PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF TLEMCEN
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
SECTION OF ENGLISH

Exploring the Practice of Alternative Assessment in the Algerian Classroom: The Case of EFL Secondary School Teachers

Thesis Submitted to The Department of English in Candidacy for the Degree of Doctorate in Language Studies

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Academic Year 2021-2022

Declaration of Originality

I declare that this research work represents my own work and that it has not been previously submitted to this University or any other institution in application for admission to a degree, diploma or other qualifications.

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Signature ,

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Dedication

To my Grandfather who made me who I am today

To the soul of my Grandmother

*To my mother who encouraged me to reach the highest level of
education possible throughout my life*

Acknowledgements

ABSTRACT

This research intended to explore the EFL teachers' practices to alternative assessment in the Algerian Secondary School ELT context. The study aimed at gaining understanding of the degree to which Algerian teachers use various and different alternative assessment tools and strategies in their classrooms for enhancing English teaching and learning alike in the light of competency and standards-based instruction, that is theoretically, the reference instructional approach for subject matters without exception in all Algerian schools. The intended research exploration was monitored by a Secondary school teachers' survey through a triangulation mode of investigation namely: the structured questionnaire for two categories of EFL teachers, the interview, and the focus group debate, tackled in an action research methodology via the intervention. Data analysis mainly revealed a bleak picture of EFL teachers' alternative assessment practices. It unveiled a clear misunderstanding of the Algerian Secondary School EFL teachers to the overall concept of competency and standards-based measurement that, undeniably, affects its implementation and practicality in the National English language context, which by turn impedes educational quality as a whole in our country. Also, the compiled data could sketch out connections between the Algerian Secondary school EFL teachers' perceptions of alternative assessment and their classroom practices, especially the kind of tasks and activities they use for the sake of this innovative type of evaluation. Most clearly, the probed information demystified the fact that EFL teachers in our national Secondary schools widely grasp the concept of assessment as testing, which obviously reflects malpractices to this authentic and performance kind of evaluation and mirrored teachers' shrunk ability to deal with it.

Key to Abbreviations and Acronyms

BAC: Baccalaureate

BEM: Brevet d' Enseignement Moyen

CALPER: Centre for Advanced Language Proficiency Education and Research Initiatives

CBA: Competency- Based Approach

CBLT: Competency-Based Language testing

CBT: Competency-based teaching, learning and evaluation.

E-assessment: Electronic Assessment

E-portfolio: Electronic Portfolio

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a second language

IBID: Ibidem

ICTs: Information and Communications Technology

OHE: Observe – Hypothesize – Experiment

PARE: Programme D'Appui de l'UNESCO à La Réforme Du Système Educatif

QCM: Questionnaire à Choix Multiples

SEIA: Secondary Education in Africa

UNESCO: United Nations Educational, Scientific, and Cultural Organization

USA: United States of America

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General Introduction

Quality education is, de facto, brought to the forefront of the nation's incipient quest as an imperative for the knowledge society. Consequently, the question of educational contexts in line with the knowledge society demands and requisites has become a significant issue in any educational reform within which the foreign language teaching enterprise, as no exception, witnessed vital innovations.

Among the range of innovative academic stations that are credited in the history of language teaching, the standards movement was the most striking one in the provision of impetus for a radical revolution in the foreign language concern through serving the learners with the necessary benchmarks as well as appropriate learning settings that strive to fulfill the instructional goals.

The change and innovation storm in Language standards' direction by cause and effect, have massively turned into the crest of English language instruction and a clear need for a different teaching and evaluation approach was coercive. Those language instructional innovations are the utopia for the individual learners to be included in a process of authentic learning, allowing them to be exposed to the active framework of language acquisition that is 'learning by doing'. It is not surprising therefore, that new approaches to language instruction have been adopted to seek and focus the shift to consider communicative skills that could be used in authentic performance language settings.

Consequently, the field of evaluation was of main concerns in the range of the academic reform and there has been an urgent need to adapt and reframe the newly designed measurement trends in compilation to the current instructional climate in order to be in synergy with the sought educational objectives.

Snapping back classical measurement techniques that intensively used to serve testing rather than assessment, which made it vain and sterile to evaluate mainly the learners' linguistic performance and communicative potential, was be the direct reason to call traditional keystone testing efficiency into question. Mere fill-in, multiple-choice, ticking, or true/false tests and others, undoubtedly fail to assess the learners' ability to produce the response, but in fact, only succeed to make them guess or recognize the answer.

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Laying on what has been said, the standards movement, or the standards-based evaluation is enhancing a rather symbiotic relevance between the learning standards and assessment. That accordingly gave a heavy account to alternative assessment or assessment as a focused alternative to keystone testing.

Since then, testing and assessment became terms that need to be attentively and delicately referred to, and in the language classroom as our focused concern in this research work, evaluation has witnessed a movement away from strictly summative testing tools to a set of procedures for alternative assessment due to the fact that language teaching and language assessment are closely tied and have a 'hand in glove relationship' as many linguists pointed out. Language assessment then, became a new born and heavily dependable platform that is eventually reframing teaching and learning and thus, promoting what is called "outside classroom learning".

It is of utmost importance in the outset, to review that two main words refer to alternative assessment which are performance and authentic assessment. Clearly, the shift from traditional way of testing to the modern ongoing assessment is targeting a personalized learning that requires new forms and methods to this kind of innovative assessment.

Likewise, according to many scholars such assessment trends are useful for evaluating the processes learners use to complete a particular task in which they feel involvement in evaluating themselves via a self, or peer assessment type. By doing so, EFL students tend to feel positive towards learning. In the same vein, for more clarification, self assessment as an example is a sine - qua non for effective learning, while peer assessment is another method to alternative assessment, but to a great account, similar to the self one as within the two responsibility of evaluation is placed on the learner.

Other scholars however, view that performance assessment in the other hand is another striking policy of innovative learning measurement that must be assigned more consideration mainly in the language classroom; claiming that unlike self and peer assessments, the performance one encompasses the peak appropriate process through which students are afforded opportunities to demonstrate their ability or knowledge using activities that are often direct and active to explore meaningfully the learners' creativity, decision-making, critical thinking, problem-solving, accountability, flexibility, team work, cooperation, and initiative support as highly considered learning and authentic sub-skills. It is worth mentioning here

that this trend of assessment is a rather formative one and forms an art that many educational systems disseminated via alternative assessment tools and ELT teachers should master their role as language assessors.

Arguably, the teachers' perception to the new trends of assessment, and the way it is practised are two key instrumental factors in the creation of standards in education that are intended to raise the level of academic achievement and provide equitable educational opportunities for all learners. Since this is a relatively new concept, the principles underlying standards and assessment are unfamiliar to many ELT teachers, and here lays the core of the matter.

Indeed, ELT teachers who are, to a great extent, getting used to traditional testing, are addressed to be put on weight in having the pivotal role in effectively practising new approaches to evaluation in their classrooms. Laying on that, the concept of our topic is inspired, proving that meaningful and experiential learning is reinforced when evaluation is called into question to adjust assessment as formative and contributive to learning and teaching alike. That is likely to be challenging when teachers may face some difficulties or even be confused to practise the different methods of alternative assessment.

In the Algerian Secondary school, as an official academic institution where various pedagogical innovations comprising both duties and missions were relentlessly adapted since 2002 for seeking effective and meaningful curricula to needs, conditions and considerations for the assurance of educational quality, teachers are expected to be 'agents of change' who have the pivotal role in giving impetus to any change-oriented methodology to language teaching/learning. Clinging to their oft-held thoughts and beliefs, their shortage of knowledge related to that change, adding to their probable resistance to change however, are apparent to be the three axiom components that work together as the destructive combination for the success of any educational reform. The amount and quality of the teachers' knowledge as well as the thoughts they hold, and their awareness towards the alteration taking place might clearly affect their adjustment and adoption to the teaching/learning innovative concerns and issues. In short, evaluation due to that seems to raise the alarm in our national Secondary schools.

Within her own authentic context, practising more than 10 years of Secondary school teaching used to weave the doubts of the investigator about the teacher's ability to get adapted

to the new shape of assessment and eventually, through coordination sessions, seminars, and workshops, could confirm her doubts, and thus could not refute the fact that novice teachers as well as experienced or even expert ones, are experiencing difficulty incorporating standards and alternative assessment into their lessons. In the light of what is observed in the field, it was obvious that a need existed to investigate how English language teachers deal with the task of assessment and to examine the extent to which they implement alternative assessment in their teaching. In a nutshell, it is authentically, within the genuine observation matrix that our research topic, its problematic and the research questions as well as the hypotheses were all raised, and fortunately the researcher could start the present action research, mainly the practical part, as a partial insider researcher before switching to university teaching.

In the same vein, a compelling reason for tackling such an issue, in fact, is the rising curiosity of the researcher to explore the reason behind the unsatisfactory results obtained in the English subject especially in the BAC exam, the results that are crossbred and refined with classroom improper assessment marks which are usually given to the learners whether as a prize or penalty, not a bit, dealing to assessment, mainly for their discipline and presence in the classroom, or even commitment to writing their lessons and fulfillment of their homework assignments.

Clearly, the researchers' inclusion and involvement into the participants' context and her personal experience to this field helped in raising the critical side of the enquiry through getting a concrete and rigid sensibility of the issue and the way ELT teachers conceptualize educational assessment to make the learners capable of monitoring as well as assessing their learning.

Indeed, finding out the pitfalls that beset the adoption of alternative assessment in the Algerian ELT classroom, as a controversial method of measurement, is widely claimed to be accused for the EFL students' bleak outcomes, is another motive that was progressively raising the investigator's awareness towards the matter and her feeling of inclusion and desire to take part in the debate that is, becoming acquainted with the academic reform in our country.

In a nutshell, our topic is the offspring of a dilemma that foreign language teachers in Algeria, amongst which the researcher used to take part, are facing. Competency-based assessment, standards-based assessment, or alternative assessment in the Algerian Secondary

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school that is our concern, as in middle and primary, have long been buzz terms; their application however is still a myth in spite of the rising demands for more assessment practicality. Unfortunately, the teachers' ability to link learning and cognition is stressing the use of assessment for a more focused mapping on the language skills and sub-skills to foster and evolve. The comparability of which is to make it crucial to dissolve the dilemma, and breaking down the problematic in this thesis, then providing persuasive responses to its research questions would be a great part of the solution. In a nutshell, in our national educational context, we are confronting an axiom paradigm clash; alternative assessment is still introspective and jailed into theoretical concepts. Quality assessment then, seems to be the caterpillar that still fails to be raised into a butterfly.

The above clearly draws obvious traits to the aim of the current study, to explore the teachers' understanding of alternative assessment and find out how they incorporate it in their ELT classes. Needless to recall, in the national educational area, our country has implemented a standards-based curriculum that supports alternative assessment. That consideration structured doubts about the actual practices of ELT teachers and eventually led to knitting the following problematic: How do ELT teachers in Algerian secondary schools incorporate alternative assessment into their English language teaching practices?

The problem is interwoven with several considerations and to highlight its demarcation, the following research questions are put forward for a detailed and smooth conduction of the study:

1- What dimensions of meaningful English language assessment do EFL teachers' classroom practices reflect?

2- To what extent are secondary school EFL teachers in Algeria well-prepared to tackle the new trends of assessment?

3- In what ways do EFL teachers adjust to the changing based shape of assessment in the Algerian secondary school classroom?

4- What might be the key elements of current theory and practice that might promise for more quality assessment in Algerian secondary schools?

Shapely to the ontological view of hypothesizing that focuses social interactions for knowledge building within a given setting, the research questions that are stated above brought about the hypotheses that follow:

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1- Meaningful assessment and EFL teachers' practices seem to be at a crossroads and full of anomalies.

2- EFL teachers appear to have received little or no training and they lack the proper skills needed to design and conduct effective assessment tasks.

3- There seems to be a kind of disparity between the theory behind alternative assessment and the EFL teachers' actual practice as they still appear clinging to traditional testing methods.

4- Short-term courses, workshops and collaborative reflective teaching should be conducted and supported, in addition to intensive training in the field of assessment that must be clinical.

To test the research questions and their proposed hypotheses, four interrelated chapters are designed.

The opening chapter is serving as an introduction to the study where its rational and background are dealt with. It attempts to provide broad theoretical considerations related to the topic of assessment bringing into knowledge the different aspects of it. Also, it will highlight the contemporary concept regarding the policy of assessment that is supportive to learning. It will be hence, devoted to a literary review of the topic clearing up the notion of reshaping instruction that became laying its hand on assessment practices. In this research section, different issues to assessment are raised. Indeed, these issues are the most significant components of any instructional system, the fact of which is to describe the significance, necessity, variety, and complexity of assessment as its striking facets as well as putting under scrutiny the existing dynamic connection between assessment and fruitful active learning to be pointed out as the main purpose in this chapter.

Chapter two in the other hand, tends to prevail in the context of EFL situation in Algeria. It provides a description of the national educational system allowing the researcher to make an analysis of what is locally applied in the field. It also spots light on the task of assessment and the changes applied in it since the reform policy. In this research phase which the investigator tried to make more contextual, background and existing contextual input that is relevant the topic and the case study was stretched in such an explicit way that mainly cares about the researcher's interest. In obvious words, chapter two presents an exposition and description ground to the sort of alternative assessment in the Algerian secondary school in its tendency.

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Chapter three is in charge of the case study as it is a case study analysis in its nature. Section three stands for the research design including the methodological techniques for data gathering, describing the different steps of the work, the sample population and methods of sampling. In this part, the researcher attempted to understand and diagnose the degree to which Secondary school ELT teachers utilize the various assessment tools for a meaningful and confidential feedback of their learners' language proficiency and skills. Indeed, it is the fertile chapter in which many facts about the issue could be discovered and in-depth clear insights could be provided about the most accurate policies for an assessment application that should escape the classical black box of theory for a fruitful practical one in and outside the classroom, and should even serve and give impetus for the student's life-long learning.

In the same line of reason, chapter three is empirical as it examines the Algerian ELT teachers' espoused understandings of alternative assessment as well as their thoughts and beliefs about it. It attentively concerns the feedback techniques they use, its sakes, and the way all these affect the quality of learning in authentic classroom situations. this methodological phase stresses the aim of the study that endeavours to argue the existing ties between the Competency-based approach as the current philosophy to instruction and the basics of alternative assessment with an overwhelming focus on the ELT teachers' adjustment to this shape of teaching and learning evaluation to bridge the gap between what is being assumed and what is being observed on the genuine context.

All along the practical section, there will be a description of current teachers' practices to innovative assessment. For that sake, action research is the approach that governs the present study. This is the main reason for a heavy reliance on textual analysis for qualitative data about the assessment materials and the way they are used by ELT teachers in the Algeria educational area. For an effective action research realization, a considerable corpus material is requisite including both quantitative and qualitative research instruments. Also, the corpus material includes a mosaic range of topics surveying the master factors that are likely to shape the different patterns of the teachers' existing perceptions, understandings, and thus practices to classroom assessment.

However, in its general, the investigator needed a massive adaptation of a qualitative design of research that generally complies to the action research paradigm which is in favor of a textual kind of analysis although the quantitative one is not totally ignored as already

mentioned. The research plan attentively comprised three main investigation tools namely: the questionnaire, the interview, and the focus group debate.

