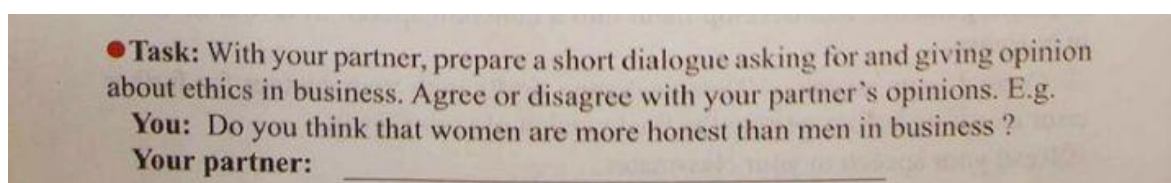


**Figure 04:** Example of formative assessment tool (peer assessment) in unit one

This unit composed of 10 activities that address formative assessment, all of these activities are use peer assessment except one Quiz addressed to the learner.

**Table 04:** Unit 02: ILL-GOTTEN GAINS NEVER PROSPER

Skills	Activities that address formative assessment	Types of formative assessment tools	Key word
Listening	-As you listen: P. 62.Activity:01 -After listening. P.63.Task	Checklist Peer assessment	Partner
Reading	-After reading: P.68.Activity:02	Compare/ contrast Peer assessment	Partner
Speaking	-Think, pair, share: activity: 01,02	Peer assessment	Partner
Writing	-Think, pair, share: P.58. Activity :02,03 , -Say it in writing :P.64.activity :01,03	Peer assessment Discussion	Partner Discuss



**Figure05:** Example of formative assessment tool (peer assessment) in unit two

In the second unit, 9 activities address formative assessment and all these activities are use peer assessment.

**Table 05:** Unit 03: SCHOOLS: DIFFERENT AND ALIKE

Skills	Activities that address formative assessment	Type of formative assessment	Key word
Listening			
Reading	-Read and consider: P.82.Activity: Getting started -After reading: P. 100.Activity:01	Questioning: discussion, Questioning : discussion	Discuss Discuss
Speaking	-Let's hear it: P.77.Activity:02 -Pronunciation and spelling :P. 81.Activity: 02, Task two:02	Peer assessment Peer assessment and group work	Partner Partner Discuss
Writing	-Think, pair, share: P.90.Activity:03,04 -Say it in writing: P 96.Activity: 04	Peer assessment Peer assessment	Partner



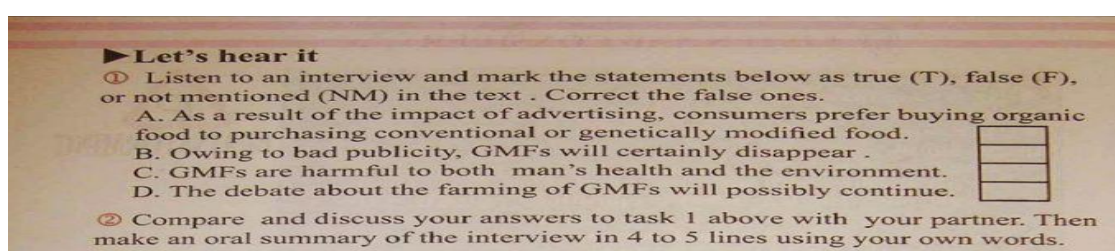
**Figure 06:** Example of formative assessment in unit three

6 activities that address formative assessment included in this unit, 2 of these activities are questioning addressed to teacher while the rest are peer assessment.

**Table 06:** Unit 04: SAFETY FIRST

Skills	Activities that address formative assessment	Formative assessment tool	

Listening	-Listen and consider: P.108.activities :01, 02	Quiz Peer assessment	True/False Partner and discuss
Reading	-Reading and writing : P.128.Activity: Before reading -As you read: P 129. Activity:02	Questioning Peer assessment	Discuss Partner
Speaking	-Pronunciation and spelling. 112, activity :04 -Pronunciation and spelling:P.119, activity :02, 03 -After listening :P. 125.Task	Peer assessment Peer assessment	Partner Partner
Writing	-Grammar explorer II:p.110.Acivity:02 -Think, pair, share. P. 112. Activity: 03 -Think ,pair, share: P.120.Activity:01, 04, 05 -Research and Report. P.122.Activity :03 -Assignment two: Prescribing home safety rules. P. 122. Activity: 01 --Say it in writing :P. 127.Activity :05	Peer assessment Peer assessment Peer assessment Discussion Group assessment	Partner Partner Discuss Discuss



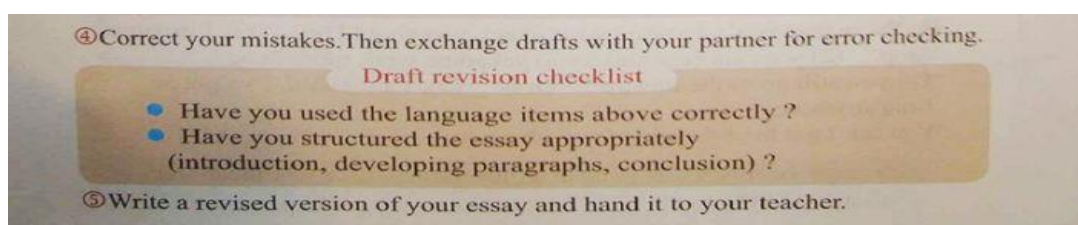
**Figure 07:** Example of formative assessment in unit four

This unit contained of 15 activities that address formative assessment and all these activities use peer assessment.

