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Investigating EFL Students' Assessment Tools in the Algerian and Finnish Educational Systems

The Case of Third Year Finnish (Helsinki) and Algerian (Tiaret) Secondary School Students

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A Dissertation Submitted in Partial Fulfillment of the Requirements for

the Degree of Master in Didactics

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Dedication

Above all, I thank Allah, the Almighty, for providing me with the strength and patience to start and accomplish this work. Glory and praise be to him.

I would respectively dedicate this work to my lovely parents,

who gave me enough support full of love, hope, help, and care

To my sisters Hanaâ, Imane, and Anfel

And to all my family members and friends

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Thank you enormously

Asmaâ

Dedication

I dedicate this research work to my parents who switch candles of hope around me, and

devoted their lives to see me succeed

To my beloved husband **Mohamed** who gave me support and help

When I was really in need of them

To my lovely daughter "**Amira Idjlal"**

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Acknowledgements

Abstract

Assessment is the core element of education; each country has a specific assessment system, the aim of this study is to compare two totally different educational systems of two totally different countries: Finland which ranked third in ranking, which was supervised by the Global Education Quality Index issued by the world Economic Forum in Davos 2021, and Algeria which ranked 119. This research examines the similarities and differences between these two systems, as well as the assessment methods used in each country's EFL classrooms, in addition to the learning approaches applied in each. Both qualitative and quantitative approaches are used in order to collect valid and reliable data. Consequently, questionnaires are distributed to Algerian (Tiaret) and Finnish (Helsinki) public secondary schools' students, interviews with the same secondary schools' teachers from both countries are conducted as well. Descriptive and statistical aspects are used to analyse the collected data. Results show that the two assessment systems share an amount of similarities such as assessing mainly on the content taught rather than assessing the learners' level, using summative assessments, focusing on both strengths to develop and weaknesses to overcome, as well as relying heavily on tests and exams in addition to the progress of students in class in order to evaluate their levels, however, the two systems differ in other several aspects.

Keywords: assessment system; Finnish; Algerian; education; secondary school

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List of Abbreviations and Acronyms

CB: Competency-Based.

CBA: Competency-Based Approach.

CBLT: Competency-Based Language Teaching.

DeSeCo: Definition and Selection of Competencies.

EFL: English as a Foreign Language.

ELT: English Language Teaching.

FINNEC: Finnish Education Evaluation Centre.

FNBE: Finnish National Board of Education.

JISC: Joint Information System Committee.

MEC: Ministry of Education, Culture and Sports.

NEA: National Education Association.

NFE: Non-Formal Education.

NFER: National Foundation for Educational Research.

NOSS: National Occupational Skills Standards.

OECD: Organization for Economic Cooperation and Development.

PD: Presidential Decree.

PHENOBL: Phenomenon-Based Learning.

PISA: Programme for International Student Assessment.

PPA: Preparation, Planning, Assessment.

QEP: Quebec Education Programme.

TEFL: Teaching English as Foreign Language.

VAM: Value Added Model.

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General Introduction

Education is frequently referred to be the most significant factor in enhancing one's well-being and prosperity, the first and most crucial step on the metaphorical social ladder. It's hilarious to observe how it's become a source of failure, deception, and disillusionment in our nation, a sign of exclusion from the growth that Algerians desire.

Assessment is an important element of learning since it determines whether or not the educational objectives are being reached. Grades, placement, progression, instructional needs, curriculum, and, in certain situations, financing are all influenced by assessment. Today's kids require not just fundamental reading and math abilities, but also skills that will enable them to cope with an ever-changing environment. They must be able to think critically, examine information, and draw conclusions. Changes in our students' skill sets and knowledge requirements need new learning goals, which alter the interaction between assessment and teaching. Teachers must be included in the decision-making process on the goal of assessment and the content to be assessed.

Algeria and Finland are two countries that have two totally different systems of education; whereas Algeria came at the bottom of the ranking, which was supervised by the Global Education Quality Index issued by the world Economic Forum in Davos 2021, where it ranked 119, Finland ranked third. Reasons behind this ranking should be found: what makes Finland in the top and Algeria in the bottom? Since assessment is the main feature of education, this research is conducted to compare between the Finnish assessment system and its counterpart the Algerian one.

The current study's principals concerns premise around the following research questions:

- What are the main educational reforms occurred in both countries?
- What are the principle learning approaches used in each country?
- What are the different methods of assessment used in secondary school classrooms?

The following hypotheses were proposed in response to the above-mentioned questions:

- Algeria focused mainly on enhancing literacy, providing free education, and removing foreign teachers and curricula. Finland focused on providing free education to all children as well.
- Both countries use the Competency-Based Approach.

- Teachers in both countries use exams and tests to test students' level, in addition to the standardized examination at the end of secondary school.

For the purposes of this study, the most common types of data gathering will be used: in addition to a questionnaire that will be distributed to third-year Finnish (Helsinki) and Algerian (Tiaret) secondary school students, an interview with Finnish and Algerian secondary school teachers will also be conducted. The questionnaires for Algerian students will be distributed during an EFL session (in Arabic), whereas the Finnish questionnaires will be generated in Google forms (in English) and sent to their instructors.

The first chapter focuses mostly on schooling. We begin by outlining the evolution of Algerian and Finnish educational reforms across time, describing different types of education, and examining some elements that may contribute to the Finnish educational system's success. The second half of the chapter looks at the relationship between testing, assessing, and teaching, identifies the difference between assessment and evaluation, and then delves into teacher evaluation, professional development, and status in Finland, before briefly mentioning accountability-based Teacher Evaluation Models.

The second chapter, on the other hand, will provide an overview of the many forms of classroom assessments and how they are used by instructors; this summary attempted to compare these categories, which will be presented as opposites. It examines the Competency-Based Approach as one of the most effective methodologies, as well as its acceptance and application in Algeria, and touches on the Competency-Based Language Teaching and Assessment in CBA. Within the scope of this technique, competency-based assessment as a concept and its fundamentals were also examined. It was also critical to shed light on the Phenomenon-Based Learning technique employed in Finland. Furthermore, we concentrated on evaluation in EFL secondary school classrooms in Algeria and Finland, with an emphasis on the BAC and Matriculation exams. Finally, some of the issues that the Algerian assessment system faces and that need to be solved will be discussed.

The third chapter provides an outline of how the study is conducted. This section provides a comprehensive summary of the methodology used in this study. A review of the methodologies to be employed in research, data gathering methods, sample strategy, and data processing procedures is presented. Limitations and suggestions will also be offered.

Chapter One

Background to Educational Systems

Introduction

The first chapter's main emphasis is education. We start by providing an overview of Algerian and Finnish educational reforms through the years, identifying types of education, and discussing some factors that may contribute to the success of the Finnish educational system. The second half of the chapter examines the relationship between testing, assessing, and teaching pinpoints the distinction between assessment and evaluation, then understands teacher evaluation, teachers' a professional development and status in Finland and briefly highlights accountability-based Teacher Evaluation Models.

1. Background to Algerian and Finnish Educational Remedy

1.1. Algerian Educational Reform

Before France's capture of Algiers in 1830, religious properties known as Hubus wereused to pay for Muslim teachers. The Hubus was confiscated by the French when they occupied Algeria, therefore ending traditional education funding. Yvonne (1971) asserted that contrary to what they had previously promoted, French colonialism found education widespread and high-end in Algeria and an educational system with a wide network of schools. During the annexation of Algeria, Napoleon III reintroduced "madrasa" schools and constructed bilingual primary schools in Arabic and French. During the Third Republic, however, the Parisian government attempted to integrate Algerians into French culture, but their efforts were thwarted by white colonists who refused to fund new schools.

Following independence, Algeria established the ministry of education in 1963 and underwent several educational changes. Algeria's educational reforms have been slow and steady, with a readiness to try new things. The goal of the changes was to enhance literacy, provide free education, and remove foreign teachers and curricula. In 1976, the first reform, known as the fundamental school, was implemented. There were no facilities, no certified teachers, and no educational materials in the system. Algerian authorities felt compelled to restructure the education system in 2000, which President Abdel Aziz Bouteflika had labelled as "doomed" before his election. The most significant reform in higher education was that of 1971. Because it was dependent on political power, this reform was superseded by another in 1999. The Algerian postsecondary education system is currently based on the French uniform degree structure (LMD). Since the 2002 school reform, Algerian teachers have been asked to teach through CBA; they have mostly relied on the guidelines outlined in textbooks and syllabuses to apply the principles of this new pedagogy, but they appear to be unfamiliar with the practical side of this instructional model, that is, how the CBA teaching framework is implemented.

Algeria is still implementing several measures that aim at reforming and strengthening the educational system. However, the changes are not structured based on data related to the reality of Algerian society, nor the associated social transformations, particularly the colonial legacy and the linguistic contrast sensitivities. As a result of this arsenal of laws, a crisis in Algerian education emerged, with issues such as school failure, poor linguistic level (mother tongue-French), as well as the mutual school violence between teachers and their students.

1.2. Finnish Educational Reform

Finland has long been the poster child for a strong educational system, consistently ranking first in worldwide reading and numeracy rankings. In the prestigious Programme for International Student Assessment (PISA) rankings, only Far Eastern countries such as Singapore and China outperform the Nordic nation. Politicians and education specialists from all over the world, including Norway, have flocked to Helsinki in the hopes of discovering and duplicating the city's formula for success. Finland is poised to embark on one of the most radical school reform projects ever attempted by a nation-state, which makes it all the more amazing.

The latter was essentially an agrarian country before the Second World War, with the majority of the population living in rural areas. However the country's economy and population saw considerable changes in the postwar years. As more Finns entered the middle class, there was a call for a better education system that was open to all children, regardless of their socioeconomic status or where they resided. Parliament passed measures to improve the educational system in 1968. The two-tier system of grammar and civic schools was replaced by a free comprehensive education system for pupils aged seven to sixteen. Prior to the final handover of responsibility to local governments and teachers, the comprehensive education system was centralized. Finland finished reforming its National Core Curricula for pre-primary education and obligatory basic education in December 2014. In the autumn of 2016, schools began using the new curricula. To reframe Finland's educational sector for 21st century skills and competencies, the curriculum approach was crucial. In Finland, like in many other countries, the requirement for 21st-century skills and competencies has affected the creation of the core curriculum for basic education. International frameworks and trends, such as the OECD project DeSeCo - Definition and Selection of Competencies, influence the Finns (OECD, 2002).

Pasi Sahlberg believes that Finland has taken a different path from the rest of the world by not adopting a set of reforms that other countries already espoused, including

homogeneity enforced by frequent external examinations, curriculum limiting to core reading and math abilities, and diminished utilization of innovative teaching methodologies. He claims that rather than thinking that standardized instruction and related testing can be brought in at the last minute to improve student learning and turn around failing schools, the Finns have worked systematically over 35 years to ensure that competent professionals who can craft the best learning conditions for all students are in all schools (Sahlberg, 2009).

2. Education

2.1. Definition

The definition of education is given differently by different people at different times. Therefore, education cannot be described by one's precise definition. Some people consider education to be only classroom instruction, while others consider it to be a life-altering experience; it is a social activity; as John Dewey (1916) described it, a process of living ratherthan a preparation for future living. Education is a long-term process that leads to beneficial changes in people's lives and behaviours; straightforwardly, it is the path to progress. It is also the path to people's destiny because success requires knowledge, aptitudes, and a positive mindset. "Education is the continuous reconstruction of experiences" argued Dewey (1916). Teachers and students, as well as parents, may hold opposing viewpoints about education.

2.2. Types of Education

Education encompasses more than what occurs within the four walls of a classroom. A child receives an education from both his outside and inside school experiences. Formal, informal, and non-formal education are the three basic categories of education. Each of these types is discussed below.

2.2.1. Formal Education

Formal education, often known as formal learning, is a structured hierarchical educational system that extends from primary school through university (in some countries, it begins in kindergarten); it is distinguished by a continuous educational process, named as Sarramona (1975) remarks: "presential education". It includes specialized programs for vocational, technical, and professional development. Formal education frequently includes an assessment of the learners' gained learning or skills, and it is based on a program or curriculum that is more or less closed to individual needs and preferences. In most cases, formal education leads to recognition and certification. Formal education is provided by properly trained instructors who are expected to be effective in

the art of teaching. It also adheres to a rigid code of conduct. Both the learner and the teacher are aware of the facts and participate in the educational process.

However, it is not an exaggeration to argue that, in formal education, most professors pretend to teach, students pretend to learn, and institutions pretend to be truly serving the interests of students and society (Dib, 1988). As a result, formal education cannot hide its indifference to the genuine needs of students and the community. "We are students of words: we are shut up in schools, and colleges, and recitation-rooms, for ten or fifteen years, and come out at last with a bag of wind, a memory of words, and do not know a thing."(Emerson, 1844).

2.2.2. *Informal Education*

Informal education, unlike formal education, is not delivered through a school or college. It does not follow a set schedule and can take place outside of a planned curriculum. However, it refers to the process of lifelong learning, in which each individual develops attitudes, values, skills, and knowledge as a result of educational influences and daily experiences. Informal education is generally unplanned and unstructured, and the mass media is a key medium for this. Because there is usually no control over the activities that are carried out; informal education does not require the awarding of degrees or diplomas; it only supplements both formal and non-formal education. It is clear that the higher the degree of systematization and organization in informal education activities, the closer it gets to non-formal education. This is a relevant fact since it indicates the possibility of a move from informal to non-formal settings. It can relate to unschooling or home-schooling, autodidacticism (self-teaching), and youth employment, among other kinds of alternative education.

Casual or informal education differs from formal and especially non-formal education, despite the fact that in some situations it is capable of maintaining a close relationship with both. Informal education does not usually include the locations and courses that are covered in a traditional educational program. The informal educator's work is centred on conversation (Jeffs and Smith, 2005). It is important to note that the informal educator's dialogue is a separate type of interaction, one that is dialogical and aimed at gaining understanding (Smith, 2000; Freire, 1970, 1985). Dialogue should be a two-way conversation in which all sides are on an equal footing.

Measurement, according to informal education, is unneeded, detrimental, and counterproductive. True measurement cannot be achieved because informal educators have "limited insight into the impact of the experiences [they] are involved with" (Jeffs and

Smith, 1996, p.51). As a result, the informal educator does not embrace or practice measurement; instead, they must rely upon the instructional potential of dialogue. "Conversation is an activity to be valued in itself – not just for where it may lead"(Jeffs and Smith, 2005).

2.2.3. *Non-formal Education*

Coombs (1976) defines nonformal education as any organized educational activity thattakes place outside of the established formal system, whether it operates independently or as part of a larger activity to serve identifiable learning clients and objectives.

NFE is described in Section 24 of the Education Act of 1982 as one of the specialized educational services to meet the special needs of certain clientele. NFE is defined as:

> "any organized school-based educational activities undertaken by the Ministry of Education, Culture and Sports and other agencies aimed at attaining specific learning objectives for a particular clientele, especially the illiterates and the out-of-school youth and adults, distinct from and outside the regular offerings of the formal school system". (Educational Act, 1982)

In 1977, Presidential Decree No. 1139 defined NFE as a method of offering to learn to a segment of the population that are unable to access formal education. Non-formal education appears to better satisfy pupils' particular needs. According to Ward et al. (1974) systematic analysis of the main characteristics of non-formal education, as opposed to formal schooling, reveals that participants are drawn to non-formal programs because they provide the expertise they seek and the necessary assistance for a better understanding of themselves and their surroundings.

Education that occurs outside of the regular school system is referred to as non-formal education. Community education, adult education, lifelong education and second-chance education are all terms that are sometimes used interchangeably. It encompasses a wide range of educational programs. It covers both recognized courses offered by well-known schools, and locally-based enterprises with limited resources (Khasnabis et al. 2010). While non-formal education is frequently regarded as a poor substitute for formal education, it should be highlighted that it can provide higher-quality education than that provided by formal schools.

3. The Secret to the Finnish Educational Success

"I have seen the school of tomorrow. It is here today, in Finland" (Pasi Sahlberg and Peter Johnson). Finland has continuously ranked as one of the most successful countries

when it comes to education; its name has become linked with academic success for some; this reputation is largely due to the country's success in the Programme for International Student Achievement (PISA). While Finland is not alone in achieving world-class educational standards; the fact that all of its schools are effectively elite schools distinguishes the country. The comprehensive school and its institutional structure differ from those found in many other parts of the world, including some Nordic countries (Dovemark et al. 2018).

