

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Tlemcen
Faculty of Letters Languages and Arts
Department of English



**Professional Development as a Means for Enhancing
Teachers' Formative Assessment Practices: The Case
of EFL Teachers at El-oued University**

**Thesis Submitted to the Department of English Language in Fulfillment of the
Requirements for the Degree of Doctorat Es' Sciences in Language Studies**

Submitted by:

Mr.SAOUD Ammar

Supervised by:

Prof. MOUHADJER Noureddine

Board of Examiners:

Prof. BENMOUSSAT Smail	President	Professor	University of Tlemcen
Prof. MOUHADJER Noureddine	Supervisor	Professor	University of Tlemcen
Prof. MELLOUK Mohamed	Examiner	Professor	University of Sidi Bel Abbès
Prof. OUERRAD Belabbas	Examiner	Professor	University of Sidi Bel Abbès
Dr. DIB Mohammed	Examiner	MCA	University of Mascara
Dr. SEMMOUD Abdellatif	Examiner	MCA	University of Tlemcen

Academic Year: 2020/2021

DECLARATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

Name of the Candidate:

Mr: SAOUD Ammar

Date: 02/05/2021

Signature:

Saoud

Dedications

To my dear parents

To my family

To my friends

Acknowledgements

I would welcome this opportunity to acknowledge those who gave me a hand of assistance and whispered a word of encouragement:

First and Foremost, I am immeasurably grateful to my dearest teacher and supervisor Prof. MOUHADJER Nouredine. I really cannot find words to express my gratitude to him. He has been so caring and immensely supporting throughout the work. I would like to thank him very much indeed for his endless support and excellent academic guidance, invaluable assistance, and pertinent suggestions. He is the best teacher and supervisor one can ever have.

I owe my deepest gratitude also to the members of jury, Prof. BENMOUSSAT Smail , Prof. MELLOUK Mohammed , Prof. OUERRAD Belabbas , Dr.DIB Mohammed and Dr. SEMMOUD Abdellatif who have accepted to read my thesis and offer their valuable comments.

I would also like to thank all the teachers in the English department for their encouraging comments and supporting spirit.

My heartfelt gratitude also goes to my dear friends (Mourad, Abdelbaki ,and Yacine) and all my colleagues who supported me throughout the work.

Special thanks to the informants and all the persons who helped in a way or another to achieve this work.

ABSTRACT

Formative assessment plays a crucial role in 21st century education as it bridges the gap between teaching and learning. It is a pedagogical practice that improves teaching, as well as students' learning. There has been a tremendous amount of research demonstrating interest in this practice in the field of education. Teachers' professional development in formative assessment becomes an integral part of their classroom practice. Teachers' knowledge of formative assessment must be assessed in order to direct the professional development for teachers. The purpose of this research is to investigate and explore how EFL teachers conceptualize formative assessment process and how they judge its usefulness in the teaching/learning process. Secondly, the study seeks to identify the main challenges that teachers encounter when implementing the practice of formative assessment in the context of higher education. Thirdly, it checks if a teacher professional development in formative assessment practices is needed. To meet our research objectives, the study adopted a mixed method approach to understand the process of formative assessment within the higher teacher education context. We conducted two questionnaires (one is administered to teachers and the second to students). In this study, 75 students responded to a questionnaire and 21 teachers took part in the study. In addition, observation of two classes (40 students) was conducted to triangulate the investigation of current practices of teachers and students. Data from classroom observations and questionnaires were analyzed using mixed methods to create a portrait of the role of formative assessment in the classroom. The findings of the questionnaire revealed that teachers and students were aware of the purpose of formative assessment and its impact on students learning. Additionally, observations showed that teachers and students were aware of the importance and impact of formative assessment when implemented in the teaching and learning process. Therefore, these practices could move students' learning forward by providing effective and continuous feedback. The findings from this research can increase understanding of assessment in higher education settings and may benefit teachers who implement formative assessment practices, through continuous and regular professional development. This research suggests that innovative integration of formative assessment in teachers' practices can support committed professional learners to develop competencies that are transferable into their own practice. It also offers suggestions that may help teachers facilitate and innovate its implementation in the field of ELT. Implications for teachers, universities and professional learning and development are outlined and suggestions for further research are included.

Table of Contents

Declaration of Originality	I
Dedications	II
Acknowledgements	III
Abstract	IV
Table of Contents	V
List of Tables	XIV
List of Figures	XV
List of Abbreviations and Acronyms	XVI
General Introduction	1

CHAPTRE ONE: Formative Assessment

1.1. Introduction.....	13
1.2. A Brief History of Formative Assessment.....	13
1.3. Formative Assessment Defined.....	15
1.4. Formative Assessment in Higher Education.....	16
1.5. Significance of Formative Assessment.....	18
1.5.1. Importance for Students.....	18
1.5.2. Importance for Teachers.....	20
1.6. The Five Formative Assessment Strategies.....	21
1.6.1. Learning Targets: Sharing Learning Intentions and Success Criteria.....	22
1.6.2. Monitoring: Engineering Classroom Discussions, Questions and Learning Tasks.....	23
1.6.3. Feedback: Providing Feedback that Moves Learners Forward.....	24
1.6.4. Self-Assessment: Activating Students as the Owners of Their Learning.....	25
1.6.5. Peer Assessment: Activating Students as Instructional Resources for One Another.....	26
1.7. Teacher’s Role in Formative Assessment.....	28

1.8. Students' Role in Formative Assessment.....	29
1.9. Types of Assessment.....	30
1.9.1. Informal vs. Formal Assessment.....	31
1.9.2. Summative vs. Formative Assessment.....	31
1.9.2.1. Summative Assessment.....	31
1.9.2.2. Formative Assessment.....	32
1.10. Stages of Formative Assessment in the Classroom.....	34
1.10.1. Before Instruction.....	34
1.10.2. During Instruction.....	35
1.10.3. After Instruction.....	37
1.11. Practical Procedure to Implement Formative Assessment.....	38
1.12. Models of Formative Assessment.....	42
1.13. The Importance of Feedback in Formative Assessment.....	43
1.14. Principles of Formative Assessment.....	47
1.15. Why Teacher Knowledge of Formative Assessment Matters.....	48
1.16. Influences of Formative Assessment on Student Learning.....	48
1.17. The Teaching-Learning Environment.....	49
1.18. Characteristics of High Quality Formative Assessments.....	50
1.19. Formative Assessment in Action.....	51
1.19.1. On-the-Fly Formative Assessment.....	52
1.19.2. Planned-for-Interaction Formative Assessment.....	52
1.19.3. Formal Embedded-in-the-Curriculum Formative Assessment.....	53
1.20. The Use of Technology in Assessment: Digitalized Assessment.....	53
1.22. Conclusion.....	57

CHAPTER TWO: Teacher Professional Development

2.1. Introduction	62
2.2. Teaching as a Profession	62
2.2.1. Profession and Professionalism.....	63
2.2.2 Professional Development Defined.....	65
2.2.3. Redefining Professional Development	67
2.3. Reasons For Continuous Professional Development	69
2.4. Goals and Aims of Teacher Professional Development.....	70
2.5. Why Teacher Professional Development Matters.....	70
2.6. Professional Learning Approaches	72
2.7. Approaches to Professional Development	74
2.8. Types and Activities of CPD.....	75
2.8.1. Workshops.....	75
2.8.2. Conferences	76
2.8.3. Research-in-Action.....	76
2.8.4. Book Study	76
2.8.5. Webinar, Podcast, and Online Video Library	77
2.8.6. Co-teaching	78
2.9. What is Effective Professional Development.....	78
2.10. Factors Affecting the Success of CPD	80
2.10.1. The Context.....	80
2.10.2. Culture.....	80
2.10.3. Time	81
2.10.4. Financial Resources.....	81
2.10.5. Teachers' Motivation	81

2.11. Characteristics of Successful Professional Development	82
2.11.1. Content Focus.....	82
2.11.2. Active Learning.....	82
2.11.3. Job-Embedded.....	83
2.11.4. Collaboration.....	83
2.11.5. Professional Learning Communities	84
2.11.6. Duration.....	85
2.11.8. Communication	87
2.11.9. Review.....	87
2.12. A Conceptual Framework for CPD.....	88
2.13. Teacher Training versus Teacher Development.....	90
2.14. Challenges of Teacher Professional Development.....	92
2.15. EFL Teachers' Professional Development	93
2.15.1. Focus on Practical Knowledge	95
2.15.2. Teachers' Education can be Changed and Adapted.....	95
2.15.3. Teachers Learn Through Participation, not from Theories	95
2.16. Professional Development and Teacher Change.....	95
2.17. Differentiation of Instruction	98
2.18. Teachers' Professional Knowledge for Assessment	100
2.19. Professional Development and Student Achievement.....	101
2.20. Conclusion.....	102

CHAPTER THREE: Methodology and Research Design

3.1. Introduction	105
3.2. Research Design.....	105
3.3. The Case Study.....	107

3.4. The Research Approach	111
3.4.1. Quantitative Approach	113
3.4.2. Qualitative Approach	113
3.5. Sampling.....	116
3.6. Research Participants	118
3.7. Research Instruments	119
3.7.1. Questionnaire	120
3.7.1.1. Teachers' Questionnaire.....	122
3.7.1.1.1. Part One: Biographical Information.....	122
3.7.1.1.2. Part Two: Purpose of Formative Assessment	122
3.7.1.1.3. Part Three: Formative Assessment and Student Learning	123
3.7.1.1.5. Part Four: Teacher's Professional Development.....	124
3.7.1.1.5. Part Five: Challenges in Implementing Formative Assessment.....	125
3.7.1.2. Students Questionnaire.....	125
3.7.1.2.1. Part One: Biographical Information.....	125
3.7.1.2.2. Part Two: Formative Assessment and Student Learning	125
3.7.1.2.3. Part Two: Formative Assessment and Teachers' practices.....	126
3.7.2. Observation	126
3.8. Triangulation	132
3.9. Data Analysis Methods.....	133
3.9.1. Quantitative Data Analysis	134
3.9.2. Qualitative Data Analysis	134
3.10. Conclusion.....	135

CHAPTER FOUR: Data Analysis and Interpretation

4.1. Introduction	139
4.2. Data Analysis and Interpretation	139
4.2.1. Teachers' Questionnaire Results	140
4.2.1.1. Part One: Teachers' Profile	141
4.2.1.2. Part Two: The Purpose of Formative Assessment	143
4.2.1.3. Part Three : Formative Assessment and Student Learning	144
4.2.1.4. Part Four : Teachers' Instructional Practices	146
4.2.1.5. Part Five: Teacher's Professional Development	148
4.2.1.6. Part Six: The Challenges that Hinder the Implementation of Formative Assessment	149
4.2.1.7. Teachers' Questionnaire Interpretation	150
4.2.2. Students' Questionnaire Results.....	158
4.2.2.1. Part One: Biographical Information.....	158
4.2.2.2. Part Two: Formative Assessment and Student Learning	158
4.2.2.3. Part Three: Formative Assessment and Teachers' Practices.....	160
4.2.2.4. Students' Questionnaire Interpretation.....	161
4.3. Classroom Observation	164
4.3.2. Discussion of the Observation.....	167
4.4. My Intervention.....	171
4.4.1. Grammar Session: Reported Speech	171
4.4.2. Grammar Session: Active/Passive Voice	176
4.5. Discussion of the Main Results	181
4.6. Concluding Comments	186
4.7. Conclusion.....	187

CHAPTER FIVE: Recommendations, Pedagogical Implications and Suggestions

5.1. Introduction.....	191
5.2. Theoretical contributions.....	191
5.3. Implication for this Study.....	193
5.3.1. Teacher Reflecting on Their Practices	193
5.3.2. Appropriate and Relevant Professional Development	193
5.3.3. Relevance to Accountability Movements	194
5.3.3.1. Teacher Efficacy	194
5.3.3.2. Teacher Agency.....	194
5.4. Implication for Educational Research Field of Formative Assessment	195
5.5. High-Quality ELL Instruction for Formative Assessment.....	196
5.5.1. Formative Assessment Tailored to ELL Students Needs.....	196
5.6. Pedagogical Issues in Formative Assessment	197
5.6.1. Role of Lecturers.....	198
5.6.2. Role of Students	198
5.6.3. Difficulties in Implementing Formative Assessment.....	200
5.7. What is Next?.....	201
5.7.1. Whole-University Focus	203
5.7. 2. Professional Development Portfolio	203
5.7.3. Cohorts of Teachers	204
5.7.4. District Support	204
5.8. Implications for Educational Practice	204
5.9. Targeted Professional Development in Classroom Formative Assessment.....	205
5.10. Additional Considerations.....	206
5.10.1. Establishing a Culture for Change	206

5.10.2. Trajectories That Lead Teachers	206
5.10.3. Creating More Formats and Models.....	207
5.11. Features of Effective Professional Development on Formative Assessment.....	208
5.11.1. Intensive and Ongoing	208
5.11.2. Connected to Practice.....	208
5.11.3. Collaborative, Embedded in a Professional Learning Community.....	209
5.11.4. Content-Focused.....	209
5.11.5. Adapted to Local Context	209
5.11.6. Active	210
5.12. Limitations	211
5.13. Implications for Further Research and Implementation.....	213
5.15. Recommendation for Future Research.....	219
5.16. Conclusion.....	222
General Conclusion	224
References	231
Appendices	262
Appendix ‘A’: Teachers’ Questionnaire	263
Appendix ‘B’: Students’ Questionnaire	267
Appendix ‘C’: Classroom Observation Checklist Form.....	269
Appendix ‘D’: Formative Assessment Strategy Use (for Teacher’s Self-assessment).....	271
Appendix ‘E’: Classroom Observation Form (Suggested)	272
Appendix ‘F’: Field Notes From Observation	273
Appendix ‘G’: Grammar Lesson Task: Active Passive / Voice	274
Appendix ‘H’: Grammar Lesson Task: Reported Speech	276
Appendix ‘I’: Students’ Self-assessment Grid (Grammar Session)	278

Appendix ‘J’: 3-2-1 Summary or (Exit-Slip)..... 279

Appendix ‘K’: Quick and Easy Formative Assessments..... 280

Appendix ‘L’: Designing Learning that Embeds Formative Assessment Formula..... 281

Appendix ‘M’: Think-Pair-Share / KWL (Formative Assessment Techniques)..... 282

List of Tables

Table 1.1. Categorization of feedback	44
Table 1.2. Characteristics of quality feedback	46
Table 1.3. The five “key Strategies” of formative assessment.....	50
Table 2.1. Comparison between staff development and professional development	78
Table 2.2. Characteristics of successful professional development	88
Table 2.3. The difference between TPD and TT.	91
Table 3.1. Goals of exploratory, descriptive and explanatory research	108
Table 3.2. Features of qualitative and quantitative research	115
Table 3.3. Teachers’ degrees and teaching experience	118
Table 3.4. Five components of formative assessment	128
Table 3.5. Clarifying learning intentions and sharing criteria for success	128
Table 3.6. Engineering effective classroom discussions, questions	129
Table 3.7. Providing feedback that moves learners forward	130
Table 3.8: Activating students as the owners of their own learning	131
Table 3.9: Activating students as instructional resources for one another	131
Table 4.1. Teachers’ experience	141
Table 4.2. Teachers’ age.....	143

List of Figures

Figure 1.1. Process of conducting a lesson through formative assessment.....	38
Figure 1.2. The cycle of instruction with formative assessment	41
Figure 1.3. Variation in formative-assessment practices	52
Figure 2.1. Elements of a professional development system	72
Figure 2.2. Interconnected model of professional growth.....	74
Figure 2.3. The core conceptual framework.....	89
Figure 4.1. Teachers’ experience	142
Figure 4.2. Teachers’ gender.....	142
Figure 4.3. The purpose of formative assessment	144
Figure 4.5. Teachers’ instructional practices.....	147
Figure 4.6. Teachers’ professional development.....	148
Figure 4.7. The challenges of the implementation of formative assessment	150
Figure 4.8. Students’ gender.....	158
Figure 4.9. Formative assessment and student learning	159
Figure 4.10. Formative assessment and teachers’ practices	161
Figure 5.1. Student reliance in assessment.....	199

List of Abbreviations and Acronyms

AL: Assessment Literacy

CAS: Colleges of Applied Sciences

CCSSO: Council of Chief State School Officers

CPD: Continuing Professional Development

EFL: English as a Foreign Language

ELL: English Language Learners

ELT: English Language Teaching

ETL: Enhancing Teaching and Learning

FA: Formative Assessment

ICT: Information and Communication Technologies

INSET: In-Service Education and Training

KA: Knowledge of Assessment

LCD: Liquid Crystal Display

NSDC: National Staff Development Council

OECD: Organisation for Economic Co-operation and Development

PCK: Pedagogical Content Knowledge

Ph.D : Doctor of Philosophy

PLC: professional learning Communities

RIA: Research-In- Action

SA: Summative Assessment

TALIS : Teaching and Learning International Survey

TPD: Teacher professional Development

TLC: Teacher Learning Communities

TT: Teacher Training

General Introduction

General Introduction

a. Motivation to do this Research

My professional background and experiences as a teacher and student may be seen as influential in my decision to conduct research in this area. Since my postgraduate degree (Magister phase), my research project was on the impact of formative assessment on raising students' motivation. I have noticed how the teachers and students at university are at a great need of such practices for the benefit of teachers' instruction and students' learning alike. I have often wondered if conditions and environment conducive to the right integration and implementation of formative assessment and conditions could lead to improvements in student learning and teachers' instructional practices.

My interest in classroom assessment also comes from being a Doctorate student and the fact that there is now a major call globally to incorporate formative assessment strategies such as timely feedback, self-assessment strategies, peer-assessment strategies, rubrics, portfolios, and models that can guide learning as part of teaching and learning. I believe that the combination of my professional experience as a teacher and personal experience has allowed me to gain an understanding of how formative assessment strategies can help enhance students' learning and teachers' teaching.

b. Background of the Study

Learners in the 21st century are required to master new and innovative skills for both social and professional life. Teaching and learning must heavily rely on continuous learning against competencies using current learning and instructional approaches. Learning entails not only acquiring new knowledge, but also comparing it to previously acquired knowledge. Globally, education is highly interested in developing learners' competencies, namely, how learners' learning process progresses, what they are able to do, and how they receive instructional support from teachers and their peers. The focal factor is how teachers engage and inspire students in the classroom to improve their performance and achievements. Many scholars define formative assessment as a blend of feedback from teachers, self-assessment, and peer assessment that can be gathered and used to modify students' existing learning practices.

Students need to demonstrate their comprehension and mastery of specific knowledge and skills. This innovation and creativity necessitate that students learn how to gain new knowledge

and skills as they advance through their studies. This type of assessment is important in helping students develop their self-studying and self-researching skills and motivation. Students regularly participate in each class project and change these tasks based on suggestions and feedback in order to meet their targets/goals. Formative assessment is well-known for its different meanings, but the degree of which it affects teachers and students is also a hotly debated issue.

Formative assessment usually occurs during instruction with the aim of detecting the gap and making improvements if necessary. Formative assessment entails the collecting of concrete evidence of student learning, for the sake of providing timely and constructive feedback to students and adjusting teachers' instructional strategies to enhance achievement. Through formative assessment students are given the chance to pick, organize, and display their knowledge, as well as recognize new insights about understanding and question their existing knowledge. When the students are engaged in the assessment process, it is crucial to become active participants in their learning progression.

There is a wide range of formative assessment methods and techniques that can be used to increase student engagement and performance during the course of students' learning. These formative assessment strategies and techniques must be investigated so that their significance is understood by all education stakeholders, particularly teachers and students. One of the main goals of higher education is to develop the learner's autonomy and self-regulated learning. The assessment practice is consistent with the term formative assessment since this research focuses on evaluating formative assessment practice in higher education in Algeria.

Several authors advocate that formative assessment can positively impact the students' learning and lead to inform and adjust practices and has a great role in teaching-learning process as well as the pedagogy employed to empower students inside and outside the classroom. For teachers who effectively use formative assessment strategies, it is the responsive element of adjusting lesson plans, instruction and assessments to give students multiple avenues to develop deeper understanding and to address student learning needs. Teaching behaviors that are more consistent with those who embodies the knowledge, beliefs and dispositions about effective formative assessment.

When teachers effectively employ the formative assessment in the classroom, they involve students in tasks and activities, collect data (formal or informal) from specific student discussions,

and adjust their teaching accordingly. This is something that experienced teachers do almost naturally. Teachers and students can keep track of each student's individual abilities and needs using formative assessment strategies. Successful teachers build an environment which is conducive where students can develop a learning process based on these three formative assessment questions: “Where are you trying to go? Where are you now? How can you get there?” (Abell & Siegel, 2011, p. 14).

Assessments have been used to test students' academic skills over the last decade, and the outcomes of these assessments have been used to inform education decisions. Assessment is also an indispensable part of teaching and learning in higher education, as well as a focal component for evaluating students' learning. Understanding assessment outcomes, in particular, has immediate and long-term effects on students, teachers, and educational practices.

Undoubtedly, the role of assessment in higher education is gaining attention, as assessments are increasingly recognized as having the potential to enhance teaching and learning. Recently, educators have launched a wide academic investigation to track the impact of assessment that could play in students' performance and promote them to be active participants in their own learning and thereby bridging the gap between what has been learned and what can be learned.

Several scholars have stated that using formative assessment practices in the classroom intentionally improves students' performance (Black & Wiliam, 1998; Stiggins, 2002). Moreover, learning outcomes, assessment, and classroom practice are closely intertwined. Consequently, before teachers can use practical assessment tools, they first determine the objective of assessment, the parameters that will be assessed, and the expected outcomes. Effective assessment methods affect students' learning progress and help them gain a better understanding of the subject material. Assessment can be used to monitor continued improvements in student achievement and instructional practices, as well as to promote teaching and learning.

As a result, formative assessment is also an integral part of classroom instruction. Furthermore, formative assessment provides students with consistent feedback in order to promote development and offer knowledge that allows them to take responsibility for their own learning. Formative assessments have the potential to match the need for higher education's increasing call to improve the quality of teaching and learning. While there has been a lot of literature on formative assessments in higher education, there has also been relatively plenty of research

published on formative assessment methods in higher education.

c. Statement of the Problem

Formative assessment has been shown to be a most effective instructional strategy when purposefully utilized by teachers and results in significant and observable growth in student learning (Black & William, 1998). Researchers have collaborated with teachers to increase understanding and utilization of formative assessment strategies by engaging students through instructional conversations (Bell, 2000). These collaborations were conducted with a limited number of teachers in a longitudinal design that took up to two years to accomplish the desired outcome. Under this training model, it would likely take many years to train teachers to become more proficient with implementing formative assessments into instructional repertoires.

The purpose of this study is to investigate how teachers' stated values and use of formative assessment strategies are implemented during classroom instruction. The current literature on formative assessment has indicated five specific constructs are critical when responding to student learning needs. These include: (a) clarifying learning intentions; (b) engineering classroom discussions; (c) providing feedback to students; (d) activating students as owners of their work; and (e) having students' self- and peer-assess (Leahy et al., 2005). Therefore, this investigation attempts to determine teachers' knowledge about formative assessment by examining how their beliefs translate into actions with regard to these specific criteria for formative assessment. Another outcome of this study is the investigation of the types of professional development training teachers have participated in and the influence of that training on their usage of formative assessment strategies during instruction.

It is uncertain what teachers think of formative assessment and whether or not they implement it in their classrooms. Despite the fact that formative assessment is taught in university teacher training programs, it is not the most common practice of assessment used by classroom teachers. Summative assessments, such as examinations, tasks, and performances, have largely replaced formative assessments as the primary predominant tools of assessing students' learning (Shepard, 2000; Stiggins, 2002).

Since teachers depend heavily on summative assessments to evaluate students' performance, it is questionably reasonable to doubt teachers' knowledge and practices when it comes to implementing formative assessment as a reliable instructional and assessment method to

assess students' understanding and achievement, and this is the cause for major concern. Teachers may be unaware of the crucial importance of formative assessment as an educational method that may improve students' success. Another point of question is whether teachers who are likely to use formative assessment strategies have received the requisite and sound professional development to gain expertise and willingness to integrate them in their daily instructional practices. This research work investigates topics such as teachers' skills, principles, attitudes, practices and use of formative assessment in the classroom.

Extensive body of research, including several comprehensive research reviews, stating that the integration of formative assessment in classroom practice is one of the most practically effective ways of increasing students' achievement. Educationally, formative assessment has the potential to provide substantial learning gains for students; therefore, formative assessment professional development for English language teachers is an urgent necessity. Assessing teacher formative assessment knowledge is essential for providing successful professional development, much as it is for assessing student knowledge prior to teaching. Specifically, when it applies to this research, teacher knowledge of formative assessment can be assessed as teachers are subjected to formative assessment professional development.

According to Heritage (2007) teachers' practices improved as a result of receiving formative assessment professional development. Through formative assessment professional development, teachers developed formative assessment strategies to gain knowledge about student learning to assist them in achieving their desired learning outcomes (Black & Wiliam, 1998; Stiggins & Dufour, 2009; Torrance & Pryor, 2001).

It is important for teachers to have a thorough understanding of formative assessment before implementing it. Assessing teachers' understanding of formative assessment will aid in ensuring that professional development training meets the needs of the teachers, allowing them to adapt their instructional practices and use what they have acquired to support students' learning. Extensive body of research has explored the impact of professional development programs on both teacher practice and student achievement in formative assessment programs' effects on teachers' classroom practice and student achievement.

d. The Significance of the Study

The results of this study could help teachers well understand how formative assessment evidence may be collected and implemented. Understanding how formative assessment impacts teaching and learning in the classroom can be beneficial to all classrooms. Interestingly, Formative assessment may bring about social change by improving the quality of education and students' achievement levels. It may also change the dynamics of the classroom environment thus moving to the 21st century classroom. The findings of this research aim to be significant as it is expected they might help elevate teachers' interest and raise their awareness on their involvement in ongoing professional development process to enhance and improve their knowledge about formative assessment. Therefore, this study significantly aims at pushing national Higher Educational authorities to decide on a more participatory strategy seeking to engage teacher meaningfully in formative assessment professional development programs.

A better understanding of the teachers' actual practices essentially enables for more precise tailoring of interventions to meet the needs of both teachers and students. It is anticipated that the results of this study add additional insights into the formative assessment teacher practices in the context of Higher Education for improving student learning. The drive of this study will contribute to gain deeper knowledge of formative assessment and the teacher experiences from their classroom practices that are significant components that constitute the teacher's classroom assessment environment they construct to assist teachers and students.

In addition, this research aims at providing empirical data that may be of value to researchers in other English language teaching contexts where formative assessment can bring new innovative teaching learning methods. In this regard, the study has theoretical significance as the findings can be beneficial to educators and scholars in the field of English as a foreign language (EFL).

The results yielded by this analysis would be used as a basis for recommendations to improve the correct situation through providing pre-training and in-service training program for teachers to function properly in their career to satisfy and meet students' needs. This will provide a more successful approach to closing the gap in teacher's pedagogical knowledge and skills which will, in turn bridge knowledge gap in students' current progress.

e. Research Questions

Drawing from all the afore-mentioned considerations, the goal of this research project is to answer a number of questions that can be summarized as follows:

- 1- Is formative assessment well implemented at the university of El-oued by English language teachers?
- 2- Are English language teachers well aware of the significance of formative assessment practices?
- 3- Do EFL teachers at El-oued University need professional development in the knowledge of assessment?
- 4- What are the major challenges encountered by teachers when implementing formative assessment practices?
- 5- What is the significance of professional development in enhancing the effectiveness of implementing formative assessment?

f. Hypotheses

The present piece of research attempts to hopefully provide answers to the above cited questions through the following research hypotheses or assumptions that have been formulated:

- 1- Formative assessment is less implemented at the university of El-Oued by English teachers.
- 2- Most of the English language teachers of El-Oued University are aware of the significance of formative assessment practices.
- 3- Teachers of English at El-Oued University need professional development in the knowledge of assessment
- 4- The major challenges of formative assessment are lack of assessment knowledge and time constraint.
- 5- The significance of professional development is in improving teachers' instructional practices and enhance the effectiveness of implementing formative assessment in EFL classrooms.

g. Research Methodology

The methodology refers to the main approaches and paradigms that guide the manner with which the research is conducted while methods refer to specific research tools, instruments or techniques that a researcher uses to collect data to answer research questions. The decision to

choose a particular research method is generally determined by its suitability for the purpose of the research problem questions objectives and other practical considerations. This study employs a mixed methods approach for data collection that engaged both teachers and students from English department of the university of El-oued. The questionnaires were conducted to check teachers' perceptions and attitudes of the use of formative assessment in their teaching and to uncover the factors that inhibit their effective implementation in the classroom. Additionally, we conducted classroom observations to collect more data about formative assessment practices to check and explore teachers' needs for professional development concerning their instructional practices. The researcher also plan to distribute the questionnaires to provide insightful comments and information from teachers' and students' understandings and incorporating formative assessment in the classroom practices.

The nature of research, the objectives we set, and the problem we have raised, all require the implementation of quantitative and qualitative methods. Questionnaires are addressed to seventy-five (75) third-year students of English, and twenty-one (21) teachers at the university of El-oued. The questionnaires aim to explore and investigate teachers' practices and attitudes towards formative assessment process in their classrooms. The main aim of observations to check and in order to reach the above stated objectives, explore the research questions, and test the hypotheses, a descriptive and explorative research design is used. The presentation of the results, besides a narrative account, will be in the form of tables, pie charts and a bar graphs. Moreover, the teachers' questionnaire is used as a descriptive tool to get insights on teachers' understanding and use of formative assessment. This work also intends to gain insights into the students' perceptions and attitudes and views about the effect of formative assessment use in the classroom.

h. Structure of the Thesis

As a whole, the present study is structurally organized into two main parts; theoretical and practical with a total number of five chapters. The first two chapters are essentially devoted to the literature review that provides theoretical and conceptual framework of the two variables of research and consequently, lead to practical implications. Each chapter systematically begins with an overview of what is included in the current chapter and ends with a summary. This introduction has briefly outlined the background, objectives and significance of this study

Chapter one presents a broad view formative assessment practices in English language

classrooms. This chapter intends to trace the history of formative assessment and its evolutions. It essentially delineates the extensive body of research related to formative assessment from operational definitions to its role and importance in classroom practices for both partners (teachers and students alike). In addition to the different types of assessment, researchers further investigate the characteristics and the five formative assessment strategies that this research work revolves around.

The second chapter endeavors to uncover the teachers' professional development and its impact on teachers' instructional practices and students' achievement. Moreover, this chapter addresses the major issues related to types of teachers' professional programs and their challenges and benefits. The third chapter critically depicts a detailed explanation of the methodology which is implemented in this study. This chapter employs a mixed-method design in order to collect data from different perspectives. It sets the practical basis driving the research work including the research objectives, design, and the data analysis methodological procedures. Therefore, the target population, the procedures undertaken for the selection of the sample that have been used while collecting and analyzing the available data are all well explained within this chapter; for instance, two questionnaires and classroom observation have been used as research instruments.

Chapter four anatomizes the use and the practices of formative assessment and ultimately provides both quantitative and qualitative evaluation, analysis and interpretation of the results drawn from this study and consequently leading to pedagogical implications and recommendations for further research (alongside with discussion of the results obtained). The conclusion is drawn on the basis of the findings obtained and the researcher answers the research questions. The last chapter mainly focuses on promoting effective formative assessment practices in the Algerian Higher Education settings relying on the findings of this research.

**CHAPTER ONE:
Formative Assessment**

CHAPTRE ONE: Formative Assessment

1.1. Introduction	13
1.2. A Brief History of Formative Assessment	13
1.3. Formative Assessment Defined	15
1.4. Formative Assessment in Higher Education	16
1.5. Significance of Formative Assessment.....	18
1.5.1. Importance for Students.....	18
1.5.2. Importance for Teachers.....	20
1.6. The Five Formative Assessment Strategies.....	21
1.6.1. Learning Targets: Sharing Learning Intentions and Success Criteria	22
1.6.2. Monitoring: Engineering Classroom Discussions, Questions and Learning Tasks.....	23
1.6.3. Feedback: Providing Feedback that Moves Learners Forward	24
1.6.4. Self-Assessment: Activating Students as the Owners of Their Learning.....	25
1.6.5. Peer Assessment: Activating Students as Instructional Resources for One Another	26
1.7. Teacher’s Role in Formative Assessment	28
1.8. Students’ Role in Formative Assessment	29
1.9. Types of Assessment	30
1.9.1. Informal vs. Formal Assessment	31
1.9.2. Summative vs. Formative Assessment	31
1.9.2.1. Summative Assessment	31
1.9.2.2. Formative Assessment.....	32
1.10. Stages of Formative Assessment in the Classroom.....	34
1.10.1. Before Instruction	34
1.10.2. During Instruction	35
1.10.3. After Instruction	37

1.11. Practical Procedure to Implement Formative Assessment	38
1.12. Models of Formative Assessment	42
1.13. The Importance of Feedback in Formative Assessment.....	43
1.14. Principles of Formative Assessment.....	47
1.15. Why Teacher Knowledge of Formative Assessment Matters	48
1.16. Influences of Formative Assessment on Student Learning	48
1.17. The Teaching-Learning Environment	49
1.18. Characteristics of High Quality Formative Assessments	50
1.19. Formative Assessment in Action.....	51
1.19.1. On-the-Fly Formative Assessment	52
1.19.2. Planned-for-Interaction Formative Assessment	52
1.19.3. Formal Embedded-in-the-Curriculum Formative Assessment.....	53
1.20. The Use of Technology in Assessment: Digitalized Assessment	53
1.22. Conclusion.....	57

1.1. Introduction

Formative assessment represents one of the key factors of success in the educational field in general and in language learning in particular. The term has sparked the interest of many researchers who attempt to give it a comprehensive definition relevant to its main pillars, while others attempt to draw on the principles of this term with regard to various contexts and instances to check its effectiveness. Researchers agree on the fact that formative assessment enhances learning gains and helps teachers to be successful in their classrooms.

The current chapter aims to explore one of the work's key words which is formative assessment. The chapter starts broadly and ends narrowly. Accordingly, the chapter is initiated with a distinction between assessment, evaluation and testing followed by a definition of the term assessment with its related intricacies including a brief history about the term and its main pillars and with a close reference to its importance in the classroom. The researcher steps forward to talk about different types of assessment. Subsequently, the researcher starts narrowing his scope by defining formative assessment, its main features then a brief survey of research in this area is offered. The researcher also sheds light on the importance of formative assessment. Then, the use of formative assessment in the classroom is introduced with its different stages. The role of feedback in the process of formative assessment is highly influential, for that reason the researcher devotes a section to stress the role of formative feedback. Finally, the teacher's and students' roles in the process of formative assessment are portrayed.

1.2. A Brief History of Formative Assessment

Teachers have more often used formative assessment in the course of history, as they have for most successful instructional techniques and procedures. Socrates, for example, may be considered an early practitioner. He used his students' answers to quantify their learning and direct his teaching by peppering them with probing and provocative questions; this is the primary feature of formative assessment.

While teachers have long used Socratic methods and other means of meaningful inquiry, the term "formative assessment" is recent. Its modern usage can be traced back to Michael Scriven (1967), who coined the terms "formative" and "summative" to describe gaps between both the targets for gathering assessment data and how this data is then used. According to Scriven, when a program is still in the planning and implementation phases, it is still malleable, and the input

gained from assessment will help the program improve. Evaluation for the purpose of improvement was dubbed "formative" by him. According to Scriven, evaluations will only provide evidence to decide whether a curriculum has fulfilled its desired targets after it has been developed and applied. This final assemblage of data was dubbed a "summative assessment" by Scriven.

Benjamin Bloom was one of the first to introduce formative versus summative assessment to educational assessment, laying the solid groundwork for the principle of mastery learning (Bloom, Hastings, & Madaus, 1971). Mastery curriculum was designed to guarantee that students did not progress to the next stage of learning until they had shown mastery of the current level's learning goals. This idea later became the foundation for modular teaching, which was common in the 1970s and involved students learning from self-directed packets of instruction, or modules.

When a student finished one packet successfully, he or she could continue on to the next, completing modules before all goals were reached. In principle, mastery learning is similar to today's scaffolding, but in fact, students operated more alone, with no instructor or peer encouragement. Formative assessment became more deeply explored in the following decades. Many western countries seek to incorporate it into standardized examinations. Bloom continued his theoretical underpinnings on formative assessment, exploring a number of issues. He defined two crucial components of formative learning: student feedback and corrective requirements for all relevant learning components (Bloom, 1977).

He also proposed that depending on the corrections required, formative data should be used to split the class into cooperative groups. Teachers will then use chosen instructional methods and disciplinary answers to differentiate instruction and meet the needs of individual students (Bloom, 1976). In New Zealand, Terry Crooks investigated the impact of classroom assessment activities on students and found that they have the ability to reinforce what is necessary to understand while still positively influencing student motivation. According to Crooks (1998), classroom assessment continues to be one of "the most powerful factors shaping education, as a result, teachers should prepare ahead of time and devote a significant amount of time to it" (p. 476). In this vein, Sadler (1989) highlighted that assessment is more successful when students are able to track the consistency of their own work by unique provisions that closely linked into teaching.

Perhaps the biggest step forward in the embrace of formative assessment came in 1998, when Paul Black and Dylan Wiliam critically completed a meta-analysis of more than 250 research

studies on Formative assessment. The researchers' conclusions, titled "Behind the Black Box," provide a strong argument for formative assessment. "There is no other way of raising standards for which such a strong prima facie case can be made," Black and Wiliam argued in their study (1998a, p. 148). "Inside the Black Box" paved the way for many educational pioneers, not only in the United States, but around the world, to identify and implement formative assessment in classrooms. New Zealand, Australia, and the United Kingdom have been particularly active in this trend. The recent surge in interest and knowledge necessitates a shift in the way how we learn and implement assessment.

1.3. Formative Assessment Defined

Formative assessment is not a new term and can be defined in myriad ways. The word 'Formative' has been essentially used to delineate an improvement process, while the word 'summative' has been used to describe a judgment about a process. As a definitional issue, formative assessment is a process where teachers and students collect information during the learning process and to make adjustments accordingly. Formative assessment was broadly defined by Black and Wiliam (1998a) as "all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" (p. 7). This definition does not limit itself to formal tests, quizzes, or homework. Assessment is a collection of evidence about student learning through a variety of ways such as portfolios, journals, dialogue, questioning, interviewing, work samples, formal testing, and projects. Put differently, formative assessment encompasses the process of gathering evidence about student learning, and the provision of timely and constructive feedback to students for the reason of adjusting instructional strategies to enhance achievement.

In 2006, the Council of Chief State School Officers (CCSSO) updated this definition: "Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust on-going teaching and learning to improve students' achievement of intended instructional outcomes" (Popham, 2008, p. 5). The central principle behind formative assessment is to provide feedback that generated from the information gathered which seeks to close the gap between student's current status and the desired level. This idea is supported by Heritage (2007) as she states "to make changes in the students' learning status and help them close the gap" (p. 10). Once this gap is bridged, another one opens and the student learning moves to the next stage.

Therefore, the assessment process seeks to provide evidence for improving students' learning. In order to allow teachers and students to make changes in students' learning, and close the gap between the current and intended learning goal (Heritage, 2007).

Furthermore, Shepard (2000) points out that formative assessment is neither just a tool nor a measurement instrument, rather a process to continuously support teaching and learning which is carried out during the instructional process. We can highlight the major role that formative assessment plays in providing teachers and students alike with continuous, real time information that informs and supports instruction. In the same line of thought, Black and Wiliam (2009) coins another definition of formative assessment with these words: "Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited" (p.9).

1.4. Formative Assessment in Higher Education

In all stages of education, assessment is a complex phenomenon that plays a critical role in improving teaching and student success, enrollment and selection, placement and instructional direction, learning and proficiency acquisition, curriculum appraisals, and career guidance and decision making (Chappuis, Chappuis, & Stiggins, (2009). Assessment in higher education is a crucial element of the foundation of education because it assesses student's learning, as well as the effectiveness' of instructional practices and the program of study being delivered.

Assessment is at the heart of higher education. As is echoed by Torrance (2007), assessment is a focal factor within teaching and learning. It is important to note that although formative assessment (assessment to support learning) and summative assessment (for validation and accreditation) are not independent or predetermined procedures, there is still conflict between the two (Wiliam & Black, 1996). Assessment should be practically embedded in classroom practices for both formative and summative purposes. For instance, previous research has emphasized embedded assessment and indicates that degree of the knowledge structure being developed have implications for assessment strategies. Recent research has also shown that incorporating authentic tasks and activities while also offering resources for ongoing interactions with others is important for fostering successful learning (Leahy, & Wiliam, 2009).

Furthermore, the methods of assessment in higher education may have a significant impact on student learning if the assessment considers the principles or skills that are being instilled in the students, or if it helps in the growth of life-long learning. (Garrison, & Ehringhaus, 2007). Moreover, the concept "if you want to change student learning, change the methods of assessment" should become the foundation of optimizing learning and teaching (Briscoe & Wells, 2002, p. 644). Put differently, since students are viewed as active participants in the assessment process, it can support student progress, strengthen instructional strategies, and identify that learning occurs in informal environments (Garrison, & Ehringhaus, 2007).

Formative assessment aims to assist students in identifying areas of strength and weakness so as to better achieve their learning goals during learning and teaching (Black, & William, 1998). Recently, higher education has been undergoing reform and increasing attention is being given to the purposes of assessment, as educators hope to prepare learners with the skills and proficiencies required to succeed in their future workplaces.

Moreover, according to Leahy, Lyon, Thompson, and Wiliam, (2005), university teachers have been urged to seek new assessment approaches and models in order to help encourage and support assessment activities in higher education. Most importantly, it is strongly argued that assessment should be prioritized the integration of learning and teaching. Learners should be actively involved in both the assessment process and the learning product for the best results. Institutions of higher education are being advised to shift their focus from assessment of learning to assessment for learning concluded that the actual integration of assessment for learning is much more complex than previously thought, since many people believe that modern assessment styles are being more time-consuming, resulting in a bigger workload and higher accountability demands.

Taras (2008) conducted research to better explain how attitudes and perceptions about assessment practices apply to theory. The participants were lecturers in an Education department at an English university. The author concluded that one of the most significant causes of ambiguity and contradiction was lecturers' inability to identify how summative and formative assessments applied to one another in the evaluation process, leading to lecturers' lack of confidence that students can grasp the issues of summative and formative assessment. However, the study revealed that lecturers used formative assessments extensively, mostly in the classroom, implying that there

was a strong emphasis on supporting assessments that promoted learning. Furthermore, Craddock and Mathias (2009) found that formative assessment has a greater effect on the learning process than summative assessment.

In looking at assessment practices in higher education, recent findings have drawn on the literature from primary and secondary schools. Furthermore, the implementation of the assessment practices by teachers in promoting student learning by using evidence collected on students' understanding to improve teaching. As a result, it will be beneficial to investigate teachers' perspectives on the use of formative testing tools in schools of education. For an assessment to be “formative, it requires feedback which indicates the existence of a ‘gap’ between the actual level of the work being assessed and the required standard” (Taras, 2005, p.468).

1.5. Significance of Formative Assessment

Research has shown that formative assessment plays an important role in the life of students' learning. According to the scholars works (Heritage et al. 2009; Popham 2008, Black and William 1998, Shepard 2000) came to the conclusion that formative assessment is useful for learning improvement, it is “one of the most important interventions for promoting high-performance ever studied” (OECD 2005, p.22). For this reason, different educational partners are calling for the implementation of formative assessment in the classroom for its beneficial aspects. In the next section, the importance of formative assessment is drawn in relation to students and teachers.

1.5.1. Importance for Students

Formative assessment is the most effective way for pupils to raise their level and make progress., according to Cizek (2010) who highlights: “formative assessment offers great promise as the next best hope for stimulating gains in student achievement” (p.4). Moreover, it is integrated as a bridge between classroom practices and large-scale assessments (summative assessment), in other words, it acts as a support to summative assessment. Therefore, formative assessment is mainly utilized to support learning and improve future progress. Moreover, the aspect of regularity found within formative assessment practices tends to make students accustomed with the atmosphere of assessment and hence reduce any anxiety levels in summative assessments.

Formative assessment develops students' thinking processes and reasoning skills, McMillan (2007) indicates that formative assessment is increasingly related to the students'

cognitive processes: “formative assessment helps students see the connections and clarify meaning in small, successive steps as new knowledge is related to existing understanding” (p.1). in broader sense, it helps students to move from “knowledge and understanding to the higher cognitive levels of synthesis, analysis, and application” (Greenstein, 2010, p .36). Therefore, it develops students’ cognitive skills which are highly influential in learning.

Extensive body of research has proven that formative assessment develops students’ critical thinking and metacognitive skills since one of its pillars is self-assessment which allows students to monitor and evaluate their own learning progress. As a result, it gives them a sense of responsibility for their own learning as Greenstein (2010) posits: “including students in the assessment process tends to inspire a feeling of agency in their own learning” (p.69). Indeed, formative assessment provokes learner autonomy as it raises students’ responsibility for their own learning; it develops this sense of responsibility through enhancing students’ ‘learning to learn’ skills (metacognitive strategies). Formative assessment is then the key to school improvement in general as suggested by Greenstein (2010): “the pathways to school improvement are lined with formative assessment” (p.26), when the results of formative assessment are used to inform instruction better standardized scores can be easily achieved.

Interestingly, formative assessment is also a focal factor in increasing students’ motivation and self-confidence, this conclusion has been reached by Miller and Lavin (Abedi ,2010) in their study where they examined the effect of formative assessment on students’ self- esteem and found that “students demonstrated a greater degree of self- competence and became more aware of the learning process” (Abedi 2010, p.183). Margolis and McCabe (2006 cited in Greenstein 2010) also highlight that formative assessment with its different features (feedback, self-assessment and goal setting) can enhance students’ self-efficacy. In the process of formative assessment, the students are considered as central in the teaching learning process which promotes their responsibility about their own learning and enhance their motivation to be goal getters.

According to the conducted studies, formative assessment helps basically low achievers (Black a & William, 1998b; Greenstein, 2010; Cizek, 2010) to perform well as it gives them always new pathways and opportunities to be better and to achieve well, as well as new strategies needed for success. Furthermore, formative assessment also helps students with special needs and learning disabilities (Black & William, 1998b; OECD; 2005, Cizek, 2010), in such ways, then,

formative assessment promotes equity between students with diverse learning needs as it focuses on individual students' weaknesses and attempt to cure them. For example, English language learners may encounter difficulties in comprehending the instructional and assessment materials because of the linguistic complexity and the cultural bias, formative assessment can be used to help students to overcome such complexities, moreover, it can be used by the teacher to identify and control them (Abedi, 2010).

Most importantly, sometimes students are good learners, however, lack of intention given to them may lead them to be passive learners, and it is formative assessment which plays the main role in bringing such students back to the classroom and to the learning environment. In this way, then, formative assessment is useful since it is used as a tool to inform students about their abilities and weaknesses paving the way for progress as it is based on day-to-day interaction between the teacher and the students, it "refers to frequent, interactive assessments of student progress and understanding. Teachers are then able to adjust teaching approaches to better meet identified learning needs" (OECD, 2005, p.13). Therefore, formative assessment instigates interaction between teachers and students. In the same vein, Cizek (2010) reflects that formative assessment allows the attainment of information about students' strengths and weaknesses in a non-evaluative context where the students and the teacher can interact easily and set future instructions on the basis of the attained information and in relation to the target objectives.

1.5.2. Importance for Teachers

According to Black and William (1998) formative assessment is at the heart of effective teaching. It is noteworthy that regular formative assessment provides opportunities for teachers to uncover students' learning needs, weaknesses, strengths and interests and to plan instruction accordingly. Interestingly, formative assessment is also valuable to the teacher as it allows him to modify the content of his teaching according to the students' situation as Popham (2008) puts it: "one component of formative assessment process is for teachers to adjust their ongoing instructional activities" (p.7). Therefore, the implementation of formative assessment in the classroom supports teachers to be well-equipped to respond to their students' needs. Moreover, it makes their teaching more efficient and fruitful as it "has the happy effect of helping successful teachers be precisely regarded as successful" (Popham, 2008, pp,13-14). Formative assessment provides teachers with insights about what their students are learning and how well they are

progressing, and accordingly adjust instruction in relation to students' needs and learning goals (Greenstein 2010).

The OECD (2005) summarizes the benefits of formative assessment into the following:

- Improvements in the quality of teaching: teachers using formative assessment “develop their ability to scaffold learning goals for students and to adapt instruction to meet individual learning needs” (OECD, 2005,p.72), and this promotes effective and meaningful teaching.
- Stronger relationships with students: as formative assessment is based on interaction between the teacher and students, consequently this interaction leads to strong relationships which in turn promote a teaching learning environment that is more comfortable and more fruitful.
- Different and better work products from students: students enhance their level of achievement towards betterment.
- Greater student engagement: formative assessment helps the teacher to engage his students in the learning process.
- Gains in academic achievement, and greater attention to the weakest students: formative assessment enhances learning outcomes not only of active students but also low achievers can benefit and enhance their achievement level as they are given enough attention and feel themselves engaged in the learning process.

Put briefly, formative assessment is a beneficial tool for both students and teachers as it “can help teachers teach better and learners learn better” (Popham, 2008, p.14); it is a tool box of strategies and techniques which is used to customize future instruction on the basis of present students' needs and interests. Though it is not the ‘silver bullet’ which can solve all educational issues, formative assessment promote good opportunities to enhance learning and achievement by addressing goals for high performance, promoting high equity of students outcomes and enhancing students' life-long learning skills (OECD, 2005). Therefore, formative assessment *raison d'être* is to improve learning; it represents a key component to effective instruction and learning.

1.6. The Five Formative Assessment Strategies

In order to provide a better theoretical conceptual framework for formative assessment,

Black and Wiliam (2009) conducted meta-analysis of studies and after analysis and synthesis. The authors (Wiliam,2010 ; Wiliam&Thompson,2008) identified five major strategies that could inform students on what to do, when to do it, and how to do it “The big idea”. The big idea is that evidence about student learning is used to adjust instruction to better meet student needs- in another words , that teaching is adaptive to the student needs. The three active agents: teacher, peer and student. There is an increasing agreement that assessment improves learning when it is used to support five key strategies in learning. Formative assessment can be operationalized into five major components. These five components are entitled:

- Clarifying and sharing learning intentions and criteria for success
- Engineering effective classroom discussions, questions, and learning tasks
- Providing feedback that moves learners forward
- Activating students as instructional resources for one another
- Activating students as owners of their own learning

These five criteria have been used to frame the research for this study. Each criterion will be discussed separately to address the research that has been conducted to support their inclusion in this framework. However, due to the fact that the intersection of teaching, learning and assessment are closely intertwined and the criteria are interrelated; though, some overlap will inevitably occur. The processes of teaching involve: finding out where learners are in their learning, finding out where they are going, and finding out how to get them there. The roles in the classroom include the teacher, the learner, and peer. These processes and roles can be grouped into the five key strategies of formative assessment which are displayed in detail below:

1.6.1. Learning Targets: Sharing Learning Intentions and Success Criteria

The first strategy is to clarify and share with students the learning intentions and criteria for success. Sharing learning intentions and success criteria is crucially an important component of assessment for learning. This strategy shown to positively impact student achievement especially when students analyze their work as they proceed through a task using explicitly stated criteria for performance. In order to be successful, students need to know what is to be learned and what is expected of them(Garrison&Ehringhaus,2007). In this strategy, the teacher writes the learning objective on the whiteboard at the beginning of class, the students write it down in their notebooks. The success criterion is described as the process used by teachers to determine if the

student has met the learning outcome(Wiliam,2011). In this strategy, the teacher explicitly state and engage the students in the goal of a lesson, task, or activity. According to Stiggins (2005)who claims that Sharing learning intentions and success criteria is an important component of assessment for learning. It helps students understand what they are going to study and provides the expectations for their performance. Moreover, understanding and being able to articulate the goal provide students with a clear idea of where they are going to enable them to reflect on progress toward that goal rather than aimlessly working through a lesson. Research findings reveal that when students understand success criteria clearly, they are more likely to be motivated to take control of their learning to target success. (Teachers clearly identify criteria that are aligned to learning goals and communicated to students)

More importantly, research by Jonshon (2014) found that when assessment is made transparent, students' performances could be significantly enhanced. Furthermore, it is supposed from the learner to be able to describe the purpose of the lesson in his own words and connect it to his or her own life and what he or she is expected to learn. Both the teacher and the learner establish the criteria for success, so the learner understands what is expected of him or her in terms of quality, grade level and learning outcomes(Clarke,2005). As the research has indicated, there are various methods employed in lesson objectives, but initially each objective should clearly state what knowledge and skills should have reached by the end of the lesson. Sadler (1989)straightforwardly stated that, "if we could ,make all our goals explicit to our students and ourselves, we might expect much more of their learning and our teaching"(p413) .

1.6.2. Monitoring: Engineering Classroom Discussions, Questions and Learning Tasks

The second strategy comprises three associated activities: 1) engaging students in tasks and activities that provide insights into their thinking; 2) teachers and students listening and analyzing student discussions and artifacts interpretatively, not just from an evaluative perspective; and 3) implementing instructional strategies designed to engage all students in tasks, activities, and discussions (Wiliam, 2011). Teachers need to frame fruitful discussions and encourage thoughtful questions to stir students curiosity to think reasonably. The main reason behind asking questions in classroom is two-fold: "one, to cause thinking and two, to provide information for the teacher about what to do next" (Wiliam, 2011, p.70). Engineering effective classroom discussions, questions, and learning is also dependent on both teacher's and student's ability to listen and

evaluate interpretatively. That is, not just listening for the right answers but listening for evidence about student thinking to inform the next instructional steps.

The issue of trust as mutual element in classroom relationships is of paramount importance where teacher-student interactions is a primary factor in healthy, relaxing and thriving atmosphere for student's learning as Raider-Roth(2005) puts it "teacher trusted the students intentions to be constructive and creative, and the students trusted the teacher to be interested in, supportive of, and provider of the requisite material for their explorations"(p32). Establishing a trustworthy relationship for instructional conversation is indispensable to the effectiveness of formative assessment, since the discussions that occurs between teacher and student becomes the guiding path for both partners to achieve the desired outcomes. The teacher's sole role here is to guide and direct the conversation and to initiate, respond and provide fruitful and constructive feedback. By creating comfortable learning environments, the students feel at ease and encouraged to formulate questions and wait responses and feedback from their teacher. Wilen (2004) stresses the role of questions in building higher order thinking skills in students 'potentials "applying knowledge and stimulating critical thinking to enhance understanding about an issue, problem, or other content"(p.35) .

When students are fully engaged, they are highly engrossed in activities, tasks, and discussions using techniques, such as, think-pair-share, wait time, cold calling, sharing student generated solutions, and all student response systems such as mini white boards and exit cards. This idea is supported by Wiliam's (2011) argument "High engagement classroom environments appear to have a significant impact on student achievement" (p. 81). These and other instructional strategies offer teachers versatile opportunities to check for understanding during or right after a lesson, rather than waiting for homework, quizzes, and tests for evidence of what sense students are making during their learning process.

1.6.3. Feedback: Providing Feedback that Moves Learners Forward

The third strategy, is thoughtful feedback, either through written, verbal, or gestured means that is linked to rubrics, when appropriate, and encourages the learner to continue to meet the expected criteria and understand how he or she can and will move his or her learning forward(Clarke,2005). Practically, students do not benefit from most of the feedback they receive from their teachers. It has been acknowledged that just checking answers as right or wrong and

giving scores, negatively impacts student learning as compared to the practice of asking students to revisit their work (Bangert-Drowns et al., 1991). Arguably, feedback that results in less effort or lowering goals has shown decreases in performance (Kluger & DeNisi, 1996). Put simply, feedback if it is used inappropriately, it can hinder student learning. Wiliam (2011) summarizes this idea stating: “feedback functions formatively only if information fed back to the learner is used by the learner to improve performance” (p. 120). Wiliam’s quote is to advise teachers to give feedback that is formative to advance their learning.

For formative assessment to be effective, the feedback provided needs to be utilized by the students to progress their learning. Wiliam (2011) redefined this term as “feedback that engages students and moves them forward is feedback that causes students to think”(p.127) . In their 1998 meta- analysis, it was stated that, "feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils" (Black & Wiliam, 1998b, p. 143). Teachers should be effectively knowledgeable to skillfully gather the data that provides feedback related to learning outcomes.

When done correctly, feedback can result in students reflecting and rethinking their progress, while increasing their effort and motivation. All Kinds of feedback, which students receive; whether working on an assignment, activity, during classroom discussions, or after a task is completed, should be focused, causing the student to take action. To sum up, feedback can be viewed as the opportunity for teacher and student interaction that results in a reorientation of the student toward the desired performance goal. In this vein, Black and Wiliam (1998a) asserted that teacher feedback was more effective when given in a non-judgmental way with specific suggestions for improvement.

1.6.4. Self-Assessment: Activating Students as the Owners of Their Learning

The fourth strategy, to activate students in becoming self-evaluators through self-assessment of their work using the expected criteria, will help them understand and be in charge of their own learning. Students must be given the opportunities to be highly engaged in their learning and responsible for their actions. Wiliam(2011) confirms that when students are asked to engage in their learning, they base their decision to participate on three resources: a) their own opinion of the activity within the context, b) the level of challenge to be successful at the activity, c) their beliefs as to whether they can accomplish the activity, and d) their personal interest in the

activity at hand(p. 46). Using such techniques as self-assessment with provided rubric or student and teacher-developed rubric is one way to make learning a shared experience.

Effective formative assessment plays an integral part in helping students make decisions based on these three things on continual basis which enable students who are actively involved in their own learning. In the process of self-assessment, the students learn metacognitive skills which enable them to monitor their progress as learning occurs and make changes and adapt their performance. Moreover, in this type of activities the learner will be able to self-reflect, critically analyze and take the initiative, as well as they will change their role simultaneously from goal-setters to goal-getters.

To encourage student-self assessment, an appropriate learning environment must be created by the teacher to guide their thinking. Guskey, (2003) addressed the issue of student full engagement, he stated, “Student participation in learning, premised on the idea of authenticity would include active engagement in generating information about that learning”(p.296).As Chappuis and Stiggins(2002) highlighted it in these words, “both teacher and student use classroom assessment information to modify teaching and learning activities”(p.40).

William (2011) suggested five strategies teachers can implement to increase student engagement, which in turn can impact student motivation: a) allow students to gauge their own progress by sharing the learning outcomes with them; b) lower student anxiety by emphasizing that learning happens in stages; c) reduce opportunities for students to compare scores with each other; d) give feedback that emphasizes steps that can be taken for improvement as opposed to feedback that indicates what they did wrong without an opportunity to improve; and e) encourage students to take the ownership of their learning.

1.6.5. Peer Assessment: Activating Students as Instructional Resources for One Another

The fifth and final strategy, encouraging students to be instructional resources for each other, creates a learning community with classroom(Garrison & Ehringhaus,2007). For instance, classroom teachers have a common consensus that asking students to first do peer review, analyze, and provide feedback(not grade) another student’s work is sometimes easier than analyzing one’s own work. The element of peer tutoring or peer assessment was viewed by William (2006) as a “helpful stepping-stone to self-assessment” (p.19). Working on this strategy provides a cornerstone to being able to analyze one’s own work efficiently and effectively. Interestingly,

student self- assessment in terms of judgment, grading or ratings of student work. This idea is echoed in this quote, “it involves judgments of one's own outcome in relation to other learners” (Lee & Gavine, 2003; Sadler & Good, 2006, p.50).

Andrade and Boulay (2003) portray the picture of self-assessment as to ask students to examine their work in relation to themselves, their teachers, and their peers. When students reflect upon their work and begin to judge themselves as learners; their opinions are greatly influenced by what teachers have deemed valuable and their understanding of what is acceptable. Teaching students to use effective questioning strategies can help to strengthen academic skills and understandings, and thus push students toward a more mature intellectual realization of their own cognitive strengths. "specific judgments of ratings made by students about their achievement, often in relation to teacher-designed categories" (p.2). Comparison drives most assessment strategies, i.e., comparing one student's attainment of knowledge or skills in relationship to another. A key finding was that teachers needed to be persistent and intentional when training students to be self-reflective; simply handing students a rubric to judge the quality of their work.

In this phase, students are much better at spotting errors in others students works than in their own work- peer assessment can be challenging task-many teachers provide students with rubrics-for that reason, peer assessment is important part of effective instruction-students who get feedback are not only beneficiaries. Students who give feedback also benefit, sometimes more than the recipients. According to Wiliam, (2011)when he confirm the efficacy of peer assessment, “In fact, under certain circumstances, peer tutoring can actually be more effective than one-on-one instruction from a teacher”(p. 134).

According to Wiliam and Thompson (2007), the five stated above strategies can be classified into three key processes in formative assessment: (1) establishing where the learners are in their learning; (2) specifying where they are going; and (3) knowing what needs to be done to get them there. In ascertaining where the learner is going, teachers need to engage students in the instruction and learning process by setting explicit expectations. Furthermore, in establishing where the learners are right now, teachers need to engage the students through strategies such as effective classroom discussions, dialogues, and activities and through direct observation to gather evidence on student learning so as to inform instructional planning (Garrison & Ehringhaus, 2007).In establishing Student engagement in the process and content

establishes the expectation that every learner needs to participate, thereby making them owners of their own learning as well as instructional resources for one another (William & Thompson,2007).

In a nutshell, in establishing what needs to be done to get there, teachers need to provide thoughtful feedback that moves the learners forward, thereby, again, making them owners of their own learning as well as instructional resources for one another (William & Thompson,2007). Moreover, when formative assessment and learning are incorporated effectively into the learning atmosphere and meta-cognitive strategies are clearly taught to and practiced by learners, positive learning actions are assisted.

Slavin, Hurley, and Chamberlain (2003) have shown that activating students as learning resources for one another produces some of the largest gains seen in any educational interventions, provided two conditions are met. The first is that the learning environment must provide for group goals, so that students are working as a group instead of just working in a group. The second condition is individual accountability, so that each student is responsible for his or her contribution to the group. With regard to assessment, then, a crucial feature is that the assessment encourages collaboration among students while they are learning. To achieve this collaboration, the learning goals and success criteria must be accessible to the students (see above), and the teacher must support the students as they learn how to help one another improve their work. Furthermore, the research shows that the person providing the feedback benefits just as much as the recipient because she or he is forced to internalize the learning intentions and success criteria in the context of someone else's work, which is less emotionally charged than doing it in the context of one's own work.