**Table 07:** Unit 05: IT'S A GIANT LEAP FOR MANKIND (ARE WE ALONE?)

Skills	Activities that address formative assessment	Formative assessment tool	Key word
Listening	-As you listen: P.153. Activity: 02.	Peer assessment Peer assessment	Partner Partner

	-After listening: P.154.Activity:02. -Listen and consider:P.137.Activity:02	Peer assessment	Partner
Reading	-As you read: P.154.Activiity:03.	Peer assessment	Partner
Speaking	-Pronunciation and spelling: P.140.Activity.02	Peer assessment	Partner
Writing	-Say it in writing :P.155.Activity:03 -Think, pair, share: P.149.Activity 04 -Think, pair, share P. Activity .01	Peer assessment Peer assessment Peer assessment	Partner Partner Partner



**Figure 08:** Example of formative assessment in unit five

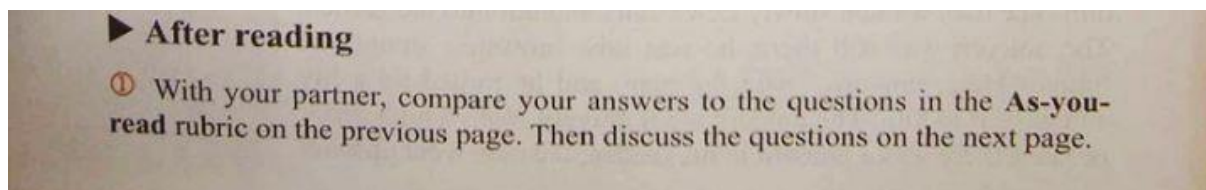
The numbers of activities that address formative assessment in this unit are 8 activity and all these activities are use the peer assessment too.

**Table 08:** Unit 06: WE ARE A FAMILY!

Skills	Activities that address formative assessment	Formative assessment tools	Key word
Listening	-Listen and consider: P.167.Activity:02 -AS you listen: P.184.Activity:02 -After listening: P.185.Activity:01	Peer assessment	Partner
Reading	-After reading: P.190.Activity:01	Compare &contrast Peer assessment Discussion	Partner Discuss
Speaking	-Take a break P.181.02.	Peer assessment	Partner
Writing	-Grammar Explorer II: P.168.Acivity:02 -Think, pair share: P. 172.Activity:02 -Grammar Explorer I: P.176. Activity: 02.	Peer assessment Think, pair, share Peer assessment Peer assessment Peer assessment	Partner Partner Partner



	-Think, pair share: P.180.Activity:01, P.187. Activity: 03		
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**Figure09:** Example of formative assessment in unit six

The last unit composed of 5 activities that address formative assessment and all these activities are use peer assessment.

Moreover, at the end of every unit, there is a section called “Assessment” that contains a self-assessment checklist made and prepared for student to evaluate themselves and their improvement. The checklist consists of all the lessons student dealt with in each unit. In addition to Skills and Strategies assessment, this type of assessment used by the teacher who selects a suitable text from Resources portfolio in order to assess students’ progress in terms of skills and strategies.

<b>ASSESSMENT</b>			
<b>Language assessment</b>			
<p>① Show what you can really do with the language items checklisted in the learning log below by using them in illustrative sentences of your own.</p>			
I can	very well	fairly well	not well
<p>A. speak about beliefs and customs using <b>used to</b>.            B. ask for and give information about a civilization using <b>ago</b>.            C. speak about obligations in the past using <b>had to</b>.            D. talk about the past achievements of ancient civilizations.            E use appropriate articles with concrete and abstract words.            F. use <b>though/ although/ despite the fact that/ in spite of the fact that</b> to express concession.            G. narrate a very short episode in the life of a legendary figure using the past simple, the past perfect and appropriate conjunctions of time.            H. use adjectives and verbs with <b>dependent prepositions</b>.            I. use the comparatives and the superlatives of quantifiers: <b>much, little, many, few</b>.            J. make compound adjectives with <b>well+past participle</b>.            K. spell words correctly when I add to them such endings as <b>-ed, -ing, -s and -er</b>.            L. pronounce the <b>-ed</b> ending correctly.            M. pronounce the past forms of the auxiliary <b>be</b>.            N. pronounce words containing letters <b>ch</b>.</p>		✓	
<p>② Tick (✓) next to each item in the learning log to indicate what you think is your level of performance. Then hand a copy of the learning log with your examples on a separate page to your teacher.</p>			
<b>Skills and strategies assessment</b>			
<p>Take the test that your teacher will assign to you on one of the texts in the <b>Resources Portfolio</b> at the end of this book so as to check your progress in terms of skills and strategies.</p>			

**Figure 10:** The assessment at the end of each unit

## 2.4. Findings of Analysis

Assessment is not included in the book map, only the content of the units, the skills and the learners' expected outcomes. In addition the activities that indicate assessment or tools of formative assessment in every unit of the textbook contain both peer and self assessment as we can see in these tables; however, the way it is presented is too general since it does not

have a specific objective, and it cannot provide teachers with an overall accurate indicators about student's understanding such as the checklist at the end of every unit.

### **3. Teacher's Questionnaire**

#### **3.1. Definitions of Questionnaire**

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post.

#### **3.2. The Administration of the questionnaire**

The questionnaire was administrated to teachers of secondary school. The sample consists of nineteen teacher has different levels of teaching chosen from random high schools in city of Tiaret.