Particularly, the researcher thought that the teachers' focus group discussion would generously bring about a wealth amount of data, owing to the nature of the homogeneous body of the participants who have fostered and equal opportunities to discuss the topic as a whole, coping with its facets, and allowing the investigator to observe the participants' reactions, creating a sort of interaction that state the problem and accordingly propose insights and seek solutions. That axiomatically, filters the focus group debate as the best research instruments for the relevance of data.

For an overall clarification, the researcher's private stance on the present research is respecting the paradigm of the constructivist epistemology that considers a set of realities related to the diverse participants to the study comprising competing, holistic, multiple, and usually conflicting facts as Lincoln (1990) noted, taking into account that the research participants are human beings and therefore, their practices are likely to be affected by the complexity and diversity of their behaviour which by turn impacts the individual choice. Thus, the researcher could not escape positioning herself within the interpretive social device to research for the sake of exploring, as the study is exploratory in its nature, and comprehending the ELT teachers' conceiving, thoughts and beliefs to educational alternative assessment in an attempt to meaningfully reflect on their evaluation issues, although the research findings remain bound pieces of knowledge, or rather moment snapshots that can merely serve the furnishing of an accurate and a clearer picture of the English teachers' feedback pursuit and practices to the alternative shape of assessment.

According to what is being mentioned, the most positive thing about this research paradigm is representing the so-called 'subjective meanings' of the study participants. Actually, the efficiency of the research composition that the investigator interwove through beginning with the questionnaire with the first group of informants, the interview with the second group of participants, and the focus group debate with the same group as a final investigation step, who all belong to the category of secondary school teachers lays in firstly exploring the link between perception and understanding to application and practice through the involvement of reflexive analysis. In this context, the researcher cannot ignore, without any subjectivity, that experimenting Secondary school teaching, to a great deal, placed her in

alignment with the study participants. That is, for many educationalists such as Byrne (2001), granting an authentic ground for critical reflection.

The researcher's choice to the questionnaire emerged out of the various benefits it could generate eliciting numerical data on the case study that eventually facilitate a clear judgment on what is hypothesized. While, the use of the interview is important and advantageous as it portrays a reflection on the performance and practices of the teachers in their classrooms based on a systematic investigative procedure that may catch up with many realities about the issue which are likely to be missed in the teachers' own declarations in the questionnaire's responses.

For the right of data gathering, the researcher intended to get close to the informants' professional context. Unfortunately, she could not totally do so because of the pandemic of Covid19, it was thus, possible to immerse within the context for the biggest lump of data and not all.

Ultimately, the concluding chapter that is the fourth in this study heavily lays on the third practical one. After analysis, interpretation, and discussion of the findings, it was possible to generate many conclusions, the basic on which to trigger various complying solutions and recommendations. It is the offspring of all the preceding chapters as it involves the implications of the study providing clinical strategies that range from a reconsideration to the language theory which underlies the modern trends of assessment. For the realization of such final part, the dependable plan of work was bridging gaps between careful studied concepts and facts about alternative assessment from literature review in chapter one and the findings and explored realities from the ground work in chapter three that stood for methodology of the research.

It is worth mentioning that the topic we intend to deal with is a fertile field of research for many of those interested in assessment in the English language education. Our position however, is rather an exploration to the way teachers practise alternative assessment and the probable challenges they may face in doing so. The target then, is to examine the factors that are likely to hinder the practicality of alternative assessment in the language classroom. The overall objective behind the present research work, by cause and effect, seeks to hint to rethink raising the EFL teachers' awareness towards the issue and brings about its meaningfulness.

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All in all**,** in this research work, we will seek to expand the options that teachers have in classroom assessment. Teachers and testers might better be served by thinking of the consequences of the washback effect of assessment on the curriculum, making the best use of feedback in assessment to reflect on the students work to overhaul what is wrong and using multiple sources of information in setting significant decisions.

To sum up, the research work at hand might be said to rethink a best alternative assessment theory and practice, we need to discuss the current assessment criteria and the fact that new and convincing insights must be produced and appealed to. Additionally we need to try to tackle a general understanding of how future assignments might be approached.

Finally, probing into the implementation of the competency-based assessment method in the Algerian Secondary school ELT classroom was, for the researcher, of a paramount significance mostly for her as the first beneficiary, then, to foster a useful source for highlighting the teachers' conception to the overall process of alternative assessment. A sparkle for future further research in the English educational measurement with more focus on assessment that really seems to be foggy and almost set at the edge of educational concerns is hopefully provided.

Chapter One

Literature Review on Alternative Assessment

1.1. Introduction

Evaluation in general, is proved to be influential to instructional practices. A great body of research keeps momentum ascertaining the equinox of teaching, learning, and assessment. Specifically, alternative assessment that is meant to generate a detailed 'portrait' about the learner's academic progress through catching a very clear snapshot of a students' quality of achievements in a process-oriented manner, seemed to be the sparkling interest for a growing number of scholars and linguists, who all agreed on and attempted to make obvious the dogma that alternative assessment with its various forms, multi-dimensional, or time-extended/specific, represents the founding pillar for success in any educational process.

The present chapter is an axiomatic conceptualization phase. It tends to broadly begin and narrowly close in its scope, intensively exploring our main concern in the whole work that is 'alternative assessment'. Initially, the term is defined in association with a brief distinction between testing and assessment in general, comprising comparison and contrast, and rather tracing the transition from classical keystone testing to current applications of assessment. The review chapter is remarkably devoting larger area for alternative assessment in particular; its intricacies coping with a short summary of the history it went through to allow exploration into its emergence and steps of evolution. Subsequently, a heavy space in the chapter's scope is shedding light on the importance of alternative assessment for both teaching and learning enhancement. The chapter endeavors to maintain significant characteristics of alternative assessment in the language classroom which is democratic and offering proximity for language communication sakes.

The chapter then, elucidates theoretical issues related to alternative assessment, granting direct attention to its strategies and methods that comply with the classroom reality, the learning styles of learners, and the distinguishing techniques of teachers for the art of teaching in the language classroom, in a smooth movement from one item to another, where the critical point of view of the researcher warrants a thorough kind of debate relating the set of theoretical assessment underpinnings with what the reality of the local Algerian EFL classroom entails.

1.2. Testing and Assessment in Education

Classroom assessment and exploring learning outcomes have been a debate issue over the times. The main area of debate concerns literature associated with traditional testing, known as summative assessment or/and assessment of learning and authentic, performance assessment commonly referred to as formative assessment or/and assessment for learning, the so-called alternative assessment in its operational concept of language assessment in particular and that became a buzz term in the field of educational evaluation in general (Wiggins, 1993).

1.2.1. Operational Clarification of Concepts

The three significant concepts namely: testing, assessment, and alternative assessment which recur in the text will be briefly discussed in this unit. It will restrict on a short introductory clarification of concepts while more detailed clarifications on the meant concepts will be provided all along the text.

1.2.1.1. Assessment

Generally speaking, 'assessment' and 'testing' are two terms that conjure up various sorts of images in the minds of people. The outstanding figure, David Satterly, in his classical article *Assessment in Schools* (1989) deals with assessment in two contrasting interpretations. The first interpretation comprises the objectivity of assessment that is regarded as 'hard-nosed' (ibid) an obsession that tends to measure performance or the set of performances that can be relatively trivial. Whilst, the second interpretation reflects a different face, revealing that assessment is the means through which learners are sorted out in schools for occupational and remunerative sakes in a 'hierarchically ordered society' (Satterly, 1989, p. 1 as cited in Holly & Southworth,1991).

Reflecting on the view of Satterly on assessment, whether as objective measuring or as social classifying, it is surprising when one explores the word assessment meaningfully to find the etymological source of the word 'assess' traced back, by Satterly himself, to the Latin word 'assidere' (1989,p.1)which reveals the meaning of 'to sit with or to sit beside'. In educational, assessment means sitting beside the learners to generate the potential existing within them, creating for them all opportunities to demonstrate what they can do, by various means for the sake of assigning a value (Mc Tighe &Ferrara, 1998).

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Given such a scenario, educational assessment became a buzz term, an experience that reveals positive outcomes and a fundamental feature of successful teaching and learning alike. The topic of assessment accordingly, has been exposed to a deep exploration by outstanding figures of scholars and linguists, and the term 'assessment' has been subject to a wide relentless debate. In its contemporary literature, a plethora of definitions exist (Black & William, 1998).

Zidane (2010) views that assessment falls into various forms dealing with the fulfillment of a certain function. Such kind of assessment is internal and what distinguishes it is the focus on the individual student's learning and its way to curriculum restriction, can provide the best instance in this respect.

Among the myriad of definitions provided about assessment in current literature, that of Dietel et al (1991) may be found convincing and seems to be the most dependable one. They define assessment as 'any method used to better understand the current knowledge that a student possesses' (as cited in Black & William, 1998,p.140). They add that assessment correlates to all sorts of activities undertaken by teachers and students in addressing themselves for the provision of enough information to be used as feedback, that by turn aims at modifying teaching and learning activities (ibid).

1.2.1.2. Testing

The advocate of traditional assessment was the offspring of the assumption that tests' function is confined to enhance instructional practices. Such concept stresses transparency in grading practices, and favors cognitive aspect of instruction (Linn et al., 1991).

According to Zidane (2010), keystone testing is an external assessment which is not tied to a specific individual learner, group of learners, or class; but rather used to judge students' achievement at a larger scale.

Generally, testing is meant to assess knowledge acquisition in the form of administered tests and examinations (Davidson &Lynch, 2002). To do so, various methods in language testing frequently diverged from select-response items years ago with explorations of integrative tests such as true-false, filling the blank and matching exercises as well as performance tests including compositions and interviews in which students are asked to recall or recognize information rather than construct new knowledge. This type of evaluation, that is

undeniably a kind of assessment, is referred to be keystone and is usually carried out in a formal atmosphere under controlled conditions (Ghanavarati, 2015).

1.2.1.3. Alternative Assessment

For scholars such as Murphy &Torrance (1990); Meyer (1992); and Marzano et al (1993), this kind of assessment has been referred in the literature in many ways namely: alternative assessment, performance assessment, authentic assessment, formative assessment informal assessment, classroom assessment, and continuous assessment, and descriptive assessment. Despite reflecting a few subtle discrepancies in focus, they all have the same sole basis in common to reveal separation from summative testing.

During the previous two decades, the issue of alternative assessment has gained considerable momentum as a pedagogy that is experiencing a sharp dividing line between formative and summative measurement. One of the two is an assessment 'for learning' and another is that 'of learning'. Some scholars describe 'assessment for learning 'as one of the main challenges of blended learning which generates a transparent feedback through more responsibility and autonomy from the part of the learners who are ' […..] predominantly passive receptors in the testing process, have rarely had their voices and opinions taken into account in test development' (Broukhart , 2015, p.70).

Concerning its terminology, despite its various names, two main most common alternative words refer to alternative assessment which are performance and authentic. Alternative assessment as Callison (1998, p.1) stated, is based on the assumption that 'there is a much wider spectrum of student performance that can be displayed than that limited by short-answer standardized tests'.

Clearly, the shift from traditional way of testing to the modern ongoing assessment is targeting a personalized learning that requires innovative trends and intentions of evaluation to address learners' training and competency-stressing.

Performance or authentic assessments that directly drop into alternative assessment relate to the range of strategies and techniques a language teacher uses to explore the pupils' exhibition of what they are capable of doing and performing (Hamayan, 1995). In this line of belief, Shaaban (2005) from his side, considers that innovative assessment is performed through a bunch of tools and procedures which can be obviously incorporated into the school daily tasks.

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While for Huerta-Macias (1995) alternative assessment is the life situations that allow the evaluation of students on all what they are capable of integrating, creating and producing, extending by that what they are only able to reproduce. He views that, 'although there is no single definition of alternative assessment, its chief goal is to gather evidence about how students are approaching, processing, and completing real-life tasks in a particular domain' (ibid, p. 9). O'Malley & Pierce in the other hand, regard that alternative assessment is 'a method of finding out what a student knows or can do, that is intended to show growth and inform instruction and is not a standardized or traditional test' (1996, p. 2) . Reflecting on the authors' views draws us saying that though these views are diverse, they all however consent the learner's sticking to traditional evaluation that never meet involvement of the whole learner.

1.2.2. General Definitions of Alternative Assessment

The literature of alternative assessment in educational measurement is not associated with one single definition only. That is due to the reason that alternative assessment is not a lonely process but a set of ongoing processes which join both teachers and learners, escaping the principle of teacher centered classroom by using what Hancock (1994); Tannenbaum (1996); and Tsagari (2004) in addition to others call, 'non-conventional' strategies with regard to what is more important, that is outside classroom practice, or out of school learning.

Many scholars explained the notion of alternative assessment as a continuous process. Rudner & Schafer (2002) for instance, claim that these assessments are informal and value-added. Through more studies and research about educational evaluation, (Anusienė et al., 2007) added that this kind of measurement techniques are long term, process-oriented, untimed, and interactive performances demanding. More importantly, they include communicative tasks that are contextualized, in free-response and open-ended forms.

Nevertheless, these alternative assessment processes are less formal, function formatively for the provision of every individual learner's feedback (Alderson & Banerjee, 2001), and hereby, bring about positive washback effect. As for referencing, this kind of assessment is criterion in which creative answers are given more significance than scores (Anusienė et al., 2007). In brief, they have the pivotal role in enlivening and fostering intrinsic motivation in learners

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According to McNamara(2000), throughout history testing has always been used as a universal facet of social life to prove peoples' abilities. Educationally speaking, alternative assessment or assessments that, in down to earth terms, reveal the concept of measurement, and evaluation are similar procedures for gathering information about a taught skill, targeting the same objective that is making inferences about learners' competences.

Other scholars note that a test is an operational form of assessment, but not all assessments are tests. For instance, Linn &Miller (2005,p. 26) assert that a test is 'an instrument for measuring a sample of behavior', to mean that, tests usually spot light on one item of classroom assessment only. For McAlpine (2002) in the same vein, tests are devised for specific objectives such as summative assessment, individual diagnostic strategies, or individual achievement comprising performance, skills, capabilities, intelligence, and behavior.

According to a myriad of linguists also, Rea-Dickens & Germanie (1993); O'Mally & Pierce (1996); Genesee & Upshur (1996); and Praslova (2010) a few to mention, testing and assessment both work together intensively for the evaluation process. The latter largely aims at making judgments about the quality of assessment outcomes through using methods to judge the students' accomplishments mainly for grading and reporting purposes. In an operational sense, they add that testing and assessment techniques are all means that serve the three phases in evaluation: 'collecting, analyzing and interpreting data' in this order about instruction and learning alike for 'obtaining a numerical description of the degree to which an individual possesses a certain trait'(Linn &Miller, 2005, p. 26).

In brief, according to what is being said, testing and assessment lay under the umbrella notion of evaluation to make adequate decisions for the support of learners' performance from the one side, and the enhancement of educational curriculum from the other side, the so-called low stakes and high stakes profits.

1.2.3. Testing and Assessment: Spots of Differences

As previously maintained, in the field of education, there seems to be a misunderstanding of the terms testing and assessment. Nonetheless, they are frequently practised interchangeably (Cooper, 1999) as existing means by which the students' language abilities are measured. Although, testing in general is considered a synonymous word for assessment, and some teachers even consider this necessary evil to mean assessment

identically (Torrance & Pryor, 2001). Yet, the terms are not the same and distinct differences are found between them as each of the two is intended differently in that measurement (Newton, 2007). For their atomic discrepancies, some of the instances are exposed here.