1.7. Teacher's Role in Formative Assessment

Competency with subject matter content is a primary consideration for effective instruction and assessment. To be effective, university teachers of English language must have both conceptual and procedural English content knowledge that goes beyond the levels they teach. Equally important is the need for the pedagogical content knowledge that will enable them to teach the conceptual and procedural content effectively to every student in the class.

Teachers used formative assessment to provide their students with plenty of opportunities to be self-reliant and responsible for their own learning(OECD,2005) .Arguably, in the process of

successful implementation of formative assessment, teachers are required to have enough knowledge and awareness about students' learning needs. Additionally, teachers should be knowledgeable about students learning styles and strategies to teach them according to their individual differences and mixed levels and abilities by using differentiated instruction. At this stage the teacher should be attentive in delivering timely and specific feedback to scaffold students' learning through opening the channels of interaction and discussions to check for understanding (OECD,2005) .

Assessing students' prior knowledge is a focal component in detecting whether there is a gap to bridge or facing new challenges. The power of feedback is one crucial component of formative assessment. Teachers need to know how effectively use it in order to benefit all partners of the process(Teacher and students). The feedback should not be evaluative(non-judgmental) to improve students' progression. Making more thoughtful responses- students reflect on their work- effective descriptive feedback gives students an idea of what they are doing well, informs them on how they are doing to enhance their level of learning – feedback to challenge thinking, support ideas, help students communicate with clarity- powerful tools in motivating students and helping them move forward in reaching the next goal in their learning progression. We have learned more clearly that interactive dialogue, between teacher and learners and between learners themselves, is at the heart of formative practice and that such practice should enrich the central task of teachers. That task is to engineer learning opportunities so that learners can become more expert and more responsible in guiding and furthering their own learning.

Greenstein (2010) stated that the purpose of formative assessment is to critically detect the points of weakness of the students' progress and attempts to minimize these gaps and suggest solutions for them “Teachers in a formative assessment classroom point out progress as well deficiencies and, most importantly offer strategies and resources for overcoming shortcomings” (p.141). Heritage (2007) ascertains that teachers should be knowledgeable at many areas to keep abreast with the process of formative assessment by mastering four essential components which entail: Domain knowledge, pedagogical content knowledge, knowledge of students' previous learning and knowledge of assessment (Cited in Boumediene, 2018).

1.8. Students' Role in Formative Assessment

Students must be fully engaged in the process in order for formative evaluation to impact

the achievement of students positively. Students should be able to distinguish areas in which they are qualified and those in which they need further assistance. Teachers should support and allow students opportunities to focus on their performance. Since students are highly involved in criteria and goal getting, the next logical steps in the learning process are self-reflection and self-evaluation. “Without time to reflect on and interact meaningfully with new information, students are unlikely to retain much of what is ‘covered’ in their classrooms”(Dodge, 2009,p.4).

According to OECD (2005) formative assessment plays an indispensable role in fostering learners’ autonomy and students sense of ownership over their learning. In this process students learn the basic study skills ‘learning to learn’ in order to build a variety of strategies like how to judge the quality one’s own work(self-assessment) and the quality of others’ work(peer-assessment) subsequently, and engaging fully in understanding learning goals so they can interact with the content through questioning and discussions. The aforementioned strategies independently enable them learn to move their learning forward. For an assessment process to truly be formative, assessment practitioners persistently recommends that students must be active participants in the process, using evidence from the assessment experience to determine next steps on their learning progression.

Students’ role in the process of formative assessment is of paramount importance; they apply teacher’s feedback to take decisions in their own learning and revise the existing work at hand to address new potential pitfalls. Moreover, they can review, and generate structured feedback to themselves and their peers. Arguably, students are “ for the students, they have to change from behaving as passive recipients of knowledge offered to becoming active learners who could take responsibility for their own learning”(qtd in Boumediene,2018;OCED,2005, p 233). Greenstein (2010) states that when students are highly involved in the formative assessment, they enhance their higher-order and critical thinking skills. Students will be able to internalize some attitudes and practices and become more reflective on their own works and their peers’ judgments and discussions. In turn these give-and-take interactions with their teacher and peers make them fully participating in individual and small groups where collaborative work is promoted.

1.9. Types of Assessment

Several types of assessment will be explained below: informal, formal, formative, and summative assessment. Researchers have identified different types of assessment including:

Informal vs. formal, formative vs. summative assessment. Each of these will be addressed in details.

1.9.1. Informal vs. Formal Assessment

According to Brown (2003, p.5) informal assessment: “can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student”. Informal assessment is an unplanned assessment that occurs frequently in a classroom in which the teacher regularly assesses students’ performance through feedbacks on papers such as homework and drafts, correcting pronunciation, and suggesting better strategies for effective note-taking. Informal assessment does not aim to judge student's work rather it aims to provide supporting comments such as “good”, “carry on”, “you have mistaken in such thing...” and so on.

Unlike the former one, formal assessment is “constructed to give teachers and students an appraisal of student achievement” (Brown, 2003,p 6); the difference between such type of assessments and tests is that tests are considered a formal assessment but formal assessments are not necessarily tests i.e formal assessments purpose is to have a view about students’ level through gathering information about the students’ level through journals and portfolios; performance. Formal assessment is therefore based on assessing students’ performance in a given area but it is not intended to make final decisions(Benmostefa,2014).

1.9.2. Summative vs. Formative Assessment

Summative and formative manifestations of assessment are considered as both, types and purposes of assessment as a result of their nature. Popham (2008: 7) points out that the purpose of assessment defines whether it is formative or summative “it is not the nature of the test that earns the label formative or summative but the use to which that test’s results will be put”. The same idea is shared by Falchikov (2005) who posits that the answers to the questions “why to assess?” can be put under two main categories: summative and formative.

1.9.2.1. Summative Assessment

Cizek (2010, p.3) defines two criteria for summative assessment:

- 1- It takes place at the end of a given unit such as e.g. unit, semester, school year.
- 2- It aims to describe the performance of a student or a system.

Carless (2011) believes that summative assessment is mainly characterized by judgments made about students, teachers...etc. regardless of the effectiveness of learning or instruction after the learning or instruction has taken place. The results of summative assessment are grade-based so they do not provide constructive feedback for teachers and students. Summative assessment is used at the end of a course to judge the overall performance of students. Regarding the Algerian secondary school context, summative assessment is found within the school year through three main exams which are grade-based and mainly intended to make decisions for students' performance which will allow them to pass to higher levels; in addition to tests known as "Les devoirs" which carry the same objective of the exam. At the tertiary level (university context), there are two semesters throughout the academic year and each semester is closed with a partial summative exam.

1.9.2.2. Formative Assessment

Formative assessment is "a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes" (Popham, 2008, p.5). It is a feedback-based process including several steps that occur through a learning course. Popham (2008, p.6) defines formative assessment as "a planned process in which teachers or students use assessment-based evidence to adjust what they are currently doing" which means it is not a random process rather it is a multistep process. This assessment's adjustment takes place during the course which makes it an ongoing process. William (2013, p.15) suggests that the term « formative » must be given to the function that the evidence generated by the assessment serves. This suggestion asserts Popham's (2008) claims that assessment is a purpose. To achieve a better understanding of assessment we must understand its characteristics. One of the teacher's roles in the classroom is to assess the learners' performance; according to Brown and Abeywickrama (2010) they defined assessment as the continuous process that involves many methodological techniques and strategies; it goes by giving feedback and administer the next point about the teaching and learning process.

Teachers use affirmative or summative assessment to measure their teaching achievements (William, & Thompson, 2007), is the purpose that divided assessment into two, as pointed out by Popham in 2008, "it is not the nature of the test that earns the label formative or summative but the use to which that test's results will be put" (p.7). It is not an easy process for educators, although

it is challenging. Garrison and Ehringhaus (2007) state that summative assessment is given periodically to discover what learners know and not know about the thing in a particular period. Cizek (2010,p.3) added that summative assessment has two norms: “(1) it is administered at the end of some unit (e.g. unit, semester, school year); and (2) its purpose is primarily to characterize the performance of a student or a system, that is the main purpose is to obtain a measurement of achievement to be used in decision making”; consequently it is planned to make a judgment about the learner's performance at the end of the lesson, and this is argued by Bloom et al. when he determines the main characteristics of the summative assessment “a judgment is made about the student, teacher, or curriculum with regard to the effectiveness of learning or instruction after the learning or instruction has taken place” (Cizek, 2010,p.5). Therefore, the aims of summative evaluation include ranking, qualification, progress assessment or analysis on the efficacy of a program, course of study, or instructional plan ((Benmostefa,2014). In addition to ensuring that students meet the requisite requirements and as a way to select students to enter further education (OECD, 2005). Briefly, Summative assessments help evaluate the efficacy of programs, priorities for school development, or curriculum alignment. To provide input at the classroom level and to make instructional changes and interventions during the learning process, summative evaluations occur too far down the learning process. It focuses on global rather than individualized learning (McMillan, 2007).

Formative assessment is another technique that has long been considered an essential part of successful teaching (Shepard, 2005). For that it has called the attention of many researchers; some try to define it as “a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and to learn to improve students' achievement of intended instructional outcomes” (Popham, 2008,p. 5). This method is based on feedback that is meant to make changes and seeks to enhance learning outcomes, the expression “used by teachers and students” is a connotation of the self-and assessment process. It includes various steps that occur during a teaching-learning course. Another scholar proposes a universal definition to the formative assessment that it is "a planned process in which teachers or students use assessment-based evidence to adjust what they are currently doing" Popham (2008,p. 6). What Popham adds is the claim that a planned process is a formative evaluation; that is, it does not happen randomly and does not require one single test, but instead is a multi-step process. Besides, from the Black, William (1998) and Shavelson (2003), formative evaluation gathers and uses information about

students' awareness and success to close the gap through pedagogical actions between the actual learning environment of the students and the desired state. Garrison and Ehringhaus (2007) agree that formative evaluation offers the requisite knowledge when applied in classroom practice to adjust teaching and learning as they occur. The revisions provided by the formative assessments should be put on the spot, that is, when the course is still open and not at the end of it. Therefore, formative assessment is an ongoing evaluation process that aims to provide positive, timely feedback to students that helps them meet their learning goals and strengthen their achievements. A vast number of methods of formative evaluation are available. Forms of formative assessments include informal observation, homework assignments, pop quizzes, papers, diagnostic assessments, student work analysis, including tests, quizzes, homework, student job portfolios and collections. The method mentioned above of formative evaluation helps educators track and update teaching in the classroom, and these forms of assessment are not included in the student test score (Popham, 2011). Generally speaking, it can be claimed that formative assessment is part of instruction. It offers the requisite knowledge when applied to classroom experience to change teaching and learning as they occur.

As Sadler (1989) states, both types greatly influence the learning processes. Summative evaluation, so as not to be biased and even racist, should be completely objective, valid and reliable. It is in everlasting danger of requiring methods of 'teaching and learning to the test' rather than deeper comprehension because of its often radical implications ('high stakes'). On the other hand, formative evaluation, especially if it is integrated into the teaching and learning process and offers input information continuously, is the most effective didactic means to enhance learning outcomes (Black & Wiliam, 1998a).

1.10. Stages of Formative Assessment in the Classroom

In this section, we will discuss how formative assessment data is collected before, during, and after a daily lesson, daily activity, or unit of study. There three phases which are fully displayed below:

1.10.1. Before Instruction

In this phase, teachers conduct pre assessments to collect information or data to make rightful diagnoses and for student's progress as Greenstein (2010) puts it“ to make accurate diagnosis and prescription for learning”(p.39). It can take place before or at the beginning of the

school year or before launching a new unit of study. Essentially, teacher's major role during this period is to design instruction based on pre-assessment tasks. The latter provide enough information about students' background knowledge of the subject matter to be taught before instruction (Saoud & Mouhadjer, 2019). Furthermore Greenstein (2010) supports this idea by stating that pre-formative assessment phase is also useful to "clarify the gap between current and desired achievement levels" and to "identify sources of incoming information" (p.40).

Pre-assessment results provide teachers with reflections about students learning experience where they determine their misconceptions and challenges. Teachers can use a wide range of tools where conducting pre-assessments like tests, quizzes, discussions, interviews, asking students to fill out graphic organizers or write journals to inform and adjust instruction. Moreover, pre-formative assessment help students to develop their learning using prior knowledge to adjust the new one comprehensibly (Greenstein, 2010).

According to Greenstein (2010) stated that pre-assessment is a focal element in instruction and it is the first indispensable step in running formative assessment where instruction can be customized to meet the learning outcomes in a more relevant, engaging, and motivating for every learner student. Interestingly, gathering information about individual student's understanding before beginning a unit help teachers gauge student's needs and plan activities that increase motivation to learn and help them succeed. (As cited in Saoud & Mouhadjer, 2019).

To sum up, pre-assessments carefully identify student's knowledge, skill, attitudes and beliefs. It is very essential to organize the collected data to clarify the gap between current and desired achievement level to frame the big picture of student progression. These interventions provide evidence in order to pave the way to plan appropriate and effective learning tasks and adjust instructional practices. For an effective pre-formative assessment activity, it should be: "ungraded, brief, non-threatening and targeted toward instructional improvement" (Greenstein, 2010, p.44)

1.10.2. During Instruction

In this phase teacher intervenes on the basis of pre-formative assessment data where he can assess students either in groups or individually through different techniques such as tests, questions, quizzes, learning logs, observations, checklists, and conferences etc. to regularly measure students' achievement. At this stage, teachers use classroom assessment to provide

evidence about how well students are progressing and to identify whether to move forward or backward instruction. More importantly, during the lesson the teacher practically instruct learners either individually or in groups to check for understanding and comprehensibility (Greenstein,2010).

Moreover, instruction that meets the student's individual needs give them self-confidence and motivation, engagement in the topic and take more risks, challenges with their learning where they can correct misunderstandings, misconceptions, and improving their skills. Formative assessment helps teachers identify their individual students who are struggling with particular concepts or applications and respond with personalized feedback, assistance, and redirection to get learning back on track. Teachers can get a sense of students' understanding about a topic and their general attitude about the subject. The purpose of assessment is to develop thoughtful, self-directed or regulated learners. They have opportunities to reflect individually and in groups on how well they work together to solve problems. When they use their assessments to set specific goals, they can take advantage of instruction to improve their work to be more like the exemplars (Shepard, 2005).

Peer and self-assessments help students become independent learners who understand their own strengths and needs and how to set goals for their learning and monitor their own progress and thinking as team. This idea is echoed by Black and his colleagues (Black, Harrison, Lee, & Marshall, 2003), "This ability to monitor one's own learning may be one of the most important benefits of formative assessment" (p. 67). According to Guskey (2005), teachers adjust their teaching plan in response to pre-assessment results in which feedback is collected to help them go back to the points of strength or confusion or pass to another level of the topic "make adaptations for individual learning differences to ensure that all students understand, practice, and master each component as they progress toward the final goal" (p. 33).

In a nutshell, both teachers and students can build a learning plan, where they can set instructional goals and marking steps to reach those goals. Feedback during a unit also tells students that teachers are interested in them and their progress. In addition, including students in the assessment process tends to inspire a feeling of agency in their own learning. Put simply, formative assessment at this stage serves three different purposes:

- To encourage self-direction and collaboration;

- To monitor progress;
- To check for understanding and encourage metacognitive skills.

1.10.3. After Instruction

In this phase, the formative assessment process serves as a last chance before summative assessment occur in order to make students' progress clear for both partners (the teacher and the student) as it is supported by the proof of Greenstein (2010), "this last assessment will identify areas in which students could use a bit more clarification, practice, or reinforcement before a summative assessment" (p.103). Additionally, this evaluation conducted at the end of a unit and should be tightly aligned with the whole unit to guarantee full mastery of the content. Formative assessment at this stage can be conducted by myriad strategies that are chiefly based on summary and review of the material that students have achieved. Post instruction strategies such as reviews and summaries of all what has been taught so far, as it involves questioning strategies to highlight elements of weak or confusing; in order, to be avoided in summative conclusions. At the end of a unit, students need to show what they have mastered and teachers need to know what students have learned and what they will take with them from one unit to the next.

When students plan and carry out performance tasks, they show how well they can apply what they have learned to authentic situations as life-long autonomous learners. These tasks must be carefully designed in order to elicit the students' level of understanding and to provide them with opportunities to demonstrate their learning. Tasks such as reports, essays, presentations, artistic performances, and demonstrations, allow students to show what they have learned about content, about working with others, about thinking, and about their own learning processes (Perrenoud, 1991).

As a teacher used formative assessment before and during instruction and has been responding instructionally to data gathered, students should not be too far behind. When the instruction is complete, teachers have one more opportunity to help students cross the finish line and meet learning goals. The last assessment will identify areas in which students could use a bit more clarification, practice, or reinforcement before a summative assessment, whether it is a standardized or teacher-created test, a final submission of student work, or the assignment of a grade. Traditionally when instruction has finished, students assessment reveals in a form of grade that is to provide them with a final decisions of learning. In contrast, according to McMillan (2007)

with formative assessment teachers still have opportunity to improve learning before it is over. Furthermore, it is an agreed upon definition that formative assessment come to fill the gap of misunderstanding after the instruction has been completed.

Post-instruction assessment data help teachers select final, customized interventions to support student learning in identified trouble spots. Student reflection can be a part of the post instruction formative assessment of writing presentations, products, problem-solving techniques, and portfolios. It leads to numerous positive outcomes including increased engagement and development of critical thinking skills such as analysis and evaluation. The effectiveness of this student reflection and self-assessment depends on the teacher's providing clear guidelines on the purpose of the activity or project to be evaluated and identifying the critical content students.

1.11. Practical Procedure to Implement Formative Assessment

The process of formative assessment should be clearly put in its track so that it is translated into practice efficiently and skillfully. Formative assessment should not be seen as an additional burden on the teacher but as a replacement for summative assessment and possible answer for his instructional practices. The point lies in elicitation of various types of evidence relating to students' achievement, teachers' perspectives, classroom practices or any difference in the culture of those classrooms (Torrance, 1993). Classroom assessment should be 'learner-centered, teacher-directed, mutually beneficial, formative, context- specific, and firmly rooted in good practice' (Shepard, 2005, p. 4). The process in the class is the most important element, teachers can use many kinds of methods to assess students' progress and gain knowledge in class through stages of the lesson (Figure 1.1).

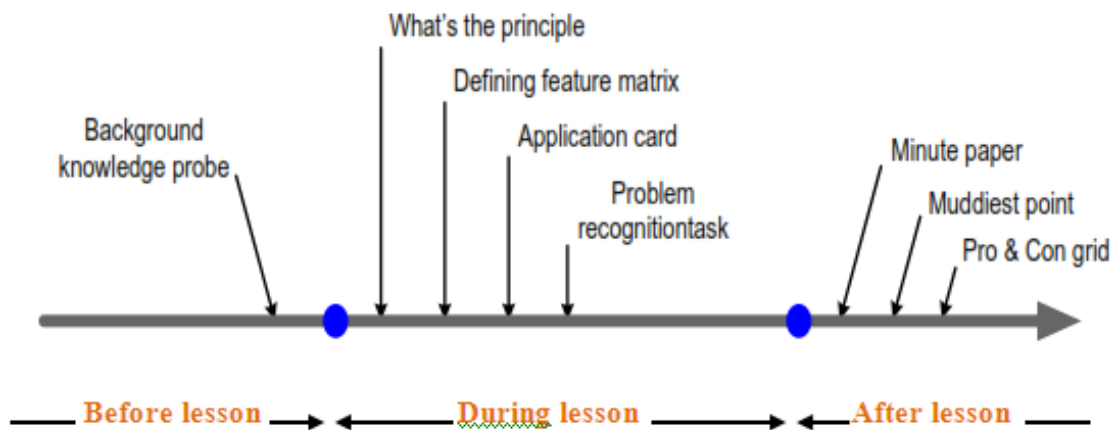


Figure 1.1. Process of conducting a lesson through formative assessment (Greenstein, 2010)

During the lesson, there are many methods used by teachers in supporting their teaching. Teachers utilize a variety of strategies to assist their instructional practices. Authentically these strategies include minute paper, muddiest point, background knowledge probe, pro and con grid, problem recognition task, what's the principle, defining features matrix and application card (Shepard, 2005).

Concurrently, the OECD (2008) has demonstrated several steps to effectively conduct formative assessment such as: Establishment of a classroom culture that fosters interaction, collaboration and the use of assessment tools; generating well-stated learning goals, and tracking of individual student progress toward those goals. In the formative assessment model, teachers are responsible for developing and conveying instructional goals to students in order to help them attain the intended learning outcomes. Teachers should also communicate these goals in learner-friendly language, so students can understand and participate in reaching these goals. They should use varied instruction methods to meet diverse student needs and versatile approaches to assess student understanding. Interestingly, feedback on student performance might be used to actively involve students in the learning process and adjust instruction to meet desired needs. Students should be provided with evidence-based feedback about particular qualities that are linked to the identified instructional outcomes, criteria for success and recommendation on what students can do to enhance their learning (Shaffer, & Thomas-Brown, 2015).

In this sense, teachers traditionally take responsibility for the success of formative assessment, but it is the similar role of students and teachers. Subsequently, students should themselves be fully interested in enhancing their learning. Collecting and utilising feedback remains the core part in the process of formative assessment (Torrance, 2013). These authors have pointed out that teachers and students may have information on what good performance is; how feedback enhances self-assessment; and how it increases interactions between teachers and students (Heritage, 2007). Moreover, feedback should provide opportunities to close the gap between current and desired performance and information for teachers to shape teaching. Feedback is suggested to be a means of providing information allowing teachers and students to be more active in adjusting their current practices. It is not only how they are doing but also taking it for improvement (Sadler, 1983).

Further evidence suggests that teachers should make clear the difference between assessment of learning and assessment for learning which may be a challenge in practice for many. However, there should be different applications for different levels depending on the nature of formative assessment (McMillan et al., 2013). In a professional learning community, to assure the learning targets, the role of giving instruction in training should be highlighted (Stewart 2011). Moreover, Stewart comprehensibly synthesized six specific strategies to implement formative assessment effectively: (1) provide student-friendly learning targets when introducing the lesson; (2) accompany those targets with representative student work samples; (3) provide continuous descriptive feedback – descriptive enough to let students know what to do next; (4) teach self-assessment; (5) help students improve one component at a time in order to keep from overwhelming them; (6) teach students ways of reflection(p.87).

Torrance (2012) has emphasised the role of assessment for learning, and the role of feedback, translating theory of formative assessment into practice. Following the view, Moss, and Brookhart, (2009) proposed a model of evaluation processes in schools and specified the importance of purposes in starting the assessment cycle. Subsequently, the next steps in the cycle are setting of tasks, criteria and standards, evaluating performance, providing feedback and discussion on the impact of these processes on students. Furthermore, these research also emphasized five strategies to encourage teachers' implementation of formative assessment such as rich-questioning, comment-only marking, sharing criteria with learners, and student peer- and self-assessment. Consistently these five strategies were once more emphasized in Black and Wiliam's work (2009), in which they also established three key processes in learning and teaching (establishing where the learners are in their learning, establishing where they are going, establishing what needs to be done to get them there). In their framework, they specify four major topics: teachers, learners, and the subject discipline; the teacher's role and the regulation of learning; feedback and the student-teacher interaction discussed in terms of levels of feedback, the fine-grain of feedback and differentiation; and the student's role in learning. It still necessary to clearly define the term of 'instruction', and focus on providing decisions on assessment which should be better or better founded (Black & Wiliam, 2009).

From another perspective, teachers should have evaluative competence or expertise in having made judgments about student efforts (Sadler, 1998) or have given comments one-on-one or group-based (Black & Wiliam, 2009). Teachers may not be able to bring all of

their students to the same objective, but they may utilize their pedagogical abilities to widen students' horizons so that everyone might achieve his or her own goals that are quite close to the desired outcomes. For efficiency, teachers' explanations for classroom outcomes should be given prior to the course. Fundamentally, it consolidates the first factor in the model of formative assessment that learning outcomes should be shared before starting the course.

Teachers who think they can motivate and engage students in school work have a high level of personal teaching efficacy (Topping, 2010). They are the teachers who can genuinely encourage students to develop learning and expend effort to attain their goals. Teachers' feedback is a significant communication challenge since they are the creators and maintainers of the learning environment, establishing circumstances for students to act independently.

Greenstein (2010) has outlined a cycle to instruct teachers with formative assessment which specifies five stages starting from goals or objectives to design targeted instruction to informed teaching, then analyse data and respond and provide information for objectives and goals (Figure 1.2). Conceptually, this emphasizes the need of creating goals and gathering information on teaching and learning throughout the journey of learning process.

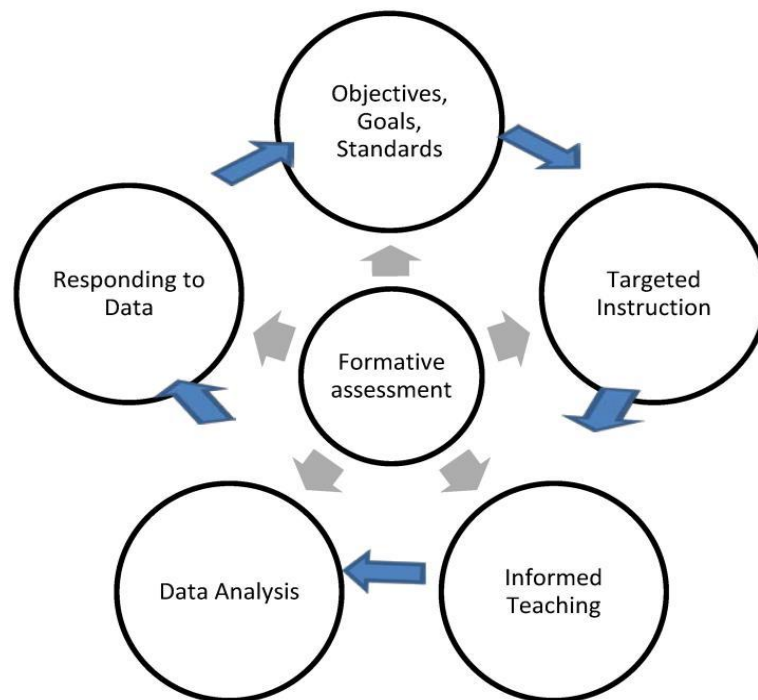


Figure 1.2. The Cycle of Instruction with Formative Assessment (Greenstein, 2010)

1.12. Models of Formative Assessment

A variety of formative assessment models are provided by a number of researchers. According to Harlen (2003) the learning process should be mainly and directly focused on the student. Teachers must be aware of their students learning aims and in which learning stage are they. The formative assessment cycle requires; collecting information about the students learning. Through providing students with experiences, the teacher will be able to collect data about their learning. The following are the distinctive methods of gathering information about the students learning: According to Harlen, After the information is collected, the teacher has to test it according to the intended aim as well as the students last position, then the teacher decides the steps that should be considered to accomplish the learning aim, which is a very important step. After that, the teacher set the plans and strategies that will be tackled to achieve the aim.

According to Harlen (2003), these strategies fall into three categories: "helping students test their ideas, providing access to alternative scientific ideas, and enhancing communication and reflection" (pp. 24-25). Which also relates to feedback, which is very important part during the formative assessment process, because, up to this point the student's ideas are well linked and created as a network due to the experiences that the teacher has already provided. Cowie and Bell (1999), with the help of ten teachers, described a similar framework to Harlen's one, reporting two types: planned formative assessment which includes teachers inspiring, interpreting and acting on the data collected and they carefully explained this type and its purpose.

On the other hand, interactive formative assessment is about the teacher's interactions with the students that is never planned in the classroom, for example, one-to-one, small group, and whole-class discussions. According to them, the process includes the teacher's recognition and response to students thinking during the session. With similar aspects to Harlen and Cowie & Bell approaches, Sheredad proposed a social-constructivist assessment, and to support this, higher thinking should be promoted by the changing of the content and form of assessment. Also, students must have clear vision about the aims that they want to achieve in order to link the classroom assessment to instructions. An important aspect of her framework is the elicitation of students prior knowledge. This helps formative assessment to become an on-going and involving process that can be part of a whole classroom session. She also emphasizes on the importance of feedback and how it's helpful for students to understand new knowledge. The students should be the assessors

of themselves during this process. Because it helps their cognitive skills and increases their responsibility toward their learning. By this, teachers must test and change their practices for a better student learning.

1.13. The Importance of Feedback in Formative Assessment

Hattie and Timperley (2007) asserts that feedback plays a crucial role in formative assessment use. Extensive body of research proves that feedback has a great impact on students' learning and achievement. According to Taras (2005) stated that "feedback is a focal point in formative assessment, "the existence of gap between the actual level of the work being assessed and the required standard"(p.468) .More importantly, feedback is designed to close the gap between their current level of understanding and the desired learning goal which is in turn intends to adjust instruction to meet learners' needs(Sadler,1989).

Feedback can come in a variety of forms, from written comments or judgments in the form of grades or marks to oral responses or gestures to students. Feedback is often is embedded in to the teaching/learning process. Teachers can either plan the feedback to students or it can be a spontaneous process. It is an important component in the assessment for learning process both for the teachers and for the students (Bell & Cowie, 2001).

Feedback plays an important role in assessment. Ramaprasad (1983, p. 4) defined feedback as "information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way". Hattie and Timperley (2007) define feedback as 'information provided by an agent regarding aspects of one's performance or understanding' (p.81). Tomlinson (2014) described feedback as 'an ongoing exchange between a teacher and his or her students designed to grow as vigorously as possible and to help teachers contribute to that growth as fully as possible' (p.11).

Feedback is a keystone in assessment when it is timely (Covic & Jones, 2008; Sadler,1998). Teachers can maximise the effectiveness of feedback by giving it online to facilitate rapid feedback (Yorke, 2003). In contrast, it is likely to have limited effect if feedback is given to students without requiring them to actively interact with it (Rust, 2002). Feedback provided using 'track changes' or 'insert comments' was highly memorable, with one student in a study quoting almost verbatim the wording of some comments (Crossouard & Pryor, 2009).

Black and Wiliam(1998a) meta-analysis indicated that providing feedback on student

performance can improve and accelerate learning. Further, feedback should be qualitative, not just quantitative. Quality of feedback means, “not just the technical structure of the feedback (such as its accuracy, comprehensiveness and appropriateness) but also its accessibility to the learners (as a communication), its catalytic and coaching value, and its ability to inspire confidence and hope” (Sadler, 1998, p.84).

Table 1.1. Categorization of Feedback (Hattie, & Timperley, 2007).

Categorizations of Feedback		
Reference	Feedback Type	Description
Kulhavy & Stock (1989) in Shute (2008)	Verification	Verification involves simply judging whether an answer is correct or not.
	Elaboration	Elaboration involves providing relevant cues to guide the learner toward the correct answer.
Tunstall & Gipps (1996)	Evaluative	Feedback is judgmental being generally positive or negative
	Descriptive	Feedback is task related, focusing on achievement and improvement
Black & Wiliam (1998a)	Directive	This is specific feedback which tells the student what needs to be corrected or revised.
	Facilitative	Facilitative feedback provides comments and suggestions on how to carry out the revision therefore helping conceptualization
Harlen (2006)	Judgmental	Relates to the student or the quality of work in a way that does not states why the work is not good leading to students labeling or comparing themselves with to others
	Non-judgmental	Focuses on the task at hand, offering encouraging comments which help student to think of their work

Substantively, feedback is the crux of formative assessment because it offers chances to students to gain a fuller understanding of their learning progress and encourages them to actively empower their learning in the light of teachers’ feedback (Gardner, 2006). A consistent analysis of research highlights that “quality assessment requires... quality tools for gathering evidence of student learning, sound interpretations of the evidence, and quality uses of the information to guide instruction and provide students with useful feedback”

(Hargreaves, 2005, p. 241). Empirically, formative assessment proves meaningless if not followed by proper, meaningful, constructive, and timely feedback. Arguably, while giving feedback, teachers will have to attentively rethink the information regarding student learning. Authentically, quality feedback should be given on time and be comprehensive so that students can get meaning out of it and know where they stand in relation to the learning targets and in what way they can reach those if they are behind (Brookhart, 2008).

According to Hattie and Timperley (2007) explaining the usefulness of feedback, stating that feedback “should assist students in developing the ability to monitor their learning progress, as well as to judge the quality of their own work” (p. 216). Interestingly, effective feedback would improve students learning outcomes and have a positive impact on their motivation and self-efficacy if students were to incorporate it into their future learning. Sequentially, after providing feedback, teachers should monitor whether the impact of feedback is reflected in student work. As a result of feedback, students will regulate their learning as independent and autonomous learners, and teachers would be able to instill the desired academic behavior in students.

Aschbacher & Alonzo (2006) further explains that the description of feedback is necessary to make any assessment practice useful. First and foremost, it should be clear and simple. Then, students can easily understand what the teacher is expecting from them and what they need to initiate next to enhance their learning. For feedback to be efficient, it should be constructive, especially in the case of low achievers; negative feedback discourages them, and they become defensive and, in some cases, abandon aspiring for further improvement. It helps students to accomplish not only a particular task but future learning tasks as well. Lastly, it should be specific not general. It should explicitly mention what the current position of the students’ understanding is, where the position should be, and how they can reach the desired position. In addition to informing both teachers and students of the next learning step, this way helps students easily identify their strengths and weaknesses and fulfill teachers' expectations.

In addition, quality feedback is claimed to be crucial as an effective assessment method. It is unfair for students when they provide constructive feedback but do not receive constructive feedback from their peers (Wanner & Palmer, 2018). Therefore, students need to understand the quality of constructive feedback to ensure fairness in assessment; this can help increase student motivation and engagement with self and peer assessment. Clark and Duggins (2016) have

indicated the characteristics of quality feedback (see Table 1.2):

Table 1.2. Characteristics of Quality feedback (Clark & Duggins, 2016, p. 11).

Feedback is ...	Feedback is not ...
Direct and honest	Ambiguous and misleading, withheld or avoided due to time constraints, sugar-coated, diluted, or filtered in an effort to protect self-esteem
Frequent	Sporadic, occasional
Clear, specific, detailed action-oriented	Vague, general
Brief, but informative	Lengthy and overwhelming, but empty
Based on observable data	Personally biased
Suggestions, supported with evidence	Advice, not supported by an action plan
Followed by ongoing support and leads to new learning	A one-shot deal
Constructed to elicit a cognitive response	Constructed to elicit an emotional response
Focused on continuous improvement	Focused on single instances
Ultimately intended to help students	Intended to be evaluative
Individualized and thoughtful	Generic and meaningless
Accountability (personal and professional) for both the giver and receiver	Unregulated, unstructured, or consequence-free
Intentional	Accidental, unplanned

It is clear that for successful learning, formative assessment feedback needs to be generated and sorted as well as delivered quickly and also in a form that ‘feeds forward’ to inform further learning (Black et al., 2003). Black and Wiliam (1998) assert that feedback should be given regularly and while still relevant to the task. McCarthy (2017) emphasise the need for this feedback to be timely, meaningful and specific.

In a nutshell, when delivered appropriately, feedback is a valuable tool for accelerating student learning. It positively impacts their motivation and self-efficacy. Practically, teachers should attend to the positivity of their remarks, clarity of descriptions, and suggestions for learning improvement. Most importantly, these elements collectively make feedback productive by enriching students’ understanding and helping them reach their full potential. Lastly, feedback should be provided in a way that not only helps students to accomplish a particular task but also

contributes to their future learning (Bell, 2000).

1.14. Principles of Formative Assessment

Principle of formative assessment could be cogitated of according to Greenstein,(2010) as a decisive part of an going instructional process. The latter stresses how instructive adjustments will be made as learning appears and is convenient with the need to demonstrate validity in terms of assessing performance as pointed at of how data are used (Bransford et al,2002). Years of research has proved that effective instruction counts on many factors, including the style of teaching, objectives, characteristics of knowledge seeker,and the context of learning . Another view brought up by Popham (2008) states that there should be a massive stress in what teachers do with assessment data and how instructional variables may affect the effectiveness of Implementing different changes of the whole process of formative assessment. The whole stress here is on both the content and context of formative assessment. There are several reasons why it has gained its popularity and support as an effective means of improving the learners way of learning.

The data in this section has been segmented into three significant principles. First, formative assessment is learner main target or concentration. Second, formative assessment that is instructionally informative. Third, formative assessment is results based (Greenstein ,2010,pp.16-19). Formative assessment is on purpose directed to a learner it does not, however , put emphasis on how teachers convey the information rather, learners receive the information clearly how perfect they grasp it, and how they apply it with formative assessment. Teachers collect information about their learner's development in learning and use this information to make instructional adjustments (Bransford et al.,2002). Throughout applying formative assessment , teachers show learners how counting on self-assessment could improve the learners learning. Instructional flexibility and learner-focused feedback work together to build confident and motivated learner besides inspiring him or her(Greenstein, 2010,p.16). formative assessment is instructionally formative is about the assesses that teachers do to see if learners understood or made progress towards learning in order to evaluate the effectiveness of their instructional design.

On the other hand, formative assessment is an outcome based shed the light on elaborating the learner and teacher goals to be achieved. Teachers show to the learners how to strengthen their frail areas pointing out their mistakes and errors to be solved and improve their learning cognitive

skills. To sum up, learners formative assessment based up on the quality of learning and how the information is conveyed and its huge effect on the learner to see crucial results that are effective. Joyce, and Showers (1988) states that assessment should include suggestion for screening learners for early indicators of reading delays , diagnosing learners who may not show progress and this late is done through observing their sentence structure the use of verbs adjectives and adverbs to see whether learners have met vital formative outcomes.

1.15. Why Teacher Knowledge of Formative Assessment Matters

It is important to have statistics approximately teacher's understanding of formative evaluation due to the fact information is a precursor to apply. Knowing what a person already is aware of facilitates scaffold what a person wishes to learn (Ausubel, Novak, & Hanesian, 1968, p. 172). General expertise turns into a framework on which new information and mastering may be built. For teachers to efficaciously use formative evaluation, they ought to first have a basis of expertise approximately it. We ought to keep away from coaching information of formative evaluation exercise till we understand instructors have sound expertise base with inside the huge idea of formative assessment. Then, as instructors try and enact the factors of formative assessment of their coaching exercise, they may be capable of constructing connections from what they realize approximately formative assessment to how they use formative evaluation. For instance, if expert teachers begin with the idea that they recognize formative evaluation and start coaching implementation strategies, the lecturers who do now no longer have fundamental know-how will start to make connections among what they are doing and the way it suits into the bigger picture. They will overlook the relevancy of the strategies and could probably be unsuccessful in imposing them in a manner that results in scholar mastering. When the lecturer led expert improvement on formative evaluation, teachers indicated they have been very acquainted with the ideas. Yet, once the teachers talked to their lecturers individually, they determined their understanding base turned into now no longer as robust as they believed. In addition, ascertaining one's cutting-edge understanding permits for the right stage of assist to be given.

1.16. Influences of Formative Assessment on Student Learning

The student has been put at the center of formative assessment climate and classroom culture so far in this study of the literature. This section is concerned with the factors that affect student performance, how they approach their studies, and what teaching-learning climate

encourages the most desired approach. A conceptual framework indicating perspectives on student learning was proposed as part of Entwistle's (2003) Enhancing Teaching and Learning Environment (ETL) initiative, which is reproduced below. The consistency of the learning obtained is at the heart of this framework.

Students enter higher education through a variety of pathways, including direct entry from secondary school, return to education, adult learners, and non-direct paths. The value of such a diverse cohort's perspectives in the classroom should not be overlooked. Entwistle et al (2002) cite study habits which have been strongly developed elsewhere may be "inappropriate for higher education" (p.4). One of the many goals of higher education is to help students become self-regulated and autonomous learners. However, previous educational experiences may have focused heavily on teacher instruction and/or rather prescriptive evaluation regimes, all of which are inappropriate in a higher education context. These considerations, as well as the teaching-learning atmosphere in which these insights were gained, all lead to the particular student's approach to learning and studying. Another factor is the strength and control of groups; learning is a social activity, and students have a significant impact on learning cultures.

1.17. The Teaching-Learning Environment

The term "teaching-learning environment" refers to the different principles that affect students' learning both within and outside of the module/course. Course contexts; teaching and assessment content; teachers' values, conceptions of teaching, and reflective practice; teacher-student relationships; and students and student cultures are among the topics included in each module.

In view of the roles of each of the afore-mentioned parties in the process of formative assessment, William (2013) links these to the three pillars underpinning formative assessment, he summarizes his findings into five main strategies:

These strategies demonstrate a change in factor 2 of 'questioning' into the general statement, 'collecting and eliciting learning evidence'. William (2013) has adapted the previous models of formative assessment and allocated each strategy in each agent's responsibilities: teachers, learners or peers (see Table 1.2).

Table 1.3. The five “Key Strategies” of formative assessment (William, 2013, p.16).

	Where the learner is going	Where the learner is right now	How to get there
Teacher	(1) Clarifying, sharing, and understanding learning intentions and success criteria	(2) Eliciting evidence of learning	(3) Providing feedback that moves learning forward
Peer		(4) Activating learners as instructional resources for one another	
Learner		(5) Activating learners as owners of their own learning	

William’s suggested strategies of formative assessment are tightly related to the three main pillars proposed earlier, what is relevant from these strategies is the fact that the process of formative assessment makes every individual in the classroom involved in the teaching-learning process not only the teacher.

In formative assessment, communication and interaction between the teacher and students is of paramount importance, by doing this student become aware of the learning objectives. Moreover, formative assessment should be based on activities and tasks whose main aim is to diagnose students’ level. The final step in the process is feedback which is generated by both teachers and peers; the feedback provided is relevant to students’ level and aims ultimately to improve it in relation to the discussed learning objectives.

1.18. Characteristics of High Quality Formative Assessments

There are several fundamental conditions that formative assessments should follow in order to offer reliable information, regardless of the level at which they are done and used. Six criteria were presented by Herman and Baker (2005) to establish the validity and usefulness of formative assessments. These criteria are as follows:

- 1- alignment to standards, which define the knowledge, concepts, and skills that students should learn at each level;
- 2- diagnostic information on students' academic performance, as well as why they are doing at various levels and what can be done about it. For English language learners, this part of performance evaluation is critical since their English competence impacts their success in content-based learning. This information can assist teachers in facilitating student learning

in the English language by reducing the needless linguistic complexity of instructional materials that students struggle with;

- 3- fairness for students from different cultural and linguistic backgrounds.

However, variables such as unnecessary linguistic complexity and cultural factors may introduce bias into the formative assessment outcomes. These biases may have a greater influence on English language learners than on any other student group. All sources of bias should be recognized and managed in order to give a fair evaluation for all students;

- 4- They have high reliability and validity, which means they give reliable information on what pupils know and can do. All causes of measurement error, including biases owing to linguistic and cultural variables, should be recognized and addressed to guarantee the validity of formative assessment for English language learners. For example, if the items on a mathematics practice have a complex linguistic structure, then the practice measures not only the construct relevant to the purpose of the practice, it also measures a construct that is irrelevant to the purpose of the practice (language). Thus, linguistic factors may seriously affect the validity of inferences drawn using this assessment;
- 5- utility; that is, formative assessment should provide useful information for teachers, students, and parents;
- 6- feasibility of formative assessment, many teachers consider formative assessment to be extra work and believe that there isn't enough time in class to accomplish it. High-quality formative assessment, on the other hand, informs and integrates education; it provides instructors and curriculum developers with crucial information for the design of successful teaching. (p.28) .

If formative assessment matches the qualities listed above, it will have a significant impact on students' learning.

1.19. Formative Assessment in Action

The majority of teachers are familiar with summative assessment, but only few recently are aware of formative assessment and the evidence of its positive, large-scale impact on student learning (e.g., Black & Wiliam, 1998). I distinguish three kinds of formative assessment—(a) “on-the-fly,” (b) planned-for-interaction, and (c) formal and embedded in curriculum (Figure1.2)—

and illustrate them with examples.



Figure 1.3. Variation in formative-assessment practices (Black & Wiliam, 1998).

1.19.1. On-the-Fly Formative Assessment

On-the-fly formative assessment occurs when “teachable moments” unexpectedly emerge in the classroom. These kind of assessments occurs spontaneously during the course of a lesson. For example, a teacher listening to group discussions hears students expressing misconceptions about learning concept she has been teaching. She then changes the direction of her lesson to provide a quick “pop-up” lesson. The pop-up lesson enables the teacher to clear up the misconceptions before proceeding with her planned instructional sequence. Such formative assessment and pedagogical action (“feedback”) is difficult to teach. Identification of these moments is initially intuitive and then later based on cumulative wisdom of practice. In addition, even if a teacher is able to identify the moment, she may not have the necessary pedagogical techniques or content knowledge to sufficiently challenge and respond to the students (Heritage,2007).

1.19.2. Planned-for-Interaction Formative Assessment

In contrast to on-the-fly opportunities, planned-for-interaction formative assessment is deliberate. In planned-for interaction, teachers decide beforehand how they will elicit students’ thinking during the course of instruction. For instance, teachers plan the questions they will ask during the course of the lesson in order to enable students to explore ideas, and these questions can elicit valuable assessment information. Recognizing the value of information that can close students’ learning gaps, teachers no longer question students, for example, to get a correct answer or to “keep the show going,” but rather plan in advance the kinds of questions that will maximize their acquisition of information needed to close the gap. That is, teachers come to realize in applying newly acquired formative assessment techniques the value of good questions and spend time planning these pedagogical moves prior to class (Black, Harrison, et al., 2002).

1.19.3. Formal Embedded-in-the-Curriculum Formative Assessment

Teachers or curriculum developers may embed assessments in the ongoing curriculum to create more deliberate “teachable moments.” Simply put, assessments might be embedded after every three or so lessons to make clear the progression of sub-goals needed to meet the goals of the unit and thereby provide opportunities to teach to the students’ problem areas. In its more sophisticated design, these assessments are based on a “theory of knowledge in a domain,” embedded at critical junctures, and crafted so feedback on performance to students is immediate and pedagogical actions are immediately taken to close the learning gap. There are two kinds of curriculum-embedded assessments, those that teachers and curriculum developers embed in the ongoing curriculum to solicit feedback at key points in a learning sequence and those that are part of ongoing class-room activities. Similar to planned-for-interaction formative assessment, formal embedded formative assessment may not come naturally to teachers. They need to develop the capacity to use these assessments and the teachable moments they create to improve student learning. One possible means for improving this capacity will be presented below (Heritage,2007).

1.20. The Use of Technology in Assessment: Digitalized Assessment

Tools and strategies can be designed and developed within the field of education. Wiliam and Black (2003) argued that development of formative assessment depends on the development of new strategies and tools. According to Looney (2010), the integration of ICT can be an effective tool to generate relevant information for large-scale performance-based assessments, as well as to facilitate classroom-based formative assessment. The new strategies and tools can be used by students to learn, and by teachers to help the students learn. New strategies are argued to make it easier for students to learn interactively and through distance learning; whereby students conduct online research, and can communicate subject information and assessment via emails with their teachers and peers. This encourages group discussions and group work; whereby students communicate via the internet and discuss assessment tasks. Reeves, Herrington and Oliver (2004) argued that students work together online to solve complex problems. Technology has made it easier for students to communicate and do assessment activities such as problem-solving and group work which are part of formative assessment resources.

ICT-based methods can also help improve equity in assessment by being sensitive to the needs of particular groups such as second language learners or students with special educational

needs (OECD, 2013). With the quick advance of new technologies, new and wide doors opened and free opportunities offered to provide assessment formats which can help to comprehensively capture complex key competences (Johnson et al., 2014; Redecker, 2013). Teachers should be provided with new and improved technology facilitation tools and strategies (computers, internet, and power point presentation) to facilitate a module. For example task presentation as one of the assessment strategies combines different tools whereby students can organise a presentation and also submit the hardcopy of their presentation. The internet is used by students as an instrument to collect objective information (Beatty, & Gerace, (2009). Examples such as the interactive whiteboard, liquid crystal display projection panel, projector, and video scan converter are hardware, which facilitate the sharing of information mostly to large groups. It does not take the role of a facilitator but provides structured learning and supports students' learning.

The increasing use of ICT in teaching and learning implies new models of assessment. For instance, the OECD (2016) reports that technology significantly facilitates the use of formative assessment because it allows immediate feedback for both learners and teachers, and ensures the learner's participation. In turn, this can enhance better targeted teaching and engaged learning. Technology can help measure complex skills such as reasoning or problem solving through measures such as essays, blogs or virtual learning environments (Ramirez-Corona et al., 2013).

Computer feedback can also help continuously develop writing skills. Binkley et al. (2012) describe two key strategies for the use of ICT in assessment: 1) to deliver traditional assessment more effectively and faster; and 2) a 'transformative' strategy that aims to use ICT to change the way competences are assessed and find effective solutions for assessing transversal skills, which were difficult to assess with traditional methods. In this section we will concentrate on the latter strategy.

Charman (1999) argues that, technology can substantially help students and teachers whereby formative assessment of skills, knowledge and understanding can support student to learn. The use of technology in assessment could help teachers to review assessment as a gift. Computers can be used to facilitate the subject and topic whereby the teacher will connect to LCD projectors to present information to students. Assessment and feedback should no longer be seen as a problem because computers facilitate the presentation of mark lists through spreadsheets, information and activities. Assessment activities such as problem-solving,

presentations, writing reports, researching information from internet and accessing tutorials can be done electronically by the students (Wiliam & Leahy, 2007). Students need to be taught how to operate these technological tools before using them in assessment and presenting their work to the university academics.

The online assessment strategy is a powerful tool that offers teachers and students with integrated instruction tools. Online education benefits the student-centered approach to facilitation because materials and assessment are structured for a particular benefit to settings and students (Bisman, 2009). Computational questions also provide answers whereby students can check their answers especially when doing self-assessment. Online assessment tracks students' progress, offers context-sensitive help to students creates assignments and prepares and presents class presentations (Dufresne, Gerace, Mestre, & Leonard, (2000). There are challenges with using computerised strategies to assess students. The main disadvantage of using computer-based formative assessments is that they are dominated by multiple-choice questions (Wiliam & Leahy, 2014).

Through computerised formative assessment, the teacher will be able to diagnose students' misconceptions, polling the class about their knowledge, record students' writing processes, provide formative feedback on students' results or submissions, and observe assignments of students while they are doing the assignments (Wiliam & Leahy, 2007). Online formative assessment strategies help to measure learning outcomes and knowledge application. Online assessment helps the facilitator in reviewing self-test, evaluates in-depth discussion and questions asked by students (Robles & Braathen, 2002).

1.21. Challenges to the Implementation of Formative Assessment

The effectiveness and the impact of formative assessment for student learning and its usefulness in improving educational quality were demonstrated in the preceding sections. However, the attention have to be paid that the formative assessment process is relatively new in Algerian Higher Education context, and its implementation may be hindered by a variety of challenges. It is crucial to understand what elements might impact formative assessment implementation and make it less successful. Therefore, a number of studies have investigated challenges that may influence the implementation formative assessment in the classroom which will be displayed in this section.

Teachers are seen as crucial change agents in the implementation of any new educational policy. Teacher knowledge is the biggest factor in the implementation of formative assessment. Because they may have little or little prior experience and understanding in applying formative assessment, the success or failure of adopting formative assessment may be heavily reliant on teachers' expertise and understanding. Teachers who did not understand the concept of formative assessment or how to implement it because they lack knowledge and training in formative assessment, hence; they will not be able to implement assessment tasks efficiently.

Furthermore, teachers are unable to successfully construct learning situations and prompt students' thinking due to a lack of professional understanding on formative assessment (Heitink et al., 2015). According to Black and Wiliam (1998b) and OECD (2005), teachers need to be equipped with professional development opportunities focused on formative assessment. Briefly put, unprepared teachers are unable to attain the favorable outcomes that formative assessment may provide. As a result, policy makers should guarantee that teachers are professionally trained and supported through the classroom assessment process.

Pham (2014) insists that large class size has an impact on the efficacy of teaching and the learning process. However, large class sizes do interfere with the efforts of teachers to implement educational innovations, such as collaborative teaching or formative assessment. As formative assessment focuses on improving individual student learning based on relevant feedback from different students' needs. A larger number of students per classroom would make it more difficult for the teacher to implement formative assessment efficiently.

Teachers need to spend more time and attention in order to provide feedback. It is stressful and impractical for teachers within the limited duration of time. Arguably, time-consuming nature and the additional workload are the two disadvantages of formative assessment practice.

Additionally, large class sizes and lack of resources in some classrooms, discourages teachers from trying out formative assessment strategies (OECD, 2005). Essentially, with large classrooms, novice or inexperienced teachers are more concerned with classroom management issues and problems than trying out strategies that will help students learn better. Hence, some teachers would prefer more time to use in getting involved with students and other teachers to discuss students' work and how to help them. Hectic school schedules normally leave no time for such activities (Black & Wiliam, 1998b).

Teacher beliefs toward teaching, learning and assessment represent another challenge for implementing formative assessment. An extensive body of research has shown that deeply- rooted beliefs about assessment and its role in teaching and learning remains an imminent obstacle to the use of formative assessment strategies by teachers (Shepard, 2000; Stiggins, 2001). According to Shepard (2000), many teachers rely heavily a lot on summative assessment in the classroom with little emphases on formative assessment. This is thought to result from teacher beliefs which are consistent with principles of scientific measurement; they believe that assessment should be uniform in order to ensure fairness. For this reason they see assessment as official and divorced from the process of teaching and learning (Shepard, 2000).

This is made worse by fears that formative assessment strategies are time-and resource-intensive (OECD, 2005). The fact is changing the cultural beliefs of teachers, which have been handed down from generation to generation, is an arduous task. Therefore, changing teacher beliefs is as demanding as changing student learning. The impact of these beliefs, according to Sitggins (2004), is that students have been discouraged and instead of being motivated, playing little or no role in the assessment process especially as assessment continues to be separated from instruction. According to Shepard (2000), any attempt to change assessment practices making assessment an important part of the learning process must acknowledge the presence of these beliefs.

1.22. Conclusion

Researchers and teachers have critically questions the dominance of summative assessment as inhibiting the goal of lifelong learning, which has led to a rethinking of the role of assessment. The formative assessment use was introduced to support the vision of lifelong learning, where students must learn how to learn, more than what to learn. As it has been highlighted in the introduction to this chapter was to provide a general overview of assessment practices in education and the types of assessment. The form amative assessment has gained international recognition by many researchers and scholars to be an effective and efficient tool in improving students' achievement and outcomes. Formative assessment is identified as the most appropriate and valid form to engage and assess students. The effectiveness of the process is defined by some principles including differentiated instruction and feedback which is regarded as a key cornerstone in the process. Feedback obtained from the formative assessment is characterized as valuable and fruitful

element to give more insights about students' progress in the classroom. There is a variety of formative assessment strategies that are central when assessing students. Formative assessment at higher education is characterized by achieving learning outcomes that address the students' needs and the subject matter to be taught. Formative assessment acknowledges the relevance of assessment during instruction in order to identify and judge students' competences. Understanding and implementing formative assessment practices have varied over time and across contexts which has led to diverse practices and new findings about the effectiveness of formative assessment in different contexts.

**CHAPTER TWO:
Teacher Professional Development**

CHAPTER TWO: Teacher Professional Development

2.1. Introduction	62
2.2. Teaching as a Profession	62
2.2.1. Profession and Professionalism	63
2.2.2 Professional Development Defined	65
2.2.3. Redefining Professional Development	67
2.3. Reasons For Continuous Professional Development	69
2.4. Goals and Aims of Teacher Professional Development.....	70
2.5. Why Teacher Professional Development Matters	70
2.6. Professional Learning Approaches	72
2.7. Approaches to Professional Development.....	74
2.8. Types and Activities of CPD.....	75
2.8.1. Workshops	75
2.8.2. Conferences	76
2.8.3. Research-in-Action.....	76
2.8.4. Book Study	76
2.8.5. Webinar, Podcast, and Online Video Library.....	77
2.8.6. Co-teaching.....	78
2.9. What is Effective Professional Development.....	78
2.10. Factors Affecting the Success of CPD	80
2.10.1. The Context	80
2.10.2. Culture	80
2.10.3. Time.....	81
2.10.4. Financial Resources.....	81
2.10.5. Teachers' Motivation.....	81

2.11. Characteristics of Successful Professional Development.....	82
2.11.1. Content Focus	82
2.11.2. Active Learning	82
2.11.3. Job-Embedded	83
2.11.4. Collaboration	83
2.11.5. Professional Learning Communities	84
2.11.6. Duration	85
2.11.8. Communication	87
2.11.9. Review	87
2.12. A Conceptual Framework for CPD	88
2.13. Teacher Training versus Teacher Development	90
2.14. Challenges of Teacher Professional Development.....	92
2.15. EFL Teachers' Professional Development	93
2.15.1. Focus on Practical Knowledge	95
2.15.2. Teachers' Education can be Changed and Adapted.....	95
2.15.3. Teachers Learn Through Participation, not from Theories.....	95
2.16. Professional Development and Teacher Change	95
2.17. Differentiation of Instruction.....	98
2.18. Teachers' Professional Knowledge for Assessment.....	100
2.19. Professional Development and Student Achievement	101
2.20. Conclusion.....	102

2.1. Introduction

This chapter will broadly review the existing literature about teacher professional development and its impact on teachers and students as well. The literature discusses topics that include professional development for teachers, effective professional learning, professional learning approaches, modes of professional training, and factors affecting the implementation of teachers' professional learning. It highlights reasons for continuous professional development and why these activities matter to the teaching-learning process. Professional development for teachers should be carried out using a wide variety of learning activities such as conferences, workshops, action research, book study, and coteaching that are designed to meet the needs of various situations. Using one or more of these activities depends on numerous factors such as professional learning objectives, situational characteristics, program design, implementation, and available budget. This chapter also explores the basic tenets of successful and effective professional development like content focus, job-embedded, duration, coherence, communication, and review. It concludes by the factors affecting the implementation of professional development and the challenges that encounter teachers and policymakers when carrying out this process.

2.2. Teaching as a Profession

Richards and Lockhart (1996) highlight that profession is a recurring concern regarding language teaching, teachers, and institutions. However, language teaching is not widely recognized as profession with distinct features, as requiring skills and training, as being a life-long and giving a high degree of job satisfaction. The person who is qualified in these aspects is professional. Quite similarly, Guskey (2002, p.37) states that a "professional" is someone in non-manual occupation who is highly trained, skilled and self-disciplined. Similarly, a professional is a person who has legal right to govern his/her daily work affairs.

Broadly speaking, the professionals such as actor, pilot, engineer, teacher etc. whose competence entails not only skill and knowledge but also the application of highly sophisticated judgment and whose study is extensive and lengthy often university based with practical experiences. Regarding teaching as a profession, there is a hotly debated issue about whether teachers are professionals or workers? And whether teaching is a special profession or just an occupation to survive? However, over the last few decades teaching has been accepted as a profession. Morrow (2003) argues "Teaching professors, doctors, engineers and lawyers etc. are

regarded as professionals” (p.7). He further states that the professionals execute tasks involving not only skill but also expertise. As a professional, the teacher is heavily responsible to bring about change in the way students do things as they complete task after they receive instruction. In a broad sense, the teacher is a critical component of the overall educational system as they are at the heart of that system.

As a result, teachers should be experts in their field. It is highly recommended that professionalization of teachers is also seen to be important for meeting their demands as well as the needs of the entire educational system. Individual teachers' levels of professionalism in their job are determined by their personal working conditions, professional goals, and attitudes, as well as the career opportunities accessible to language teachers in their community.

Richards and Lockhart (1996) argued that the teachers teaching English viewed language teaching as a profession and they themselves were professionals. In their research, the teachers also reported that they were willing to assume professional responsibilities that they can take charge of their teaching, and that they can improve the learning outcomes of their students. They shared common view towards the language they taught, stressing its value and importance in their community for education, career and business communication. They argued, “All teachers do not think of teaching as a profession” (Richards and Lockhart,1996, p.40). They discovered several teachers who described language teaching as the most hated and rejected profession. Thus, the teachers engaged in teaching profession may or may not be satisfied with their job.

2.2.1. Profession and Professionalism

The idea of ‘a profession’ stems from the Latin word *profiteor*, and means to progress in the sense of having expert knowledge but also with the connotation of taking an oath or making a formal commitment (Knight, 2002). The roots of this word may be traced back to two of the most distinguishing features of professions: competence and ethics, which can be viewed as the definition's core.

There is a great deal of consensus on what constitutes a profession. For example, Borko (2004) states that a professional has a ‘professional association, cognitive base, institutionalized training, licensing, work autonomy, colleague control... and code of ethics,’ (p.208) and ‘high standards of professional and intellectual excellence’ (p. 221). Additionally, Brown (1992) asserts this understanding of members of a profession by defining them as

‘workers whose attributes include a high degree of systematic knowledge; strong community orientation and loyalty; self-regulation; and a system of rewards defined and administered by the community of workers’ (p.19).

Craft (2002) argues that a profession can be described as: “a paid occupation, especially one that involves prolonged training and a formal qualification, with a high degree of systematic knowledge, a collective or service orientation, a development of trust which comprises implicit codes of behaviour, *esprit de corps*, and shared commitment to ongoing learning among its members” (p.23)

According to Eston (2008) a professional is a member of a profession. The term also configures the standards of education and training that prepare members with the particular knowledge and skills necessary to perform the role of that profession. Additionally, the majority of professionals are subject to stringent codes of conduct enshrining rigorous ethical and moral obligations. Professional standards of practice and ethics for a particular field are typically agreed upon and maintained through widely recognised professional associations.

Professionalisation from the perspective of Reeves, (2010) is “when a profession arises when any trade or occupation transforms itself through the development of formal qualification based upon education, apprenticeship, and examinations, the emergence of regulatory bodies with powers to admit and discipline members, and some degree of monopoly rights” (p.689). This implies two closely related aspects. On the one side, knowledge and skill play a central role in a particular specialization. On the second hand, knowledge and skills are shaped by education, training and experience which are all fundamental requirements of the profession. Sometimes, the qualification is licensed, and then the exercise of discretion based on competences is central and deserving of special status. This can be further interpreted in the sense that professionalization is intended to promote professionals own occupational self-interests.