#### **3.3. Description of the questionnaire**

This attitudinal questionnaire is selected as data collection method in order to identify teachers' attitude toward formative assessment in general and their practice of formative assessments in the classroom, the questionnaire is composed of sixteen different questions, the questionnaire divided into three section each section purposes to gather particular information of teachers:

##### **Section (A) Questions 1 -6**

This section addresses the collection of information about the teachers' background (gender, teaching experience), and their teachings levels, classes, sessions and units.

**The second section (B) Questions 7-10**

This part of questionnaire targets the evaluation of the teachers' knowledge, skills and experiences concerning the implementation of formative assessment in their daily teaching.

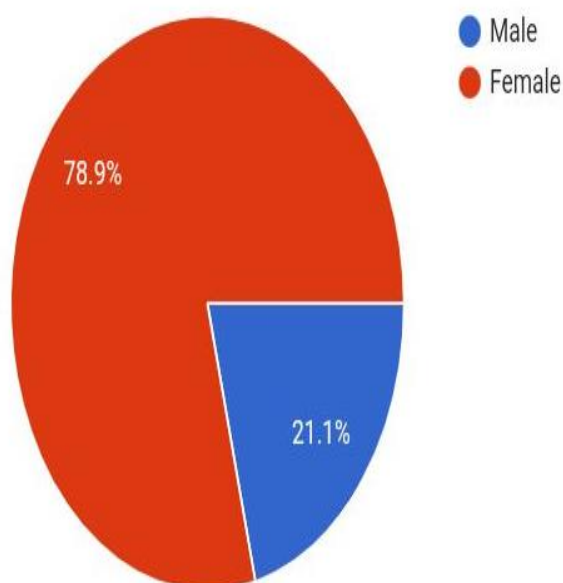
**The third section (C) Questions 10-18**

This section is devoted to examine whether the teachers use the textbook activities that address formative assessment in the process of the implementation of the formative assessments in the classroom. Also it intends to check whether these activities are useful and effective for them to help improve their student's learning, then the last part of this section is addressed to find out the most formative assessment tools that the teachers use them and the challenges of implementing the formative assessment in classroom.

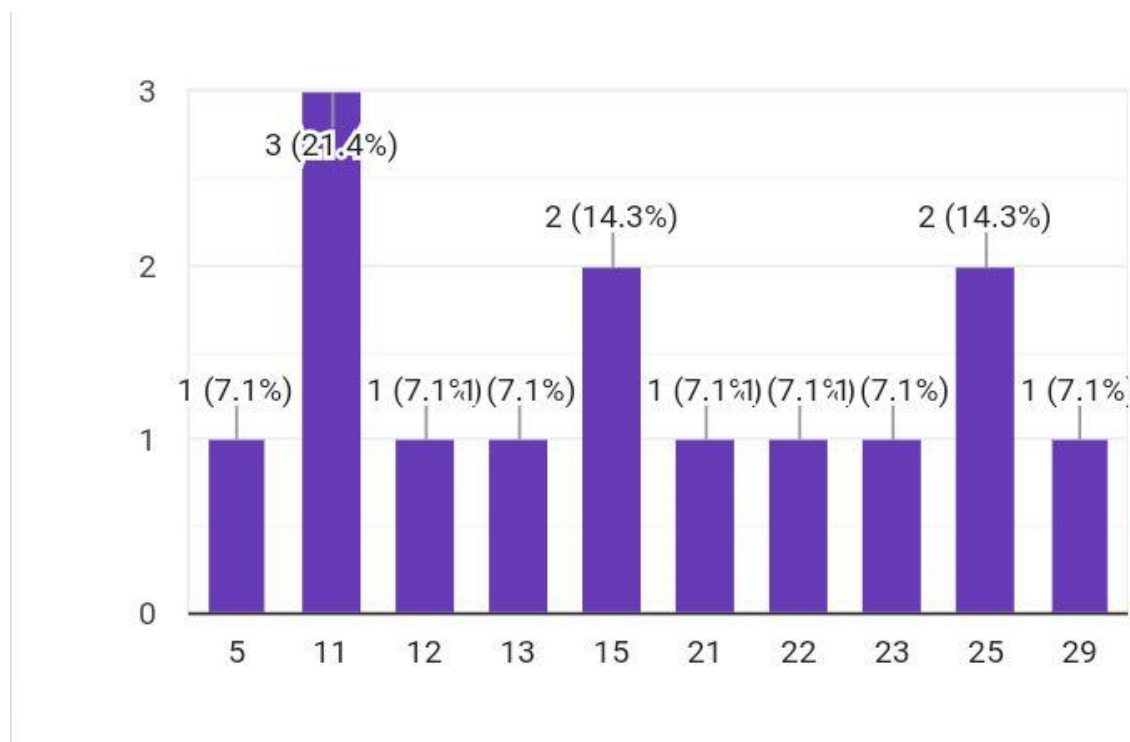
**3.4. Data analysis**

In this section, the obtained result of each question will present in different graph separately in order to determine the number of teachers and percentage of each number and give a clear description and analysis about those results.