The Finnish system relies on the assumption that all students can succeed, no matter what their social background is, and all schools, regardless of their whereabouts, must be of high quality. Though, attempts have been to explain and learn from Finland's comprehensive education achievement, learning from the Finnish model is difficult since the educational system is strongly embedded in a socio-historical framework that is difficult to transfer or duplicate (Salokangas and Kauko 2015).

3.1. Adopting Comprehensive Education

All children must receive comprehensive education, according to Finnish law. All comprehensive school teachers in Finland have a Master':ùs degree. Comprehensive school teachers specialised in pedagogy, teach grades 1-6, while teachers who teach grades 7-9 are specialised in the subjects they teach. Teachers are free to plan their lectures based on the national and local curricula. Comprehensive education is generally received in comprehensive schools, a child usually starts school when he/she turns 7, "We have no hurry," said Louhivuori, and "children learn better when they are ready. Why stress them out?". Comprehensive school is free for everyone, and lasts nine years; almost all students accomplish comprehensive school within the target time. Sahlberg (2012) asserted that Finland insisted that the best way to provide equal opportunities for all is through public schools, after its experience in investing heavily in schools within disadvantaged communities.

At the beginning of each year, the municipalities send out notices of compulsory education to all families who must enrol their children in schools; the notices indicate the local school for each child, which is usually the closest. Although parents cannot always secure places for their children in schools other than their local schools, they can choose to send them to other schools (OECD, 2020). The enrolment time is at the beginning of the year.

School begins in August and ends in late May or early June; it closes for summer during June and July (there are almost a total of 190 school days in a Finnish school

year). The length of the school day varies between different grades, as the school day in primary school is shorter than in secondary school. A school week usually encompasses approximately 20 classes, each class usually takes 45 minutes. In comprehensive school, learners study many mandatory subjects; they can choose elective subjects in the final grades, students with talents in music or visual arts may join separate classes at some schools.

All children can receive education in their religion; when the municipality contains at least three children belonging to a particular religion, education must be arranged in that religion; for pupils who do not belong to any religious community, and do not participate in any religious education of the majority, municipalities are obliged to organise ethics education (Basic Education Act, 1998).

In fact, equality in education indicates that all students have the same chances of obtaining a high-quality education; it is not as people sometimes assume, that equality means that all students are the same or will achieve the same results. Thus, equity in education ensures that differences in educational outcomes are not the results of social backgrounds (Sahlberg, 2012).

3.2. No Standardized Exams

There are no mandated standardized tests in Finland, and no punishment for schools that fail them, nor rewards for those who passed them. The focus in education is on learning rather than testing (Finnish National Agency for Education, 2018). Their only exception is something called the National Matriculation Exam; which is an optional test for students at the end of their senior year in high school. All over Finland children are graded on an individual basis according to the objectives included in the curriculum, and with a teacher-determined grading system.

Finnish education system makes use of continuous classroom assessments conducted by teachers, besides school-based national evaluation to ensure the teaching quality and accountability; samples are taken from groups across different ranges of schools, to track overall progress by the Ministry of Education, instead of relying on external standardized tests, however, there are no rankings, no competition or comparison between schools, regions, and learners (Hancock, 2011).

3.3. Less Homework

Finnish education approach proves that when it comes to homework, less is more. International surveys have confirmed that Finnish students are expected to do much less homework than others; Hendrickson (2012) mentioned that generally, students pass only

half an hour of homework each night. According to OECD (2014) the longer students spend doing homework, the worse they will perform in school.

Kohn (2006) stated: "There are simply no compelling data to justify the practice of making kids work what amounts to a second shift when they get home from a full day of school". Finns believe that there are many more things that can evolve children's performance; they need to be kids and teens after working hard in class all day, thus, schools do not assign homework, because mastery is supposed to be attained in classrooms.

3.4. Teacher' Education

Having good and motivated teachers is probably the most serious agent impressing thequality of education. Teachers in Finland are highly educated and valued professionals. Because of the large space afforded to teachers for autonomy and creativity in their work, the teaching occupation is very popular among young people. The culture of confidence, backup and cooperation is the main; instead of controlling systems (Halinen et al. 2016b), thus, teachers are not pressured by external requirements such as inspections or standardized tests; school inspections were scrapped in the 1990s, and they are highly trusted as the best experts in their field.

Teachers in basic and upper secondary education must have a masters' degree that includes pedagogical studies and classroom experience. Their qualification covers social, ethical, and moral qualities also in addition to extensive knowledge in learning and teaching (Halinen et al. 2013). Finland's teachers are as respected as their doctors and attorneys; only the top 10% of graduates are accepted into teaching schools (Sahlberg, 2008).

The high quality of teachers was also a significant element in the curriculum overhaul. Teachers' experience and solid knowledge base, as well as their desire to participate in the forum process, could be relied on and built upon. Teachers need this high-quality education sothat they can truly understand how to use the flexibility they have been given and how to handle challenges using research-based methods. The most important thing we teach students, according to Krokfors, as cited in "Highly trained, respected and free: why Finland's teachers are different" by David Crouch (2015), is to make educational decisions and judgements for themselves.

The Ministry of Education launched a Finnish Teacher Education Forum in February 2016, to foster teacher education renewal as part of the national reform program.

The Teacher Education Forum's goals are to establish a development program for teachers' pre-and in-service education (life-long professional development), as well as to support the program's implementation. The program should specify the types of teacher education and ongoing professional development that are required to guarantee that instructors are competent to assist students in the classroom in acquiring the competencies (knowledge, skills, and attitudes) that are required today, tomorrow and in the future.

4. The Relationship Between Testing, Assessment, and Teaching

It is critical to define these notions, and explain how they differ from one another; to assist teachers in making efficient use of assessment, and testing techniques in the classroom as well as understanding what teaching entails.

Teaching is an ongoing process in which a teacher passes on his or her knowledge to students. Teaching is a challenging job; because it is the teacher's responsibility to determine which tasks are most beneficial to the pupils' learning, and s/he must ensure that the students fully comprehend the subject presented to them. Assessment and testing seem to be synonyms, in fact, they are not. Assessment is a continuous process that covers a considerably broader range of topics. The primary goal of assessment is for teachers to determine whether their tactics or methods are being implemented correctly. Suggestions are a crucial factor to consider at this level; because they will help pupils change their habits or improve their performance. They should complete the teacher's assessment and follow the advice made during the course to apply them when the time comes for testing. When a student responds to a question, makes a comment, or tries out a new phrase or structure, the teacher makes an assessment of the student's performance without even realizing it (Hedge, 2000). According to Brown (2004), testing is a well-planned administrative activity that occurs at a specific point in a curriculum when students have mastered all of their abilities, teachers can use the responses to assess and evaluate a learner's level and performance. Nevertheless, tests are not always trustworthy sources of information about a student's progress because they tend to focus on what students did not learn rather than what they did.

The cycle begins again after the last step. However, at each stage; the teacher should examine some of the most significant things, such as those listed above, to make it better and more suited for students.

Brown (2004) created a diagram that depicted the relationship between testing, assessment and teaching

Figure 01

The Relationship between Testing, Assessment and Teaching
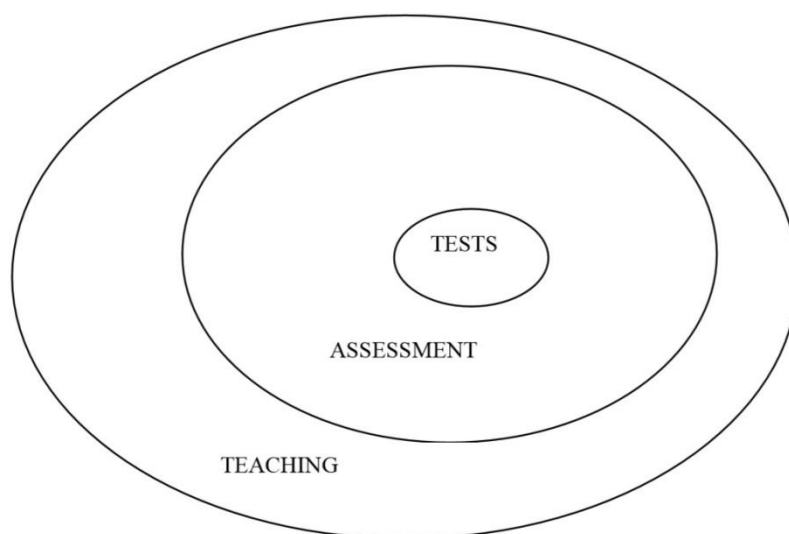
Brown's model demonstrates how assessment, measurement, and tests are all intertwined in teaching. The teacher delivers instructions combined with evaluation to evaluate how learners acquire and create what they have learnt in the classroom to evaluate their competency during ongoing activities (p.5). As a result, assessment is a broader notion than testing, yet it is an integral aspect of the teaching and learning process.

5. Assessment and Evaluation

Educators employ two distinct methods to assist learners in developing lifelong learning skills; assess and evaluate are closely related words that can be used to define each other. However, educational assessment and evaluation processes, on the other hand, differ.

5.1. Assessment

Assessment in general is defined as a systematic approach of gathering, evaluating, and applying information about someone or something to improve where necessary (Surbhi, 2016). The design of classroom procedures and methods that provide information on how learners respond to specific teaching approaches is also known as assessment. Black and William (1998b) defined assessment as a classroom activity that is used to provide meaningful feedback for both teaching and learning. It's a continuous and continuing process because it can happen at any time; it involves the collection, analysis, and interpretation of data regarding students' needs, strengths, and weaknesses; to alter and improve instruction.

Wintle and Harrison (1999) uphold that it is the teacher's most important

instructionaltool, and an important aspect of schooling, since it is thought to be crucial for development and high-quality learning. It is described by Eulogio (2019) as the observation of learning and the gathering of frequent data (qualitative and quantitative) about learners then using them for increasing quality). In other words, it is the process of knowing about how students are learning to make the correct decisions in setting objectives and planning instructions. Assessment is an important aspect of the learning process; effective classroom assessment is relevant to current learning. (Carr & Harris, 2001).

5.2. Evaluation

Scriven (1991, p139) considered evaluation as a process of applying methods and measurements to judge and appraise the learners' achievements for the goal of grading and reporting, it occurs through quizzes, examinations, papers, or tests at the end of a session, semester, or year. Evaluation helps in the development of educational programs, the assessment of their accomplishments, and the improvement of their effectiveness (Patton, 1997, p23). It acts as a built-in monitor within the program, allowing to check the learning progress at any moment. It also provides useful input on the program's design and implementation. Thus, evaluation is crucial in any educational program.

In the teaching-learning process, evaluation is extremely important; it is in some form or another unavoidable (Wintle and Harrison, 1999); as it is in all areas of educational activitywhere decisions must be made. It assists teachers and students in improving their teaching andlearning (Schultes et al., 2018). Evaluation is a continual procedure that takes place regularly and aids in the formation of judgmental values, educational status, and student accomplishment.

It contributes to the creation of learning objectives, the design of learning experiences, and the evaluation of learners' performance. Aside from that, it is quite beneficial in terms of improving teaching and curriculum (Joint Committee on Standards for Educational Evaluation, 2011). It ensures that society, parents, and the educational system are held accountable.

The model below represents the role of evaluation in the teaching-learning process

Figure 02

Representation of the Role of Evaluation in the Teaching-Learning Process

Evaluation

Objectives

Learner
Experience

Learner
appraisal
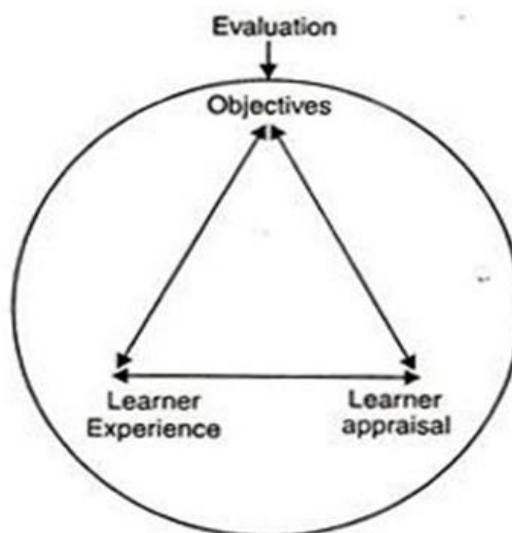
5.3. The Differences between Assessment and Evaluation

Assessment is the process of gathering, reviewing, and analysing data to improve present performance. Evaluation is the process of making a decision based on a set of criteria and facts. Assessment is diagnostic in nature because it identifies areas that need to be improved. Evaluation, on the other hand, is judgmental because it tries to provide an overall grade. The assessment provides comments on performance as well as suggestions for how to improve performance in the future. As against evaluation, which determines whether or not the standards have been satisfied. The interaction between the assessor and the assessee in an assessment is reflective, which means that the criteria are defined internally. The evaluator and the evaluatee, on the other hand, have a prescriptive relationship in which the norms are imposed from without.

The assessment measuring standards are absolute, intending to achieve the ultimate result. In contrast, evaluative criteria of measurement are comparative, allowing for differentiation between better and worse; assessment is used to establish an individual's level of performance, whereas evaluation is used to measure the degree to which goals are met (Gholami & Kaboli, 2021). The basic difference between the two concepts has to do with the orientation; whereas assessment is process-oriented, evaluation is product-oriented.

There is no mention of the actual quality of the performance in the assessment; simply how to improve the next performance. There are no words like excellent, awful, terrific, or bad to indicate the level of quality. In contrast, only information on the actual quality of the performance is provided in the evaluative report. This could take the form of a grade, a score, or an evaluative comment; the evaluative report's goal is to report the

level of quality and, if applicable, any repercussions resulting from that level of quality. It is not used to suggest future performance enhancements.

Following the preceding arguments, it should be evident that assessment and evaluation are not the same things. While evaluation entails making judgments, the assessment focuses on identifying and repairing flaws in one's performance. They do, however, play an important part in analysing and refining a person's, product's, project's, or process's performance.

5.4. The Similarities between Assessment and Evaluation

Even though assessment and evaluation are employed for different purposes, they have some common steps. Both entail defining criteria to look for in a performance or result. Both necessitate the gathering of data and other proof through observation of performance or examination of the outcome or product. Both require a performer as well as someone to collect data on the performance. Both processes end with a summary of the findings that lists all of the similarities as well as at least as many differences (Baehr, M. 2005).

6. Teacher Evaluation

Teacher evaluation is the systematic evaluation of a teacher's performance and/or qualifications in relation to a professional role and some specific and defensible institutional purpose. Data for teacher evaluation must be collected and analysed using rigorous methods, even if the tools used and the type of data collected may differ. Teacher evaluation should also strive to boost the personal and professional development of teachers.

Teacher evaluation is a two-fold procedure aimed at improving instructors' pedagogical abilities and expertise while also increasing student achievement (Marzano, et al., 2011). The basic aim of teacher assessment and evaluation should be to develop the knowledge, skills, dispositions, and classroom practices of professional educators, according to the NEA report (p. 2). As a result, there is a desire for a continual focus on teacher education and professional development, which will enable teachers to better manage their professional development and develop critical ways of analysing both their students and their performance.

6.1. Teachers' Professional Development and Status in Finland

According to the Teaching Profession's Ethical Principles (dignity, truthfulness, fairness, and responsibility as well as freedom), Finnish teachers must adhere to their

profession's norms and ethics, which demand them to carry out their responsibilities properly and to strive to improve their work as well as the abilities required to be a good teacher (Board of Ethics in Finland, 2010). As a result, their education must be of the highest quality; a teacher must keep his or her professional skills up to date at all times (Lankinen, 2010).

Professional skills are built and updated for teachers through ongoing professional development initiatives. Teachers are not required to continue their education, and their pedagogical and substantive knowledge is not monitored once they graduate. According to the national collective bargaining agreement, every teacher is required to attend three days of training. Those days are set aside for teachers' professional development, training, and planning. Despite the benefits, Kansanen (2003) claims that in-service teacher training in Finland is not systematic because it is typically provided through summer programs at universities, teachers' unions, and the Open University. However, according to Kumpulainen (2008) and Piesanen, Kiviniemi, and Valkonen (2007), the majority of Finnish teachers are eager to dedicate personal time to professional development activities or programs.

Furthermore, according to Sahlberg (2007), support for teachers' professional development has increased over the previous two decades, despite the fact that traditional methods of professional development are no longer available. Instead, there are "longer-term initiatives and professional development possibilities located in schools or municipalities" (Sahlberg, 2007, p. 155).