McConnell (2004) states that a mature profession includes the following elements: initial professional education; accreditation; skills development; certification; licensing; professional development; professional societies; and code of ethics. Within these elements, an element attributed to a profession can be independent of another element. In other words, a profession may have a ‘certification’ but not a ‘licensing’ element, but the more elements applicable to a profession, the more mature the profession is. In the teaching profession, however, Craft (2002)

indicates that teacher professionalisation is the outcome of on-going professional development, and that this shapes it into a mature profession.

According to Richards and Lockhart (1996), profession is a recurring theme in language teaching. The terms profession and professionalism are intertwined to each other. A person cannot be professional who does not have all the essential qualities and expertise which a profession needs. Arguably, a profession is a job, vocation, or career that requires specific knowledge of a subject matter, field, or science. It necessitates extensive academic preparation and official training that is certified at the end with diploma or degree (Darling-Hammond, 1998). Different activities take place in a profession. A professional activity involves systematic knowledge, proficiency and expertise. Teaching as a professional activity, needs some important qualities and experience with its professional. Darling-Hammond (1998, p.5) has defined the following criteria on which a professional should have an expertise:

- A basis of scientific knowledge
- A period of rigorous study which is formally assessed
- High standards of professional conduct and,
- The ability to perform

Thus, any professional teacher in ELT should have all these qualities to perform in his profession. Hence, having all these qualities and being an expertise in these areas is called professionalism.

2.2.2 Professional Development Defined

This concept relates to teachers' improving their practices and teaching skills. It highlights that teachers can make professional changes and develop their expertise through activities that are commonly defined as both formal and informal professional learning activities. Day(1999) states that the idea of 'profession' stems from the Latin word *profiteer*, and means to progress to have an expertise in the field and having self-commitment to grow professionally. The term "professional development" is defined by the National Staff Development Council (NSDC) to mean "a comprehensive, sustained, and intensive approach to improving teachers" and principals,, effectiveness in raising student achievement, and may be supported by activities such as courses, workshops, institutes, networks, and conferences" (Wei, Darling- Hammond, Andree, Richardson & Orphanos, 2009, p.4).

Carrington and Robinson(2002) point out that teacher professional development refers to the process, practices, and opportunities offered to teachers new insights to develop and accumulate knowledge, approaches, skills to improve their efficacy, effectiveness, and empowerment in the classroom. Put it another way, it is the critical enhancement of teachers' whole knowledge reservoir from the subject matter, teaching practices, techniques, methodologies, and pedagogy.

There is an abundant body of research in the area of teacher professional development. Craft (2000) acknowledges that a plethora of notions is cited when referring to professional development. Terms like teacher development, teacher training, in-service education and training(INSET), and continuing professional development(CPD) are often used to refer to the ongoing learning of teachers. sometimes these terms are used interchangeably. Corcoran (1995) confirms professional development as “the full range of activities that affect how teachers learn how to teach and how they mature intellectually and grow professionally” (p.1) According to the American Federation of Teachers (2002) only through well-designed and planned processes for teachers can produce desired results in classroom practices, can improve teacher's abilities for lifelong learning and professional growth which in turn can lead to desired student outcomes. King and Newmen (2008, p.86) assert that “educators as agents of change and taking the leading role in the teaching-learning process and the climate of learning, it is clear to assume that improving teachers' knowledge, skills and dispositions is one of the most critical steps to improving learner achievement”.

Additionally, Steyn (2002p.16) affirms that teachers are asked to improve their performance in their classrooms and this justifies the urgent need for professional development of educators to ensure that goals are attained and the quality of teaching is achieved and the performance of the learner reached. Coetzer (2001) declares “CPD refers to any activities aimed at enhancing the knowledge and skills of teachers employing orientation, training and support” (p.78). the development is likely to affect the attitudes and approaches and therefore contribute to the improvement of the quality of the teaching and learning process.

Day (1999 p.219) claims that CPD encompasses all activities and practices that are intended to the benefit of educators, students, and school as a whole and that contribute to the quality of education in the classroom. Teachers as the catalyst for change are invited to review,

renew, quest, and extend their horizons by which they acquire and develop critically their knowledge, skills, and emotional intelligence essential for good professional thinking, planning, and practice

Blandford (2001) cited the main aims of professional development as follows:

- To increase the range of teachers' implementations
- To meet the students' needs concertedly or individualistically by giving feedback about their experiences, researches, and implementations
- To contribute to the school's professional life
- To keep the information about current educational practices alive
- To take into account the educational policy and try to raise standards
- To increase teachers' knowledge of society and communication technologies

Professional development refers to the development of a person in his or her professional role. According to Glattenhorn (1987), by gaining increased experience in one's teaching role they systematically gain increased experience in their professional growth through an examination of their teaching ability. Professional workshops and other formally related meetings are a part of the professional development experience (Stevens, 2008). Much broader in scope than career development, professional development is defined as a growth that occurs through the professional cycle of a teacher (Glattenhorn, 1987). Moreover, professional development and other organized in-service programs are designed to foster the growth of teachers that can be used for their further development (Crowther et al, 2000). One must examine the content of those experiences through which the process will occur and how it will take place (Ganzer, 2000; Guskey, 2000).

The term Continuing Professional Development (CPD) usually refers to a range of activities that support the development of teachers after they have qualified and throughout their careers. Stewart (2014) defines CPD in the following terms: The maintenance and enhancement of the knowledge, expertise, and competence of professionals throughout their careers according to a plan formulated with regards to the needs of the professional, the employer, the professions, and society.

2.2.3. Redefining Professional Development

As a result of recognizing the prevalent models of professional development, identifying

the attributes of high quality professional development, and understanding the challenges of measuring the effects of professional development on teacher practice and/or student achievement, developing a working definition of professional development, as it relates to this action research study is necessary. Yoon, et. al. (2007) defines professional development as “that which results in improvements in teachers’ knowledge and instructional practice, as well as improved student learning outcomes” (p. 3). Importantly, researchers indicate a trend that moves away from professional development to a more comprehensive shift toward professional learning. Though one may argue the relevance of a name change, It is believed that professional development signifies an event that begins and ends, with or without a focus; whereas, professional learning implies continuous growth and improvement. Learning Forward (2011) qualifies the reason for the change:

By making learning the focus, those who are responsible for professional learning will concentrate their efforts on assuring that learning for educators leads to learning for students. For too long, practices associated with professional development have treated educators as individual, passive recipients of information, and school systems have expected little or no change in practice. (p.13).

Wei, et. al. (2009) affirms the shift in language. These authors emphasize that professional development is recognized as an activity that takes place, whereas, professional learning recognizes learning as a complex process. Avalos affirms the complexity of professional learning:

Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change. All this occurs in particular educational policy environments or school cultures, some of which are more appropriate and conducive to learning than others(Avalos, 2011, p. 10).

Shifting away from a development model to a comprehensive learning model allows teachers to recognize the necessity of the connectivity of their learning to their practice which should result in student achievement. In summary, researchers have identified dominant models of professional learning for teachers, proposed attributes for effective professional learning, and illuminated the challenges that researchers face in measuring the effects of professional learning

on changing teacher practices and/or student achievement.

2.3. Reasons For Continuous Professional Development

CPD is important for several reasons. It enhances teachers' ability to evaluate and act efficiently in situations where critical judgment is required, for instance, about changes in curriculum, subject knowledge, pedagogical knowledge, and technology (Morewood, Ankrum, & Parsons, 2016). As Bailey et.al, (2003) point out, teachers play a double role in this process: as agents for change and as one of the variables that need to be changed. By the same token, Darling-Hammond (1994) argues that CPD is a key element in developing the learning and teaching processes; it also plays an essential role in promoting quality (Guskey, 2002).

CPD is important for both newly qualified teachers and teachers who have recently arrived in the institution. New graduates are in particular need of guidance and support to act appropriately about the issues they may encounter in the new context (Clair, & Adger, 2000). The same applies to teachers transferred from one school to another or when teachers are promoted to a new post such as Senior Teacher or Coordinator. These examples are relevant to the Colleges of Applied Sciences (CAS) context, where new teachers, both foreign and local, are recruited every semester. Staff entering these posts need support to function effectively. Ongoing development is required for all teachers both new and old to keep themselves updated and to cope with the local and international change (Buczynski, & Hansen, 2010). In the course of their career, teachers meet successive generations of learners; CPD allows them to respond to the changing needs of each generation.

Some of the goals of CPD focus on the development of the individual; others on institutional improvement; the links between the two are strong. Scholars such as Fraser, Kennedy, Reid and McKinney et al. (2005), Day (1999) highlights the importance of teachers' growth as individuals since they are the agents of change which may lead directly or indirectly to improved learning outcomes for students (Newmann, King, & Youngs, 2000). Capacity building in this context focuses on developing knowledge and skills that are required for new practices (Mangin, 2014). By the same token, writers such as Guskey (2002) and Day (1999) point to the implications for the institutional improvement of the changes in classroom practice and teachers' beliefs and attitudes. The three main objectives of CPD, then, are teachers' growth as individuals, students' learning outcomes, and overall institutional development.

2.4. Goals and Aims of Teacher Professional Development

Another aspect of teacher development is the goals or objectives that make educational institutions or individual teachers actively engage in professional development activities. One much agreed on goal or aim of continuing professional development and learning of teachers is improvement of the education and learning opportunities for students (Craft, 2000; Guskey, 2002). In addition to improving students' learning, professional development for teachers aims at changing and improving the current practices, notions, knowledge, and opinions to make them reach the required standards (Guskey, 2002; Johnson & Christensen, 2012). Schmoker (2012) talks about developing expertise in teaching. She points out that teachers need to continue on pursuing knowledge and growth in order to achieve their goal of being experts in their field. Professional development is a long process that teachers need a wide range of ongoing opportunities to hone their skills and practices for the benefit of student achievement and teacher development.

2.5. Why Teacher Professional Development Matters

Professional development matters because:

- It introduces teachers to new material that others are trying in their classrooms
- It helps to spread best practices in education
- It helps to give new teachers more practical knowledge
- It helps to keep the spark a glow for seasoned teachers
- It allows teachers to collaborate with others

(Speck, & Knipe, 2005, p.23).

Numerous researchers claim the necessity of professional development for teachers. For example, Smith and Gillespie (2007) point out that continuous professional development improves in-service teachers to become familiar with the cutting edge methodologies and resources that better equip them to face the challenges which they encounter in the field. In the same line of thought, Stewart (2014) confirm that teacher development is a critical factor in improving teacher instruction, as well keep abreast of the latest updates in their subject matter. Furthermore, Mizell (2004) affirms that continuous development for educators is needed to reach students' needs and aspirations.

A meaningful reflection on the experiences of teachers in their unique classroom contexts

is necessary to bridge the gap between educational theory and pedagogical practices. Glattorn (1995) mentions that teacher professional development growth is a result of pedagogical experiences gained over time and re-sharpening his teaching practices systematically.

According to TALIS (Teaching and Learning International Survey program) report, 80 percent of teachers worldwide manifested a need for professional development. Arguably teachers need to improve teaching outcomes, they highly need professional development. Assuming that the effectiveness of teaching can be directly linked to pedagogical growth of teachers, Hunt and Touzel (2009) reveal that “reflective practitioners recognize and possess the skills, competencies, and knowledge essential to effective practice and recognize that they must continually seek to further develop their abilities to achieve and maintain high levels of effectiveness” (pp.6-7).

The most critical challenge for teacher education is the limited conceptual knowledge of many teachers. In other words, teachers lack the full grasp of their content knowledge and this latter leads to fatal errors in content and concepts during teaching sessions. The teacher's duty is not only restricted to teach but also to facilitate the learning process for his students to develop new skills (Rodriguez, 2005). Teachers as intellectuals and agents of change whose main role is to educate themselves and their students through self-reflection and progressive efforts to back up their practice and potentially respond to the urgent challenges and issues in their field.

Furthermore, like Campbell, McNamara, and Gilroy (2005) rightfully put it, “teaching today takes place in a world of rapid development and educators are expected to meet high standards of teaching and raise the levels of achievement in schools and colleges” (p.13). In this point, Goh (2016) agrees that teachers in this era need to be well equipped to meet the emerging needs as well as the evolving challenges of today's classrooms.

The significant and positive impact of professional development is countless on all sides of the world of education. This impact can be categorized in three-fold perspective: Evidence shows that professional development has tremendous effects on teachers' instruction to name a few teachers' beliefs, behaviors, and practices. Bubb and Earley (2007). supports the relationship between teachers' beliefs and their practices as follows, “moving back and forth between change in belief and change in classroom practice” (p.6). As the effects of teacher professional development on students' learning are considered, a huge body of research matches the higher levels of student achievement with qualified and professional teachers as stated by Darling-

Hammond (1999) “investments in teachers' knowledge and skills net greater increases in students' achievement” (p.32).

As a matter of fact, for teacher efficacy and students success; educators require to learn new techniques and gain a better understanding of the subject areas taught. Professional development provides an avenue for educators to improve their teaching practices (Lawless & Pellegrino, 2007). In practical terms, teachers must have an insightful understanding of the subject(s) he or she teaches, can communicate this information to students and encourage higher-level thinking in the classroom (Garet et al.,2001). Professional development offers opportunities for teachers to obtain a broader and deeper skill set of the subject areas taught (Lawless & Pellegrino, 2007). In addition, these activities allow educators to develop strategies for implementing new teaching practices in the classroom.

2.6. Professional Learning Approaches

There is a huge body of international research about the approaches towards the professional development of teachers. Borko (2004) puts the critical key elements which provide a framework for any formal professional development system are the program, the learners, the facilitators, and the context in which professional development takes place. In Figure(2.1) the elements are portrayed :



Figure 2.1. Elements of a professional development system (Borko, 2004, p. 4).

Teachers' professional development activities can be categorized into two main categories: traditional and reform approaches. The traditional approach asserts that there is insufficiency in teachers' knowledge and skills which can be fixed through opportunities and activities by inviting well-qualified trainers to improve the instructional practices of teachers through increasing their knowledge and skills (Melville & Yaxley, 2009; Hofman & Dijkstra,2010).

Traditional approaches encompass workshops and formal training sessions. For example,

this workshop may take one day which aimed to improve the lesson planning skills of language teachers. In this kind of workshop, teachers receive valuable feedback where they can identify learning outcomes, formative assessments of students' learning. In the second part, the reform approach emphasizes the context of the teaching environment and the needs of the students. Teacher professional learning activities are often held at schools and offer hands-on assistance to support the implementation of new approaches and continued change within the school (Armour & Yelling, 2004).

Reform approaches include a wide range of learning activities such as mentoring, coaching conferences, and collaborative seminars where teachers can share their expertise and ideas around teaching practice (Borko, 2004; Hofman & Dijkstra, 2010). Additionally, informal learning can support the reform process. For example, by performing regular tasks at work, teachers can observe the performance of peers or engage in one-to-one conversations about daily teaching practices and problems. These informal tasks can play an important role in improving teachers' skills (Livingstone, 2001). They can also lead to the development of teacher networks or action research projects where teachers methodically cross-check school processes or teaching practices (Hofman & Dijkstra, 2010).

Clarke and Hollingsworth (2002) introduce a different model of the professional growth of teachers. It is a model with multiple entry points and growth pathways. Clarke and Hollingsworth assert that teacher change is motivated by more than just student outcomes: teacher change is a personal process and provides teachers with opportunities, tasks, and activities to grow professionally in a way that individuals find most practical. As summarized in Figure 2 the model takes into account both external and internal influences on teaching practice, seeing teaching and learning as a complex process.

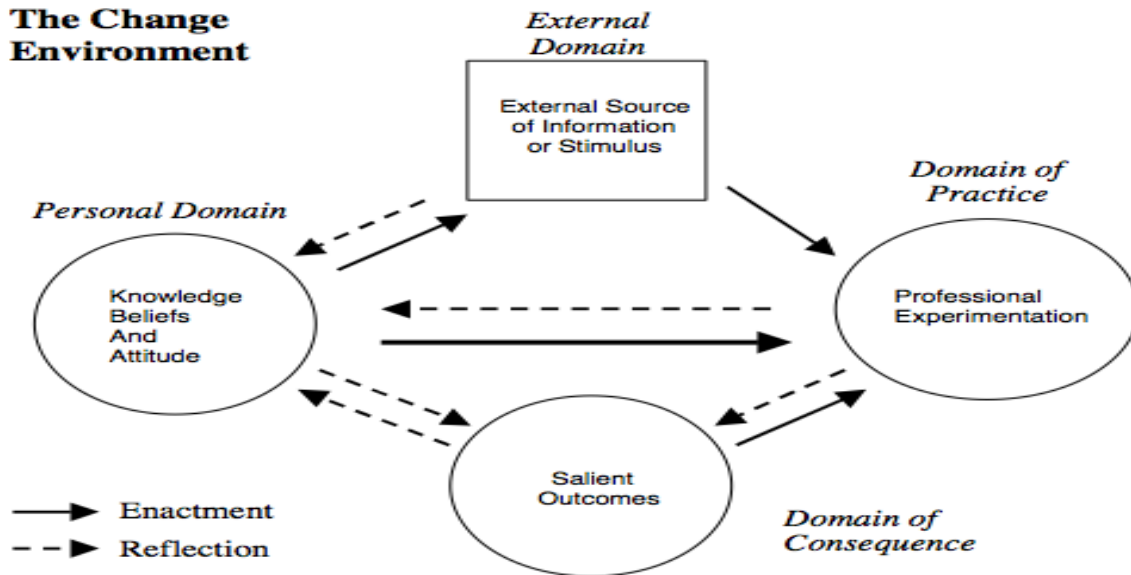


Figure 2.2. Interconnected model of professional growth (Clarke & Hollingsworth, 2002, p. 951).

2.7. Approaches to Professional Development

There is a wide range of international research about the approaches towards the professional development of teacher educators. Easton (2008) introduces the terms off-job and on-job learning about professional developmental processes. Off-job learning is formal learning that takes place in contexts other than the regular workplace, for example, enrolment in formal studies for advanced degrees.

Smith (2010) agrees that formal studies benefit the professional development of teacher educators. She describes how several countries have initiated steps to improve the quality of teacher education, an example of which is the requirement for teacher educators to hold advanced academic degrees, at Master's degree level or above, and, in many contexts, also at the Ph.D. level. Research has identified that the approaches that teacher educators select for their professional development normally reflect their preference for professional learning. For example, Loughran (2007) believes that self-study should be a daily activity for a teacher educator: 'Self-study as a formal approach to research seeks to increase the understanding of oneself; teaching; learning; and to develop the knowledge of these' (p. 9). Smith (2010) argues that teacher educators who present papers at conferences not only get new insights from other researchers but also have the viability of the outcome of the learning process and their knowledge tested.

Desimone (2011) praise feedback from colleagues, as they believe it has a positive impact on professional learning, and in particular on research. Du Four(1999) argues that, as part of the responsibilities of teacher educators, conducting research can complement the practice part of their work. They may improve their teaching in teacher education through research projects in the local context. In addition, in the ELT context, the role of self-directed learning for teacher educators in their professional development is strongly emphasized. For example, Easton (2008) notes that teacher educators have the task of helping to enhance the professional development of their colleagues at a time of teacher professionalization and that the professional development of teacher educators should be realized by themselves.

2.8. Types and Activities of CPD

There is recognized throughout the world that professional development is generally delivered through a wide range of workshops and conferences, or workshop series, institutes, or coursework offered through colleges and universities. At the heart of this process, teachers grow professionally when they are afforded opportunities to engage in professional dialogue with peers, trainers, consultants, and educators in reflective practice and which in turn can also be critical aspects of their professional needs. However, professional growth must be mindful of the multi-faceted nature of teaching, which involves intellectual work, the organization of work, and emotional work (Hargraves,1998).

2.8.1. Workshops

Workshops can be defined as a variety of activities designed to improve learning, promote discussion, gain new skills and provide fruitful feedback about a given topic. Single workshop sessions or conferences are only effective in building awareness. Longer-term, multiple-session approaches that incorporate follow-up strategies are more likely to bring about actual changes in instruction. The workshop is a brief, intensive course for a small group that addresses problem-solving. Sherman, Kutner, Webb, and Herman (1991) put that workshops usually tackle a targeted topic where the workshop providers may be professional trainers, consultants, or education teachers with weighty expertise in particular areas.

It is worthy to note that the workshop approach is well-suited to practitioners who learn new knowledge from an expert providing information or skill-building in a particular area. It is acknowledged that the two most common underlying assumptions of the workshop approach:

Behaviors and instructional techniques are worth replicating by practitioners; and practitioners can change behaviors and learn to replicate behaviors not previously within their own instructional experience (Glatenhorn, 1987).

Joyce and Showers (1988) affirm this approach to be most effective when it incorporated the following components: theory, demonstration/modeling, practice, feedback, and coaching. Research by Joyce and Showers (1988) shows that when the five components (theory, demonstration, practice, feedback, and coaching) are incorporated into the training, instructors acquire new levels of knowledge and skills, and transfer what they have learned in the workshop to their classroom environment. It is proved that the workshop approach is often the easiest and most inexpensive approach to professional development because it accommodates large numbers of staff.

2.8.2. Conferences

Conferences often encompass workshops and plenary sessions on myriad topics. They may be state-sponsored, day-long events for practitioners, which may be held on a statewide or a regional basis, or meetings of professional associations. Conferences are means to provide teachers, principals, and educators with new opportunities to improve their instruction and schools but also they have chances to actively participate in the sessions and activities by delivering their academic papers (Heystek, Nieman, Van Rooyen, Masoge, & Bipath, 2008).

2.8.3. Research-in-Action

Research-in-Action (RIA) is an innovative knowledge-for-practice professional development strategy that goes a step further than the strategies discussed in the previous chapter. To deepen understanding of the theoretical and conceptual underpinnings as well as the nuts and bolts of implementation, teacher teams visit a school site where the practice they are interested in bringing to their school is currently being widely implemented. The day-long school visit consists of three parts: (1) attending a seminar on the innovation, (2) observing the targeted research-based practice as it is unfolding in the classrooms in that school and (3) debriefing with those teachers whom they observed after the students are dismissed (Efron, & Ravid, 2013).

2.8.4. Book Study

It provides external or outside professional knowledge to teachers. The book study offers

educators a tool that can help them explore and prepare to implement new teaching practices in their classrooms. book studies promote conversations among teachers leading to the application of new knowledge in classrooms powerful enough to improve existing professional skills as well as lead to school change and community building. Book studies are relatively inexpensive and typically, most enjoyable for educators when time is carved out to allow participation, and when a relevant book is selected (Good, & Weaver, 2003).

2.8.5. Webinar, Podcast, and Online Video Library

They can be effective ways to support teacher learning. Like book studies these professional development tools allow educators to learn about the latest research, but in an online, interactive environment rather than through the shared reading of a printed publication. Many professional organizations offer webinars (or seminars over the web) where experts deliver professional information, and teachers are invited to interact with the speakers in an online environment. Another convenience of webinars is that they are often archived and can be revisited at later date by teachers who were unavailable for the initial webinar broadcast (Guskey, 2003).

Podcasts are also online tools: audio or video presentations that can be accessed on-demand. By accessing podcasts, teachers across your school and district can also “click into” timely and helpful professional development sessions tied to school goals and learning needs. Podcasts can be developed by people inside the district, or you can select podcasts from outside providers that target your district or school’s needs. Since podcasts are not synchronous, they can be accessed “24/7” based on the teacher’s schedule. They can be listened to anywhere and at any time. Video libraries are similar to podcasts in that they are available on-demand and are not interactive. For example, the PD 360 Web site is an example of an online library that serves as a robust professional development tool for teachers and administrators interested in hearing about and viewing current innovation in education. School districts can purchase video library subscriptions for their teachers to use on-demand. For example, the 360 PD Web site provides over two hundred hours of research-based video content, plus tools for follow-up tracking, reflection, and group training. Well-known education leaders, including Rick Stiggins, Rick DuFour, and Michael Fullan, offer video segments about research-based innovations on PD 360. Additionally, the speaker segments are complemented by over three thousand classroom examples that allow educators to witness the implementation of best practices (Johnson, Johnson, &

Holubec, 1992).

2.8.6. Co-teaching

Coteaching also provides teachers the opportunity to observe successful instruction modeled in the classroom. Coteaching is the practice of two teachers sharing responsibility for both teaching and learning as they collaboratively plan and deliver the lesson, determine in advance the role each will play in the lesson and reflect together on the teaching and learning that took place after the lesson is completed. Coteaching can take two forms: lead and support and parallel teaching. The lead-and-support approach is characterized by two teachers engaged together in planning and delivering the same lesson, with one teacher providing the primary instruction and the other teacher circulating and supporting. The parallel teaching approach is characterized by two teachers dividing one class in half and each delivering the same lesson to a smaller group of students within the same classroom. In both approaches, by working side by side, co-teaching allows teachers to share professional knowledge (Knight, 2002).

2.9. What is Effective Professional Development

Professional development implies that teachers and educators are in urgent need to update their knowledge repertoire to keep up with the demands of the job. On the other hand, professional learning implies that teachers are widening their current knowledge to understand it on a deeper level through metacognition. Accordingly, Lieberman and Miller (2014) straightforwardly designed comparison of in-service/staff development to professional learning (p.9)

Table 2.1. Comparison between staff development and professional development

Staff Development	Professional Learning
Primarily technical, skills-based work that promotes the application of prescribed skills and occurs in fragmented pieces.	Steady, intellectual work that promotes meaningful engagement with ideas and with colleagues over time.
Involves teachers most often in knowledge consumption through the transfer of knowledge by way of direct instruction.	Involves teachers in knowledge creation through collaborative inquiry into practice.
Relies on outside expert knowledge.	Relies on both inside teacher knowledge and outside expert knowledge.
Focuses on general problems of implementation of new programs and policies and tends toward a one-size-fits-all approach.	Focuses on specific problems of practice and takes into account the experience and knowledge of teachers.

Assumes that teachers will passively comply with the delivery of the content.	Assumes that teachers will actively engage in reflection, analysis, and critique.
---	---

Research has shown that teachers need professional development steeped in their content so the information can be easily assimilated into their already existing instructional settings (Meijer, Oolbekkink, Meirink, & Lockhorst, 2013). Arguably, professional learning is a multi-faceted, much-misunderstood process and the responsibility of institutions to have an insightful vision of how teachers grow professionally to reach and obtain optimal outcomes from their professional development (Clarke and Hollingsworth, 2002).

Teacher change is a necessary part of professional growth for teachers and schools (Clarke and Hollingsworth, 2002). Guskey's (2002) model of teacher change is based on the theory that a change in teachers' beliefs and attitudes will not happen until teachers change their classroom practices and see positive student outcomes. Admittedly, Hodkinson and Hodkinson (2007) argue that learning is about changing the learner "constructing and developing and hopefully improving teachers through engagement with the process of learning" (p. 113).

Guskey's 2002 research figured out that the affective side of teacher change was that teachers who liked teaching more and who felt they were impacting student performance were the teachers whose attitudes and beliefs changed the most during professional development. Guskey also stresses that change is gradual and difficult for teachers. practically, teachers need regular constructive feedback on student learning progress because teaching practices are more likely to be preserved if teachers can see the implementation is successfully impacting students. Guskey also claims that teacher change also requires follow-up, support, and pressure. This support is imperative because anxiety may accompany those moments when teachers attempt to implement newly acquired techniques. While pressure is a necessary part of the change process as teachers engage in trial and error (O'Connell Rust, 2009), one cannot expect teachers to go it alone. Delivering professional development is the easy part, sustaining the change through support is the most overlooked and ignored aspect (Guskey, 2002).

Effective TPD addresses the core areas of teaching—content, curriculum, assessment, and instruction. All TPD projects should:

- Address teacher and student needs via approaches that are appropriate for conditions in schools

- Be long-term, ongoing, sequenced, and cumulative, providing teachers opportunities to gain new knowledge and skills, reflect on changes in their teaching practice, and increase their abilities over time
- Focus on student learning outcomes in ways that enable teachers to use their new knowledge and skills
- Model learner-centered instruction so that teachers experience and reflect on the learning activities that they will lead
- Use formative and summative evaluation for program improvement

2.10. Factors Affecting the Success of CPD

Teacher Continuous Professional Development is a multi-faceted and critical process; hence, several parameters need to be considered when planning, designing, and implementing CPD. Such factors include the context where this development is addressed; the culture; the role of self-direction; the time available; the financial resources; and teacher motivation. These factors are described in detail below.

2.10.1. The Context

The teacher development process happens in a healthy context which refers here to the place where CPD is designed and conducted. According to Kennedy (2005) in the CPD process, the participants meet to reflect on their teaching practice, learn new skills and techniques and pack up their teaching methods. In addition to generating more ideas and promoting interaction rather than relying on transmission learning. For example, if a new teaching approach is to be introduced, teachers can relate new knowledge to their context and consider its effectiveness (or otherwise). Similarly, by taking account of participants' experience, course leaders are better able to deliver the new knowledge more effectively. Learners' background, the curriculum, the learning culture, and policy in a particular context, then, are among the factors that should be considered when designing professional development activities for any teachers (Fraser, Kennedy, Reid & Mckinney, 2007). Context also includes school administration which can offer support, for instance, by adjusting teaching loads.

2.10.2. Culture

Establishing a culture of improving teachers and educators is a key issue in job

development through stating a supportive learning environment where CPD activities formal and/or informal take place and play a fundamental role in teachers' learning and development (Bransford, Brown, & Cocking, 1999). Teacher leaders and expert educators have the sole responsibility to create a culture supportive of learning by making CPD opportunities available and providing incentives for teachers to engage in individual and collective learning.

2.10.3. Time

Time plays an important role in the efficacy of teacher learning which refers to the duration and intensity of CPD and is related to the culture and context of the professional development process (Lockyer, Gondocz, & Thivierge, 2005). The allocation of sufficient and convenient time allows both teachers and trainers to reflect, enriching both the teaching and learning processes and enables teachers to link new knowledge with prior experience (Bell & Gilbert, 1996). Heavy workloads with many teaching hours are considered as a big factor that pushes teachers to refrain from engaging with CPD (Day, Sammons, & Stobart, 2007). For example, if teachers are bound by too many administrative activities in addition to teaching, this may prevent their willingness and ability to take part in professional development activities.

2.10.4. Financial Resources

Any professional development needs financial support to be an efficient and successful process (Day, 1999). Learning activities such as attending conventions, conducting symposiums and/or forums, workshops, and research financial support are required to pay for replacement teachers which allows teachers to engage in CPD within the school. As Earley and Bubb (2004) point out, it is incumbent on management to ensure that budgets are well spent by matching opportunities for CPD that to the needs of their teachers.

2.10.5. Teachers' Motivation

Motivation plays a crucial role in teachers' development where highly motivated teachers have high spirits to pursue their learning. Motivation is defined as follows: "the direction, persistence, and amount of effort expended by an individual to achieve a specified outcome" Blanchard and Thacker (2013, p. 79). Interestingly, motivation is essentially linked to the needs and desires of individuals and, as such, plays an indispensable element in shaping teachers' professional development (Kelani & Khourey-Bowers, 2012). Teachers can be motivated to engage in CPD through external stimuli. Styslinger, Clary, and Oglan (2014) for example, suggest

that administrators need to provide incentives such as promotion and materials, time and opportunities for discussion and learning. McMillan, McConnell, and O’Sullivan (2014,p.15), however, argue that “internal motivation plays a more important role than external motivation in promoting teachers’ development in the areas of ‘career advancement, potential growth, and achievement”.

2.11. Characteristics of Successful Professional Development

Professional development is the hub of educational reform; therefore, providing a healthy atmosphere to make professional development successful is a crucial aspect of the process. Marzano (2006) identified the teacher as the most influential aspect impacting student performance; therefore, developing successful teachers is critical. Powerful professional development has been found to result in an increase in teacher knowledge and result in a change in teaching practices.

2.11.1. Content Focus

Guskey (2003) stresses the issue of developing teachers’ content knowledge and pedagogical skills as the most frequently identified characteristic. When of professional development is designed, the ultimate goal is increasing student achievement and directly linked to a teacher’s increase in knowledge and skills. Borko (2004) argues that any teacher must have in-depth knowledge of the subjects he or she teaches to foster student learning, for example, students learn concepts when teachers have an in-depth and flexible knowledge of the subject area. In the same line of thought, Mundry (2005) points out that Professional development which focuses on content-specific materials and how to teach this material to students have been found effective. Furthermore, Guskey (2003) concluded that professional development which supports deepening a teacher’s command of the content and how students master the specific content are key elements of successful professional development.

2.11.2. Active Learning

The traditional way of training such as delivering courses and attending proves its insufficiency and poses many drawbacks and makes teachers passive recipients of knowledge. The new trend of effective professional development introduces educators as active participants. A change in classroom practices is related to professional development activities which include opportunities for active learning (Birman, Desimone, Porter, &Garet, 2000).

Active learning implies the opportunity to observe and be observed teaching, develop lesson plans, generate discussions, and present project works. Additionally, active learning which focuses on specific teacher needs has been found to result in a change in teaching practices. Thus teachers get an intensive understanding of content when they can explore, implement, and receive valuable feedback on teaching strategies (Stewart, 2014). Professional development activities that offer opportunities for teachers to complete hands-on activities are more likely to result in enhanced knowledge and skills where teachers can observe and analyze student work and other related tasks (Desimone, 2011).

2.11.3. Job-Embedded

Darling-Hammond and McLaughlin (1995) claim that job-embedded professional development mainly focuses on the daily activities of teachers and works to increase teachers' content knowledge bearing in mind that increasing student outcomes is the ultimate goal of professional development. Job-embedded learning involves acquiring knowledge during teachers' daily practice and implies reflection, sharing thoughts, and learning with peers. It occurs in real-time in and out of the classroom with and without students present in the context of the school by placing a greater on active learning and coherence (Croft, Coggshell, Dolan, Powers, & Killion, 2010). When job-embedded professional development is introduced, teachers must keep an eye on critical feedback offered by peers, be willing to share and receive information, and fully engage with other professionals to improve teacher effectiveness and student outcomes. Furthermore, job-embedded professional development allows teachers to work collaboratively and do many efforts together to effectively integrate research-based strategies (Shaffer & Thomas-Brown, 2015).

2.11.4. Collaboration

The collaboration process refers to a group of educators meet together to share insights, deliver experiences and work towards reaching a set of objectives. professional development through collaboration can increase teacher confidence, enhance teachers' beliefs and positive attitudes towards achieving high rates of student performance, stir interest toward collaboration, establish a commitment to changing practice, and increase one's willingness to try new things (Stoll, Bolam, McMahon, Wallace, & Thomas, 2006).

Hiebert (1999) outlined that ongoing collaboration among teachers is an important factor

when generating strategies implemented through professional development where constructive and planned interactions with other professionals are noticeable in many professions and is a crucial component of professional learning. Garet, Porter, Desimone, Birman, and Yoon (2001) noted that collective work and teacher networking can enhance positive change in teachers' practices where teachers find more opportunities to discuss the concepts taught and how the concepts apply to a specific school, set of students, and/or grade level, as well as provide opportunities to implement skills learned in other instructional contexts. A collaboration process is an effective tool if the school environment relaxing and supportive (Avalos, 2011).

2.11.5. Professional Learning Communities

Professional learning communities usually take the form of a group of teachers who meet to discuss their teaching practices and work together voluntarily to learn from each other and share their strengths and weaknesses. Goals and objectives are set according to needs based on discussion (Kennedy, 2005). The collaboration involved in PLCs goes beyond a simple exchange of ideas and information (Stoll, Bolam, McMahon, Wallace, & Thomas, 2006). A relationship must be made between collaboration and the development of a shared purpose. Community learning is considered to be one of the most effective approaches to teachers' learning and professional development. Community learning can be considered as an ongoing learning strategy unlike one-off sessions such as workshops and short-term training (Kelly, 2013). Newmann et al. (1996) outlined five key features of PLCs. These comprised the development of shared values and norms, a focus on student learning, reflective, continuous conversations about curriculum and instruction, student achievement, making education more publicly based, and maintaining a focus on collaboration.

Wignall (1992) persists that mutual respect and understanding are prerequisite requirements for shared personal practice to be successful. school culture, teachers encourage debate, seek assistance, recognize others' successes, feel comfortable discussing failures, and offer support to team members. The mutual respect which develops from collaboration enables this process to occur as the team is working toward individual and organizational improvement.

Good and Weaver (2003) also discuss learning communities, pointing out that teachers can be usefully grouped according to the similarity of teaching contexts, such as the same level of teaching, the age of learners, the same curricula, and, especially, the same background and the

same professional development needs. Group cohesion is essential to establish a cycle of feedback that provides the opportunity for improvement. Team members must gain a sense of responsibility to the group and develop feelings of interdependence. This creates a way of thinking which supports the idea that without collaboration better practices and increased student success are not achievable. (Stewart, 2014).

2.11.6. Duration

Teacher learning and changes in teacher practices involve a continual process occurring over some time (King & Newmann, 2004; Lieberman & Pointer Mace, 2008). Loughran (2014) reported that lasting change requires three to five years. Research reveals that professional development opportunities sustained over a long period and those which include a large number of contact hours result in greater change and have a stronger impact on teacher performance (Darling-Hammond, 1995; Hiebert, 1999). Effective professional learning is intensive and sustained (Reeves, 2011).

Teaching practices have been found to improve when the amount of time spent in professional development opportunities is increased. Activities that occur as a single workshop often fail to be continued in a school and encourage change on an individual rather than group basis (Nishimura, 2014). Professional development should be cyclical and occur over a length of time which allows for development, implementation, and feedback (Stewart, 2014). Kazempour and Amirshokoochi (2014) identified long-term, research-based professional development activities as a critical feature of professional development. Both the period of the professional development opportunities and the number of actual contact hours positively impact coherence and opportunities for active learning.

Furthermore, activities which require active collaboration over time have been effective. Professional development opportunities sustained over time provide an opportunity for an in-depth discussion of content, teaching strategies, and student strengths and weaknesses (Garet et al., 2001). In addition, a longer duration of activities offers teachers the opportunity to utilize the strategies discussed and obtain feedback (Garet et al., 2001). When activities occur over a length of time, participants are allowed to investigate, test, and improve upon the ideas presented (Stewart, 2014).

A lack of support has been identified as a reason why teachers do not implement skills

learned during professional development in the classroom (Kazempour & Amirshokoohi, 2014); therefore, the continuation of the professional development is important for follow-through. Boyle, Lamprianou, & Boyle, (2005) outlined that 61.1% of teachers attending a workshop lasting more than two days reported a change in planning strategies, 52.8% reported a change in teaching style, and 58.3% reported a change in assessment practices. Furthermore, 41.7% of teachers surveyed reported that professional development opportunities lasting longer in duration increased the amount of collaboration amongst teachers.

A review of literature conducted by Yoon, Duncan, Lee, Scarloss, and Shapley, (2007) indicated that a positive effect on student achievement is present when teachers receive more than 14 hours of professional development. The review also revealed that teachers who receive 49 hours of professional development can increase student achievement by approximately 21 percentile points. Continued communication and support from professional development leaders is an acritical component of successful professional development (Kazempour & Amirshokoohi, 2014).

King and Newmann (2004) state that the teaching-learning process takes continuous activities that occur over some time to reach the goals and the change that are needed by teachers. Research has noted that professional development activities sustained over a long period and those which include a large number of contact hours result in greater change and have a stronger impact on teacher performance and in turn, students' achievement as well (Darling-Hammond, 1995).

2.11.7. Coherence

Coherence is the idea that professional development opportunities are related and build on one another (Birman, Desimone, Porter, & Garet, 2000). Professional development opportunities are more likely to be impactful if they are part of a broader set of coherent programs (Garet et al., 2001). Coherent professional development builds upon past training and plans future opportunities to further the knowledge previously fostered. While coherence has shown positive outcomes, Birman et al. (2000) outlined only 35 percent of teachers report participating in a coherent professional development program. Coherence can be achieved by aligning professional development opportunities to state and district goals (Birman et al., 2000; Garet et al., 2001). When programs are coherent, teachers have been found to find more value in the experience (Quick, Holtzman, & Chaney, 2009).

As teachers begin to value the learning, the likelihood of implementation increases (Porter

et al., 2003). Birman et al. (2000) found a direct link between teacher learning, improved classroom practices, and the relation of professional development opportunities to policies and professional experiences. Furthermore, professional development which occurs in the context of the school has been found to increase coherence (Quick et al., 2009). Garet et al. (2001) found that teachers who participate in coherent professional development programs are more likely to change teaching practices. In addition, coherence was found to have a greater impact on teaching practices than a focus on knowledge and skills alone.

2.11.8. Communication

Boyle et al. (2005) reported that surveys conducted in 2002 and 2003 indicated that observation of colleagues and sharing practices are the most frequent long-term professional development activities. These activities require communication between professionals. A coherent professional development program encourages communication amongst colleagues (Garet et al., 2001). Active professional development requires teachers to work together and learn from each other in a cyclical process (Stewart, 2014). Discussion amongst educators encourages change by collectively finding solutions to problems and developing the notion that improvement is possible (Garet et al., 2001). Coherent activities involve teachers discussing the content with one another and administrators (Birman et al., 2000).

2.11.9. Review

Specific characteristics associated with successful professional development have been identified in previous research. Professional development should have a content focus to increase teacher knowledge and skills (Birman et al., 2000; Borko, 2004; Guskey, 2003). Active learning which includes the ability to observe and be observed teaching, develop lesson plans, lead discussions, and present information have been found as an important component (Birman, 2000; Desimone, 2011; Kazempour & Amirshokoohi, 2014). Including job-embedded training has been effective (Quick et al., 2009). Professional development should encourage and provide opportunities for collaboration (Garet et al., 2001; Hiebert, 1999; Stewart, 2014). These activities should be sustained and include a large number of contact hours (Boyle et al., 2005; Darling-Hammond, 1995; Heibert, 1999,). In addition, successful professional development activities should be part of a coherent program (Birman et al., 2000; Garet et al., 2000). This information is summarized in Table (2.2)

Table 2.2. *Characteristics of Successful Professional Development*

Characteristic	Description
Content Focused	Students are more likely to learn concepts when teachers have an in-depth and flexible knowledge of the subject area (Borko, 2004).
Active Learning	Teachers gain a more intense understanding of content when they can explore, implement, and receive feedback on teaching strategies (Stewart,2014). Successful professional development allows teachers the opportunity to observe, receive feedback, and analyze student work rather than sit passively and listen (Desimone, 2011).
Job-Embedded	Job-embedded learning involves learning that occurs in teachers' daily practice and includes reflection, sharing insights, and learning with others (Wood & McQuarrie, 1999).
Collaboration	Collaborative professional development can increase teacher confidence, enhance teachers' beliefs that they can increase student performance, stir interest toward collaboration, establish a commitment to changing practice, and increase one's willingness to try new things (Stoll et al., 2006).
Duration	Professional development opportunities sustained over a long period and those which include a large number of contact hours result in greater change and have a stronger impact on teacher performance (Boyle et al., 2005; Darling-Hammond, 1995; Hiebert, 1999).
Coherence	Professional development opportunities are more likely to be impactful if they are part of a broader set of coherent programs (Garet et al., 2001). Coherent professional development builds upon past training and plans future opportunities to further the knowledge previously fostered.

2.12. A Conceptual Framework for CPD

With such a large number of features reportedly impacting on the effectiveness of CPD, there is a need to draw these into a set of guiding principles. According to The Charter, professional

learning “will be most effective when it is relevant, collaborative and future focused, and when it supports teachers to reflect on, question, and continuously improve their practice” (Rodrigues, 2006). These features align with the core conceptual framework that was developed following an extensive critical review of the CPD literature conducted by Desimone (2009). Employing this framework as the basis for an instrument to reflect on the effectiveness of CPD has the potential to build a consistent knowledge base and advance understanding around the most effective forms and features of CPD. Figure 1 introduces the key components of the model.

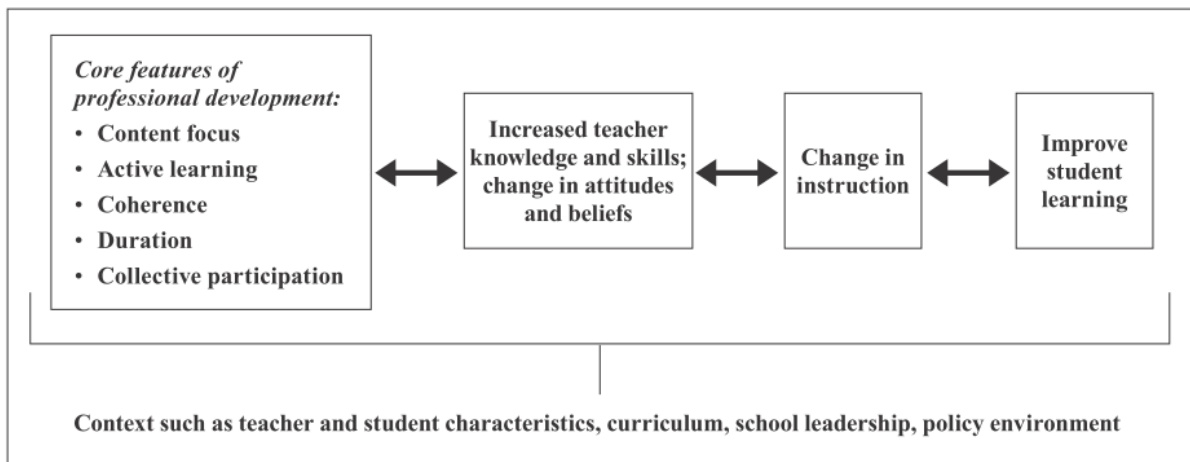


Figure 2.3. The Core conceptual framework (Desimone, 2009, p. 185)

The conceptual framework incorporates the core features for effective professional development together with the “variables that mediate (explain) and moderate (interact to influence) professional development’s effects,” such as school leadership and context and the teachers themselves (Desimone, 2009, p. 184). As noted by Desimone, the five core features that are widely endorsed by the field as being critical components for effective teacher professional development are: content focus, active learning, coherence, duration, and collective participation. Content focus refers to the knowledge and skills necessary for teachers to carry out their day-to-day work in the classroom with respect to the topic of the professional learning. Active learning refers to opportunities to be actively engaged in meaningful discussion, planning, and practice during the professional development activity and the reality of their day-to-day work. Coherence refers to the connection between the professional development activity and the reality of the classroom. Duration refers to the need for the professional development to be of sufficient duration to enable engagement, leading to possible intellectual and pedagogical change. O’Brien (2006)

noted that “the most effective professional learning programs consisted of multiple days, preferably based in schools, over a period of time” (p. 7).

Finally, collective participation refers to the opportunity for participants to undertake professional development with others from the same school or group that sets up potential for interaction and discourse, which can be a powerful form of learning. For the purposes of this study, this conceptual framework was utilized to inform the development of a survey instrument in order to determine the effectiveness of the middle years CPD experience in which teachers engaged.

Desimone’s (2009) framework also highlights the goals of CPD in terms of increasing teachers’ knowledge, skills, and attitudes together with the resulting changes to practice and benefits for students. Guskey (2002) developed an approach to effectively evaluate professional development and noted that there were five critical levels of information that needed to be collected and analyzed. The five levels are: (1) participants’ reactions (satisfaction with the CPD experience), (2) participants’ learning (new knowledge and skills gained), (3) organization support and change (organizations advocacy and support for change if necessary), (4) participants’ use of new knowledge and skills (level of implementation), and (5) student learning outcomes (cognitive, affective, and/or psychomotor).

2.13. Teacher Training versus Teacher Development

Both teacher training and teacher development contribute to teachers' professional development. They are similar to some extent but different in many. Training is often used to mean professional development, but there are some authors who emphasize the differences between these two concepts. Both training and development seek to support teachers to do their job better. The word Development is definitely related to the widely known term “training”; and both are complementary in the sense of achieving an efficient and effective level of skills and knowledge in the teaching of a language (Semmoud,2015, pp23-24).

For Ur (1996, p.3), Teacher training and teacher education can be used interchangeably in the literature to refer to the same thing”. According to him, 'education' is a process of learning that develops moral, cultural, social and intellectual aspects of the whole person as an individual member of society whereas 'training' has a specific goals and prepares for a particular function or profession. Furthermore, Benmoussat (2003) argues that development means “the empowerment

of the teacher, in the sense of endowing him with the status of an autonomous professional” (p.258).

In the same vein, Richards and Farrell (2010, p.3) state, “Training refers to activities directly focused on teachers' present responsibilities and is typically aimed at short term and immediate goals”. According to them, teacher training entails trying out new strategies in the classroom, usually from others on ones ‘practice. Hence, it is 'top-down' whereas teacher development is long term, and 'bottom-up' which is for teacher's professional growth. In Table (2.3), the aspects where teacher development and training differ are summarized.

Table 2.3. The difference between TPD and TT. (Head and Taylor, 1997, p.9).

Teacher Development (TD)	Teacher Training (TT)
Voluntary	Compulsory
Holistic	Competency based
Long-term	Short term
Ongoing	One off
Continual	Temporary
Internal agenda(motive)	External agenda (motive)
Awareness based, angled towards personal growth and the development of attitudes/ insights.	Skill, technique and knowledge based.
Non compulsory	Compulsory for entry to the profession
Bottom-up	Top-down
corrective	Reflective
Controlled by the trainer	Controlled by the trainees
Done with peers	Done with experts

Although teacher training and teacher development are different, they complement each other. Teacher training is an important inseparable part of teacher development. Roe (1992) considers teacher training as part of development and believes that it should be treated in isolation. However, inadequacies of training can be compensated with combining it with other

teacher development activity types.

To conclude, teacher development is macro process whereas teacher training is micro process although they are complement in each other. As Head and Taylor (1997) state, “It is more useful to see training and development as two complementary competent of a fully rounded teacher education” (p.9).

2.14. Challenges of Teacher Professional Development

Teacher professional development is a big concern and a critical element to support the sophisticated skills students need to acquire to be well-equipped in the 21st century. Myriad forms of teaching are needed to develop student competencies such as deep mastery of Well-designed content, critical thinking skills, problem-solving issues, effective and experiential communication, and fruitful collaboration. Moreover, teachers are in a great and urgent need to grow professionally where they can question their teaching practices, reshape their beliefs and attitudes towards teacher efficacy, and redefine their insights into improving students' competencies.

However, an abundant body of research has outlined that many professional development activities fall short to achieve the desired objectives from this process when teachers failed to back up their instructional strategies and students find themselves struggling with their performance and learning outcomes.

Recently The traditional “one-shot” approach to PD is inadequate and appropriate in the context of current higher education reform efforts (Darling-Hammond,2010). From another perspective, Guskey (2000) asserts that the development of academics in many countries is intellectually superficial, disconnected from critical issues of teaching and learning, where most PD programs are fragmented and non- cumulative. The traditional systematic viewpoint such as the one size fits all PD approach has affected successful implementation in universities.

Brown and McIntyre (1993) suggest that drawbacks arise when PD focuses on overcoming teachers' perceived weaknesses. This involves an emphasis on inadequacies, a lack of developing teachers' actual strengths, discouragement for teachers' self-analysis, and a tendency to foster an atmosphere of secrecy. A criticism of PD programs has been the attempt to develop teachers behaviourally and intellectually without any focus on attitudinal or emotional development. Top-down approaches which focus on problems to be fixed, especially if linked to compliance with school or national agendas, and which do not empower teachers to develop as learners, erode

teacher autonomy, and are often ineffective.

Research has identified that three main factors cause hindrance to the professional development of teacher educators, namely: time and resources, professional support, and financing. Firstly, the shortage of time where many teacher educators complain that they do not have sufficient time for their professional development. They have to work long hours with heavy teaching burdens doubled by extra administrative tasks, and the time for professional development is thus reduced (Murray, 2008). Secondly, teachers live suggests that, in a competitive environment, some of them keep quiet about professional issues and challenges, trying to manage alone for fear of losing their job, or missing out on tenure and promotion opportunities (Smith,2010). Research has identified that expert teacher educators in the field are the right people to support the education of teacher educators.

Swennen, Jones and Volman (2010) suggest that teacher educators require role models: expert teacher educators who show them what it means to be a good teacher educator and support them in becoming better researchers and teacher educators in higher education. At the same time, in the last two decades, literature has shown that teacher educators lack professional development guidance or support in the international context. For example, Griffiths et al. (2013) indicate that teacher educators usually enter the field without any formal preparation, and often with little or no support from more experienced colleagues. Previous studies have demonstrated that teacher educators in higher education are facing pressures and problems. Thirdly, Karagiorgi and Nicolaidou (2013) find that teacher educators experience financial barriers and they discuss aspects of the existing structures as inhibiting their efforts to develop, which suggests the setting of barriers to their expected profiles and competencies.

2.15. EFL Teachers' Professional Development

In some professions, professional development may end when the personnel achieves a satisfactory level of skills mastery such as secretaries and drivers who deal with machines. However, some other professions require higher levels of skills mastery and, therefore, require continuous professional development such as teachers who deal with human beings (Wallace, 1998). Sometimes, teachers of English are forced to develop themselves daily when encountering an instructional problem or when having trouble-maker students. Professional development is, sometimes, a need rather than an improvement tool. In other words, primary

English language teachers should almost always be abreast of the new teaching techniques and technologies to be able to cope with the changing teaching atmosphere.

Unlike teachers' training, teachers' professionalism involves context-based awareness that helps teachers decide which technique or strategy is more appropriate for a particular learner or a particular class (Freeman, 1989). Despite being distinct, teachers' professional development should start from teachers' training. Tomlinson (2003, p.2) argues that one aim of teachers' training programs should be to gain teachers "the ability to apply the learned skills to their actual contexts of teaching".

In the past, professional development for teachers used to focus on workshops on the most recent teaching approach, and attending teachers were encouraged to apply the new method in their classrooms (DuFour, 1997). Moreover, teachers were rarely provided with follow-up opportunities (Joyce & Showers, 2002). Nowadays, however, teachers are actively involved in their development, and they are equally responsible for their professional development side by side with the institutes they work for; therefore, the strategies and techniques of teachers' professional development programs have fanatically changed too. For example, internet English teaching forums and professional networks have been largely used by novice and experienced, local and international teachers. Richards and Farrell (2005) and Bubb (2005) point out self-assessment tools have been widely encouraged as a professional development approach in modern professional development programs. Training and workshops are now seen as being traditional professional development activities.

According to Head and Taylor (1997), English language teachers' professional development includes all formal and informal activities teachers do or receive for the sake of in-service professional growth. It refers to the continuous learning of teachers that focuses on improving classroom practices and thus increasing students learning output. Problem-solving and practice monitoring are the two most common approaches to English language teachers' professional development. Armour and Yelling (2004). point out effective professional development makes changes in teachers' practices that accordingly lead to improvements in students' achievement. Therefore, maintaining the quality of the EFL teacher means as a result a high-quality English learner.

Richards and Farrell (2005), and Richards (1998), mention teacher's professional

development activities include practicing teaching as a core activity, reflecting on own and others' teaching practices, doing action researches, attending lectures, and workshops, participating in professional conferences and developing communication skills. However varied, all professional development activities seek to achieve one want that is to help teachers be more competent. Richards (1998) points out that effective in-service teacher development programs should have the following standards:

2.15.1. Focus on Practical Knowledge

They should provide teachers with practical solutions for daily classroom problems. In-service teachers' development programs should not pay much attention to theories since teachers have already read about theories in previous stages, and now they need to know more about classroom techniques and strategies.

2.15.2. Teachers' Education can be Changed and Adapted

No one technique or strategy suits all teachers, but different teachers learn differently. Thus, teachers' education programs can be changed and adapted to suit the target group of teachers.

2.15.3. Teachers Learn Through Participation, not from Theories

In-service teachers need practice and in-class strategies that help them survive. Therefore, participation through microteaching and demonstrative lessons is much more effective than reading and commenting on theories. Here, the three standards Richards (1998) lists can be considered as general guidelines for teachers' professional development. In the first and the third standards, he emphasizes the importance of the practical side over the theoretical one for in-service professional development. In the second standard, Richards (1998) discusses the point of individual learning and that each teacher learns differently. Roberts' standards, however, do not provide hints for different professional development activities.

2.16. Professional Development and Teacher Change

The literature on change has been diverse. From managing change to leading change, from understanding systemic change to recognizing the human side of change books and articles were abundant on educational change. With this in mind, an awareness of recent discussions on the subject of educational change, in this case, teacher change, was informative (Joshi, 2010).

The success of teacher training and staff development programs about teacher change and

student achievement has also been of research interest. The success of professional learning programs, according to Roberts (1998), was related to significant support and shared common learning experiences, including reflection and implementation of lessons and other learning activities. Richards, and Farrell, (2010) suggested that successful professional development programs were gradual, give opportunities for teacher reflection and positive outcomes to be observed, and require administrative and peer support. If schools are going to experience positive, lasting change, successful professional development models must be identified and implemented. Goh (2016) suggested an inquiry-based professional development framework that encouraged deliberate instructional planning, implementation, and collaborative analysis of lessons, meaningful reflection and revision, and solid pedagogical content knowledge is best to promote teacher change. Therefore, the success of teacher training programs linked to external agencies that promote change.

Another area of concern was the transfer of professional learning into classroom practice. Very little research had been done on the impact and transfer of training related to the classroom instructional practices of teachers. Darmon's (2005) study indicated the potential of transfer of key elements was in place. Darmon (2005) believed that even though quality instruction, including improved instructional practices, was important to quality teaching and learning, professional development programs had only been evaluated by perceptions of the training itself. Darmon (2005) continued that less was known about teacher training effectiveness, transfer of learning into classroom practice, and the impact on students' learning. Did the teachers change their practices? Another recent study identified professional development practices that increased the likelihood of change in instructional and curricular practices.

Some research on professional learning had been completed about teachers' perspectives of the educational change process. Day (1999) concluded that (a) educational change was complex and contextual; (b) in-service professional development was not sufficient enough to transform a teacher's values, beliefs, and practices; (c) intentional change began with the teacher; (d) teacher inquiry was vital for professional growth and change; and (e) learning communities provided new avenues of learning and, therefore, contributed to teacher growth and learning. Direct and ongoing staff development experiences tended to contribute to meaningful teacher change, and intense technology workshops helped improve the integration of technology in classrooms, yet may not be the best vehicle to provide professional development.

Borko(2004) examined two professional development models designed by Columbia University's Teachers College to understand changes in teachers' knowledge, practices, and beliefs and to determine their impact and influence on teacher learning of classroom technology. The study concluded that all teachers became more proficient in their use of technology, acquired a better understanding of technology integration, and implemented computers more frequently in their classrooms. Dalton (2010) showed that staff-development activities were most meaningful to teachers when the activities met pre-determined and particular teacher wishes. This research studied the role of beliefs, reflection, and inquiry as a teaching methodology in the area of teacher educator change.

Some educational change was mandated. Research has been completed that is related to professional development and teacher change due to government mandates, licensure, and/or reform initiatives. Clair, and Adger(2000) studied Ohio-certified teachers who participated in the Pathwise Classroom Observation System. Participants in this professional development effort believed that the program "acts as a catalyst for veteran teachers' reflection on their teaching" (p.75). However, the quantitative analyses indicated no statistically significant difference in teacher practice of participants. Studies indicated that teacher change was required while implementing an educational mandate and that teachers normally changed to comply with government frameworks; however, the quality of the frameworks and the professional development provided played a key role in the change process (Guskey, & Yoon ,2009). Furthermore, the impact of teachers' perceptions and attitudes of change on the implementation of professional learning activities related to government reform efforts were important, and according to initial teacher motivation, change implementation, and change analysis were significant factors in this type of educational change.

Guskey (2003) concluded that when negotiating individual and district-level change, teachers shed their positional identities as an isolated and marginalized sector of the teaching force and assumed roles as collaborators, innovators, leaders, advocates, and content exports. Hill (2009) studied the effects of self-directed professional learning on teaching practice. His research focused on Illinois teacher reform legislation which tied professional learning to certification renewal. However, individual or personal teacher change was not the focus of the study. Another study analyzed online professional development as a valid means of teacher professional development.

Teacher change and growth have depended, to a great measure, on one's beliefs. Teachers' beliefs have played a significant role in the teaching-learning process. Changes in instructional practices are the result of growth in teachers' beliefs. The notion of teacher change and learning is multidimensional and has been influenced by both personal factors and one's professional context (Huffman, Thomas, & Lawrenz 2003). The findings of one study suggested that teachers' self-directed professional learning was driven by a commitment to the moral purposes of teaching. This was characterized by the teachers' desire to grow professionally and supported by the organizational climate of the schools (Hunt & Touzel , 2009). Huffman, Thomas, and Lawrenz (2003) introduced a framework for understanding and reconciling perspectives on teaching and learning, since there seemed to be a marked difference between how students approach learning and how teachers approach teaching.

2.17. Differentiation of Instruction

Tomlinson et al. (1995) described teachers' awareness of classroom differentiation needs as "awareness of the needs of academically diverse learners" (p.1) and differentiation as "implementing or modifying instruction to meet those needs" (p.1). The researchers studied groups of preservice teachers after two separate treatment groups either a) participated in a one-day differentiation workshop or b) participated in a one-day differentiation workshop and worked with a curriculum coach on differentiation strategies during their student teaching experiences. Participants in both groups still identified differentiation as a professional growth area after the study. Generally, teachers understood the differentiation concept; however, because teachers lacked training, their logistical concepts of classroom-level differentiation halted classroom implementation. Reeves (2010) refined a definition of differentiation as follows: accommodating learning differences in children by identifying students "strengths and using appropriate strategies to address a variety of abilities, preferences, a styles. Then, whole groups, small groups, and individual students can equally engage in a variety of curriculum enrichment and acceleration experiences"(p.75)

Tomlinson (1999) then succinctly described differentiated instruction as "personalized instruction" (p. 12). While earlier definitions highlighted differentiation uses for traditionally identified *gifted* students, Tomlinson's explanation implied differentiation use for *all* students. The author also recognized that while teachers recognized differentiation value, differentiation "causes

us to grapple with many of our traditional – if questionable – ways of „doing school“ (p. 12). Tomlinson also articulated teachers’ frustrations with the concept’s logistical challenges: “The nature of teaching requires doing. There is not much time to sit and ponder the imponderables” (p. 13). The author concluded though, “To make differentiation work to make teaching and learning work – teachers must develop an alternative approach to instructional planning beyond covering the text “or creating activities that students will like” (p.14). Teachers did not have time to work out differentiation inevitable challenges, but paradoxically they needed time to develop new ways of doing their work.