**Teachers' backgrounds**

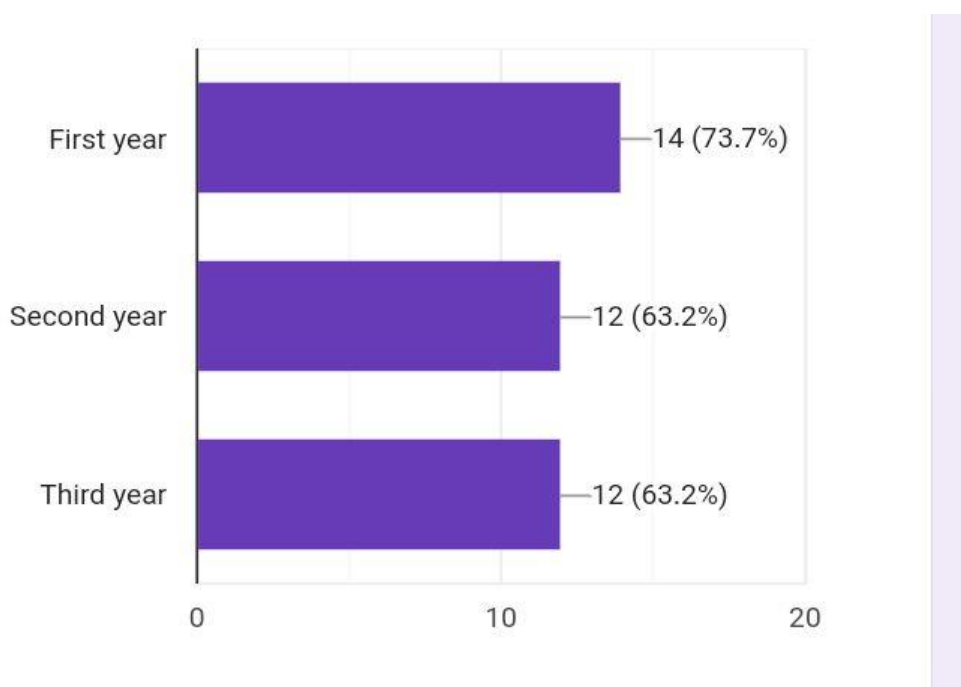
**Question 01: Gender****Figure 11: Participants' gender**

Most of teachers who answered the question were females 78.9% and only 21.1% were males.

**Question 02: Teaching experience****Figure 12: Participants 'experience**

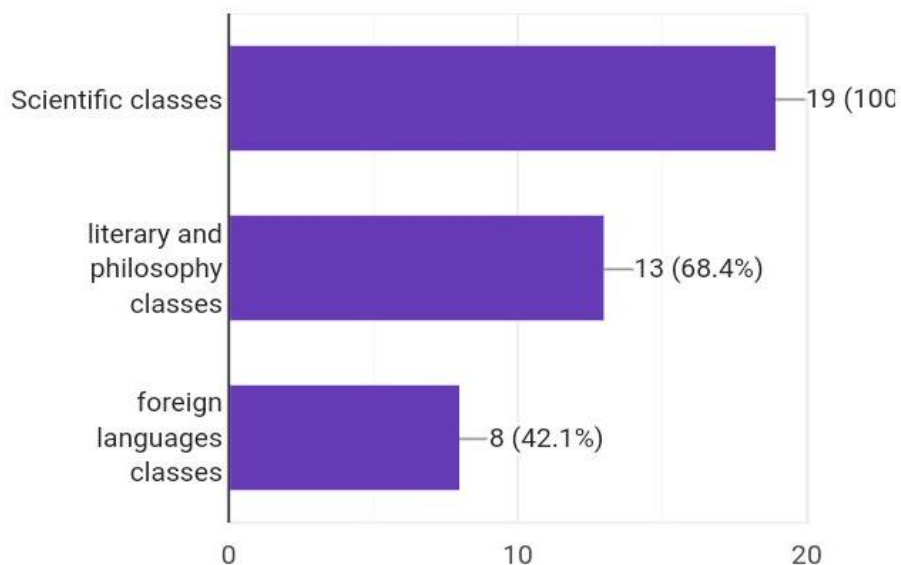
Teachers who answered this question have different experience from five to twenty nine year. The highest count is between 10 and 20 years with 7 teachers with a teaching experience of 11, 15, 12 and 13 years respectively, the second highest count is between 20 and 30 years of experience with 6 teachers who have an experience of 25, 21, 22, 23 and 29 years of teaching. The lowest count is less than 10 years experience with only 1 teacher with 5 years experience. The rest of them did not answer this question.

### Question 03: Teaching levels

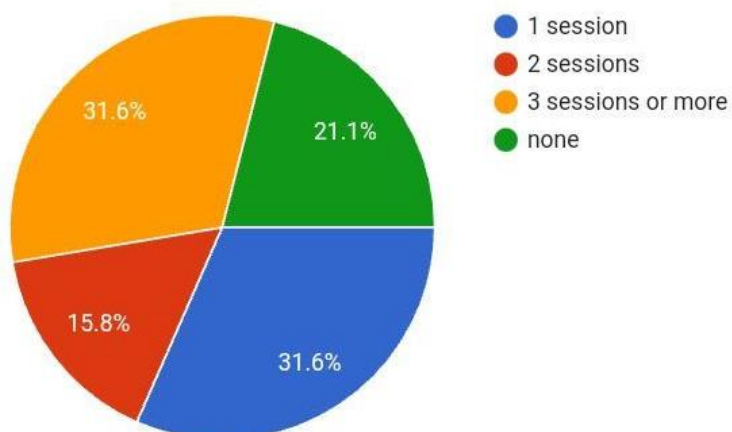


**Figure 13:** Participants' teaching levels

This chart shows all the different levels that the teachers are in charge of teaching with the possibility of two levels or more being chosen by the same teacher. Most of teachers who answered this question teach the first year level (73.7%), both of the second year level and the third year level are equally taught (63.2%)