To begin with, examinations and tests are popular, formal, and systematic measurement instruments (Airasian,1997).They are usually paper- and- pencil techniques for collecting data about learning, using quantitative criteria only and checking how much a learner has progressed and they are thus, ranked as 'norm-referenced'. Examinations are mostly known to have 'a major impact on the lives of large number of individuals, or on large programs as they involve high-stakes decisions' (Bachman & Palmer, 1996, p. 96), the decisions that may definitely decide on the learner's social and professional status.

Whereas, assessment is informal, it is a set of processes that go relentlessly in class and whenever the learning is taking place (Hedge, 1993). To express the concept differently, the use of assessment serves 'law-stakes' sakes, while tests are viewed as the finality in educational programs to serve 'high-stakes' ones as Hedge himself explained, saying that 'bolt-on procedures' [..........] are likely to have a major impact on the lives of large number of individuals, or on large programs'(as cited in Bachman & Palmer, 1996,p. 96).

Tests are only a piece of the various kinds of assessment that tutors use in the leaning process (Allan, 2000). From a holistic view, assessment is used as a broader concept for all types of measurement referring to a more general notion of scrutinizing the progress of learning, while tests are a subset of it (Brown, 2005). Allan's description to testing and assessment may be found the best to show the difference between the two; according to him , tests are aptly called "snapshots", i, e brief moments in the relentless learning process, while he considers that assessment is 'a set of processes that go on the whole time' (2000,p.27). Airasian (1997) in the same line of thought, believes that testing stresses 'measuring achievements at particular intervals' (p.5), while assessment should include a large spectrum of data that teachers collect in their teaching / learning grounds to assist them in supervising their learners' accomplishment.

Whereas grades and scores in tests generally report a decision to take about the learner, and can rather influence a judgment to retake the test, pass or fail a course or proceed to the subsequent unit, assessment involves data that drives the teacher to understand the learners'

areas of weakness, success, achievements and the most important needs' analysis (Malone, 2011).

Admittedly, a mosaic range of teaching approaches was adapted to the field of education in general and the language area that is our concern in particular. Testing which occurs through exams, quizzes, paper tests and so one is a summative result used for appraising. Assessment techniques in the language classroom in the other hand, reveals information on how learners respond to a particular teaching approach (Harris & McCann, 1994).

Additionally, Brown (1990) highlights that traditional testing, commonly known as 'keystone', frequently refers to the tests that are designed for diagnosing the level of knowledge acquisition. These tests are usually in the form of select-response items. The nature of assessment however, as being performance and authentic, correlates to the numerous strategies the language teacher uses to address the exhibition of what learners can do, that is the learning by doing (Hamayan,1995), noting that 'alternative assessment [.........] can be easily incorporated into the daily activities of the school or classroom' (p. 213), and Huerta-Macias (1995, p. 9) saying, 'students are evaluated on what they integrate and produce, rather than on what they are able to recall and reproduce' might be the best to complete Hamayan's (1995) point of view, showing that while testing checks recalling what is learned, assessment is rather concerned with production as a terminal skill which was previously dealt with.

Nevertheless, the target objective in assessment and testing is perhaps the most significant spot of discrepancy. High- stakes testing such as the BAC and the BEM exams in Algeria, as standardized achievement ones, is concerned with comparing the students' progress, generally for ranking purposes. Assessment however, is intended to the appraisal of the learners' performance as well as strengthening the individual learner's accomplishment (Stiggins, 2002). The latter thus, is clearly addressing the use to which the high stakes exam results are set, helping and reporting outcomes of learning for remediation sakes.

In down to earth terms, the common feature of both testing and assessment is the monitoring of learning. However, in its broader term, assessment is regarded as comprehensive in terms of planning tasks, collecting data, analyzing, reporting, and utilizing the compendium of the gathered information whenever learning is taking place, involving and

integrating all instructions language teachers use for gauging the learners' progress (Hedge, 1993).

Another worth noting discrepancy to consider between testing and assessment is classroom test taking, and the fact of depriving the learners from necessary feedback for remediation purposes (Kopriva, 2008). Transparent feedback in assessment however, is taking place whenever needed, offering quite available and rich opportunities as preceding and following instructional units (Farhady, 2003). For the latter, Lincoln & Guba (1981) have suggested that assessment is merely concerned with 'refinement and improvement'. In this respect, Quaker notes that the procedure of assessment,

> 'Provides information on the achievements of individual pupils which will assist in the planning of the pupils' future work. This requires the use of as wide a range of assessment modes as possible. The basis for the development of such tasks is the description of clearly defined attainment targets'.

(1988, p. 13 as cited in Conner,1991).

Last but far from being least, different from testing, the issue of ethicality and fairness is likely to be under delicate control and in less fashion in assessment (Wyatt & Cumming, 2009).

From the above text, assessment is stressed for feedback conclusion, a feedback that moves learners forward to enhance instruction since errors in assessment are welcomed because they are seen ' signs of learning rather than of failure' (Richards & Rodjers, 2001,p. 110), the trick of the trade that is drawn then, is "two steps backward, one step forward".

In a brief totaled reflection on what is being said, testing is used to assess learning, while assessment is used as a pedagogical instrument to enhance and serve it. It is apparent that the latter is extending far beyond the scope of evaluating the learners' learning progress. That what made traditional testing referred to as an undependable means of measurement and exposed to severe critique by a wide range of scholars and linguists. In what follows, its main contemporary critique is dealt with.

1.3. Contemporary Critique to Traditional Keystone Testing

Regardless of the utmost purpose for which language testing is set, and even if being traditional , none can refute the fact that the latter is a key component of every instructional

program and proved to be advantageous for a litany of reasons. Traditional testing techniques are quick for both application and correction, i.e. not time-consuming. They can be easily administered and graded also, with the possibility of simplifying the tests items to get reliable scoring. Validity and the termination of internal consistency too are more likely to be achieved through tests and examinations (Johnson, 1995), what Brown & Shavelson (1994) call 'the validity of testing students' factual knowledge'. Nevertheless, another benefit for testing lays in the possibility of being obviously adaptable in the way it allows extensive sampling of material, in terms of the wide implementation, measuring plenty of learning levels, and the assurances of similar outcomes in case of retesting in the same period of learning (Johnson, 1995).

However, for the past fifteen years, traditional testing has been a debatable issue and a lot of authors such as Resnick & Resnick (1992); Gardner (1993); Wiggins (1993); Messick (1994) to mention, expressed their firm conviction about this form of assessment practices as fraught with numerous drawbacks. Brown (1990); and Cohen (1990) declared a similar criticism about testing, considering it not a benefit to learning but rather an impediment.

In fact, in the myriad of criticism for which traditional testing was exposed, the researcher found lost among the wide range of authors dealing with it and the huge amount of negative discussions they are revealing about it. Moreover, some critical points are similar to each other and do not convey any newness about the subject. The reason for which, the researcher felt the need to report the views of three giants in the field of language didactics namely: Cohen (1990); Wiggins (1993); and Torance (1995). Other sparkling linguists like Shepard (2000); Rust (2002); Darling-Hammond (1994;1996); Barth & Mitchell (1992); Linn& Gronlund (2000) as main references were quoted .

1.3.1.The Payment by Marks

It was not at all easy for the researcher to order the mosaic litany of criticism directed to classical testing under clear separate titles, as most of, if not all of them are funneling in the learners' payment by marks right as main concern and holy goal and finality of its measurement methods, and so it is the most highlighted title under which facets of criticism and negativity of keystone testing are compiled and summed here.

To begin with, mismatching learning and assessment is, perhaps, the most valid and obvious criticism associated with traditional testing. When it comes to practice, the last

greatly helps illuminating their divorce instead of reinforcing their relation (Wiggins, 1993). One of the situations showing distinct separation of the two is usually reserving tests and exams until the learning unit is over (ibid). Furthermore, Maeroff (1991); and Rust (2002) in their criticism, propose the obligation to use assessment as a 'concrete technique' (Maeroff, 1991, p.275) to achieve a certain finality, but not an end after a completed period of learning. The language learners need to be sensitized that they are capable of mastering and performing the inside and outside classroom tasks successfully.

Wiggins (1993) as an outstanding figure on the top of traditional testing critics believes that the trick in making assessment more effective, would be the existing relationship between tester and learner that has to be changed. He (Wiggins) suggests that once it is recognized that students are the "primary clients" (ibid, p. 4) of assessment, greater attention should be directed towards their needs, which is essentially to improve their performance. Wiggins (1993) criticism extends what is being said to fault testing with condemning the assessors' initial task as a guide and supervisor who makes the language learner ready for real-life situations, while relegating the students to an inactive role. In this line of thought, this linguist brings the beautiful and meaningful analogy of the doctor as an 'expert in his field', not only by virtue of the range of guidelines and rules that he knows and owns, but rather as he acquires the skill and the competence for the adaptation of those propositions to every individual patient and his unique case history (p.209). To strengthen his point of view, Wiggins (1993) argues that 'the aim of education is to help the individual become a competent intellectual performer, not a passive 'selector' of orthodox and prefabricated answers' (p. 231).

Additionally, critics accuse testing methods of failing to tap the learners' full arry of abilities (Tierny et al., 1991). Brown (1990) advocates that the assessment of attitudes and mainly practical skills as well as performances in contexts outside the conventional laboratories are buried in traditional testing which is rather insensitive to these developmental level as shown in Piaget theory, one of the main pillars in learner-centeredness and learning for performance philosophy, that strongly defended the concept that most testing outcomes can only report pieces of writing and numbers. Wiggins (1993) sums up all this in calling it 'the deception of all forms of expertise' (p.209).

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According to the mentioned critics, one can concede that these methods can only be convenient for recalling isolated facts, but they are poor and cannot be an indicator of genuine knowledge or ability of the learner. One of them, in the other hand maintains that,

> 'Current learning theory, however, suggests that this approach (traditional testing) is inappropriate. Isolated facts, if learnt, quickly disappear from the memory because they have no meaning and do not fit into the learner's conceptual map. Knowledge learnt in this way is of no use because it cannot be applied, generalized or retrieved'.

(Gipps, 2009, p. 21).

Yet, the utmost competencies: critical thinking, reasoning knowledge and understanding that are stressed and must be developed in the learner are not assessed through traditional testing due to the fact that testing includes a number of items in isolation (Darling- Hammond, 1994). Hereby, there is a strong complaint that these competencies are, 'best assessed by pursuing students' questions, not merely by noting their answers' (Wiggins, 1993, p.58). The three mentioned competencies are the so-called 'cognitive thinking' or 'higher-order cognitive interpretation' (Messick, 1994)that is, to a great deal, relegated via classical testing methods. A more detailed text about it is dealt with in what follows.

Needless to recall, traditional testing does not have to do with the principles of cognitive thinking (Torrance, 1995). Basing on this notion, Bird &Willis (1992 as cited in Torrance, 1995 p.10) highlight that 'assessment of simple rote responses and memorized information does not prepare students to assume positions and responsibilities in the 21st century'. Consequently, standardized testing practices became proved to be no longer relevant.

Deeply dealing with Torrance view, as another outstanding figure in traditional testing critique, shares the belief that this latter leads the youth category of people in general and the language learners in particular to possibly mismatching the bridge between acquiring a certain knowledge and the ability to make generalizations from specific instances to similar problem situations in outside classroom authentic contexts. That is far from being realized as it primarily necessitates investigation and analysis (Torrance,1995), for this reason, he contends that 'authentic' or realistic tasks than traditionally used call on students to develop higher-order skills and capabilities such as problem solving, investigation and analysis. These are the

skills language learners should be learning (ibid). Linked to this thought, Resnick believes that,

> ' Evidence is beginning to accumulate that traditional schooling's focus on individual, isolated activity, on symbols correctly manipulated but divorced from experience, and on de-contextualized skills may be partly responsible for our schools' difficulty in teaching processes'

(1989, p. 13).

In sharing Wiggins (1993), and Torrance (1995) thoughts, Cohen (1990) raised the alarm against traditional testing. He considers that its strategies are inadequate measurement for generating the depth of education for the language learner as far as he is concerned. While, Murphy & Torrance (1990,p.12) keep complaining that assessment has been viewed for far too long as a formal process which 'normally involves the administration of formal tests and examinations through procedures that are totally divorced from the educational process and setting to which they are supposed to relate'. In joining them, Cohen (1990, p. 43) maintains that what really needs to undergo radical change are standards, clarifying that the "whole language approach" that aims at forming the "whole learner" leads to a large scale interpretation of assessment than the simple testing of spelling and grammar pieces. Cohen proposes, for instance, to replace a twenty word test on a number of words spelling correctly by a more fitting one that would be a short one-page story or tale writing (ibid). As a result, through testing the learners' chances to search for data and actively process it are lost.

To reflect on Wiggins, Torrance and Cohen's views, it is apparent that in spite of the fact that testing takes into consideration the learning products, it generally neglects its processes. It rather has a more detrimental aspect that is the disservice of learners which is more explained in what follows.

1.3.2.Norm-Referencing Classification

Referencing is another point that led scholars to fault traditional assessment. It is norm and not criterion-referenced; the main interest of such kind of assessment is comparison between learners in terms of scoring for ranking and selection sakes as it is a competitive assessment in nature. A more serious matter here seems to be measuring every single student's performance in relation to others (Barth & Mitchell, 1992). These norm-referenced tests have double negativity once they primarily feature questions that have only one answer, i.e. closed

questions and the second is when the supposed answer itself is always either 'wrong or right' (ibid, p.15) and in some cases, the students are offered only a 50% chance of getting the answer correct as the test is 'one-shot' ordeal (Allan, 2000, p. 9) treating only one subject while others are missed. Hence, guessing the right answer drives the hindrance of being engaged in an interpretative reflective activity as Resnick & Resnick, (1992) named.

That similarly rejects learners' ranking and gives impetus to the development of the individual learner in comparison to himself rather than to his/her mates, Navarette et al (1990) in agreement with this posit that 'unlike standardized testing, it [assessment] does not provide a comparison of an individual to a larger group beyond the students in a given classroom' (as cited in Hamayan, 1995, p. 213).

Psychologically speaking, the test raises the students' anxiety (Allan, 2000). The fact that students usually ignore the type of questions and the standards of evaluation that are frequently unclear, may make the test 'marked by a total secrecy' (Wiggins, 1993, p.72). In the latter, plenty of additional problems are ensconced; for example, students having troubles with vocabulary or difficulties with reading are prevented from expressing their ambiguity or misunderstanding to the questions that are deliberately vague. What adds fuel to fire is that testing segregates teacher and students, the assessor, in most times, is detached from the students who are seated apart in a daunting environment where no communication between them is allowed and in some testing situations apprehension because the one who administered the test is simply not their teacher.

Burt & Keenan (1995) went further to consider some tests like the multiple-choice one as commercially available, or what Messick (1994) calls "proxy items" (p. 2). Such tests seem to be unfair and act as distracters leading to deceiving choices, this distracter as warned by Wiggins 'hints at, intentional deception' (1993, pp. 117-118). It is worth mentioning here that the test paper is sometimes not released, some test results are kept secret and the scale of correction is arbitrary.