Schmoker (2010) took this time spent on differentiated instructions “widespread adoption” and its “architect” to task (p. 22). The author stated that differentiated instruction was not supported by research and that its attempted implementations seemed to complicate teachers work, requiring them to procure and assemble multiple sets of materials. I saw frustrated teachers trying to provide materials that matched each students or groups presumed ability level, interest, preferred “modality” and learning style. The attempt often devolved into a frantically assembled collection of worksheets, coloring exercises, and specious “kinesthetic” activities. And it dumbed down instruction: In English, “creative” students made things or drew pictures; “analytical” students got to read and write.(p. 22)

Instead of differentiated instruction or other “fads,” Schmoker contended that schools first focus on a “coherent, content-rich guaranteed curriculum” (p. 23). Tomlinson (2014) contended that while Schmoker (2010) claimed to disagree with differentiation, the author supported one of its primary tenets – good instruction begins with a clear curriculum. Tomlinson wrote, [Schmoker] paints a picture of differentiation that is chaotic, counterintuitive, and implemented apart from any knowledge of effective curriculum and instruction. [We] don not doubt that he has witnessed these aberrations. We have also seen such teaching and find it troubling. But we have also witnessed administrators and teachers working in a principle-guided, consistent, and coherent way to ensure that the model is implemented with fidelity. That some school leaders and teachers engage in an educational approach with little or no understanding of the model they claim to use is regrettable and damaging. (p. 28)

According to the authors, differentiated instruction was an integral component of Schmoker’s (2010) “coherent . . . curriculum” (p. 23), but some teachers and administrators lacked

the training to effectively utilize differentiation principles. Teachers and administrators who lacked differentiation training would always struggle to effectively differentiate classroom instruction. Tomlinson (2014) wrote, “A teacher who has the best intentions, dynamic curriculum, and plans for differentiation cannot – and will not – move forward unless that teacher is at ease with translating the ideas into classroom practice” (p. 72).

Based on the literature reviewed in this section, differentiation can be defined as adjusted, individualized instruction. Likewise, differentiation can also be considered a result of a formative assessment strategy – a step in the formative assessment process. However, teachers and administrators needed time and additional training to explore effective differentiation principles. Educators also still needed to know how to practice formative assessment, including differentiation, in schools and classrooms. The next the section will examine ways to deliver formative assessment training utilizing Stiggins’ Assessment Training Institute work.

2.18. Teachers’ Professional Knowledge for Assessment

Harris, Cale and Musson (2011) modeled Pedagogical Content Knowledge for Science Teaching and specifically included Knowledge of Assessment as a component in the model. Other elements of PCK included in this model include orientation to science teaching, knowledge of science curricula, knowledge of students’ understanding of science, knowledge of instructional strategies, and knowledge of assessment of science literacy. According to Harris, Cale and Musson (2011) Knowledge of Assessment is defined as “a teacher’s professional knowledge of what to assess and how to assess in the context of a languages classroom”(p .19) . This definition breaks into two components: knowledge of dimensions of language learning to assess, and knowledge of methods for assessing language learning.

Bell, and Cowie (2001) review of research on teacher knowledge, and depicted a broader range of knowledge and situated PCK within a conception of an overall knowledge base for science teachers. In her review, she lends part of a page to the idea of assessment knowledge, relying on the Harris, Cale and Musson definition of knowledge of domains and methods of assessment (again without any values added for what should be assessed.) they cite a handful of empirical studies, but states that, “More studies are needed to better understand what teachers know about assessment, and how they design, enact, and score assessments in their science classes.”(Bell, & Cowie, 2001,p.27).

Since then, multiple frameworks for knowledge of assessment have been proposed. Nishimura (2014) proposed an assessment triangle, with cognition, observation, and interpretation as the three vertices. Cognition referred to teachers' beliefs and understandings about how students think and learn. Observation referred to the specifications for selecting or designing assessment tasks that would elicit information from students that would be useful to the purposes of assessment. Interpretation referred to methods and tools used to reason about the observations made through assessment.

Bell and Cowie (2001) extended elements of both this and the Harris, Cale and Musson model to propose a broader framework for what teachers need to know in order to be assessment literate. Through gathering and coding empirical data according to Harris, Cale and Musson's definition of Knowledge of Assessment, Bell and Cowie identified additional areas that teachers considered, beyond what and how to assess. These included knowledge about purposes of assessment and knowledge of how to interpret findings from assessment.

Popham(2008) reviewed literature focused on assessment literacy from 1985 to 2015 and proposed a reconceptualization of the assessment literacy (AL) framework. In their model, teachers' knowledge formed the base of a pyramid that then built up teachers' conceptions of assessment, assessment literacy in practice, and identity as assessors. Their model sought to contribute, "to the theorization of AL by moving the field beyond a focus on the knowledge base to consideration of a situated, dynamic, and evolving system in which teachers constantly make compromises among competing tensions..."(Popham2008, p.78). They also called for additional empirical studies to investigate the framework as well as the knowledge base needed for assessment, with one area for further study being to gain an understanding of how contextualized the knowledge base needs to be.

2.19. Professional Development and Student Achievement

Other studies link professional development to student achievement. For example, Kennedy (2005) reviewed a number of empirical studies to find out if structural and organizational features of professional development models influenced student achievement. Research has shown that professional development has also been linked to student achievement. Kennedy (2005), for example, looked at a variety of empirical investigations to see if the structural and organizational aspects of professional development models had an impact on

student success. She found that professional development programs whose content focused on teachers' knowledge of the subject, on the curriculum, or on how students learn the subject made the greatest difference in student learning. Knight (2002) conducted an investigation of three schools to identify what caused a significant improvement in student achievement. In summary, researchers have identified a number of attributes that typify quality professional development. They concluded that well-planned, collaborative, sustained, content-focused, and coherent professional development enhance teacher practice and increase student achievement.

2.20. Conclusion

Professional advancement and the growth of teachers have been promoted as a means of improving teacher productivity and student learning in classrooms. This modern way of thinking, which shifted away from pre-service training education and toward in-service education and preparation, was gaining recognition around the world. According to the literature on successful teacher learning, there has been a shift to more inclusive modes of professional learning over the last decade or so. Traditional methods of career growth have been criticized for being inefficient and passive. These forms of career development were seen by teachers as obsolete and monotonous. These professional development efforts have been referred to as one-shot lectures, outmoded seminars. The effective, more progressive professional development practices were highlighted by intense, sustained, job-embedded learning experiences that included teacher inquiry, action research, collaboration, and other progressive elements.

In a nutshell, effective professional development requires considerable planned time, carefully structured, purposefully directed, and focused on both content or pedagogy. Professional development that helps teachers learn how students learn the subject matter is most successful in improving student achievement. More research into the effects of professional learning on student success is required.

CHAPTER THREE:
Methodology and Research Design

CHAPTER THREE: Methodology and Research Design

3.1. Introduction	105
3.2. Research Design	105
3.3. The Case Study	107
3.4. The Research Approach	111
3.4.1. Quantitative Approach.....	113
3.4.2. Qualitative Approach.....	113
3.5. Sampling.....	116
3.6. Research Participants.....	118
3.7. Research Instruments.....	119
3.7.1. Questionnaire.....	120
3.7.1.1. Teachers' Questionnaire	122
3.7.1.1.1. Part One: Biographical Information	122
3.7.1.1.2. Part Two: Purpose of Formative Assessment.....	122
3.7.1.1.3. Part Three: Formative Assessment and Student Learning.....	123
3.7.1.1.5. Part Four: Teacher's Professional Development	124
3.7.1.1.5. Part Five: Challenges in Implementing Formative Assessment.....	125
3.7.1.2. Students Questionnaire	125
3.7.1.2.1. Part One: Biographical Information	125
3.7.1.2.2. Part Two: Formative Assessment and Student Learning.....	125
3.7.1.2.3. Part Two: Formative Assessment and Teachers' practices	126
3.7.2. Observation.....	126
3.8. Triangulation	132
3.9. Data Analysis Methods	133
3.9.1. Quantitative Data Analysis	134
3.9.2. Qualitative Data Analysis	134
3.10. Conclusion.....	135

3.1. Introduction

This chapter explores the research methodology and the various research instruments used to collect data on teachers' perceptions of the impact of professional development on their practice. A mixed-methods research design was employed as the framework for this research to build an “in-depth, contextual understanding”. A systematic review of the research design including the instruments and the sample population. Subsequently, the research procedure is described, and finally the procedure of data analysis is exhibited. In fact, it consists of the instruments and the means that were used to accomplish this research and drawing conclusions to demonstrate its impact on the methodological choices that concerns data collection, analysis and interpretation.

This chapter intends hopefully to provide the reader with a clear picture of the research design. It seeks fundamentally at presenting a situation analysis that includes the general context of the research through an overall description teaching/ learning practices concerning assessment practices at the university context in Algeria. Further, it attempts to discuss the reasons for selecting the case study research and to describe the data collection processes, procedures and instruments applied in this research. In other words, the current chapter provides situational, contextual and methodological accounts of the present study.

3.2. Research Design

In conducting educational research, any researcher should follow a methodology to achieve his objectives. Mouton(2001) highlights that it is very important to carefully select the best suited methodology and well-designed instruments to conduct any research. In this vein, Burns and Grove highlights the concept of research design as “a blueprint for conducting a study with maximum control over the factors that may interfere with the validity of the findings”(2003,p.195). Kothari (2004) defines research design as the arrangement of data collection and analysis criteria, consisting of a blueprint for data collection, calculation, and analysis.

In choosing the most appropriate research design, Lankshear and Knobel(2004) recommend that issues related data collection to be taken into consideration. First, the authors highlight the importance of using the research questions to guide researchers with the type and amount of data that need to be collected which will fit the purpose of the research. Consequently ,the research questions were constantly referred to in deciding on the types of data to be collected

for this research study. Similarly, my epistemology which shaped this part of research design had guided me in deciding which information was significant to this research study.

In educational settings, the terms ‘Method’ and ‘Methodology’ should not be used interchangeably. Initially, according to Richards and Schmidt (2002), the concept ‘Method’ refers to the set of techniques, principles and procedures of an approach in language teaching and learning. On the other hand, ‘Methodology’ is the body of those principles and procedures or it is the approach itself (p.330). Creswell (2009) defines mixed methods research as an approach to inquiry that combines or associates both qualitative forms...it is more than simply by collecting and analyzing both kinds of data ;it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research (p.4). Greene (2007) elaborates on the overall purpose of mixing methods, which is to develop a deeper understanding of social phenomena that is complex and contextual. To better understand the complexities of social phenomena, Greene cites five purposes for mixing methods :triangulation, complementarity, development, initiation, and expansion.

The researcher persistently explores the attitudes, perception, experiences, and the behavior from the teachers and students who practice and use formative assessment activities in their classrooms. The researcher comprehensively collects the information to critically analyze the research questions and the researcher used a frame of reference to gain a full and better understanding of the contextual framework of this study based on interpretations of participants’ responses to the questionnaires and observation. Finally, the researcher is able to obtain the details phenomena and enable to understand through the descriptions and explanations as the outcomes of the study. Put simply, the research design is the way the researcher follow to obtain full answers to his research questions and test the intended hypotheses. Therefore, it can be deduced that any research design is heavily related to the research questions and hypotheses of the study.

More practically, many kinds of research design have been defined by methodologists; for instance, Nunan (1992) describes the key categories of research design as experimental, ethnography, case study, classroom observation, introspective, elicitation, interaction analysis and programme evaluation. In addition, from the different styles of applied linguistics study mentioned in the literature, The naturalistic and ethnographic studies identified by Cohen et al. (2000); historical studies; survey, longitudinal, cross-sectional and pattern studies; correlational studies;

ex-post facto research, experiments, single case research; and action research. Via each type's distinctive characteristics and particular methodology, the researcher should select the most fitting procedure for the study being investigated. Robinson (1991) and Jordan (1997) propose a range of various approaches for performing NA, most particularly within the NA methodology, including questionnaires, interviews, case studies, tests and documentations. Each kind is characterized by its unique characteristics and basic specific methodology (as cited in Merine, 2019).

3.3. The Case Study

A case study is an empirical enquiry that investigates a contemporary phenomenon within its real-life context (Yin, 1994). In the same line of thought, Stake (1995) states that “the case study of the particularity and complexity of a single case, coming to understand its” (p.3). In other words, by following a series of pre-specified protocols, a case study is a way to examine an empirical topic. I used the approach of the case study when I was concerned with a single case.

According to Merriam (1998) a case study may be selected “for its very uniqueness, for what it can reveal about a phenomenon, knowledge we would not otherwise have access to.” Merriam (p.41) also states that a case study offers a way of “exploring complex social units with numerous variables of potential importance in understanding the phenomenon.” (Merriam, p.42). Yin (1994) argues that “The case study allows an investigation to retain the holistic and meaningful characteristics of real-life events such as individual life cycles, organisational and managerial processes, neighbourhood change, international relations and the maturation of industries” (p.13)

Therefore, the case study approach is especially useful in situations where contextual conditions of the events being studied are critical and where the researcher has no control over the events as they unfold. The case study, as a research strategy, should encompass specific techniques for collecting and analysing data, directed by clearly stated theoretical assumptions. Furthermore, data should be collected from different sources and its integrity should be ensured. A classification of the different types of case study is shown in Table (3.1.)

According to Yin (1993) case studies can be classified into three categories: also distinguishes three types of : exploratory, explanatory, and descriptive case studies. In the following table (table.3.1), a detailed description and further information about the purpose of each type. In an exploratory case study, the data collection begins before theories or specific research

questions are formulated: it is backed up with data interpretation which progresses to more systematic case studies. In this sort of case study, the first stage is to identify the problems to be studied. It is a preliminary investigation of relatively unknown field which aims to gain new insights. Additionally, to define questions and hypotheses for a subsequent study or to determine the feasibility of the desired research procedures.

Table 3.1. Goals of Exploratory, Descriptive and Explanatory Research (Adapted from Allyn and Bacon, 1994).

Exploratory research	Descriptive research	Explanatory research
Become familiar with the basic facts, people and concerns involved.	Provide an accurate profile of a group.	Determine the accuracy of a principle or theory.
Develop a well-grounded mental picture of what is happening.	Describe a process, mechanism or relationship.	Find out which competing explanation is better.
Generate many ideas and develop tentative theories and conjectures.	Give a verbal or numerical picture.	Advance knowledge about an underlying process.
Determine the feasibility of doing additional research.	Find information stimulate new explanations.	Link different issues or topics under a common general statement.
Formulate questions and refine issues for more systematic enquiry.	Present basic background information or a context.	Build and elaborate a theory so it becomes complete.
Develop techniques and a sense of direction for future research.	Create a set of categories or classify types	Extend a theory or principle into new areas or issues.
	Clarify a sequence, set of stages or steps.	Provide evidence to support or refute and explanation.
	Document information that contradicts prior beliefs about a subject.	

The descriptive case study requires a theory to guide the collection of data and ‘this theory should be initially posed in advance and be the subject of review and debate and later serve as the ‘design’ for the descriptive case study. Yin (1993) stated that “the more thoughtful the theory, the better the descriptive case study will be”(p. 22). Case studies can also be single or multiple according to their numbers. Case studies can be embedded as well as holistic. An embedded case study is one in which there is more than one sub-unit, whilst in a holistic case study a global

programme of organisation is contemplated (Yin, 1994).to present a complete description of the phenomenon within context.

It is an in-depth study of an individual , a situation, group, organization or a phenomenon which aims to describe the object of study accurately. More precisely, Simons (2009) highlights that “a case study is an in-depth exploration for multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a real life context”(p.21). Additionally, the case study approach allows for ‘thick descriptions’ of the phenomena under study; it is holistic and lifelike; it simplifies data; it clarifies meaning; it communicates tacit knowledge; weighs information and judges results.

The case study approach has also been suggested for projects of a procedural nature extending over a long period of time, by collecting more thorough data from versatile resources(Yin, 1994; Creswell,2003). According to Yin (1994) stresses the importance of studying events in their natural setting, to ensure that the case study entails multiple methods of data collection such as interviews, documentary reviews, archival records, and direct and participant observations (Yin, 1994). Creswell (2003) confirms that case study research strategy makes the capture and understanding of context possible and can be used to achieve a variety of research aims using diverse data collection and analysis methods. That is to say, the case studies (in particular, in-depth case studies) permit a comprehensive approach to the historical and social analysis of complex phenomena. Essentially, the case study was selected and designed to fit the purpose of the study because it is a robust method to serve a holistic and in-depth investigation to reach the desired outcomes. One of the most appealing characteristics of the case study approach which is believed to fit the purpose of this research study.

Merriam (1998,p.41) that “because of its strengths, [the] case study is a particularly appealing design for applied fields of study such as education.” In this study I wished to capture the teachers teaching of reading comprehension without having to first deconstruct the component elements or their relevance, a process I hoped would only emerge later. The recognition of the “embeddedness of social truths” in a case study approach had a special appeal to me and created an expectation that some elements of such social truths might be uncovered through this case. I gathered data through various methods that enabled me to have an in-depth description of my case, which was valid as the findings can be transferable.

Stake (1995,p.3) defines a case study as “the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances.” In other words, the case study is a way of investigating an empirical topic by following a set of pre-specified procedures. I used the case study methodology because I was dealing with a single case, looking at a specific grade and a specific number of participants in a particular area and community.

The case study approach is chosen as it allows in-depth investigation of the teachers’ perceptions of the impact of formative assessment professional development on teacher’s instruction and students’ achievement. An extensive body of literature acknowledged that a case study approach has the strength to allow detail exploration and interrogation of an activity or an instance in action using multiple methods and data sources(Bush,2002;Stark &Torrance,2005). This is reiterated by Yin(2009) who asserts that “...a major strength of a case study data collection is the opportunity to use many sources of evidence”(p.114)

The most commonly employed research methods for a case study are interviews, document analysis and observation(Stark &Torrance,2005;Yin 2009).For this reason, I choose to utilize questionnaires and observation as the most fitting research methods to gather information for this project. Each of the instruments used in this research project had been carefully chosen to maximize the amount of relevant data collected within the limited time frame available. Detailed justification for choosing each of these methods was provided in the subsequent sections of this chapter.

Creswell(2009) defines mixed methods research as...an approach to inquiry that combines or associates both qualitative forms...it is more than simply by collecting and analyzing both kinds of data ;it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research (creswell,2009,p4) . Greene(2007) elaborates on the overall purpose of mixing methods, which is to develop a deeper understanding of social phenomena that is complex and contextual. To better understand the complexities of social phenomena, Greene cites five purposes for mixing methods: triangulation, complementarity, development, initiation, and expansion.

The study was designed as a mixed-method research which offered me an opportunity as a practicing researcher to utilize methods and implement techniques that were similar to what educators actually use in practice. Johnson and Onwuegbuzie (2004) write:

Today's research world is becoming increasingly interdisciplinary, complex, and dynamic; therefore, many researchers need to complement one method with another, and all researchers need a solid understanding of multiple methods used by other scholars to facilitate communication, to promote collaboration, and to provide superior research. (p. 15)

In a nutshell, the case study method was chosen as the best way to explore how formative assessments practices impacts students' achievement and teachers' instruction as Yin (2009) rightfully puts it, a "complex social phenomena, in which the boundaries between the phenomena and its context are not clearly evident" (p. 18).

3.4. The Research Approach

In this study, the researcher tries to investigate the impact of formative assessment professional development on students' achievement and teachers' instructional practices through the use of questionnaires and observations. It follows that, the research method within this investigation is descriptive and analytic since it involves hypotheses testing, thereby describing and analyzing a single factor which constitutes one component of a foreign language phenomenon.

To answer the research questions and to test the hypotheses raised in the study, mixed methods will be applied ,i.e., a combination of quantitative and qualitative approaches is always regarded as a worthy method to improve understanding. Creswell and Clark(2011) describes mixed methods as: a procedure for collecting, analysing, and mixing both qualitative and quantitative data in a single study to understand a research problem or phenomena. As a methodology, it involves the assumptions that direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analysing, and mixing both qualitative and quantitative data in a single study or series of studies(p.5).

In choosing the most appropriate research design, it is important to take into consideration some issues related to data collection procedures. Most importantly, the authors stress the importance of using good research questions to guide researchers with the type and amount of data that needed to be aligned with the purpose of the research. In order to address the research questions, researchers should devote a strategy or, as Bryman (2008) suggests, " a general orientation to the conduct of social research"(p.20) . I implemented a mixed-methods research design, integrating both quantitative and qualitative data analysis concurrently. Arguably, mixed-

methods research provides more comprehensive evidence for studying the research questions. Moreover, Mixed-methods research means that a research strategy employs more than one type of research method. Therefore, both of the approaches are needed for this study, and the use of qualitative and quantitative approaches in combination provides a better understanding of the research problems than either approach alone. They are collected to in a way specifically tailored to a particular research question, which means they are best suited to answering that question by forming the fundamental framework of this study and was categorized as quantitative and qualitative data in the form of numerical and verbal materials (Montello & Sutton, 2006, p.36)

The interpretive paradigm is described as a view that sees “the subject matter of the social sciences – people and their institutions – is fundamentally different from that of the natural sciences” (Bryman, 2008, p.15) this is echoed by Coleman and Briggs (2002) who contend that “the world of educational research is different from the world of the natural science researcher-all educational research needs to be grounded in people’s experience” (p.18). Cohen, Manion and Morrison (2007) ascertain that the views of social reality can be understood from either the subjective or the objective approach. Additionally, Davidson and Tolich (2003) assert that in interpretive paradigm is also said to place great emphasis on “the meaning people attribute to their experiences” (p.29).

Furthermore, the interpretive paradigm treats the knowledge gathered from a research undertaken as “personal, subjective and unique” (Cohen et al, 2007, p.7). For this reason, the interpretive paradigm is believed to be the most suitable for this research study as it allows in-depth exploration of the teachers’ views of their use of formative assessment in their instruction.

The interpretive paradigm adopted in this research study is linked to the qualitative research approach. Lankshear and Knobel (2004) confirm that the qualitative research approach provides rich and detailed description of the research subjects and the event being researched. Similarly, this belief is supported by Ary, Jacobs, Razavieh and Sorenson (2006) who definitely argue that “the ultimate goal of this kind of study is to portray the complex pattern of what being studied insufficient depth and detail so that someone who has not experienced it can understand it” (p.450). In a nutshell, the tools should be blended as a cocktail to produce desired and feasible data which is ready for interpretation of results.

3.4.1. Quantitative Approach

Initially the quantitative research appeared within the natural sciences context. Dornyei (2007) asserts that the quantitative approach entails the use of statistical procedures, tools and methods for collecting data which therefore results in numerical data. This type of analysis, on the other hand, is based on “numbers as the unit of analysis” (Denscombe, 2007, As quoted in Boumediene, 2018, p. 134). This method aims to fully analyse the quantification of all ideas. Quantitative analysis questionnaires because they involve quantifiable data, and regardless of the design of the research, quantitative analysis is of two types: descriptive statistics and inferential statistics (Norton, 2009, p. 131).

This approach generates data that are numerical by transforming respondents' answers into quantifiable units in a variety of ways such as figures, tables, diagrams etc. In the present study, quantitative analysis is chiefly centered on teachers and students questionnaires. In the questionnaire there were (15) quantitative and (5) qualitative. A descriptive analysis is incorporated in this study. Interestingly descriptive statistics entail graphs, measures of general tendencies, variability and distribution (Cresswell, 2012; Basit, 2010).

The quantitative research generates numerical data or data that can be converted into numbers which can be separated easily so that can be counted and modeled statistically. The collection process of numbers then can be subjected to statistical analysis. Interestingly, such approach can be conducted by using a variety of instruments like: questionnaires, tests, interviews, and surveys. Moreover, a key feature of the quantitative method is that it is interested in the general characteristics of certain group rather than the individual.

According to McDonough and McDonough (1997) stated that for a research to reach objectivity, reliability and feasibility, the traditional numerical designs are best suited to achieve this aim. Thus, quantitative research persists to answer the targeted questions objectively. Due to these benefits and characteristics, two questionnaires have been implemented in this study in order for a smooth and easy deduction of statistical results.

3.4.2. Qualitative Approach

Qualitative research is a potentially significant process in the field of education. According to Cohen et al. (2007) qualitative data analysis encompasses all activities of organizing, interpreting and accounting for data. Put it simply, making sense of the data in terms of the

participants' views about the issue, by tracing the focal features, interrelationships, patterns, themes, categories and regularities to generate meaning. Accordingly, the qualitative data is mainly based on explanations since it is solely relied upon opinions and interpretations. Therefore, qualitative data collection is more dominant in this research rather than the quantitative one.

Collecting qualitative data is an ongoing process that involves continuous reflection about the data being gathered (Cresswell, 2009). In the same vein, Maxwell (2005) highlights that the major goal of qualitative research is to study a small number of individuals to fully understand the essence of events and actions. Bryman (2008) demonstrates that this process is labeled as iterative for data collection. He further confirms that "data collection and analysis proceed in tandem, repeatedly referring back to each other" (Maxwell, 2008, p. 541). In brief, the researcher willingly conducts the process of data analysis by collecting, interpreting and narrating simultaneously through an iterative dynamic and recursive operation (Cresswell, 1994).

Miles and Huberman (1994) critically explained that there are recurring characteristics of qualitative research which entail: clarifying understandings, conducting field works, interpreting theories, classifying preconceptions, creating a holistic overview, isolating themes and analyzing data through patterns of words. In this regard, Dornyei (2007) asserts that the researcher at qualitative research uses data to gather results from open-ended numerical data and then these data find its way to analysis through non-statistical methods.

There are three key stages to analyzing qualitative data; 1) familiarization and organization, 2) coding and recoding, and 3) summarizing and interpreting. Most importantly, before the qualitative data process, it is imperative that the researcher be comfortable and making comparisons and contrast because they are the "central agents of the analysis process" (Lofland et al., 2006, p. 195). Therefore, the research questions were used to guide the data collection process for the purpose of achieving data reduction, which is essential for data analysis (Huberman & Miles, 1998; Cresswell, 2009).

According to Glesne and Peshkin (1992) the qualitative research integrates a naturalistic approach that persists to fully understand the phenomena being studied in context-specific settings and seeks to help investigators to organize and intentionally describe subjective data in a systematic way. A key component of the qualitative research is that researchers ideally investigate things in authentic settings in a bid to interpret problems and issues raised from research using

empirical methods such as: case studies, interviews and observations. Put simply, the results obtained from this type of research come from real-world contexts and not by means of statistics or any kind of quantification procedures.

In the same line of thought, Creswell(2007) highlights that “qualitative research begins with assumptions, a worldview, the possible use of theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem”(37).According to sound research foundations, it has become authentically proved that the combination of both quantitative and qualitative research methods can generously offer a richness of data, expand the interpretation of findings and gain broader understanding of research problems than either one approach alone.

According to Collis and Hussey(2003)the main features of qualitative research is that it is hugely suitable for small samples, while its outcomes are not measurable and quantifiable . Its main advantage, which also constitutes its basic difference with quantitative research, is that it provides a complete description and total analysis of a research subject, without limiting the scope of the research and the nature of participant’s responses.

Though, the effectiveness of qualitative research is chiefly based on the skills and abilities of researchers, while the outcomes may not be perceived as reliable, because they generally come from researcher’s personal judgments and interpretations. Arguably, Bell (2005) stated that it is in one hand, more appropriate for small samples, it is on the other risky for the results of qualitative research to be perceived as reflecting the opinions of a wider population. In this regard, Miles and Huberman (1994) skillfully pictured the key differences between qualitative and quantitative research(Table 3.2)

Table 3.2. Features of qualitative and quantitative research

Qualitative research	Quantitative Research
The aim is a complete, detailed description.	The aim is to classify features, count them, and construct statistical models in an attempt to explain what is observed.
Researcher may only know roughly in advance what he/she is looking for.	Researcher knows clearly in advance what he/she is looking for.

Recommended during earlier phases of research projects.	Recommended during latter phases of research projects.
The design emerges as the study unfolds.	All aspects of the study are carefully designed before data is collected.
Researcher is the data gathering instrument.	Researcher uses tools, such as questionnaires or equipment to collect numerical data.
Data is in the form of words, pictures or objects	Data is in the form of numbers and statistics.
Subjective – individuals interpretation of events is important ,e.g., uses participant observation, in-depth interviews etc.	Objective: seeks precise measurement & analysis of target concepts, e.g., uses surveys, questionnaires etc.
Qualitative data is more 'rich', time consuming, and less able to be generalized.	Quantitative data is more efficient, able to test hypotheses, but may miss contextual detail.
Researcher tends to become subjectively immersed in the subject matter.	Researcher tends to remain objectively separated from the subject matter.

Adapted from: Miles & Huberman (1994, p. 40).

3.5. Sampling

In any educational research setting, the investigation should not mainly based on the suitability of the instrumentation, but also a great emphasis should be paid to the selection of appropriate sampling which aims to meet the beforehand set objectives, structure and the nature of the work. Arguably, selecting an appropriate sample is presumably a challenging task by which the research provide time and effort to conduct and design his research. In the first place, the researcher should distinguish between the sample and population. In this regard, Dornyei (2007) puts a definition to sample as: the group of participants whom the researcher actually examines in an empirical investigation. Further, he defines the population as “the group of people whom the study is about”(p.96). Additionally, research practitioners argue that the sample is just a part or a small group of the whole population. Moreover, Richards(2001) states that sampling is

the process of selecting a portion from a certain population instead of studying the total population for the sake of creating a representative sample.

Gibilisco(2004) defines populations and samples in terms of nature, size, and interrelationships: In statistics, the term population refers to a particular set of items, objects, phenomena ,or people being analyzed . These items, also called elements, can be actual subjects such as people or animals, but they can also be numbers or definable quantities expressed in physical units(p.38) .According to Perry(2005) ,the sample is the source of data where researchers seek to answer their questions; the source is often composed of human beings to whom researchers refer as subjects, participants, or respondents. These latter must be representative of the group of individuals to which the findings will be applied (as cited in Mehiri ,2016).

Among the significant aspects to take into account when conducting a research is sampling, Richards and Schmidt(2002,p.465) define a sample as: “any group of individuals that is selected to represent a population”, it is therefore the investigated community which the researcher choses among a whole populations and applies his or her research on. Accordingly, the researcher has to select a sample which is reliable and appropriate for the research objectives (Kothari,2004). The sample should be similar to the target population in every detail including age, gender, educational background in order to have representative data for the whole population(as cited in boumediene,2018).

For the sake of gathering data and investigating the research questions, a group of subjects were assigned to participate in this study. The investigated population comprised English language teachers and students at the department of English in El-oued University. The researcher has used a non-probability sampling, more exactly purposeful convenience sampling which means “ beside the relative ease of accessibility, participants who also have to possess certain key characteristics that are related to the purpose of the investigation” possess (Dornyei,2007,p.99).

Most importantly, it is imperative for the researcher to attentively think about the way he seeks to collect and analyse data when designing and planning and selecting his sample in his research. Therefore, the researcher draws on these prerequisites to decide on a sample heavily relies on the overall objective of the study and the way the research is approached. In a nutshell, the investigators who follow the path of quantitative research tend to the process of generalizing the findings obtained from the selected sample from the whole population. On the second hand,

qualitative investigators tend to give little or no attention to generalizability.

3.6. Research Participants

Ritchie et al. (2003) list seven factors that might affect the potential size of a sample: The heterogeneity of the population; the number of selection criteria; the extent to which 'nesting' of criteria is needed; groups of special interest that require intensive study; multiple samples within one study; types of data collection methods use; and the budget and resources available (Ritchie et al 2003. p 84). According to Morse (2000) who highlights that, “the scope of the study, the nature of the topic, the quality of the data, the study design and the use of showed data determine the number and nature of participants” (p.4).

In accordance with this aim of targeting population, a group of teachers was selected. The sample teachers in the present study comprised twenty-one participants including experienced and novice teachers with varying experiences ranging from Four year to Fifteen years, and their degrees were either Magister or Doctorate in English discipline. The rationale behind this purposeful sampling was to benefit from a variety of views. Teachers’ degrees and teaching experiences are displayed in the table (3.4) below:

Table 3.3. Teachers’ degrees and teaching experience

Informants	Degree	Experience	Informants	Degree	Experience
Teacher 1	Doctorate	14 years	Teacher 12	Magister	5 years
Teacher 2	Doctorate	13 years	Teacher 13	Magister	5 years
Teacher 3	Doctorate	10 years	Teacher 14	Magister	5 years
Teacher 4	Doctorate	10 years	Teacher 15	Magister	6 years
Teacher5	Doctorate	6 years	Teacher 16	Magister	6 years
Teacher 6	Doctorate	5 years	Teacher 17	Magister	6 years
Teacher 7	Doctorate	4 years	Teacher 18	Magister	6 years
Teacher 8	Doctorate	3 years	Teacher 19	Magister	7 years
Teacher 9	Magister	4 years	Teacher 20	Magister	7 years
Teacher10	Magister	4 years	Teacher 21	Magister	7 years
Teacher 11	Magister	4 years			

3.7. Research Instruments

Bernard(2002) confirms that data gathering is focal element in educational research and it aims to provide or gain a clear-cut understanding of a theoretical and conceptual framework as to lay the foundation of conducting a scientific research. According to Heaton(2004) ,data collection can be obtained from a variety of methods including interviews, focus group discussions, surveys, telephone interviews, portfolios, journals, reflecting memos, interactions and questionnaires.

There are many and varied obstacles that the inexperienced researchers face when intends to choose which method and instrument that best work with his study. Novice investigators are advised to rely on triangulation process to overcome the shortcomings and drawbacks that may encounter along the journey of conducting his research depending on one single method. Put differently, triangulation is a way of cross-checking findings using two or more sources or tools to support validity to the data and findings(Long,2005).In this regard, O’Leary(2005) ascertains that the researcher finds it hard and daunting task to gather reliable and valid data. Hence the methods used for data collections are variably related to the aims and the strengths of each method.

As discussed earlier in the above paragraphs, the crucial objective of using instruments both quantitatively and qualitatively in this study is to portray a full, holistic framework of the subject matter being studied with a critical lens to shed light on angles that might not have been focused on when employing a single-designed method. Interestingly, such a sound judgment based on the principle that a single method could uncover all the teachers’ and students’ perceptions, practices and attitudes.

It is noteworthy here, that research tools were utilized for the sake of providing and accurate scrutiny and well-recommended remedies. At the outset, we chiefly depend on using two major instruments for collecting and analyzing data. First and foremost, two questionnaires, one for teachers and the other for students. In the second hand, we conducted a classroom observations to detect more discernable and measurable data like, behaviours, actions, and interactions in real context settings.

To make ends meet in this study, the researcher has taken the advantage of fully depending on multitude of data collection settings, tools and sources as well. Practically, the researcher should be aware which instruments which he/ she implements to accordingly answer the research questions put in advance by him/her. Hopefully, we expect that these tools will achieve the desired

outcomes from this research and strengthen the validity and reliability of the research methods. Next, the rationale behind employing these tools will be displayed in the following sections.

3.7.1. Questionnaire

Questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. When properly constructed and responsibly administered, questionnaires become a vital instrument by which statements can be made about specific groups or people or entire populations. The reason behind researchers tendency towards employing questionnaires because they proved to be a more cost-effective tool. Questionnaires are frequently used in quantitative social studies as the most popular techniques which are use in collecting a wide range of data from a small and large number of individuals, often referred to as respondents where the researcher will be able to gain factual and attitudinal data. According to Brown(2001) questionnaires are defined as “ any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (p.6).

It is preferably for questionnaires to well-designed and valuable, they should be worded in appropriate way, well-ordered, correct scaling, and appropriate format and font; otherwise, they do not adequately represent the participants' views and opinions. A helpful way to check a questionnaire and ensure that the desired data is correctly collected is to pre-test among a smaller subset of target respondents. For the questionnaire to be well-designed, researchers are required to have a purpose in mind that the use of questionnaire to supplement and support other research tools used and to fit the research paradigm (Verma & Mallick1999)

The questionnaire is among the rapid means for data collection. Dornyei(2003) rightfully defines questionnaires as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out other answers or selecting them from existing answers”(p.6) the questionnaire is chiefly beneficial because it affords a great deal of precision and clarity as the questions mainly deal with desired knowledge, and it can be used on a small scale and large scale as well, besides it is economical in terms of time and money and easier to arrange(McDonough & McDonough,1997; Denscombe,2007)

For the purpose of this research, I intended to use structured questionnaires. The first section required the respondents to answer a number of questions that elicit some information on

their background such as age and length of teaching experience. The second section of the questionnaire which were designed to bring forth the respondents' responses on their experiences with the practice of formative assessment and their perceptions of teacher professional development and ended with challenges of implementing formative assessment.

The questionnaire is conducted to assess and make a clear picture to fully understand some of the variables within the research questions through the participants' responses (Johnson&Christensen,2012). Verma and Mallick(1999) stated that a well-structured questionnaire is an economical data collection instrument that has the advantage of providing the answers to the research questions. Questionnaires are a standardized method of collecting data for both large and small groups(Basit,2010).Designing and developing a good questionnaire can very challenging and intricate process especially for a novice researcher. It requires considerably a lot of time and effort in the planning and preparation phase (Hinds,2000).Through the use of a mixed method questionnaire, quantitative and qualitative data can be collected about the exact information required by the researcher to elicit attitudes about aspects of a phenomenon.

As I intended to employ the questionnaires as the research instruments to gather baseline information of the teachers' and students' overall perceptions of the impact of formative assessment professional development and its impact on the teachers instruction and students achievement, and then conducted the observation process to gain better understanding of the research topic. It is undoubtedly clear that the questionnaires for this research study was designed and consequently used to supplement the data gathered from the observation sessions.

One of the crucial aims of choosing to use questionnaires in this study is due to its suitability, adaptability and practicality for the respondents. In this sense, Bryman(2008), claims that the use if questionnaires greatly helps researchers to draw more information and data from the targeted respondents investigated which enable them to freely complete the questionnaire at their own pace and time.

Moreover; besides its convenience, questionnaires provides anonymously(anonymity) to its respondents; thus it ensures them to submit well-stated and honest answers to the questions raised, thereby enabling respondents to express themselves freely in an attempt to elicit sincere responses concerning what the teachers and students opine and feel about their practices. More importantly, using self-completion questionnaires have the advantage of eliciting bias-free

responses compared to an interview. Therefore, the questionnaires enable me to gather sufficient and well-grounded data that was further supplemented by extra information collected by using the second research instrument that I had utilized. (to complement the weaknesses of questionnaire, the use of observations is seen as most appropriate to supplement the data collected.

3.7.1.1. Teachers' Questionnaire

A Likert-scale questionnaire was used as the main tool to gather data about formative assessment professional development and its impact on students' achievement and teachers' practices. A Likert-scale gives a range of responses to a question (Cohen, Manion & Morrison, 2010). Here, the scale is of four choices: strongly agree, agree, disagree and strongly disagree. questionnaire included 5 sections.

The teachers' questionnaire consisted of five (5) parts. The first part sought to collect information about the samples' gender, age, academic qualifications, and the number of working years (experience). According to Verma and Mallick (1999) highlights that researchers are asked to gather biographical data from the subjects under study such as age, teaching experience, level of education received to substantiate the data collected.

3.7.1.1.1. Part One: Biographical Information

(question one to question three) compiles background information about teachers' employment state and their experience in teaching English Language at the University of El-oued.

The second part was devoted to the five (5) sections

3.7.1.1.2. Part Two: Purpose of Formative Assessment

(labeled Purpose of Formative Assessment) deals with the role of formative assessment in raising students' motivation. Also how FA provides appropriate feedback to students progress in order to scaffold students' learning and informing teachers about their instruction and help them make adjustments to the teaching.

- Formative assessment motivates students to learn
- To provide appropriate feedback to students about their progress
- provides information to teachers about their instruction and making adjustment to teaching and learning

- To help in identifying the final grade for students
- To make judgments about students' progress
- To scaffold students' learning
- Formative Assessment is adapted to meet the needs of individual students
- Formative assessment as the process of appraising, judging or evaluating students' work or performance and using this to shape and improve students' competence.
- Formative assessment is the practice of collecting evidence of student learning.

3.7.1.1.3. Part Three: Formative Assessment and Student Learning

(labeled Formative Assessment and Student Learning) This section designed to identify teachers responses to their views about their formative assessment practices on students learning and its impact. looks at the teachers' perceptions of the effect of their feedback for students' progress and their practices in relation to feedback provision.

- Formative assessment is beneficial and effective for student's development and improvement
- Positive feedback is needed for student progress
- Teacher conducts a variety of instructional strategies to address students' needs
- Students take an active role in their learning
- Peer feedback is valuable in students' learning
- The use of assessment rubrics is important
- The use of formative assessment strategies encourages students' motivation
- A variety of assessment techniques are used(e.g., journals, portfolios,... etc.)
- Seek to close the gap between a learner's current status and the desired outcome
- Formative assessment help teachers to use effective questioning techniques and interaction patterns.

3.7.1.1.4. Part Four: Teachers' Instructional Practices

(labeled Formative Assessment and Student Learning) This section labeled Teacher's Instructional Practices designed to identify teachers' practices role in improving students' achievement. Besides, the significance of formative assessment in enhancing teachers' instruction.

- Feedback to teacher to modify program to meet the needs of the students
- Through FA teacher will have a deep understanding of the curriculum
- guide the lesson design and pace, select different strategies, differentiate teaching strategies
- Checking for understanding
- Guided practice, reviewing homework or other assignments
- FA enable teachers to adjust their current instructional practices and adjust their teaching methods.
- A teacher can then use this to guide the lesson design and pace, select different strategies, differentiate activities
- students' high opportunity to learn include whole class teaching, whole class teacher-guided discussion, use of group work (collaborative group) and use of homework as an instructional tool.

3.7.1.1.5. Part Four: Teacher's Professional Development

(labeled teacher's professional development in formative assessment) explores teachers' understanding and knowledge and use of formative assessment strategies in their and to check the role of professional development in improving their knowledge in assessment area.

- Teacher have much knowledge about assessment methods
- Teachers know how to implement formative assessment effectively
- Teacher engineer effective classroom discussion, questions, and learning tasks
- The goals of professional development in classroom assessment include enhanced teacher knowledge and skills and enhanced student learning and achievement
- Teachers who participated in a successful professional development programme in formative assessment developed their formative classroom practice to such an extent that it had a significant impact on student achievement
- My professional development experiences have some impact on my teaching practice.
- I am motivated to practice the knowledge and skills that I have learned form the professional development programme attended.
- Teachers can invite collaborative discussion on how to incorporate formative assessment into a learning program

3.7.1.1.5. Part Five: Challenges in Implementing Formative Assessment

- Teachers' lack of formative assessment knowledge
- Time constraint
- Instructional resources(materials, tools, textbooks, labs etc.)
- Teachers' beliefs about formative assessment

In brief, the teachers' questionnaire is a likert-scale questions organized in six sections. The aim behind conducting this questionnaire is to reinforce the collected data from the observations and the students' questionnaires. Each section is mainly based on the aspects discussed in this research. There are different types of questions in this questionnaire; numeric questions which have been used to get background information about teachers(numeric questions are questions that needs numerical answers, like the number of years of teaching experience). The remaining questions are used to understand the teachers' opinions and attitudes towards the subjects under study in order to get clear and complete responses.

As shown in appendix "B", the questionnaire is divided into four sections:

3.7.1.2. Students Questionnaire

As shown in appendix "B", the students' questionnaire is divided into three sections:

3.7.1.2.1. Part One: Biographical Information

The subject students were third year students at English Language Department at the University of El-oued. The number of students involved in the study and answered the questionnaire constituted 75 participants (males and females) whose age ranged between seventeen (20) and twenty (25) years old. The sample of the students was purposefully selected because they were in the third year which means at the end of the License Cycle. Thus, the investigator believes that the sample chosen was more aware of the importance of the Teachers' practices role in improving their learning process.

3.7.1.2.2. Part Two: Formative Assessment and Student Learning

- Formative Assessment fosters Student Learning
- Formative assessment has a positive impact on student learning
- I need to receive positive feedback in order to progress

- Teacher and students should share an understanding of assessment goals
- Varied assessment methods should be used continuously
- Formative assessment raises students' motivation
- Formative assessment promotes metacognitive skills like critical thinking and judgment skills
- Formative assessment scaffold students' progress and enable them to achieve their goals
- Self-assessment develops students 'autonomy

3.7.1.2.3. Part Two: Formative Assessment and Teachers' practices

- Teacher- student discussions are effective in fostering learning
- Teacher feedback is effective in promoting student learning
- Error analysis and correction is an effective feedback
- Teacher should be more aware of checking for understanding techniques
- FA allows teachers to identify gaps in student learning and to adapt teaching accordingly
- Teacher should share success criteria and learning goals with students
- Teacher delivers his instruction in a variety of formats: one-to-one, small group, and large group.
- Teacher generates classroom discussions, questions, and tasks to gather and use information from classroom assessments to improve student learning
- Teachers know how to assess and student learning well
- Teacher teaching strategies: higher order questioning techniques; use of problem solving techniques

3.7.2. Observation

In educational research ,observation can help researchers and teachers gather data on non-verbal activity in instructional process, discern continuing behavior as it happens when writing down notes, as well as becoming closer to those being studied and reducing the impact of bias on data collection because it is less reactive than other forms of methods of data collection (Baily, 2001).Most importantly, Robson (2002) asserts: “what people do may differ from what they say and they do”(p.310), and observations' advantage to provide researchers with naturally occurring behaviour. Moreover, observations can be used to collect more data on the physical setting, the

human setting, the interactional setting and the programme setting (Morrisson,1993)

This research instrument has been opted for as data collection tool within this investigation for the sake of describing the participants' learning attitudes and beliefs towards the practice of formative assessment during classroom settings .Observation is described by Marshall and Rossman (1989) as "the systematic description of activities, behaviors and objects in the social setting chosen for research" (p.79). Observations allow the researcher to use the five senses to identify current circumstances, offering a 'printed photograph' of the situation under analysis (Erlandson, Harris, Skipper, & Allen, 1993).

Through classroom observations, I saw and observed how teachers use and practice formative assessment strategies in their daily teaching in the real classroom setting. Classroom observations were conducted to explore and to find out if what they respond in the questionnaires. Practically, in this study, observations are used to obtain more in-depth information(gain broader, fuller picture or understanding) and to demonstrate the validity and reliability of claims obtained from research tools. It may also serve us to demonstrate the generality of their interactions, attitudes, feelings and impressions towards the use of English language teachers formative assessment practices. This study uses classroom observation for data collection technique. The observation is primarily focusing on whether formative assessment is observable in their daily instruction. The researcher attended two observation from 10 th April-09 th May 2018 involves 35 students in class A and 36 students in class B. During the observation, the researcher made field notes, and checklists to be used in analyzing data phase.

The study established an observational tool for recognizing formative assessment use in order to establish if it is observable in practice The instrument incorporated five formative assessment components, rating 20 specific items grouped by component.(observed / not observed).The major goal of the observation is to create an instrument that can answer the issue of whether formative assessment can be seen in practice; nevertheless, the degrees and types of formative assessment used during this process may be of interest and usefulness. As a result, I have included the tables below that demonstrate the results of this observational instrument's findings on formative assessment utilization.

In the this table (3.3), a holistic view or description of the five components of formative assessment (strategies)

Table 3.4. Five components of formative assessment

Formative Assessment Components	Observed /Not Observed
A. Learning Targets: Clarifying Learning Intentions and Sharing Criteria for Success	
B. Monitoring: Engineering Effective Classroom Discussions, Questions, and Learning Tasks That Elicit Evidence of Learning	
C. Feedback: Providing Feedback That Moves Learners Forward	
D. Self-Assessment: Activating Students as the Owners of Their Own Learning	
E. Peer Assessment: Activating Students as Instructional Resources for One Another	

In the next table a detailed overview of the aspects and items to be observed as formative assessment strategies that teachers may use them in their instruction.

- **Learning Targets: Clarifying Learning Intentions and Sharing Criteria for Success;** the researcher is going to observe teachers' practices about learning intentions and success criteria like posting a model or schema to pave to the students the route they are taking to reach their destination they set at the beginning of the lesson. Are the goals stated clearly well to students and if the students grasp the lesson objectives in well-articulated manner. To check if the teacher provided quality work. To know if teachers telling students what they hope they will learn and (sometimes) why they are learning it.

Table 3.5. Clarifying learning intentions and sharing criteria for success

A. Learning Targets: Clarifying Learning Intentions and Sharing Criteria for Success		
	Observed	Not Observed
1. Does the teacher make certain that students understand the learning intentions for the class session?		
2. Does the teacher make certain that students understand the		
3. Does the teacher provide examples of high and low quality		
4. Does the teacher address potential misunderstandings		

- **Monitoring: Engineering Effective Classroom Discussions, Questions, and Learning Tasks That Elicit Evidence of Learning.** In this component the researcher, tries to see if teachers

consistently monitoring students' progress on a regular basis. Moreover, to check if teachers vary their teaching strategies and techniques to effectively respond to students' questions like using probing questions to diagnose the extent of the students' learning (probing, wait-time and open-ended questions). These strategies should be reflective and stimulating and interactive to elicit evidence of students learning.

Table 3.6. Engineering effective classroom discussions, questions

B. Monitoring: Engineering Effective Classroom Discussions, Questions, and Learning Tasks That Elicit Evidence of Learning		
	Observed	Not Observed
1. Does the teacher make efforts to monitor student learning on an ongoing basis(i.e., minute-to minute and day –to-day) ?		
2. Does the teacher give students a variety of opportunities and methods (e.g., verbal, written, electronic, & visual) to respond to questions?		
3. Does the teacher use effective questioning strategies (e.g., adequate wait time, open-ended questions) to elicit evidence of learning?		
4. Does teacher monitoring seek to elicit evidence from students of both factual/procedural knowledge and of deeper conceptual knowledge?		
5. Does teacher monitoring seek to elicit evidence of whether students can transfer knowledge within and between disciplines/subjects?		

- **Feedback: Providing Feedback That Moves Learners Forward.** In this component the researcher purpose is to observe teachers feedback provision. From this feedback the teacher can confirm, add, modify, restructure student learning through formal and informal evaluations. The aim of feedback is to describe specific student strengths and suggest strategies for continued learning in those areas.to check and provide comments on how to improve and address misconceptions and challenges. To see if teachers feedback make students think and actively engaged in their learning.

Table 3.7. Providing feedback that moves learners forward

C. Feedback: Providing Feedback That Moves Learners Forward		
	Observed	Not Observed
1. Does the teacher provide meaningful feedback (i.e., information with which a learner can confirm, add to, overwrite, tune, or restructure understanding) immediately following formal and/or informal evaluations of student progress?		
2. Does the teacher provide accurate feedback that assists learning?		
3. Does the teacher provide feedback in reference to a criterion-based standard, avoiding feedback based in comparison to other students?		
4. Does feedback describe specific areas of needed improvement and suggest alternative strategies for making that improvement?		
5. Does feedback describe specific student strengths and suggest strategies for continued learning in those areas?		

- **Self-Assessment: Activating Students as the Owners of Their Own Learning.** In this component, the teacher intends to observe teacher inclusion of students in the process of evaluation and judgment. Showing students a range of other students' work to make a judgment about their progress like writing an an evaluative note on student's work.

Furthermore, the researcher here tries to check if the observed teachers providing time for students to reflect and talk about their learning and get them review their own work and record their progress. In another phase of observation, to detect if students are able to Provide feedback to their teachers. The teacher Shared responsibility and providing opportunities for students to assess their own and one another's work and give feedback to one another. Also , the teachers ability of teachers helping their students to understand their achievements and know what they need to do next to make progress.

Table 3.8. Activating students as the owners of their own learning

D. Self-Assessment: Activating Students as the Owners of Their Own Learning		
	Observed	Not observed
1. Does the teacher give students opportunities to use self-regulatory competencies, such as the ability to accurately assess their own knowledge?		
2. Does the teacher make efforts to develop self-monitoring competencies in students (i.e., meta-cognitive skills)?		
3. Are students making decisions related to their own improvement on the basis of ongoing assessment data (i.e., ownership of learning)?		

- Peer Assessment: Activating Students as Instructional Resources for One Another. In the last component of formative assessment strategies the researcher is supposed to observe teachers' practices about giving the students to take the lead to assess their peers works. Does the teacher offer students opportunities (e.g., discussions, questions, learning tasks) to engage in peer-monitoring and reviewing the work of their colleagues. Does the teacher utilize peer activities to help students deepen their understanding of common errors and alternative strategies and let them assess their own and one another's work and give feedback to one another. In the last item to see if they can Negotiate a way to improve some piece of work and give evaluative and judgmental notes, remarks and reflective responsive.

Table 3.9. Activating students as instructional resources for one another

E. Peer Assessment: Activating Students as Instructional Resources for One Another		
	Observed	Not Observed
1. Does the teacher give students opportunities (e.g., discussions, questions, learning tasks) to engage in peer-monitoring?		
2. Does the teacher utilize the results of peer activities to strengthen ongoing assessment of student learning?		
3. Does the teacher utilize peer activities to help students deepen their understanding of common errors and alternative strategies?		

It is worth noting that these observations checklists were part of the teacher diary which was also used by the researcher as a detailed report to record continuously the students' learning

attitudes towards the learning process. This is considered as a form of a reflective journal in the researcher's teaching portfolio. It is thus not only a source for descriptive data, but also a source for teacher reflective data (Griffie, 2012).

3.8. Triangulation

Triangulation is a strategy utilized to increase the credibility and validity of research findings. Credibility is concerned with the trustworthiness of the validity refers to the extent to which a study accurately reflects or evaluates the concept or ideas being investigated. Triangulation can help ensure that fundamental biases resulting from the use of a particular approach or a single observer are resolved by integrating ideas, approaches or observers in a research analysis. Triangulation is also an attempt to use a range of approaches to further analyze and describe complicated human behavior to give audiences a more balanced understanding. It is a tool which allows knowledge validation and can be used in both quantitative and qualitative studies. Cohen and Manion (2000) asserts that triangulation is "an attempt to map out, or example more fully, the richness and complexity of human behavior by studying it from a more than one standpoint" (p.17). Triangulation means here collecting data using a variety of tools or sources in order to control the variables within the study to guarantee more validity and practicality. As a result, these methods are used for more reliability and credibility of this study results in this vein, a great deal of researchers tend to employ a blend of three methods of investigation as 'a triangulation method'.

In this research, the researcher employs triangulation technique. According to Cohen (2000) "Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior" (p.112). Therefore, triangulation technique serves the researcher to integrate two or more techniques in collecting the data to get validity and reliability. Interestingly, the reason behind triangulation is to increase the credibility and validity of the findings. Moreover, Denzin (p.301): (in Patton, 2009) proposed four types of triangulation. Those are: (1) source(data) triangulation, (2) investigator triangulation, (3) methodological triangulation, (4) theoretical triangulation.

1. Source (data) triangulation

In source triangulation, the researcher uses many sources or participants to get the accuracy of data. It constitutes many variables such as periods of time, space and people.

2. Investigator triangulation

Investigator triangulation means technique that includes the use of several researchers in one study for the reason of collecting a versatile kinds of data and analyzing it according to different insights and perspectives. From some researcher's view in interpreting information and collecting the data, the validity of data can be increased.

3. Methodological triangulation

Methodological triangulation refers to researcher uses more than one method in the research. Cohen (2000:) posits "Methodological triangulation is using the same method on different occasions or different methods on the same object of study"(p.113). Thus, methodological triangulation is making different method to get validity of data. Simply put, methodological triangulation supports the implementation of a wide range of data collection methods such as interviews and observations.

4. Theoretical triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. This type encourages several theoretical schemes to enable interpretation of a phenomenon. Here, the researcher is demanded to have expert judgment to compare the finding of research with the certain theory. From those types of triangulation, the researcher uses methodological triangulation to get validity of data.

3.9. Data Analysis Methods

Methodologically speaking, data analysis is commonly known as the process of converting the collected data into results. Data analysis for needs analysis can be undertaken in various different ways (West,1994). Once the research data have been collected, the researcher needs to be familiar and acquainted with the data analysis order to critically analyze and interpret the gathered data.

As it is mentioned above in the very beginning of the previous chapter, the researcher opted for a mixed- method approach to manage the different sets of data, i.e. a combination of both qualitative and quantitative data approaches. In the context of a single study research, combining these two approaches serves a complimentary role because it is widely agreed that "using more than one type of analysis provides more reliable research results since the latter are not compressed into a single dimension of measurement." McDonough and McDonough

(1997,p.49). In fact, the two types of data would be analysed separately as a result of the distinction between them. According to Dornyei (2007), both qualitative and quantitative dimensions “...are used to measure overlapping but also different facets of a phenomenon, yielding an enriched understanding by illustrating, clarifying, or elaborating on certain aspects” (p.164).

3.9.1. Quantitative Data Analysis

In educational settings, quantitative research methods have been the most utilized approaches. As Dörnyei (2001) states the quantitative research is described as the one which employed quantifiable data to provide viewpoints, perspectives and models that are carefully established at the outset of the study in order to test the research hypotheses.

As a matter of fact, When dealing with closed questions, quantitative procedures were used to analyse the teachers’ and students’ questionnaire. Obtaining numerical data that is then analyzed using mathematically based procedures, with the findings being coded and quantified using averages. Further, the quantitative data had provided the researcher with the numerical data about the teachers and students views and perspectives about the practice of formative assessment and professional development. A five-point Likert scale was used to rate and score the levels of formative assessment practices, and its impact on in many parts of the research. This scale has been used to specify the level of agreement or disagreement based on the criteria of Best Likert (1977,p.174). Furthermore, descriptive and inferential statistics are two forms of statistics. The former is used to describe and show the obtained data in numerical and graphical form. In contrast to descriptive statistics, inferential statistics, intend to generalize from a sample to the entire population (Given, 2008). This type includes hypothesis testing. Essentially, the two types of statistics were considered. To give the work a more scientific and solid outcomes, the findings were displayed in tables, pie charts, and bar graphs, with numerical data converted to percentages in order to compare statistics and analyze the data.

3.9.2. Qualitative Data Analysis

The purpose of this analysis is to explore and describe facts. The qualitative analysis is believed to help the investigator construct clear understanding and thorough ideas about teachers’ instructional practices at the level of formative assessment practices. Obviously, qualitative

methods exclude the collection of numerical data and tend to be explanatory in nature. This kind of analysis had contributed a great deal to this study since it permitted the researcher to retrieve information about the observed teachers' opinions, experiences and the problems that they may face. In addition, it gave the investigator an insight into how things were being occurred in their natural environment. Above and beyond, it should be mentioned that qualitative data analysis can, according to Cohen et al., (2007) "...involve organising, accounting for and explaining the data; in short, making a sense of data in terms of the participants' noting patterns, themes, categories and regularities." : (p.461)

In this study, a qualitative analysis was undertaken to analyse the results gathered from the hotel receptionists' interview and the hotel managers' interview consisting of those items that allowed participants to express themselves freely. The responses were analysed in terms of themes related to the study objectives. In this way, the researcher could learn about teachers' opinions towards the integration of formative assessment practices in their English classrooms. All in all, quantitative data analysis was employed to analyse the two questionnaires used by the researcher in this study whereas qualitative analysis was mainly used to analyse the conducted observation.

3.10. Conclusion

This chapter has tried to offer an overview of the research methodology and justified the research design for conducting this study. In this chapter, I explained the research methodology adopted in this study in detail. I summarized and justified the various use of methods and instruments that were chosen for the suitability for the research purposes. This chapter has presented the methodological approach to gather and analyse the data collected from formative assessment practices in classroom use by English language teachers of El-Oued. Then, the researcher moved to highlight the main aspects related to the research participants including the sampling technique. Instruments and procedures employed to collect the data and find out satisfactory answers to the research questions, and thus confirm or disprove the hypotheses set at the onset of this research were also highlighted in this chapter with their main definitions and their importance in research methodology. Accordingly, the employed research instruments provided the researcher with qualitative and quantitative data. A case study allowed the teacher to generate information from one particular context generalizing as purposive sampling guided by

the researcher that data generated does not represent English language teachers all over the world. The following chapter will essentially deal with the analysis and the interpretation of the findings of each instrument according to the research questions and hypotheses.

CHAPTER FOUR:
Data Analysis and Interpretation

CHAPTER FOUR: Data Analysis and Interpretation

4.1. Introduction	139
4.2. Data Analysis and Interpretation	139
4.2.1. Teachers' Questionnaire Results.....	140
4.2.1.1. Part One: Teachers' Profile	141
4.2.1.2. Part Two: The Purpose of Formative Assessment.....	143
4.2.1.3. Part Three : Formative Assessment and Student Learning.....	144
4.2.1.4. Part Four : Teachers' Instructional Practices.....	146
4.2.1.5. Part Five: Teacher's Professional Development	148
4.2.1.6. Part Six: The Challenges that Hinder the Implementation of Formative Assessment ...	149
4.2.1.7. Teachers' Questionnaire Interpretation	150
4.2.2. Students' Questionnaire Results.....	158
4.2.2.1. Part One: Biographical Information	158
4.2.2.2. Part Two: Formative Assessment and Student Learning.....	158
4.2.2.3. Part Three: Formative Assessment and Teachers' Practices	160
4.2.2.4. Students' Questionnaire Interpretation.....	161
4.3. Classroom Observation	164
4.3.2. Discussion of the Observation.....	167
4.4. My Intervention	171
4.4.1. Grammar Session: Reported Speech	171
4.4.2. Grammar Session: Active/Passive Voice	176
4.5. Discussion of the Main Results	181
4.6. Concluding Comments	186
4.7. Conclusion.....	187

4.1. Introduction

This chapter provides detailed results and analysis of the collected data for the present research. More specifically, it presents the data gathered by the students' and teachers' questionnaires, intervention sessions, field notes, and classroom observations are carefully described, analyzed and mostly presented in the form of descriptive statistics. The aim of these descriptions and analyses is to answer the questions and verify the hypotheses of the research which, as stated in advance, were meant to show the use and implementation of formative assessment in action and in classroom practice at the university of Eloued.

The purpose of this study was to explore the use and implementation of formative assessment practices at the university level by teachers. It intends to examine teachers' understandings and utilization of formative assessment and to know if teachers need more professional development for effective adoption and use of formative assessment strategies in higher education. Formative assessment is an effective tool to assess student learning to increase a student achievement and improves teacher classroom practices which in turn has positive effective on student academic outcomes (black& Wiliam,1998). Specifically, the study provides evidence to help answer the research questions, as well as to gain understanding of the experience of teachers, support existing research, and inform policy. This chapter will discuss the findings from the present study and its relationship to the professional development for teachers.