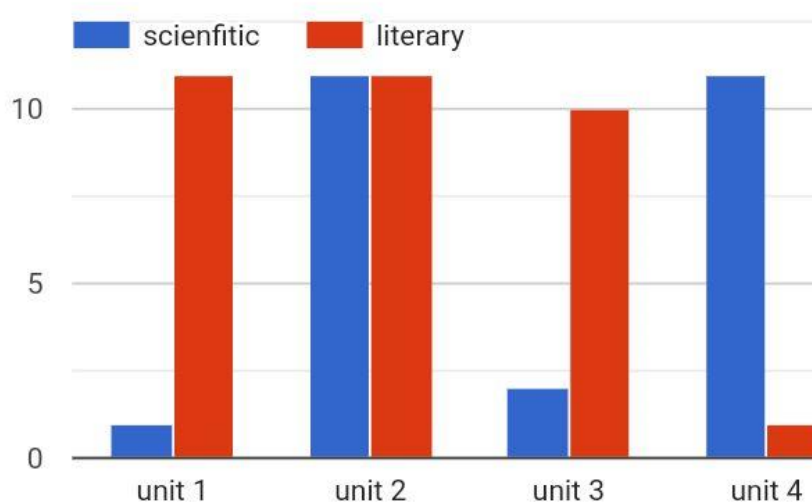
**Question 04:** Teaching classes**Figure 14:** participants' teaching classes

This question shows that the teachers teach different classes and every teacher could teach more than one class. All the teachers who answered this question teach scientific classes while 68.4% teach literary and philosophy and 42.1% of them teach foreign language classes.

**Question 05:** How many sessions do you use textbook per week?**Figure 15:** rate of the sessions that the participants use textbook per week

The obtained finding of this question shows in this graph that most of teachers use textbook two or three sessions per week 31.6% 31 while 15.8% of them use it only for two sessions, and 21. 1% of them do not use it at all.

**Question 06:** which units do Third year classes scientific and literary study



**Figures16:** Scientific and literary third year classes stream

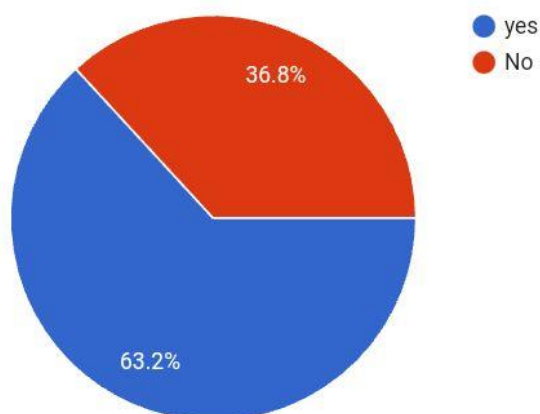
In this question the result in this graph shows that the teachers of literary classes in secondary school study have extra- units then the scientific ones.

**Question 07:** How would you define formative assessment?

In this question , the majority of teachers who answered this question were aware about the definition of formative assessment, most of their answers were similar, they define it as a planned ongoing process used by teachers to elicit and use evidence of student learning to improve student understanding of intended disciplinary, learners outcomes and support. However, some other teachers do not know what the formative assessment and they have no idea about it; they describe it as boring and not practical.



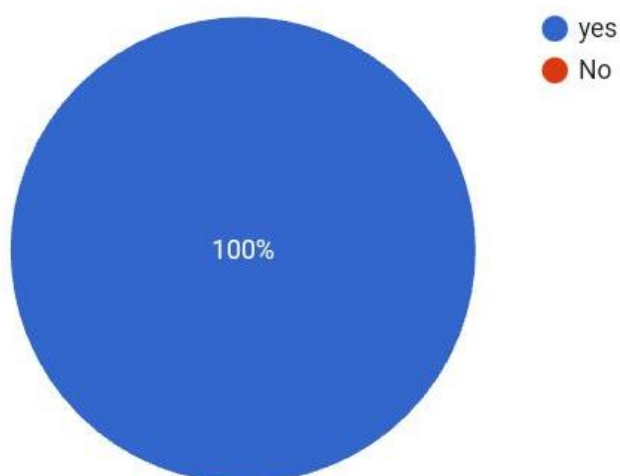
**Question 08:** Have you had any training about implementing formative assessment in teaching English at secondary schools levels?



**Figure 17:** rate of participant's training about implementing formative assessment in teaching English at secondary schools levels

In this question, we aim to know if the teachers did any training to develop their skills about implementing the formative assessment, 63.2% of teachers had training while 36.8% did not have any kind of training at all.

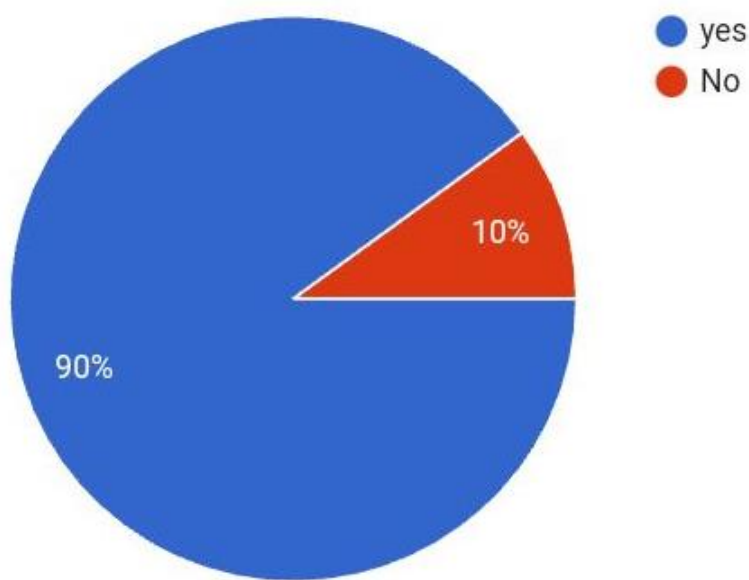
**Question 09:** If no, did you have any seminars or workshops with your inspectors?