Another flaw of traditional testing lays in barring the learners from checking their mistakes, whereas learning errors are argued to be the transitional point that enhances learning. Harmer in this respect, contends that 'assessment is more expensive, being compared to testing in terms of allowing the learners' errors , it grants them the opportunity to reflect on their performance depending on the teacher's feedback ' (1998, p.323). In fact, the

words of Harmer can be an obvious inference to the fact that testing is meant to penalize the students for their errors rather than investing in them and regarding them as the transitional point to language development. Also, tests mislead students to use resources or rather deny their use, and give them the impression that they are not available tools (Wiggins, 1993) while, especially in the era of globalization, students 'must rely on their own resources and expect no help' (Thomas, 1990, as cited in Conner,1991, p. 3).

At last but not least, criticism also surrounds the concept of the "narrowing effect" of the "packed curriculum" (Smith, 1991, p. 10), the effect of which is manifold in bringing about "test-driven curriculum" (Worthen, 1993,p. 446). Testing restricts instruction and narrows not only learners' independence, but the teacher's one too. As the statistical purposes are accredited a heavy weight, the influence it has on teaching is sizeable (ibid), consequently, the pressure falls on teachers teaching to the test (Benmoussat, 2003). This is an extra misuse of standardized tests on its own right since teacher accountability, by cause and effect, has become the willingness to perform well to the test (Zidane, 2010).

However, some scholars such as North & Shneider (1998) from a critical perspective, challenged alternative assessment to be difficult for organization and thus, fails to measure learning in a wiser and more stable way, especially as it requires the assessment of blended skills in one situation and worse still, more independence from the learners' part. That is likely to be easier and simpler for the students who are '[......] predominately passive receptors in the testing process, have rarely had their voices and opinions taken into account in test development' (Broukhart, 2015, p. 70).

After carrying a small, but detailed qualitative study in the USA, Smith (1991) concluded, according to the findings, that teachers are also exposed to shame and anxiety from their part and to alienation and loss of esteem from the test scores' users part for being accused as direct responsible of bad results and hence, their reaction is to teach to the test.

This is axiomatically, mirroring the case in Algeria of the BAC and the BEM exams as standardized, high-stakes exams, and generating high percentages of success is believable to be the dogma that the teaching approach, the curriculum content, the teachers' performance and the educational system as a whole do work. Laid on this trend, Holmes maintains that, 'percentage point of view', would probably have been disastrous (1911, p.105 as cited in Gipps, 2009, p.54).

Regarding the content of the text above, some points can be assumed. Learners are left little room manoeuvre for performing, hypothesizing and questioning to plug in what was taught in disconnected situations from typical real-life contexts. Testing hinders the learners' construction of new knowledge and norm-referencing alters the demonstration of their skills as it focuses on fact retrieval. Bright students are likely to be denied enough consideration due to the restricted number of accepted applicants. In addition, motivation and opportunities for the emergence of the individual strains of thought will be devastated.

To sum up, the assessment needs became different as learning purposes are different and the dissatisfaction with standardized tests generated more equitable means of assessment. The coming unit provides a clarification of the impact of alternative assessment on learning.

1.4. The History of Alternative Assessment

The practice of assessment in general can root, as many scholars do agree, to the postmodernism era known as the intellectual movement. As being traditional and first to be used, testing began just after the First World War. What can be revealing enough facts is going back further to the 1880s that provide an overview and a holistic picture of assessment, where as Claire Wyatt-Smith and J. Joy Cumming contend in the introduction of their book that,

> 'Examinations [.....] were extremely hierarchical in organization, in that only a tiny minority could be successful. They were typically oral or written in mode. Their content normally concerned the mastery of designated classical texts, and they were conducted primarily for the purpose of selection'.

> (2009, p. 1).

Janesick's (2001) chronological history of assessment seemed to be the most significant one, distinguishing eight main eras to it. During the 1880s, Francis Galton was a pioneer in the testing movement in his motherland France and out of it to test intelligence. In the light of the 1890s decade, the French Theodore Simon and his colleague Alfred Binet could extend intelligence measurement through one test by testing imagination, visual traits, and language skills as far as the latter is concerned to sort out deficient children. The cause behind that was their disbelief in one lonely score to do so. The surprising is that Binet, whom many writers consider the father founder of testing intelligence at that time, openly allowed the possibility

of making error in testing; he was even famous for his severe rejection to Galton's assertions of intelligence which is fixed. With the 1990s beginnings (1914-1918) that witnessed the World War I period, it was needed to sort army recruits for placement sakes in specific jobs through testing, and the latter acquired huge significance. Also, during the post-World War I era (1919-1939) research on the experiment of testing with army recruits knew remarkable momentum, and psychologists and schools started to adopt and believe in the validity of the testing notion.

1.4.1. The Postmodernism Era

Afterwards, the years lasting from 1946 to 1960, the so-called postmodernism era witnessed an active modernism of many fields, it was commonly known as postmodernism of humanities in general.

In the educational setting, only science and mathematics in school programs were stressed to be emphasized and that, by cause and effect, led to teachers' effective organization. Since then, in the history of the United States' educational system, public schools have for a long time been under scrutiny. Since the 1950s however, a group of authors have become more interested in the measurement of learning (Janesick, 2001) especially with the focus on teaching 'routine skills' (Resnick & Resnick, 1992), dealing with reading predictable texts, simple computation, reciting civic or religious codes, etc mainly after launching the Sputnik satellite in 1957 by the Soviet Union; to do so, learning the "old" basics was the rule of thumb (ibid). Standardized or norm-referenced tests then, had for a long period of time the lion's share in assessing progress and achievement of learners in the language classroom (Wiggins, 1993). Whereas, from a postmodernist view of schooling, those conducting assessments would assert the framework that promotes human and hopeful strategies to the school approach, suggesting that all teachers are learners and all learners can be independent and autonomous with the notice that a single vision of the world is never enough to change it and thus, the fairness of student assessment ought to be focused.

The years from the 1960s to the 1970s seemed to be a very striking era in the history of measurement. There has been a proliferation of discrete point test for being accused of not adequate for measuring educational goals' achievements (Marzano et al., 1993). The stuff of reformers including Darling-Hamond (1993;1994;1996) for example, began to raise educational issues following the range of incidents concerning the Vietnam war and the deep

division resulted in it, as well as mistrusting politicians that the Watergate scandal of Richard Nixon's presidency brought about, addressed educators to put heavy efforts on teaching and learning, and thus, teachers made the first step to administer tests in connection to their respective curricula. They were standardized in nature, but sought testing for a reason. Assessment knew a massive spread in the 1970s to seek accountability demands (Worthen, 1993, as cited in Janesik, 2001) and favor selection in order to sort learners into groups. In clarifying its purpose, Ascher (1990); and Gardner (1992) note that past assessment aligns well with a "uniform view of schooling" to advocate a rather homogenized education.

1.4.2. The Testing Reform

While the 1971-1979 period witnessed more assessment emergence.In1971, the giant scholar Benjamin Bloom assigned assessment substantial interest and attention, and in his book The Handbook of Formative and Summative Evaluation of Student Learning (1971), he set clear distinctions between formative and summative assessments. Accordingly, till 1977, the provision of a more systematic description of classroom practices were focused in conducting evaluation. What was highly regarded in this era is the including the material of a conventional audio-visual foreign language course (Mitchell et al., 1981), in his words, Mitchell et al claims that along this period, evaluation 'concentrates on the foreign language teaching process' (ibid, p.1). It however, marked the failure of certain teachers to display a range of desirable behaviors.

1.4.3. Emergence of Communicative Language Testing

The late 1970s marked the advent of communicative language teaching, a striking shift from considering knowledge of structures that used to shape language proficiency to the ability to investigate the knowledge for performance sakes through granting opportunities for skill use and integration, which could effectively offer the ground for both written and oral assessment. That is likely to allow the learners to comprehend, interact, and most importantly produce (McNamara & Roever, 2006).

In line with this trend, measurement techniques during this period tended to greatly discard the evaluation of learners' potential for social contextual communication. The area of psychometric methods for out-of-context assessment started shrinking, and chunks of pure grammar and vocabulary pieces became no more available. McNamara (2008) highlights that high order skills are the offspring of peoples' interactions that by turn allows for what is

called a "dynamic assessment". The last successfully grants the students chances for an active learning before and after an intervention. Dynamic assessment in this way is bringing about the learners' ultimate score that interprets a coherent meaningful process of both pre-test and post-test learning outcomes. In a nutshell, this era highly stressed the socio-communicative value of language in terms of learning and assessment alike.

1.4.4. The Assessment Movement

By the down of 1980s, many reports attacked teachers and schools as described by teacher education scholar Bruce Biddle and Dean of the School of Education at Arizona State University David Berliner (1995) and, the so-called " assessment movement" was borne, a movement of reforming educational testing procedures. In her words, Janesick (2001,p. 1) states that 'this movement looked at what students should be able to do and continually learn, and how students progress through their studies'. The term that, as she added, most significantly used to depict this innovative trend of evaluation is authentic assessment. The resulted reform agenda mainly included ameliorating the school context for students, bringing about what scholars such Marzano et al (1993); and Marzano & Kendall (1998) call, "meaningful instruction" and "meaningful learning" for each grade level, designing learning tasks that have to do with authenticity and responding to attacking reports with concrete solid demonstrable outcomes.

Actually, we are witnessing a massive educational reform and researchers in this field are busy following striking strides in exploring how the mind functions. Scientifically speaking, Howard Gardner (1993), as being most owning to documentation about multiple intelligences and effective member in Harvard Medical School faculty as well, maintains that the process of learning is complex because the mind is complex. According to him, intelligence extends the ability to provide right responses, it is rather entailing the ability to problem solving and fashion products that a cultural setting necessitates. Gardner's (1993) words are of a direct emphasis to assessment evolution when saying, 'we must try to understand the full range of human intelligence to evaluate how we learn in order to survive on this planet' (as cited in Janesick, 2001, p. 5). She (1993) describes human's intelligence as something more than ability to provide correct answers on a test putting eight intelligences amongst which linguistic intelligence is concerned.

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Following the mentioned eras, the field of evaluation in the language classroom has been called for question and adjustment in approaches to the language assessment has witnessed a movement away from strictly summative testing to procedures for alternative assessment that knew a fast and remarkable emergence as will be described next.

1.5. Prominence of Alternative Assessment

The 1990s brought assessment into prominence (Bahous, 2008). Since then, there was a paradigm shift from psychometric to a broader model of assessment that goes beyond multiple-choice tests to favor performance-assessment (McNamara, 2000) to rather trace a parallel between performance and ability; from a testing culture to an assessment culture that highlights it as a 'pervasive activity' (Eisner, 1999,p. 658). In a more holistic view, a radical shift of pedagogy 'from teacher-centered to learner-centered, from textbook-based to task-based teaching, and from summative to formative assessment' seemed making an evolution in the whole philosophy of education (Ko, 2000 as cited in Benmostefa, 2014, p. 88)

In this line or reason, Wyatt &Cumming (2009,p. 1) words are also present to witness the sake behind that evolution in the assessment field in particular,

> 'Yet, there are also important similarities between the 11th and 21st centuries. Then, as now, assessment was associated with excellence, high standards, prestige and competition-success for the chosen few. Then, as now, the pursuit of excellence was embedded in a social context that favoured the elite. Then, as now, the purpose of assessment, [……] all reflected the social and economic priorities of the day'.

At the core of that change, was the investigation of overcoming limitations to the teacher's role as a single assessor, which can snack the way potentially to biased evaluations and learner autonomy and centeredness (Ross, 2005),

Needless to recall, the assessment, in the way it was explained in the previous section, evolved and went on gaining momentum relentlessly. Furthermore, authentic assessment strengthened as it strongly bridges to the emerging content standards (Reynolds et al., 2009).The latter provides educators with a ground in which the twofold issue of what to know and how to apply the knowledge is authentically addressed.

Obviously, performance-based or authentic assessment is supportive to the learning by doing. This can be more closely examined through David E. Tanner's (1997) view as an

educator, who shares the belief that the 1990s reform movement started seriously calling for question testing as known, basically, the problem on the reformers' minds. To borrow his own words in doubting about the classical testing techniques, Tanner wonders, 'do the traditional tests we administer to children actually test for the information the children learned in school?', guessing that 'the answer in many cases was a resounding "No" ' (1997 as cited in Janesick, 2001, p. 91).

In the history of alternative assessment emergence, the years 2000-2001clearly signified assessment as part of the educational landscape especially after issuing the American Educational Research Association, the biggest professional research association in education, its firm statement against norm-reference high-stakes testing (Stiggins & Conklin, 1992). This classroom-based assessment plays as Pierce et al (2011, p. 2) stated, 'a key role in creating and supporting the new 21st century learning environment'. Owing to that event, the grassroots movement involving policy makers, educators, teachers and even parents who, by any means wanted to be aware of their children's learning progress through continuous assessment opened the realm of assessment and could not get stopped (Darling-Hamond, 1994), that was the equine axiom that 'in the 21st century we are both puzzled and impressed by this tradition; puzzled by such an explicit commitment to a meritocracy in an essentially feudal society; impressed by this enthusiasm for learning and the pursuit of wisdom at the highest level of society' (Wyatt& Cumming, 2009, pp. 1-2). Afterwards, the use of portfolios in universities and colleges was the offspring of such movement's decisions, and in their educational programs, it became a sine-qua-non to prove and mirror the learners' achievements.

In down to earth terms, the one can concede that testing is expected to be called for question again and again regarding the fact that the paradigm is shifting to think globally. The 2000's generation of pre-service and in service teachers who used to go into the workforce, today best know about the topic of assessment, and its regular use of techniques will hopefully, be the generation to permit students give reasons for their responses, encourage active learning on the learners' part and thus, bring about more effectiveness to assessment.

At last but far from least, one of the key factors that generated more interest to assessment and contributed to its evolution is the rising significance of the connection between teaching, learning, and assessment as stated in Hamayan (1995). This is to be dealt with in the following.

1.6. Assessment is Central to Teaching and Learning

It is significant to recognize that teaching, learning and assessment are inextricably tied. This point is enriched by Murphy& Torrance thought, who suggest that,

'Wherever learning takes place, then it is reasonable for the learner, the teacher and other interested partiesto be curious about what has happened both in terms of the learningprocess and in terms of any anticipated or unanticipated outcomes [.….] goodeducation, by definition, encompasses good assessment'.

(1988, as cited in Conner, 1991, p. 27).

In an attempt to explore which is of the two, teaching or learning, can get bigger share of benefit from assessment, we face the common belief of most scholars that assessment is integral to the whole teaching and learning processes (Hedge, 2000). Although what is commonly documented and known is 'assessment for learning' rather than 'assessment for teaching', yet the notion bridges the mutually-supportive relationship between instruction and assessment, 'like a strip where one side appears to be blind into the other. Classroom assessment should reflect and promote good instruction' (McTighe & Ferrara, 1998, p. 5) comprising teaching and learning with equal profits.

1.7. Assessment Serves Language Teaching

Needless to say, the educational world has been the center for several innovations in terms of methods to both teaching and assessment that are closely tied and go hand in hand owing to an important assumption underlying the fact that 'assessment and instruction must have a hand in glove relationship if they are to be successful'. (Marzano et al., 1993, p.43)

According to Malone (2011), language assessment whether keystone being or alternative, can and should integrate with language teaching , forming a relationship in which the two improve each other; in his genuine words, 'the best teaching involves high-quality assessment practices, and great assessment provides positive wachback to the teaching and learning process'(p. 2).Thus, in spite of looking at keystone testing as the "necessary evil", it still gives impetus to teaching, alternative assessment however, was complementary to equally serve the two, the language teaching and learning. In this thought, Gipps posits that,

'It is now widely accepted that testing has an effect on teaching, particularly in terms of curriculum coverage. What is not so often acknowledged is that

there is a relationship between assessment and the way in which subject matter is presented in teaching: this in turn affects-through the tasks in which pupils engage - what and how pupils learn'.