4.2. Data Analysis and Interpretation

As it was mentioned, the present study is conducted to investigate the teachers' formative assessment practices and the role of teacher professional development in improving his instructional practices. In order to reach the objectives and make a sense of the research results, a mixed-method approach was selected for this study both for data collection and data analysis. It is worth mentioning that the analysis of the obtained data emerged from both approaches either the quantitative or the qualitative one should be presented separately and mixing should occur only at the final interpretation stage. In this respect, Dörnyei (2003) states that collecting the compulsory data is 'half the battle'; hence, the analysis of these data is the other half that should be tackled carefully by researchers. Data from questionnaires, classroom observations were analyzed used mixed methods to create a portrait of the role of formative assessment practices in the classroom and the need for teacher professional development in this area.

4.2.1. Teachers' Questionnaire Results

It seems significant to begin reporting the results of the informants before introducing the analysis related to the aim of this thesis. By taking into account the teachers' practices and their instructional pedagogies in English language classroom at university context, by checking their understandings of the concept of formative assessment and its role in teaching and learning. From teachers' perspectives about the process of FA, the researcher will be able to obtain resourceful data to analyze their questionnaires. Therefore, the results should respect the scope of the teachers' profiles that will be presented later.

The teachers' questionnaire was designed in order to elicit the necessary information to the present situation analysis. The central aims of this questionnaire were:

- ✓ To figure out teachers' knowledge about the purpose and significance of formative assessment
- ✓ To check the respondents' current perspectives of the impact of formative assessment on student learning
- ✓ To know the teachers' instructional practices
- ✓ To check if teachers need professional development in formative assessment practices

The questionnaire used in collecting data in this study is divided into four parts. It contains different statements. In this regard, it can be said that the presentation of the results is grounded on five themes generated from the data and with reference to the research questions. The themes are as follows:

- ✓ Teachers' profile;
- ✓ The purpose of formative assessment;
- ✓ Formative assessment and student learning;
- ✓ Teacher's instructional practices;
- ✓ Teacher's professional development
- ✓ Challenges of implementing formative assessment

In analyzing the data, both the descriptive and inferential statistics methods were employed. Its main objectives were to organize data, explore agreement and disagreement among the participants regarding the various questions and issues raised in the questionnaire

and therefore presenting a large amount of information in an understandable way through the use of tables, graphs, charts, etc. A four-point Likert scale was also used. The questionnaire was administered to twenty-one teachers who accepted to take part in this research.

4.2.1.1. Part One: Teachers' Profile

The first section aimed to draw a careful profile of the respondents. The researcher intended to elicit general and personal information about the teachers. It contains three questions. The teachers were asked, in this respect, to indicate their gender, age, academic degree background, and years of experience.

Table 4.1. Teachers' experience

Teaching experience	Number of teachers
Less than 5 years	5
5-10 years	14
11-20 years	2
More than 20 years	0
Total	21

In addition to students, the researcher has also relied upon teachers in this research work. The aim behind was to have an in-depth knowledge about the practices of formative assessment. The sample teachers in the present study comprised twenty-one participants including experienced and novice teachers with varying experiences ranging from one year to twenty years, and their degrees were either Doctorate or Magister in English. The rationale behind this purposeful sampling was to benefit from a variety of views. Teachers' degrees and teaching experiences are displayed in the pie graph (4.1) below:

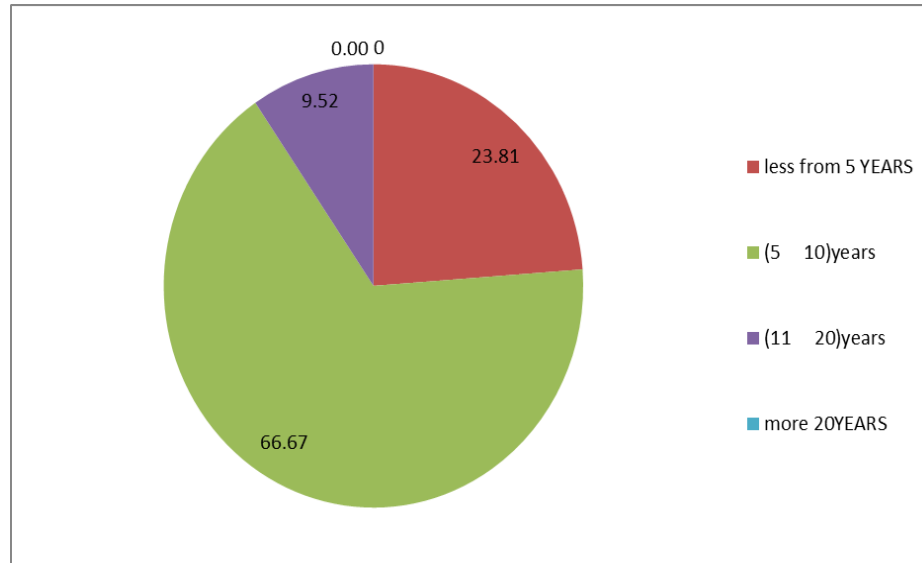


Figure 4.1 Teachers' experience

In this question, the quantitative analysis of teachers' gender in all settings revealed that the number of male teachers stands approximately the same compared with female proportion. Out of 21 participants, 11 (52.38%) are males and 10 (47.61%) are females. These results are summarised in the following bar-graph:(4.2)

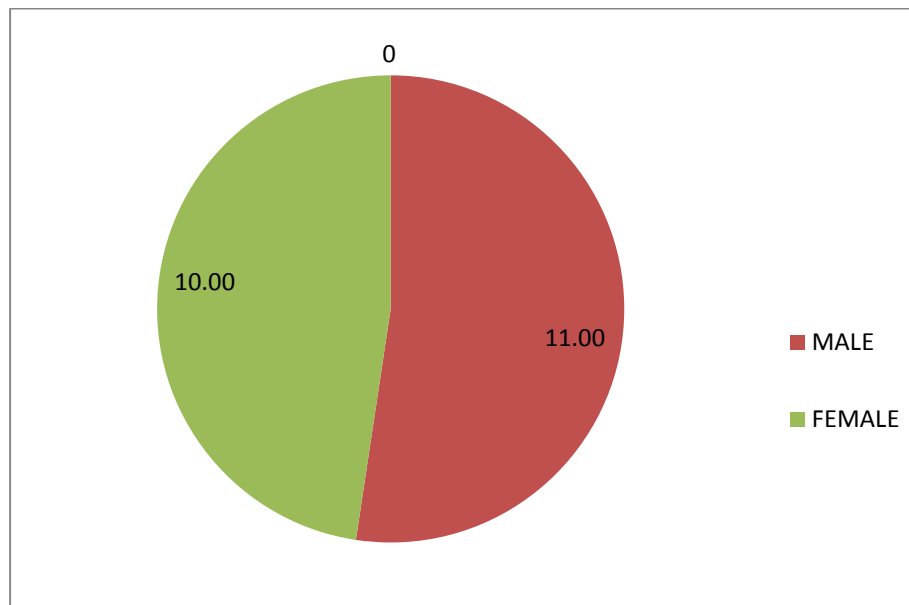


Figure 4.2 Teachers' Gender

The biographical questions enable us to see that the population is made of 21 informants among whom 10 are females and 11 males. Quite similarly the share of the teachers are approximately the same. Most of teachers are in their mid-thirties when the questionnaires were

first distributed. The questionnaire completed by 21 teachers in the English language department teachers provided information of the teaching staff age and teaching experiences. The following table (4.2) and pie charts present close details of the participants' questionnaires.

Table 4.2. Teachers' age

Teachers' age	Number of teachers
20-30 years old	1
31-39 years old	13
40- 49 years old	5
50-59 years olds	2
Above 60 years	0
Total	21

4.2.1.2. Part Two: The Purpose of Formative Assessment

The figure (4.3) below shows the percentage distribution of the sample population according to responses. Item(1) shows that the majority of responses tends to agree to the fact that formative assessment enhances students' motivation with strongly agree(61·90%) and agree(38·09%) . In item (2) telling that the formative assessment provides appropriate feedback to students informing them about their progress; the figures reflect (71,42%)of strong agreement compared to only (28,57%)in agreement. Item(3) seems to strongly agree with the statement saying that Formative assessment informs teachers about their instruction and help them make adjustments to the teaching and learning with a percentage of (80·95%).

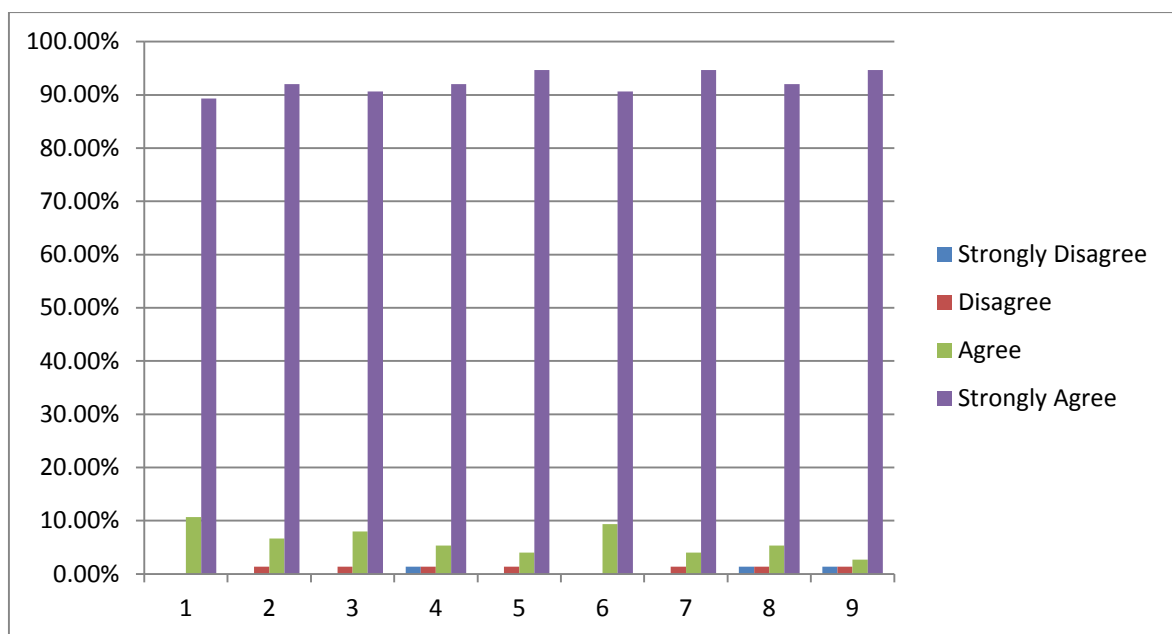


Figure 4.3. The Purpose of formative assessment

For the item(4) the figures show that approximately (near half) of the population stated that the FA process help them in identifying the final grade of the students. On the other side, (57,14%) of the respondents strongly agree to the statement. In relation to the item(5), the high percentage reflects (85,71%) for those who admit that formative assessment evaluate and judge students' progress and only (14,28%) stated that they agree to the statement. The responses to the item (6) which emphasizes that FA helps to scaffold students' learning stated that (71,42%) strongly agree, (23,80%) agree and only (4,76%) said disagree to the statement. The last item (6) from this section identify that the practices of formative assessment is adapted to meet the individual needs of the individual students where the responses come as follows, (61,90%) agree to the statement and (38,9%) strongly agree.

4.2.1.3. Part Three : Formative Assessment and Student Learning

This part of questionnaire analysis is presented in tabular form. This section sought to identify teachers responses to their views about their formative assessment practices on students learning and its impact. The first item states that formative assessment plays a key role in students' improvement where the responses indicates that (90,47%) for strongly agree and (9,52%)agree. The following item were investigated in the second section of the questionnaire is the provision of feedback that detects modifies students' progress; the figure amounts to 15 responses (71,42%)

for strong agreement and just responses 6 (71,42%) said agree to the statement.

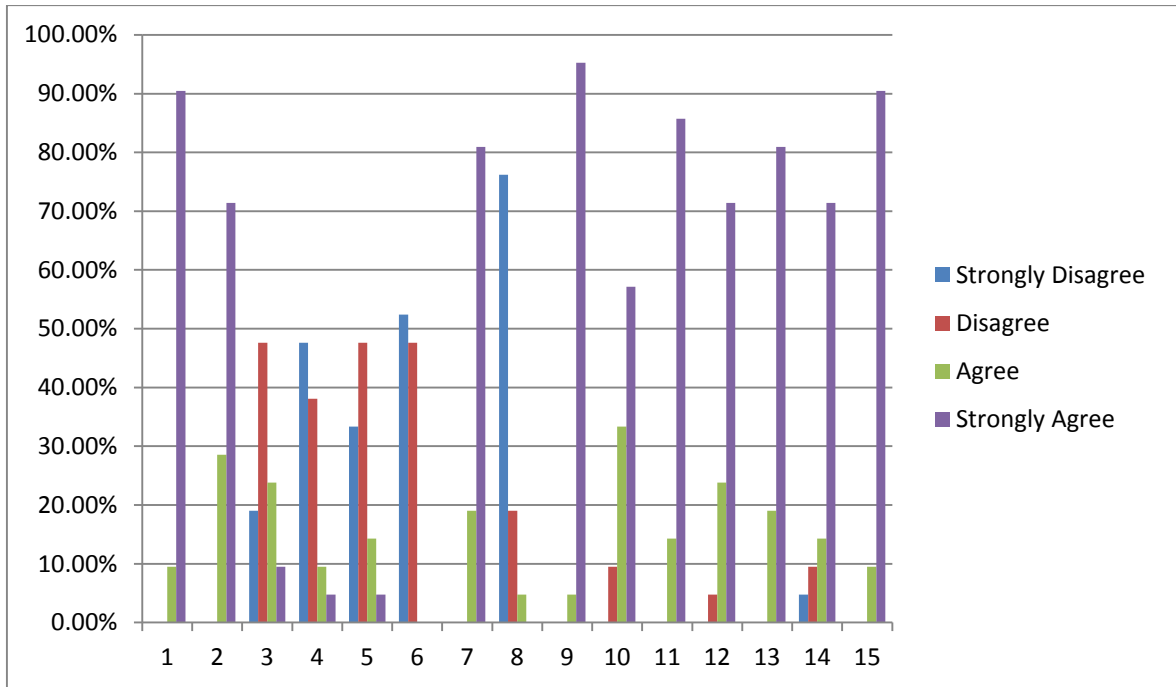


Figure 4.4. Formative assessment and student learning

Only 2 (9;52%) respondents indicated that they do not conduct a variety of instructional strategies to address students’ needs in classroom , whereas 5 (23,80%) said that agree to the statement.Coversly,10(47;61%) confirmed their disagreement to this item because the variety of instructional is nearly absent in our classrooms. As can be seen from this table, (47,61%) of respondents strongly disagree that students are taking an active role in their learning; in the opposite only(4,76%) representing one teacher strongly agree and (14,28%) agree respectively to this item. From this Item(7), it can be clearly seen that the (80,95%) of respondents who opted for the use and efficacy of assessment rubrics to check for student learning with a supporting percentage of (19,04%) agree to this statement. This table reveals that the majority population (more than 90% of subjects) agree that the use of formative assessment strategies encourages students’ motivation.

Most of the respondents wholeheartedly believe that a variety of assessment techniques(e.g., journals, portfolios,... etc.) are beneficial but are not used in real classrooms. Item(9), 20 (95 ,23%) out of a total of 21 teachers indicated that formative assessment seek to close the gap between a learner’s current status and the desired outcome. Item (10) in this shows that 19 (90,47%) of the total respondents experience Formative assessment as an effective

tool for questioning strategies and interactions patterns. The above table again shows that 85,71% of respondents mentioned that they confirm that students can argue ,evaluate and synthesize information for problem solving purposes in their learning due the process of formative assessment.

From this table, one could say that the overall results seem to be in favour of students achievement ; as item (12) is considered, the figures show that approximately 95% of the population stated full agreement that Formative assessment empowers students to be self-reflective learners who monitor and evaluate their own progress as they develop the capacity to be self-directed learners ; while less than 5% seems to have not agree to this statement. In item(13) there is a large number of teachers agreeing with feedback to inform learners of their strengths and how to address their weaknesses with a percentage of nearly 21(100%)

Item (14) Respondents showed mixed reactions when it came to this statement we notice only 2 (9,52 %) express their disagreement that Formative assessment probes higher-order thinking skills, creativity and understanding .In contrast nearly (85%) of the respondents say yes to it. The last statement in this section which indicates that Formative assessment is a way of maintaining learner motivation, cooperation, attention and inclusion, as can be shown from results, (21) all respondents express total agreement to this statement.

4.2.1.4. Part Four : Teachers' Instructional Practices

In this part of the questionnaire , bar graph (4.5) states the general picture of the results of Teacher's Instructional Practices related to formative assessment process. Item (1): The majority of responses displays the fact that feedback plays an indispensable role in helping the teacher to modify the program to meet the needs of the students as the statistical results provide (47,61%) strongly agree and (38,9%) agree. In contrast, only 1(4,76%) stated disagree to the statement . For the item(2) the figures show that 15 (71,42%) indicated strong agreement to the statement which emphasizes that through Formative assessment the teacher will have a deep understanding of the curriculum where 4(19,04%) said agree, and only (9,52%) disagree on it.

The majority of respondents, i.e.85,71% in item three (18 teachers) showed that due to assessment practices the teacher will be enabled to guide the lesson design and pace, select different strategies, differentiate teaching strategies. Additionally, this percentage is backed by another amount of (9,52%) and only 1(4,76) disagree about the statement. The above table again

shows that 76,19% of respondents mentioned that the teacher used many checking for understanding strategies (such oral questions) and this in turn provides the teacher with a timely feedback about students' performance and progress during the lesson. In addition, there is another(5) teacher 23,80% supported this practice.

Item (5) provides insight into the understanding and practice of formative assessment when it facilitates teachers' guided practice, reviewing homework and other assignments as the results displays that approximately (half) 10 (47,61) agree to the statement and (52,80%) strongly agree. Interestingly, in tem (6)the majority of respondents 90,47% showed that Formative assessment greatly enable teachers to adjust their current instructional practices and adjust their teaching methods. Moreover, another amount(9,52%) supports this statement.

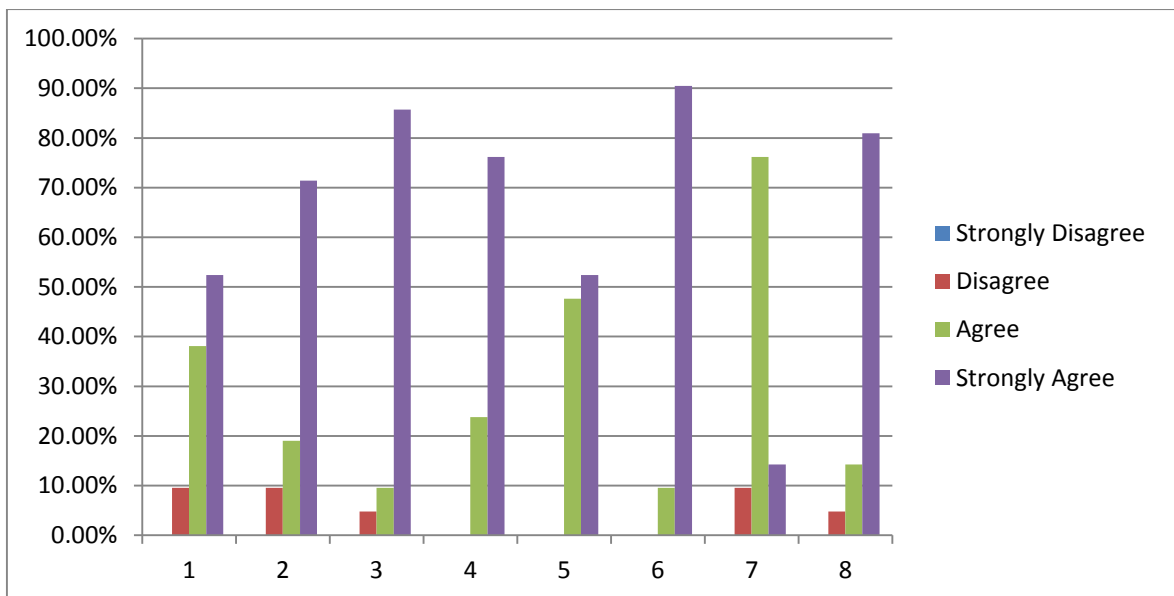


Figure 4.5. Teachers' instructional practices

In item (7) , states that a teacher can then use formative assessment practices to guide the lesson design and pace, select different strategies, and differentiate activities then the results come as follows: (16 respondents) 76,19% agree and another percentage (14,28%) strongly agree , but only 2(9,52%) confirmed disagree to this statement. The last item indicates that strategies and techniques used by the teacher give students high opportunity to learn including whole class teaching, whole class teacher-guided discussion, use of group work (collaborative group) and use of homework as an instructional tool. In this respect, figures shows that the majority 17 respondents (80,92%) stated strongly agree to the statement with additional (14,28%) agree. In

contrast, only 1(4,76%) give a negative response to it.

4.2.1.5. Part Five: Teacher's Professional Development

In this section we are going to display the results related to teacher's professional development in formative assessment and its impact on teacher practices and students' achievement. The figures in item (1) about teachers having a sound repertoire and knowledge about assessment methods reflect 80,94% of opposition as against only 9,04% in concurrence. As we can see that teachers don't have much knowledge on know how to implement formative assessment effectively; as the results display 11(52,88%) disagree and 8(38,09%) disagree compared to 1(4,76) agree and strongly agree respectively. In item (3), the above ratings vary in approximate amounts 57%, which reflects disagreement to the teachers who generate and engineer effective classroom discussion, questions, and learning tasks in a way that makes their classrooms more engaging and lively. In addition, (9) (42,84%) of respondents who stated that they agree to the statement.

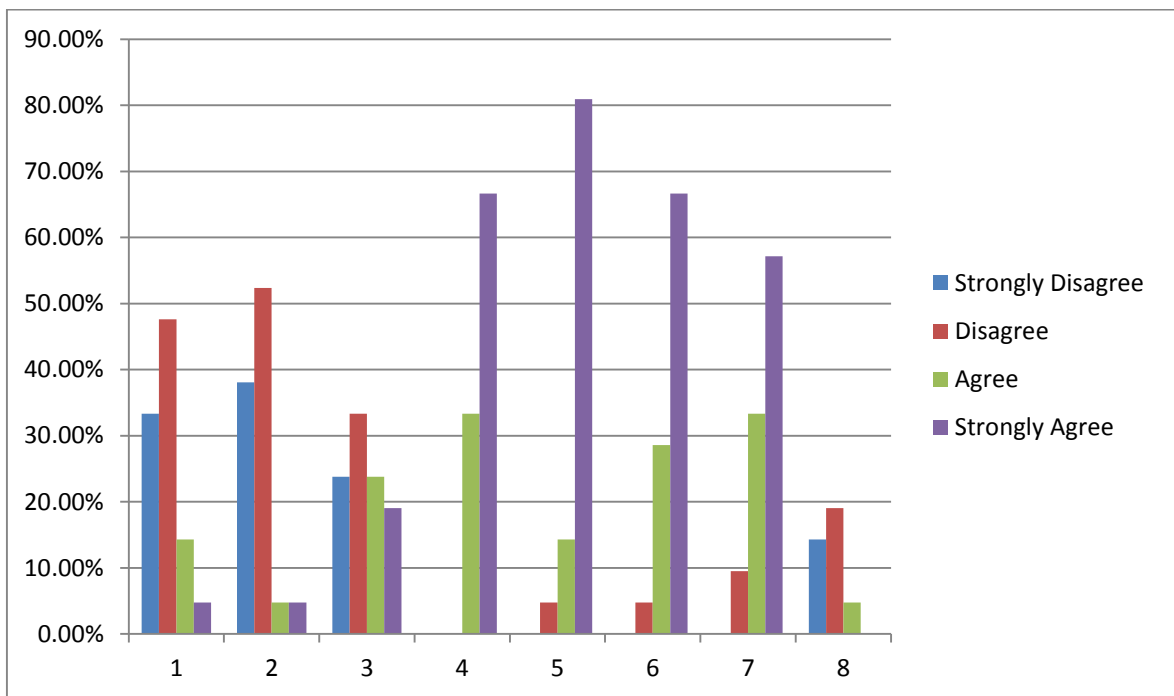


Figure 4.6. Teacher's professional development

More interestingly ,when teacher asked about their views about the goals of teacher professional development relating to classroom assessment, their responses where in favour of enhancing teacher knowledge and skills also more benefits to student learning and

achievement(66,66% strongly agree) and (33,33% agree) which means full support to the idea (100%). It is evident from the data gathered which reflects participants' views of teachers who participated in a successful professional development programme in formative assessment developed their formative classroom practice to such an extent that it had a significant impact on student achievement. In this item (5) respondents expressed their agreement with an accumulated amount of (95,23) and only 1(4,76) disagree to the statement.

In item (6) as displayed in the above figure discusses professional development experiences which have some impact on our teaching practice. As can be seen from the responses, a highly significant 95,23% of respondents indicate they say so. Conversely, only 1(4,76%) disagrees to the statement. In relation to the item(7), it is interesting to note that this supports the participants' perception about their motivation to practice the knowledge and skills that they have learned from the professional development programme they attended. The results shows that approximately 90% of the respondents give their total backing to this statement contrasted to 2(9,53%) disagree to it. The last item (8) explores teachers' views about their initiatives to meet and invite collaborative discussions on how to incorporate formative assessment into a learning program. Significantly, the results indicates variations in the amounts: we notice 8(38,9%) agree, 6 (28,57%) strongly agree and in contrast 3 (14,28%) strongly disagree and 4 (19,04%) disagree of as it is displayed in the figure (4.6).

4.2.1.6. Part Six: The Challenges that Hinder the Implementation of Formative Assessment

what are the major challenges that hinder teachers in implementing formative assessment practices?

Based on the results that we deduce from respondents, we obtain the following data:

In the first item which indicates that teachers lack of assessment knowledge and skills plays a major factor in the process. Most of the teachers (17)reported that lack of instructional competence and assessment literacy (such as in-service assessment ,pre-service assessment courses, workshops,etc.) affect teachers' use of formative assessment strategies(80.95%).

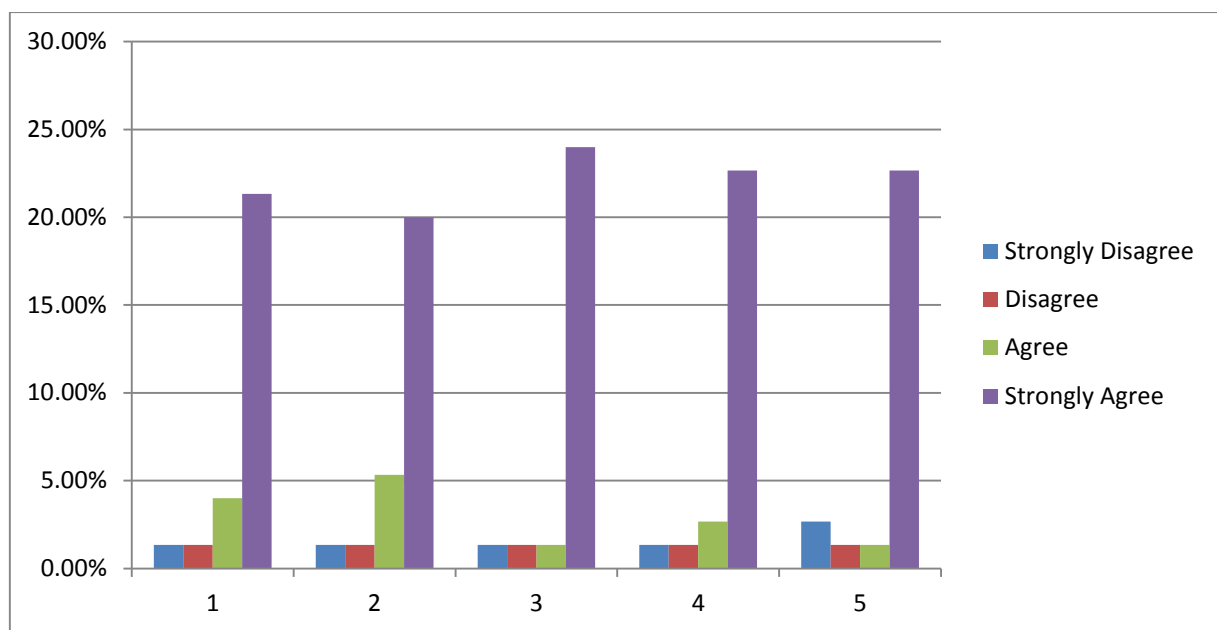


Figure 4.7. The challenges of the implementation of formative assessment

In the same way, 16 (76.19%) of the respondents agreed that time constraint is an indispensable element of conducting formative assessment effectively. The majority of teachers 20 (95.23%) showed that large class size with a large number of students can heavily hinder the full utilization of formative assessment which in turn affects discussions and interactions in the classroom. The results indicated that teachers' negative attitudes, beliefs, and perceptions on formative assessment are possible factors that affect the integration of formative assessment practice in their daily instruction with a percentage of (90.47%). Moreover, most teachers 18 (85.71%), stated that lack of instructional resources (such as computers, textbooks, language lab, instruments, etc.) can play an impeding factor in assessing students formatively.

4.2.1.7. Teachers' Questionnaire Interpretation

At this juncture of the chapter, it can be stated that the analysis and interpretation of the data gathered through various research instruments enabled the researcher to test the validity of the hypotheses set at the beginning of the present study. The initial question in this case study sought to figure out the current practices of formative assessment in their daily classrooms. As it is previously cited, the teachers' questionnaire was used as the most important tool to highlight their views, perspectives and attitudes about formative assessment use and its impact. This questionnaire enabled the investigator to get valid information about the situation of the target population. Through the use of this instrument, the teachers' practices, assessment and learning

and teacher professional development can be figured out. The researcher could also get an idea about the main reasons behind teachers lack of teacher knowledge of formative assessment. In other words, the present situation analysis revealed a number of areas in which the teachers differ from each other in terms of experience, practices and procedures.

The first section of teachers' questionnaire sought to delve into teachers' perspectives about the purpose of formative assessment in their classrooms. The majority of the participants expressed their views about the potential that formative assessment has on teaching and learning. The results revealed that formative assessment practices improves students motivation that could move students' learning forward by providing effective and continuous feedback. The findings from the questionnaire revealed that teachers and students were aware of the purpose of formative assessment and can increase the likelihood of understanding formative assessment in higher education context and may benefit teachers who implement formative assessment practices, through continuous and regular professional development.

The findings from this present study on the purpose of formative assessment mirrors the findings of previous research of Black and Wiliam (1998), in which three primary purposes of assessment were identified. Black and Wiliam (1998) highlighted that one purpose of assessment is to promote teaching and learning. The learning process needs feedback since the students' learning and progress are central formative assessment indicators. Formative assessment enables teachers to identify the present status of students' knowledge and competencies; make appropriate modifications in instruction to make success attainable; create appropriate lessons plans, activities, and peering; and provide feedback to students about their progress to assist them in reaching their academic goals. As the literature has reported, providing feedback is a skill requiring teachers to understand the impact of how the feedback is being delivered to and received by the student. If students do not understand the feedback, the understanding of how to act on it fails (Sadler, 2010). In addition, students might see the grade as a signal that the learning is over. Formative assessments, however, lay a platform for an open exchange between teacher and student that supports students to move to the next level of their learning.

The second section of the questionnaire with the aim of detecting teachers views about the relationship between formative assessment and student learning. The most interesting results from teachers' questionnaire revealed that formative assessment encompasses all activities that improve

students learning. Accordingly, it is the responsive element of adjusting lesson plans, instruction to give the students multiple avenues to develop deeper understanding and to address student learning needs. Additionally the findings demonstrated that teachers perceived that the variety of assessment strategies are beneficial and effective but differentiation in instruction is lacking in our classrooms. Furthermore, all participants confirmed that they believe that students can argue, evaluate and synthesize information for problem solving which make them close the gap between their current level and intended goal to achieve. This finding from the questionnaires was important because it directly relates to the research question on formative assessment. The findings from the questionnaire indicated that more than half of the teachers agreed that student-focused assessment is most beneficial through positive feedback, rubrics, peer-feedback, and self-assessment. All the respondents agreed that different instructional strategies are important for addressing various learning styles of students, and perceived that assessment has an impact on students.

Formative assessment may help teachers to access the learning needs of their students and to ascertain whether a student requires additional or alternative learning material, how much time is allocated to complete an activity, what segment of the material needs to be re-taught to a particular student or which student should advance in lesson. The finding from this study is supported by key research. Fook and Sidhu (2011) in their research on assessment preferences and practices in Higher Education stated that formative assessment had a reasonable positive impact on learning if embedded as part of the teaching and learning process. Furthermore, it provides feedback that will motivate a student to learn, enhance learning as well as student self-esteem. As noted by these researchers, the integration of learning and teaching should be at the heart of assessment, and the learners should be actively engaged to the assessment process as well as the progress of learning for better results (Craddock & Mathias, 2009).

Regarding the teacher's instructional practices, the participants also strongly agreed with the idea that feedback is a crucial part of formative assessment which help the teacher to modify and adjust the program to meet the students' needs accordingly. In this section, teachers' opinions related to the integration of formative assessment that guide lesson design, selecting and differentiating teaching strategies are positive. More than two thirds of the teachers in the current study also agreed with the idea that formative assessment immensely empower teachers to adjust their current instructional practices and renew their teaching methods. The results in this study

revealed that the majority of the teachers agreed to the group dynamics and the techniques like whole class teaching, teacher guided discussion, use of group work and pairing(collaborative work) which provide the students with opportunities to be active players in their learning process. The final finding is that teachers are not always using effective formative assessment strategies during instruction. Teachers and students typically answer three questions when using assessments formatively: “Where am I going?” “Where am I now?” and “How can I close the gap?” Teachers must understand the purpose of assessment in order to implement it correctly in their classrooms. The findings from formative assessment assist teachers to adequately modify their instructional strategies, and pair students with appropriate learning material and environment. Additionally, the finding from the present study appears to assist and solidify the requirement for frequent professional development regarding assessment. Formative assessments therefore represent a pedagogical shift toward viewing assessment as an engrained and driving factor for instruction and learning, rather than an end product of instruction or a “peripheral component of pedagogy” (Black, 2015, p. 163). It is important to note, however, that formative assessments can be summative, and vice versa.

From the teachers' perspectives, it can be said that the teacher professional development in formative assessment is lacking and in most cases absent. From the data above most of teachers face difficulties in implementing formative assessment in their classroom which cause them to be reluctant and avoid these practices. As for the teachers, nearly all of them agreed to the need for teacher professional development related to assessment practice to enhance teacher knowledge which in turn benefits student learning and achievement. The findings supports the idea of teachers generating fruitful classroom discussions, probing thought-provoking questions that guarantee their lessons more interesting and enjoyable for the students. Furthermore the analysis of this part of this questionnaire related to respondents attitudes towards engaging in initiatives to meet in collaboratively and academically so as to discuss how to integrate formative assessment practices classroom in their daily practices. The potential of formative assessment is evident in several research reviews which has raised the interest internationally to invest in reform initiatives to develop the use of formative assessment. However, implementation of formative assessment is not straightforward and there is a lack of knowledge about how to design appropriate professional development. Likewise, Heritage (2007) remarked in her summation of teachers' formative assessment practices, "Assessment is often viewed as something in competition with teaching,

rather than as an integral part of teaching and learning" (p. 140). These views reported in Heritage's study concur with what Levin and He (2008) which proposes that pre-service teachers would benefit from additional training and practice to formatively, and perhaps to summatively, assess their students' knowledge. Therefore, it can be deduced that findings are congruent with the literature is in a which points "to opportunities to make assessment, learning, and teaching more technologically sophisticated, more critical and empowering, more collaborative and reflective" (Hargreaves et al., 2002, p. 92).

Based on the findings of our study, teachers' knowledge is the main factor in the successful implementation of formative assessment practices. Many teachers were not able to use formative assessment because they lack knowledge, skill and competence to implement it effectively. For teachers to develop and improve these practices they need to be given opportunities to do so. According to Black & Wiliam (1998b) and OECD (2005), teachers need to be provided with professional development opportunities focused on formative assessment.

The success or failure of implementing formative assessment may largely depend on teachers' professionalism and knowledge, as they might have no or very little previous experience and knowledge in using formative assessment. Interestingly, the prerequisites of implementing formative assessment identified teachers and their professionalism as the main factor that may hinder the effectiveness of assessment for learning. Moreover, lack of professional knowledge on formative assessment does not allow teachers to effectively create learning situations and elicit students' thinking

Most importantly, teachers play a significant role in implementing formative assessment. Their professional readiness and knowledge, experience and skills are seen to be of a great importance for using formative assessment effectively. To put it more simply, being unprepared teachers are not able to achieve positive results that formative assessment can offer. Therefore, policymakers should ensure teachers' professional preparedness and support in the process of classroom assessment.

Furthermore, teachers play a pivotal role and active change agents in implementing any new practice in their daily instruction. Due to teachers little prior experience and full understanding on how to implement formative assessment successfully, therefore the reluctance or failure in adopting formative assessment may be heavily dependent on teachers' experience and teacher

qualification. Therefore, teachers' professional knowledge, preparation and experience are deemed to be of major significance for utilizing formative assessment effectively. Simply said, unprepared or inexperienced teachers are unable to attain the beneficial outcomes that formative assessment may provide. Therefore, policy makers should guarantee that teachers are professionally trained and supported through the process of classroom assessment.

Despite teacher competency, the teacher practice of formative assessment strategies was proven to be consistent, irregular and constrained by various contextual challenges (Mark & Lee, 2014). Unless teachers are capable of conducting formative assessment activities and tasks skillfully for different students and different circumstances, there will be insufficient mastery of the teaching and learning outcomes.

Teacher beliefs, attitudes and perceptions roadblock teaching and learning represent another challenge for implementing formative assessment in their classrooms. These beliefs considered as a roadblock in the teachers' path toward achieving students' outcomes. What makes the situation worse and hard to change is that these beliefs are fossilized in their cultural beliefs, which have been handed down from generation to another. Therefore, changing teachers' beliefs is as demanding as changing students' learning which is an arduous task. This idea is supported by the argument of Heitink et al. (2015) "Teachers' beliefs, attitudes, perspectives and philosophy about teaching and learning influence the quality of formative assessment implementation" (p.56).

It is, thus, no surprise that teachers' attitudes and beliefs towards any new reform or change in practice is faced by reluctance and resistance. Indeed, formative assessment requires practical transformation of one's pedagogy and teaching style, therefore one of the most important criteria for implementing formative assessment successfully should be teachers' willingness to change. All in all, teachers' perceptions and attitudes towards any reform can impact the achievement of goals and plans set by leaders. Therefore, teachers should be clearly aware of the purpose and features of formative assessment in order to shape their own philosophy and understanding for its further effective implementation.

A professional development program not only builds teachers ability to practice formative assessment, but also gradually changes their deep-rooted and long-held beliefs of teaching and learning methods which previously impeded teachers' practices and proved to be obsolete. The majority of teachers commented on teacher professional development in assessment area for the

reason that pedagogical expertise and competence is of major importance towards a student-centred assessment and progress in learning. Therefore, to understand students needs and address challenges by asking thought provoking questions that stimulate critical thinking ,interpreting their responses accordingly to use it for the next steps in learning.

Large class size interfere with teachers' efforts to integrate any new, creative and innovative practices in their instruction. As formative assessment focuses on improving individual student learning based on relevant feedback from different students' needs. A larger number of students per classroom would make it more challenging for the teacher to implement formative assessment properly. Teachers need to spend more time and attention in order to provide timely and constructive feedback. It is stressful and impractical for teachers within the limited time frame time. In a nutshell, time consuming nature and the additional workload are the ones of advantages of formative assessment practice. Some teachers believe that the large number of students does not allow teachers to implement formative assessment effectively in their classrooms, because due to time constraint and the busy agenda, teachers can not cover or approach all the students with their mixed abilities or multileveled ones(high-achievers medium and low-achievers).These factors concurs with what Carless et al.(2006) states that according to the type of class or the teachers' teaching experiences for instance, large class, found it difficult to give detailed feedback to every student or to engage students in group discussions. This challenge was combined with a lack of time which also hindered teachers practices. Research has found that lack of time means students do not have time to act on feedback, reducing its effectiveness on student learning. The problems of time and teacher workload could be overcome partly by the use of group assessment.

Indeed, feedback represents one of the cornerstones of formative assessment upon which it operates effectively and leads to enhancement and progress in pupils' outcomes. Gipps (1994,p.129) highlights this fact by stating that feedback "contributes directly to progress in learning through formative assessment". Additionally, the feedback that pupils received during the intervention helped them widely and wisely in overcoming their difficulties in text comprehension since it was based on error correction and guiding comments. Such type of feedback is believed to be the most effective one mainly for low achievers as Boston (2002,p.1) puts it: "the most helpful type of feedback on tests and homework provides specific comments about errors and specific suggestions for improvement and encourages students to focus their attention thoughtfully on the task rather than on simply getting the right answer". Feedback that

formative assessment offers is meant to reshape students' understanding of the different areas and realign their acquired competences in a correct manner. Accordingly, the role that feedback plays in the process of formative assessment is crucial, in the present study for instance formative assessment allowed the researcher to know the different problems pupils encountered when dealing with a text, this in turn helped her to offer appropriate feedback related to these problems, and the pupils also felt free to ask about the ambiguous points which they were unable to understand during the lesson, and also to interact freely with the teacher (researcher), in this vein of thought, Cizek states (2010,p.15): "the focus of formative assessment is on obtaining fine-grained information about student strengths and weaknesses in a non-evaluative context". Accordingly, formative assessment allowed pupils to communicate their problems in text comprehension, and this step was good for their self-monitoring and self-evaluation skills. Therefore, the researcher came to assert that the data gleaned by means of the intervention, the post-intervention questionnaire, and the posttest confirm the third hypothesis which stipulates that formative assessment highlights learners' difficulties in text comprehension and this helps the teacher to assist his pupils to overcome their problems through intensive feedback, and the learners to monitor their progress.

Put briefly, the present study ultimately aimed at checking the process of implementing formative assessment in EFL classrooms at the university context with English language students at the university of El-oued. From the results we obtained, the practice of formative assessment strategies is nearly absent in teachers' daily instruction. However, the majority of teachers are familiar with concept of formative assessment and its constructs but find it hard to integrate in their classroom due to many reasons such as: teachers assessment literacy ; therefore, there is resistance to change and reluctance to change old routines and practices.

From observations and questionnaires results, it is widely observed that teachers need support and guidance in changing and growing professionally in the area of assessment . Accordingly, a continuous professional development for teachers is needed to keep abreast with rapidly changing world in all aspects and education is no exception. Undoubtedly, teachers professional development is an indispensable element in improving teachers' practices and can not be denied or turn our back to it .

4.2.2. Students' Questionnaire Results

It seems significant to begin reporting results of the informant before introducing the analysis related to the aim of this thesis. By taking into account the learners exposure to teachers instructions and practices which related to classroom dynamics of learning like interaction, feedback , questioning and delivering tasks which enable the researcher to analyse their questionnaire. Therefore, the results should respect the scope of the learners' profiles that will be represented later.

4.2.2.1. Part One: Biographical Information

The biographical questionnaire enables us to see that the population is made of 75 informants among whom (18) are females and (57) males most of them seemed to be in their early twenties if compared to the total number. The following table and pie chart display close details of the participants' questionnaires.

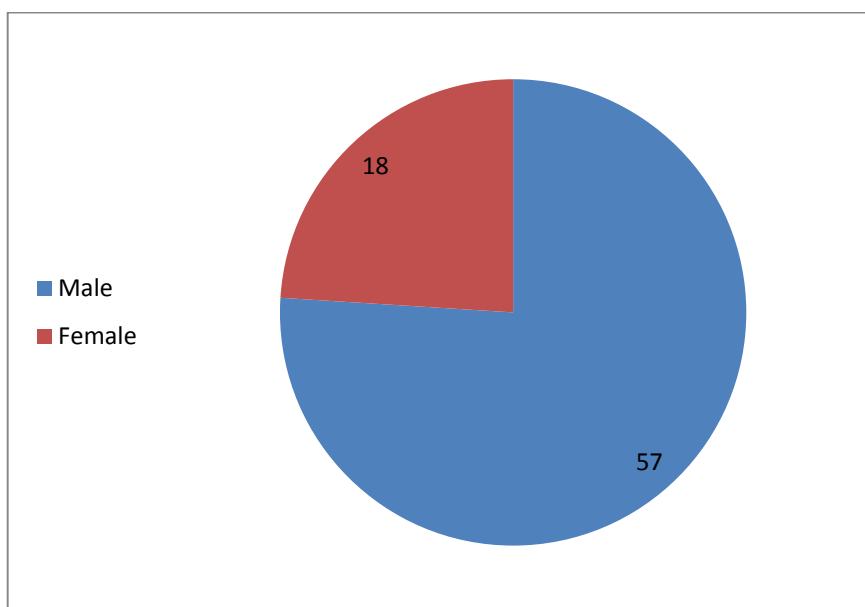


Figure 4.8. Students' gender

4.2.2.2. Part Two: Formative Assessment and Student Learning

This first section of the questionnaire sought to identify students' perceptions of the impact of formative assessment on their learning such as : positive feedback and motivation to foster students learning. The responses to the questions are summarised in the bar-graphs below, of which some consist of a maximum of 10 responses.

In item (1), evidence from this table clearly shows that the 80.95% of respondents who opted for the efficacy of formative assessment in fostering student learning with an additional amount(4)19.04 %supporting this statement. The following item investigated whether Formative assessment has a positive impact on student learning or not; where the results come this way: the high percentage15(71.44%) strongly agree and another 5(23.80%) agree. In contrast, only 1(4.76%) disagree to this statement. Item (3) indicates students need to receive positive feedback in order to progress in their learning. The results shows that 14(66.66%) strongly say so while 6(28.57%)just agree to the statement.Only1(4.76%) said disagree. The figures and percentages show that nearly 90 % agree that teachers and students should share an understanding of assessment goals. Whereas 2(9.52%) say disagree to the statement.

As can be seen from this table, 80,95% of respondents strongly state that the variety of assessment methods should be used frequently as a differentiation strategy which enhances students performance.Only1(4.76%) stated disagree to the statement. In item (5) ,14 (66.66%) out of a total of 21 respondents indicated that formative assessment extensively raises students’ motivation. Additionally,7(33.33%) stated agree to the statement.

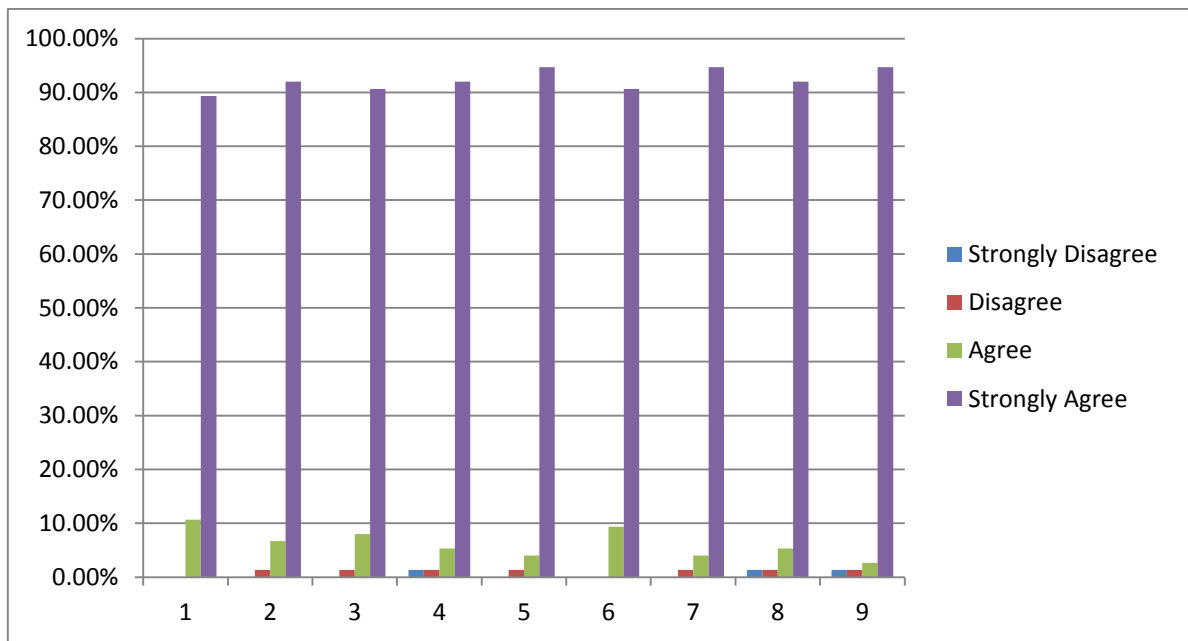


Figure 4.9. Formative assessment and student learning

In item (6), the majority of respondents, i.e. 80,95% showed their total support to the statement saying that formative assessment promotes metacognitive skills like critical thinking and judgment skills, and another amount of 3(14.28%) agree to the statement. Whereas only

1(4.76%) expresses their disagreement. The responses to the item (7) displayed in the table below indicates how Formative assessment scaffold students' progress and enable them to achieve their goals: the respondents responses favour this strategy by fully supporting it. In the last item(9)which states that self-assessment develops students autonomy; the majority of the respondents indicated a high rate of the answers with a percentage 71(94,66%) with a 2,66% agree to the statement. In contrast only 2 2,66% favour to disagree.

4.2.2.3. Part Three: Formative Assessment and Teachers' Practices

In the first item , we are investigating whether teachers using Teacher-student discussions in the classroom to activate and foster learning. Most of the responses indicated their full approval to the statement 62(82,66%) agree and 13(17,33%)strongly agree. Evidence from item(2) clearly shows that the 73(97,33%) of respondents expressed strong agreement in favour of teachers using feedback to promote students' learning with a supplemental 2(2,66%) agree to the statement.

The following item(3), investigates error analysis and correction strategy as an effective feedback for teachers and students alike. while 93,33% of them showed that it was effective technique ; only 2,66% of respondents showed that disagree to the statement. Item (4) discusses teachers' awareness about necessity of having creative strategies of checking for understanding . The figure amounts to 66 (88%)strongly agree and 9 (12%) just agree to the statement.

In Item(5) illustrates the role that Formative Assessment in allowing teachers to identify gaps in student learning and to adapt teaching accordingly; only 8(10.66%) agree and high percentage 67 (89.33%) fully support this item. Item (6) in the table shows that teachers should share success criteria and learning goals with students in an aim to reach their course objectives. The results come as follows: 6(8%) agree and 69(92%) say strongly agree to the statement.

In item (7) percentage reflects different views of the respondents ; we find 10(13,33%) for those who strongly agree that teacher use different strategies for delivering their instruction such as one-to-one, small group, and large group. With an additional percentage of 11(14,66%) agree to the statement. Conversely, results indicate opposite views with a percentage of 29(38,66%)disagree and 25(33,33%) strongly disagree. Item(8) states how teachers generate classroom discussions, questions, and tasks to gather and use information from classroom assessments to improve student learning. The above table again shows that 69(92%) of

respondents mentioned that they strongly agree with added value of 4(5,33%) agree to the statement. On the other side, the results come opposite 2(2,66%) disagreement.

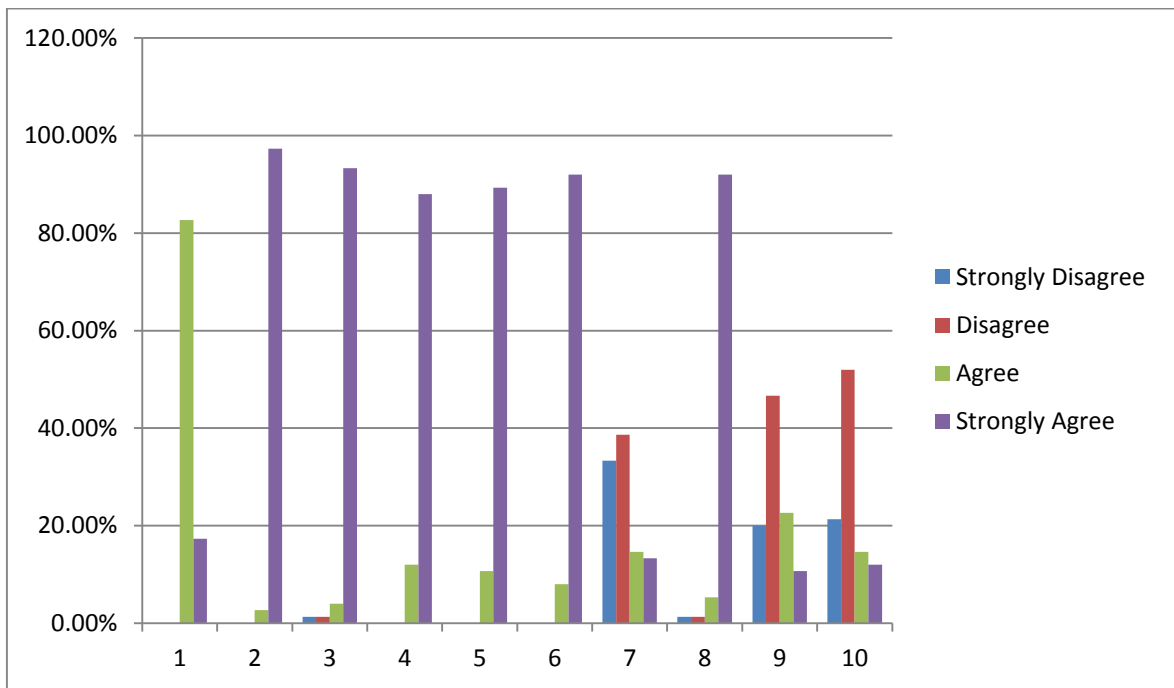


Figure 4.10. Formative assessment and teachers' practices

Item (8) investigates teachers ability how to assess student learning well. 17 respondents with a percentage of (22,66%) agree to this statement. In addition to this number, another 8 (10,66%) strongly agree. The rest (i.e. 50 or 66,66%) of the population had the opportunity to object supporting the statement. In the last item, respondents views on teachers' teaching strategies: higher order questioning techniques; use of problem solving techniques are less used in our real classrooms as the percentages shown in the table below. The results come varied as follows: 39(52%) disagree, 16(21,33%) strongly disagree ,11(14,66%) agree, 9(12%) strongly agree.

4.2.2.4. Students' Questionnaire Interpretation

The majority of the participants expressed their views about the potential that formative assessment has on teaching and learning. The results revealed that formative assessment practices improves students motivation that could move students' learning forward by providing effective and continuous feedback. This results concurs with the study of Hattie and Timperley (2007) by stating that teachers give and use feedback (student to student, student to teacher and teacher to

student). Students receiving feedback about their learning with advice on what they can do to improve. These findings also suggest that feedback helps students clarify the goals of learning, their progress toward learning goals. This could indicate that good feedback enables students to move their own learning forward. Additionally, results from students' questionnaire revealed that feedback as a way (1) to engage student in the learning process, and (2) to transform him/her to an active learner who assumes responsibility, reflects, collaborates and communicate, then it seems that self-regulated learning is a process aligned with opportunities for effective feedback provision, which both together construct another framework for feedback. Black and Wiliam(1998) and Crooks(2001) asserted that feedback would enhance and facilitate learning therefore the feedback message should aim to be clear and in descriptive terms that engage the receiver to think and engage with content.

The findings from the questionnaire revealed that teachers and students were aware of the purpose of formative assessment and can increase the likelihood of understanding formative assessment in higher education context. The learning process needs feedback since the students' learning and progress are central formative assessment indicators. Formative assessment enables teachers to identify the present status of students' knowledge and competencies; make appropriate modifications in instruction to make success attainable; create appropriate lessons plans, activities, and peering; and provide feedback to students about their progress to assist them in reaching their academic goals. Formative assessments, however, lay a platform for an open exchange between teacher and student that supports students to move to the next level of their learning. Formative assessment literature indicates that feedback is an important part of the formative assessment process. Brookhart (2008) indicated that students are often appreciative of feedback that tells them what they are doing well, where they should be, and some tips for improvement, referred to as the "tried-and-true" method of feedback. Students in this study indicated that they prefer to receive different types of feedback whether orally, or in written format ,or both.

The most interesting results from teachers' questionnaire revealed that formative assessment encompasses all activities that improve students learning. Accordingly, it is the responsive element of adjusting lesson plans, instruction to give the students multiple avenues to develop deeper understanding and to address student learning needs. The most interesting results from students' questionnaire revealed that the effective teachers' instructional practices enable

them to identify gaps in their students' understanding. These gaps or misconceptions in individual understanding, to inform the cycle of teaching and feedback in the classroom. The latter in turn plays a "formative" role – allowing teachers to identify gaps in student learning and to adapt teaching appropriately.

It is interesting to note that the finding from the questionnaire indicated that more than half of the students agreed that student-focused assessment is most beneficial through positive feedback, rubrics, peer-feedback, and self-assessment. This was also evidenced by several students' responses that different instructional strategies are important for addressing various learning styles of students, and perceived that assessment has an impact on students. Results from students' questionnaire clearly indicate that self-assessment helps in developing students' autonomy. Research by Brown and Knight(1994) supported the idea that self-assessment enhances self-regulation-taking responsibility for one's own learning-taking risks, making mistakes. Formative assessment is to help students develop their own "learning to learn" skills. Students have ongoing opportunities to assume new roles and learn new approaches.

From the students' opinions, clearly indicated that formative assessment may help teachers to access the learning needs of their students and to ascertain whether a student requires additional or alternative learning material, how much time is allocated to complete an activity, what segment of the material needs to be re-taught to a particular student or which student should advance in lesson. As discussed earlier, students' perceptions stated that formative assessment had a reasonable positive impact on learning if embedded as part of the teaching and learning process. Furthermore, it provides feedback that will motivate a student to learn, enhance learning as well as student self-esteem. As noted by these researchers, the integration of learning and teaching should be at the heart of assessment, and the learners should be actively engaged to the assessment process as well as the progress of learning for better results.

To further investigate and understand teachers' practices and attitudes about formative assessment; when involving students, teachers valued student engagement especially when students took the ownership for their learning and when students could create their understanding of lesson goals. Teachers would need to purposefully plan this type of classroom activity to give students more autonomy and ownership of their learning. The students take the advantage as they are becoming independent learners to go next where they are going in their learning. In

implementing formative assessment strategies where students set learning goals, share learning intentions and success criteria, and evaluate their learning through dialogue and self and peer assessment. they develop a 'better understanding of the learning goals and engage more actively with criteria and standards. This active involvement/engagement is achieved by drafting criteria, engaging with peer feedback/assessment and the development of self-evaluation skills as factors that contribute to the learning environment.

It is statistically indicated that the teacher-student relationship is an important piece of authentic formative assessment process. These findings support what Black and Wiliam(1998) conducted : without the development of the relationship between the teacher and student, there is often limited growth in student learning and understanding how to learn. Put it differently, students' growth and development through formative assessment process only happens when teachers take time to build relationships through the process. From teachers' perspective, when specifically discussing with students what they were learning, students began to interact with their teacher and open the channels of dialogue about more issues related to their struggles and misconceptions and the teacher's role is to correct, modify, refute or agree with them. Such collaboration and orientation was not only meaningful, but also helped create a further healthy learning partnership between the student and the teacher. These interactions showed that students were learning how to judge their own learning : what they were learning well and what they thought have not learned yet. As a result , this process empowers students to be self-reflective learners who monitor and evaluate their own progress as they develop the capacity to be self-directed learners.

4.3. Classroom Observation

In the first observation, I visited the Written Expression Module Teacher(25/09/2019 time:08:00-09:30 Level: 2nd year)The teacher wrote the modules title on the board and started a friendly greetings with her students by saying hello: how are you today and the students replied :fine, thanks teacher. The teacher asked them to make a review what did they have last time and the students responded to her question (Descriptive text) and the teacher asked to do homework. The students shared responses with their teachers and he oriented, directed and corrected the students misconceptions. In this phase the teacher made sure that students understand the overall objectives of the session which is implicitly stated by the teacher and clearly posted each activity

objectives.

Teacher provide the students with a sentence to practice. Actually, they already have the text with them at home for more practice (But the half-eaten burrito, lying dried and unappetizing on the bedside table across the room, contributes a bit of aroma, as does the glass of curdled, sour milk sitting on the sunny windowsill). The teacher started to work on this sentence with students.

The teacher asked what about the sentence; so the students replied its long, complex sentence, dependent and independent clauses. Teacher asks the students: how do you recognize that? Students replied (finite verb/coordinating/subordinate/conjunctions such as: as ,but).The teacher give wait time for students to answer but it is very short. Both the students and their teacher started to underline every single word in the sentences as a sentences analysis(modifiers, hyphenated adjectives, post modifiers, adverb of place, time, manner, phrase, adjective).

In this phase of the session the teachers made efforts to monitor students learning on an ongoing basis(i.e., minute-to-minute & day-to-day).The teacher provide students with variety of opportunities and methods(e.g.,verbal, written) to respond to questions. Practically, the teacher uses effective questioning strategies(e.g., adequate wait time, open –ended questions to elicit evidence of learning.the teacher tries to elicit both factual/procedural and conceptual knowledge).

In this part of the lesson, teacher provided meaningful feedback (i.e., information with which a learner can confirm, add to, overwrite, tune , or restructure understanding) immediately following formal and / or informal evaluation of student progress. The teacher provide accurate feedback that assists learning. The teacher also provide feedback in reference to a criterion-based standard, avoiding feedback based on comparison to other students.

It seems that this session as practical or workshop session(TD session) where the teacher explain ,interact and cooperate with her students. The learners were pursuing, following and practicing. the teacher finished the task then asked the students of they had any questions or queries. The teachers thoroughly reviewed the last activity of the lesson and its components. The teacher asked the students to move to another phase of the lesson by telling to turn the page to practice the second text on next page(the teacher distribute handy printouts to the students).He gave five minutes to read the second text and think of the questions to find out answers.(example: what is the purpose of the writer? There is one odd sentence in the text ,find it out? Justify your answer).After the time devoted for the activity finished, the teacher allow the students to

participate and answer. Teacher's role here was to give more explanation, four or five students intervened and gave their tries and teacher sends and receives feedback. Actually, the teacher through questions and answer did efforts to construct knowledge, modify information and adjust conceptions.