**Figure 18:** rate of participants who had seminars or workshops with their inspectors

In this question, all the teachers who answered this question have seminars with their inspectors.

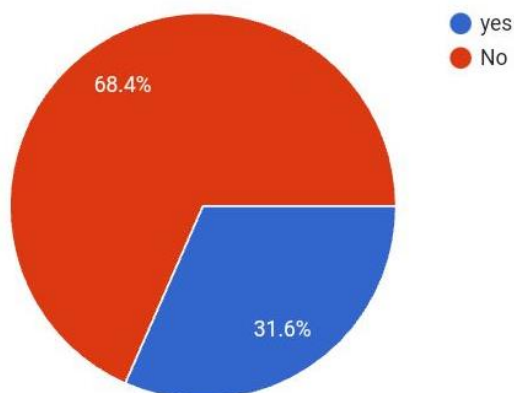
**Question10:** If no, have you made any initiative to develop your knowledge and skills about formative assessment?



**Figure 19:** rate of participants who had initiative to develop their knowledge and skills about formative assessment

This question is directed to teachers, who did not have any training about implementing the formative assessment, and they have not any seminars or work shop to check if they made any initiative to develop their knowledge and skills about formative assessment, 90% of teachers had the initiative to develop their knowledge while 10% of them are not interested.

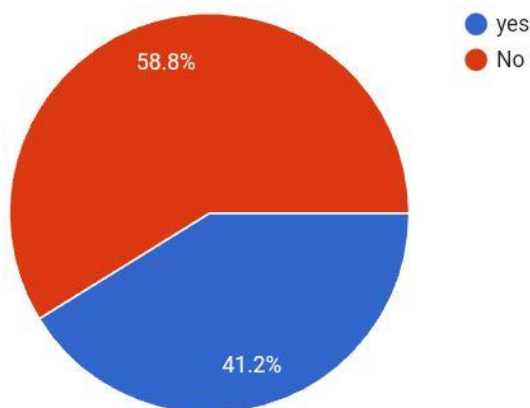
**Question 11:** Do you think the textbook has a sufficient number of activities that address formative assessment?



**Figure 20:** rate of participants who think the textbook has a sufficient number of activities that address formative assessment

In this question, the results we had in this graph shows that 68.4% of teachers do not find that the textbook has sufficient number of activities that address formative assessment while 31.1% state that the textbook has activities who related to formative assessment

**Question 12:** Do you use the textbook activities that address formative assessment (writing, the project, checklist at the end of the units)?



**Figure 21:** Rate of participants who use textbook activities that address formative assessment

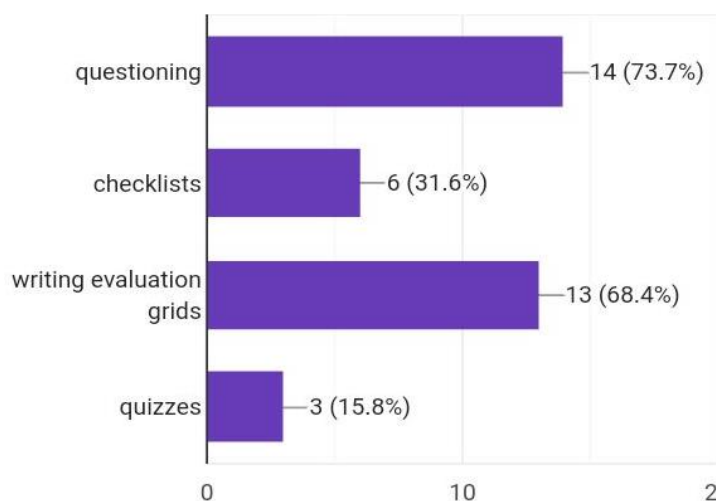
In this question, we aim to know if the participants use the textbook activities that address formative assessment. The rate of participants who use the textbook activities is 58, 8% while those who don't use them is 41, 2%

**Question 13:** why?

In this question, the purpose is to collect some information about the reasons that made the teachers think that the textbook has activities that address formative assessment or otherwise.

Most of the teachers who find that the textbooks' activities that address formative assessment are insufficient claim that they rely on their own activities, and they need extra activities to improve students' learning because the textbook does not contain all the types of tasks that are addressed to learners' need and fit their interests; however, only few of them find that the textbooks are necessary and facilitate the learning process for students.