(2009, p. 18).

Additionally, Considering Herman &Knuth' s (1991 as cited in Gipps) view, what the movement reform brought is a multi-agent integrated teaching, learning and assessment framework via alternative assessment theories that involve all parts: teacher, learner, parents, and administrators. Educators in this regard, are encouraged to monitor and modify teaching strategies relentlessly owing to the successful outcomes that alternative assessment generates to evaluate whole process of instruction (Hamayan, 1995), the outcomes that are often based on the contributing assessment procedures to the learners' dynamic ability to learn rather than undermining the learning.

Whereby, alternative assessment is beneficial to both teaching and learning as being context-specific, adapting a litany of instruments to best reflect the learning aims (Chirimbu, 2013). This can be explored meaningfully by collecting information on a range of factors that are likely to influence the students' accomplishments they might be their linguistic, familial, cultural, or educational backgrounds (Tsagari, 2004).

Nevertheless, the assessment that allows learners to take part in it ,to reflect on their performances or even on their peers' one is an assessment that is meant to be democratic as Steadman (1998) called ; it is striving to enrich and alter and learners' attitudes towards their learning, and this deepens the integration of teaching, learning and assessment. Steadman (2003) in his words states that,

'Classroom Assessment is an educational innovation that unites efforts to improve both teaching and learning. Classroom assessment also involves students in active mental processing of new information and makes them more aware of themselves'

(as cited in Shaffer, 2013,p. 2).

In the language classroom, it should be prompt, following the events closely, diagnosing what we think we taught, being specific with students' progress while teaching and while learning, focusing on the work realized by the learner rather than the learner himself in order to conclude an effective feedback to teachers and students alike, to both

enhance teaching in general and learning in particular (Gibbs & Simpson, 2004).For this end, Flavell (1981, p. 1) posits that a test, regardless of its nature as norm or criterion-referenced, ' is seen as a natural extension of classroom work, providing teacher and student with useful information that can serve each as a basis for improvement'.

In describing the nature of connection between teaching, learning and assessment, Glaser (1990) points that the latter 'must offer executable advice'(as cited in Gipps, 2009,p. 11) to learners as well as teachers; knowledge as he adds, has to be assessed in relation to its constructive function further. Such feedback will surely provide a platform for teachers to explore causes of failing and consequently help to construct reliable, valid and most importantly practical remedial activities that address the learners' spots of weaknesses; assessment work is, by cause and effect,

> 'A pedagogical in-class activity which serves many purposes and helps teachers [……] with feedback about the learning progress in general and teaching process in particular[……].Teachers' feedback plays a major role in supporting, scaffolding and promoting students' learning'

(Inbar- Lourie, 2008, p. 287).

In this vein, Flavell's (1981) opinion about the purpose of assessment is worth recalling. for him, the significance of any assessment or test task is widely valued by the purpose it seeks; 'why is a test needed at a particular stage in the student's learning and what use will be made of the results?, the answers to these questions lie to a larger extent in the teacher's mind' (Flavell,1981as cited in Benmostefa, 20014,p.68).

In the same vein, laying on the assumption that assessment is a striking part and parcel of both processes, language teaching without ignoring learning, most educators use the metaphor of a coin for a close illustration to the relationship between assessment, teaching and learning. Teaching and learning represent, in this metaphor, the two sides of the same coin; whereas, to function properly and perfectly the third existing side of the coin is the edge. 'On the two-sided coin of teaching and learning, the edge is testing'(Benmostefa, 2014, p.67).

To sum up, after looking at the compendium of the information above, it is obvious now that the advantage of the integration of assessment and instruction stands in favour of the learners' learning side that in effect, makes clear the fact of benefit and feasibility of alternative assessment as an academic pedagogy.

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1.7.1.A Holistic View of Alternative Assessment Practices

Needless to say, assessment is worth using owing to the possibility of adapting its litany of means for various contexts. These means are available to afford the students poorly doing on selection-type tests, the opportunity to show their skills and abilities through continuous classroom learning tasks that are closer to their genuine context, and this is a strong reason for the popularity of alternative assessment (Tsagari, 2004)

In the language classroom, as far as English is concerned, Hamayan (1995) highlights that the different practices of alternative assessment are likely to conclude a holistic view of language, what is referred to as "holistic assessment" (Chirimbu, 2013). Operationally, Hamayan (1995) describes the notion of holistic assessment as well aligning with the concept of "blended learning" and "whole language learning" that takes into account what Harp (1991) names "the whole learner" and his or her " social, academic and physical context" (as cited in Hamayan, 1995, p. 214), who (Hmayan) explains that there should be a correlation between phonology, grammar, and vocabulary as significant aspects to language teaching and reading, writing, listening and speaking, the four language skills that are the chief components for a structurally integrated whole if they are to be effectively and successfully managed in the language classroom.

Yet, in an attempt to get a holistic view on the nature of interrelation between alternative assessment and language, we could understand that the connection between them is much more deeper than we expected, it does not have to do a lot with language as structure but rather structural analyses (Lyons, 2002),and for mostly as self expression and communication as this still needs to be explored and discussed in more details as shown next.

1.7.2. Characteristics of Alternative Assessment

As previously mentioned, assessment seeks the examination of what use of language will be made in authentic situations (Gladwell, 2008) whereby EFL students are encouraged and engaged in independent learning, using what they possess of knowledge skills. Learners of a certain foreign language involving English can easily do so if they feel acquaintance to the learning material, the so-called authenticity of learning material that effectively tends to sustain and arouse their interest in the subject (Tannenbaum, 1996). Before we go deeper in the way authentic alternative assessment affects language learning, there is a need to deal with

a brief clarification to the two concepts that represent the backbone of this unit, authenticity and performance.

Admittedly, authenticity and performance are closely tied. The two terms are used interchangeably, assessment can be joined with them both to mean synonymously performance or authentic assessment practices (Meyer, 1992). In these measurement modes, the two core characteristics are illustrated in the following way.

Broadly speaking, performance is meant to the production of an observable response. Concerning its terminology, authenticity was first popularized by Grant Wiggins in 1989 (McTIghe & Ferrara, 1992, p. 6) to mean essentially that something is real, true and 'what people say it is' (Callison, 1998, p. 213). The word is used in various contexts, particularly in educational settings, it addresses the nature of the learning material in terms of relevance and whether representing aspects of real life and the learner's genuine context or not. While Bachman & Palmer (1996) consider that authenticity is 'the degree of correspondence of the characteristics of a given language test task to the features of a target language use' (as cited in Bachman, 2002, p. 23). To this end, what really characterizes alternative assessment, for these giant scholars, is proximity to current language use. In the core of this latter, scaffolding tasks that are marked by intensive authentic communicative functions are planned and used (Janesik, 2001). In this context lays the sense of performance, as real performance will be meaningfully explored in authentic contexts. Huerta-Macias (1995, p. 9) explains this as the major mission of alternative assessment or assessments in the language classroom as they 'gather evidence about how students are approaching, processing, and completing real-life tasks in a particular domain'. Only through this, EFL learners can trigger meaningful learning.

Profoundly speaking, performance and authentic assessments provide the professional grounds for learners to demonstrate their best. The two will be described separately as follows.

1.7.2.1. Alternative Assessment for Performance

A large group of scholars, involving Marzano et al (1993) have high interests in the field of assessment. They believe in the possibility to represent dimensions of learning in an instructional model whereby the premise that five types of thinking skills are the platform to the learning process. Cody (2000) considers that the view of Marzano et al drops in the concept of performance-based learning that reflects the core foundation in the educational

reform, he adds that the tasks in this learning type are 'performance and authentic-based' (ibid, p. 15).

Referring to Marzano et al (1993) thought about linking the line between performance-based assessment and the five thinking skills they put, the process students are engaged to, provides them with rich opportunities in which the learning activities are usually direct and active through:

1- Positive attitudes towards and perceptions about learning ,

2- Thinking involved in acquiring and integrating new learning ,

3- Thinking in extending and refining knowledge ,

4- Thinking in using knowledge in meaningful situations ,

5- Productive habits of mind

(ibid, p.6).

Indeed, the worthiest chance language learners are granted in performance assessment is the mosaic variety of performance tasks to select ones that serve and suit them better, regarding the fact that the students' performances should also be various, Callison in this respect confirms that 'there is a much wider spectrum of students' performances that can be displayed' (1998, p. 1).

Regarding what is being mentioned, a note is worth making clearer in the concern of describing tasks rather than only short and simple activities in the language learning. Willis (1996); Williams & Burden (1997); Shepard (1989); and Stern's (1992) definitions are found the most suitable ones in this respect. Willis (1996) explains that tasks are always activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome. Williams & Burden, (1997) from their side, argue that tasks gained momentum and have in the last decades become a striking pedagogical tool for language teachers and learners alike, they define a task as 'any activity that learners engage in to further the process of learning a language'(ibid, p. 168). While Shepard (1989) went further to highlight that 'they (tasks) are well united to assuring application of content-specific knowledge, integration of knowledge across subject areas and lifelong learning' (as cited in McTighe &Ferrara, 1998, p. 8). Whereas, Stern (1992) stresses the connection of tasks to real-world language use.

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The scholars' definitions to a pedagogical task do not seem different, and the consent necessity of linking the learning task to the student' genuine context is clear in each of them.

William & Burden (1997) deepened their view to note that psycholinguistic studies of foreign language learning theories and second language acquisition suggest that a learner's language develops through communicating meaningfully through the target language, and hence, performance tasks are proved to be the convincing ones to cover that through negotiating, interacting, discussing and transmitting meanings in the language in a highly effective and successful manner. In this respect, assessment is described as,

> 'A general term enhancing all methods customarily used to appraise performance of an individual pupil or a group. It may refer to a broad appraisal including many sources of evidence and many aspects of a pupil's knowledge, understanding, skills and attitudes; or to a particular occasion or instrument'.

> (DES 1988, Preface and Glossary as cited in Cohen, 1993).

Arguably, in exposing the conveniences of performance assessment, it is necessary to assume that this measurement tool benefits the teacher to observe the application of the desired skills and knowledge of the learners in a direct way (Given, 2008). Moreover, it can replicate the sorts of performances that are likely to be practised out of the school context. Adding to that, another advantage to mention, many teachers have the consensus that in performing a task, the learners are highly motivated owing to feeling more relaxed and useful especially in group work (Marzano et al., 1993). Furthermore, performance assessment tends to center on the learners' productivity and the provision of ongoing feedback and thus, encourages the process students go through rather than the outcomes of learning. Michael Harris & Paul McCann, in their book: <u>Assessment</u> posit,

> 'It (performance assessment) can also give the teacher feedback about performance without having to correct every single activity. There are many occasions when students can get as much from correcting or assessing their own or each other's work, than from feedback from the teacher and when we do correct and assess our students' work, it is important that we make the most of the feedback we are giving by getting students to think about their performance as well '.

> (1994, p. 74).

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Regardless of the positive points dropping in the right of performance assessment as stated above, and despite being supported by a countless number of scholars, others like Fradd et al (1994); and LaCelle et al (1994), chose to be opponents too of this kind of assessment. The sole basis for these educators' opinion is that the goal behind it is to ensure equity in educational chances and trig to excellence for all (as cited in Squires, 2004). They view however, that approaches to alternative assessment only ascertain automatic equity for diverse populations. Additionally, it can be time and labour-intensive for both students and teachers (Darling-Hamond, 1994); the opponents' main argument embodied in saying 'no single one teacher should be expected to assess students on all standards, but that different teachers should be responsible for different standards' (Hamayan, 1995, p .9).

At this level of thought, standards in assessment or standards-based evaluation system is another topic that cannot be summarized in few written lines, but should be viewed atomically and dealt with in a unit on its own right later on in this research work.

Needless to recall, in performance assessment, a litany of methods exist for application to assess both mother tongue and foreign languages as well. Its main types are summarized here in this list as O' Malley &Pierce set it:

✓ Interviews that are conducted orally between the learners,

✓ Story and text telling or retelling joined by note taking and listening / reading feedback ,

✓ Time-limited writing samples about various topics,

✓ Performing experiments and demonstrations through oral and written reports,

✓ Treating open-ended questions and providing constructed-response items to them,

✓ Enlivening both teacher-learner and learner-learner observation that grants large assessment areas and making notes,

✓ Projects and exhibitions that should be achieved and presented individually or collaboratively,

✓ Portfolios for putting learners' progress under relentless control.

(1996, p. 12).

These performance-based tasks are proposed to be especially suitable for use and best working with non- native English speaking learners (Lyons &Condon, 2000). It was the reason why, the researcher tended to mention the items in the list above just by names, they

are ordered according to their efficiency in the language classroom, from least to the most important; however, they will be assigned more discussion in coming chapters.

In short, there seems to be an obvious sort of flexibility that enlightens the students' way towards meaningful learning and guides teachers towards an effective teaching. All in all, including those methods in the assessment process sets more weight on the teacher's role and challenges him / her to enhance reflective thinking practices in the teaching process.

Referring again to what is being said in the beginning of this text, performance and authenticity are the two key features that realize the superiority of alternative assessment. Authenticity that has to do with real-world activities in a process-oriented nature and, which is not yet described enough, is documented as follows.

1.7.2.2. Alternative Assessment for Authenticity

In his article: *A Critical Look at the Communicative Approach* (2), Swan (1985) draws a cogent distinction between what he qualifies as 'real-life use of language' and 'real-life fallacy' and notes that, ' the classroom is not the outside world, and learning a language is not the same as using language. A certain amount of artificiality is inseparable from the process of isolating and focusing on language items for study (ibid, p. 82).

Authenticity in the area of assessment, is for Bruce & Justin 'real in terms processes and products assessment conditions of the presented context and true to life beyond school, curriculum, and classroom practices of learning and instruction' (2012, p. 2). This kind of assessment that is said to be genuine and contextual necessitates the identification of three main requirements as means that rather serve 'realistic evaluation'.

Students, in the outset, have to reinforce their ability for monitoring their own work quality all along the process of during production, that by turn requires,

1- The students' possession to an appreciation of what high quality work is, once having the necessary evaluation skill, they will be allowed to objectively compare the quality of what they are producing in relation to the higher standard,
2- A store of tactics or strategies that can be drawn upon to modify, improve their own work is also needed to be developed.

(O'Neil, 1992).

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Interestingly, in coping with authenticity in the relationship between learning in and out of school, Shepard (2000) highlights that the principle of authentic assessment borrows a set of informal learning models that takes place in communities and families to reshape the way learning occurs as well as its content to use knowledge in real contexts. Thereby, authentic school learning in that way is more likely to afford extra adaptability to new problem situations.

Also, in the right of learning authenticity, the two outstanding reformers: Resnick (1987); and Newman (1996) as documented in Shepard, stressed the practice of authentic assessment,

> 'to make the boundaries between school and the world more porous, by bringing authentic contexts into classrooms and at the same time developing habits of inquiry in school that will make students good thinkers and problem solvers in the world'

> (2000, p.29).