6.2. Teacher Evaluation in Finland

Teacher assessment in Finland has been established as a means of professional development and teacher empowerment rather than as a systematic technique that plays a fundamental role in decision-making (Webb et al., 2004). Finnish municipalities are in charge of running pre-schools, comprehensive (1-9) schools, and upper-secondary schools, as well as developing a framework for evaluating teachers working within their borders in accordance with the Finnish Ministry of Education's requirements and guidelines (Webb, et al., 1998). Therefore, there is no "nationally regulated framework for teacher evaluation" in the country (OECD, 2013, p. 25).

Some state administration tasks were delegated to local governments at the start of the 1990s, giving them considerable autonomy. This entailed abolishing school and textbook inspections and transferring full decision-making power over financial grants to municipalities as education providers, as well as giving municipalities the autonomy to

organize educational processes as well as schools, and comprehensive reform of educational legislation that emphasized goals, students' rights, responsibilities, and evaluation (Lankinen, 2010)

All government inspection procedures on teachers' work had been ruled out by the year 2000. After the FNBE developed a comprehensive control mechanism, the standard scale for grades on the comprehensive school graduation certificate, in 1999, the obligation for conducting evaluations became official. Instead of inspections, national and international sample-based assessments are used to examine if national goals have been met. The evaluation is carried out by the FINEEC, which is an independent government body in charge of national evaluation from early childhood to higher education.

6.3. Accountability-based Teacher Evaluation Models

The growing number of applications for teaching positions, as well as the emphasis on teacher accountability, has necessitated teacher assessment. As a result, various models highlighting various aspects of teaching have been presented in various situations. The Value-Added Model for Teacher Evaluation (VAM) is one of the most popular of these approaches (Hanushek, 2009). In brief, VAM is a performance-based accountability system based on the principle that "objective measurement of student performance is the best way to measure the performance of teachers and schools, and that associating consequences with student performance outcomes motivates better performance" (Murphy, 2012, p. 3). Value-added modelling is an umbrella term that refers to a number of different techniques of measuring a teacher's contribution to students' progress over time by using statistical analysis to control the impact of students' past characteristics.

6.4. Finnish Model of Teacher Evaluation

Accountability-based models and the Finnish Model of Teacher Evaluation are diametrically opposed approaches to evaluating teacher performance, with only a few commonalities. VAM, as a fully structured model, examines student progress over time to determine the extent to which a teacher can be held accountable (Darling-Hammond, 2015), whereas Uusiautti and Määttä (2013) decentralize the process and focus on increasing teacher empowerment by allowing more room for professional development. Overall, teacher assessment in Finland is used to promote professional development and empower teachers as practitioners rather than to make key career decisions.

Finland's teacher assessment techniques differ from accountability-based teacher

evaluation practices in that the latter stresses students' academic success levels when making teacher effectiveness judgments. The outcomes of accountability-based systems such as VAM are frequently utilized to make key choices about teachers' professional status in schools. While most Finnish teachers are satisfied with their evaluation practices and actively participate in them, teachers in schools that use accountability-based teacher evaluation systems express constant anxiety and fear that their contracts will be terminated due to their students' poor academic performance.

The comparison of the Finnish teacher assessment model to accountability-based teacher evaluation models found that they represent two opposing sides of evaluating teacher effectiveness (Tarhan, et al., 2019). Unlike accountability-based evaluation frameworks, the Finnish model attempts to understand teachers' professional requirements, empower them, and emphasize and promote professional development efforts. These findings may be especially useful to educational leaders in understanding the important concerns surrounding teacher assessment in Finland, as well as interpreting probable connections to the successful educational endeavours described in this context.

Conclusion

This chapter showed, somehow, some educational reforms in Algeria and in Finland; major developments over the years have been acknowledged as an indication of the countries' strong attempts to overhaul education policy, however, students' innovative and critical thinking skills, as well as innovation in their academic field, should be developed as parts of the reforms. Also, the types of education and the main reasons for Finnish educational success were emphasized. The overall goal of this chapter was to furnish readers with a synopsis about testing, assessing and teaching, in addition to pinpointing the differences and similarities between assessment and evaluation. At last teacher, evaluation was discussed. The next chapter will be mainly devoted to assessment.

Chapter Two

Assessment in the Algerian and Finnish

Educational Systems

Introduction

Assessment is used to establish what pupils should know, comprehend, and be able to accomplish as precisely as feasible. Assessment in the differentiated classroom must give detailed information on students' development in terms of classroom materials, procedures, and products. These data assist teachers in making sound, well-informed judgments regarding their students' requirements and the path their education should follow. Teaching in CBA is no longer restricted to the transfer of information to learners or the collection of data; rather, it is a behaviour that may be cultivated in any setting. A competency-based assessment is a method of determining proficiency in a certain skill. To show competency, the learner must demonstrate the ability to work through specified units of competency using defined criteria as benchmarks. PhenoBL is a transdisciplinary, learner-centered teaching strategy that emphasizes student inquiry and problem-solving. Its purpose is to educate students to address real-world challenges. These are the most important points to be discussed in this chapter.

1. Types of Assessment

Dadua (2017) claimed that assessment is the ongoing process of gathering, analysing, and reflecting on evidence to make informed and consistent judgments to improve future student learning. All kinds of assessments vary from each other; however, all of them are essential in the teaching-learning process.

1.1.Formal Assessment Vs Informal Assessment

Formal and informal assessments are the two basic types of assessment that a teacher can utilise. Each type of assessment has a role in the classroom and can offer teachers useful information on how well their students are doing and whether or not they have fully mastered the topics being taught. Depending on the situation, teachers can use formal or informal assessment methods. However, to make better use of both, one must first comprehend the differences and similarities between formal and informal assessments.

1.1.1. Formal Assessment

Formal assessments are data-driven techniques of grading learners that often include well-defined grading requirements. Formal assessments yield outcomes that have a big impact on a student's progress (Formplus, 2021). Teachers should get feedback on what their pupils know and how competent they are concerning a needed learning objective through formal assessment. They are quantifiable since they should offer proof of the student's comprehension of the needed content. Brown (2004) in his book Language Assessment: Principles and classroom practices (p6) mentioned: "they are systematic,

planned sampling techniques constructed to give teacher and student an appraisal of student"

Formal assessments are pre-planned; data-based tests that assess what students have learnt and how effectively they have learned it (using a grading system). These assessments provide teachers with a methodical technique for measuring a student's knowledge and evaluating his learning progress, and they allow students to study and prepare for them ahead of time (McNulty, 2021). Formal assessments can be used to evaluate pupils to certain criteria and establish their proficiency or knowledge of the subject area. The rules of engagement are the same as formal evaluation; this means that the teacher utilises the same evaluation approach for all students; they answer the same questions in the same amount of time, and their grades are determined by a fixed grading standard (Formplus, 2021). Brown (2004) considered all kinds of tests as formal assessments, while not all formal assessments are tests. Tests and quizzes, as well as surveys and questionnaires, are examples of formal assessments.

1.1.2. Informal Assessment

Informal assessment is an intuitive assessment method in which the teacher analyses pupils without using a rubric or metric to measure their performance. The framework of informal evaluation methods enables teachers to monitor students' progress at various points throughout the learning period. Brown (2004, p5) asserted that a significant amount of informal teacher assessment is embedded in classroom assignments designed to elicit performance without documenting results or making fixed judgments about a student's ability.

Informal assessment is used to help students identify difficulties and provide positive feedback to develop students' awareness (Dorobat, 2007). According to Brown (2004), the informal assessment contains several types of feedback; ranging from a simple "good job" to comprehensive comments on students' performance. Without any established grading criteria, an informal assessment assesses pupils' development and performance, in order to conduct an effective informal assessment, systematic observation is required (Harris and McCann, 1994, as cited in Somaye and Saeed Ketabi, 2014). The instructor uses a variety of approaches to allow students to demonstrate their knowledge while also offering feedback on learning gaps (Formplus, 2021). Quizzes, projects, portfolios, observations, and oral presentations are examples of informal assessments.

1.1.3. Similarities between Formal and Informal Assessments

Instructors can provide feedback on a student's performance through both formal

and informal assessments. Informal assessment approaches include feedback, whereas formal assessment can occur without feedback. Another point to consider is that informal evaluation always provides personalised input, but formal assessment can provide generic comments to students of various grades. Formal and informal assessments are used by teachers to improve their teaching approaches. Educational stakeholders can adjust the subject curriculum, grading system, and instructional design for the classes based on the results and comments from both types of educational evaluation (Formplus, 2021).

1.2. Formative Assessment Vs Summative Assessment

In the literature, formative and summative assessments are frequently mentioned (Brown, 2004). They are two types of school assessments that overlap and complement each other. While the common purpose is to determine each student's progress, strengths, and shortcomings, each assessment method provides instructors with various insights and actions. Teachers frequently lack understanding of the most successful types of summative assessment and more innovative techniques of formative assessment, although both phrases are commonly used (Promethean, 2018).

1.2.1. Formative Assessment

Lewy (1990) affirmed that formative assessment has no specific definition; it occurs during learning and is intended to aid learning and teaching by providing relevant feedback. Formative assessment takes place during a class or course and aims to improve student accomplishment of learning objectives by implementing strategies that cater to individual student requirements (Theal and Franklin, 2010, p. 151). While Popham (2011) declared that formative assessment is a process that entails obtaining and analysing assessment-elicited information to determine when and how to alter instructional activities or learning techniques to meet learning objectives.

According to Hughes (2003), assessment is formative when teachers utilise it to check on their students' progress, see how far they have mastered what they should have learned, and then use that information to alter their future teaching plans. According to Huhta (2010), formative assessment is a set of formal and informal assessment techniques used by teachers to amend teaching and learning activities to increase students' achievement. It usually entails qualitative feedback (rather than grades) for both the student and the teacher, with an emphasis on the content and performance specifics (Huhta, 2010).

The process of gathering evidence is implemented throughout the two types of formative assessment pre and ongoing assessments. Pre-assessment is a sort of formative

assessment that takes place before the beginning of a unit of study. Pre-assessments are never graded. Whether formal or informal; they are just for diagnostic purposes. When instructors pre-assess for preparedness, for example, they try to determine what pupils already know, understand, and can do about the impending learning. Throughout the learning process, the ongoing assessment takes place at various intervals. Its goal is to determine the extent to which students are "on board" with the instructor in terms of reaching learning objectives, so that classroom material, processes, and products may be altered to better support student progress (Chrystyna Mursky, 2011).

1.2.2. Summative Assessment

Summative assessment, as the name implies, summarises what students have learned over a course and is usually completed at the end of the semester (Brown, 2004, p6). The summative assessment, regardless of the medium used, will demonstrate what has been accomplished. It reveals what goals have been met, but there is no feedback or suggestions for how to enhance performance. It will give a summary of achievement at a specific point in time, as well as individual and cohort statistics that will be useful for tracking progress and alerting stakeholders (NFER).

Summative assessments, according to Alderson (2005), are long, traditional tests that are stressful for students; final exams in a course and general competency exams are examples of summative assessments (Brown, 2004). Whereas formative assessment focuses on the process of completing the product, summative assessment is more product-oriented and assesses the final product (Brown, 2001), there are no more revisions available after the project is completed; if students are allowed to make adjustments, however, the exam becomes formative, allowing them to use the opportunity to improve (NFER).

1.2.3. Similarities between Formative and Summative Assessments

Students' feedback is gathered through summative and formative assessments. However, whilst formative assessment feedback is crucial because teachers must act on it (Irons, 2007, p.7, as cited in Boumediene and Hamzaoui, 2017), summative assessment feedback is routine and has no direct impact on the evaluation outcomes or how students are assessed (Ketabi, 2014). Questionnaires, surveys and quizzes can be used for summative and formative assessments. However, depending on the type of evaluation, these instruments will be used differently, and subsequently the data will be interpreted differently. Summative and formative assessments are used in tandem to characterise the learning and teaching process. In order to provide a fair evaluation of students' knowledge

and skills, a strong classroom assessment programme incorporates both formative and summative assessment methods.

1.3.Objective Assessment Vs Subjective Assessment

Assessments (summative or formative) are frequently classified as either objective or subjective. Educators must be able to distinguish between objective and subjective assessments to construct effective exams. Each of these learning styles has distinct characteristics that make it more suited to various subjects and learning outcomes. Knowing when to employ objective rather than subjective assessments, as well as locating resources that can aid improve exam fairness, is critical to educators' efforts to effectively assess their students' academic progress.

1.3.1. Objective Assessment

The term "objective assessment" refers to a kind of testing in which each question has only one correct answer. A method of investigation in which each inquiry has a single valid response, Katna (2017) defines objective assessment. The importance of objective assessment is that it can assess all levels of students' ability, from memory to synthesis. Multiple-choice, true/false, and matching questions are examples of objective question types. Subjects such as mathematics, geography, science, engineering, and computer science all rely largely on objective assessment.

Objective assessments are a popular choice for programmes with curricula based around absolutes or unequivocal right and wrong answers. Objective assessments are an effective tool to test students' mastery of the required techniques or information if there are specified industry standards or best practices that professionals must adhere to at all times.

1.3.2. Subjective Assessment

Subjective assessment is a type of asking in which there may be several correct answers (or more than one way of expressing the correct answer). Extensive-response questions and essays are examples of subjective inquiries. According to EnglishPost.org, subjective examinations are used to evaluate students' complicated and qualitative aspects of performance.

Subjective assessments are popular because they require less time from teachers to create and allow students to be creative or critical in their response construction. Subjective assessment is well-suited to any subject that promotes debate, critical thinking, interpretation of art forms or policy, or application of specialized information to real-world settings.

Some believe that the distinction between objective and subjective assessments is

not accurate nor useful because "objective" assessment does not exist in reality. In fact, cultural (class, ethnicity, and gender) biases are embedded into judgments about relevant topic matter and substance in all assessments (JISC, 2009).

2. Competency-Based Approach

Different curriculum development approaches exist, some focus on knowledge transfer and assessment and others on skills and personal development. The competency-based approach, which emphasises on observable and usable knowledge, skills, and abilities, is a prominent strategy. The Competency-based Approach, according to Hirtt (2009), sprang from two fundamental needs: the need for a trained workforce to serve the economy and business, and the need for valuable pedagogical content that produces qualified persons.

It entails teachers giving instructions based on concepts hoping to foster a deeper and broader knowledge (Chelli, 2010). Richards and Rodgers (2001) considered CBA as "An educational movement that focuses on the outcomes or outputs of learning in the development of language programs" (p.141). CBA is an approach rather than a teaching method (Richards and Rodgers, 2001), thus it establishes a set of broad teaching guidelines to guide instruction rather than outlining the moment-to-moment teaching actions to be performed to teach a certain language skill or language component.

The competency-based approach, according to QEP, consists of structuring a curriculum's content in terms of competency development utilising certain pedagogical techniques that correspond to QEP's key orientations (p. 11). The competency-based approach which asserts that learners should mobilise their beliefs, knowledge, skills, attitudes, and behaviours in a personal, independent manner to successfully confront obstacles; has become a hot issue in curricular discussions. Academic, practical, and life-oriented challenges are always present. This new approach to education and learning necessitates a focus on outcomes or results as well as input.

"CBA is a know-how to act process which interacts and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problem-situations or in circumstances that have never occurred before" (p.4), according to the Ministry of National Education in the national programme of English as a second foreign language in the first year middle school teachers' guide (2003). As a result, CBA attempts to assist students in bridging the gap between the classroom and the real world, allowing them to become effective competent users in real-life circumstances.

2.1. Competency-Based Approach in Algeria

Following its widespread success, CBA was implemented in several nations throughout

the world, including Algeria, in an effort to address school failure. CBA was implemented in Algeria in 2002, as a part of an educational reform in elementary, middle, and high schools. In order to improve TEFL (Teaching English as a Foreign Language) in Algeria, new instructor materials and textbooks were given. Using a Competency-Based Approach in Algeria, according to Roegiers (2006), is intended to enhance the educational system by bringing it up to date with current demands.

CBA's introduction to the Algerian educational system has not resulted in the predicted changes and improvements in ELT. This is due to a variety of factors associated with CBA's adoption, including its effectiveness as a corpus for language education. The following are some of the reasons: teaching goals and learners' requirements, lot of students, lack of communication, focus on grades, rudimentary teaching resources, and so on. One of CBA's key goals is to make school acquisition practical and sustainable. They also involve the learner's thinking process being developed so that he might go from being a passive participant to an active creative thinker. Discipline impediments must also be removed. And, of course, to select a tailored pedagogy, because syllabus designs and content should be linked to real-world scenarios that are relevant to Algerian social life. As a result, it should cater to local requirements while also eliminating EFL barriers that have traditionally hampered education.