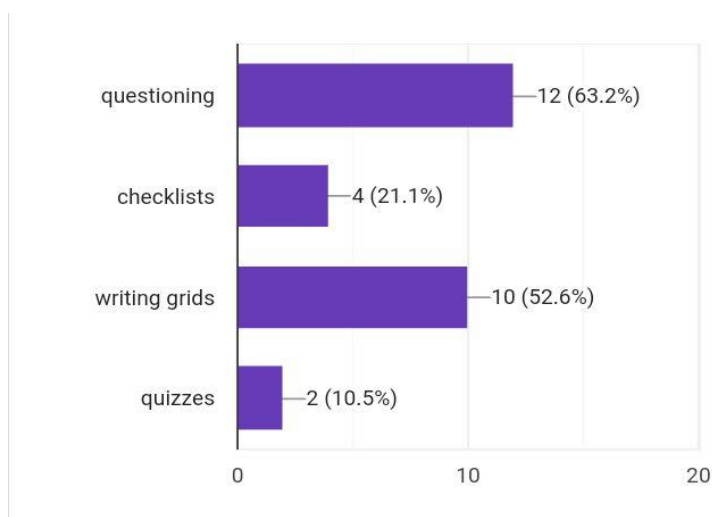
**Question 14:** What are the most used formative assessment tools in your teaching?



**Figure 22:** rate of the most used formative assessment tools in participants' teaching

This question intention is to gather information about the most used formative assessment tools that the teachers use in process of implementing the formative assessment. Most of teachers 73.7% use questionnaire and 68.4% use writing evaluation grids, and only 15.8% of them use quizzes.

**Question 15:** Based on your own experience, what are the most effective formative assessment tools?



**Figure 23:** rate of the most effective formative assessment tools based on participants' own experience

This question addresses to find the most effective formative assessment tools according to teachers' experience, 63.2% of teachers chose questioning as most effective tool of formative assessment while 52.6% of them selected writing grids, 21.1% selected checklists and 10.5% of them chose quizzes.

**Question 16:** Based on your own experience so far, what are the challenges of implementing formative assessment in your teaching?

This question aims to find the factors that could cause challenges for implementing the formative assessment:

Teachers who answered this question have different views about the barriers of implementing the formative assessment. Most of them agree that the time is one of the challenges that prevents them from implementing of formative assessment, in addition to the lack of ICT tools in schools such as data show, levels of students (some students are weak of linguistic skills: (speaking reading), then number of students in the class, however some other teachers have another view about implementing formative assessment. They state that teachers cannot make all the students in the class on one level of understanding, as well as difficulty of determine where students are now, and where they need to be (goals, their targets).

#### **4. Conclusion**

This chapter dealt with the practical part. Two research tools are used to find answers to our research questions, the first one was an attitudinal questionnaire directed to secondary school teachers and the second one was the analysis of the “New prospects” textbook content, the data collected from the employed tools are analyzed in order to be discussed in the next chapter.

## **CHAPTER THREE Discussion and Recommendations**

## 1. Introduction

This chapter aims to discuss the analysis of the results that have been obtained from questionnaire and analysis of textbook and we intend to test hypotheses that are previously mentioned. In addition, we will try to bring up some effective suggestions and recommendations that may contribute in enhancing the effectiveness of formative assessment in textbook.

## 2. Discussion of Results

The findings which we gained from different data collection instruments are going to be discussed after they were analyzed. The two research questions are raised in order to identify EFL teacher perspective toward formative assessment incarnation in textbook and to identify whether the textbook “New Prospects” have a sufficient number of activities that address formative assessment in the English language classroom.

The study of findings show that teachers believe that textbooks need more of fixing and change as they didn't help them to achieve their goals during the implementation of formative assessment and meet the learners' need, they don't rely completely on the activities of textbooks that address formative assessment, they often bring their own activities which can be considered more effective and helpful, as well as the result of analysis of the “New Prospects” textbook shows that textbooks' activities indicate formative assessment both self and peer assessment in every unit and sequences however these activities are weak in meeting the learners' need because these activities aren't accurate and they haven't a certain objectives that can help teachers to make the learning move forwards. These results approved our hypothesis about the EFL teachers' perspectives toward formative assessment incarnation in the textbook yet our hypothesis that the textbook does not have sufficient activities that address formative assessment was disclaimed.



### 3. Suggestions and recommendations

Since the results of research show that the third year textbook “ New prospects” activities that address formative assessment is weak in meeting the needs of learners and enhancing their learning; furthermore , the textbook cannot help teachers in implementing the formative assessment effectively ; consequently , we suggest some recommendation that can help them to achieve their goals as follows:

- 1- Design new activities that can motivate learners and improve their learning as well.
- 2-Use specific activities that have a certain objectives
- 3-Intensification of activities that address formative assessment in textbook.
- 4- Mention the activities that address formative assessment in the map of content.
- 5- Present interesting topics in textbook for learners .

Moreover, the textbook cannot be sufficient even though it contains effective activities that address formative assessment if some components are ignored; we offer some recommendations for implementing effective formative assessment.

1-teachers need to be trained about implementing formative assessment in teaching English at secondary school levels or at least develop their knowledge and skill about formative assessment.

2-Following the formative assessment process (Dumont, 2010)

1- Set a goal:

Goal must be determine and it must be clearly understood for both teacher and learner in formative assessment learning.

## 2-Produce work:

After set a goal, teacher needs to give student assignment for appropriate work.

## 3-Compare performance with learning target:

Students need instruction and practice in comparing in their work with description in the rubric.

## 3-Evaluate strengths and weaknesses:

The teacher evaluates and determines students' strengths and weaknesses through evaluating their own work and their observation of student work.

## 5- Give effective feedback:

Feedback should be specific and informational not judgmental, it should include what student need to know to improve.

## 3- Reconsideration of timing:

Time is insufficient for teacher to implement an effective formative assessment.

## 4-Reduction of crowded classes:

It's very difficult to implement formative assessment for teachers with this huge number of students in classroom.