Additionally, Shepard (2000) reflects on John Dewey's thought, who by no means eschewed any discipline-based study, suggesting that the practical problems to which learners seek to find solutions could be the best experience for them to be inducted into large areas of formal knowledge or intensively what Dewey calls "psychologizing" bodies of knowledge thanks to relating to the learners' own interest and understandings. That by effect, generates more autonomy in the learner to not only use the language independently for 'authentic communicative sakes' (Fisher et al., 2004, p. 51), but grants learners the choice of most wished topics to study and the learning style they prefer as well (Macaro, 1997).

Currently speaking, authenticity is considered a key principle for any educational reform programin which the involvement of authentic tasks represent the platform. As most authors, Newman (1996) shares the equine axiom that an authentic pedagogy is effective in terms of generating the learners' meaningful and purposeful work as it is 'more likely to motivate and sustain students in the hard work that learning requires' (p.27). In this trend of reason, assessment specifically requires the use of language for genuine and purposeful communication, Kosten states that,

> 'Authenticity is a frequently evoked and, at the same time, keenly debated notion in ELT which became an issue when the advent of communicative language teaching in the 1970's brought with it a new focus on 'realism' in language learning materials and activities'

(2014, p. 467)

Considering the bolts of benefits authentic assessment brings to teaching and learning alike, the most striking ones are selected and summarized here from Kohonen's perspective:

- ✓ Authentic assessment necessitates complex reasoning,
- ✓ Is based on multiple sources of data amongst which family and the outside social context are worth mentioning ,
- ✓ The learner is a unique individual owning multiple intelligences,
- ✓ The classroom is a learning community and collaboration brings about the best in learners,
- ✓ Advance preparation and choices are allowed as assessment criteria are known for learners in advance
- ✓ Intrinsic learning motivation is aroused,
- ✓ Independent learning is fostered

(1999, pp. 291-293).

However, in this globalization era and computer-mediated communication, authenticity remains significant, but 'its adaptability to different contexts-from text design to Tele-collaboration-and to different aspects of language learning contributes to occasional confusion in its use as a technical term' (Kosten, 2014, p. 459), although it is highly proved to work well in the language classroom as it provides authentic settings for language usage that is communicatively focusing, this what is discussed in the following .

1.7.2.3. Alternative Assessment for Language Use

In down to earth terms, intensive communicative purposes and the recognition language use as a dynamic process should be highly considered to realize effective language teaching (Freeman, 2000). Communication in this context is well described by Savignon as:

> 'Dynamic rather than static, it depends on the negotiation of meaning between twoor more persons, it is context specific. Communication takes place in an infinite variety of situations, and success in a particular role depends on one's understanding of the context and on prior experience of a similar kind'

(1983, pp. 8-9).

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A wide research work was conducted on communicative language use by giant scholars in the language enterprise such as Hymes (1972); Munby (1978); Canale & Swain (1980); Savignon (1983); Canale (1983);Widdowson (1983); and Candlin (1986) who all agreed that the main ingredients in communicative language use concern both knowledge and competence in that language. The importance of these two components to language proficiency are explained in what follows.

1.7.2.4.Alternative Assessment for Language Proficiency:

Along with this, Halliday in 1976 described both textual and illocutionary language functions, followed by Van Dijk in 1977, who explored the interrelationship that joins text and context to delineate the recognition of discourse context. The two scholars attempted to develop, as Bachman (1990) mentioned, the conception of Hymes (1972;1973) on the distinguishing characteristic of language proficiency which is extending context beyond the sentence for an appropriate use of language.

Axiomatically, the trick of the trade in bringing about efficient language use is comprising communication as something that goes beyond the simple information transfer, to recognize that the ground in which language practice is taking place is a sine-qua-non for a dynamic interaction and connection between this context and the discourse itself. For such a belief, Hymes (1972) views that a behavioral record on its own cannot be enough for the individual's performance to be identical; the ability for use, the other's competence, and what he (Hymes) calls 'cybernetic and emergent properties of events themselves' (p. 283) must work together for the realization of a dynamic interaction. In the right of a linguistic competence, Candlin, describes it as,

> 'The ability to create meanings by exploring the potential inherent in any language for continual modification in response to change, negotiating the value of convention rather than conforming to established principle. In sum, adapting knowledge to solve new problems of communication that do not have ready-made and tailored solutions'.

(1986, p. 40)**.**

In his article *Communicative Language Ability* (1990, pp. 81-109), Bachman describes language competence as 'a set of components that are utilized in communication via language' (ibid, p. 84). Whereby, he dealt with a framework that intensively lies on the the

model of communicative competence of Canale & Swain (1980). The offspring model that Bachman (1990) drew involved three constitutions namely: language competence, strategic competence and psycho-physiological mechanisms as research work he set them. Language competence, the one we are most concerned with in this, is the hook for two sub-competences, organizational competence that has to do with grammar and textual properties; as well as pragmatic competence which aligns with sociolinguistic competence that represents the 'sociolinguistic rules of use and rules of discourse' (Canale & Swain, 1980, p.29), and strategic competence as the third one that highlights the practice of assessment will be described next.

1.7.2.5. Alternative Assessment as Proximity to Communicative Competence

An early framework was conducted during the period of 1960s by Lado (1961); and Carroll (1961; 1968) dealing with the description of measuring language proficiency.

Referring to Bachman's (1990) drawn framework about communicative language competence in which he concludes three competences, the third one is that of strategic competence. It performs three components, 'assessment, planning, and execution functions in determining the most effective means of achieving a communicative goal' (p.107). In describing the process in which these components work together, Bachman demonstrates that it starts by denoting the mental ability for the implementation of language ability in communicative contexts. It comprises both socio-cultural and real-life knowledge, then, producing and comprehending language through putting into play neurological and physiological processes that are all governed under psycho-physiological mechanisms.

Essentially, Bachman (1990, p. 100) considers that the assessment as a component in the strategic competence, is striking for a litany of reasons as summed up here:

- Identifying necessary information for the achievement of a specific communicative goal in a given situation,
- Determining the required language competencies, native, second or foreign language to effectively generate that information,
- Insure the knowledge and competence that our interlocutors have in common,
- Diagnosing the communicative attempt to measure the degree to which communicative goal has been realized.

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Corder, in the same vein, views that the assessment component in this area is a sine-qua-non due to the fact that,

> 'the strategies adopted by speakers depend upon their interlocutors, what we attempt to communicate and how we set about it are determined, not only by our knowledge of the language but also by our current assessment of our interlocutor's linguistic competence and his knowledge of the topic of discourse'.

(1983, p. 15).

In sum, the theoretical framework underlying communicative language teaching and assessment is highly credited today. Especially, with Bachman (1990) framework along which he ascertained the need to conscious preparations that should be made in the practice of assessment to better achieve the desired communicative goals, in other cases, as he declared, 'our assessment may be less premeditated, and we may need to make on-the-spot adjustments'(Bachman,p.104). The distinguishing feature of his framework of communicative competence that in a way, superseded Canale & Swain (1983) model, is that communicative language ability became much more closely congruent with sociolinguistic aspect in a nutshell since 'learning happens in a complex social environment'(Wyatt & Cumming, 2009, p. 22).

1.7.3.Assessment as a Key Component of Communicative Competence

In the language enterprise, Faerch & Kasper (1983) sparkled as outstanding figures in drawing a 'psycholinguistic' plan for speech production that provides obvious strategies for successful communication including two platform phases: planning in which the communicative goals are conceptualized and through which actions, speech acts, communicators, and the communication event are interrelated and associated to interpret the goal they are set for that is communicative competence in addition to execution as a practical phase.

The model of Miller et al(1960); and Clark & Clark (1977) as bright psychologists in cognition was their main reference in doing so. Further, Faerch &Kasper (1983) brought a third component to the two aforementioned ones thinking that planning cannot be effective unless 'the communicative goal, available communicative resources and the communicative situation assessment' (p. 25) are interacted together, while the execution phase aims at language use.

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Bachman in 1990 however, considered that the communicative language formation through the strategies set by Faerch & Kasper (1983); and Hymes' (1971) ones before them would be vain without the inclusion of the strategic competence as an indispensible chain in the link of communicative language use. Bachman's framework seemed to a great deal referring to the work of Canale & Swain (1980) who wisely revalidated and strengthened the value of strategic competence in determining 'the feasibility and practicality of measuring [.........] the 'communicative competence' of students'(p. 1).

This competence on its own right is based on planning, execution and assessment; considering that the latter is the trick of the trade in language as communication owing to the fact that it allows the use of 'verbal and non-verbal communicative strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence' (Canale & Swain, 1980, p. 29)

According to Bachman (1990) extended model, the three components work together in such congruent way that ascertain the realization of the terminal goal starting with assessment component which allows for the identification of the information in which the language variety should be included in a given situation and for a specific communicative goal with the determination of the kind of language whether native or non-native for effective communicative competence. This phase attempts to ensure both linguistic knowledge and ability by the interlocutors, evaluating the deal to which communicative objective is met. Followed by planning that represents the conceptualization step where relevant items are retrieved from linguistic competence comprising sociolinguistic items, text illocutionary, and grammatical ones (Canale & Swain, 1980). Closing by the execution component that is the final phase in which execution is tackled draws on the mechanisms that are said to be psycho-physiological to bring the plan into light and in the meant context.

All in all, assessment, planning, and execution are axiomatic ingredients in the speech enterprise. Bachman's (1990) example of lecture attending as the best illustration of communicative competence for understanding in a knowledge context, inspired by that of Carrells' (1982;1986) significance of schemata in reading. The illustration offers an obvious interpretation of situational assessment in which the topic, knowledge about the speaker, the audience, with more focus on our both knowledge and linguistic competence to understand and be understood, are striking elements to be considered. Classroom lecture similarly requires afore preparation, reading for ensuing the communicative objective, cope with

assessment to figure out any possible heavy accented speech or its incomprehensibility for instance, to decide on the spots of adjustments, and suggest overhauling strategies like the exploitation of interpretation competencies as a strategic competence. That illustration successfully figures the congruency of planning, assessment with regard to the strategic competence, and execution for successful language use.
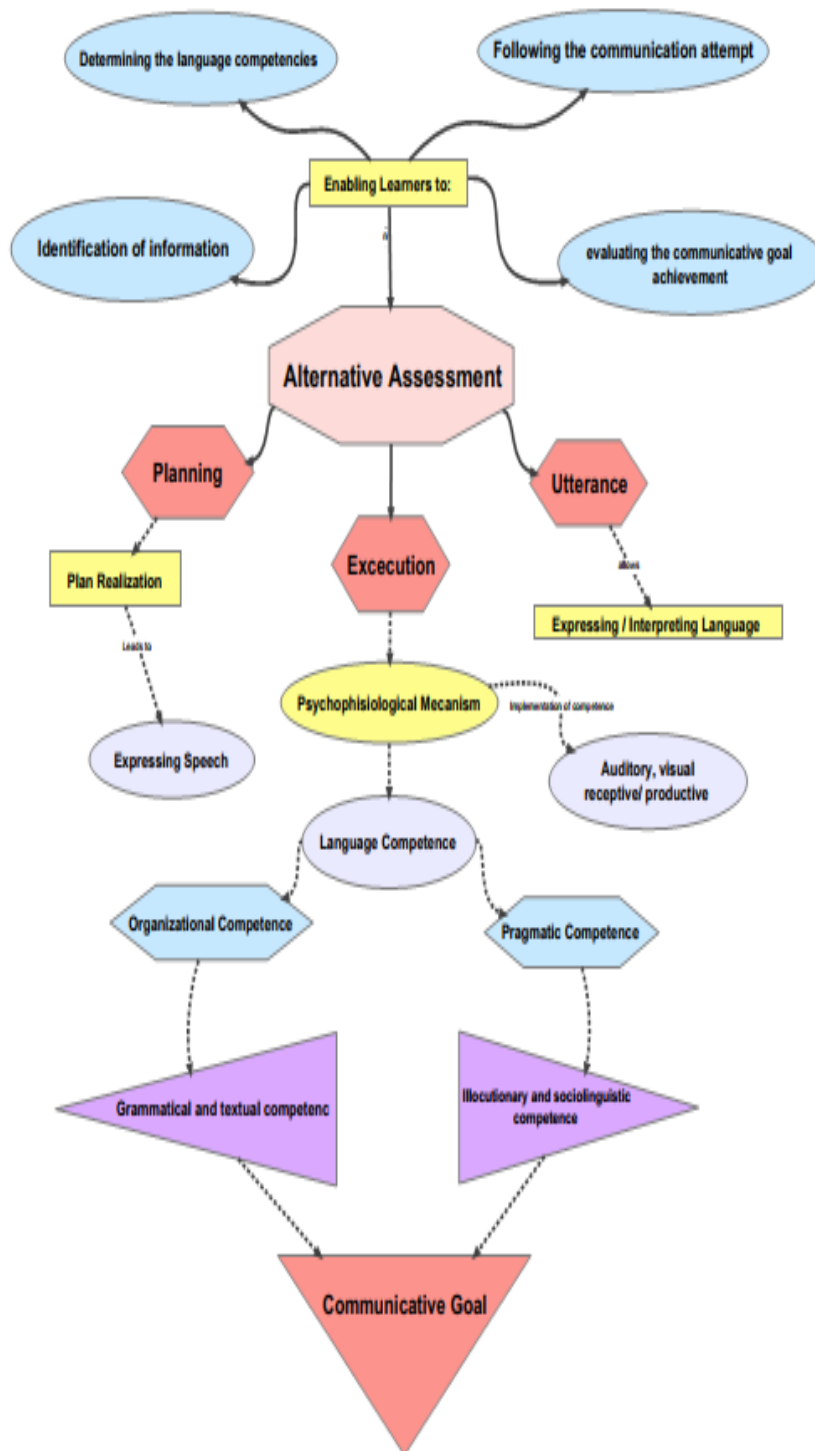
Figure 1.1: Assessment for Communicative Competence.

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1.8. Principles of Alternative Assessment

One of the main concerns of teachers in the language classroom is to ponder about how they can develop assessment strategies. They are focused as they target facilitating the students' learning through generating valuable data which reflects a microscopic view on their learning progress, provide evidence of the teachers' contribution to this progress, and eventually realize valid and reliable formative assessments tasks as should be .To do so, a set of factors are considered to be prominent. Their order in this paper is referenced to the way as most outstanding figures in assessment put them.

❖ *Validity*: To be effectual, an assessment should be valid. McTighe and Ferrara (1992,p.5) argue that 'validity of assessment has to do with whether an assessment measures what it was intended to measure', to such a learning outcome, they view that, 'a paper- and -pencil test of student knowledge would be […….] an indirect and less valid assessment' (ibid, p .6). Validity then, aims at complying with the appropriateness of assessment for the context in which it is being used and the audience to be assessed.

However, the validity of assessment is multifaceted and may be ascertained in a variety of ways as follow:

✓ Content validity: As its name reveals, content validity is referred to check the content of the test in relation to the syllabus in a careful way (McNamara, 1996). Kane who systematically developed an approach to reasoning through the act of concluding valid inferences from the assessments and the scores they are likely to generate, which must be meaningfully interpreted such as 'a measure of skill at answering passage-related questions', 'a measure of reading comprehension defined more broadly', 'one indicator of verbal aptitude', or 'an indicator of some more general construct, such as intelligence' (Kane, 1992, p. 533)

✓ Construct validity : Has to do with the extent to which an assessment task closely matches to the intended domain to assess. Hence, to ensure this striking facet of validity also means to ensure that the assessment content is highly correlated to the learning outcomes to be met (Messik, 1989).