2.2. Competency-Based Language Teaching

The competency-based technique was first applied to "Adult English Second Language Acquisition" in the 1970s (Auerbach, 1986, p.41), and it was later dubbed Competency-Based Language Teaching. By the end of the 1970s, CBLT had grown in popularity and witnessed a large spread. This strategy, according to Richards & Rodgers (2001), is extensively used, especially in the creation of work-related and survival-oriented language teaching programmes for adults. It is aimed to help people function well in society by requiring them to use language related to specific skills developed in a competency-based programme in real-life circumstances. CBLT has become known as "the state-of-the-art approach" to adult ESL by national policymakers and curriculum development leaders by the 1990s (Richards & Rodgers, 2001, p.141)

Docking (1994) argued that competency-based language teaching is built around the concept of competency rather than language. Students' emphasis shifts from what they know about language to what they can accomplish with it. The focus on competencies or learning outcomes supports the curriculum framework and syllabus specification, teaching tactics, and assessment; that is to say, the main principle of this approach is to provide the

learner with the requisite competencies for real-life situations rather than providing him with knowledge.

2.3.Assessment in the Competency-Based Approach

"Assessments can take the form of projects, tests, written assignments, and other concrete measurements", affirmed Ordonez (2014); the competency-based approach emphasises not just the abilities that students need to perform in real-life circumstances, but also the use of various assessment methods by educators to assess students' competencies. Teachers employ a variety of assessment methods to evaluate their learners' knowledge and abilities. These assessment methods are based on real-life scenarios, putting learners in similar situations to help them handle challenges they may encounter in the future. Within each course, assessments can be structured to determine students' gained knowledge and to assist them in synthesising their learning; students will not achieve the expected outcomes unless learning activities, competencies, objectives, and assessments are coordinated (Morcke, Dornan, and EiKa, 2012, as cited in Cunningham et al., 2016).

Richards and Rodgers (2001) upheld that teachers assess their learners to learn about their needs and interests, as well as whether or not learning objectives are met. Thus, in a competency-based approach, constant evaluation is required. As a result, the CBLT theory of language learning held that language can be functionally dissected into two parts and subparts, each of which can be (and evaluated) gradually (ibid, p.143).

The purpose of assessment in the competency-based method is to focus on the competencies that students should have mastered by the end of each academic year, term, or session. It is worth noting that assessment in a competency-based approach promotes autonomous learning and increases students' creativity. It is a method that encourages people to develop self-learning and self-reflection skills. It also encourages pupils to build on their weaknesses to achieve greater success.

3. Competency-Based Assessment

Competency-Based Assessment is defined by Pitman et al. (2000, p.3) as a system that allows a variety of assessment approaches to be applied. Assessors, students, and interested third parties can all make acceptable objective judgements about a student's success or non-achievement of these outcomes under competency-based assessment, which certifies student progress based on documented achievement of these outcomes. Time spent in a formal educational context is not related to assessments (Wolf, 2000, p.2). Competency-based assessment includes a performance task that encourages students to use math skills or solve multi-step issues to boost their engagement and demonstrate a more accurate

image of what they are capable to do base on their desires and abilities. Furthermore, the competency-based assessment provides opportunities for instructors to include students in the continual cycle of improvement. Then, students will analyse and discuss their work, as well as create new goals for themselves that will be measured through future competency-based assessments. A single test or examination is administered in traditional evaluation. Several activities are used in the competency-based assessment to establish if a person has proven proficiency. An individual can be examined throughout his training, at the end of his training, or without even undergoing any official training (Department of Occupational Standards, 2011).

3.1. Competency-Based Assessment Principles

According to the Department of Occupational Standards, Ministry of Labour and Human Resources Thimphu, Bhutan; CB assessment needs to adhere to the principles which must be:

o Validity: CB assessment system must be built on well-defined benchmarks. To be valid, assessment methods and resources must reflect the skills, knowledge, attitude, and performance standard as defined by the NOSS.

o Currency: assessment should take place within a limited time since it is a continuous operation.

o Fairness: the assessment system must be transparent. Students must understand how they will be evaluated, when and by whom, as well as the National Skill Standards against which they will be evaluated.

o Sufficiency: should be defined as gathering sufficient evidence to indicate that students can perform certain skills. Teachers must collect adequate evidence of students' competence to make an assessment decision.

o Flexibility: CB assessment does not rely on specific methodologies; rather, at various times and conditions, evidence is obtained from an assortment of instructional methods, to reflect and serve learners' requirements.

o Reliability: the assessment results have to be consistent and accurate. That is, regardless of the teacher, the assessment may produce equivalent results for students with equal competency at different times or locations.

4. Phenomenon-Based Learning

According to FNBE (2016), phenomenon-based Learning has gained popularity because Finland's National Core Curriculum for Basic Education mandated its adoption in Finnish schools. Finland's curriculum supports PhenoBL as a progressive approach to

curriculum and pedagogy appropriate for 21st-century students.

PhenoBL dismantles subject-based knowledge compartmentalisation. Rather than focusing on a single subject, phenomenon-based classes investigate phenomena that cross academic frontiers (Silander, 2015). It indicates a shift towards a new cross-curricular approach to organising school-based learning. Finnish students aged 7 to 16 are expected to join at least one transdisciplinary PhenoBL programme in a year (Halinen, 2018). The modules are intended to investigate real-world occurrences that can be seen from opposing and complementary perspectives. The PhenoBL learning module enables students to combine knowledge from various disciplines in order to view a problem holistically. Teachers and students must agree on a phenomenon to analyse when executing a PhenoBL lesson. Sam Tissington (2019) emphasised the usefulness of leveraging current events and local issues as springboards. Educators should use problem-based and inquiry-based pedagogies to conduct studies once a phenomenon has been detected (Halinen, 2018; Lähdemäki, 2018). Inquiry-based learning entails the use of systematic procedures to address an issue, whereas problem-based learning involves the class posing a problem to be solved through active learning.

PhenoBL looks ahead. It recognises that diverse teams working together on challenging problems will address tomorrow's concerns. This strategy may also aid in the removal of communication impediments. PhenoBL, however, has its drawbacks. Teachers and students, according to Lähdemäki (2018), find moving from identifying a phenomenon to developing a manageable multidisciplinary unit of inquiry around it tough. Teachers must assist students in identifying a subject that is small enough to investigate yet large enough to be examined from multiple perspectives. Balance student-led inquiry with the ongoing need to meet and analyse curriculum outcomes is another challenge for teachers.

5. Assessment in EFL Secondary School Classes

The assessment process can create motivation among students for more EFL learning, assessment must be done by every EFL teacher to measure students' achievements in EFL teaching and learning, however, the way of assessment differs from one educational system to another.

5.1. Assessment in Algerian EFL Classes

In secondary school, there are three exams: one at the end of each term and two tests throughout the term for literary streams, while scientific streams pass only one test. Exams should correspond to the content and learning objectives covered in class. The increased importance of formative assessment in educational settings necessitates its incorporation

into the Algerian educational system. Formative assessment does, in fact, become an important aspect of the teaching-learning process. Formative assessment should be done every three weeks, according to syllabus designers. The relevance of formative assessment stems from the fact that it considers errors, regulates, and adapts learning materials to learning realities in order to promote success (3rd year English Curriculum, 2006). As a result, the assessment step is followed by a remediation step based on the gaps identified; the remediation tasks should assist the students in overcoming their challenges. Formative evaluation allows teachers to see if students have mastered various linguistic skills (lexical, grammatical and others). The syllabus creators believe that regular assessments of oral and writing expression, as well as oral and written comprehension, can help identify the source of problems and provide remediation options to help the student overcome the hurdles and continue his development.

Although "formatrice assessment" is a sub-type of formative assessment, it is also viewed as a sub-type of assessment by others. Its concepts are peer and self-assessment. This type includes tutoring, in which each student compares his assessment to the teacher's assessment and then corrects the incorrect responses, peer assessment which allows pupils to assess each other's work using the assessment criteria given by the teacher, self-assessment is considered as a learner-centred action in which students assess their works by themselves; this type of assessment is thought to increase students' sense of responsibility for their learning and heighten their awareness of their progress. Self-assessment is introduced in third-year secondary school through six logs issued at the end of each unit. This phase requires students to fill out logs and return them to their professors, who will know which points to reinforce; these different stages help the teacher give each student what s/he deserves in both: continuous evaluation and applied work/ oral expression. As a result, the students are subjected to assessment at the end of each unit. However, despite the fact that these evaluations are designed to be formative, they serve a summative role because they are administered after the learning unit, whereas formative assessment should be done on a regular basis.

Table 01

The items by which students are evaluated- a sample from a student's score sheet

Subjects	Evaluation						Assessment	
	Coefficients	Continuous Evaluation/20	Applied Work or Oral Expression /20	Tests' Average/20	Examination/20	Subject's Average	General Assessments of Work and Behaviour	Instructions for Improvement
English Language Teacher:								

At the end of the third year of secondary school, students pass the national Baccalaureate exam, which allows them to continue their studies at university. Its primary goal is to provide examinees with occasions to learn even during the examination, so the exam should premise around the same topic and in accordance with what was covered in the syllabus. The BAC exam is divided into two sections: reading and written expression. The first phase consists of two parts: text comprehension and text exploration. Text comprehension involves students reading a passage and answering comprehension questions based on a thorough grasp of the reading content. Text exploration refers to a series of tasks based on the reading passage; it is based on language understanding and use activities. The second section, written production, is primarily interested in students' writing abilities; students are given two topics from which to choose the guided or the free topic. These two components of the exam are designed to improve two major skills: interpretation and production.

5.2.Assessment in Finnish EFL Classes

The criteria for classroom assessment throughout the course were established by the national curriculum, and it is the teacher's obligation to assess students' behaviour and coursework following these national criteria. Students receive comments on their progress in learning as well as ideas for development on a yearly basis based on a range of student work. The national core curriculum objectives are used to assess students. Each subject, including EFL, is assessed once it is completed. The overall subject syllabus grade is essentially calculated as the mathematical average of the individual course grades. A student who desires to improve his or her grade must be allowed to take a supplementary

examination. In numerical assessment, the scale of grades utilised is 4–10. The evaluation is carried out in the following order: adequate, moderate, satisfactory, good, very good, and excellent. A failed performance earns a grade of 4. Some courses are graded on a pass/fail basis. Written verbal evaluation or oral comments given during an assessment discussion can sometimes supplement and specify numerical grades. Few studies have scrutinized students' perspectives of language assessment in the previous decade, in secondary and higher education. According to a quantitative study, secondary school learners were divided into two nearly equal sections that saw assessments as either stimulating or stressful. The majority of participants claimed that teachers' feedback was offered only after tests and that there were essentially no chances in EFL classes to practise peer and self-assessment (Vavla and Gokaj, 2013). The Finnish educational system does not rely heavily on high-stakes tests, and the majority of evaluation is done in the classroom by individual instructors (Pollari, 2016; Tarnanen and Huhta, 2008). The foreign language test includes reading, hearing, writing, vocabulary, and structures, with a norm-referenced marking system. The test does not require speaking (Tarnanen and Huhta 2008).

The Matriculation Exam has marked the conclusion of upper-secondary school since 1919; nevertheless, it does not guarantee admission to higher education institutions (HEI) (Kaarninen, 2002). However, the matriculation exam's influence has expanded in recent years, and it now has a significant impact on university admission criteria as well as a polytechnic or vocational institutions' entrance (Grubb, 2007). Therefore, the matriculation exam has a significant impact on students' future goals and professions. This test assesses the knowledge and maturity acquired during upper secondary school. At least four tests are included in the examination; one of which is mandatory for all candidates: a test in the candidate's native tongue. The student must next pick three more required exams from these options: a test in the Swedish language, a foreign language test (usually English), a mathematics test, and one test from the general studies list of examinations. One or more optional tests may be included as part of the candidate's exam. The matriculation test's purpose is to determine if students have mastered the knowledge and abilities of the upper secondary curriculum and have met the requirements for continued education.

To summarize, assessment processes in Finland result in fewer formal tests and less pressure on instructors to just prepare learners for a specific exam. Assessment in Finland is used to assist and promote students' learning and self-assessment abilities. A mix of educational advancement, employment skills, and behaviour are assessed (Finnish National Board of Education, 2010). Teachers in Finland may analyse and adapt education based on

student needs thanks to their classroom assessment procedures.

6. Improving the Algerian Assessment system

The education domain is now facing several issues, and significant progress must be achieved in the sector in order to enhance the education system, performance, and development. For better learning results, the problems faced by the assessment system, especially those mentioned below must be identified and addressed.

Anu_V (2022) sees that each of these challenges must be thoroughly examined. First, teachers evaluate students' performance based on their tests, examinations, tasks, and projects; this avails four important functions: assessing students' work, communicating with them, inspiring students to focus, and immersing students in the course. The lacks of translucence and classroom assessment methodologies, as well as the lack of flexibility in the grading system, are the key issues that the grading system faces. Second, when the normal pattern changes; some students struggle to shift and acclimatize to the new pattern and are focused on attempting the new type of questions. , Therefore, individuals become demotivated when they receive poor ratings in an examination since it compares their performance to that of others.

Third, teachers play an important role in assessing students' performance through a variety of developed assessment tools; assessments are based on students' knowledge or performance in the classroom; previously, there was only one exam given at the end of the year; however, with the proliferation of exams and technological advancements, students' concentration levels are dwindling. Furthermore, teachers' autonomy and flexibility are being eroded by the assessment system, which requires them to devote a significant amount of time and effort to preparing for and arranging assessments. There is also a scarcity of training for new strategies and technology used for assessment. Teachers and assessees require sufficient training in assessment procedures, technology, and methodology, which is occasionally lacking in educational institutions.

Instructors and syllabus designers must think like assessors when constructing specific chapters in light of these challenges; this not only allows teachers to monitor the efficacy of their teaching process but also improves classroom teaching methodology. Hence, effective and speedy solutions to these obstacles must be discovered, including providing institutions; and therefore instructors and students, with equipment, training, and new technology to improve assessment and education quality.

Conclusion

       This chapter presented an overview of the types and use of classroom assessments by teachers, this synopsis aimed, therefore, to compare these different categories; they were presented as pairs of opposites. It discussed the Competency-Based Approach as one of the most effective approaches, in addition to its adoption and use in Algeria, and touched on the Competency-Based Language Teaching and Assessment in CBA. Competency-Based Assessment as a concept and its basics were also addressed within the scope of this method. It was important to shed light on the approach used in Finland as well, which is Phenomenon-Based Learning. Moreover, we focused on assessment in EFL secondary school classes in both countries Algeria and Finland, spotlighting the BAC and the Matriculation examinations. And at last, some challenges that the assessment system is facing and need to be addressed were highlighted. Up to this level, only the theoretical aspect of the research was touched upon, the following part will address the practical one.

Chapter Three

Methodology, Results and Discussion

Introduction

This chapter gives an overview of how the research was carried out. This section offers a detailed overview of the methodological framework employed in this research. A discussion of the approaches used in research, methods of data collection, as well as the sampling strategy, and procedures of data analysis are included. Limitations and recommendations are provided as well.

1. Methodology

1.1. General Statement

Combining many research methodologies in a study is supposed to broaden the area of the study and improve the capacity of the researcher to reach conclusions (Drnyei, 2007). Drnyei (2007) claimed also that integrating qualitative and quantitative research methodologies within the same inquiry is critical in educational research because it allows the researcher to examine a problem from several viewpoints to acquire a more thorough knowledge. Mixed methods research refers to studies that combine quantitative and qualitative methodologies to address a research topic in a single study (McMillan, 2004). Thus, there are aspects of both qualitative and quantitative methodologies in this study, which are applied to collect data via an interview with secondary school English language teachers, as well as a questionnaire delivered to secondary school English language students.

1.2. Research Aim

The aim of this study is to shed-light on the different ways of assessment adopted in the Algerian and Finnish education systems, it addresses the secret behind Finnish education success, and the challenges that face the Algerian assessment system as well. This may open the way for the Finnish system adaptation according to the Algerian culture.

1.3. Methods of Data Collection

For the sake of carrying out this research, the most two common types of data gathering were used: besides a questionnaire delivered to third year Finnish (Helsinki) and Algerian (Tiaret) secondary school students, there was an interview conducted with Finnish and Algerian secondary school teachers also. Algerian students' questionnaire was handed out during an EFL class (in Arabic), while Finnish questionnaire was created in Google forms (in English) and sent to teachers via emails.

1.4. Location

The research was carried out in 'Raid Si Zoubir' a public secondary school at the Wilaya of Tiaret (an Algerian province), and in 'Helsinki Normal Lyceum' a public secondary school at Helsinki (the capital of Finland).