#### **4. Conclusion**

This chapter provided the discussion part of the obtained results from the data collection methods namely: the content analysis and the questionnaire in order to answer to our research questions, in addition to a presentation of some suggestions and recommendations that may help both teachers and learners.

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## General Conclusion

The present study aims to examine the formative assessment incarnation in the textbook titled *New Prospects*, and whether the textbook have sufficient activities that incarnate the ideas of formative assessment that can assist the students to be active learners in the EFL classroom, and if this activities meet the learners ' need and fit the teachers expectations .

The practical part of this research study incorporated the analysis of the content of the *New Prospects*' textbook to investigate the activities that help the teachers assess their learners for learning purposes, and to engage the learners in peer assessment and the students themselves in peer assessment. Furthermore, the researchers relied on an attitudinal questionnaire directed to secondary school teachers in order to highlight their attitudes towards the textbook and formative assessment and if they were assessment for learning literate.

The analysis of data collected from the analysis of textbook content and questionnaire revealed that although the textbook contains activities that address formative assessment ;however, these activities are not sufficient and weak in meeting learners' need , and they did not fit the teachers needs' too . Most of teachers claim that textbook needs some modifications concerning the activities that indicate formative assessment.

Throughout this research study, some limitations were encountered. For instance, the results of the questionnaire cannot be generalized to all the teachers. In this respect, other studies should be devoted to address formative assessment in the whole secondary education sector, and not the textbooks only. In addition formative assessment can be studied in relation to developing the students' competencies in one skill.

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## Appendix

Dear teachers

This questionnaire is administered to you in order to ask you about your knowledge, skills and experiences concerning the implementation of formative assessment in your daily teaching ; in addition, it aims to highlight whether you rely on dealing with the textbook activities that are mainly directed for the active learning of your students through formative assessment

### 1. Gender

*Une seule réponse possible.*

Male

Female

Autre : \_\_\_\_\_

### 2. Teaching experience

\_\_\_\_\_

### 3. Teaching levels

*Plusieurs réponses possibles.*

First year

Second year

Third year

\_\_\_\_\_

## 4. Teaching classes

*Plusieurs réponses possibles.*

- Scientific classes  
 literary and philosophy classes  
 foreign languages classes

## 5. How many sessions do you use textbook per week

*Une seule réponse possible.*

- 1 session  
 2 sessions  
 3 sessions or more  
 none

## 6. Which units do first year classes scientific and literary stream study

*Plusieurs réponses possibles.*

	scientific	literary
<b>unit 1</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>unit 2</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>unit 3</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>unit 4</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>unit 5</b>	<input type="checkbox"/>	<input type="checkbox"/>



7. Which units do second year classes scientific and literary stream study

*Plusieurs réponses possibles.*

	scientific	literary
<b>unit 1</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>unit 2</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>unit 3</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>unit 4</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>unit 5</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>unit 6</b>	<input type="checkbox"/>	<input type="checkbox"/>

8. Which units do Third year classes scientific and literary stream study

*Plusieurs réponses possibles.*

	scientific	literary
<b>unit 1</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>unit 2</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>unit 3</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>unit 4</b>	<input type="checkbox"/>	<input type="checkbox"/>

9. how would you define formative assessment (assessment for learning)?

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10. have you had any training about implementing formative assessment in teaching English at secondary school levels ?

*Une seule réponse possible.*

yes

No

11. if not, did you have any seminars or workshops with your inspectors?

*Une seule réponse possible.*

yes

No

12. if no, have you made any initiative to develop your knowledge and skills about formative assessment ?

*Une seule réponse possible.*

yes

No

13. Do you think the textbook has a sufficient number of activities that address formative assessment ?

*Une seule réponse possible.*

yes

No

14. Do you use the textbook activities that address formative assessment ( writing, the project, checklist at the end of the units)?

*Une seule réponse possible.*

yes

No

15. why?

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16. What are the most usefull formative assessment tools that you use in your teaching ?

*Une seule réponse possible.*

questioning

checklists

writing evaluation grids

17. Based on your own experience, what are the most effective formative assessment tools?

*Une seule réponse possible.*

questioning

checklists

writing grids

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- 
18. Based on your experience so far, what are the challenges of implementing formative assessment in your teaching?
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## ملخص

للتقييم التكويني أثر بالغ على تعلم للتلميذ حيث يسهل على الأساتذة معرفة المستوى التعليمي لكل تلميذ إلا أن هذا النوع من التقييم لا يحظى بالاهتمام اللازم من طرف التلميذ والأساتذة.

تهدف هذه الدراسة إلى محاولة التحقق من مدى استعمال التقييم التكويني من أجل تجسيد التعليم في الكتاب المدرسي للطور الثانوي

**الكلمات المفتاحية:** التقييم التكويني، الكتاب المدرسي

## Résumé

L'évaluation formative a un grand impact sur l'apprentissage de l'élève, car elle permet aux enseignants de connaître le niveau d'apprentissage de chaque élève. Cependant, ce type d'évaluation ne suscite pas beaucoup d'intention de la part des élèves et des enseignants.

Cette étude vise à examiner l'étendue de l'utilisation de l'évaluation formative pour l'incarnation de l'apprentissage dans le manuel scolaire secondaire Algérien.

**Mots clés :** évaluation formative, manuel scolaire

## Summary

The formative assessment has a great impact on the students' learning as it facilitates for teachers to know their students' level; however, this type of formative assessment does not get much interest from teachers and students.

This study aims to investigate the extent of use of formative assessment for learning incarnation in Algerian textbook secondary education.

**Keywords:** formative assessment, textbook.