✓ Predictive validity: Seeks checking how much the results , that an assessment

generates, can be fruitful for guessing the students' performance. It, in this way, suggests that predictions made on the basis of the assessment results will be valid. For McAlpine (2002) for instance, ensuring predictive validity means ensuring that 'the performance of a student on the assessment is strongly related to his / her future performance on the predicted measure' (p.12) and this is the axiom purpose that alternative assessment seeks.

❖ *Reliability*: Reflects the consistency and the dependability of the assessment

Results (Hughes, 1989). An assessment is said to be reliable unless it produces the same results on different occasions and with different assessors. The latter puts extra challenge on performance assessment since it calls into question judgmental evaluation on students' performances and personal products. In this respect, McTigh &Ferrara posit that 'if the same assessment yielded markedly different results with the same students, one would question its reliability' (1992, p.6). A related worth mentioning point here is that reliability is the assessment consistency in producing results that should be the same regardless of who scores the test.

For Lado (1961), the nature of the test or assessment item as reading, comprehension, or oral production affects its reliability, and thus, Lado' s suggestion is followed by his own clear assumption that achieving test/assessment reliability is challenging as is intended to measure different abilities. Lado (1961) by cause and effect, believes that two score sets, that is taking the test twice, or the so-called 'test-retest method' (as cited in Hughes, 1989, p. 36) to allow for comparison could be the utopia for the test/assessment reliability.

❖ *Authenticity* : Needless to recall, alternative assessment involves methods for finding out what students know, can do and perform; authentic assessment is then, a subset of these alternative processes (Wiggins, 1989), it is based on the assumption that there is a much wider spectrum of student performance that should include real life learning . For a brief exploration in its terminology in the field of assessment and testing, authenticity for Bruce & Justin (2012, p.2) is 'real in terms of processes and products, assessment conditions or the presented context and true to life beyond school, curriculum and classroom practice or learning and instruction'. It is also worth noting that authenticity, in this line of reason, is a dominant principle of assessment due to the fact that the task of teaching is rather concerned with a small society, groups of individuals, facilitating for them the exploration of what they are most interested in, and how their interest in the classroom can connect to out of class real life.

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❖ *Accessibility*: Depends on a synthesis of generated data from various sources. In so far an assessment is accessible as it concerns the available as frequency done allowing for the variety of tasks. McTighe &Ferrara (1992) consider that assessment of learning may be illustrated through a beautiful photographic analogy. A single assessment is like a 'snap-shot' that is informative and generally incomplete as it portrays the learner at a single moment; that was for them inappropriate. Authentic assessment however, grants teachers fruitful opportunities to take frequent samplings of student learning using an array of methods. In continuing the graphic analogy, classroom assessment enables the teacher to construct a 'photo album', as McTighe &Ferrara (1992, p.5) call, containing a myriad of pictures taken at different times with different lenses, backgrounds and compositions. To support their idea, they claim that, 'the photo album reveals a richer and more complete picture of each student than any snapshot can provide' (Ibid, p. 6).

This premise suggests that alternative assessment is viewed as a relentless process and not a single event at the conclusion of instruction. Moreover, alternative assessment helps teachers adjust their teaching based on the learning needs, on this scope, more light is spotted on the following principle to assessment.

❖ *Adequacy of Feedback* : Can be made explicit to bridge the mutually-supportive relationship between instruction and evaluation 'like a strip where one side appears to seamlessly blind into the other. Classroom assessment should reflect and promote good instruction' Mctigh &Ferrara (1998, p. 5). By cause and effect, effective teachers provide their students with feedback regularly based on selected and identified evaluation criteria.

❖ *Transparency* : As Linn et al (1991) call or what McTigh &Ferrara(1992) name 'fairness' of assessment is very vital. It deals with denying students' segregation, granting all of them an equal chance to demonstrate what they know and are able to do. Assessment can be fair and transparent if tasks 'are discussed, clarified and even appropriately modified through discussion with the assessor and /or ones 'colleague' (Wiggins,1993, p. 229). In the other hand, there are some biases that represent roadblocks to fairness in assessment if what is assessed has not been taught or in case the assessment methods are not in congruent with instruction. Mc Tighe &Ferrara doubt in totally succeeding a fair assessment as for them, 'the fairness of teacher judgments is also challenged by the' halo' and "pitch folk" effect, where

expectations based on a student's past attitude, behavior or previous performance influence the evaluation of his/her current performance' (1992, p.6)

To sum, alternative assessment methods intend to take into consideration a set of factors dealing with the learner such as physical, psychological, social, attitudinal and others to mention , to mean that a learner must be fairly evaluated according to the current situation and conditions he / she is set to.

❖ *Referencing*: Is the basis of judgment in educational assessment. According to Mc Alpine et al (2002), there are three main types of referencing to categorize in alternative assessment, namely: norm-referencing, criterion - referencing and ipsative-referencing.

✓ Norm- referencing: Relates the one student 's score against that of the group or all students (Newton, 2007). It is classic and has more to do with traditional testing since it involves developing norms based on the results, the norms are rather functioning as grading subsequent groups of students (Linn & Grondlund, 2000), they highlight claim that 'norm-referenced assessment is a test or other kind of assessment created to give an appraisal of a performance that is interpretable in terms of an individual' s comparative rank in some known group' (p.42). But, the matter with this type of referencing is leading to anomalies as the group may become different. Additionally, a common feature of norm-referencing is 'the curve of normal distribution' (Rust, 2002, p.2) which presumes that a number of applicants are predicted to do extremely well on the test, few will poorly do and the majority will perform as average (ibid).That consequently, is likely to lead to unreliable outcomes.

✓ Criterion-referencing: Has to do with alternative assessment. The main point that makes it different from norm- referencing is that it serves instruction as well; Linn & Grondlund rather consider that the two are contrasted, they assume that, '[......].In contrast, criterion- referenced assessment is a test or type of assessment created to give an evaluation of a performance that is interpretable in terms of a clearly defined and delimited area of earning tasks' (2000, p. 42). Hereby, criterion-referencing is vital as it reveals evidence about the learners' language competence, meeting the required criteria, skill mastering, and attaining language proficiency. Nevertheless, criterion- referenced assessment is in tune with the on-going understanding that the potential value of assessment goes beyond traditional testing in terms of contributing to the students' productivity (McAlpine et al., 2002). In this context, they posit that, 'those who are more familiar with the older norm-referencing, it must be made

clear to users of the assessment data that the criteria for success is performance against learning objectives, rather than performance against other students' (2002, p. 14).

To reflect on what is being said, McAlpine, as many other linguists do, defends criterion-referencing to language assessment for it limits putting the learners in the chronological circle that marks them or rather only ranks them as best and worst. This kind of referencing rather gives impetus to every individual learner performance, allows him / her to learn from the others and shows him / her how to be better. Summing up, criterion-referenced assessment draws the concept of alternative assessment in a nutshell.

✓ Ipsative-referencing: The word 'ipsative' has a Latin origin , 'ipse' which means 'of the self ' is referring to the comparison of an individual against him / herself. Thus, ipsative assessment measures the individual learner' improvement and it is very effective for diagnostic sakes (Glaser, 1990). Additionally, ipsative assessment does not aim at forcing students to be involved into a competition others, but rather stressing the importance of the individual learner's own academic development and progress. In this respect, Mc Dermott et al posit,

'When ability is measured, ipsative score units each child's set of ability attributes and treated separately so that concern is no longer with one's ability compared to others ,but instead with one's pattern of ability attributes relative to one's own average performance as person-relative metrics'.

(1992, p. 505).

To reflect on the words of Mc Dermott et al (1992), ipsative assessment provides an eagle view to measure what the student knows about the language, putting under diagnosis each learner's set of language abilities in comparison to him / herself and not to another of his/her mates(Hughes et al, 2011). Gipps (1994, p. 7) defines ipsative assessment as that 'in which the pupil evaluates his/her performance against his/her previous performance'. Nonetheless, Hughes et al believe that this type of assessment is useful as it rises self- esteem for those learners failing to achieve high grades and explore their motivation to act on feedback which became so stressed in current language learning enterprise, he clearly states, 'ipsative feedback has been proposed as a new approach that might address some of the current problems with formative assessment' (2011, p. 6).

From a neutral perspective, to judge one of the three types of referencing listed above as perfect on its own right for an effective measurement in the field of language assessment is still uncertain but, the combination of the three, norm, criterion and ipsative referencing might be fruitful to accomplish better results.

According to Mislevey et al (2003) who highlighted as mainstream figures in the concern of measurement tools' construction (as cited in McNamara & Roever, 2006), two significant standards are to be strongly focused and made clear as well as analytic in test and assessment items, the reasoning chain caught from what is observed and the teachers' claims about the test takers' for decision making, which those scholars name the "assessment argument"; they overtly declare that, 'an assessment is a machine for reasoning about what students know, can do, or have accomplished, based on a handful of things they say, do, or make in particular settings' (ibid, p. 19). For the assessment argument in the way it is described, it is required to bridge the gap between data generated by assessment and the latter's evident value; on this basis, Mislevy et al(2003)created a distinguishing approach for assessment construction which they named 'Evidence Centered Design' that mainly tends to emphasize the reasoning chain in test division in order to visualize and conceptualize the claims and decisions we desire making about our candidates and the extent of their evidence (ibid).

1.9.Cognitive Psychology and Assessment

Admittedly within the broader field of language assessment, more focus on the social perspective was reinvigorated by Messik (1989). Following Messik's point of view, a growing body of research was centered on the theoretical consequences of the assessment impact, the so-called 'washback effect'. Thus, Bourdien (1991); and McNamara (2008) for instance, were giant linguists who have increasingly informed research in language testing and assessment, McNamara posits that, 'measurement is a purely cognitive enterprise which occurs in a social vacuum'(ibid, p. 417), that was the axiom that led practitioners and researchers to seek assessment approaches that strongly correlate to the learner's social background.

With the down 2000, the policy on the evaluation of students' learning started to align students' assessment with the curriculum introduction (Squires, 2004). Owing to that, it became obvious that the student learning measurement is an effective means through which

the main goals of educational reform are attained. From the perspective of the advocates, that policy envisioned the necessity of a multi-dimensional model for student evaluation, a model that takes into consideration the socio-affective, psycho-motor and most importantly cognitive aspects of learning. Stressing the cognitive side in the newly intended model of learner evaluation also proposes that the assessments' interpretation must be criterion-referenced. The latter represents the trick of the trade in fostering the learners' cognition, i. e, a direct way of measuring the extent to which a student has mastered a specific competency.

Regarding assessment in support of learning rather than indicating current or former accomplishments only, Glaser (1990) in his proper work in the ground of performance that mainly spotted light on cognition, differentiates experienced from novice learners in terms of certain characteristics across a set of domains. In clear, Glaser believes that a competence is likely to grow, the evidence that tends to prove that the knowledge base is going up goal oriented and axiomatically, 'assessment can be designed to capture such evidence' (1990,p. 477). He adds that,

> 'Assessment should display to the learner models of performance that can be emulated and also indicate the assistance, experiences and forms of practice required by learners as they move towards more competent performance'

(ibid,p. 480).

In this line of thought, Weir (2005) went further to rather call assessment 'the evidence base approach', explaining that an assessment test is the process of generating evidence about teaching and learning to support instruction, essentially testing should be evidence-based, and instructors need to provide a clear argument in measuring a particular trait with credible evidence to enhance the plausibility of such an interpretative argument (Kane, 1992 as cited in Weir, 2005). In numerous respects, this is apparent, as Weir puts it, 'to a defense lawyer acting in the courtroom' (2005, p. 1).

In the way Glaser deals with evaluation and the cognitive aspect of the learner, the sort of assessment he favors mainly embodies in situations in which problem-solving tasks are elicited; portfolios of achievements; individual and group work projects, dynamic testing that puts under diagnosis students' responsiveness to different types of instruction; behavioral activities that demand observation and analysis and other assessment sorts that explore the

learners' cognition meaningfully to bring about more dependability on the self-learning (Glaser, 1990).

In brief, a much wider and mosaic range of assessment strategies is needed to convince the assessment of a broader body of cognitive aspects that reflects deep learning and highlights order thinking and meta-cognitive strategies rather than intensive subject-matter learning and retention.

1.10. Democratic Assessment

Adaptation of the democracy concept in the school setting was Dewey's one (Martin, 1992). This concept laid on the basis of community whereby Dewey intended to root the notion of the school miniature society, raising high attention to three main interests: integration of practical occupations into instructional practices, providing motives for the learner's useful membership in his/her community, and involving the learners in integrative tasks of living (Dewey, 1897 as cited in Martin, 1992) that all drop in fostering the learners' skills to master what a group of scholars agreed to call 'learning the art of living and working together in the world' (Darling-Hammond, 1996; Martin; 1992; and Sizer; 1984 as cited in Shepard, 2000, p. 30).

In describing the strong power of assessment, and the fact that the latter leads to far-reaching consequences and impacts on individuals, groups, and societies in educational, social, political and even economic contexts, burying the emphasis of traditional approaches of evaluation in which the ending point of the task would be the achievement of psychometric sound results that only create, successes and failures, winners and losers rejected and accepted. In ample evidence, these traditional approaches to assessment were judged to be unethical, the so-called undemocratic assessment ways that mainly drop into disciplinary and far-reaching and high-stakes decisions sakes (Shohamy, 2001).

Considering the advocate of 'the strong power of tests', Tollefson (1995) in making his own observation found out that tests are so powerful, influential and dominating. They originate three mere sorts of power namely: discourse, state and ideology.

In a general overview, Tollefson explains that discourse power is meant for this imposition of tests by unequal individuals; state power comprises bureaucracies; and the

power of ideology that lays in the belief in the existing convenient knowledge as expressed in the curricula and what is not.

Critically speaking, Bourdieu (1991) expresses declarative doubts in the central role tests are likely to play in society. He finds it difficult if not impossible to comply with reality with the existing of the clear public dissatisfaction and mistrust in test results. Tests particularly can be ideologies in the sense that they might restrict learning and test takers who have no sound about their content, while the interests of those in power decide on the content and knowledge in tests. In such line of thought, Shohamy notes that 'test-takers are the true victims of tests in this unequal power relationship' (2001, p. 280).

The case is not different in Algeria when dealing with the BAC, for instance, as an official high stakes exam whenever the results are announced often without any form of consultation. Tests in this way are not only dominant, but also unmonitored and uncontrolled; Bourdieu in this respect argues that, 'yet the uses of tests as instruments of power violate fundamental values and principles of democratic practices'. (1991, p. 375), what Taylor (1998) names 'democratic bodies' that are assigned the monitoring of tests' uses and outcomes. Test-takers are, in a nutshell, deprived from their rights and very rarely granted the opportunity to defend them.

Admittedly, many years ago Freire in 1985 tried to reject authoritative models of testing and promote rather democratic ones that make meaning to a balanced and equally powerful relationship between the tester and the test-taker, with the assumption that 'the tester is no longer the 'know it all' who owns all knowledge. Instead, knowledge is complex; testing professionals do not have all the answers' (ibid, pp.378-379). That was commonly known the 'CLT' approach to evaluation, i.e, critical language testing, an alternative to testing with such a democracy, and in which all local parties are concerned are involved (Dai Quang, 2007). To this end, Freedman (1993 as cited in Chandella & Troudi, 2013) supported the notion of 'a collaborative interactive approach to evaluation', which Freire considers 'anti-authoritarian and dialogical', including teachers, students, administrators and parents. Three years later, Fetterman et al (1996) as well as Broadfoot (1996) gave impetus to the concept of 'empowerment evaluation' whereby the advocate was to foster the advancement of instructional curricula. What is worth noting in this trend is the introduction of self/peer-evaluation and reflection that went beyond the act of testers as experts and counselors to be collaborators and facilitators.