1.5. Participants

The research sample includes both EFL secondary school teachers and learners, in both countries Finland and Algeria. 80 third year Algerian students, 30 third year Finnish students, as well as 6 teachers from each country were selected to be the representative sample.

1.6. Piloting Study

Carrying out a pilot study before doing genuine research is needed, to ensure that the equipment work properly (Bryman, 2001; Gorard, 2001; and Cohen et al., 2007). Thus, the questionnaire was piloted before commencing on the broader study; the pilot research aimed to minimize ambiguities in language and identify misinterpreted issues, numerous suggestions were included to guarantee that the questionnaire became more appropriate for the study.

1.7. Methods of Data Analysis

Since questionnaires and interviews were used to collect data, the study includes descriptive and statistical aspects which employ mixed methodologies and include both qualitative and quantitative representations of the data and the results.

2. Results

2.1. Students' Questionnaire

Question 01: What is your nationality: Algerian/ Finnish?

Figure 03

Students' Nationality
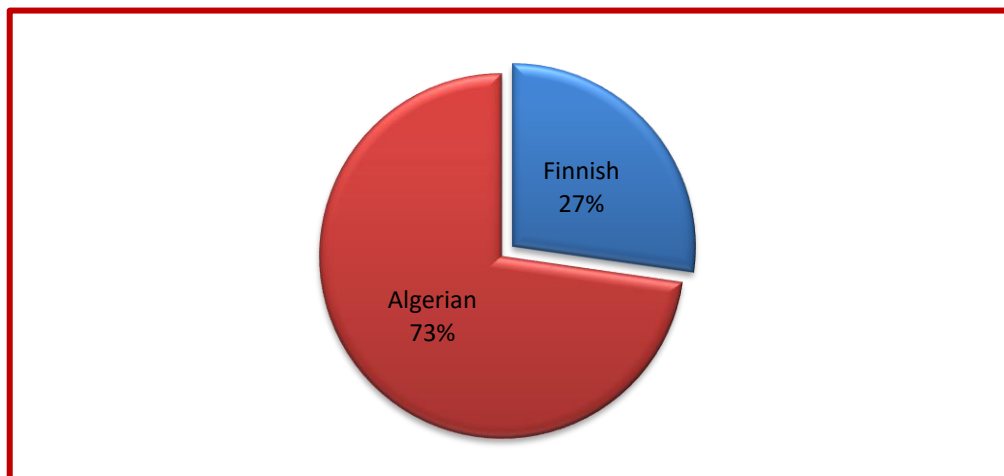
The figure above shows students' nationality, most of students (72.73%) are Algerians, whereas only (27.27%) are Finnish students.

Question 02: Before assessment do you feel: Excited/ Stressed/ Relaxed?

Figure 04

Students' Feelings before Assessment
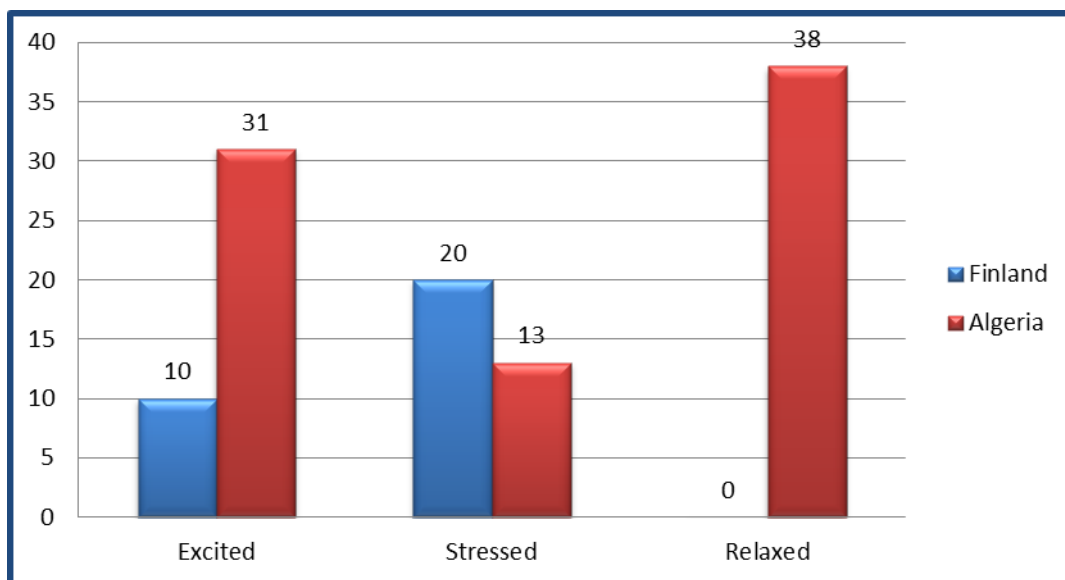
This figure shows up that most Algerian students (34.54%) feel relaxed before being assessed, (28.18%) feel excited, and only (11.81%) do feel stressed. Whereas most Finnish students (18.18%) feel stressed, and (9.09%) feel excited to be assessed. This indicates that only (29.99%) from the whole population feel stressed; which may contradict with what was stated by Alderson (2005) who thought that students feel stressed and nervous when passing summative assessments.

Question 03: Do you prepare for assessment: Yes/ No?

Table 02

Students' Preparation for Assessment

Country	Option	Respondents	Percentage
Finland	Yes	30	27.27
	No	/	/
Algeria	Yes	54	45.45
	No	26	23.64
Total		110	100%

The aim behind this question is to reveal the students preparations for assessments in English language learning .The answers to this question indicates that the overwhelming majority of the respondents 72.72% (45.45% Algerians, and 27.27% Finnish students) have positive attitudes towards the preparation for assessment, while only 23.64% Algerian students tick the box "No" that they did not give importance to preparation; although preparation ahead of time allows teachers to measure students' knowledge and evaluating their learning progress. Students' carelessness is the main reason why they do not give enough attention to preparation before being assessed.

Question 04: Before assessment do you think about: Answering questions/ Testing your level/ Both?

Figure 05

Students' Thinking before Assessment
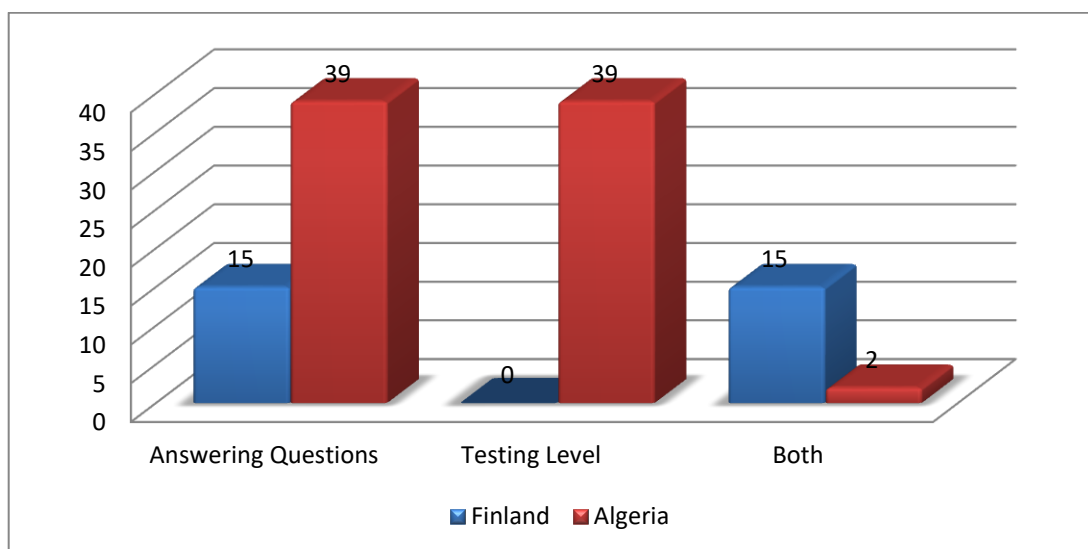
This figure demonstrates students' thinking before assessment, which may affect the way of answering. Algerian students were divided into two equal proportions; where 35.45% represented the percentage of both: students who think about answering questions and others who think about testing their levels. Finnish students were also divided into two parts of equal proportions (13.64%); a section attaches importance to only answering questions, while the second section focuses on both: answering questions and testing the level at the same time. Worrying and getting stressed about tests and exams as well as thinking just about success lead students to think about answering questions. Whereas excellent students think about testing their levels, in order to enhance it when needed, and to acquire the missed knowledge that can be used in future.

Question 05: Do you think your teacher assesses you based on: The content taught/ Learners level?

Figure 06

Students' Assessment Based on Either Content Taught or Learners' Level
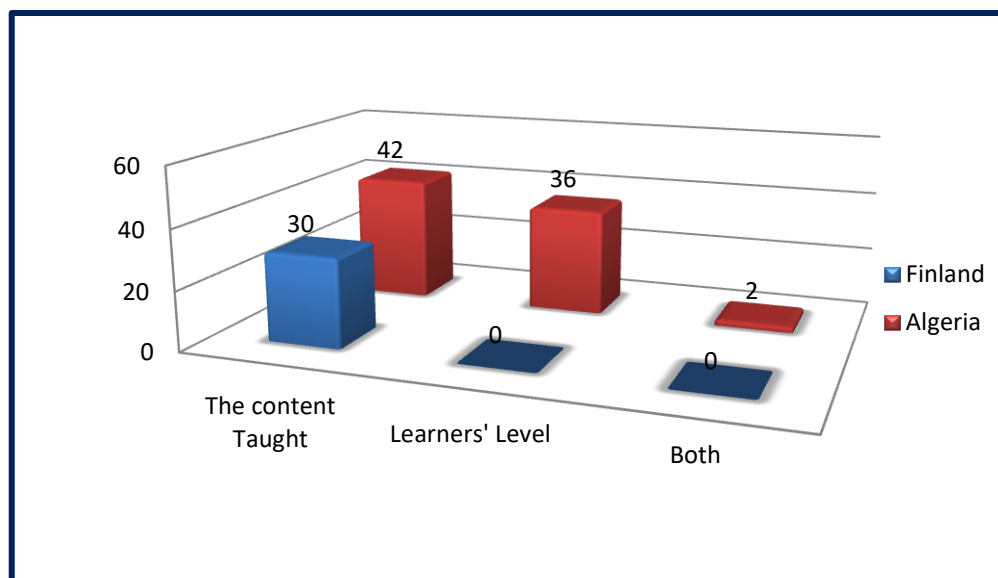
This figure reflects the students' points of views of whether the teacher assesses them on the basis of previously taught content or on their levels. The majority of Algerian students (38.18%) thought that the assessment is based on the content taught, whilst all the Finnish informants (27.27%) agreed on the same opinion. The rest of the Algerian informants (32.73%) saw that their teachers assess them based on learners' level. As mentioned in the previous chapter, assessing based on the content taught can offer teachers useful information on how well their students are doing and whether or not they have fully mastered the topics being taught; exams should correspond to the content and learning objectives covered in class.

Question 06: Does assessment reflect your level: Yes/ No?

Table 03

*Students' Level Reflectiveness in Assessment*

Country	Option	Respondents	Percentage
Finland	Yes	25	22.73
	No	5	4.55
Algeria	Yes	36	32.72
	No	44	40
Total		110	100%

As illustrated in the table above, the majority of learners in both countries 22.73% Finnish and 32.72% Algerians, expressed a positive view of how their levels are reflected in assessments. The rest 44.55% did not think that the assessment reflect their real level. Some see that teachers can use the information gained from the assessment to analyse students' strengths and shortcomings, as well as their general grasp of the course material. Furthermore, assessments aid teachers in fine-tuning their teaching approaches to ensure that each student receives the most effective learning possible. Others see that assessment cannot reflect the level due to several reasons such as cheating.

Question 07: Does your teacher assess you: After finishing the learning unit/ Before finishing the learning unit?

Figure 07

Assessment Period
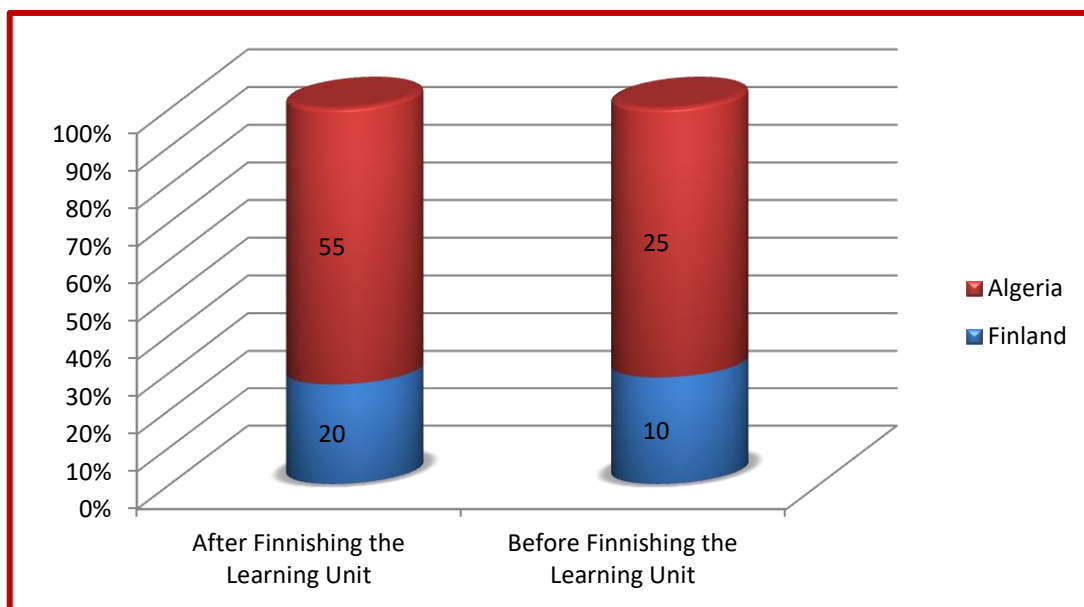
This figure shows the students' assessment period, and whether it occurs pre or post finishing the learning unit, the sweeping majority of the informants from both countries: 50% of Algerian students and 18.18% of Finns saw that the assessment takes place after finishing the learning unit. Whereas the rest (31.82%) thought that the assessment is done before finishing the learning unit. This shows that some teachers prefer to use formative assessment which occurs during learning and is intended to aid learning and teaching by providing relevant feedback as affirmed by Lewy (1990), others prefer to use summative assessment which summarises what students have learned over the unit according to Brown (2004).

Question 08: Do you think your teacher assesses you on: Weaknesses to overcome/ Strengths to develop/ Both strengths and weaknesses?

Figure 08:

Assessment Basis
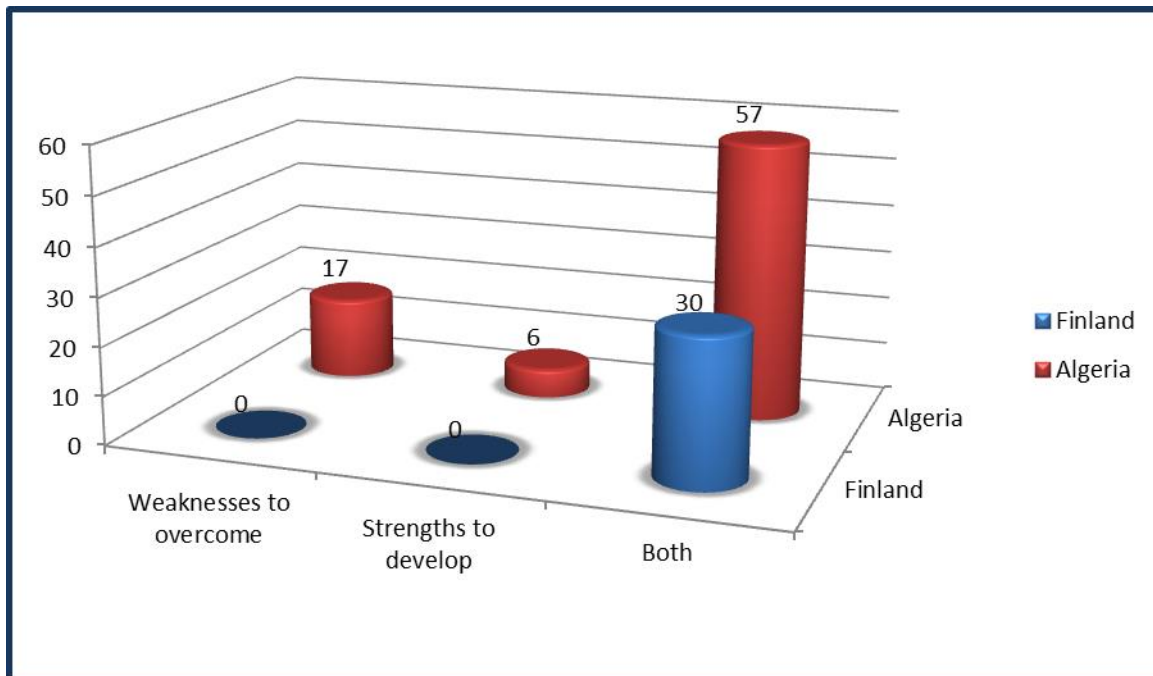
The figure below shows the basis on which teachers assess their students. All the Finnish informants thought that their teachers assess them based on both: strengths to develop and weaknesses to overcome, the plurality of Algerians (51.83%) also saw that, whilst the minority (15.45%) said that their teachers focus more on weaknesses to overcome. Instead of concentrating on learners' flaws, educators believe it would be more useful to concentrate on their strengths. This, they claim, aids students in their academic endeavours. On the other hand, focusing on both strengths and flaws can help teachers figure out how to effectively encourage and motivate their students.