In the last part of the session, the teacher gave the students a homework to turn in next time. There still thirty (30) minutes, the teacher gave them a hands-on-activity: by rewriting the text and describing their room in their house). Teacher provide suggestions, advice, instructions and to let them think critically.in this phase each student is provided with one sheet of paper to write his essay individually; there was no collaboration or peer monitoring just some side discussions with each other. The teacher didn't encourage or establish a foundation for fruitful discussions, learning tasks questions. What is observed in this part, there was no peer activities to help ongoing assessment of student learning or to deepen their understanding of common errors or mistakes.

In the second observation I intend to attend grammar session(Level 1 st year Time: 08:00-09:30 Date: 14/11/2019) .Before the observation after I arranged a day and time to go observe the Grammar teacher, she asked me if we could meet a few minutes before the class to give me a brief overview about the class. We discussed class size and level.The teacher wrote the date and the title of the lesson, he then greeted them with good morning students and they replied back: "Good Morning, Teacher". The teacher started by saying: Today we are going to study an important lesson which is the present simple tense. The wrote three sentences on the board:

Every morning, I get up at six o'clock.

Every day we go to school at eight o'clock.

I have lunch at one o'clock.

The teacher asked the students about these sentences and both agreed that these sentences are daily routines. Students will recognize most of these verbs. The teacher models some questions for the students as well. At this point, the teacher started to introduce the Interrogative form by stating these questions and their answers.

When do you have lunch? - I have lunch at twelve-thirty.

When do you come to school? - I come to school at eight o'clock.

Where do you live? - I live in Algeria.

The teacher didn't make certain that students understand the learning intention for the class and he didn't share success criteria with his students. Concerning the monitoring process, the teacher didn't generate classroom discussion, questions to facilitate learning on ongoing basis. He stood behind his desk and he is not moving around to check students misunderstandings. From the observation, the interaction between both the teacher and students is too rare and the students show less mastery of the content being presented and the teacher didn't address potential misunderstandings. Initially, the teacher didn't give students a variety of opportunities and methods such as verbal, written to respond to students' questions. Through observation, it seemed that the teacher didn't use effective questioning strategies like giving wait time for students to think and answer or posing open-ended questions. The teacher hasn't effective strategies to elicit evidence from students' learning.

Teachers' feedback was absent to guide, orient and provide students with information with which the student can confirm, add to, and adjust his learning after formal and informal evaluations of student progress. Actually, the teacher showed no accurate, supportive feedback that scaffolds students' learning. As a matter of fact, the teacher give some explanations about the present simple tense, its uses, and how to produce sentences to express our daily routines, habits and some planning using this tense.

4.3.2. Discussion of the Observation

The descriptive results of the reported teacher use of formative practices shows that observed teachers in this study make limited use of aspects of formative assessment practices, especially those related to using assessment to guide further instruction, diagnose student weaknesses, and give constructive feedback that contains suggestions to students for advancing toward their progress.

Most importantly, teachers appear to give less attention to the use of formative assessment practices to guide instruction and learning, not simply use information to gauge current student understanding. is still a lot of work to be done to improve. Formative assessment practices and class averages of student levels of motivation that shows a relationship between formative assessment and achievement as reported by Shepard(2000). When teachers reported using several types of formative assessments practices, students were more likely to report higher levels of motivation.

Given the fact that the majority of teachers working in the current environment of high-stakes testing, it is conceivable that teachers perceive formative assessment practices as time-consuming or impractical. Informal discussions with teachers about use of formative assessment reveal that they believe they cannot afford devoting instruction time to these practices because of need to teach to standards and cover the content in tightly scheduled ways (Abrams, 2006). However, previous research supports a link between the use of formative assessment and teacher effectiveness. Future research may be needed to figure out why teachers are not adopting these practices. As previously said, teachers may view formative assessment as unwieldy or ineffective. However, other potential roadblocks to using formative assessment practices might arise. Conflicts among value systems, belief systems and structures, agendas, and institutional values, according to Black and Williams (1998), may be a significant barrier. It is also possible that teachers are lacking in professional development. These barriers should be thoroughly investigated.

Further research is needed to evaluate outcomes and effects of integrating formative assessment practices, including how to use data gathered from formative assessment to adjust instruction for all students, motivate students appropriately, and to assign instructional assignments to specific students. In an attempt to evaluate and observe teachers' use of formative assessment, an observational approach was taken. The observational instrument contained a total of 20 items divided into five scales: Learning Targets, Monitoring, Feedback, Self-assessment, and peer-Assessment.

The primary purpose of the observation tool around the development of an instrument that can answer the question whether formative assessment is observable in teacher daily instruction. As the data demonstrate, certain specific aspects of formative were much more likely to be utilized than were others. (such as monitoring of student learning and the effective use of questioning strategies. Concerning the area of feedback, specifically asking whether the teacher provided meaningful and accurate feedback. Least likely to be observed is self and peer assessment.

From examining the results of formative assessment use during sessions, it is evident that moderate and low levels of formative assessment practices were distinguished. It should be clearly noted that no consistently high levels of formative assessment were found.

Thus, an observational instrument is an appropriate vehicle for identifying the presence of

formative assessment. Such an observational instrument can be utilized in viewing classroom instruction to determine whether and to what degree formative assessment is present. As the presence of formative assessment is more clearly identified, researchers of formative assessment may be able to report with more clarity and reliability the impact formative assessment has on the teachers' instruction and students' learning. Therefore, when formative assessment is operationalized into specific components and when those components are deconstructed into specific items, it appears that formative assessment can be observed.

In the first component Learning Targets: Clarifying Learning Intentions and Sharing Criteria for Success, from the observation, it seemed the teachers did not make clear learning intentions for the class so they did not make sure if the students grasp what the objectives of the lesson are. In this phase teachers are supposed to tell the students what you hope they will learn and why they are learning it. Both teachers did not address any challenges or misunderstandings regarding the criteria for success.

In the second component Monitoring: Engineering Effective Classroom Discussions, Questions, and Learning Tasks That Elicit Evidence of Learning ; most of the sequences or segments of the observations, there is an inefficiency in teachers monitoring the students' an ongoing basis (i.e., minute-to-minute & day-to-day). It is clearly observed that teachers did not use varied methods and opportunities (such as verbal, written, visual, etc.). The integration of effective questioning strategies (e.g., adequate wait time, open-ended questions) to elicit evidence of learning is hardly seen. The teachers tried hard to detect and ask the students and build on their prior knowledge to figure out evidence from students of both factual/procedural knowledge and of deeper conceptual knowledge.

Next component is Feedback: Providing Feedback That Moves Learners Forward. Teachers feedback to students about their learning is present but the meaningful and quality feedback (i.e., information with which a learner can confirm, add to, overwrite, tune, or restructure understanding) immediately following formal and/or informal evaluations that assist of students' progress is not seen. Both teachers use probing questions to diagnose the extent of the students' learning and analyzing completed work to figure why a student has or has not achieved with specific reference to their learning . According to the teachers experience which enable them to describe specific areas that needed improvement and suggest alternative strategies for making that

improvement. In some cases, the teachers write an evaluative note on student's work or provide verbal feedback (like: that's great, well-done, try again, etc.) Both teachers find it hard to make informed and conscious decisions to suggest or offer alternatives for a better or different way of doing something.

Self-Assessment: Activating Students as the Owners of Their Own Learning. In this stage, teachers lacked competence and experience to give students opportunities to use self-directed learning, such as the ability to accurately assess their own knowledge. Both teachers need the skill to provide opportunities for students to assess their own and one another's work and give feedback to one another. From the observed sessions, we can deduce that teachers make less efforts to develop self-monitoring, planning and evaluation competencies in students (i.e., meta-cognitive skills). In some ways, both teachers open the channel of dialogue with their students to negotiate and suggest a way to improve some piece of work by providing time for students to reflect and talk about their learning. It is clear that teachers try to encourage and help students to review, understand and record their achievements and know what they need to do next to make progress but these efforts did not yield remarkable results because it needs support from students side. The observed teachers work hard to instill and develop students' skills like setting up tasks designed to enable students to work independently as autonomous learners and making decisions related to their own improvement on the basis of ongoing assessment data (i.e., ownership of learning).

Peer Assessment: Activating Students as Instructional Resources for One Another. In this phase, teachers show less mastery of providing students with opportunities (e.g., discussions, questions, learning tasks) to engage in peer-monitoring and evaluating others works. Both teachers put the students on track and get students to collaborate in groups or pairs to do tasks and activities to help students deepen their understanding of common errors and alternative strategies in order to strengthen ongoing assessment of student learning.

Finally, the descriptive findings show that there is a lot of work to be done to improve teachers' use of formative assessment practices. It is hoped that a large proportion of teachers would implement at least some of the formative strategies, such as providing personalized feedback and evaluating student progress on a regular basis.

4.4. My Intervention

Through this section I am trying to present two lectures using the five formative assessment components (strategies). In this part, a description is displayed below:

4.4.1. Grammar Session: Reported Speech

Learning Targets: Clarifying Learning Intentions and Sharing Criteria for Success

I started my session by greeting my students and saying “How are you today, dear students?” I hope you are very fine” they replied : Hi Teacher! Fine thanks, we are fine and you” I replied: I ‘m OK”. Let’s Get started: Today’s Class we are going to discover new Grammar important lesson which is Reported Speech. At the beginning of the lesson I stated my learning goals, posted a model or schema for the students, explicitly stated what had been done and told the students where they were going in the lesson.

Lesson Objectives: my students will be able to do

- Tense changes/pronouns/Time expressions
- Reporting verbs
- Reporting with Infinitives
- Reporting Statements / Questions/orders

Learning Intentions (Where am I going?) I Share it with Learners and Identify what my learners will be learning. (We are learning to ...) and explain to them the reasons for learning (This is because...). Learning Intentions Learning intentions may be stated in many ways. Students will be able to ... We are learning to ... We are learning about ... Today we will be able to ... To know that ... To understand and explain ... To be able to ... Or another way you prefer

Through learning intention, I put in my mind this question “Where am I going?” I intend by this question to share what my students will be learning. Focusing on what my student is learning as a statement to explicitly describe or explain what my students should know, understand ,can or be able to do or reach as a result of my instruction. Learning intentions can be knowledge about a particular area, understanding ,analysis or mastering some transferable skills. In this phase I immensely facilitate for my students the reason for learning (we are Learning to...) in a clearly well-articulated student-friendly language using SMART goals technique which means: Specific, Measurable, Attainable(achievable),... and Time-bound.

I show and teach my students these different forms of expressing my Learning Intentions

or goals. For example: Today we are going to learn the passive voice in different tenses...My students will be able to report sentences from direct to indirect speech... We are learning to fully understand and explain the grammatical rules of swapping from direct to reported speech ... We are learning about conjugating the verb to be with different tenses ... Today you will be able to write a job interview questionnaire using the reported speech...

I introduce the WALT & WILT strategy to facilitate the objectives of the lesson to the students. These are acronyms used by teachers to focus students' attention on what they will learn and how they will recognize when they are making progress. WALT stands for "We are learning to..." this tells what skills you are going to learn. Second WILF for "What I'm looking for..." this tells what you need to concentrate on. Teachers use them in different ways to help them make sure that students know what they are going to learn(the learning intention) and how they will recognize progress(success criteria)

When I announce the learning intentions and communicate it with my students; they become aware and have a clear picture what is their task to fulfill , they in turn demonstrate their firm intention to learn and grasp new knowledge and declare it in a clearly-defined goal: "I can learn , master ,acquire new rules about active and passive" Learning targets are an integral component of the formative assessment process. Who set goals make plans to meet them and monitor their progress, learn more and do better in school. These "learning to learn" skills enable students to succeed in the world beyond school, enhancing "the ability to define goals, adjust learning strategies, and to assess one's own work and one's peers' work"(OECD, 2005).

Monitoring: Engineering Effective Classroom Discussions, Questions, and Learning Tasks that Elicit Evidence of Learning

Teachers should know to plan and design kinds of tasks, activities, and questions that they use with their students specifically to elicit the right kind of evidence of students' learning (give example)

I set the tone of the lesson by generating effective questions to effectively construct the lesson and make a good pace of the activities. I asked them about the simple tenses and pronouns , they in turn replied: "present, past and future". Then I asked them about time expression they already know ;they replied "today, now, tomorrow...". I planned the questions to check for understanding and to know what they already know as prior knowledge. Effective questioning

techniques are powerful tools that teachers regularly use for a wide range of purposes. Through these opening questions I made my students cognitively engaged in the active interaction and get interested and curious to learn new things. Some warm-up questions entice students to think deeply, discuss and express their opinions and share their ideas with their peers.

When interacting with my students I found some gaps in their repertoire of Grammar especially these remarks provide me with timely and immediate feedback and to plan when to intervene for error correction. My intentions behind asking these kind of questions are numerous such as diagnosing or assessing background knowledge, measuring students' progress during the lesson, generate open discussion and check for their understanding.

For listening to students, I purposefully engineered discussions by asking a variety of questions. I gave them some waiting time to proceed answers (for example I asked them about some reporting verbs they responded with 'say and tell'. I coupled that with interactions with my students checking for their understanding, misconceptions and immediately addressing challenges as they occurred. Effective teachers know how to carefully plan instruction to actively engage all students to guarantee that they reach the objectives set for them beforehand and as evidence for their performance and achievement.

For this part, I tried the KWL Chart or Technique. The KWL Chart allows or helps the teacher to find out the students prior knowledge on particular subject or topic. K-W-L stands for "Know" or what students already know, "Want to Know", means what students want to learn, and "Learned" stands students learned during this lesson or unit. Teachers rely on these graphic organizer charts to encourage students to use prior knowledge and personal curiosity while researching a subject or a topic. From this knowledge the teacher is then able to gear their lesson based on this information. This technique enables the teacher to find out what the students have learned by the end of their lessons.

Through actions of students during instruction, correctness of responses, interact with the teacher and one another and students initiate interactions. Student feedback and revisiting concepts and student understanding of facts. How do I know when my students learn? When they receive information, reiterate what was learned, respond to questions and explain what has been learned, they can utilize knowledge and apply knowledge novel ways.

I listened very carefully to what my students are saying while they respond to my follow –

up questions, made notes, asked a question on occasion and received feedback about what my students were thinking; all of these invaluable resources became the source for planning the next lesson and for understanding and responding to my students.

I believe that reflective practice is an effective tool that enables teachers to envisage next steps in their instruction and help adjust their activities accordingly. So, I started reflective and critical thinking by opening discussions where students find themselves expressing their wonders and queries about the lesson and I asked them about what went well and what didn't. I encouraged them to share their ideas and if there were any challenges to overcome or misconceptions needed clarifications.

Feedback : Providing Feedback that Moves Learning Forward

In this phase the role of teacher is to work with his students to provide them the information they need to better understand problems and address challenges and look for solutions. I give students quality of students work-comments on how to improve and sometimes address misconceptions and engage them in interactive discussions to move forward and progress in their learning and most importantly make them thinking and reflect through thought provoking questions and tell students what they have not achieved.

The crucial requirement of feedback is that it should force the student to engage cognitively in the work. Such feedback could be given orally, in written forms, formal and informal ways as in this example:

Teacher: Any idea don't you understand?

Student: I just don't get it.

Teacher: Well, let's first do some examples together with different tenses then you have to do some practice to consolidate your knowledge.

The teacher asked them if they can find out what it is the answers , and I'll come back in a few minutes to check their answers and provide them with remarks like :(good ,carry on, not enough, do more, well done, great job ,have you understood? , is it clear ?and so on).

Written feedback can support students in finding errors for themselves: I provide them with five sentences have wrong tenses and their role to spot the mistake and fix them. The teacher should heavily align with defined goals (including learning intentions and success criteria) and

on learning tasks or activities in order to track a student's progress towards achieving goals. The information gathered through these activities provides the basis for feedback to a student. The teacher tries very hard to look for creative teaching strategies to bridge the gap of students' knowledge or any weaknesses he may see. I offer supporting feedback to my students to know what is assigned to them and how to improve their performance. It also enables a teacher to see how teaching practice can be improved, and which teaching and learning strategies are more likely to be effective.

Peer Assessment: Activating Students as Instructional Resources for One Another

In this phase my great task is to share the responsibility of learning with my students so they can review each other's works where the teacher can play the role of an observer to support the struggling students. I asked my students about their feedback about the activities they reflected upon with their peers to help me in my intervention.

Through the process of peer assessment, students evaluate their peers' work and have their work evaluated by peers and exchanging feedback on their own and their peers' work. . When I check my students works I found that students work collaboratively with their peers by sharing understanding and cooperation besides reflecting on their own works.

In Practice: I started with a new adapted technique I called it Q and A flashcards. I divided the class into four Groups and each group has a name with different colour : Green ,red, blue and yellow. Students wrote out the Reported Speech rules in the coloured poster and stuck them on the wall so in need they return to them. I distributed the cards on the groups and assigned them the task to do. Each card is labeled with a letter(A.B.C.D) and has two sides : Front and Back which include five(5) sentences to report and answers in the back(so the answers of group B in card A and vice versa and the answers of C in card D and Vice Versa). I blow the whistle of the start as a competition.

Self-Assessment: Activating Students as the Owners of Their Own Learning

In this phase , self-assessment is considered as a process in which students reflect on and monitor their learning using clearly explicated criteria for success and peer-assessment as a process in which students analyze each others' work using guidelines or rubrics and provide descriptive feedback that supports continued improvement.

My role as a teacher is to facilitate this process for students and train them to self-assess

to understand the main purpose of their learning and to refocus on learning and improving learning reinforced the need for students to be able to understand the target of learning and to self-assess their progress or mastery of that goal or target. Likewise, peer assessment requires from the student to undertake an honest and self-critical reflection on his or her own work. Students' role is getting engaged and learn how to identify the assessment criteria in their work and judge how it measures against the criteria.

4.4.2. Grammar Session: Active/Passive Voice

Learning Targets: Clarifying Learning Intentions and Sharing Criteria for Success

I told them what we are going to do during that day. But before we did a brief revision about last lesson to engage the students in the session. At the beginning of the lesson I stated my goals, posted a model or schema for the students, explicitly stated what had been done and told the students where they were going in the lesson. (in Today's lesson you are going to learn the Active and Passive Voice ,its uses and how to transform from active to passive and vice versa. By the end of the session you will be able to differentiate active and passive sentences. Students can correctly put the sentences in the right voice. practically, students will be able to conjugate the verb "to be" with all tenses to swap sentences and know many past participles of irregular verbs by memorization .

The following learning targets and intentions are stated below:

Lesson Objectives:

After the lesson, students will be able to:

- Students will be able to distinguish between passive and active voice.
- They will be able to rewrite passive sentences as active and vice versa through participating in an interactive presentation creative activities
- Teacher provides a review of some basic facets of grammar (object, subject, verb). In that regard, the lesson is a review, a new concept, and a preparation for what they'll learn next.
- complete sentences in the passive voice using the correct form of the verb.
- Demonstrate and rewrite sentences in the active voice to the passive voice in all tenses.
- Tell when the agent should be included and when it could be omitted in the passive voice;

- Students produce and create an article for a scientific magazine using the active/passive voice appropriately.

Through learning intention, I put in my mind this question “Where am I going?” I intend by this question to share what my students will be learning. Focusing on what my student is learning as a statement to explicitly describe or explain what my students should know, understand, can or be able to do or reach as a result of my instruction. Learning intentions can be knowledge about a particular area, understanding, analysis or mastering some transferable skills. In this phase I immensely facilitate for my students the reason for learning (we are Learning to...) in a clearly well-articulated student-friendly language using SMART goals technique which means: Specific, Measurable, Attainable(achievable),... and Time-bound.

I show and teach my students these different forms of expressing my Learning Intentions or goals. For example: Today we are going to learn the passive voice in different tenses... My students will be able to transform sentences from active to passive voice... We are learning to fully understand and explain the grammatical rules of swapping from active to passive voice ... We are learning about conjugating the verb to be with different tenses ... Today you will be able to write a magazine article about a scientific phenomenon like global warming or earthquakes using the passive voice...

Monitoring: Engineering Effective Classroom Discussions, Questions, and Learning Tasks that Elicit Evidence of Learning

Questioning is a common strategy that I used to stimulate student thinking and to understand students' current level. I used open questions to learn about the students' responses to illustrate knowledge in the lesson. I sometimes used closed questions, followed by the question of “why?” to help her students delve deeper into their opinions. I also used questions to encourage more ideas and to receive feedback, such as “Do you have any ideas about this topic? Do you want to add more ideas? Are there any other ideas about this?”. Precisely, I asked them about the components of the simple sentence, they in turn replied: “subject + verb + object”. Then I asked them about past participle of some verbs they quickly say it correctly but in some irregular verbs they found a difficulty in putting them in correct manner. Later I write a simple sentence on the board and asked them to sort out which type is it; ‘Active or passive’ I planned the questions to check for understanding and to know what they already know as prior knowledge. Effective questioning

techniques are powerful tools that teachers regularly use for a wide range of purposes. Further, questions that were given and answered by peers helped students to develop their own self-assessment skills.

My attitude about using questioning as one of his most common techniques, because it is “an effective way to develop students’ thinking skills and to assess students’ current understanding”. Through these opening questions I made my students cognitively engaged in the active interaction and get interested and curious to learn new things. Some warm-up questions entice students to think deeply, discuss and express their opinions and share their ideas with their peers. When interacting with my students I found some gaps in their repertoire of Grammar especially irregular verbs for not knowing some of them and don’t know how to put the verbs in the past participle(for example they put Setted for Set and Wonned for Win...) these remarks provide me with timely and immediate feedback and to plan when to intervene for error correction. My intentions behind asking these kind of questions are numerous such as diagnosing or assessing background knowledge, measuring students’ progress during the lesson, generate open discussion and check for their understanding.

I planned the questions to check for understanding and to know what they already know as prior knowledge. Effective questioning techniques are powerful tools that teachers regularly use for a wide range of purposes. For giving and receiving feedback on teaching, I used a variety of question types to optimize questioning in the support of learning including problem-raising and ‘wh-questions’. My intention to employ questioning in instruction because it serves as a powerful tool to assess student learning and recognize learning difficulties. I used questioning to engage students’ participation; to develop students’ thinking; and to help students learn pedagogical skills. In my lesson I valued learner’s agency, and guided the students to find answers for themselves and to develop independent learning skills. The major purpose was to check if students had a deep understanding of the topic. Once they are independent and critical thinkers, they can talk about the lesson either briefly or in depth.

Most importantly, questions created opportunities for students to share their ideas as active agents of the learning experiences . I asked: “What did you think or feel as learners(today’s topic)”? In doing this, students learnt from each other through their own experiences. I am very careful in choosing constructive feedback language. To help students recognize their own limitations, I

commented: “Are you sure...?”, “Is that correct?”, “Why do you think so?” These questions required students to reconsider their answers carefully.

When students set their own purposes for learning, they are more motivated and active as learners. Each student has a different perspective or viewpoint for how they view the lesson. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing knowledge. KWL charts help activate background knowledge and provide an opportunity for students to set their own learning objectives.

Feedback: Providing Feedback that Moves Learning Forward

In this phase, my role in monitoring students' learning and to provide them with constructive feedback, and students in turn can offer a feedback to their learning through questions, or discussions. The kind of feedback can occur as a form of oral feedback and explanation on the part of the teacher. In this session, working in groups is a good strategy for more learning progression to happen. This kind of feedback can be into three essential elements: “feedback, feed up, and feed forward”, which Hattie and Timperly (2007) have suggested as effective strategy. This way of providing feedback seemed to create a safe climate in the classroom, and therefore encouraged and supported learning of both the presenting group and their classmates.

My students found my feedback helpful to their work as I provide them with accurate comments. When they responded well to my questions, I usually acknowledged this by saying : “ correct, exactly, exactly, right, good or excellent question to raise, good work, well-done,...etc.”. It encouraged my students to actively engage and take part in their learning. Students feel confident and happy when they receive warm and sincere praise so felt stimulated to study more diligently. I received from them their weaknesses, challenges and faults through their questions and mistakes and to figure out “what went well and what didn't go well and what should be done to reach target learning goals”. I encourage them to try second chance(try again, look for another alternative, rethink...).

I tried to make the language of expressing feedback and comments softer so as to avoid negative emotional consequences (like: you are wrong, you are totally mistaken... etc.). Therefore, a careful selection of language in providing feedback is a key element in the success of delivering a proper and beneficial feedback. I had to observe and take notes intensely during the students

corrections, and answers (detailed, comprehensive, concise, precise and profound) to critique their work accurately. I should recognize my strengths and to develop more and weaknesses to avoid and also to suggest ways to improve.

Peer Assessment: Activating Students as Instructional Resources for One Another

I hold my teaching philosophy and value the importance of interaction as an effective strategy to stimulate learning through making students more creatively and actively involved in their learning. I also believe that ‘students learn better with peers than with their teacher’. Put differently, students can learn from not only the teacher, but also from their peers. I designed a criteria sheet for peer observation. Students were required to rate each criterion (A: Good; B: Satisfied; C: Unsatisfied). I assign them an activity (or task) Five (Active or passive sentences or vice versa to change them in the correct form) and at the back of the cardboard (paper) is the answer of these five sentences. In the stage, teachers’ role is to pair the students in to four groups and work as a competition. For each level, students were required to rate from 1 to 5, with 1 being the least quality, and 5 the highest quality. Students could also add their comments for each criterion. The teacher should provide the students with more clarification and explanation if needed or any misunderstanding occurred (students don’t understand the purpose or the criteria of assessment). The teacher should guide students in how to give peer feedback and what aspects of the work they would focus on. The proposed structure of the criteria sheet needed to be explained in more detail at the outset of the activity.

Self-Assessment: Activating Students as the Owners of Their Own Learning

In this phase of the lesson, I gave them criteria sheet for correction to check their answers according to the prescribed criteria. I work to enable them to judge their work and reflect upon their learning goals, sharing their attitudes and learning experiences with their teacher. I expected my students to be “active agents” in their own learning. In this process, learners have to develop their independent learning capacity. This capacity is developed when students know where they are, what they want to achieve. This process creates internal motivation for students in their learning.

Once students have identified target verbs from the cards (s) they're exploring, divide students into small groups to explore their answers. I Ask students to share their findings and use the collected information to draw conclusions about when writers choose active voice and when they use passive voice. After I am satisfied that students have had enough time to explore their

findings, gather as a group and ask students to share their conclusions. I utilised some strategies to develop students' self-assessment. I incorporated questioning and feedback which students acknowledged as helpful strategies for self-assessment. Further, I focused on checking for students' understanding: Once the lesson is complete, ask students to explore the rules in pieces of writing, checking for active and passive voice. - Ask them to revise as necessary, based on whether the verbs are appropriate for the particular sentence. Students may work during their in-class writing time or complete the revisions as homework.

4.5. Discussion of the Main Results

Accordingly, this study has been conducted with the aim of checking the impact of formative assessment practices on the Algerian university context; the focal aim was to check if the teachers of English language using formative assessment practices in their daily classrooms. Additionally, the researcher set a number of sub-goals for the study including: whether the English language teachers are well trained and have the sound knowledge and formative assessment literacy to implement FA effectively and if teachers need professional development and training in this area. Second, the researcher also attempted to extract teachers' challenges and difficulties that encounter them in properly integrating these practices regarding text comprehension. Accordingly, a set of research instruments were employed in order to crosscheck data and to ensure valid results.

Descriptive statistical analysis identifies the percentages and frequencies to answer the questions in the questionnaire. It is important to note that it was not expected that Formative assessment is widely used to higher degree in our classroom. From the observations conducted, some formative assessment practices are distinguished but in moderate and low levels. According to presented data in this study it seems that self-assessment and peer- assessment is rarely seen in the actual work of the observed teachers. This is supported by literature review which indicated that not all teachers, including novice teachers, receive formal training in formative assessment strategies therefore feeling not prepared to assess student learning (Campbell & Evan,2000; Guskey, 2003; Mertler, 2004). While education has changed dramatically over the years, there are practices that have been proven to reach the highest levels of student academic achievement.

Formative assessment is altogether different in that it, "gives teachers information that they can use to inform their teaching and improve student learning while it is in progress and while the

outcome of the race can still be influenced” (Greenstein, 2010, p. 2). It has become increasingly clear that formative assessment practices positively improves student learning. Regarding the quantitative data received from the students’ questionnaire proves that formative assessment promotes and enhances students’ achievement. Formative assessment is the main source of the feedback. This is supported by Wiliam and Thompson (2007) who reported that timely and descriptive feedback is aligned to the intended learning it has a greater impact on student achievement.

Respondents also indicated that feedback to students was another finding that enhanced the learning process in the classroom. Decidedly, formative assessment literature indicates that feedback is an important part of the formative assessment process (Brookhart, 2008; Popham, 2008). Feedback helps students clarify the goals of learning, their progress towards learning goals. Good feedback enables students to move their learning forward where teachers and students develop a shared vision and deep understandings of learning intentions and success criteria. Interestingly, students learn more when they receive feedback about particular qualities of their work ,along with advice on what they can do to improve.

Feedback as a way to engage student in the learning process, and to transform him/her to an active learner who assumes responsibility, reflects, collaborates and communicate, then it seems that self-regulated learning is a process aligned with opportunities for effective feedback provision. Arguably, Brookhart (2008) indicated that students appreciate the essence of feedback that detects if they are doing well, where they are going next, and some tips for improvement, referred to as the “tried-and true” method of feedback.

Teacher-student relationship is an indispensable asset in the learning process. More importantly, to cultivate this relationship , teachers should feel free to value it in a healthy atmosphere. This relationship is created and developed by mutual interaction and fruitful discussions. Through constructive dialogue and guided participation , students show the sense of ownership and feel they have a voice and a choice to make in their learning as active players. This partnership enable students to negotiate the next steps in their learning so they are making gains towards their goals. These interactions signaled that students learned how to judge their learning and make them understand learning targets and the success criteria that transferred by the teacher. This further indicates that student-teacher relationship is an important piece of an

authentic formative assessment. These findings support what Black and Wiliam (1998) contended that student improvement through formative assessment occurs when teachers strive hard to build strong relationships through the process.

The self-assessment is a process where the students take action and be responsible to judge him/herself . Put it differently, the student engage and learns how to identify the assessment criteria in their work and judge how it measures against the criteria. This is supported by what Fallows and Chandramohan (2001) believe that self-assessment requires a student to “undertake an honest and self-reflection and critical judgment on his own work” (p.232). Admittedly, teachers and students go hand in hand and confirmed that self-assessment process helps in developing student autonomy and self-regulation. Teachers facilitate students ability and encourage them to assume greater responsibility to manage and generate the current progress. In this spectrum, self-assessment might be regarded as the process for reviewing the quality of ones work following indicators and pre-defined criteria. Additionally , in this process the student get the opportunity to take risks, make mistakes and learn from them to build knowledge of themselves as self-directed and independent learners. In this perspective, self-assessment can activate students ‘thinking and fully engage them as real agents of their learning by setting goals and track them “from goal setters to goal getters ”.

Peer assessment is a valuable opportunity for students to give each other important feedback which enables them to present and communicate their work by discussing, explaining and defending before their colleagues. These findings is supported by Topping (2010) who argued that peers can serve as a reliable source of feedback within the classroom. In this research both teachers and students indicated that peers feedback was effective part of the formative assessment process Student start to interact with their pees about their learning activities; they correct, modify, judge, refute or agree with each other and draw conclusions and sometimes reach a consensus and give concrete evidence about their viewpoints. In this process , a peer within the same class assesses another peer’s work or assignment by providing a comment or judgmental feedback according to assessment criteria planned beforehand.

Assessing their peers’ efforts encouraged a climate of equality and mutuality where the students can compare and reflect on their own works and scaffolding each other to develop a better and deep understanding of the learning goals. Hence, peer assessment is likely to increase the

students' responsibility, to support the development of collaborative and communication skills, and also to enhance critical thinking skills. As previously discussed, Ballantyne, Hughes, & Mylonas (2002), reported, students in their study gained valuable insights into their work which guided them to "make a realistic assessment of their own abilities providing them with valuable skills to use in the future" (p. 435).

By using a variety of strategies, instead of relying on one: checking for understanding: incorporating peer tutoring, cooperative groups, and scaffolding also via questioning techniques such as think-pair-share which help in involving students to develop higher order thinking skills (Frey & Fisher, 2007). Moreover, cooperative groups and scaffolding were used within the classroom both increased student achievement by allowing students to develop into independent learners (Kagan, 1994)

The formative assessment process includes providing students with clear learning targets, clarifying criteria for success, providing examples of strong and weak performance, providing descriptive feedback that moves learners forward, and activating students as owners of their own learning by teaching them to self-assess and set learning goals (Chappuis, 2005; Wiliam, 2009). Black and Wiliam (1998b) suggested three key factors to maximize gains in student achievement: (a) accuracy of classroom assessment, (b) descriptive (not judgmental) feedback, and (c) student involvement in the assessment process. With the understanding that teacher evaluation will in part be based on the attainment of standards or academic growth.

The self-assessment process is effective in developing and improving learning for the most of the students. This concurs with (Brown & Knight; 1994; and Black & Wiliam 1998b), who suggested that self-assessment was only useful when the assessment criteria was explained and understood. Student ability to self-assess their understanding of learning targets can play a critical role in the teacher's ability to assure that students understand those targets. Student ability to monitor their progress towards those targets can play a critical role in the teacher's efforts to monitor student progress. Student interactions regarding their understanding of learning targets and one another's learning progress can be profoundly beneficial in the teacher's effort to provide clearly understood learning targets and to monitor student learning. Additionally, peer assessment can provide a method for teachers to provide feedback to students by involving students in the process.

Students were encouraged to ask for further oral clarification if required which was a useful option for students who had difficulty in understanding how to effectively apply the comments. Several students took this opportunity and discussed the feedback meaning with other students and myself, which resulted in improved work. Black & Wiliam (1998a) and Crooks (2001) said good feedback would enhance and facilitate learning therefore the feedback message should aim to be clear and in descriptive terms that encourage the receiver to think and engage with content.

Over the course of this study, it has become increasingly clear that formative assessment positively impacts student learning and enhances teachers' instructional practices. Regarding the quantitative data, both teachers' and students' responses agree that the use formative assessment techniques in the teaching of students benefits both partners. In addition, due to teachers' insufficient knowledge of assessment area, teachers' need to professional development as a requirement to improve their instructional practices. In relation to the qualitative data, it is clearly evident that formative assessment techniques is nearly absent in teachers' instruction as reported from classroom observations.

These results come to support (to the side) of the first hypothesis which supposed that formative assessment is less implemented in the teachers' daily instruction due to lack of enough mastery of these practices. Hence, one may say that the results obtained from this study confirm the third research hypothesis which has supposed that teachers would be reluctant or would hesitate in adopting and implementing formative assessment strategies, as they need to acquire more competency and skills. Therefore, English language teachers at El-oued University need professional development in the knowledge of assessment area.

Concerning the second hypothesis, teachers' and students' questionnaires revealed that teachers are well aware of the concept of formative assessment and understand some of its strategies. This finding is again in line with literature cited in this study, in which the teachers reported positive attitudes, highlighting specifically the educational benefits of formative assessment purpose and its role in improving students' learning and adapting teachers' instruction at first place. Besides, the role they can play in motivating students, increasing participation, and focusing students' attention.

Regarding the third hypothesis, the teachers' questionnaire results and the observation

results showed that lack of formative assessment practiced in their daily instruction is approximately absent. For this reason, university English language teachers of El-oued need professional development in the knowledge of assessment area. This question sought, however, to confirm the fact that in-service and pre-service training is essential in providing the teachers with the right assessment skills for their career or profession to reach 21st century standards.

Accordingly, the aforementioned data gathering tools allowed the researcher to confirm the fourth hypothesis which stipulates that the major challenges that encounter teacher and hinder them to implement formative assessment properly due to teachers lack of knowledge and resistance to change coupled with reluctance to change their old beliefs and attitudes. Finally, the correlation between the results obtained through teachers' and students' questionnaires and classroom observations led the researcher to confirm the fifth hypothesis which suggest that professional development is needed as a means for improving teachers' formative assessment practices.

4.6. Concluding Comments

This study entailed an in-depth investigation into the integration of formative assessment practices into English language classrooms at the university and looking for continuing teachers professional development to better Improve these practices and their pedagogical knowledge in assessment. Through this study, I have learned a great deal about formative assessment and I am already incorporating what I learned in my own classroom teaching practice. It seemed so simple and obvious to incorporate formative assessments into English language classrooms. But in practice is challenging and a daunting task to most teachers. In this process, with formative assessment in that it places value on how a teacher views her/his role and responsibility for student learning via beliefs and practices. Creating a learning environment that is sensitive and responsive to student learning needs and one that allows responsible ownership for their own learning will be a classroom environment where formative assessment is effectively used as an instructional tool to strengthen student critical thinking skills and achievement. It is clearly obvious that results of this study may prove helpful for enhancing teachers' abilities to effectively implement formative assessment in the complex environments of the classroom, thereby strengthening student understanding.

Conducting this research within the English language classrooms provided the researcher

with a suitable setting to explore the design of different forms formative assessment, and elucidate how this can support continuing teachers to develop relevant professional in assessment competencies and skills. This mixed methods case study design allowed the researcher to richly illustrate the practice and design of ongoing authentic activities and formative assessment processes that could be utilized to enable teachers to adopt these practices and adapt them to suit students' learning to move beyond to achieve and reach their objectives to improve and gain more attainable outcomes and to increase the quality assurance for teachers in higher education. Indeed, it is in this way that formative assessment is likely to promote meaningful learning and ongoing assessment in teachers' daily instruction in ways that also meet the goals and needs of English language learners. The findings from this study visualize the complexity of this practice, and thus why such developments would require major changes in most teachers' practice and significant support in professional development initiatives.

4.7. Conclusion

The present chapter was dedicated mainly to analyze, discuss and interpret the data gathered by different means: students' questionnaire, teachers' questionnaire and classroom observations. The researcher analyzed the data qualitatively and quantitatively and then the main findings were discussed in relation to the research hypotheses. Formative assessment is chiefly less implemented except informal assessment practices from time to time. Practically teachers and students genuinely engage with each other through formative assessment strategies and tools such as questioning, discussion, problem-solving, case studies, one-to-one interactions, quizzes, and presentations. Findings were reported and interpreted in this chapter by the researcher. The researcher attempted to answer the key research question using data generated through questionnaires' analysis, and observations. Data have been analysed through answering the main five research question as previously stated in the introduction. Based on the main findings of this chapter, it could be possible to draw conclusions, as well as propose some hopefully beneficial recommendations. Thus, the following chapter is devoted to some suggestions and recommendations to cope with teachers' needs about professional development at assessment knowledge.

CHAPTER FIVE:
**Recommendations, Pedagogical
Implications and Suggestions**

CHAPTER FIVE: Recommendations, Pedagogical Implications and Suggestions

5.1. Introduction	191
5.2. Theoretical contributions	191
5.3. Implication for this Study	193
5.3.1. Teacher Reflecting on Their Practices	193
5.3.2. Appropriate and Relevant Professional Development.....	193
5.3.3. Relevance to Accountability Movements.....	194
5.3.3.1. Teacher Efficacy.....	194
5.3.3.2. Teacher Agency.....	194
5.4. Implication for Educational Research Field of Formative Assessment	195
5.5. High-Quality ELL Instruction for Formative Assessment.....	196
5.5.1. Formative Assessment Tailored to ELL Students Needs	196
5.6. Pedagogical Issues in Formative Assessment.....	197
5.6.1. Role of Lecturers	198
5.6.2. Role of Students	198
5.6.3. Difficulties in Implementing Formative Assessment	200
5.7. What is Next?	201
5.7.1. Whole-University Focus.....	203
5.7. 2. Professional Development Portfolio.....	203
5.7.3. Cohorts of Teachers.....	204
5.7.4. District Support	204
5.8. Implications for Educational Practice	204
5.9. Targeted Professional Development in Classroom Formative Assessment	205
5.10. Additional Considerations	206
5.10.1. Establishing a Culture for Change.....	206

5.10.2. Trajectories That Lead Teachers	206
5.10.3. Creating More Formats and Models	207
5.11. Features of Effective Professional Development on Formative Assessment	208
5.11.1. Intensive and Ongoing	208
5.11.2. Connected to Practice	208
5.11.3. Collaborative, Embedded in a Professional Learning Community	209
5.11.4. Content-Focused	209
5.11.5. Adapted to Local Context	209
5.11.6. Active	210
5.12. Limitations	211
5.13. Implications for Further Research and Implementation	213
5.15. Recommendation for Future Research	219
5.16. Conclusion	222

5.1. Introduction

Throughout the previous chapters, we have highlighted the importance of formative assessment, and drawn attention to its contribution to the educational arenas. We have linked formative assessment to teacher professional development in language learning. In this chapter the researcher seeks to offer suggestions and recommendations for effective implementation of formative assessment in the Algerian classroom, in addition to a framework for teacher training. Thus, the essence of this concluding chapter is to provide pedagogical implications relevant to the core of the work and the data obtained. The chapter is purposefully divided into four main sections: formative assessment, professional development, and further pedagogical implications.

5.2. Theoretical contributions

Findings from this work heavily contribute to the extensive body of research on the effectiveness of formative assessment. Theoretically, researchers (Dunn & Mulvenon, 2009; Torrance, 2012) have highlighted that in some Western school classes, formative assessment has been found to be less effective. Despite sociocultural challenges, some formative assessment strategies, such as involving students in teaching plan discussions, questioning, using teacher feedback, and peer assessment, were found to have a positive impact on students' learning at the level of higher education. This has shown that assessment can help students' learning when learning intentions are artistically expressed and assessment activities involve students in providing and accepting input from teachers, colleagues, and themselves (Duncan, 2007).

Furthermore, Carless (2011) highlights that there is a paucity of data on formative assessment use in non-Western nations. As a result, the findings of this study have the ability to provide both theoretical and practical proof of how assessment can be used to support learning in higher education context. These insights are important for developing the theoretical underpinnings of formative assessment in higher education contexts and for the field of educational assessment in Algeria.

According to Carless (2011) when he demonstrated that, “formative assessment has to take various forms in different contexts” (p.2). It also showed the need to adapt Western theoretical methods and realistic formative assessment strategies and techniques to local contexts. As what have been demonstrated in the three lecturers in this study, it is clear to some degree, that they adopted and adapted some certain aspects and characteristics of formative assessment practices

such as sharing learning intentions, and success criteria with high expectations of student achievement, appreciation of students' responses and reactions, thoughtful provision of fruitful feedback and building strong and trustworthy relationships and rapport with students by interaction and educational discussions.

These findings show that formative assessment is an important method for promoting learning when it is tailored to the local context (Garrison, & Ehringhaus, 2007). While further research is needed to confirm the adaptations' worldwide efficacy, the results of this study offer important insights into how formative assessment can be effectively implemented in Algerian higher education context.

This research has made important methodological advances in addition to leading to formative assessment theory in higher education in Algerian contexts. The aim of a case study approach, according to Guskey (2005), is not to generalize information since results are limited within a specific and unique context. As a result, the findings of this study cannot be generalisable to other educational contexts. This research, on the other hand, looked at how formative assessment has been adapted in non-Western higher education. Researchers or lecturers in similar contexts may apply the results to their own environments or settings.

The influence of an teacher is expressed by their guidance, which has a significant effect on students' learning and opportunities for agency over their progress and growth. Furthermore, while sociocultural scholars view peers as a learning aid, peers' equivalent status tended to minimize their effect on individual learning. In contrast to peer feedback, students in Western higher education settings immensely respected their instructor's feedback and were more likely to use it to enhance their learning.

Ideally, in higher education in Algeria, the teachers potentially share empathy and sympathy when incorporating formative assessment strategies in their classrooms. Therefore, students deeply engaged in negotiating testing strategies with their instructor and discussing adjustments which in turn led to many subsequent learning opportunities. Thus, the students' participation indicated that they liked studying in this class experience because the teacher allowed them some sense of freedom to be independent and autonomous. This gave them strength, as result, intensely motivated them to study more.

5.3. Implication for this Study

The findings of this study have optimal implications for concurrent research into other related topics in the field of education and assessment. The examples displayed here address the teachers' reflections on their own practice, appropriate and relevant teacher professional development, educational assessment, and emerging research into formative assessment.

5.3.1. Teacher Reflecting on Their Practices

The teachers in this study discussed how they critically reflected on their instruction, and their assessment methods, as well as how they thought on what they used in their classes based on the skills and knowledge they developed from their experiences and daily instructional practices.

These teachers have thoroughly explored how they shared their practices with others and how their understanding of assessment in general influenced their instruction. These participants have already developed professional networks; support training programs in institutions are required to promote this type of professional development for all teachers in order to speed up teacher reflection on their practice (Lieberman, 1995; Lieberman & McLaughlin, 1992; Nelson & Eddy, 2008). Teachers' perceptions of their effectiveness and mastery of formative assessment strategies can be improved through continuous reflective practice that is endorsed organizationally, such as by professional learning communities (Kennedy & Smith, 2013).

5.3.2. Appropriate and Relevant Professional Development

Teachers greatly engage in extensive professional development, including summer workshops, on-site training, and frequent check-ins with staff. This professional development and continuous support could help the participants to learn about and exchange effective assessment practices to add their instructional repertoire.

Teachers' successful use and implementation of questioning, formal discussions, and feedback as assessment techniques are aided by formal instruction and a common language to address their teaching. Furthermore, these practices facilitated the participants skills to continue their reflection on their teaching. As research has highlighted that potential professional development has a positive impact on teachers' use of FA practices (Smith, 2011; Yin, Olson, Olson, Slovin, & Brandon, 2015).

5.3.3. Relevance to Accountability Movements

Teacher assessments, which are also focused in large part on student achievement, may often be linked to teacher assessment practices, teachers' efficacy and agency (Popham, 2013). The latter two factors are further explored below:

5.3.3.1. Teacher Efficacy

The experienced teachers in this study displayed a good sense of efficacy, as shown by their ability to justify how and when they choose and the decisions they take about their implementation of assessment practices. Teachers who have a greater sense of self-efficacy are more likely to be more open to diverse instructional innovations (Guskey, 2005) and, when collaborating closely together, can positively impact an institution's entire culture (Kennedy & Smith, 2013). Most importantly, some components that originated from this analysis are included in meta-analyses of classroom-level variables that have the greatest impact on teaching effectiveness, including lesson planning and scaffolding, teaching modeling, and knowledge application (Heitink, Van der Kleij, Veldkamp, Schildkamp, & Kippers, 2015), as well as teacher expectations, classroom climate, the questioning level used (i.e., higher-order or lower-order), and feedback (Black, & Wiliam, 1998a). Further studies into teachers' use of formative assessment strategies will also help researchers better understand the variables that influence teacher effectiveness.

5.3.3.2. Teacher Agency

In the age of accountability and corresponding school reform, teachers' professional identity is often measured according to external definitions and factors of student progress and achievement (Day, 2002). Within these environments, teachers and their professional agency, or "the power to act, to affect matters, to make decisions and choices, and take stances" (p.2) can have a significant effect. An ongoing fostering of teachers' agency in their job, can be used as a signal or a way in which teachers' motivation, efficacy, and commitment (Day, 2002) can be promoted by other institutions and programmes.

This section examines the concept of agency and the connections between teacher agency and teacher learning. Loughran (2007), has argued that without agency, teacher learning becomes reduced to the absorption of facts and knowledge. Indeed, Coffman (2015), has argued that teacher educators are tasked with the responsibility of building agency within This is a broad view of

agency however, Pyhäntö, Pietarinen and Soini (2015) define agency regarding teacher learning as engaging in professional development and “a capacity that prepares the way for the intentional and responsible management of new learning, at both an individual level and community level” (p. 813). They also state, that as an active professional agent, a teacher sees themselves as an active learner who is able to act intentionally, make decisions, and thoroughly reflect on the impact of their own actions. both teacher candidates and serving teachers to “have the knowledge, skills, and ability to not only improve student learning but to also critically reflect and advocate for teaching and learning issues and policies” (p.323).

Broadly speaking teacher agency can be defined as the actions teachers take in response to an event. However, Priestly, Edwards, Priestly and Miller (2012), referred to agency “not as a quality of the actors themselves ... how humans are able to be reflexive and creative, acting counter to societal constraints, but also how individuals are enabled and constrained by their social and material environments (p.14).

Even though agency is a complex phenomenon, there are clearly defined influences but is it notable that studies appear to focus on identifying, theorising, defining agency and agentic characteristics. Little is written about how to develop agency within teachers and if there is a connection between teacher learning and developing agency.

5.4. Implication for Educational Research Field of Formative Assessment

Moreover, studying the effect from professional development program on teachers’ classroom practice as well as on student achievement, made it possible to empirically link the FA used in the classroom to increased student learning. To be able to link in-service training to impact on classroom practice and student achievement. Such studies need to provide detailed analysis and descriptions of what FA is used in the classroom practice as well as clear descriptions of the support provided in the professional development programme (Schneider & Randel, 2010).

Few studies have directly addressed the issue of understanding the processes involved in changing teaching practice (Timperley et al., 2007). The expectancy-value theory functioned well to explain why the teachers participating in the professional development program made changes in their classroom practices, and therefore can be advantageous to use in similar interventions studies.

In summary, by building on previous empirical and theoretical research, it has been

possible to meet some important requests from the research field and hopefully the generated knowledge can be used to build upon.

5.5. High-Quality ELL Instruction for Formative Assessment

According to what we know about successful ELL teaching, formative assessment plays a critical role, particularly in the age of accountability, where teachers must guarantee that students are on track for in-depth learning. Formative assessment could be much more crucial for ELL students' successful instruction it is. ELL students are more likely than non-ELL students to experience misconceptions when studying classroom activities learned in English because they are learning content, academic knowledge, and language skills simultaneously (Abell, 2007).

Frequent formative assessment of ELL students provides valuable input into their language and material development, helping teachers to offer the appropriate style and level of support as students develop their ability as autonomous learners. Since ELL students' English language proficiency is evolving, a teacher cannot accurately anticipate which facets of new material each ELL student would grasp, therefore the teacher must focus on ongoing assessment to adjust any possible instructional changes (Andrade, & Boulay, 2003).

5.5.1. Formative Assessment Tailored to ELL Students Needs

What we learned about ELL students' large-scale assessments has varied implications for ELL students' formative assessments. Teachers must consider the proof of understanding they are attempting to evoke while planning formative assessment activities whether it is disciplinary content, academic skills, or English proficiency. Teachers must not only be purposeful in targeting capabilities to ensure that ELL students have access to formative assessment, but they must also be attentive to the number of demands that their formative assessment questions and tasks can make on students, as well as be familiar with the standard features of tasks that can lead students to make mistakes. Finally, just as with large-scale assessment, teachers must be aware of formative assessment's unexpected consequences, including the fact that poor formative assessment practice will lead to poor instructional decisions. Interestingly, because teachers consistently interact with and observe their students performing on teachable tasks daily, teachers can bring knowledge about students' language and academic competencies to bear upon their interpretation of students' responses to formative assessment tasks.

As a result, teachers will draw informed conclusions about student learning from formative

assessments that they would not be able to draw from decontextualized summary scores from large-scale assessments. Thus, if a student's performance on formative assessments does not appear to align with what the teacher thinks she or he knows about the student, then the teacher is in a situation to ask questions or administer additional tasks of different types to obtain complementary data. For these reasons, some scholars argue that traditional ideas of how to attain assessment validity do not entirely extend to formative assessment (Brookhart, 2003). Nonetheless, the core issues remain the same: Is any attempt been taken to ensure that only the target structures are evaluated? Is it possible to justify inferences based on the information gathered? Are the assessment practice's consequences suitable for students?

5.5.2. An Innovative Approach to Formative Assessment of ELL Students

We propose a specific approach to formative assessment of ELL students based on what we know about formative assessment for students in general and what we know about appropriate teaching and assessment of ELL students. This suggestion uses existing stages of the formative assessment process: (1) articulation of the construct being learned and evaluated, including learning goals and success criteria, (2) elicitation of evidence regarding students' learning, and (3) analysis of this data for prospective teaching.

The reasoning model for this proposed formative evaluation procedure is depicted in Figure 1. It claims, in particular, that effective use of formative assessment contributes to real desirable improvements in teachers' instruction and students' outcomes, such as improved teacher understanding of the relationship between content and English language production in the sense of instruction; expanded teacher awareness of students' success against learning goals; and improved ELL student interest in learning and assessment. As a result, these desired improvements potentially lead to improved student performance in academic content (including the acquisition of academic language and literacy concepts) and an increasing in English language proficiency.

5.6. Pedagogical Issues in Formative Assessment

It could be clearly seen from the findings that variety of learning strategies were being conducted to promote formative assessment in the context of teacher education at university level. Formative assessment in this study examined its definitions, effective strategies and pedagogical methods that help to move student learning forward. It was shown that formative assessment implementation has something in common, but also retains some differences.

However, the research indicated that there was not any formative assessment policy released and applied in the Algerian university system. This policy is often embedded in the curriculum of the courses or the units in the education systems. It is suggested to develop a formative assessment policy in the university context.

5.6.1. Role of Lecturers

Assessment is closely associated with pedagogy because as it is part of the teaching methodology (Black & Wiliam, 2018). Research findings have indicated that most assessment techniques relate to teaching pedagogies, therefore, education policy-makers should consider pedagogical practices as well. In that context, the role of the lecturer and student has been altered to suit the teaching approach of student-centred. Lecturers are considered to be the mediator in the implementation of formative assessment; they can support students' progress by increasing the focus of feedback (Carless, 2007).

In the first instance, teachers guide (scaffolds) knowledge. They should acquire information on what students already know and what they are competent to do before tailoring activities to build on it. Secondly, the role of teachers at the tertiary level is not only to transmit knowledge, but to accommodate it. Teachers need to possess the skills to support and facilitate student learning because the lecturer's position is 'at the elbow of the students'. Thirdly, the teacher's role is to improve student learning by providing quality feedback and developing student skills. It is often believed by students that their lecturers are experienced and expertise in the field, which is why their constructive feedback will have a positive effect on their learning (Wanner & Palmer, 2018). Finally, research results are also used to emphasise giving a voice to students as their practitioners in implementing class activities and formative assessment. Because the learner-centred approach should be present and applied in the classroom, it was the students who mastered the learning process, ensuring their voice to be heard all the time during their learning journey.

5.6.2. Role of Students

Especially for students in teacher education who will become teachers in the future, it became important for them to recognise the crucial role of students when designing class activities. For admission into a university, students must pass a range of examinations; learning at the higher education level is more challenging than the study required at the high school level. Students need

to acknowledge their present position in learning, know what they want to achieve, and how to fulfill their goal. Therefore, students must actively engage in the learning and assessment processes, as well as have a thorough understanding of the required knowledge, skills and assessment criteria. In order to achieve this, they need to be involved in designing and managing assessments.

As Schaefer and Stevens (2016) indicated, if students were involved in the development process of test items or the assessment rubric, they would be able to comprehend thoroughly what was expected of them at the end of the course, and then they would be able to adjust their own learning methods. Furthermore, students should be able to interpret the assessment information and understand the feedback they receive.

For hundreds of years, assessment was predominantly conducted by teachers for students who passively received the feedback represented by marks, grades or comments. It is now time for active learners to become involved in teaching and learning. Learning from peers is sometimes more important than learning from teachers, which explains why, apart from teacher assessment, meaningful peer and student self-assessment have the potential to positively contribute to student learning and achievement which in turn help them to become autonomous learners (Black et al., 2004). See figure (5.1)



Figure 5.1. Student reliance in assessment (Black et al., 2004).

The findings by Chambers, Whannell & Whannell (2014) when the research showed students' positive attitude toward the task and the feedback they received from peers; but it is also specified that students' understanding of the process of peer assessment should be improved. Therefore, the research suggests instructing students on how to develop and use assessment criteria, as well as how to provide assessment feedback concisely and constructively. Moreover, students need to be encouraged and guided to provide quality feedback to their peers and for themselves. They need to be trained by developing characteristics of quality feedback and shown how to provide feedback correctly to respect the receiver's self-esteem. Once mastering this skill,

students could model their lecturer's technique and develop their own skills in peer and self-assessment to become independent learners.

As a matter of fact most of the students heavily relied on their teachers. One student expressed that knowledge is important but not as important as presentation skills provided by pre-service teachers. Students do not have the opportunity to show their performance through presentation skills. These issues are dependent on the curriculum and assessment policy of each university. This research recommends redesigning the curriculum in teacher development to fully support students in demonstrating their ability to present.

Moreover, students could develop their skills through a challenging but friendly and constructive learning environment. It was suggested that students participate in sociocultural and international clubs, as well as learning activities so they can learn from their friends and practical activities. Through this activity, students will become more active and independent in order to realise their zone of proximal development with formal interactions with lecturers and peers. Students should not take for granted the opportunity to learn more about their capabilities, where they are situated, and how they could achieve their goals.

The most important aspect of this research is to focus on the role of students in active and proactive learning. They must engage in their own learning in order to assure autonomy. Students should be aware that formative assessment is targeted at supporting learning other than grades or marks. They could seek assistance from teachers, or from the university administration department. They could also seek help if they encounter any kind of difficulty during their learning, such as assignments or examinations. In short, students should be given the opportunity to put forward their perspective on performance. Their learning should be constantly encouraged by engaging and involving students in all types of learning activities.

5.6.3. Difficulties in Implementing Formative Assessment

Formative assessment is unique, therefore, it requires special conditions to be implemented effectively, especially when there are different requirements for various contexts of education. It is not straightforward to implement formative assessment in the Algerian university context due to changes being made in classroom practices, however, the most important aspect is barriers at the macro and micro levels, particularly for teachers who are acquainted with tests at the end of the course. It is standard for results from final examinations to be used for evaluating student

learning, but the final exam only concentrates on testing low level competence (Yorke,2003).

The biggest challenge in implementing formative assessment is to involve students in self-assessment and peer assessment, particularly when students try to avoid providing feedback and marks for their peers. Wanner and Palmer (2018) mentioned the support of software technology implementing assessment successfully is due to assessments becoming too time-consuming. Findings from Clark, and Duggins, (2016) indicated that repeated unsatisfactory experiences causes students to progressively disengage with feedback during their learning, especially feedback provided long after their work or study. Sometimes students lack an understanding on the feedback they receive, so they refuse any feedback; or sometimes they are unable to act on the feedback if they do not receive help from the teacher.

The research findings combined with findings from the literature review indicate that formative assessment is easily implemented in a classroom size of approximately 20 students. However, for larger sized classes (over 40 students), teachers said they do not have sufficient time to care for each student in one hour lecture and teachers' workload. As a result, teaching methods should be changed accordingly; peer assessment and self-assessment could be done under the form of a group assessment. The key function is to provide students with feedback in a timely manner.

In educational terms, it is intended for the practice to be shifted gradually by allowing to students to perceive the benefits of assessment and proactive learning when become actively involved in teaching and the learning process. Some teachers may have misunderstood that formative assessment requires additional work when in fact it is a matter of sharing duties and responsibilities between the lecturer and student because it involves every student in educational learning. This is the main reason why formative assessment benefits teachers and students more than previously thought.

5.7. What is Next?

Formative assessment is an outstanding strategy for assisting ELL students with the daunting task of mastering demanding academic material while still learning English. We have concluded that formative assessment can be much more beneficial for the teaching and learning of ELL students because the continuous process of gauging learning and adjusting curriculum is vital to overcoming the challenges and misconceptions that ELL students encounter that can hinder ELL students to achieve English language mastery and deep content understanding.

However, even more empirical research on formative assessment is needed before we can fully comprehend how to better assist ELL students in reaping the most benefits from this promising approach. Without a question, a sufficient body of research directly linked to formative assessment of ELL students would take a long time to develop. Regardless of how research efforts may proceed, the implementation of formative assessment can be seen as a core method for preparing students to achieve the intended outcomes. This, there is a great need for professional development in how to use formative assessment effectively with students (Ballantyne, Hughes, & Mylonas, 2002).

Arguably, high-quality and well-designed professional development is a critical component of successful formative assessment delivery for ELL students. Many teachers would need to expand their expertise and practices in order to help ELL language development and achieve the desired objectives. Effective teacher professional development, like effective education, provides strong expectations of destinations (long-term goals), begins with learners where they are, tracks receptive developmental paths, and scaffolds the progress of training. Throughout the procedure, professional development activities all aim to the same long-term target, assist in achieving intermediate targets, and formatively assess where to go next. Effective professional development needs substantial institutional support as well. A comprehensive professional development strategy, in particular, necessitates integrated and supplementary responsibilities at both the state and local levels (Marzano, 2006).

Some components of this plan will support formative assessment strategies for all students; others will be more tailored to the specific needs of ELL students. In both cases, teachers must become familiar with the key principles of effective formative assessment described in this paper and be given the opportunity to hone their skills in a supportive whole-school environment. Any elements of this approach would complement all students' formative assessment practices, while others will be more tailored to the needs of ELL students. In all scenarios, teachers must learn the core concepts of successful formative assessment practices and provide teachers with this opportunity to hone their skills in a supportive higher education context (Morrow, 2003).

Several effective actions should be taken at the national level to help institutions' readiness to participate in effective formative assessment for ELL students:

- Dissemination of reliable, research-based formative assessment techniques, as well as the

circumstances under which they have been validated and shown to be accurate

- Sample formative assessment modules with standards-based assignments, scoring rubrics, and primary instructional resources (e.g., teacher's guides) are being developed or adapted.
- Support for nationwide or local formative assessment communities (including online) who are charged with collaboratively developing resources for school-based implementation
- Webinars and training modules and workshops are being developed for use by local coaches and teachers searching for real-time opportunities.

The following techniques will help teachers of ELL students with professional learning on formative assessment at the local level:

5.7.1. Whole-University Focus

If only a few teachers in a university undergo professional development, the effect on students would be minimal. According to what we know about whole-school transition, a core community of staff working for the same goals, engaging in the same activities, using the same language, and looking towards agreement would be best placed to successfully improve their ELL students' English language skills. Both administrators and teachers must participate in professional development as part of whole-university efforts. If principals, assistant principals, and department heads have the same vision and practices for teaching and formative assessment, the school is more likely to be competitive in judging and facilitating student performance(Graue,1993).

5.7. 2. Professional Development Portfolio

All actions proposed for teacher learning must lead in the same direction in order to provide a cohesive, powerful professional development portfolio for a classroom. The creation and execution of workshops representing various disciplines or classes, as well as workshops unique to a specific grade or subject matter, should be driven by the same learning and teaching philosophy. Proposed practices would be based on the same philosophy of language and how language evolves. There should be ways for teachers to come together and explore their formative assessment efforts in addition to seminars and workshops. Any of these resources can be provided by Teacher Learning Communities, and others can be provided during shared training contact hours(Loughran,2014).