Question 09: Do you think assessment helps in: Preparing for further learning objectives/ Confirming the acquired skills?

Figure 09

Assessment Role in Either Preparing for Further Learning Objectives or Confirming the Acquired Skills
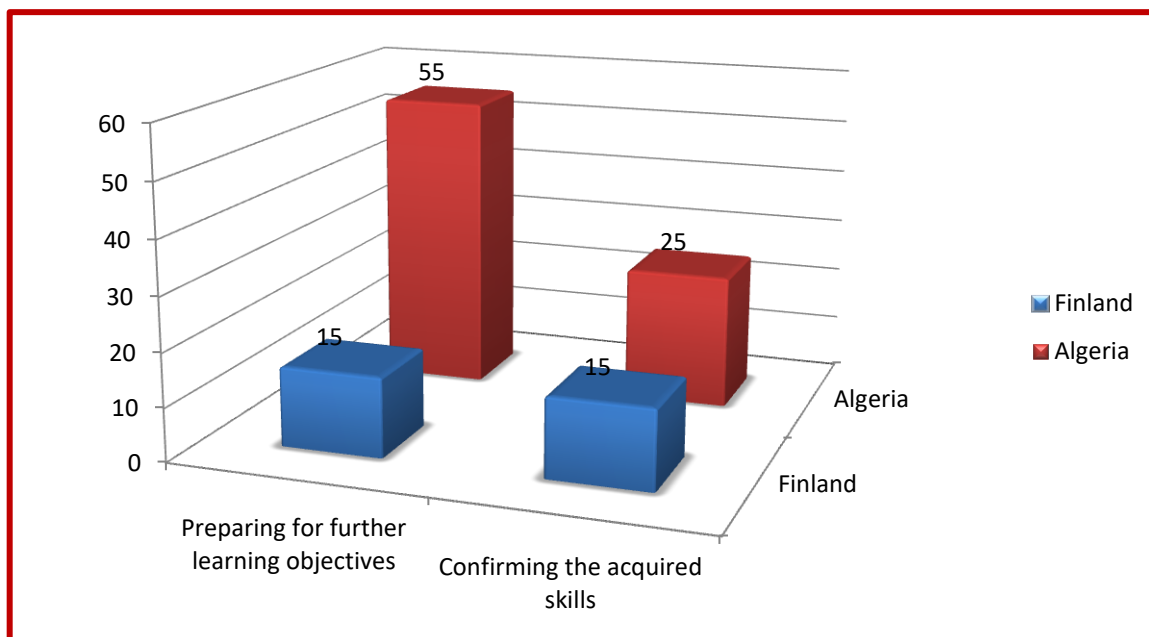
Starting from this question, we wanted to know if the students thought that assessment helps in preparing for further learning objectives, or in confirming the acquired skills. As a result, 63.64% of the whole sample believed that assessment helps them in preparing for further learning objectives. 36.36% thought that its role is to confirm the acquired skills. As mentioned in the previous chapter, Popham (2011) declared that formative assessment is a process that entails obtaining and analysing assessment-elicited information to determine when and how to alter instructional activities or learning techniques to meet learning objectives. In contrast, other educationists thought that assessment is a method of determining whether or not learning has occurred; it helps to determine whether the learner has acquired the necessary abilities.

Question 10: Does your teacher assess you on the same knowledge more than twice: Yes/ No?

If yes, please state why.

Figure 10

Assessing Students on the Same Knowledge
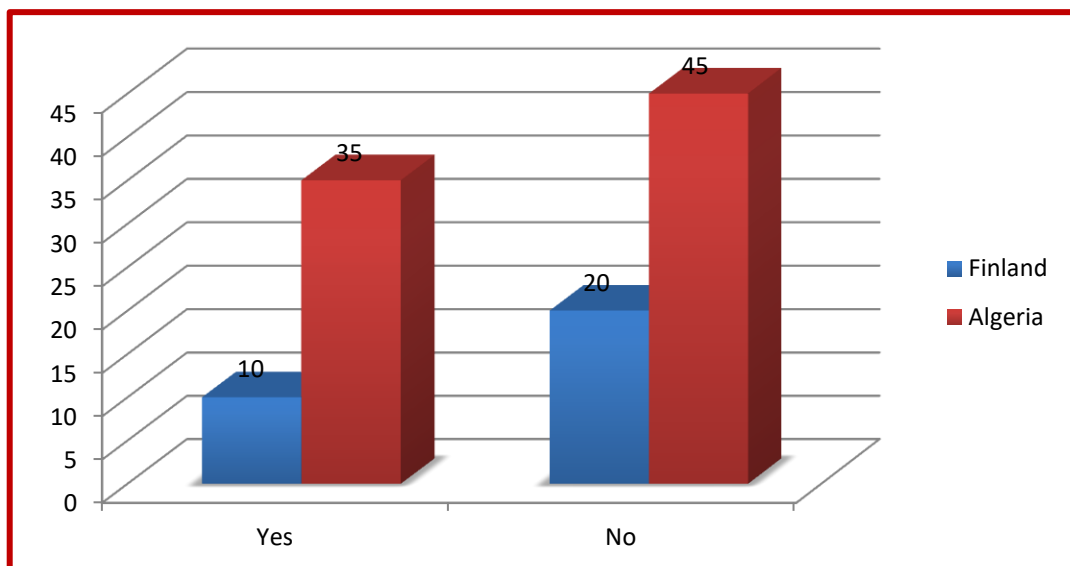
The graph shows whether or not teachers assess their learners more than twice, according to learners' perceptions. 59.09% answered that their teachers assess them only once on a specific knowledge, while 40.91% chosen to tick the box 'Yes' that their teachers assess them more than twice on the same knowledge; they were asked to state why, so the majority said that they think this method helps in consolidating the knowledge. Some scholars considered Test-retest reliability as a measure of consistency achieved by giving the same test to a set of people twice over a period of time.

Question 11: When being subjected to assessment do you focus on: A perfect answer/ Right answer only/ Random answer?

Figure 11

Students' Focus When Being Subjected to Assessment
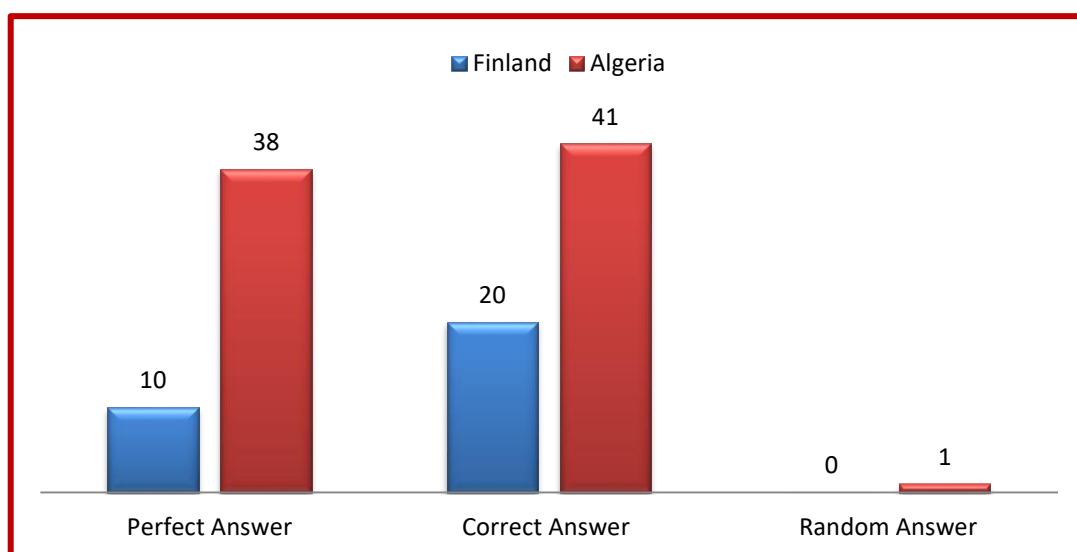
The figure above represents the most important categories of answers that students focus on when being subjected to assessment. The preponderance of students

(55.45%) focus on answering a correct answer, the remaining students (43.64%) do focus on answering a perfect answer. Most of the good students tend to answer in an ideal way, while the rest of students are satisfied with trying to answer in a correct way only.

Question 12: When you pass (succeed) in your assessment do you take feedback on the things you missed: Yes/ No?

Table 04

Receiving Feedback on the Missed Points after Assessment

Country	Option	Respondents	Percentage
Finland	Yes	30	27.27
	No	/	/
Algeria	Yes	69	62.73
	No	11	10
Total		110	100%

As illustrated above the vast majority of students do receive feedback from their teachers after being succeeded in the assessment, only 10% from the whole population answered that they do not receive any feedback. Educators saw that when feedback is heard, comprehended, and acted upon, it is extremely helpful. As crucial as the quality of the feedback is how students analyse, discuss, and act on it. Students get an understanding of how to improve their learning by interacting with feedback.

Question 13: When you do not succeed in assessment do you feel: Motivated/ Demotivated/ Nothing?

Figure 12

Students' Feelings after Failing in Assessment
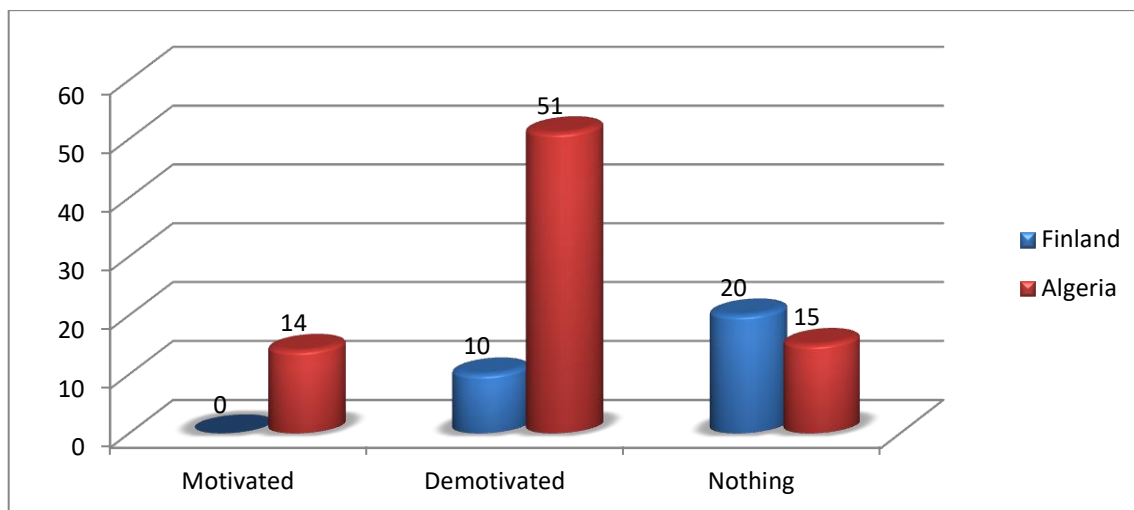
The figure shows that more than the half of the respondents (55.45%) felt demotivated after failing assessments, 31.82% do not feel anything, and only 12.73% feel motivated after failing. Scholars believe that allowing oneself to be demotivated is motivating in itself. It may help to strive harder to achieve better results.

Question 14: After the assessment does your teacher: Give general feedback/ Re-explain the missed points/ Move to new subject/ Give feedback to some learners only?

Figure 13

Teachers' Focus after Assessments
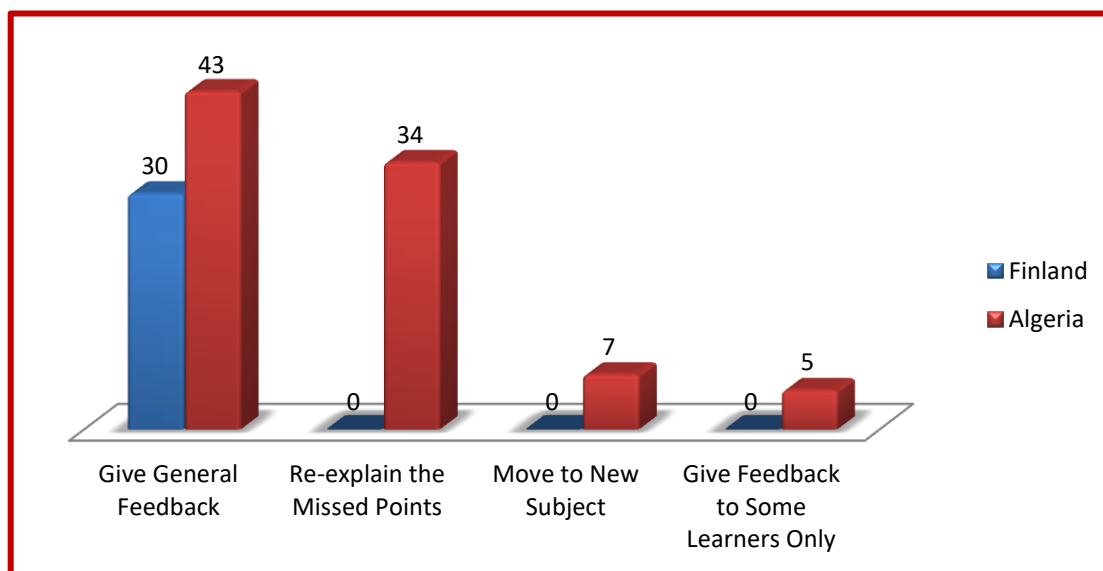
The above figure shows teachers' focus after assessments. 66.36% of informants from both countries said that their teachers give general feedback after assessment, 30.91% answered that their teachers re-explain the missed points, and 4.55% said that only few learners receive feedback. As mentioned before Feedback is intended to help students improve their performance and accomplishment. It must give precise suggestions to the

learner on how to improve their performances; therefore all learners must receive feedback.

Question 15: After assessment does your teacher give feedback on: Model answer/ Right answers/ Wrong answers?

Figure 14

Teachers' Feedback after Assessments
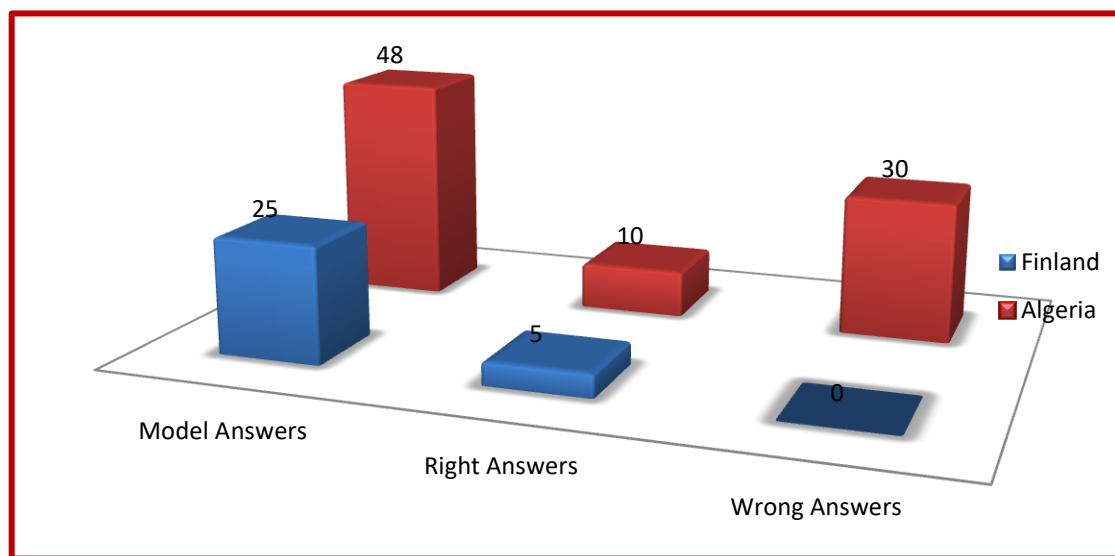
This question was asked to know what kinds of feedback about answers that learners receive after assessments, 66.36% is the percentage of students who said that teachers give feedback about model answers, 27.27% of students responded that they receive feedback about right answers, and only 13.64% said that they receive feedback about right answers. A model response is a perfect answer to a question; it serves as an example of a perfect answer, and it helps teachers show pupils how to include vital components of a topic into a response. Model solutions are commonly utilized so that students may judge their strengths and shortcomings by comparing their own work to them. That is why, rather of giving individual comments, teachers supply sample answers as feedback.

Question 16: When few learners do not show noticeable progress does your teacher: Develop their abilities/Continue teaching?

Figure 15

Teacher's Attitude after Students' Low Performance
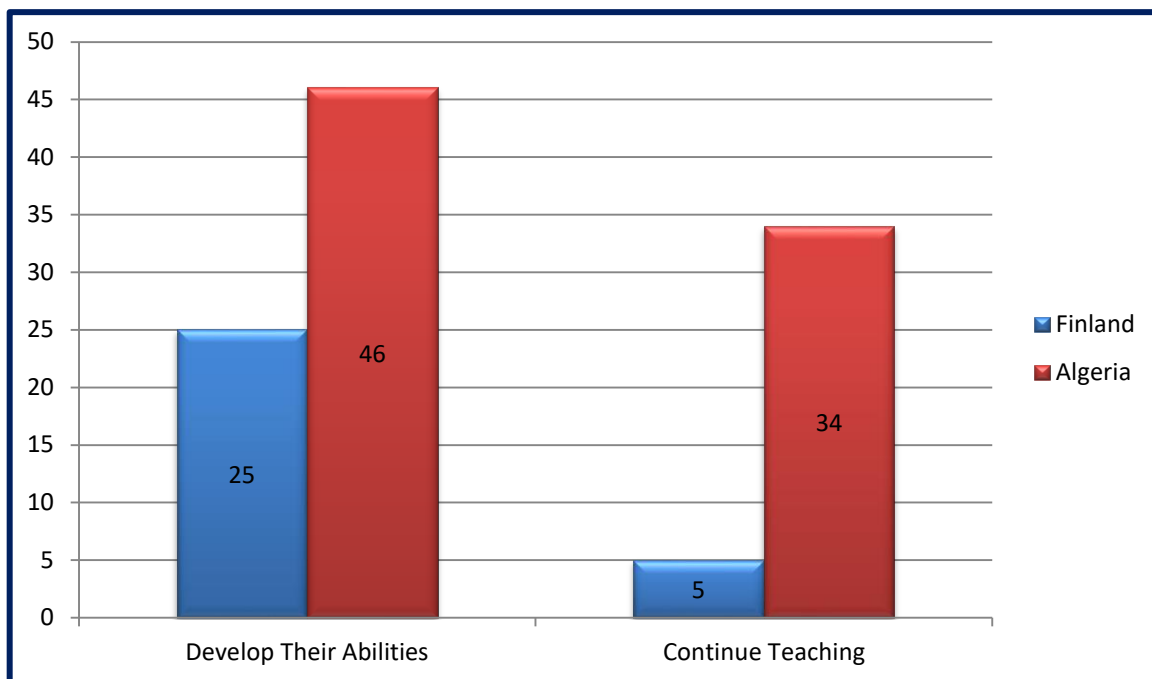
This figure demonstrates teachers' role towards learners who do not show noticeable progress, 64.54% (41.82% Algerians and 22.72% Finns) answered that their teachers develop abilities of low-performing learners, whereas others said that their teachers do not care about this category. Educators saw that standing next to learners, helping them and developing their abilities will assist them to perform better as well as to achieve better results next times.

Question 17: After assessment does your teacher reflect on your progress by: Remarks on weaknesses/ Numbers – percentage/ Giving right answers?

Figure 16

Methods of Estimating the Extent of Cognitive Processes
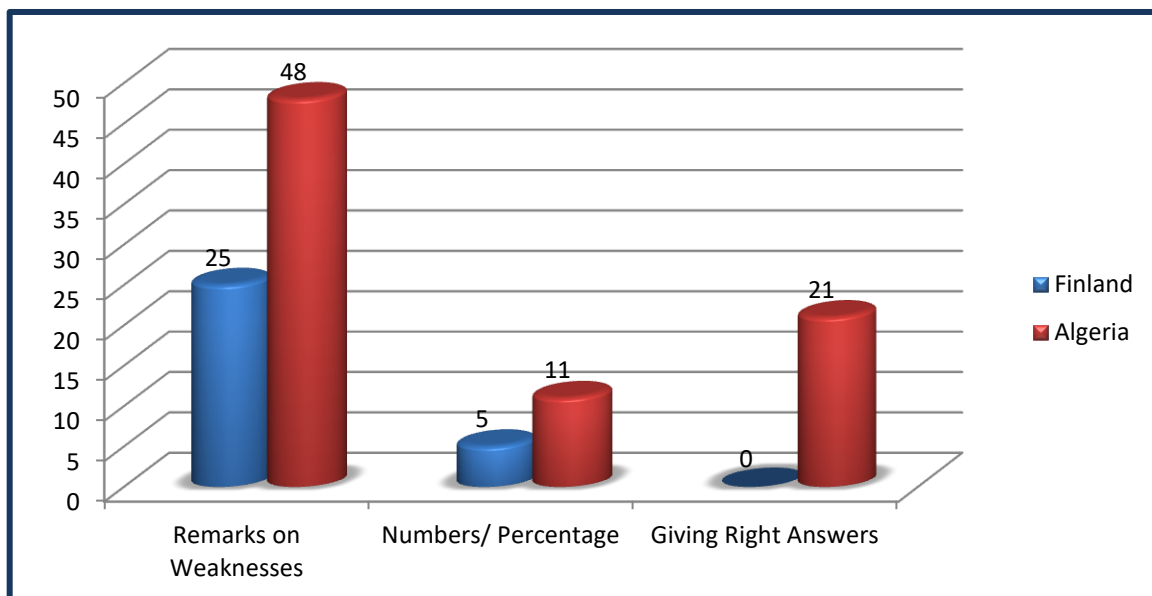
The results presented in this figure show the methods of estimating the extent of cognitive processes, 66.36% of informants said that their teachers reflect on their progress by providing remarks on weaknesses, 14.55% said that their teachers use numbers and percentage to do so. Providing remarks on weaknesses helps students to overcome them next times. However, because grades are used to assess student work, it's critical that they correctly represent the quality of that work and that it's rated fairly. Grading with precision and impartiality can require a lot of time, which teachers often don't have.

Question 18: Do you think your teacher evaluates you based on: Your progress in class/ Tests/ Exams/ Homework?

Figure 17

The Main Features on Which Evaluation is occurred
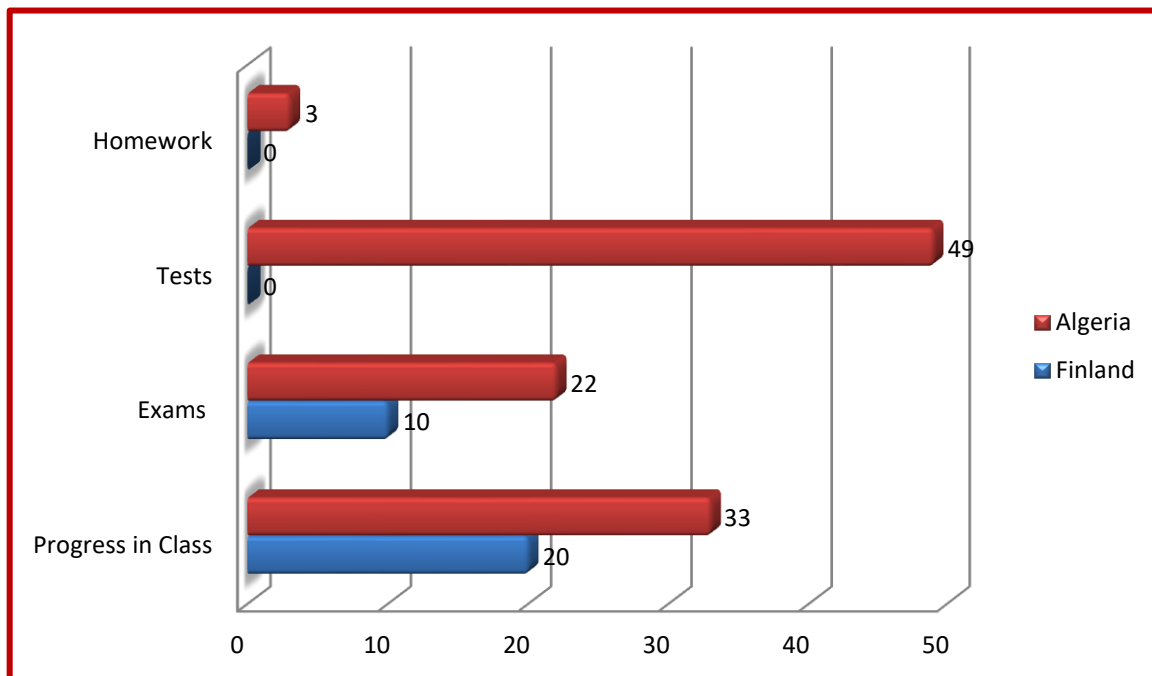
This question was asked to know on what teachers rely when evaluating students, and whether or not they use other methods besides exams and tests. Only 29.09% of respondents said that their teachers rely heavily on exams, 48.18% answered that teachers take their progress into account, while the rest (44.55%) said that teachers use tests. Although exams, according to many schools, will continue to be the most essential aspect in evaluating their students' outcomes since they give feedback that students can utilize to enhance their comprehension, others saw that students are kept motivated and engaged in their own learning when their progress is evaluated in class.

Question 19: Do you think the current assessment strategies are: Fair/ Unfair

Figure 18

Current Assessment Strategies Fairness
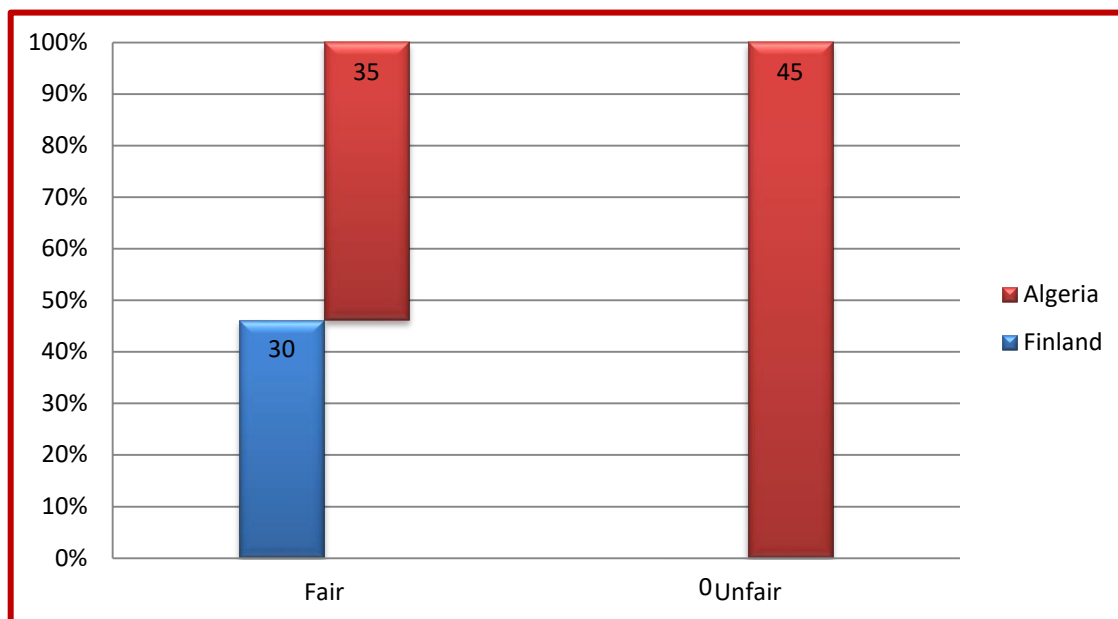
This figure represents students' points of view about current assessment strategies fairness, 40.91% of the respondents (they are all Algerians) thought that the strategies are unfair, 59.09% (27.27% Finnish students, 31.82% Algerians) thought that they are totally fair. To provide more equitable educational assessment for varied learners, a variety of techniques based on the principles of transparency and the availability of opportunities to demonstrate learning should be implemented.

2.2. Teachers' Interview

Question 01: How can you describe the process of secondary school students' assessment in your country?

Finnish teachers considered their assessment system to be too perfect, however, Algerian teachers agreed that the process of secondary school students' assessment is: useless, unsuccessfully implemented and lacks seriousness, assessing the language itself must be given more importance; these factors effect negatively the educational system, in addition to that, teachers' demotivation and negative attitudes towards the assessment system may affect the teaching process and therefore students' learning.

Question 02: Do you think it is useful and effective or it needs reforms?

Finnish teachers saw that assessment in Finland is effective; however, they suggested that making voluntary exams (Matriculation exams) compulsory will enhance it more, Algerian interviewed teachers on the other hand, think that the process of assessment in Algerian secondary schools is not effective and it naturally needs reforms. Kerma (2018)

affirmed that Inspectors and educational experts should be able to provide teachers with professional guidance and assistance, as well as assist them in more successfully conducting and implementing the new assessment policy.

Question 03: What can you suggest as a reform?

Some teachers suggest that assessments should allow learners to develop their competences through real and fair evaluation. Others see that teachers should have the absolute freedom to adjust what is appropriate for their learners; however, others also see that teachers should give importance to conversations when assessing; thus, laboratories of phonetics should be built to correct pronunciations. Whereas, Finnish teachers suggested that more responsibility is required from students, and the pressure on instructors should be relieved. Educationalists saw that collaboration between students and instructors is essential; each person has a set of obligations and a certain job to fulfill. However, in order to alleviate pressure on instructors who must be given more freedom to decide what suits their students, students themselves must be involved, responsible, and have a good attitude in order to be more successful with their learning.

Question 04: Do you stick to the ways provided by the assessment system or you use other different ways? If you use other ways please state them.

33.33% of Algerian teachers stick to the ways provided by the educational system, while, the quite majority use other different ways such as focusing on several things when assessing. On the other side Finnish teachers answered that assessment methods are national and cannot be altered. Some scholars have argued that when a particular method of assessment is not effective, teachers can substitute or at least use other methods in order to obtain better results.

Question 05: Does the investment of time in preparing, administering and scoring the assessment pay off both students and teachers?

Both Algerian and Finnish teachers agreed that the investment of time in preparing, administering and scoring the assessment pay off both students and teachers, besides, they argued that hard work usually pays off. Educators asserted that teachers need preparation, planning, and assessment time because it allows them to think about how they might help students develop. Teachers are constantly exposed to a variety of stimuli and learn a lot in each class, but they seldom get an opportunity to record or critically reflect on it all. Teachers should not use the PPA for photocopying; rather, it should be used as a time for them to be more creative and think about the greater picture.

Question 06: Do you think that tests and exams reflect the real level of learners? Why?

Learners' real level cannot be reflected throughout test and exams, due to many reasons such as exams stress and cheating. Previous researches show that because tests are objective, fair, efficient, and thorough, they are typically effective at assessing students' knowledge, abilities, and comprehension; however, a learner's level should not be decided by how well they can score on a test. A negative test score can be caused by a variety of factors, one of which is testing anxiety.