Coaching is another critical aspect, in which more experienced teachers follow colleagues to their classrooms after reviewing teacher action plans, and professional discussions concentrate on the implementation of learning experiences and formative assessment. In the collaborative study of formative assessment, videos and transcripts are also very valuable resources.

5.7.3. Cohorts of Teachers

Grouping students and assigning a consistent cohort of teachers (covering English Language Arts, English as a Second Language, English as a foreign language) to each two or three classes of students is an instructional framework that is particularly effective in different institutions and departments. In this sense, the teachers in each cohort share the same students, facilitating the teachers' abilities to focus both on individual student growth and on group development (Marzano, 2006).

5.7.4. District Support

The types of professional development strategies outlined above can and should be supported by districts. When opposed to individual university sites, they are in a position to initiate work across universities and can have a greater range of experience and expertise. For example, districts can facilitate learning communities where teachers (or administrators) across institutions with similar roles can address common formative evaluation delivery issues.

Despite empirically-based research contends the potential benefits of formative assessment for positively improving student learning, formative assessment is not always a silver bullet, and its effectiveness is dependent on a variety of factors, including professional development. Perhaps the methodology and examples presented here will assist educators who choose to use formative assessment to promote ELL students' access to accomplishment of rigorous expectations in the classroom (Shepard, 2005).

5.8. Implications for Educational Practice

Educational scholars and policy makers are consistently calling for research-based and classroom experiences to better improve the process of teaching and learning. Undoubtedly, formative assessment, has gained recognition for its potential to enhance students' achievement and promote teachers' instructional practices. The research findings of this study indicates the implications for improving the proper utilization of FA in Higher education contexts through

powerful and high-quality professional development programmes (Shepard,2005).

For this purpose, institutions, teachers are invited to take place to benefit from the well-designed and improved professional development programmes, where appropriate and on-going support is provided to teachers. The theoretical underlying in this thesis can directly enrich the programme designers with key concepts, scientific terms and models to make it ready and well-presented in the hands of teachers to decipher the complex process of formative assessment. To facilitate formative assessment professional development, a practical framework should be established to support teachers and offer them guidance about their daily instructional practices and what FA activities to adopt. Practically, teachers are given the green light to adjust , adapt, replan, design and invent new practices according to the effectiveness of the process which are guided by innovative ideas and creative principles in formative assessment(Popham,2008).

5.9. Targeted Professional Development in Classroom Formative Assessment

Effective professional development for teachers in classroom assessment has certain characteristics. Thompson & Wiliam (2007), proposed a framework which supports the design of professional development activities to support teachers in their use of formative assessment; the framework was described as a “tight but loose formulation” (p. 35). The mechanics of the professional development activity was referred to as “tight” in order to emphasise the importance of adhering strictly to the design principles that included discussion, critical reflection, personal action planning and summary of new learning. The “loose” referred to the variables present in all school contexts: needs, resources, constraints and particularities of each school and classroom context. Thompson & Wiliam (2007), it can be argued focus on the process and the product while at the same time allowing for the role of the individual teacher and their teaching context. Leahy & Wiliam (2009), expanded upon this work and concluded that choice, flexibility, accountability, small steps and support were principal elements of teacher learning in assessment. In particular, they referred to the type of learning that went beyond a change in knowledge and beliefs but resulted in a change in classroom practice. Schneider and Randel (2010), noted that professional development programmes in formative classroom assessment are “optimally implemented in environments that facilitate full implementation of the programme, incorporate professional learning communities, active learning, and teacher ownership of the learning goals” (p. 273).

It is worth noting that Thompson & Wiliam’s (2007), “tight but loose” concept suggests

that all professional development in formative classroom assessment appears to start with a formalised, planned intervention involving the learning of the classroom teacher. Even though the learning of the classroom teacher is not a guarantee of improved outcomes for their students it can be argued, that without teacher learning in the initial phase the subsequent steps of collaboration, improved outcomes for students and sustained change in practice may not be possible. In order to develop a deeper understanding of the teachers' learning in assessment during the "tight phase" and subsequent "loose phase".

5.10. Additional Considerations

Highly-effective professional development has the main characteristics displayed in the preceding sections. Empirically, for professional development to be effective when focused on formative assessment, it may need to address additional challenges because formative assessment is built on such a sound foundation and depends on so many types of teacher knowledge.

5.10.1. Establishing a Culture for Change

A great deal of research proved that the majority of teachers, implementing formative assessment involves significant changes in practice— both in regard to the technical aspects of teaching and in their views of themselves as teachers. If these changes are to take place and take root, a school needs what Wylie and Heritage (2010) call "a professional culture for change" (p. 118). Arguably, collaborating in a PLC can promote that kind of culture. According to Ball and Cohen (1999), "Professional learning communities are associated with both changed teacher practices and changed professional culture by embedding continuous learning into the culture" (p. 141). In a critically professional culture for change, teachers have opportunities to work collaboratively in an ongoing way, room to experiment, freedom to make mistakes, and the encouragement to open their practice to shared critique (Ballantyne, Hughes, & Mylonas, (2002). In this sense, Hargreaves and Fullan (2012) straightforwardly initiate the term "professional capital" to represent the assets that a school or district needs in order to function at the highest level to meet the needs of students and engage in continuous improvement. Comprehensibly, professional capital is not gauged in terms of the talent of individuals within the school community but, rather, in collective terms. It includes the professional knowledge, judgment, and commitment represented by an entire school community and shared via such vehicles as PLCs.

5.10.2. Trajectories That Lead Teachers

Teachers, like all learners, follow a developmental trajectory vis-à-vis new ideas and practices related to what they already know and understand and to the nature of the new learning. Experientially, when doing extensive professional development on formative assessment with numerous groups, we believe that teachers need extended opportunities to evaluate proposed innovations by asking, “What’s new, and what is already known?” We have found that teachers have a tendency to look at formative assessment practices and think, “I already do that.” Practically, they are provided with the opportunities to rethink more carefully, reflect, and discuss, they may realize that there is a lot to investigate and explore in depth. And, as Ball and Cohen (1999)note, “knowing what good practice is and doing it on a consistent basis are two different things” (p.120). Teachers need to be recognized for their capacity to make professional judgments and adopt innovations in terms that make sense for their students and their instructional environments, even as they are in the process of learning about something new, such as formative assessment (Hill, 2009).

5.10.3. Creating More Formats and Models

In creating more alternatives for professional development on formative assessment, districts would do well to choose those that model some of the broad strategies teachers will be using to carry out formative assessment in their classrooms. For instance, professional developers’ use of coaching, modeling, and feedback when working with teachers can have parallels with teachers’ formative assessment practices in the classroom. Hence, the format of the professional development itself may exemplify important skills that teachers can use in their own formative assessment practices (Lee &Gavine, 2003). Consistently, a PLC is a useful forum for teachers to discuss what they are learning (e.g., in workshops or readings), share what they have tried in their classrooms, elicit feedback, and make plans for revisions in practice. Experienced professional developers suggest that a PLC include no fewer than five and probably no more than nine teachers (Leahy, Lyon,Thompson, &Wiliam, 2005), to ensure that there will be options for everyone to participate actively and get feedback.

A thoughtful professional development researchers and scholars have used coaching and facilitating discussions as part of the professional development they have provided (Sadler, 1989). There are many forms of coaching, but they have in common several features: a respect for teachers as professionals, mutual dialogue between teacher(s) and coach, and an emphasis on student

learning (Gearhart, Nagashima, Pfothenauer, Clark, Schwab, Vendlinski, & Bernbaum, 2006, p. 193). Teacher inquiry is also often a part of professional development focused on formative assessment (Marzano, 2006). Professional development providers need to be careful not to compromise genuine teacher inquiry by prescribing activities on the basis that the activities were successful elsewhere (Popham, 2008). Teachers can use the examples of good professional developers as models for their own ways of engaging students in inquiry in the classroom.

5.11. Features of Effective Professional Development on Formative Assessment

Effective professional development is “intensive, continuous, and linked to practice” and, ideally, “embedded in the work of professional learning communities that promote ongoing, discernible changes in teachers’ instructional practice” (Darling-Hammond et al., 2009, p.9). It is content-focused (Yoon et al., 2007), and it considers the local teaching background, including the “affordances and limitations of the schools and districts in which [teachers] work.” (Croft, Coggshell, Dolan, Powers, & Killion, 2010, p.13), engages teachers in collaborative learning and group engagement, as well as gaining institutional support (Dalton, 2010). Schneider and Randel (2010) further reference evidence that suggests professional learning programs can be part of a well-coordinated curriculum in which all components work for the same educational objectives. We further display these features respectively:

5.11.1. Intensive and Ongoing

Darling-Hammond et al. (2009) analyzed extensive findings and found that professional development activities lasting 30 to 100 hours (an average 49 hours) over 6 to 12 months have a “positive and meaningful effect” on student success (p. 9). Professional development that lasted just a few hours (5–14) has little discernible effect on students’ performance. If teachers’ long-standing instructional practices do not align with the major tenets of formative assessment, they will almost certainly need extensive and rigorous professional development (Earley, & Bubb, 2004), with many chances to discover new territories.

5.11.2. Connected to Practice

Professional development is more likely to be successful because teachers have chances to adapt what they are learned through professional development to their own classroom teaching and focus on what they have achieved (Heitink, Van der Kleij, Veldkamp, Schildkamp, & Kippers, 2015). Adequate time for such trials and reflections is needed to connect professional development

framework to practice.

5.11.3. Collaborative, Embedded in a Professional Learning Community

Successful teacher professional development is dependent on good, cohesive working relationships among teachers, according to a national consensus (Borko,2004; Desimone, Porter, Garet, Yoon, & Birman, 2002). Though teamwork has long been endorsed as an essential component of a successful skilled teaching culture, it remains difficult to accomplish, because it necessitates time and, possibly, reorganization of school schedules (Darling-Hammond et al., 2009).

Professional learning communities (PLCs), also known as teacher learning communities (TLCs), are groups of educators and teachers (ranging from discipline-specific and grade-level groups to the whole staff of a school) who collaborate to exchange their skills, knowledge, experiences and resources to reach school improved achievements (Bubb, &Earley, 2007). PLCs can be similar to "communities of learners" or "communities of practice", in which people share a common interest in learning or accomplishing something and each person contributes knowledge or expertise. PLCs are systems that exist at the school or district level and the level of individual teachers (Campbell, McNamara, & Gilroy, 2005).

5.11.4. Content-Focused

Several findings have found that professional development that focuses on subject matter knowledge and how students understand that content has the most effect on teacher teaching and student learning, as opposed to professional development that focuses on basic concepts of teaching or methods of instruction (Garet, Porter, Desimone, Birman,& Yoon, 2001).

5.11.5. Adapted to Local Context

“Sustained improvement in day-to-day practice is fundamentally local” (McLaughlin & Talbert, 2006, p. 4), and educational learning must be tailored to local circumstances if it is to be successful in changing teachers' instructional practices (Meijer, Oolbekkink, Meirink, &Lockhorst, 2013). A professional development programme, for example, would take into account local leadership processes. There may be content-area department coordinators, program development panels, or evaluation data analysis committees, as well as grade-level organizations that have effectively implemented reform. To make the most use of such current systems, a

professional learning effort relevant to formative assessment should be integrated.

A school or district, on the other hand, can modify an innovation in order to preserve established practices and prevent any transition that disrupts organizational conditions (Graue,1993). Teachers do not have the latitude or time, for example, in a district where teaching is driven by pacing manuals, to incorporate specific ways of formative assessment and make effective use of the data gathered from such assessments. Teachers would be under pressure in such a district to "square assigned practices and tasks within the exigencies of their circumstances" (Guskey,2003, p. 18). In this regard, an credibility of innovation and meaning are compromised, and positive change is stifled (Greenstein, 2010).

5.11.6. Active

Teachers, like their students, must constantly interact in emerging ideas in order to comprehend and incorporate them successfully (Guskey,2000). Formal discussions with peers, hands-on tasks of specific approaches, and peer feedback of student work will also help to encourage active learning (Schneider & Randel,2010). Teachers professional growth seems to be aided by ways for them to jointly analyze their thinking about teaching and learning (Garet et al., 2001)

The significance of this study is to expose formative assessment in teacher education through examining its implementation process. As teacher education generates teachers for the complete education system, investment on increasing student capacities in assessment will result in an improved quality of the system. Students will grasp the techniques required to implement formative assessment effectively to move their learning forward with the use of peer assessment and self-assessment. In spite of its significance, the research summarises notes on conducting formative assessment.

In particular, feedback in higher education is challenging, therefore, teachers must master the techniques required in giving constructive feedback, for example, combining clear instructions and assessment criteria, so that students know how to benefit from the feedback they have given and received, and tailoring teaching practices to meet the demand from individual students.

Most literature reviews have investigated formative assessment in schools. Some factors of formative assessment are sufficient, but others are not appropriate to use in the higher education context. For instance, students at the tertiary level are treated as adults, therefore, they require clear

instructions, encouragement, and thorough sharing of learning information, with remaining duties being the student's responsibility. Students are expected to carry out the learning activities, report and comment on their performance. This issue incorporates five key factors that help students to become active participants, as covered in Paige and Witty's (2013) research: (i) adjusting teaching to take account of the results of assessment; (ii) provision of effective feedback to students; (iii) active involvement of students in their own learning; (iv) need for students to be able to assess themselves and understand how to improve; and (v) a recognition of the profound influence assessment has on motivation and self-esteem.

5.12. Limitations

This study was an exploratory-descriptive investigation into the impact formative assessment on students' achievement and teachers' instructional practices in university context. In spite of its high value potential to keep teaching and learning on track through adjusting teachers' methodology and enhancing students' learning in higher education settings, this study, is no exception, has a number of limitations. Therefore, extensive body of research is needed to garner an insightful picture into the practices of formative assessment in Algerian higher education and directing research efforts to reach a consensus on theoretical and practical underpinnings on integrating effective assessment strategies for learning within the Algerian context. Although the main findings of the present study were consistently built up, there are some study's limitations that must be taking into account.

Firstly, sample size and data collection process included a relatively small number of teachers; specifically, (2 teachers for the observation). The study thoroughly examined the practice of formative assessment by investigating in depth a sample of few teachers in one learning context (English Language Department at El-oued University). The nature of the context and its participants were studied using a case study design with qualitative and quantitative methods. The data was collected from one department thus a narrow demographic. without a large sampling from different institutions and universities with varying demographics, the results are only applicable to similar sites. The generalization of the present study's findings can be restricted due to the above reasons. It would be desirable to include more teachers from another departments and institutions in a way that it would allow the researcher to reach more significant conclusions.

Secondly, the time issue is present in conducting our study; therefore, it is considered as a

constraint. The small length of time hinders teachers from meetings to interact and open up academic discussions about formative assessment practices and share their knowledge. There was not enough time for participants to address all the components of formative assessment in depth. The one-hour-and a half session needed to be longer or followed by a follow-up session or debriefing (a meeting after the observation session). The lack of time was due to teachers' tight schedules in teaching and after class they immediately go home for rest after a hard day working.

Thirdly, with regards to the planning and designing a teacher professional development programme, it is not an easy task and it was a major limitation. Teacher training sessions is a complex process which needs allocated time, efforts, logistics and resources. Technically, eighteen (18) weeks length of time is common to schools as one semester and increase in the duration of the variable may have resulted a remarkable change in students' achievement.

A common concern is the limitations of the study, which identifies potential weaknesses of the study. This study is no exception. Limitations to this study include the limited number of participants (21) teachers and (75) students, the limited number of observations (2), and the limited length of those observations (30 minutes maximum). The involvement of a greater number of teachers and a longer length of observational time might lend greater strength to the findings. The challenge in involving those greater numbers, however, is resources in terms of the time required, teacher and observer availability, and the necessary funding

One limitation of the present study, in retrospect, is that data about teachers and their teaching were collected using a questionnaire only. This was not adequate. A more balanced technique would have been to use both in-depth interviews with the teachers and classroom observations of their teaching. In-depth interviews as well as classroom observations would have given the researcher a clearer insight into the teachers teaching practices. Observer's report of the classroom practices would have been more accurate than teachers self-report.

Additionally, due to logistical constraints of the study, a combination of in person observations of classroom instruction and later video-taped observations of classroom instruction were needed for more reliability and validity. Occasionally some teachers in are reluctant to be visited in their classroom at the same time due to a teacher's unwillingness to be videotaped.

Finally, these findings, on the other hand, suggest certain questions that need to be investigated further. This section addresses a number of other research studies that may go further

into other areas based on these results. In the one side, based on the findings of this research, more studies may re-analyze the variables examined in order to affirm or refute the conclusions reached. Another option is to look at each relevant indicator found in this analysis separately. Also, related factors applicable to other educational settings such as middle and/or high schools, as well as more specialized contexts such as special education, may be especially important to investigate. It would be useful to see if the same findings could be replicated in a different setting. next, it would be interesting to include in future research some teacher's characteristics such as content knowledge, experience and/or teaching practices. Furthermore, other school related factors such as student motivation, class size, could be consistent variables to explain most of the variance that was misspecified in the present study.

5.13. Implications for Further Research and Implementation

This study explores the use and the impact of formative assessment practices by teachers and students in classrooms at university context. As indicated in the literature, great deal of research on formative assessment practices in higher education is necessary (Yoon, et. al , 2007). There is also a need for further and in-depth research on teachers' understanding of learning goals, learning intentions and success criteria and their eminent role they play in the feedback practice, and how teachers and students make use of them to make informed decisions about teaching and learning process.

Initially, a wide range of literature illustrates that there is robust research on effective use of formative assessment in general education (Black et al., 2003; Black & Wiliam, 1998), but there is paucity of educational research and specilaised studies on formative assessment in higher education, particularly in the Algerian context. Initially, future studies should investigate and assess the use of effective formative assessment strategies in other departments at the university. Understanding and recognizing the shortcomings and benefits of effective formative assessments practices in other departments at the university could immensely contribute to the body of knowledge concerning the proper integration of formative assessment within the higher education contexts.

The ideas for future research calls for the concern of delivering high quality formative assessment teacher professional development that meets the needs of teachers' adjustments of their instructional practices and enable students to reach their full potential to achieve their learning

goals. For the development of formative assessment classroom practice, future extensive research could be made to examine the quality and dimension for development. According to Timperley et.al, (2007) who states that previous research indicated that teacher learning communities in formative assessment empower teachers to overcome obstacles they face when incorporating the formative assessment in their classroom practice and start to make it a habit of mind to successfully implement it.

To summarize, it is widely acknowledged that formative assessment is a dynamic and nuanced repository of expertise that poses a challenge for teachers to incorporate. Teachers indicating that formative assessment is beneficial is definitely a good starting point for incorporating this critical pedagogical approach to successful teaching. However, implementing formative assessment during classroom instruction necessitates a great deal of training and preparation. In this research, the teachers were very specific about having the helpful mindset and belief system about the importance of formative assessment. More research is also needed on teachers' interpretation of learning progressions, learning intentions, and performance standards, as well as their position in feedback process and how teachers and students use them to make sound decisions about the process of teaching and learning.

Formative evaluation methods were clearly valued by the teachers in the case study, and they incorporated what they felt was best for their students. Currently, there are clear-cut implications for further future research, professional development training, and for university teacher education programs. Each inference would be addressed independently, but if applied collaboratively from a systemic perspective of university education programmes, each implication may bring greater benefit to formative assessment's usefulness in improving teacher training and teaching.

5.14. Recommendations From Research-based Formative Assessment

Based on the results drawn from this study, it is recommended that more classroom assessment training should be provided at university level for pre-service English language teachers' perceptions, as well as ongoing training, monitoring, and support for in-service ELT teachers. The more experience, knowledge and skills that these ELT teachers receive, the more equipped they will become in meeting the diverse learning needs of students in the classroom (Zidane, 2010; Wiliam, & Thompson, 2007).

It is also recommended that the importance of classroom assessment practices should be expressed to all teachers, but particularly to ELT teachers. ELT teachers should be aware that the frequency of usage and skill incorporation of classroom assessment is essential to teacher's success in English language. This could be achieved through targeted continued professional development designed to help teachers recognize the importance of classroom assessment practices as an important feature in supporting the quality of teaching and learning in schools (William, Lee, Harrison, & Black, 2004). In addition, professional organization must stress the importance of frequent use of classroom assessment practices to their members.

Most importantly, it is recommended that a professional network of ELT teachers should be created by the development for education. This information could prove useful for instructional coaches, school administrators, and other school leaders with responsibility for improving school culture and staff development (Stoll, Bolam, McMahon, Wallace, & Thomas, 2006). Teachers should have the advantage to conduct formative assessment strategies to assess students like homeworks, exercises, case studies, questionnaires, tests, written reports or projects, group work, problem-solving discussions, in-class seminars, oral questioning and self and peer assessment.

In this process, students find it a practical learning experience in which a wide range of opportunities are provided to integrate their knowledge into practice using the aforementioned strategies and tools in real life learning context to ensure that students fully master the learning objectives which is embedded within this strategies and tools. More importantly, it is imperative to have proof of student achievement when the learning takes place. Formative assessment strategies put students into action and supply teachers with evidence and positive feedback to modify student learning activities and adapt remedial strategies. Interestingly, formative assessment is of paramount importance because it generates and sustain the learning process especially when students conduct their own research about a particular topic given, therefore the teacher should always be present to monitor the work and give them the better insights of understanding the particular solution wisely.

Formative assessment strategies enhance and measure the performance of students through grids, rubrics or set criteria. In addition to verbal and non-verbal communication skill of students. Moreover, formative assessment strategies elicit evidence of the implementation of skills and measure students' ability to apply and construct knowledge learned. The focal purpose of

formative assessment is to increase the quality of teacher's instructional practices.

In practice, teachers do their best to formatively assess their students is to deliver constructive feedback. Formative assessment provides feedback on performance to improve and accelerate students learning (Stiggins & Dufour, 2009). In this regard, formative assessment strategies are utilized to scale up students through feedback and scaffold them to become self-regulated and autonomous learners. In a nutshell, formative assessment help derive fruitful feedback information that can be manipulated by students to boost learning and achievement.

During teachers' journey in teaching, he/she designs varied learning outcomes to be reached by students through engaging multiple formative assessment strategies. In simpler terms, every topic or content of classroom activities or tasks has learning outcomes to be achieved by students which will be attained through engaging different formative assessment strategies and they are critically important in learning English language as a discipline. Therefore, the teacher should be creative and knowledgeable to use differentiated instruction to reach maximum of student's potentials.

Establishing definitions, differentiate, recognize errors, solve problems, remember past information, elicit terms, use current knowledge to solve unfamiliar and unclear problems, apply the format, examine and interpret, understanding, and apply knowledge are some of the action verbs used to convey learning outcomes. All these strategies enable the students to facilitate their learning and make the achieve the desired goals of their learning. According to Kennedy (2005). Learning outcomes are introduced to convey what is required of students at the conclusion of the lesson in terms of what they should be able to achieve. Put simply, learning outcomes help both partners (teacher and students) in sharing instructional objectives and communicating educational expectations and monitor students' performance. At the end of TD sessions ; teachers also give students homework to check their progress and identify if they attained of the learning outcomes. The prime purpose of self-assessment is to fully involve students in their learning, support them clearly understand their skill levels and knowledge at the level of their goals and to track students' progress (Chappuis, 2009). Arguably, assigning homework provides the students with open opportunities to actively engage in assessment on their own which encourages self-assessment and self-regulated learning.

The implementation of formative assessment strategies involves the introduction of the

topic content through discussions, questions, case studies and formal discussions. Teachers' lecturers adhere to a specific model focusing on the interests and the needs of the students, in which competence and objectives are defined and presented. Teachers prepare how they can facilitate and evaluate students before, after, and after the facilitation of the activities and tasks. Since students were involved in questions and discussions, the lecture became interactive and more motivating. Presentations, case studies, problem-solving issues, quizzes, and queries are among the tasks that the teacher and the students accomplish from the classroom lesson (Campbell, & Evans, 2000).

Significantly, formative assessment strategies like oral questioning was conducted to interact and skillfully engage students in the instruction process. Teachers' interventions to support students to interact and improve students' achievement independently by implementing and sharpening their writing skills through homework and self-assessment. The prime aim of writing the concept is to determine whether the students grasp the term learned in class and to ensure if they are able to remember, explain, analyse and recall it for later use. When using case studies and problem-solving formative assessment techniques, students can understand and identify with the real life examples. Moreover, learning outcomes pinpoint which assessment strategies and tools because they are key elements of assessment as they must be achieved by students (Clark, 2011).

Alternatively, case studies, debate, oral questioning, problem-solving, and exercises are examples of formative evaluation techniques used to teach content. Students are given a case study to discuss and infer information and facts that is focused on a subject that will be discussed during a specific lecture. The case study raised the subject being studied, which led to debate and estimates. Students were often advised of the topic's learning consequences, including what they would be able to do after learning it. The case study was focused on a specific topic and was intended to demonstrate the concepts learned in the lecture (Garrison, & Ehringhaus, 2007).

The case study was mainly based on a particular topic and was used to illustrate the topic. Students are also assessed by the same case study through questions which involved open-ended and closed-ended questions. Substantially, oral questions critically engage students and facilitate the challenges the students face when dealing with cognitive critical thinking skills and quick response patterns. As an example, the teacher can provide the students can with a newspaper

article that entails an issue or current topic related to their study and aligned with designed objectives where students can activate their minds to reasonably solve the questions posed by their teacher either individually or in groups. It is noteworthy here that students could be required to read before attempting questions if the exercise is based on a novel subject that they have never seen before. Discussion is heavily dominating the process of dispensing the information to students through oral questions, newspaper articles and issues with regard to a particular topic (Graue,1993).

According to McMillan and James (2007) there are some formative assessment strategies that is formed to entice and motivate students desires to the challenging questions the teacher might pose during the explanation and presentation phase and the aim is to check whether the students understood what has been covered. Teachers argued more exercises and guided homework should be assigned to in order to get stimulated to engage and participate in the coming sessions. Slavin (1990) confirmed that homework effectively plays a crucial factor in positively shaping students learning toward success path. Homework encourages students to take control of their own progression by interacting with their teacher about their or level of knowledge or any issues they are having. This also helps the teacher to have better understanding of the effectiveness of their teaching and the changes and improvements that need to be made in the upcoming sessions.

Most importantly, in educational contexts there are formative assessment strategies and techniques that are initially indispensable in English language learning. Teachers strategically integrate and embed these formative assessment strategies in their curriculum as they systematically consider them as changing motives for students. Practically, homework, written assignments, interviewing, oral questioning, group-work, test, tasks, group games, experiments, problem-solving, and case studies are some of the formative assessment tools that help students study effectively. They claimed that these formative assessment techniques ensure that students use the art and the skill of analyzing data within a disciplined framework, as well as that students adhere to the values of ethical behavior, openness, and accountability. Moreover, homework assists students in determining whether they have understood what was facilitated and promotes self-evaluation and reflection. Case studies familiarize students with real-world issues and topics, such as the challenges that students face on a daily basis. A research project gives students more and better ways to learn new knowledge or materials (Johnson,& Christensen, 2012).

5.15. Recommendation for Future Research

More research is needed to validate the current results and lead to a better understanding of this area. Additional research may provide a better view of how formative assessment can be used effectively in higher education environments. The design in this study may be useful for future studies on how to achieve novel and innovative pedagogical designs in other contexts that solve the issues of validity and reliability of formative assessment, which were described as crucial in this study.

Interestingly, it would be useful to use a comprehensive and systematic approach to further study courses in subjects and issues about current formative assessment practices in higher education. Typically, in order to inform broader use in higher education, research into those contexts may be helpful in extending existing understandings of appropriate approaches for formative assessment. Similarly, it could be interesting to run comparative research which may promote more opportunities to learn more about the influences of various teaching cultures and solid educational foundations, as well as teachers with varying pedagogical values and beliefs (Mertler, 2004).

Comparative studies of students attending various courses with different assessment methods could offer more information about the effect of embedded assessment on both formative and summative assessment. It will also be beneficial to investigate how such resources could be tailored to suit learners at various academic levels and courses. Furthermore, further research is needed to determine the best configurations for these strategies in order to promote the desired formative processes in a variety of educational settings, and various disciplines. This would be interesting in providing insights in relation to the extent to which sharing of learning and assessment processes and products, including publicity of students' work in progress, may promote a sense of common interest and teamwork among course conducted at both the course and the curriculum level (Loughran, 2014).

It goes without saying that the teacher should be knowledgeable about assessment methods and practices, as well as why and how they are used. The objective of the formative assessment practices and strategies should be made clear by the teacher. Problem-solving, for example, necessitates students' use of lateral reasoning and logical and critical thinking skills reasoning, so the goal is to stretch their cognitive skills. To achieve the learning outcomes of a specific subject

or subject, formative assessment techniques should be used appropriately. The feedback obtained from the learning experience help to diagnose weaknesses and strengthen the facilitation process and student learning(Lockyer,Gondocz,&Thivierge,2005).

According to Garrison, &Ehringhaus, (2007)the continuity between formative assessment activities and teachers as assessors, reproducibility and repeatability should be required It is important for the teacher to double-check the assessment technique before handing it over to students in order to detect any mistakes. Students would be frustrated if the formative assessment strategies technique includes errors , and they will have inaccurate responses. The assessment should be dependent on what they learned in class. The mistakes have an effect on how students study and understand their subject matter being taught. The mistakes have an effect on how students study and interpret the lecture or lesson contents. Teachers must also make corrections on each and every formative assessment technique used, which would enable students to focus on their success and learning (self-assessment and reflection).

Practically, teachers and students can recognise challenging areas in the subject matter, such as English language , by using a range of formative assessment techniques. Formative assessment, according to Buck, and Trauth-Nare, (2009), is the practice or approach used by teachers and students alike to evaluate and react to student learning with the goal of improving learning progression while learning. Students must frequently receive constructive feedback on their progress and performance during and after learning. Students should be aware of their abilities and areas on which they need improvement and development. Teachers are more equipped with more technologically sophisticated strategies yet useful technical techniques and resources to provide students with useful input and insightful formal discussions to support them with fruitful feedback.

Formative assessment practice, strategies and techniques are designed to enhance students' abilities to get ready for the final examinations (Summative Assessment) through tests and assignments. It highly recommended that teachers put theory into practice when implementing formative assessment strategies. There are policies with regard to homework; where by homework should be regularly monitored by facilitators and collaborate with other facilitators to ensure consistence and effective implementation. Homework should be checked regularly and students are expected to be given useful feedback(Heritage, 2007).

Higher institutions of learning have to empower self and peer-assessment through encouraging and instilling these new forms of assessment such as blogs, social networks, electronic portfolios, and the use of the internet. It is not clear from which formative assessment strategies the students learn accounting as there are a number of formative assessment strategies that can be used. Therefore there is a need for an in-depth study to discover which formative assessment strategies are regarded as assessment for learning. The researcher will engage in an in-depth study of the teaching and strategies that help the student progress in their learning (Aschbacher, & Alonzo, 2006).

A test might have negative connotations on any students but writing it in small pieces makes it less difficult as they do in their sessions whereby students write a concepts test every time they attend a tutorial. Students will be ready and prepared for the examination because they are being prepared for an examination during tutorials and tests. The use of computer-based formative assessment systems could be a source of motivation through graphic summaries of results (Heitink, Van der Kleij, Veldkamp, Schildkamp, & Kippers, 2015) Tests should be accompanied by clear statements of the domain skills and knowledge it intended to test as the; “formation of operations from action is ubiquitous” (Hattie, & Timperley, 2007, p.30). There is a need for formative assessment development because it will entail finding new tools and promote the changing of classroom practices. Facilitators should be encouraged to explore different formative assessment strategies tools.

It is critically important to ensure that the facilitator measures the ability of the student, when assessing learning outcomes. Planning assessment helps to identify actions students are able to demonstrate as a result of instruction and consequently the learning outcomes should be in the form of an action verb. Assessment should advance student learning through supporting students to learn concepts and topics. It is not easy to divorce feedback from formative assessment and students must get information stating how they should improve their results and where they should provide more details in their work. There could be a need for thorough engagement and research on each strategy (Fuchs, & Fuchs, 1986).

There should be a link and relationship between universities and schools through subjects. The aim could be to interact and share ideas on how to teach learners a particular subject so that they will be successful in the university/higher education context. Students should be formatively

assessed in schools by teachers with better understanding of formative assessment. The initiators of assessment should be very clear about learning outcomes, as an integral part of assessment and they should not confuse them with objectives and aims. They must be achieved by students through assessment and teachers need to think about how the assessment strategy will help students achieve learning outcomes (Leahy, & Wiliam, 2009).

5.16. Conclusion

The present dissertation could not have been finished without having discussed what the findings of this work mean in relation to the theoretical framework introduced in the literature review. To this end the researcher has outlined the limitations of the study by mentioning the main constraints and difficulties the researcher met during the journey of investigation. Next, the pedagogical implications of the study were discussed and suggestions for further research about innovative and creative ways for implementing formative assessment for English language teachers at the tertiary level. Finally, areas for future research were proposed to put into practice previous research objectives which main and common purpose was to find new and innovative methods and strategies to improve teacher's instructional practices and enhance students' achievement of English language learning in the Algerian universities.

Establishing formative assessment culture can be a powerful means to help language students develop their autonomy. It is important thus to recognize the role of formative assessment instead of just relying on summative tests. To this end, institutions need to provide teachers with the necessary training that can enable them make their assessment practices a meaningful experience that supports and promotes learning where students can be an active agents and closely engaged in their progress. Teachers as catalyst for change through their reflective practice remain the key component for their professional development by attending and participating in conferences and workshops integration in in-service teacher training programmes and updating teacher knowledge. Students, in turn, have an indispensable role in developing their autonomy since their motivation, interaction and reflection are required.

General Conclusion

General Conclusion

In recent decades, there has been a huge call for the implementation of formative assessment in educational contexts due to its significant impact on teachers' practices and students' performance. Many researchers are interested in this subject. This issue provokes the interest of many researchers. The investigation initiated with the theoretical underpinnings for the research questions. We laid the foundation for formative assessment and its various criteria in the first chapter.

The key research results were shown and explored in relation to the research hypotheses in chapter four. In addition to the teachers' practices and professional training, the last chapter focused on giving a collection of suggestions and recommendations that are likely to establish formative assessment methods in the Algerian context. The findings of this research demonstrated the significance of formative assessment in general education and in higher education context in particular. Accordingly, the researcher made a set of proposals and guidelines aimed at improving formative assessment in the classroom.

Formative assessment necessitates collaboration between the teacher and the students; the role of the teacher can be portrayed in a variety of ways, including motivating students, guided teaching, differentiated instruction, and goal setting. The role of the students may be divided into two categories: self-assessment and peer assessment. Based on these findings, the researcher proposed a framework for formative assessment that consists of three main phases: feed-up, feedback, and feed-forward. These three phases will assist the Algerian teacher to successfully implementing formative assessment in his classroom.

The researcher also made suggestions for improving formative assessment practices, emphasizing daily basis practice, guided teaching, goal setting, and differentiated instruction were also emphasized. To summarize, a teacher's professional life is spent looking for routes that lead to productive outcomes in his classroom, and formative assessment is one of such safe pathways towards effective teaching and assisted learning; this fact is supported by the findings of the current doctoral thesis, which aimed to investigate the influence of formative assessment on improving teachers' practices.

It is worth recalling that, while we advocate for the use of formative assessment in the classroom, this does not come at the expense of traditional assessment. In reality, effective learning

opportunities are created by combining the two methods of assessment. The two forms of assessments, summative and formative, must be jointly utilized together and complement one another. Self-assessment and peer assessment were not completely examined in this study; nevertheless, future research can focus on these two focal areas, which are one of the cornerstones of formative assessment. In this field, research can look at successful ways to apply self- and peer-assessment in the classroom, as well as how to relate them to the present Algerian university setting.

Therefore, higher education must alter its beliefs, perceptions and practices of teaching and learning. Still, in order to move toward more learning-oriented assessment that can help teachers improve students' learning better, a rethink of the function of formative assessment is required. To satisfy these expectations and to keep up with worldwide trends, the teachers must adapt its procedures.

Furthermore, present assessment practices remain heavily based on marks or grades and, restricting options and opportunities for student participation in the assessment process, reflection, and learning from feedback delivery. Most importantly, teachers do not assess their students formatively so no alternative assessment is available like portfolios, journals, diaries, and projects, among other things. Rather, they were completing ongoing summative exams and tests, which they largely used for grading purposes. As a result, in the current learning environment, both teachers and students' roles in formative assessment are insufficiently understood and explained. This might be due to instructors' lack of theoretical knowledge and training on how formative assessment may and should be integrated into the learning/teaching process.

In order to foster such a process in the foreign language classroom, a shift from a teacher-centered approach to a learner-centered one is required. Learners have some levels of influence over their learning process, such as defining learning objectives, selecting materials and resources, and pacing their learning, among other things. As a result, expecting students to acquire autonomy and self-regulated learning in the current learning environment may be impractical. Thus, learners must be equipped with the required abilities and approaches and skills to take ownership of their learning in order to build their autonomy. Their motivation and self-confidence are often needed to enable them to participate effectively in autonomous learning.

In addition, research on the nature of learner autonomy has stressed the social learning

interaction of the process. With the requirement for teacher assistance and direction, some reliance is essential. Learner autonomy emerges from communication and social engagement, in which students negotiate context with their teachers and peers and reassemble their knowledge and understanding. To this aim, institutional support is thought necessary in order to build a supportive learning culture of this objective, in which a range of teaching and learning materials are supplied to engage students in decision-making that extends beyond teachers' courses and infrastructure.

As a result, pedagogy for students' autonomy necessitates a shift in assessment culture and practices from just focusing on summative end-of-course assessments to allowing for assessment for learning. This is because successful formative assessment methods are regarded as critical instruments for the promotion, practice, and development of learning. In this regard, study indicates that students' autonomy, motivation, self-efficacy, optimistic expectations and learning behaviors toward evaluation, as well as learning success, are all influenced by self-assessment.

It was also stressed that shifting to formative assessment culture necessitates a transformation in institutional perspectives, policies, and practices about assessment's purpose and relationship to teaching and learning. Indeed, both summative and formative assessments can be seen as a mechanism that students participate in rather than one that is performed on them (Robinson & Udall, 2006). Teachers and students alike must get training and assistance in regards to their assessment techniques in order to achieve this goal. Teachers must assist their students with learning to verbalize the responses to the questions in order to incorporate formative assessment effectively. *Where are you now? Where do you need to go? How are you going to get there?* about their learning process. These questions help students understand what subject they will study and how they will study it. Students will maneuver their way in, out, and through the formative phase of purpose, prior knowledge, teaching, and curriculum with this perspective and the help of a balanced and holding atmosphere, and collaborative and reflective opportunities.

Teachers can utilize formative assessment to assist adjust their instruction and discover what students know against what they don't know. Students can benefit from the use of formative assessment to effectively establish what subject is comprehended and to act as a guide for what needs to be improved.

Professional development for teachers should concentrate on assisting teachers in verbalizing responses to formative questions about themselves. Teachers should be given tools

and strategies instructed on how to negotiate the formative process of theory, content, and pedagogical subject knowledge, instructional techniques, and the curriculum. The focus must be on the formative, systemic nature of learning for professional development opportunities to be effective for learning to be transformative rather than merely informative. Teacher education is a formative experience. It may be excruciating at times and epiphanic at times. However, it must still be purposeful, much like the formative assessment process. The aim is to provide long-term, systemic mechanisms in place to ensure student achievement, with teacher support serving as a tool to that end.

Finally, the current research, which was exploratory in nature, raises a number of unanswered questions. For example, what impact does assessment literacy have on teachers' assessment practices? How will teachers move from summative to successful continuous formative assessment? In formative assessment, what kind of teacher feedback is required? How does a teacher's understanding of learner autonomy affect the accomplishment of this goal?

In an age of educational accountability for teachers and students in university contexts, it is critical to pay close attention to the assessment and teaching processes that currently take place in classrooms. While formative assessment has arisen as a viable solution to optimizing student learning and achievement, there is currently a dearth of empirical knowledge on how these practices are used in more EFL university contexts.

This study examined the questioning, discussion, and feedback assessment practices of EFL university teachers. Using a mixed methods approach that involved teachers and students to respond to questionnaires and conducting classroom observations. This thesis explored (a) what assessment practices EFL university teachers use, (b) how they decided the assessment practices to use and when, (c) what these teachers' perceptions of the effectiveness practices they used, and (d) how they judged the effectiveness of these assessment practices.

The results of this thesis are consistent with previous studies on the operationalization and application of formative assessment in other settings. Teachers set and make specific consistent learning expectations, use questioning and evaluation strategies with students, gather and use assessment evidence in their teaching, cross-check and modify their instruction, improve student academic autonomy, and evaluate possible differences in actual and anticipated student learning success were all previously explored formative assessment elements.

Formative assessment is useful because it tracks and supports the learning process, particularly when students do their own study on a given topic; as a result, the teacher can change the work and provide them with a clearer understanding of the specific issue effectively. Students' performance, processing, and communication skills are measured using formative assessment techniques and methods, which help to improve the module's functional value. Formative assessment practices provide evidence of the integration of skills and measure students' ability to apply knowledge learned. The primary purpose of formative assessment is to enhance instruction. The aim of formatively assessing students is to give feedback. Formative assessment generates feedback on performance to improve and accelerate learning. Students are empowered by guidance to become self-regulated learners using formative assessment techniques and methods. Formative assessment supports the generation of feedback that students may use to further their performance and achievement. Learning outcomes helps the teacher in sharing educational and institutional objectives with students and tracking their progress.

The prime aim of self-assessment is to engage students in their learning, help them comprehend their skill levels and knowledge in relation to their goals and to track their progress. Homework gives students the opportunity to engage in assessment on their own which encourages self-assessment. The lecture became interactive because students were engaged through questions and discussions.

Formal discussions, case studies, problem-solving, quizzes, and inquiries are among the activities that the teacher and the students engage in. Students are assigned assignments to do at the end of class, with options possible and debated during class. Following the lesson, students were divided into small groups and participated in various formative assessment techniques and activities.

Formative assessment, once in place, has been shown to increase student learning, but the mechanisms to fully implement formative assessment, both at the level of English language classrooms and nation-wide, are not yet fully understood. This thesis highlights the need for ongoing, site-based professional learning that invests in teachers so that they can develop the skills required for formative assessment implementation. More importantly, this thesis presents evidence that supports providing professional development in ways that will help teachers over time to examine their beliefs about teaching and learning, the role of teacher and student, and

how teachers support and encourage student involvement in the learning process.

When conducting formative assessment the teacher elicits information, interprets and uses the information to modify instruction to better meet learning needs. Students' engagement (i.e. engaged on task, willing to reveal their thoughts; participate in the learning process) in their learning is an important ingredient in the formative assessment practice (Chappuis & Stiggins, 2002). Actionably, the teacher uses several actions to support students' participation. One reason that this is important is that student engagement in the formative assessment practice supports their possibility to take co-responsibility for their own learning. Another reason for the importance of students' participation is because this increases the validity of the elicited information. Brookhart (2011) pointed out that all the activities the teachers use in their language classrooms to engage the students as active learners and actively participating in all of the phases of formative assessment are likely to have been decisive for the students' engagement.

Previous chapters have pointed out that the formative assessment that the teacher practice is not easy task to implement since it requires deep teacher knowledge and skills. Further, the effort to implement formative assessment might still be worth the effort due to student learning gains. The activities, knowledge and skills that teachers use when practicing formative assessment are likely of the types that gain student learning. To be able to implement such formative assessment, teachers need education and support. The result in my study indicates that such education partly can be framed by not subject specific content and partly should be subject specific. Previous research indicates that subject specificity is one of the five most important factors for professional development programs to be effective for students' learning. That is understandable when we look at the complex use of subject specific knowledge and skills when practicing formative assessment.

Previous research has shown that both in-service teachers and pre-service teachers often have difficulties with each step of the phases of formative assessment. Heritage (2009) questions talking about effective formative assessment from the results of her study because of the lack of teachers' content knowledge and pedagogical content knowledge. To practice formative assessment requires time to plan, courage and different kinds of content knowledge and pedagogical knowledge from the teacher. To implement this kind of instruction is complex and requires deeper and wider knowledge than the knowledge required in a regular teachers' practice.

References

References

References

- Abedi, J. (2010). Research and recommendations for formative assessment with English language learners. In H. L. Andrade & G.J. Cizek (Eds.), *Handbook of formative assessment* (pp. 181-197). New York: Routledge.
- Abell, S. K. (2007). Research on Science Teacher Knowledge. In S. K. Abell & N. G. Lederman (Eds.), *Handbook of Research on Science Education* (pp. 1105–1150). New York: Routledge.
- Abell, S. K., & Siegel, M. A. (2011). Assessment Literacy: What Science Teachers Need to Know and Be Able to Do. In D. Corrigan, J. Dillon, & R. Gunstone (Eds.), *The Professional Knowledge Base of Science Teaching* (pp.205–221). Springer. <https://doi.org/10.1007/978-90-481-3927-9>
- Allinder, R.M. (1995). An examination of the relationship between teacher efficacy and curriculum-based measurement and student-achievement. *Remedial and Special Education*, 16, 247-254.
- American Federation of Teachers .(2002). Effects of sustained TPD on the classroom science instruction of elementary school teachers.
- Aouine, A. (2011). English Language Assessment in The Algerian Middle and Secondary Schools: A Context Evaluation (Unpublished Magister Dissertation, Mouloud MAAMRI University, Tizi-Ouzou, Algeria).
- Armour, K. & Yelling, M. (2004). Continuing professional development for experienced physical education teachers: Towards effective provision. *Sport, Education and Society*, 9 (1), 95-114.
- Ary, D., Jacobs, L.C., Razavieh, A., & Sorensen, C. (2006). *Introduction to research in education*(7thed.). Belmont: Thomson Wadsworth.
- Aschbacher, P. R., & Alonzo, A. (2006). Examining the utility of elementary science note books for formative assessment purposes. *Educational Assessment*, 11(3-4), 179–203. doi:10.1080/10627197.2006.9652989

References

- Aschbacher, P., & Alonzo, A. (2006). Examining the utility of examining science notebooks for formative assessment purposes. *Educational Assessment*, 11(3 &4), 179-203.
- Ausubel, D. P., Novak, J. D., & Hanesian, H. (1968). *Educational Psychology: A Cognitive View* (2nd ed., p. 733). New York, NY: Holt, Rinehart and Winston, Inc.
- Avalos, B. (2004). CPD policies and practices in the Latin American region. In C. Day & J. Sachs (Eds.), *International Handbook on the Continuing Professional Development of Teachers* (pp. 119-146). Maidenhead, UK: Open University Press.
- Bailey, K. M., Curtis, A., & Nunan, D. (2001). *Pursuing professional development*.
- Ball, D., & Cohen, K. (1999). Developing practice, developing practitioners: toward a practice-based theory of professional education. In Sykes, G. & Darling-Hammond, L. (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 3-32). San Francisco: Jossey-Bass.
- Ballantyne, R., Hughes, K., & Mylonas, A. (2002). Developing procedures for implementing peer assessment in large classes using an action research process. *Assessment and Evaluation in Higher Education*, 27(50), 427-440.
- Bangert-Drowns, R., Kulik, J., Kulik, C., & Morgan, M. (1991). The instructional effect of feedback in test-like events. *Review of Educational Research*, 61(2), 213-238.
- Basit, T. N. (2010). *Conducting research in educational contexts*. London: Continuum
- Beatty, I.D, & Gerace, W.J. (2009). Technology-Enhanced Formative Assessment: A Research-Based Pedagogy for Teaching Science with Classroom Response Technology. *Journal of Science Education and Technology*, 18, 146-162.
- Bell, A., & Mladenovic, R. (2008). The benefits of peer observation of teaching for tutor development. *Higher Education*; 55 (6): 735-752.
- Bell, B. (2000). Formative assessment and science education: A model and theorizing. In Millar, Leach & Osborne (Eds.), *Improving science education: The contribution of research* (pp. 48-61). Philadelphia: Open University Press.

References

- Bell, B., & Cowie, B. (1997). Formative assessment and science education. Research report of the Learning in Science Project (Assessment). Hamilton, New Zealand: University of Waikato.
- Bell, B., & Cowie, B. (1999). A model of formative assessment in science education. *Assessment in Education*, 6(1), 101-116.
- Bell, B., & Cowie, B. (2001). The characteristics of formative assessment in science education. *Science Education*, 85(5), 536-553.
- Bell, B., & Gilbert, J.K. (1996). *Teacher development: A model from science education*: Psychology Pres.
- Bell, B., & Cowie, B. (2001). The characteristics of formative assessment in science education. *Science Education*, 85(5), 536-553.
- Bell, L. & Day, C. (1991). *Managing the professional development of teachers*. Buckingham: Open University Press.
- Bemoussat, S. (2003). Mediating language and Culture: An Analysis of the Cultural Dimension in the Newly Designed E.L.T Textbooks. Unpublished Doctoral Thesis. University of Tlemcen.
- Benmostefa, N. (2014). Reflections Upon the Baccalaureate EFL Tests as a Source of and a Means for Innovation and Change in ELT in Algeria, (Unpublished Doctorate Thesis, University of Abou Bekr Belkaid, Tlemcen, Algeria).
- Beyer, L. (2002). The Politics of Standardization: teacher education in the USA, *Journal of Education for Teaching*, 28, pp. 239-245.
- Birman, B., Desimone, L., Porter, A., & Garet M. (2000). Designing professional development that works. *Educational Leadership*, 57(8), 28-33.
- Black, P. (2015). Formative assessment – an optimistic but incomplete vision. *Assessment in Education: Principles, Policy & Practice*, 22(1), 161-177.
- Black, P., & Wiliam, D. (1998a). Assessment and classroom learning. *Assessment in Education: Principles, Policy and Practice*, 5(1), 7.

References

- Black, P., & Wiliam, D. (1998b). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-144.
- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5-31.
- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for learning in the classroom. *Phi Delta Kappan*, 86(1), 8.
- Black, P., McCormick, R., James, M., & Pedder, D. (2006). Learning how to learn and assessment for learning: A theoretical inquiry. *Research Papers in Education*, 21(2), 119-132.
- Black, P., Swann, J., & Wiliam, D. (2006). School pupils' beliefs about learning. *Research Papers in Education*, 21(2), 151-170.
- Blanchard, N., & Thacker, J. (2013). *Effective Training: Systems, Strategies, and Practices* (5th (International edition) ed.). Harlow: Pearson Education Limited.
- Blandford, S. (2001). *Managing professional development in schools*. London: Routledge.
- Blandford, S. (2003). *professional development manual a practical guide to planning and evaluating successful staff development*. 2nd Ed: Pearson Education
- Bloom, B. S., Hastings, J., & Madaus, G. (1971). *Handbook on formative and summative evaluation of student learning*. New York, NY: McGraw Hill.
- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3-15.
- Boumediene, A. (2018). Investigating the Effect of Formative Assessment on Algerian Third Year Pupils' Text Comprehension
- Boyle, B., While, D., & Boyle, T. (2004). A longitudinal study of teacher change: What makes professional development effective?. *Curriculum Journal*, 15(1), 45-68.
- Bransford, J. D., Brown, A. L., & Cocking, R.R. (1999). *How people learn: Brain, mind, experience, and school*: National Academy Press.

References

- Briscoe, C., & Wells, E. (2002). Reforming primary science assessment practices: A case study of one teacher's professional development through action research. *Science Education*, 86(3), 417-435. doi: 10.1002/sce.10021
- Brookfield, S. (1999). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.
- Brookhart, S. M. (2008). *How to give effective feedback to your students*. Alexandria, VA: ASCD.
- Brown, S., & Knight, P. (1994). *Assessing learners in higher education*. London: Kogan Page.
- Brown, S.A. and McIntyre, D. (1993). *Making Sense of Teaching*. Buckingham: Open University Press.
- Bruner, J. (1975). From communication to language: A psychological perspective. *Cognition*, 3, 255-287.
- Bryman, A. (2008). *Social research methods (3rd Ed.)*. New York: Oxford University Press.
- Bubb, S and Earley, P. (2007). *Leading and Managing Continuing Professional Development (2nd ed.)*, London: Paul Chapman.
- Buck, G. A., & Trauth-Nare, A. E. (2009). Preparing teachers to make the formative assessment process integral to science teaching and learning. *Journal of Science Teacher Education*, 20(5), 475–494. Doi: 10.1007/s10972-009-9142-y
- Burns, N., & Grove, S. (2003). *The Practice of Nursing Research Conduct, Critique and Utilization (4th Ed)* .W.B. Saunders: Philadelphia, Pennsylvania.USA.
- Bush, T. (2002). Authenticity-reliability, validity and triangulation. In M. Coleman & A. R. J. Briggs (Eds.), *Research methods in educational leadership and management* (pp.59-72). London: Paul Chapman Publishing.
- Campbell, A., McNamara, O. & Gilroy, P. (2005). *Practitioner research and professional development in education*. London: Paul Chapman Publishing.
- Campbell, C., & Evans, J. (2000). Investigation of preservice teachers' classroom assessment practices during student teaching. *The Journal of Educational Research*,93(6), 350-355.

References

- Carless, D. (2011). *From testing to productive student learning: Implementing formative assessment in Confucian-heritage settings*. New York: Routledge.
- Center for Teaching and Learning: Guide to peer Observation. The University of Newcastle, Australia (booklet)
- Chambers, K., Whannell, R., & Whannell, P. (2014). The use of peer assessment in a regional Australian university tertiary bridging course. *Australian Journal of Adult Learning*, 54(1), 69-88.
- Chappuis, J. (2009). *Seven strategies of assessment for learning*. Portland, OR: Educational Testing Service.
- Chappuis, J. (2015). *Seven strategies of assessment for learning*. Boston, MA: Allyn & Bacon.
- Chappuis, S. (2005). *Assessment for learning: An action guide for school leaders*. Portland, OR: Assessment Training Institute.
- Chappuis, S., & Stiggins, R. (2002). Classroom assessment for learning. *Educational Leadership*, 60(1), 40-43.
- Chappuis, S., Chappuis, J., & Stiggins, R. (2009). Supporting teacher learning teams. *Educational Leadership*, 66(5), 56-60.
- Charman, D. (1999). Issues and impacts of using computer-based assessments (CBAs) for formative assessment. In S. Brown, P. Race & J. Bull (eds.), *Computer-assisted Assessment of Students* (pp. 85-94). London: Kogan Page.
- Cizek, G. J. (2010). An introduction to formative assessment: History, characteristics, and challenges. In H. L. Andrade & G.J. Cizek (Eds.), *Handbook of formative assessment* (pp. 3-17). New York: Routledge.
- Clair, N., & Adger, C. T. (2000). Sustaining strategies for professional development in education reform. In K. E. Jonshon (Ed.), *Teacher education* (pp. 29-49).
- Clark, I. (2011). Formative assessment: Policy, perspectives and practice. *Florida Journal of Educational Administration & Policy*, 4(2), pp. 158- 180.

References

- Clark, S., & Duggins, A. (2016). *Using Quality Feedback to Guide Professional Learning: A Framework for Instructional Leaders*. SAGE.
- Clarke, D., & Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teacher and Teacher Education*, 18(8), 947-967.
- Clotfelter, C. T., Ladd, H. F., & Vigdor, J.L. (2007a). *Teacher credentials and student achievement in high school: A cross-subject analysis with student fixed effects* (Working Paper 11). Retrieved from Urban Institute website: <http://www.eric.ed.gov.proxy.bsu.edu/contentdelivery/servlet/ERICServlet?accno=ED509665>
- Clotfelter, C. T., Ladd, H. F., & Vigdor, J.L. (2007b). Teacher credentials and student achievement: Longitudinal analysis with student fixed effects. *Economics of Education Review*, 26(6), 673-682.
- Clotfelter, C., Ladd, H. F., Vigdor, J., & Wheeler, J. (2006). *High poverty schools and the distribution of teachers and principals*. Retrieved from Terry Sanford Institute of Public Policy.
- Clutterbuck, D. (1991) *Everyone Needs a Mentor*. London: Institute of Personnel and Development.
- Coffman, A. (2015). Teacher Agency and Education Policy. *The New Educator*, 11 (4), 322-332. DOI: 10.1080/1547688X.2015.1087759
- Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. routledge.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education (6th ed.)* NewYork: Routledge.
- Coleman, M. & Briggs, R.J. (2002). *Research methods in educational leadership and management*. London: Sage Publications.
- Covic, T., & Jones, M. K. (2008). Is the essay resubmission option a formative or a summative assessment and does it matter as long as the grades improve ? *Assessment & Evaluation in*

References

- Higher Education*, 33(1), 75–85. <https://doi.org/10.1080/02602930601122928>
- Cowie, B., & Bell, B. (1999). A model of formative assessment in science education. *Assessment in Education*, 6(1), 101-116.
- Craft, A. (2000). *Continuing professional development*. London: Routledge.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th Ed.). Boston: Pearson.
- Creswell, J. W., & Clark, V. L. (2011). *Designing and conducting mixed methods research*. Thousand Oaks, California, Sage Publications.
- Creswell, J.W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks: Sage Publications.
- Creswell, J.W. (2009). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications, Inc.
- Croft, A., Coggshall, J. G., Dolan, M., & Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well. Issue Brief. *National Comprehensive Center for Teacher Quality*.
- Croninger, R. G., Rice, J. K., Rathbun, A., & Nishio, M. (2007). Teacher qualifications and early learning: Effects of certification, degree, and experience on first-grade student achievement. *Economics of Education Review*, 26(3), 312–324.
- Crooks, T. J. (1988). The impact of classroom evaluation practices on students. *Review of Educational Research*, 58, 438-481.
- Crooks, T.J. (2001). Educational assessment in New Zealand schools. *Assessment in Education*, 9(2).
- Crossouard, B., & Pryor, J. (2009). Using email for formative assessment with professional

References

- doctorate students. *Assessment & Evaluation in Higher Education*, 34(4), 377–388.
<https://doi.org/10.1080/02602930801956091>
- Dalton, E. A. (2010). *Relationship between professional development expenditures and student achievement*. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 759077426)
- Darling-Hammond, L. (1998). Teacher learning that supports student learning. *Educational Leadership*, 55(5), 6-11.
- Darling-Hammond, L. (1999). Target time toward teachers. *Journal of Staff Development*, 20 (2), 31-36
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of teacher education*, 57(3), 300-314.
- Darling-Hammond, L., & McLaughlin, M.W. (1995). Policies that support professional development in the era of reform. *Phi Delta Kappan*, 76(8), 597-604.
- Darmon, J. (2005). Encouraging professional development among pre-service teachers. *The Teacher Trainer*, 9(1), 3-6.
- Davidson, C., & Tolich, M. (2003). Competing traditions. In C. Davidson & M. Tolich (Eds.), *Social science research in New Zealand: Many paths tounder standing* (2nd Ed., pp.23-38). Auckland: Pearson Education.
- Day, C. (1999) *Developing Teachers: the challenges of lifelong learning*. London: Falmer Press.
- Day, C., Sammons, P., & Stobart, G. (2007). *Teachers matter: Connecting work, lives and effectiveness*: McGraw-Hill Education (UK).
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181–199.
- Desimone, L.M. (2011). A primer on effective professional development. *Phi Delta Kappan*, 92(6), 68-71.

References

- Dillon, J. (1988). *Questioning and teaching: A manual of practice*. New York: Teachers College Press
- Djoub, Z. (2016). Portfolio Training for Autonomous Language Learning The case of First Year English Students at Abdelhamid Bin Badis University of Mostaganem (Unpublished Doctorate Thesis, University of Mostaganem, Algeria).
- Dodge, J. (2009). *What are Formative Assessments and Why Should We Use Them? 25 Quick Formative Assessments for a Differentiated Classroom*. New York: Scholastic, 2009.
- Dörnyei, Z. (2003). Introduction. In Z. Dörnyei (Ed.) *Attitudes, orientations, and motivations in language learning: Advances in theory, research and applications*. Blackwell Publishing.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford University Press.
- Drago-Severson, E. (2008). 4 practices serve as pillars for adult learning. *JSD*, 29(4), 60-63.
- DuFour, R. (1997). Functioning as learning communities enables schools to focus on student achievement. *Journal of Staff Development*, 18, 56-57.
- DuFour, R. (1999). Help wanted: Principals who can lead professional learning communities. *NASSP Bulletin*, 83(604), 12-17.
- DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: Solution Tree.
- DuFour, R., & Eaker, R. (Eds.). (2009). *On common ground: The power of professional learning communities*. Solution Tree Press.
- DuFour, R., DuFour, R., & Eaker, R. (2006). *Professional learning communities at work plan book*. Bloomington, IN: Solution Tree.
- DuFour, R., DuFour, R., Eaker, R., & Karhanek, G. (2004). *Whatever it takes: How professional learning communities respond when kids don't learn*. Bloomington, IN: Solution Tree.
- DuFour, R., DuFour, R., Eaker, R., & Karhanek, G. (2009). *Raising the bar and closing the gap: Whatever it takes*. Bloomington, IN: Solution Tree.

References

- DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). *Learning by doing: A handbook for professional learning communities at work* (2nd Ed.). Bloomington, IN: Solution Tree.
- Dufresne, R. J., Gerace, W. J., Mestre, J. P., & Leonard, W. J. (2000). ASK-IT/A2L: Assessing student knowledge with instructional technology (technical report No. UMPERG-2000-09). Amherst: University of Massachusetts Physics Education Research Group.
- Duncan, N. (2007). Feed-forward: Improving students' use of tutors' comments. *Assessment & Evaluation in Higher Education*, 32(3), 271-283. doi:10.1080/02602930600896498
- Dunn, K. E., & Mulvenon, S. W. (2009). A critical review of research on formative assessment: The limited scientific evidence of the impact of formative assessment in education. *Practical Assessment, Research & Evaluation*, 14(7).
- Earley, P., & Bubb, M.S. (2004). *Leading and managing continuing professional development: Developing people, developing schools*: Sage.
- Easton, L. B. (2008). From professional development to professional learning. *Phi Delta Kappan*, 89 (10), 755–59.
- Efron, S. E., & Ravid, R. (2013). *Action research in education: A practical guide*. New York, NY: The Guilford Press.
- Erlandson, A.; Harris, L.; Skipper, L. & Allen, D. (1993). *Doing naturalistic inquiry: a guide to methods*. Newbury Park, CA: Sage.
- Fallows, S. & Chandramohan, B. (2001). Multiple approaches to assessment. Reflections on use of tutor, peer and self-assessment. *Teaching in Higher Education*. 6(2).
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103, 1013-1055.
- Feiman-Nemser, Sharon and Parker, Michelle B. (Spring 1992). Mentoring in Context: A Comparison of Two U. S. Programs for Beginning Teachers. NCRTL Special Report. East Lansing, MI: National Center for Research on Teacher Learning, Michigan State University, ED 346 091.