3. Discussion

The study showed several results, first, preparing in advance enables teachers to assess students' knowledge and gauge their learning progress; nevertheless, students' carelessness is the primary cause of their failure to devote adequate time to preparation prior to assessments. Second, stressing out and worrying about tests and examinations, as well as focusing primarily on achievement, cause students to focus only on answering questions. Excellent students, on the other hand, consider checking their levels in order to improve them when necessary and to pick up any information they may have missed. Third, testing based on the material presented in class may give instructors helpful insight on how well their pupils are learning and whether or not they have a firm grasp of the subjects being covered; tests should be aligned with the content and learning objectives delivered in class. In order to guarantee that every student learns as effectively as possible, assessments also help teachers adjust their methods of instruction. Others believe that assessment failures, including cheating, prevent it from accurately reflecting a student's level. Lewy (1990) affirmed that formative assessment, which takes place while students are learning and is intended to support learning and teaching by providing pertinent feedback, is preferred by some teachers. On the other hand, summative assessment, which summarises what students have learned throughout the unit, is preferred by others, according to Brown (2004). Teachers believe that emphasising students' strengths would be more beneficial than focusing on their weaknesses. They assert that this helps kids in their academic endeavours. However, instructors may learn how to successfully encourage and inspire their pupils by concentrating on both their strengths and shortcomings. In order to identify when and how to modify instructional activities or learning strategies to achieve learning objectives, formative assessment is the suitable process, according to Popham (2011). It involves gathering and analysing information prompted by the assessment. Other educational experts, on the other hand, believed that evaluation is a technique for figuring out whether learning has taken place and whether the learner has developed the requisite

skills. Some educationalists saw test-retest reliability as a metric of consistency attained by administering the same test to a group of individuals twice over time. Teachers observed that feedback is very beneficial when it is heard, understood, and used. How students interpret, debate, and respond to criticism is just as important as the input's quality. By interacting with feedback, students learn how to enhance their learning. Additionally, scholars contend that allowing oneself to get unmotivated is itself motivating. In order to get better outcomes, it could be helpful to work harder. The goal of feedback is to assist students become more accomplished and perform better. Feedback must be specific in order to offer learners advice on how to raise their performance levels; therefore it must be given to all students. Model solutions are frequently used so that students may assess their own work against them to determine their strengths and weaknesses. That is why, teachers provide example responses as feedback rather than providing personalised input. Teachers discovered that supporting students, working with them to strengthen their skills, and giving feedback on their deficiencies will help them perform better and provide better outcomes in the future. However, because grades are used to evaluate student work, it's crucial that they fairly and accurately reflect the calibre of that work. It can take a lot of time to grade accurately and impartially, time that instructors sometimes lack. While many schools believe that exams will always be the most important factor in assessing students' performance because they provide feedback that can be used to improve comprehension, others have observed that when their progress is evaluated in class, students remain motivated and interested in their learning. Finally, a range of strategies built on the tenets of openness and the availability of chances to demonstrate learning should be put into practise in order to provide more equal educational evaluation for diverse learners.

In addition, teachers' low motivation and unfavourable views about the evaluation system may have an impact on how they teach, and consequently, how well their pupils learn. Inspectors and educational specialists ought to be able to give teachers expert advice and support as well as help them carry out and execute the new assessment strategy more successfully. The partnership between students and teachers, who each have a certain duty to do, was recognised by educationalists as being crucial. Students themselves must be active, responsible, and positive in order to be more successful with their learning, but this will also relieve strain on teachers who need greater latitude to choose what works for their students. According to some scholars, teachers can utilise other techniques of evaluation in place of ineffective ones, if not completely replace them. Teachers require time for preparation, planning, and evaluation, according to educators, as these activities enable

them to consider how they might best support students' growth. Teachers frequently lack the chance to document or critically reflect on the vast amount of stimuli they are continually exposed to and learn in each lesson. The PPA should not be utilised by teachers to make photocopies; rather, it should be a moment for them to be more imaginative and consider the greater picture. Because of several factors, including exam stress and cheating, learners' real level cannot be accurately assessed during tests and examinations. Tests are often excellent for evaluating students' knowledge, abilities, and comprehension because they are objective, fair, and efficient. However, a learner's level should not be determined by how well they can do on a test. Testing anxiousness is one of the many things that might result in a poor test result.

4. Limitations

- In any instance, the specific population is one limitation; Finnish sample was not responsive, and in this case the example's quality would not appeal to the entire populace; since it was hard to reach a greater number than what was reached.
- Time was our second limitation, in order to cover a large sample, more time would have been incredibly beneficial.
- We had to work with articles from websites due to a lack of resources.

If we had not encountered these limitations, we could have given an unequivocal amount of results, which would allow us to draw different conclusions.

5. Recommendations

- It would be fascinating to replicate this study with a larger sample size, in order to achieve more accurate and reliable results.
- The assessment system must undergo reforms, new assessment methods have to be used in secondary schools.
- New methods must be developed to find out the real level of students during specific periods of time.
- Teachers may discuss concerns of demotivation and how it affects their students' academic performance in order to help them avoid having a bad attitude while learning.

Conclusion

This chapter focuses on the quantitative and qualitative examination of data collected using various instruments from various sources in order to determine the key differences and similarities in secondary school assessment in Finland and Algeria. In fact,

the researcher was able to reach certain conclusions thanks to the examination of the students' questionnaires and teachers' interviews. The findings demonstrated that while the Finnish and Algerian evaluation systems share many similarities, they differ in a number of other aspects, according to the replies of instructors and learners. Due to the amount of data indicating that learners face various barriers and challenges in their learning process due to the chaos in the system in general, some ideas and suggestions were made for upgrading and improving the student inspirations.

General Conclusion

Assessment is the teacher's most important instructional tool, and an important aspect of schooling, since it is thought to be crucial for development and high-quality learning. Algeria and Finland are two countries that have two totally different systems of education, hence, the present study's aim was to shed-light on the main notions of the assessment process in the Algerian and Finnish secondary schools in general, and in the EFL classrooms in particular.

We started by detailing the progress of educational reforms in Algeria and Finland over time, identifying different types of education, and exploring key factors that may contribute to their success. The second half of the chapter examined the connection between testing, assessing, and teaching, as well as the distinction between assessment and evaluation. It then went into detail on teacher assessment, professional development, and status in Finland, before briefly discussing accountability-based Teacher Evaluation Models.

The second chapter included an introduction of the many forms of classroom exams and how teachers utilize them. It looked at the Competency-Based Approach, which is one of the most effective approaches, as well as its adoption and implementation in Algeria. It was also crucial to shed light on the Finnish Phenomenon-Based Learning approach. Finally, some of the problems that the assessment system confronts and need to be addressed were reviewed.

The third chapter explained how the research was carried out. This section gave a thorough overview of the methods employed in this research. A discussion of study techniques, data collection methods, sample strategy, and data processing procedures was offered.

Following the empiricist of this study, a number of notable conclusions were drawn. First, both Algerian and Finnish secondary school students agreed that their teachers assess them mainly on the content taught rather than assessing their levels. Moreover, teachers assess their learners after finishing the learning unit, according to students from both countries. Besides, learners also agreed that their teachers focus fundamentally on their weaknesses that need to be overcome, and their strengths that should be developed. A note worth mentioning is that students thought that assessments are done in order to prepare them for further learning objectives. Moreover, students said that their teachers rely, when evaluating them, on exams, tests, and students' progress in

classrooms, this result is consistent with the third research hypothesis, whereas, the first and the second hypotheses were affirmed in the literature review.

Many obstacles were faced during conducting this study. In this case, one constraint is the specific population; the Finnish sample was not receptive, and the quality of the example in this case would not appeal to the entire public; it was difficult to reach a larger number than what was reached. Our second restriction was time; more time would have been really advantageous in order to cover a broad sample. Due to a shortage of resources, we were forced to work with material from websites. We could have offered an undeniable number of findings if we hadn't run into these constraints, allowing us to reach various conclusions.

Replicating this study with a bigger sample size in order to obtain more precise and dependable results would be exciting. The evaluation system has to be overhauled, and new assessment procedures in secondary schools are required. To determine a student's true level at specified periods of time, new approaches must be devised. Teachers can talk to their pupils about their worries about demotivation and how it impacts their academic performance to assist them avoid having a negative attitude while learning.

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Appendix A

Students' Questionnaire

Dear secondary school students,

You are kindly invited to answer the following questions to collect necessary data for scientific research that centers on "Investigating EFL Students' Assessment in The Algerian and Finnish Educational Systems". Be sure that all of your answers will be kept confidential.

1. Country   Finland ☐   Algeria ☐

Before assessment

2. Before assessment do you feel:

     Excited ☐   Stressed ☐   Relaxed ☐

3. Do you prepare for assessment?   Yes ☐   No ☐

4. Before assessment do you think about

     Answering questions ☐   Testing your level ☐

           Both ☐

5. Do you think your teacher assesses you based on:

     The content taught ☐   Learners level ☐

6. Does assessment reflect your level?   Yes ☐   No ☐

7. Does your teacher assess you

     After finishing the learning unit ☐

     Before finishing the learning unit ☐

8. Do you think your teacher assesses you on

     Weaknesses to overcome ☐   strengths to develop ☐

           Both strengths and weaknesses ☐

9. Do you think assessment helps in

     Preparing for further learning objectives ☐

     Confirming the acquired skills ☐

10. Does your teacher assess you on the same knowledge more than

     twice? Yes ☐   No ☐

     If yes, why? ……………………………………………………………………………

11. When being subjected to assessment do you focus on:

    A perfect answer ☐   Right answer only ☐   Random answer ☐

<u>After assessment</u>

12. When you pass (succeed) in your assessment do you take feedback on the things you missed?   Yes ☐   No ☐

13. When you do not succeed in assessment do you feel

    Motivated ☐   Demotivated ☐   Nothing ☐

14. After the assessment does your teacher

    Give general feedback ☐   Re-explain the missed points ☐

    Move to new subject ☐   Give feedback to some learners only ☐

15. After assessment does your teacher give feedback on:

    Model answer ☐   Right answers ☐   Wrong answers ☐

16. When few learners do not show noticeable progress does your teacher:

    Develop their abilities ☐   Continue teaching ☐

17. After assessment does your teacher reflect on your progress by:

    Remarks on weaknesses ☐   Numbers / percentage ☐

    Giving right answers ☐

18. Do you think your teacher evaluates you based on:

    Your progress in class ☐   Tests ☐

    Exams ☐   Homework ☐

19. Do you think the current assessment strategies are: Fair ☐   Unfair ☐

Your participation is highly appreciated. Thank you

Appendix B

استبيان

طلبة المرحلة الثانوية الأعزاء، أنتم مدعوون للإجابة على الأسئلة التالية لجمع البيانات اللازمة للبحث العلمي الذي

يركز على " التحقيق في تقييم طلاب اللغة الإنجليزية كلغة أجنبية في النظامين التعليميين الجزائري و الفنلندي". تأكدوا

من أن جميع اجاباتكم ستبقى سرية. نقدر مشاركتكم جدا. شكرا لكم.

البلد: الجزائر ☐   فنلندا ☐

قبل عملية التقييم هل تشعر بأنك: متحمس ☐   متوتر ☐   مسترخ ☐

هل تقوم بالتحضير للتقييم؟   نعم ☐   لا ☐

قبل عملية التقييم هل تفكر في: الاجابة على الأسئلة ☐   اختبار مستواك ☐

هل تعتقد أن مدرسك يقيمك بناء على: المحتوى الذي يتم تدريسه ☐   مستوى التلاميذ ☐

هل يعكس التقييم مستواك؟   نعم ☐   لا ☐

هل يقوم المدرس بتقييمكم:

بعد انتهاء الوحدة التعليمية ☐   قبل انتهاء الوحدة التعليمية ☐

هل تعتقد أن مدرسك يقيمك على أساس:

نقاط الضعف التي يجب التغلب عليها ☐   نقاط القوة التي يجب تطويرها ☐

كلا من نقاط القوة و الضعف ☐

هل تعتقد أن التقييم يساعد في: التحضير لمزيد من أهداف التعلم ☐   تأكيد المهارات المكتسبة ☐

هل يقيمك مدرسك على نفس المحتوى أكثر من مرتين؟   نعم ☐   لا ☐

إذا كان نعم، لماذا في رأيك؟...

عندما تخضع للتقييم، هل تركز على الاجابة ب:

إجابة مثالية ☐   إجابة صحيحة فقط ☐   إجابة عشوائية ☐

عندما تنجح في تقييمك، هل تحصل على ملاحظات عن الأشياء التي فاتتك؟   نعم ☐   لا ☐

عندما لا تنجح في التقييم هل تشعر أنك:

متحفز ☐   محبط ☐   لا شيء ☐

بعد عملية التقييم هل يقوم مدرسك ب:

تقديم ملاحظات عامة ☐   إعادة شرح النقاط الفائتة ☐

الانتقال إلى موضوع جديد ☐   تقديم ملاحظات إلى بعض التلاميذ فقط ☐

بعد عملية التقييم هل يقدم المعلم ملاحظات بشأن:

الإجابة النموذجية ☐   الإجابات الصحيحة ☐   الإجابات الخاطئة ☐

عندما لا يُظهر عدد من المتعلمين تقدما ملحوظا، هل يقوم مدرسك:

بتطوير قدراتهم ☐   يواصل التدريس ☐

بعد عملية التقييم، ما الطريقة التي يتبعها أستاذك لتقدير مدى تقدمك المعرفي

تقديم ملاحظات عن نقاط الضعف ☐   استخدام النسب و الأرقام ☐

تقديم الإجابات الصحيحة ☐

هل تعتقد أن أستاذك يقيمك بناء على:

تحصيلك داخل القسم ☐   الفحوص (الفروض) ☐

الامتحانات ☐   الواجبات المنزلية ☐

هل تعتقد أن استراتيجيات التقييم الحالية: عادلة ☐   غير عادلة ☐

Appendix C

Teachers' Interview

Dear secondary school English language teachers, you are kindly invited to take part in our Master's Research in Didactics of foreign languages, our study centres on "Investigating EFL Students' Assessment Tools in the Algerian and Finnish Educational Systems". Your expertise, experience, and attitudes towards educational assessment are of great importance. We would much appreciate your assistance. Your involvement will have a direct impact on the effectiveness of this research and, subsequently, its results.

1. How can you describe the process of secondary school students' assessment in your country?

2. Do you think it is useful and effective or it needs reforms?

3. What can you suggest as a reform?

4. Do you stick to the ways provided by the assessment system or you use other different ways?

   If you use other ways, please state them?

5. Does the investment of time in preparing, administering and scoring the assessment pay off both students and teachers?

6. Do you think that tests and exams reflect the real level of learners? Why?

Thank you for your cooperation

Summary

This study looks at the similarities and contrasts between the Finnish and Algerian assessment systems, as well as the assessment techniques and learning styles employed in each country's secondary school classrooms. In order to acquire trustworthy data, both qualitative and quantitative methodologies are employed. The findings reveal that while the two assessment methods have certain similarities, such as assessing mainly on the content taught rather than assessing the learners' level, using summative assessments, focusing on both strengths to develop and weaknesses to overcome, as well as relying heavily on tests and exams in addition to the progress of students in class in order to evaluate their levels, they differ in other important ways.

Keywords: assessment system; Finnish; Algerian; education; secondary school

ملخص

تركز هذه الدراسة على أوجه التشابه والتباين بين أنظمة التقييم الفنلندية والجزائرية، فضلاً عن تقنيات التقييم وأساليب التعلم المستخدمة في الفصول الدراسية بالمدارس الثانوية في كل بلد. من أجل الحصول على بيانات موثوقة ، تم استخدام كل من المنهجية النوعية والكمية . تكشف النتائج أنه في حين أن طريقتين التقييم لديهما بعض أوجه التشابه ، مثل التقييم بشكل أساسي على المحتوى الذي يتم تدريسه بدلاً من تقييم مستوى المتعلمين ، واستخدام التقييمات النهائية ، والتركيز على كل من نقاط القوة لتطوير ونقاط الضعف للتغلب عليها ، وكذلك الاعتماد بشكل كبير على الاختبارات والامتحانات بالإضافة إلى تقدم الطلاب في الفصل من أجل تقييم مستوياتهم ، فإنها تختلف في نواحٍ أخرى مهمة.

الكلمات المفتاحية: نظام التقييم؛ فنلندي؛ جزائري؛ تعليم؛ مدرسة ثانوية

Résumé

Cette étude examine les similitudes et les contrastes entre les systèmes d'évaluation Finlandais et Algérien, ainsi que les techniques d'évaluation et les styles d'apprentissage utilisés dans les classes du secondaire de chaque pays. Afin d'acquérir des données fiables, des méthodologies qualitatives et quantitatives sont utilisées. Les résultats révèlent que si les deux méthodes d'évaluation présentent certaines similitudes comme évaluer principalement le contenu enseigné plutôt que d'évaluer le niveau des apprenants, utiliser des évaluations sommatives, se concentrer à la fois sur les forces à développer et les faiblesses à surmonter, ainsi que s'appuyer fortement sur tests et examens outre la progression des élèves en classe afin d'évaluer leurs niveaux, elles se différencient par d'autres aspects importants.

Mots clés : système d'évaluation ; Finlandais; Algérien; éducation; lycée