References

- Fisher, D., & Frey, N. (2007). *Checking for Understanding: Formative Assessment Techniques for Your Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Fishman, B. J., Marx, R. W., Best, S., & Tal, R. T. (2003). Linking teacher and student learning to improve professional development in systemic reform. *Teaching and Teacher Education*, 19(6), 643-658. doi: 10.1016/s0742-051x(03)00059-3.
- Flint, A. S., Zisook, K., & Fisher, T. R. (2011). Not a one-shot deal. Generative professional development among experienced teachers. *Teaching and Teacher Education*, 27, 1163-1169. doi: 10.1016/j.tate.2011.05.09
- Forbes, C. T., Sabel, J. L., & Biggers, M. (2015). Elementary teachers' use of formative assessment to support students' learning about interactions. *Journal of Education*, 63(3), 210–221. doi:10.5408/14-063.1
- Fraser, C., Kennedy, A., Reid, L., & McKinney, S. (2007). Teachers' Continuing Professional Development: contested concepts, understanding and models. *Journal of In-service Education*, 33(2),153-169.
- Fuchs, L. S., & Fuchs, D. (1986). Effects of systematic formative evaluation: A Meta analysis. *Exceptional Children*, 53, 199-208.
- Gardner, J. (2006). Assessment and learning: An introduction. In J. Gardner (Ed.), *Assessment and learning* (pp. 1-5). London: SAGE Publications.
- Garet, M., Porter, A., Desimone, L., Birman, B., & Yoon, K. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.
- Garrison, C., & Ehringhaus, M. (2007). Formative and summative assessments in the classroom.
- Gearhart, M., Nagashima, S., Pfothauer, J., Clark, S., Schwab, C., Vendlinski, T., ... & Bernbaum, D. J. (2006). Developing expertise with classroom assessment in K–12 science: Learning to interpret student work. Interim findings from a 2-year study. *Educational Assessment*, 11(3-4), 237-263.

References

- General Teaching Council for England and Wales Trust (2002a) 'Professional learning framework: a draft for discussion and development', www.gtce.org.uk/gtcrnfo/plf.asp
- Gibilisco, S. (2004). *Statistics demystified: A self-teaching guide*. New York: McGraw- Hill.
- Glattenhorn, A. (1987). *Teacher development*. In L. W. Anderson (Ed.), *International encyclopedia of teaching and teacher education* (2nd ed.). Tarrytown, NY: Elsevier Science Ltda.
- Goh, C. M. (2016). 'Successes and challenges in the continuing education of teachers: The Singapore experience'. In THF Workshop Report 4: Teacher Development: Dimensions and Perspectives (pp. 9–20). Singapore: The HEAD Foundation.
- Golding & Gray (2006) *continuing professional development for clinical psychologist: a practical handbook*, The British Psychological Society and Blackwell Publishing Ltd
- Good, J. M., & Weaver, A. (2003). Creating Learning Communities to Meet Teachers' Needs in Professional Development *Journal of In-service Education*, 29(3),439-449.
- Graue, M.E. (1993). Integrating theory and practice through instructional assessment. *Educational Assessment*, 1(4), 283-309.
- Greene, J.C. (2007). *Mixed methods in social inquiry*. San Francisco, CA: Jossey-Bass.
- Greenstein, L. (2010). *What teachers need to know about Formative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Griffee, D.T. (2012). *An introduction to second language research methods: Design and data*. USA: TESL-EJ Publications.
- Griffiths, V., Thompson, S., & Hryniewicz, L. (2014). Landmarks in the professional and academic development of mid-career teacher educators. *European Journal of Teacher Education*, 37(1), 74-90.
- Guskey, T. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press
- Guskey, T. (2003). Professional development that works: What makes professional development effective? *Phi Delta Kappan*, 84(10), 748-750. doi: 10.1177/003172170308401007

References

- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3/4), 381-391.
- Guskey, T. R. (2003). How classroom assessments improve learning. *Educational Leadership*, 60(5), 6-11.
- Guskey, T. R. (2005). *Formative classroom assessment and Benjamin S. Bloom: Theory, research, and implications*. Retrieved from ERIC data base (ED490412).
- Guskey, T. R. (2005). Formative classroom assessment and Benjamin S. Bloom: Theory, research, and implications. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Guskey, T., & Yoon, K. (2009). What works in professional development? *Phi Delta Kappan*, 90(7), 495-500.
- Hammersley-Fletcher L, Orsmond P. (2004). Evaluating our peers: is peer observation a meaningful process? *Stud Higher Educ* 29:489–503.
- Hammoudi, A. (2010). Multiple Intelligences and Teaching English as a Foreign Language The Case of Second -Year Pupils at Malika Gaid Secondary School Sétif (Unpublished Doctorate Thesis, University of Ferhat Abbess University –Setif, Algeria).
- Hamzaoui, H. (2006). *An exploration in to the strategies used for essay writing across three languages: The case of EFL university students*. Doctoral Dissertation. University of Tlemcen: Algeria.
- Hargreaves, A. (1998). The emotional politics of teaching and teacher development. *International Journal of Leadership in Education: Theory and Practice*, 1(4) pp.315-336
- Hargreaves, A., Earl, L., & Schmidt, M. (2002). Perspectives on alternative assessment reform. *American Educational Research Journal*, 39(1), 69-95.
- Harlen, W. (2003) *Enhancing inquiry through formative assessment*. San Francisco: The Exploratorium.
- Harris, J., Cale, L., & Musson, H. (2011). The effects of a professional development programme

References

- on primary school teachers' perceptions of physical education. *Professional Development in Education*, 37(2), 291-305. doi:10.1080/19415257.2010.531973.
- Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81–112.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.
- Head, F. A., Reiman, A. J., & Thies-Sprinthall, L. (1992). The reality of mentoring: Complexity in its process and function. *Mentoring: Contemporary principles and issues*, 5-24.
- Head, K. and Taylor, P. (1997). *Reading in teacher development*. Oxford: Heinemann.
- Heitink, M.C., Van der Kleij, F.M., Veldkamp, B.P., Schildkamp, K. and Kippers, W.B. (2015). A systematic review of prerequisites for implementing assessment for learning in classroom practice. *Educational Research Review* 17 (50-62).
- Heritage, M. (2007). Formative assessment: What do teachers need to know and do? *Phi Delta Kappan*, 89, 140-145.
- Heritage, M. (2007). Formative Assessment: What Do Teachers Need to Know and Do? *Phi Delta Kappan*, 89(2), 140-145.
- Heritage, M. (2007). Formative assessment: what do teachers need to know and do? *Phi Delta Kappan*.
- Herman, J. L., & Baker, E. L. (2005). Making benchmark testing work. *Educational Leadership*, 63(3), 48-54.
- Hess, F., & Brigham, F. (2000). How kids pay for high-stakes testing. *The Education Digest*, 66(3), 11-17.
- Heystek, J., Nieman, R., Van Rooyen, J., Masoge, J. & Bipath, K. (2008). *People leadership in education*. Sandton: Heinemann.
- Hiebert, J. (1999). Relationships between research and the NCTM standards. *Journal for Research*

References

- in Mathematics Education*, 30(1), 3-19.
- Hill, H. (2009). Fixing teacher professional development. *Phi Delta Kappan*, 90(7), 470-476.
- Hinds, D. (2000). Research instruments. In D. Wilkinson (Ed.), *The researcher's toolkit: The complete guide to practitioner research* (pp.41-54). London: Routledge Falmer.
- Hoban, G.F. (2002) *Teacher Learning for Educational Change*. Buckingham: Open University Press.
- Hodkinson, H., & Hodkinson, P. (2007). Improving schoolteachers' workplace learning. *Research Papers in Education*, 20(2), 109-131.
- Hofman, R. H. & Dijkstra, B. J. (2010). Effective teacher professionalization in networks? *Teaching and Teacher Education*, 26, 1031-1040.
- Huberman, A.M., & Miles, M. B. (1998). Data management and analysis methods. In M.K. Denzin & Y.S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 179-210). Thousand Oaks: Sage Publications.
- Huffman, D., Thomas, K., & Lawrenz, F. (2003). Relationship between professional development, teachers' instructional practices, and the achievement of students in science and mathematics. *School Science & Mathematics*, 103(8), 378-387.
- Hunt, H. G. & Touzel, T. J. (2009). *Effective teaching: Preparation and implementation*. Springfield, IL: Charles C. Thomas Publisher.
- Johnson, B. R., & Onwuegbuzie, A. J. (2004). Mixed methods research. *Educational Researcher*, 33(7), 14-26.
- Johnson, B., & Christensen, L. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4th ed.). Thousand Oak, CA: Sage Publications Inc.
- Johnson, D, Johnson, R., & Holubec, E. (1992). *Advanced Cooperative Learning*. Edina, MN: Interaction Book Company.
- Joshi, K.D. (2010). *Learning strategies of English language teacher for professional development*.

References

- Unpublished Thesis, T.U., Kirtipur.
- Joyce, B., and Showers, B. (1988). 'Student achievement through staff development.' New York: Longman.
- Kagen, S. (1994). *Cooperative learning*. San Juan Capistrano, CA: Kagan Cooperative Learning.
- Karabenick, S. A., & Noda, P. A. C. (2004). Professional development implications of teachers' beliefs and attitudes toward English language learners. *Bilingual Research Journal*, 28(1), 55-75.
- Kazempour, M., & Amirshokoochi, A. (2014). Transitioning to Inquiry-Based Teaching: Exploring Science Teachers' Professional Development Experiences. *International Journal of Environmental and Science Education*, 9(3), 285-309.
- Kelani, R. R., & Khourey-Bowers, C. (2012). Professional development in sub-Saharan Africa: what have we learned in Benin? *Professional Development in Education*, 38(5), 705-723.
- Kelly, J. (2013). Professional learning communities: the emergence of vulnerability. *Professional Development in Education*, 1-3.
- Kelly, P. & McDiarmid, G.W. (2002) Decentralisation of Professional Development: teachers' decisions and dilemmas, *Journal of In-service Education*, 28, pp. 409-425.
- Kennedy, A. (2005). Models of continuing professional development: A framework for analysis. *Journal of In-Service Education*, 31(2), 235-250.
- Kluger, A., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119(2), 254-284
- Knight, P. (2002). A systematic approach to professional development: Learning as practice. *Teaching and Teacher Education*, 18, 229-241. Knowles, M. S. (1968). Andragogy, not pedagogy. *Adult Leadership*, 16, 350-382, 386.
- Lankshear, C., & Knobel, M. (2004). *A handbook for teacher research: From design to implementation*. New York: Open University Press.

References

- Lawless, K. & Pellegrino, J. (2007). Professional development in integrating technology into teaching and learning: Knowns, unknowns, and ways to pursue better questions and answers. *Review of Educational Research*, 77(4),575-614.
- Leahy, S., & Wiliam, D. (2009). Embedding assessment for learning—a professional development pack. London, UK: Specialist Schools and Academies Trust. <https://www.schoolsnetwork.org.uk/pages/default.aspx>
- Leahy, S., Lyon, C., Thompson, M., &Wiliam, D. (2005). Classroom assessment: Minute by minute, day by day. *Educational Leadership*, 63(3), 19–24.
- Learning Forward. (2011). Standards for professional learning. Oxford, OH: Author.
- Lee, D., Gavine, D. (2003). Students' self-assessment of academic attainment: Accuracy and stability from7 to 16 years and influence of domain and social comparison group. *Educational Research*, 45(1),49-59.
- Leech, N. L., & Onwuegbuzie, A. J. (2008). Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*, 23(4), 587-604.
- Letiche, H.K., Van der Wolf, J.C. & Plooij, F.X. (1991). *The practitioner's power of choice in staff development and in-service training*. Amsterdam/ Lisse: Swetz and Zietlinger B.V.
- Lieberman, A., & Miller, L. (2014). Teachers as professionals: Evolving definitions of staff development. *Handbook of professional development in education*, 67-71.
- Little, J. W. (1993). Teachers' professional development in a climate of educational reform. *Educational evaluation and policy analysis*, 15(2), 129-151.
- Livingstone, D. W. (2001) *Adults' informal learning: definitions, findings, gaps and future research*. Toronto: Centre for the Study of Education and Work, Ontario Institute for Studies in Education.
- Lockyer, J., Gondocz, T., & Thivierge, R.L. (2005). Knowledge Translation: The Roleand Place of Practice Refelction. *The Journal of Continuing Education in the Health Professions*, 24,

References

50-56.

- Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis* (4th ed.). Belmont: Wadsworth/Thomson Learning.
- Long, M.H. (2005). *Second Language Needs Analysis*. Cambridge: Cambridge University Press.
- Looney, J. (2010). Making it Happen: Formative Assessment and Educational Technologies. Thinking Deeper Research Paper n.1, part 3. *Promethean Education Strategy Group*.
- Loughran, J. (2007). Enacting a pedagogy of teacher education. In T. Russell & J. Loughran (Eds.), *Enacting a pedagogy of teacher education: Values, relationships, and practices* (pp. 1–15). London: Routledge.
- Loughran, J. (2014). Professionally developing as a teacher educator. *Journal of Teacher Education* 65(4) 271-283.
- Magnusson, S., Krajcik, J., & Borko, H. (1999). Nature, Sources, and Development of Pedagogical Content Knowledge for Science Teaching. In J. Gess-Newsome & N. G. Lederman (Eds.), *Science and Technology Education Library Examining*, (pp. 95–132). Dordrecht, Netherlands: Springer
- Marshall, C, & Rossman, B. (1989). *Designing qualitative research*. Newbury Park, CA: Sage.
- Marzano, R. (2004). *Building background knowledge for academic achievement: Research on what works in schools*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. (2006). *Classroom assessment & grading that work*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Maxwell, J. (2005). *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: Sage.
- McCarthy, J. (2017). Enhancing feedback in higher education: Students' attitudes towards online and in-class formative assessment feedback models. *Active Learning in Higher Education*, 18(2), 127–141. <https://doi.org/10.1177/1469787417707615>

References

- McConnell, J.H. (2003). *How to identify your organization's training needs: A practical guide to needs analysis* (Vol.2): Public Affairs.
- McMillan, J. (2007). *Classroom assessment: principles and practice for effective standards-based instruction* (4th ed.). Boston: Pearson.
- McMillan, James H. (2007). *Classroom Assessment: Principles and Practice for Standards- Based Instruction*. USA: Library of Congress Cataloging.
- Mehiri, R. (2016). *Implementing discourse qualifying devices to improve students' stylistic interpretation of literary texts: A case study of first year LMD students of English* Doctoral Dissertation. University of Mohamed : Biskra
- Meijer, P.C., Oolbekkink, H.W., Meirink, J. A., & Lockhorst, D. (2013). Teacher research in secondary education: Effects on teachers' professional and school development, and issues of quality. *International Journal of Educational Research*, 57, 39-50.
- Melville, W. & Yaxley, B. (2009). Contextual opportunities for teacher professional learning: the experience of one science department. *Eurasia Journal of Mathematics, Science & Technology Education*, 5(4), 357-368.
- Merine, A. (2015). *The English Language Communicative Needs of Receptionists: The Case of Royal Hotel in Oran*. (Unpublished Magister Thesis).
- Merine, A. (2019). *Needs Analysis of English Communicative Skills of Hotel Receptionists and Future Steps towards Possible Solutions: The Case of Sheraton, Royal and Meridien Hotels in Oran*. Doctoral Dissertation. Djillali Liabes University – Sidi Bel Abbes: Algeria.
- Merine. A., Boulenouar, Y.M. (2019). Theoretical Framework of ESP: The Major Case Studies in the Hotel Industry and Translation as Necessary Input. *Journal of Translation and Languages*, 18(1),247-266.<https://www.asjp.cerist.dz/en/article/101371>
- Merriam, S. B. (2008). Adult learning for the twenty-first century. *New Directions for Adult and Continuing Education*, 119, 93-98.

References

- Mertler, C. A. (2004). Secondary teachers' assessment literacy: Does classroom experience make a difference? *American Secondary Education*, 33(1), 49-64.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage.
- Mizell, H. (2010). *Why professional development matters*. Oxford, OH: Learning Forward.
- Montello, D., & Sutton, P. (2006). *An introduction to scientific research methods in geography*: Sage Publications
- Morewood, A., Ankrum, J. W., & Parsons, A. W. (2016). Professional development to promote teacher adaptability promote teacher adaptability. *Theory into Practice*, 55, 250-258. doi:10.1080/00405841.2016.1173995
- Morrison, K.R.B. (1993). *Planning and accomplishing school-centred evaluation*. Dereham, UK: Peter Francis.
- Morrow, L. M. (2003). Make professional development a priority. *Reading Today*, 21(1), 6-7. Retrieved August 7, 2006, from the Academic Research Library database.
- Moss, C. M. & Brookhart, S. M. (2009). *Advancing formative assessment in every classroom: a guide for instructional leaders*. USA: ASCD Publications.
- Mouton, J. (2001). *How to Succeed in your Master's and Doctoral Studies: A South African Guide and Resource Book*. Pretoria: Van Schaik.
- Mundry, S. (2005). Changing perspectives in professional development. *Science Educator*, 14(1), 9-15.
- Murray, J. (2008) Teacher educators' induction into Higher Education: work-based learning in the micro communities of teacher education. *European Journal of Teacher Education* 31:117-133.
- Newman, F. M., & Associates (1996). *Authentic Achievement: Restructuring Schools for Intellectual Quality*. San Francisco, CA: Jossey-Bass.

References

- Nishimura, T. (2014). Effective professional development of teachers: A guide to actualizing inclusive schooling. *International Journal of Whole Schooling*, 10(1), 19-42.
- Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- O'Brien, P. A. (2006). *Leading learners: teachers leading with agency*. Paper presented at the Australian Council for Educational Leaders (ACEL) conference, Canberra, ACT, Australia.
- O'Leary, Z. (2005). *Researching Real-world Problems: A Guide to Methods of Inquiry*. London: SAGE.
- O'Connell Rust, F. (2009). Teacher research and the problem of practice. *Teachers College Record*, 111(8), 1882-1893.
- Oldroyd, D. & Hall, V. (1991). *Managing Staff Development*. London: Paul Chapman.
- Olson, L. (2002). Survey shows state testing alters instructional practices. *Education Week*, 2(32), 14-15.
- Organization for Economic Co-Operation and Development (OECD). (2005). *Formative assessment: improving learning in secondary classrooms*. Paris: OECD.
- Paige, R., & Witty, E. (2013). Assessment as Instructional Support: Policies and Practices. In C. Dwyer (Ed.), *The future of assessment: Shaping Teaching and Learning* (pp. 215–228). Routledge.
- Peel, D. (2005). Peer observation as a transformatory tool?. *Teach Higher Education* 10:489–504.
- Peixotto, K., & Fager, J. (1998). *High-quality professional development: An essential component of successful schools*. Portland, OR: Northwest Regional Educational Laboratory's Information Services.
- Perrenoud, P. (1991). Towards a pragmatic approach to formative evaluation. In P. Weston (Ed.), *Motivation and school success* (pp. 79-101). Amsterdam: Swets and Zeitlinger.
- Perry, Jr. F.L. (2005). *Research in applied linguistics: Becoming a discerning consumer*. New

References

- Jersey: Lawrence Erlbaum Associates.
- Popham, J.W. (2008). *Transformative assessment*. Alexandria, VA: ASCD.
- Popham, J.W. (2011). *Transformative assessment in action: An inside look at applying the process*. Alexandria, VA: ASCD.
- Priestley, M, Edwards, R, Miller, K. & Priestley, A. (2012). Teacher agency in curriculum making: agents of change and spaces for manoeuvre. *Curriculum Inquiry*, 42 (2), pp. 191-214.
- Pyhältö, K., Pietarinen, J. & Soini, T. (2015) Teachers' professional agency and learning – from adaption to active modification in the teacher community. *Teachers and Teaching: theory and practice* (21), 7, 811-830. doi.org.dcu.idm.oclc.org/10.1080/13540602.2014.995483
- Quick, H., Holtzman, D. & Chaney, K. (2009). Professional development and instructional practice: Conceptions and evidence of effectiveness. *Journal of Education for Students Placed at Risk*, 14(1), 45-71.
- Raider-Roth, M.(2005b). *Trusting what you know: The high stakes of classroom relationships*. San Francisco: Jossey-Bass.
- Raider-Roth, M.B. (2005a). Trusting what you know: Negotiating the relational context of classroom life. *Teachers College Record*, 107(4), 587-628.
- Rajaraman, E. (2014) Peer observation of teaching: reflections of an early career academic *Universal Journal of Educational Research* 2(9): 625-631. DOI: 10.13189/ujer.2014.020905
- Ramaprasad, A. (1983). On the definition of feedback. *Behavioral Science*, 28(1), 4–13. <https://doi.org/10.1002/bs.3830280103>
- Ramirez-Corona, N., Ramirez Apud, Z., Lopez-Malo, A., Palou, E. (2013). Assessing Metacognitive Awareness during Problem-Solving in a Kinetics and Homogeneous Reactor Design Course'. Proceedings of the 2013 American Society for Engineering Education Annual Meeting. Atlanta, GA, USA.
- Reeves, D. B. (2010). *Transforming professional development into student results*. Alexandria,

References

- VA: Association of Supervision and Curriculum Development.
- Reeves, D.B. (2007). *A head of the curve: The power of assessment to transform teaching and learning*. Bloomington, IN: Solution Tree.
- Rhodes, C. & Beneicke, S. (2002) Coaching, Mentoring and Peer-networking: challenges for the management of teacher professional development in schools, *Journal of In-service Education*, 28, pp. 297-309.
- Rhodes, C. & Beneicke, S. (2003) Professional Development Support for Poorly Performing Teachers: challenges and opportunities for school managers in addressing teacher learning needs, *Journal of In-service Education*, 29, pp. 123-140.
- Richards, J. C. (2001). *Curriculum Development in Language Education*. Cambridge: Cambridge University Press.
- Richards, J. C. & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics*. London: Pearson Education.
- Richards, J. C., & Farrell, T. S. C. (2011). *Practice teaching: A reflective approach*. New York, NY: Cambridge University Press.
- Roberts, J. (1998). *Language teacher education*. London: Arnold.
- Robson, C. (2002). *Real World Research* (2nd Ed). Oxford: Blackwell.
- Rodriguez, S. (2005). *International Perspectives on Teacher Professional Development: Changes Influenced by Politics, Pedagogy and Innovation*. New York: Nova Science Publishers.
- Rosenshein, B., & Meister, C. (1992). The use of scaffold for teaching high cognitive strategies. *Educational Leadership*, 49(7), 26-33.
- Rust, C. (2002). The impact of assessment on student learning: How can the research literature practically help to inform the development of departmental assessment strategies and learner-centred assessment practices? *Active Learning in Higher Education*, 3(2), 145–158.
- Sadler, D. R. (1983). Evaluation and the improvement of academic learning. *The Journal of Higher*

References

- Education*, 54(1), 60-79.
- Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18(2), 119-144.
- Sadler, D.R. (1998). Formative assessment: Revisiting the territory. *Assessment in Education*, 5(1), 77-84.
- Sadler, D.R., Good, E. (2006). The impact of self-and peer-grading on student learning. *Educational Assessment*, 11(1), 1-31.
- Saoud, A., Mouhadjer, N. (2019) Formative assessment: energizing learning, empowers teaching. *Journal of Arabic Language and Literature*, 12 (1), 375-393.
- Schaefer, T. F., & Stevens, J. S. (2016). Using rubrics to assess accounting learning goal achievement. *Issues in Accounting Education*. <https://doi.org/10.2308/iace-51261>
- Schmoker, M. (2012). Refocus professional development. *Phi Delta Kappan*, 93(6), 68-69.
- Schneider, C., & Randel, B. (2010). Research on characteristics of effective professional development programs for enhancing educators' skills in formative assessment. In H. Andrade & G. Cizek (Eds.), *Handbook of formative assessment*. (pp. 251-276). New York: Routledge.
- Schwab, J. (1970). *The practical: A language for curriculum*. Washington, DC: National Education Association.
- Scriven, M. (1967). The methodology of evaluation. In R. W. Tyler, R. M. Gagne & M. Scriven (Eds.), *Perspectives of curriculum evaluation* (pp. 39-83). Chicago, IL: Rand McNally.
- Semmoud, A. (2015) Peer Observation as an Exploratory Task: A Model of Reflective Teaching for University Teachers. Unpublished Doctoral Thesis. University of Tlemcen.
- Shaffer, L. & Thomas-Brown, K. (2015). Enhancing teacher competency through co-teaching and embedded professional development. *Journal of Education and Training Studies*, 3(3), 117-125.

References

- Shepard, L. A. (2005). Formative assessment: Caveat emptor. Presentation at the ETS Invitational Conference 2005, *The Future of Assessment: Shaping Teaching and Learning*, New York
- Sherman, R., Kutner, M., Webb, L., and Herman, R. (1991). Key Elements of Adult Education Teacher and Volunteer Training Programs, Washington, DC: Pelavin Research Institute.
- Singh, Y. K. (2006). *Fundamentals of research methodology and statistics*. New Delhi: New Age International (P) Ltd.
- Slavin, R. (1990). *Cooperative learning: Theory, research, and practice*. Englewood Cliffs, NJ: Prentice Hall.
- Slavin, Robert E., Eric A. Hurley, and Anne M. Chamberlain. (2003). Cooperative Learning and Achievement. In W. M. Reynolds and G. J. Miller. *Handbook of Psychology*., pp. 177–98. Hoboken, N.J.: John Wiley & Sons.
- Smith, C., & Gillespie, M. (2007). Research on professional development and teacher change: Implications for adult basic education. *Review of Adult Learning and Literacy*, 7, 205-244.
- Solomon, J. & Tresman, S. (1999) A Model for Continued Professional Development: knowledge, belief and action, *Journal of In-service Education*, 25, pp. 307-319.
- Soproni. (2007). The way teachers of English learn: professional development through the eyes of novice and experienced teachers. In J. Horvath & M. Nikolvo (Eds). *UPRT 2007: Empirical studies in English applied linguistics*, pp. 55-74 Pecs. L.R Cosport.
- Sparks, D. and Loucks-Horsley, S. (1990). *Five models of staff development*, Oxford, OH: National Staff Development Council.
- Speck, M. & Knipe, C. (2005). *Why can't we get it right? Designing high-quality professional development for standards-based schools*. Thousand Oaks, CA: Corwin Press.
- Stark, S., & Torrance, H. (2005). Case study. In B. Somekh & C. Lewin (Eds.), *Research methods in the social sciences*. London: Sage Publications Ltd.
- Stevens, N. (2008). *Learning to coach: For personal and professional development*. Oxford OX 5 1RX, United Kingdom.

References

- Stewart, S. (2014). Transforming professional development to professional learning. *Journal of Adult Education*, 43(1), 28-33.
- Steyn, G.M. & Van Niekerk, E.J. (2002). *Human resource management in education*. Paarl: Paarl Print.
- Stiggins, R., & Chappuis, J. (2005). Using student-involved classroom assessment to close achievement gaps. *Theory into Practice*, 44(1),11-18.
- Stiggins, R., & Dufour, R. (2009). Maximizing the Power of Formative Assessments. *PhiDelta Kappa International*, 90(9), 640–644.
- Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of Educational Change*, 7(4), 221-258. doi:10.1007/s10833-006-0001-8
- Styslinger, M.E., Clary, D. M., & Oglan, V.A. (2014). Motivating study groups across the disciplines in secondary schools. *Professional Development in Education*(ahead-of-print),1-20.
- Swennen, A, Jones, K and Volman M. (2010). Teacher educators: their identities, sub-identities and implications for professional development. *Professional Development in Education* 36:131-148.
- Taras, M. (2003). To feedback or not to feedback in student self-assessment. *Assessment & Evaluation in Higher Education*, 28(5),549-565.
- Taras, M. (2005). Assessment: summative and formative: some theoretical reflections. *British Journal of Educational studies*, 53(4), 466 – 478.
- Teaching and Learning International Survey. (2012) Overview of Country Results In TALISS1: Brazil. Teachers’ perceptions of their own effectiveness (self-efficacy) and job satisfaction.
- Thomas, D. R. (2006). A general inductive approach for analyzing qualitative evaluation data. *American Journal of Evaluation*, 27(2), 237-246.
- Thompson, M. & Wiliam, D. (2007). Tight but loose: A conceptual framework for scaling up

References

- school reforms. In E. Wiley (Ed.), *Tight but loose: Scaling up teacher professional development in diverse contexts* (pp1-44). Princeton NJ: Educational Testing Service.
- Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teacher professional learning and development: Best evidence synthesis iteration*. Wellington: Ministry of Education.
- Tobias, S. (1976). Achievement Treatment Interactions. *Review of Educational Research*, 46(1), 61–74.
- Tomlinson, C. (2014). The bridge between today's lesson and tomorrow's. *Educational Leadership*, 71(6), 10-14.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. Association for Supervision & Curriculum Development. www.ascd.org/deskcopy.
- Topping, K. (1998). Peer Assessment Between Students in Colleges and Universities. *Review of Educational Research*, 68(3), 249–276.
- Topping, K. J. (2010). Peers as a source of formative assessment. In H.L. Andrade & G. J. Cizek (Eds.), *Handbook of formative assessment* (pp. 61–74). New York, NY: Routledge.
- Topping, K. J. (2013). Peers as a source of formative and summative assessment. *SAGE Handbook of Research on Classroom Assessment*, 395–412. <https://doi.org/10.4135/9781452218649.n22>
- Torrance, H. (1993). Formative Assessment: some theoretical problems and empirical questions. *Cambridge Journal of Education*, 23(3), 333–343. <https://doi.org/10.1080/0305764930230310>
- Torrance, H. (2012). Formative assessment at the crossroads: conformance, deformative and transformative assessment. *Oxford Review of Education*, 38(3), 323–342.
- Torrance, H., & Pryor, J. (1998). *Investigating formative assessment: Teaching and Assessment in the Classroom*. Open University Press.

References

- Torrance, H., & Pryor, J. (2001). Developing Formative Assessment in the Classroom: Using action research to explore and modify theory. *British Educational Research Journal*, 27(5), 615–631. doi:10.1080/0141192012009578
- Torrance, H., & Pryor, J. (2001). Developing formative assessment in the classroom: Using action research to explore and modify theory. *British Educational Research Journal*, 27(5), 615–631. <https://doi.org/10.1080/01411920120095780>
- Torrance, H., & Pryor, J. (2001). Developing Formative Assessment in the Classroom: Using action research to explore and modify theory. *British Educational Research Journal*, 27(5), 615–631. doi:10.1080/0141192012009578
- Ur, P. (1996). *A Course in Language teaching. Practice and theory*: Cambridge University press.
- Verma, G.K. & Mallick, K. (1999). *Researching education: Perspectives and techniques*. Philadelphia: Falmer Press.
- Walberg, H. Paschal, R., & Weinstein, T. (1985). Homework's powerful effects on learning. *Educational Leadership*, 42(7), 76-79.
- Wanner, T., & Palmer, E. (2018). Formative self-and peer assessment for improved student learning: the crucial factors of design, teacher participation and feedback. *Assessment and Evaluation in Higher Education*, 43(7), 1032–1047. <https://doi.org/10.1080/02602938.2018.1427698>
- Wei, R.C., Darling-Hammond, L., Andree, A., Richardson, N., Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. Dallas, TX: National Staff Development Council.
- Wignall, R. (1992). Building a collaborative school culture: A case study of one woman in the principalship. Paper presented at the European Conference on Educational Research, Enschede, The Netherlands.
- Wilén, W. (2004). Refuting misconceptions about classroom discussion. *Social Studies*, 95(1), 33-39.

References

- Wiliam, D. (2011a). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.
- Wiliam, D. (2011b). What is Assessment for Learning? *Studies in Educational Evaluation*, 37(1), 3-14.
- Wiliam, D. (2009). *Assessment for learning: Why, what and how?*. Institute of Education, University of London.
- Wiliam, D., & Leahy, S. (2014). Sustaining formative assessment with teacher learning communities. In *PERIHA Professional Learning Series Workshop, Ministry of Education*.
- Wiliam, D., & Thompson, M. (2007). *Integrating assessment with instruction: What will it take to make it work?* Mahwah, NJ: Erlbaum.
- Wiliam, D., & Thompson, M., (2007). Integrating assessment with instruction: What will it take to make it work? In C. Dwyer. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Wiliam, D., Lee, C., Harrison, C., & Black, P. (2004). Teachers developing assessment for learning: impact on student achievement. *Assessment in Education: Principles, Policy & Practice*, 11(1),49–65. doi:10.1080/0969594042000208994
- Yin, R.K. (2003). *Case study research: Design and methods* (3rd ed). Thousand Oak, California: Sage Publication Inc.
- Yin, R.K. (2009). *Case study research: Design and methods. Fifth edition*. Thousand Oaks, CA: Sage Publishing
- Yoon, K., Duncan, T., Lee, S., Scarloss, B., and Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement. *Regional Educational Laboratory*, 33, 1-55.
- Yorke, M. (2003). Formative assessment in higher education: Moves towards theory and the enhancement of pedagogic practice. *Higher Education*, 45, 477–501. <https://doi.org/https://doi.org/10.1023/A:1023967026413>
- Zidane, R. (2010). *Validating Holistic Scoring for the Assessment of EFL Learners Writing Performance: The Case of Fourth Year Graduate Students at Abou Bekr Belkaid*

References

University, (Unpublished Doctorate Thesis, University of Abou Bekr Belkaid, Tlemcen, Algeria).

Appendices

Appendices

Appendix 'A': Teachers' Questionnaire

Thank you for taking the time to complete this questionnaire. It is focused on the current teachers' formative assessment practices in their daily classrooms and its impact on teaching and learning and the prospects of teachers' professional development in assessment area. By completing this questionnaire it is understood that you do so voluntarily and that you consent to the use of your response in the study.

Part One: Biographical Information

1. Gender: male female
2. Age : 20-29 30-39 40-49 50+
3. Teaching Experience : < 5yrs 5-9yrs 10-20yrs above 20yrs

Part Two: Purpose of Formative Assessment

Statements	Strongly disagree	Disagree	Agree	Strongly agree
1) Formative assessment motivates students to learn				
2) To provide appropriate feedback to students about their progress				
3) provides information to teachers about their instruction and making adjustment to teaching and learning				
4) To help in identifying the final grade for students				
5) To make judgments about students' progress				
6) To scaffold students' learning				
7) Formative Assessment is adapted to meet the needs of individual students				
8) Formative assessment as the process of appraising, judging or evaluating students' work or performance and using this to shape and improve students' competence.				
9) Formative assessment is the practice of collecting evidence of student learning.				

Appendices

Part Three: Formative Assessment and Student Learning

Statements	Strongly disagree	Disagree	Agree	Strongly agree
1) Formative assessment is beneficial and effective for student's development and improvement				
2) Positive feedback is needed for student progress				
3) Teacher conducts a variety of instructional strategies to address students' needs				
4) Students take an active role in their learning				
5) Peer feedback is valuable in students' learning				
6) The use of assessment rubrics is important				
7) The use of formative assessment strategies encourages students' motivation				
8) A variety of assessment techniques are used(e.g., journals, portfolios,... etc.)				
9) Seek to close the gap between a learner's current status and the desired outcome				
10) Formative assessment help teachers to use effective questioning techniques and interaction patterns				
11) Students can argue ,evaluate and synthesize information for problem solving purposes				
12) FA empowers students to be self-reflective learners who monitor and evaluate their own progress as they develop the capacity to be self-directed learners.				
13) Feedback to inform learners of their strengths and how to address their weaknesses.				
14) FA probes higher-order thinking skills, creativity and understanding				
15) FA is a way of maintaining learner motivation, cooperation, attention and inclusion				

Appendices

Part Four: Teachers' Instructional Practices

Statements	Strongly disagree	Disagree	Agree	Strongly agree
1) Feedback to teacher to modify program to meet the needs of the students				
2) Through FA teacher will have a deep understanding of the curriculum				
3) guide the lesson design and pace, select different strategies, differentiate teaching strategies				
4) Checking for understanding				
5) Guided practice, reviewing homework or other assignments				
6) FA enable teachers to adjust their current instructional practices and adjust their teaching methods.				
7) A teacher can then use this to guide the lesson design and pace, select different strategies, differentiate activities				
8) students' high opportunity to learn include whole class teaching, whole class teacher-guided discussion, use of group work (collaborative group) and use of homework as an instructional tool.				

Part Five: Teachers' Professional Development

Statements	Strongly disagree	Disagree	Agree	Strongly agree
1) Teacher have much knowledge about assessment methods				
2) Teachers know how to implement formative assessment effectively				
3) Teacher engineer effective classroom discussion, questions, and learning tasks				
4) the goals of professional development in classroom assessment include enhanced teacher knowledge and skills and enhanced student learning and achievement				
5) teachers who participated in a successful professional development programme in formative assessment developed their formative classroom				

Appendices

practice to such an extent that it had a significant impact on student achievement				
6) My professional development experiences have some impact on my teaching practice.				
7) I am motivated to practice the knowledge and skills that I have learned from the professional development programme attended.				
8) Teachers can invite collaborative discussion on how to incorporate formative assessment into a learning program				

Part Six: Challenges in Implementing Formative Assessment

	Strongly disagree	Disagree	Agree	Strongly agree
1) Teachers' lack of formative assessment knowledge				
2) Time constraint				
3) Large class size				
4) Instructional resources(materials, tools, textbooks, labs etc.)				
5) Teachers' beliefs about formative assessment				

Appendix 'B': Students' Questionnaire

Dear student,

This questionnaire serves as a data collection tool for a doctorate 'es-sciences' in Language Sciences. It investigates the teachers' formative assessment practices in their daily instruction and its impact on teaching and learning and the prospective teachers' professional development in assessment area. Your answers will be of a great help to us. You should know that the questionnaire is totally anonymous. Will you please tick the appropriate answer or give your own as truthfully as possible?

Part One: Biographical Information

1. Gender: male female
 2. Age:

Part Two: Formative Assessment and Student Learning

Statements	Strongly disagree	Disagree	Agree	Strongly agree
1) Formative Assessment fosters Student Learning				
2) Formative assessment has a positive impact on student learning				
3) I need to receive positive feedback in order to progress				
4) Teacher and students should share an understanding of assessment goals				
5) Varied assessment methods should be used continuously				
6) Formative assessment raises students' motivation				
7) Formative assessment promotes metacognitive skills like critical thinking and judgment skills				
8) Formative assessment scaffold students' progress and enable them to achieve their goals				
9) Self-assessment develops students' autonomy				

Appendices

Part Three: Formative Assessment and Teachers' practices

Statements	Strongly disagree	Disagree	Agree	Strongly agree
1) Teacher- student discussions are effective in fostering learning				
2) Teacher feedback is effective in promoting student learning				
3) Error analysis and correction is an effective feedback				
4) Teacher should be more aware of checking for understanding techniques				
5) FA allows teachers to identify gaps in student learning and to adapt teaching accordingly				
6) Teacher should share success criteria and learning goals with students				
7) Teacher delivers his instruction is in a variety of formats: one-to-one, small group, and large group.				
8) Teacher generates classroom discussions, questions, and tasks to gather and use information from classroom assessments to improve student learning				
9) Teachers know how to assess and student learning well				
10) Teacher teaching strategies: higher order questioning techniques; use of problem solving techniques				

Appendix 'C': Classroom Observation Checklist Form

<i>A. Learning Targets: Clarifying Learning Intentions and Sharing Criteria for Success</i>		
	Observed	Not Observed
1. Does the teacher make certain that students understand the learning intentions for the class session?	✓	
2. Does the teacher make certain that students understand the learning intentions for each activity?		✓
3. Does the teacher provide examples of high and low quality work?		✓
4. Does the teacher address potential misunderstandings regarding the criteria for success?		✓
<i>B. Monitoring: Engineering Effective Classroom Discussions, Questions, and Learning Tasks That Elicit Evidence of Learning</i>		
	Observed	Not Observed
1. Does the teacher make efforts to monitor student learning on an ongoing basis (i.e., minute-to-minute & day-to-day)?	✓	
2. Does the teacher give students a variety of opportunities and methods (e.g., verbal, written, electronic, & visual) to respond to questions?		✓
3. Does the teacher use effective questioning strategies (e.g., adequate wait time, open-ended questions) to elicit evidence of learning?	✓	
4. Does teacher monitoring seek to elicit evidence from students of both factual/procedural knowledge and of deeper conceptual knowledge?		✓
5. Does teacher monitoring seek to elicit evidence of whether students can transfer knowledge within and between disciplines/subjects?		✓
<i>C. Feedback: Providing Feedback That Moves Learners Forward</i>		
	Observed	Not Observed
1. Does the teacher provide meaningful feedback (i.e., information with which a learner can confirm, add to, overwrite, tune, or restructure understanding) immediately following formal and/or informal evaluations of student progress?		✓
2. Does the teacher provide accurate feedback that assists learning?		✓
3. Does the teacher provide feedback in reference to a criterion-based standard, avoiding feedback based in comparison to other students?		✓
4. Does feedback describe specific areas of needed improvement and suggest alternative strategies for making that improvement?		✓
5. Does feedback describe specific student strengths and suggest strategies for continued learning in those areas?		✓

<i>D. Self-Assessment: Activating Students as the Owners of Their Own Learning</i>		
	Observed	Not observed
1. Does the teacher give students opportunities to use self-regulatory competencies, such as the ability to accurately assess their own knowledge?		✓
2. Does the teacher make efforts to develop self-monitoring competencies in students (i.e., meta-cognitive skills)?		✓
3. Are students making decisions related to their own improvement on the basis of ongoing assessment data (i.e., ownership of learning)?		✓
<i>E. Peer Assessment: Activating Students as Instructional Resources for One Another</i>		
	Observed	Not Observed
1. Does the teacher give students opportunities (e.g., discussions, questions, learning tasks) to engage in peer-monitoring?		✓
2. Does the teacher utilize the results of peer activities to strengthen ongoing assessment of student		✓
3. Does the teacher utilize peer activities to help students deepen their understanding of common errors and alternative strategies?		✓

Appendices

Appendix 'D': Formative Assessment Strategy Use (for Teacher's Self-assessment)

	FA Strategy - Number of Uses	
Non- Negotiables	Formative Assessment Strategy	Number of Uses
Clarify learning Intentions	<ol style="list-style-type: none"> 1. Stated goals 2. Posted models 3. What has been 4. Where we're going 5. What is quality work 6. Student friendly language 	
Engineering Discussions	<p>Questions</p> <ol style="list-style-type: none"> 1. Reflective 2. Stimulating 3. Hot seat 4. No hands up 5. Probing 	
Providing Feedback	<ol style="list-style-type: none"> 1. Quality work 2. Comments how to improve 3. Address misconceptions 4. Engage student 5. Cause thinking 6. Tell what has /hasn't been done 7. Specify a better way 8. Move students forward 	
Activating students as owners	<ol style="list-style-type: none"> 1. Provide feedback to teachers 2. Criteria in student language 3. Students ask question 4. Student suggests ways to improve 	
Peer and Self-assessment	<ol style="list-style-type: none"> 1. Remark to other 2. Students reflect 3. Reflective responses 4. Students review own work 	

Appendices

Appendix 'E': Classroom Observation Form (Suggested)

1. General information

Full name:

Qualification:

Teaching experience:

Class:

Subject:

Lesson:

Time:

Location(venue):

2. Observation aspects

Time	Teaching and Assessment Strategies	Teacher's Activities	Students' Responses	Comments

3. General comments:

.....

.....

.....

.....

.....

Appendix 'F': Field Notes From Observation

Teacher Action:	How do I know?	Student Action
<p>Clarifying learning intentions</p> <ul style="list-style-type: none"> - State goals to students - Posted models or schema - What has been done - Where are we going - What is quality work - Student-friendly language 		
<p>Engineering discussion</p> <ul style="list-style-type: none"> - Reflective questions - Stimulating questions - "Hot seat" questions - No-hands-up questions - Wait time - Uses probing questions 		
<p>Providing feedback</p> <ul style="list-style-type: none"> - Quality of student work - Comments on how to improve - Addresses misconceptions - Engages students - Moves students forward - Causes thinking - Tell what have/haven't achieved - Specifying a better way 		
<p>Activate students as owners</p> <ul style="list-style-type: none"> - Criteria in student language - Exemplars of work - Students ask questions - Establish lesson pacing - Provide feedback to teacher - Shared responsibility - Student suggests way to improve 		
<p>Peer/Self-assessment</p> <ul style="list-style-type: none"> - Remarks to others - Using grading criteria - Tools: red/green lights - Providing students time to reflect - Reflective responses - Student review own/other's work 		

Appendix 'G': Grammar Lesson Task: Active Passive / Voice

<p>GROUP:1 Rewrite these sentences in the passive voice.</p> <ol style="list-style-type: none">1. They sell oysters in the shop next door.2. They haven't delivered the food yet.3. Shakespeare wrote King Lear.4. They have to answer the questions on this sheet.5. People should send their complaints to the head office.	<p>GROUP:3 Rewrite these sentences in the passive voice.</p> <ol style="list-style-type: none">6. Someone should take this rubbish away.7. They'll ask you a lot of questions.8. Someone's going to send her some flowers.9. They didn't pay me much for that job.10. They told us a secret.
<p>GROUP:2 Rewrite these sentences in the passive voice.</p> <ol style="list-style-type: none">11. They had to postpone the meeting because of illness.12. The bill includes service.13. People don't use this road very often.14. They cancelled all the flights because of fog.15. Somebody accused me of stealing the money.	<p>GROUP:4 Rewrite these sentences in the passive voice.</p> <ol style="list-style-type: none">16. They are building a new ring-road round the city.17. They have changed the date of the meeting.18. We use this room only on special occasions.19. We will pay the gardener a lot of money.20. Someone is going to repair the roof next week.



GROUP:1

Rewrite these sentences in the passive voice.

1. They sell oysters in the shop next door.
Oysters were sold in the shop next door.
2. They haven't delivered the food yet.
The food hasn't been delivered yet.
3. Shakespeare wrote King Lear.
King Lear was written by Shakespeare.
4. They have to answer the questions on this sheet.
Questions has to be answered on this sheet.
5. People should send their complaints to the head office.
Complaints should be sent to the head office.

GROUP:3

Rewrite these sentences in the passive voice.

6. Someone should take this rubbish away.
This rubbish is to be taken away.
7. They'll ask you a lot of questions.
A lot of questions will be asked by them.
8. Someone's going to send her some flowers.
Someone is going to be sent to her.
9. They didn't pay me much for that job.
They didn't pay me much.
10. They told us a secret.
A secret is told.

GROUP : 2

Rewrite these sentences in the passive voice.

11. They had to postpone the meeting because of illness.
The meeting had been postponed by them.
12. The bill includes service.
Service is included by the bill.
13. People don't use this road very often.
This road isn't used by people very often.
14. They cancelled all the flights because of fog.
All the flights were cancelled by them.
15. Somebody accused me of stealing the money.
Someone had been accused by me.
by somebody

GROUP:4

Rewrite these sentences in the passive voice.

16. They are building a new ring-road round the city.
A new ring-road round the city is being built by them.
17. They have changed the date of the meeting.
The date of the meeting has been changed by them.
18. We use this room only on special occasions.
This room is used by us only on special occasions.
19. We will pay the gardener a lot of money.
The gardener will be paid a lot of money by us.
20. Someone is going to repair the roof next week.
The roof is going to be repaired next week.

Appendix 'H': Grammar Lesson Task: Reported Speech

<p>GROUP :1 Change this direct speech into reported speech:</p> <p>1. "He works in a bank" She said _____</p> <p>2. "We went out last night" She told me _____</p> <p>3. "I'm coming!" She said _____</p> <p>4. "I was waiting for the bus when he arrived" She told me _____</p> <p>5. "I'd never been there before" She said _____</p>	<p>GROUP:2 Change this direct speech into reported speech:</p> <p>6. "I didn't go to the party" She told me _____</p> <p>7. "Lucy'll come later" She said _____</p> <p>8. "He hasn't eaten breakfast" She told me _____</p> <p>9. "I can help you tomorrow" She said _____</p> <p>10. "You should go to bed early" She told me _____</p>
<p>GROUP:3 Change this direct speech into reported speech:</p> <p>11. "I don't like chocolate" She told me _____</p> <p>12. "I won't see you tomorrow" She said _____</p> <p>13. "She's living in Paris for a few months" She said _____</p> <p>14. "I visited my parents at the weekend" She told me _____</p> <p>15. "She hasn't eaten sushi before" She said _____</p>	<p>GROUP:4 Change this direct speech into reported speech:</p> <p>16. "I hadn't travelled by underground before I came to London" She said _____</p> <p>17. "They would help if they could" She said _____</p> <p>18. "I'll do the washing-up later" She told me _____</p> <p>19. "He could read when he was three" She said _____</p> <p>20. "I was sleeping when Julie called" She said _____</p>



GROUP :1

Change this direct speech into reported speech:

1. "He works in a bank"
She said that he worked in a bank
2. "We went out last night"
She told me they had gone out the previous night
3. "I'm coming!"
She said she was coming
4. "I was waiting for the bus when he arrived"
She told me she had been waiting for the bus when he had arrived
5. "I'd never been there before"
She said she had never been there before

GROUP:2

Change this direct speech into reported speech:

6. "I didn't go to the party"
She told me that I went to the party
7. "Lucy'll come later"
She said she would come later
8. "He hasn't eaten breakfast"
She told me that he hadn't eaten breakfast
9. "I can help you tomorrow"
She said that I could help you tomorrow
10. "You should go to bed early"
She told me to go to bed early

GROUP:3

Change this direct speech into reported speech:

11. "I don't like chocolate"
She told me she didn't like chocolate
12. "I won't see you tomorrow"
She said I would see me tomorrow
13. "She's living in Paris for a few months"
She said she was being lived in Paris
14. "I visited my parents at the weekend"
She told me she has visited my parents
15. "She hasn't eaten sushi before"
She said I had not eaten sushi before

GROUP:4

Change this direct speech into reported speech:

16. "I hadn't travelled by underground before I came to London"
She said that she hadn't travelled by underground before I came to London
17. "They would help if they could"
She said they would help if they could
18. "I'll do the washing-up later"
She told me I'll do the washing later
19. "He could read when he was three"
She said he could read when he had three
20. "I was sleeping when Julie called"
She said she had been sleeping when Julie called

Appendices

Appendix 'T': Students' Self-assessment Grid (Grammar Session)

G-2+1 09/11/2017
Grammar Lesson (Future Tenses)

Future

Grammar Lesson: Level 2 nd year	Past simple, continuous perfect and perfect-continuous Tenses
Things I have learnt today:	difference between will and going to
Things I didn't learn today:	The use of present Future.
Have you reached the Objectives of the Lesson:	not at all
What are the things you don't like in the Lesson?	nothing I love every thing with projector
Date:	09/11/2017

Grammar Lesson: Level 2 nd year	Past simple, continuous perfect and perfect continuous Tenses
Things I have learnt today:	The use of will. going to.
Things I didn't learn today:	The use of going to be.
Have you reached the Objectives of the Lesson:	40% of them.
What are the things you don't like in the Lesson?	The process is going very fast.
Date:	09/11/2017

G-2+1

Grammar Lesson: Level 2 nd year	Past simple, continuous ,perfect and perfect continuous Tenses
Things I have learnt today:	Group work.
Things I haven't learnt today:	practice about present perfect continuous
Have you reached the Objectives of the Lesson:	yes.
What are the things you don't like in the Lesson?	the oral correction
Date:	31-10-2017

Appendix 'J': 3-2-1 Summary or (Exit-Slip)

3-2-1 Summary

3 Facts I learned:

1)
2)
3)


2 Questions I have:

1)
2)

1 sentence summary:

1)

Appendix 'K': Quick and Easy Formative Assessments

 **Quick & Easy Formative Assessments**

Index Card

Give each student an index card. Ask them to write on both sides to answer the following:

Side 1: Based on our study of _____, list a big idea that you understand.

Side 2: Identify something about _____ that you do not yet fully understand.

Brain Dumps

A three minute pause gives students a chance to stop and reflect on what they've just been introduced to. This also lets them make connections to prior knowledge/experiences and to seek clarification. You can have students talk to a partner or write ideas down. Here are some prompts to use:

- "I felt..."
- "I changed my attitude about..."
- "I related to..."
- "I found it interesting that..."
- "One new thing I learned was..."
- "This reminds me of ..." (text to self, text to world, text to text)

One Minute Essay

A one minute essay question is focused with a specific goal that can actually be answered within a minute or two. Specific prompts are usually the most helpful.

Journal Entry

Students record their understanding of the topic, concept or lesson in a personal journal. The teacher reviews the journal entry and responds as needed. This provides a private place for students to express concerns or questions that they might not be comfortable sharing in public.

The key to this method of assessment is to actually read and respond to student journal entries. If the teacher doesn't respond, the students will be less inclined to be truthful and provide details of their understanding.

Hand Signals

Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle or process. Examples include thumbs up/down and showing fingers on a scale of 1-5.

Concept Map

Any of several forms of graphic organizers that allow students to recognize the relationships between ideas through diagramming key words and phrases.

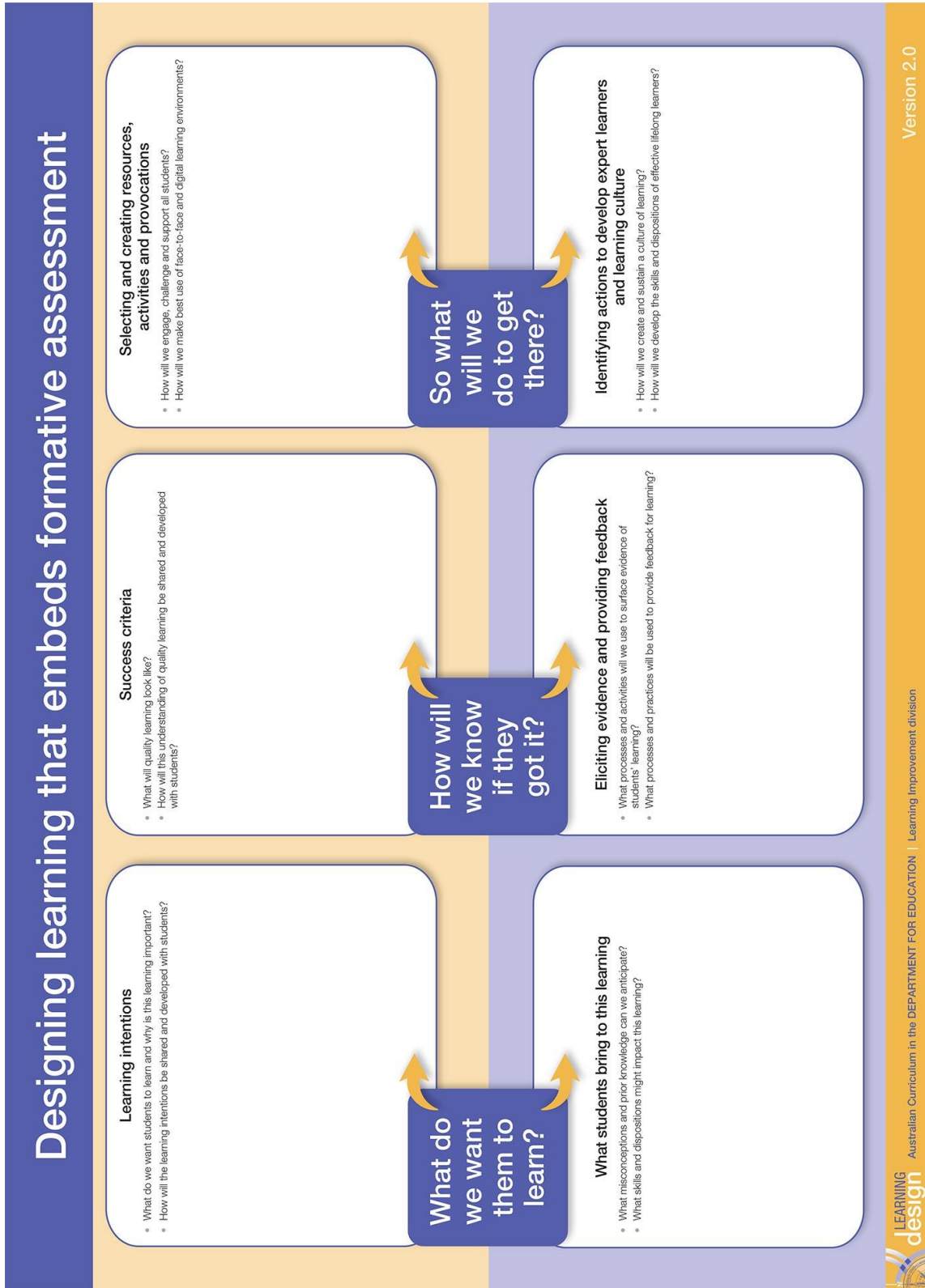
Examples include Venn diagrams, webs, etc.

Exit Card

Exit cards are written responses from each student that must be turned in before the end of the activity or the end of the day. They are "required" before a student can exit the class. Prompts may be general ("list one thing you didn't know about the topic before this lesson") or specific ("put the following steps in order"). You can ask students to write a response on a sticky tab, note card or piece of paper. Many teachers designate a space in their classroom where students must post or turn in responses.

For more free teacher stuff, please visit www.SquareheadTeachers.com.

Appendix 'L': Designing Learning that Embeds Formative Assessment Formula



Appendices

Appendix 'M': Think-Pair-Share / KWL (Formative Assessment Techniques)

Name: _____

Date: _____

KWL

Use the graphic organizer below to organize your information.

Topic: _____

K <i>What I Know</i>	W <i>What I Want To Learn</i>	L <i>What I Learned</i>

©HaveFunTeaching.com

Name _____ Class Period _____ Date _____

Think-Pair-Share

Question/Topic	What I Thought	What My Partner Thought	What We Decided to Share

Résumé

L'évaluation formative reste mal appréhendée et confusément exercée par les enseignants dont la pratique enseignante est souvent marquée par une forme d'évaluation où l'objectif formatif et l'objectif sommatif sont souvent interférés. A ce propos, la présente recherche se veut une étude dont l'objectif est d'étudier et d'explorer comment les enseignants de FLE conceptualisent le processus d'évaluation formative, et comment ils jugent son utilité dans le processus d'enseignement / apprentissage. Pour ce faire, nous avons adopté une approche mixte basée sur le questionnaire et l'observation comme outils d'investigation. Nous avons distribué deux questionnaires: l'un aux enseignants (21 participants), l'autre aux étudiants (75 participants). Quant à l'observation, elle a porté sur deux classes (35-40 élèves). Les résultats du questionnaire vont dans la conclusion que les enseignants et les élèves étaient conscients de l'objectif de l'évaluation formative et de son impact sur l'apprentissage des étudiants. C'est dans ce sens qu'une évaluation de l'évaluation formative exercée dans la classe permet de contribuer au développement professionnel.

Mots Clés : l'évaluation formative, développement professionnel, Compétences des enseignants.

المخلص

قد أظهرت الكثير من الأبحاث بوضوح الاهتمام بالتقييم التكويني في مجال التعليم وأهميته الحاسمة لعمل التدريس في جوانبه: التدريس والتعلم. ومع ذلك، فإن ممارسة التقييم التكويني لا تزال غير مفهومة ومربكة من قبل المعلمين الذين تتميز ممارساتهم التدريسية غالبًا بنوع من التقييم حيث غالبًا ما يتم التدخل في الهدف التكويني والهدف التلخيصي. ومن هنا تأتي الحاجة إلى التطوير المهني في التقييم التكويني الذي وجب تقديمه للمعلمين بحيث يصبح هذا النوع من التقييم جزءًا لا يتجزأ من ممارساتهم الصفية. لذلك، يجب أيضًا تقييم معرفة المعلمين في التقييم التكويني من أجل توجيه التطوير المهني للمعلمين. للقيام بذلك، اعتمدنا منهجية مشتركة تعتمد على الاستبيان والملاحظة كأدوات للدراسة. وزعنا استبيانين أحدهما على المعلمين (21 مشاركًا) والآخر على الطلاب (75 مشاركًا) أما الملاحظة الصفية فقد غطت فصلين (35-40 طالبًا). تذهب نتائج الاستبيان إلى استنتاج مفاده أن المعلمين والطلاب كانوا على دراية بالغرض من التقييم التكويني وأثره على تعلم الطلاب. تم تأكيد هذا الاستنتاج نفسه وتعزيزه من خلال نتائج مراقبة ممارسة التقييم التكويني في الفصل حيث وجد أن هذه الممارسات يمكن أن تعزز تعلم الطلاب من خلال تزويدهم بتغذية راجعة فعالة ومستمرة. وبهذا المعنى، يساعد تقييم التقييم التكويني الذي يتم إجراؤه في الفصل الدراسي على المساهمة في التطوير المهني المستمر والمنتظم للتعليم والتعلم ويمكن أن يساعد المتعلمين المهنيين المشاركين (الطلاب) على تطوير الكفاءات التي يمكن نقلها إلى ممارساتهم الخاصة.

الكلمات المفتاحية: التقييم التكويني، التطوير المهني، مهارات الأساتذة.

Abstract

Teachers' knowledge of formative assessment must be assessed in order to direct the professional development for teachers. The purpose of this research is to investigate and explore how EFL teachers conceptualize formative assessment process and how they judge its usefulness in the teaching/learning process. The study adopted a mixed method approach to understand the process of formative assessment within the higher teacher education context. We conducted two questionnaires (one directed to teachers and the second to students). In this study, 75 students responded to a questionnaire; 21 teachers took part in the study. In addition, observation for two classes (35-40 students) were conducted to triangulate the current practices of teachers and students. The findings from this research can increase understanding of assessment in higher education settings and may benefit teachers who implement formative assessment practices, through continuous and regular professional development. This study offers suggestions that may help teachers facilitate and innovate the implementation of formative assessment in the field of ELT.

Keywords: Teacher Professional Development, Formative Assessment, Instructional Practices.