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Among the assessment tasks that reveals more democracy, Broad (2001); and Lynch & Shaw (2005) suggest that the portfolio and the collaborative or individual school project are proved to be the best practical tasks through which ethics consideration and freedom practice that lies in the learners' willingness and ability to design and shape their portfolios and projects are highly attained. Indeed, democracy here is enjoyed through personal selection to the desired topics, steps and even time of work, sources to get information, organization of the product, and its final form. These tasks, in a nutshell, feature the best democratic choice and performance of a learner, representing buy that the most powerful motivating assessment tasks for every single learner.

Later on, in an attempt to bring practical democratic evaluation into light, Taylor (1998) suggests a set of principles. The perspective of the advocates that drove new testing models highlighting the belief of the shared power that is in the core of democratic assessment practices. The most distinguishing principle Taylor puts is the necessity to monitor and shrink the practice of the so-called 'bureaucratic tools of power' (ibid, p. 143) on test-takers, notably the ones intended for discrimination and exclusion payment tools.

In a nutshell, through democratic assessment implementation, academic knowledge for literary skills is no longer the lonely schools' business, but rather inclusionary curricula which finality is not restricted to theoretical concern, caring, and matching to society only, but extended to the connection of the learners' thought to action and performance to thoroughly be contributive in their communities.

In sum, heavy efforts were made in the field of test improvement putting under diagnosis undemocratic acts and hereby consider democratizing sakes seeking valid, ethical assessment models and educational as it is supposed to be.

In the same trend of assessment for democratization as its chief facet for instructional feasibility and benefit, alternative assessment is the fertile ground that favors students' rather than their payment by results.

1.11. Conclusion

All along the literature review chapter, a conceptual card through which a comprehensive look at the subject of alternative assessment was provided. This intensive theoretical part of the research tended to obviously expose the conceptualization, evolution, emergence, and

significant theories to alternative evaluation. The chapter's opening was an operational comparison between classical and alternative methods of school measurement, demonstrating, further, the most important features to assessment in the light of competency-oriented education, with more regard to a holistic view to the latter's practically in the language classroom.

It attempted to figure out that former deeply rooted evaluation methods were to a great extent marked by a certain failure to measure academic accomplishments and satisfy the demands of contemporary education; by cause and effect, performance democratic and authentic assessment strongly proved to be the best alternative. It thoroughly portrayed the cognitive and the socio-cultural revolutions that brightened the notion that learners are not hollow and empty within, but possess the necessary skills to be aware and responsible for their learning management, construction and success, alternative assessments that goes through problem-solving, critical thinking, comprehension and reasoning strategies hereby, were the offspring.

After the researcher had examined the theoretical conceptual card of the subject of alternative assessment, certain points became obvious, teaching, learning and assessment are indeed integrated, having a hand in glove relationship. Owing to a myriad of research paradigms, resulting in the dogma that assessment controls the differentiated language classroom practices and achievements, giving a bigger value to feedback as a compelling cornerstone. This chapter, hopefully, aimed at exploring meaningfully the effectiveness of alternative assessment that, in down in down to earth terms, represents a critical area in the Algerian EFL setting. The latter will be discussed in the next chapter.

Chapter Two

EFL Teaching and Assessment Situation in Algeria

2.1. Introduction

This second chapter tends to discuss the ELT situation in Algeria with a close specificity to competency-based assessment. All along the chapter, key items were dealt with involving English as a global language, its use the business world in general then clarifying various situations where English is used in the Algerian educational setting. The purpose of this chapter above all is to explain the Algerian education reform that was competency and standards-based, bringing about newness to the evaluation area that became rather competency and proficiency oriented and coveted in the ELT classroom with focus on the problems that are associated to both standards movement implementation that by turn stressed the adoption of this innovative assessment. To cope with that, looking at the ELT teachers' beliefs about assessment were considered and the challenges they are likely to encounter when carrying assessment classroom practices.

2.2. Brief History of Foreign Language Teaching in Algeria

The situation of foreign language teaching in Algeria is linked to socio- political and historical events (Bellalem, 2008) that are characterized into two main ones. The first was in 1962 when a General Inspectorate of English was established; and the second has taken place ten years later, in 1972when the government decided to 'Algerianise' the English teaching textbooks, in terms of language and context. To do so, the Ministry of education, in terms of provision of teachers, depended heavily on expatriates from certain Arab countries to compensate for the lack of teachers (ibid).

Consequently, there has been a wide spread of English, driving to remarkable innovation in foreign language learning materials mainly the design of Algerian-made English language teaching textbooks which were not only all in French, the language of colonization, but based on the French culture as well. On the level of economic reforms, business and foreign investment were encouraged, especially from the part of China, the fat of which was to require the need to promote foreign language use. Hence, English was the key through which the economic objective is likely to be met (Belmihoub,2012).

Due to that, the educational reforms that had been taken place since 2003 came to light to be the most striking event of this era (Rouabhi,2007) as a result of the massive foreign investment. That emphasized the implementation of English, as far as foreign language teaching is concerned, to be taught for 1st year pupils of Middle Schools. While, at the level

of Secondary Schools, other educational reforms meant the redefinition of foreign language aims and objectives in the Algerian classroom that is no more seen a 'monolithic group' as stated by Bereksi who, in the light of these educational reforms, addressed the teacher first and foremost saying,

> 'Your objective is to make your students independent readers and users of English. So, please do not spoon-feed them. Help them get along without you. Let them learn how to learn and be available when they need your guidance'.

(2003,p.7).

A point is worth dealing here, no slavish adherence to teacher and school is permitted as learners are able to seek solutions for their specific problems before referring to the teacher. Such educational reforms are of a significant support to independent and autonomous learning.

As far as English education is concerned, language proficiency was the target. In this context, Benziane claims,

> 'The slimming down of the syllabus initiated by the Ministry of Education in 1994 imposed a reorganization of the course books in our secondary schools: Think it over, Modern World , Midlines, New Skills and New Lines through their adaptation on the one hand to the new syllabuses, and on the other, to our pupils' level of proficiency in English'.

(2005, p. 6).

As significant step to those educational reforms, in the respect of the Algerian-made textbooks, authenticity and contextualization of instruction were highly stressed. The use of authentic material they may lay their hands on could inspire teachers and their students (Benziane, 2005), denying again and again the slavish use of the textbook. One necessary way to do so was, what is known in the educational, field "adaptation to the learning situation", the strategy that tends to position the learner in his/her genuine cultural context with more relevance to his/her learning needs and conditions. In this vein, Bereksi (2003, p.8) adds,

> 'In my own experience, over three decades now, no book written by man can appropriately meet all our demands all the time. The only valid book is the book that the teacher writes for each and every class, each and every

level, each and every year. Any other book, is like money, a good servant but a bad master, and therefore, the teacher worth her salt is bound to adapt the textbook somehow'.

To reflect on what is being said, the quotation reveals that versions of newly designed text-books should be simplified authentically to provide the material through which both teacher and learners alike can meet their needs and interests according to their living context, as well as to shackle off the daily classroom routine.

2.3. The Education Reform in Algeria

Due to the fact that the sector of education is the most prominent and main concern of nations because of a myriad of reasons, it became the dogma to form each individual, the wealth that is not depleted, and the pillar rational to build the so-called 'knowledge society' which has become one of the features of the current era.

In Algeria, by 2000, the Algerian Commission for the National Education System Reform was set up, and in July 2002, the National Assembly vote to reform the education system was a firm (PARE, 2006), where a revision of curricula and textbooks took place in the same year with clear intentions to place the learner at the center of educational issues from a pedagogical perspective (Kadri, 2008 as cited in PARE, 2006).

2.3.1. The Rational for a Reform in the Algerian School

The former Minister of National Education Boubekeur Ben Bouzid in 2004, described the educational reconstruction as 'a global reform which aims at forming a coherent performing educational system that imposes itself to enable the Algerian society to face the challenges of the 21st century' (as cited in Roegiers, 2006,pp.7-8).The Minister of National Education further claimed that the most striking objective of the reform is targeting the ambition of developing the Algerian society to be a knowledge one(Baba Ahmed, 2013).

The context in which the reform of the Algerian education system was initiated is characterized by a set of internal and external factors, complying with the UNESCO report of education entitled *"L'Education, Un Trésor Est Caché Dedans"* (Delors, 2013), where the UNESCO reviewed and focused the necessity of education for all, the globalized economy, matching instruction to citizenship for 'Learning to know, learning to do, learning to live together and learning to be' (ibid, p. 1) as main treasure hallmarks of 21st century education as the UNESCO report focused. Specifically, we can cite on the one hand, the advent of the

concept of democracy and consequently, the training of the young generations to boost their spirit of citizenship (Benrabah, 2004), and in the other hand, urging the abandonment of the controlled economy and centralized management methods that shrink the establishment of the globalized market economy. Nonetheless, the rapid development of scientific and technological knowledge as well as modern means of large-scale information and communication were highly stressed (Baiche, 2009).

All of those factors constitute new issues in the development process of the education system in Algeria, where the school is called upon to meet all the new challenges it is facing. Fore-mostly, the obvious implications of institutional, social and cultural changes have been the chief ambition to give impetus to a knowledge society (Benmoussat, 2003).Indeed, a comprehensive reform that is able to shape a coherent and efficient educational system became necessary to enable the Algerian society to, as all worldwide societies do, face the multiple challenges of the 21st century through achieving the scientific and technological conditions to guarantee sustainable development.

A worth point to raise is that the central element in the reform process is, undoubtedly, the teacher who must meet certain academic and pedagogical competences as requirements of quality teaching since 'nothing is more central to student learning than the quality of the teacher' Galluzzo (2005, p. 142).From there, ensuring an education that is geared towards development and progress, implies the emergence of the specific values to work, production, intelligence, and all what privilege the criteria of skills and qualification by allowing the constitution of credible scientific and technical potential.

Regarding what is mentioned, the reform of the Algerian school was conditioned as a result of several major challenges. Two of them namely: internal order challenges, and external order challenges are explained here according to what is set in the PARE program, "Programme d'appui de l'UNESCO à la réforme du système éducatif ".

2.3.1.1. Internal Order Challenges

The education system in our country relates to three main internal challenges. The interpretation of the first is represented in the school ground. As the institutional, economic, social and cultural changes have taken place in Algeria over the past years, the school became the best context to convey the values of tolerance, peace, and individuals' safe relationships and communication. The school therefore, in addition to its instructional function, is

supposed to be the ground where learners should be prepared and trained to exercise their meaningful citizenship in a democratic society (Toualbi-Thaâlibi, 2006). In other words it is about improving the relevance of education facing the needs of the today's Algerian society.

Another challenge is to enable the school to best fulfill its educational, socialization and qualification function (Tawil, 2006) based on the five main dimensions: the teaching and learning process, the learning outcomes, characteristics of the learners, facilitating contributions, and the social context of education, (ibid, pp. 29-30). In other words, it is about reinforcing the education system with more school external efficiency.

The third challenge is a question of realizing the democratization of education, making it accessible to as many people as possible and guaranteeing equal chances of success to everyone (Gerard, 2006 as cited in PARE, 2006). In obvious words, it is about increasing the equity of the education system.

2.3.1.2.External Order Challenges

In addition to the internal order challenges as cited above, the education system takes up several external ones as well. The two most important ones are specifically, the globalization of economy, and the ICT's, which both represent the core of external challenges. Education reforms brought about "the globalized economy" as a buzz concept which requires high qualifications with an increasing compatibility to the demands of professional mobility (Benmoussat, 2003). Whilst, ICT's similarly shaped a striking facet to those external challenges; Chevalier (2006) views that, 'the issue of ICTS is crossed by pedagogical debates and sociological and economic issues ' (as cited in PARE, 2006, p. 125). According to him, ICTs raises the alarm to the necessity to resort new information and communication technologies for school learning and to learn to utilize them in the different sectors of the daily life tasks and activities.

As being a main reference in the process of educational reform in Algeria, Chevalier (2006), highlights that the ICTS makes it possible to make instructional documents and situations available to all teachers and students with and intensive adoption to the needs and spirit of the reform. He put five main educational ICTs applications. Here is a summary of them:

- *ICTs to experiment and discover:* Many exploratory tools, simulators or computer-

based workshops allow to visualize phenomena from different angles, build geometric figures, and even carry out experiments by the simulation or by acquiring and processing real data for example.

- *Developing critical thinking:* Analysis of the data collected by a survey for instance or

observation of a phenomenon. When these materials come from the different students, they lead to comparison, learners' interaction, and draw personal conclusions on which the learners' reflections and critical thinking could be constructed. These tasks are obviously implemented through oral presentations or the production of simple documents. The ICTs, in this way, facilitate the professional production of presentations and documents.

- *E-Group Work:* tasks that necessitate collaborative work tools tend to facilitate the

realization of school projects, whether in-presence or at- distance. They are available to organize and support this team work in relevance to class instruction, planning, as well as online help, whereby ICTs are an indispensable source of educational productivity.

- *Opening up to the World:* which is both desirable and inevitable openness.

It is desirable as it makes it possible to let the school gets benefit of the resources that are mainly lacking useful information for carrying out work or dealing with problem solving, expertise and supervision. Also, getting benefit of human resources through contributions and involvement in formal interviews, mastery of advice giving and responding to questions as significant factors to inevitable openness.

- *Individualization:* priority needs such as the capacity to vary working methods,

self training, getting integrated into the collaborative work, situation setting, designing individual objectives, and making personalized paths for that are all serving the mastery of individualization. Stiggins (2002) in this line of thought, believes that learners 'must take responsibility for developing their own sense of control over their success' (p.296),and the ability to manage the e-portfolios that is an individual journey is the best to reflect that.

All in all, the target that lies behind both aforementioned internal and external challenges is increasing the efficiency of the national education system. In a summary statement to what is being said, shaping the national education body with more suitability to meet the needs of global social, economic, and technological advancement.

2.3.2. The Reform Policy

Needless to recall, change and innovation for social, economic, and technological sakes have been the target of the Algerian Constitution since 1963 according to the charters and reference texts that induce educational policy (SEIA, 2008). In the core of that education reform, both learner and teacher were addressed, whereby for the latter, the National Ministry of Education has set up a multi-year national plan for the academic training of teachers. Their training aimed at greater mastery of the content to be taught. It also works through international cooperation, in particular with UNESCO within the framework of PARE (Support Program for the Reform of the Educational System), to provide teachers with a pedagogical and methodological qualifications necessary for conducting efficient teaching and learning practices, and spot more light on the improvement of the pedagogical feedback in the classroom.

Within the vague of that education reform, Xavier Roegiers, among the most significant outstanding pedagogues, was selected to be the father founder of the CBA adoption in the Algerian educational ground. Thereby, as being the author of <u>The Competency-Based Approach in the Algerian School</u>, proposes an original concept of the approach that puts overweight of the responsibility on the teacher, assuring that as a practitioner, he/she needs a   better assimilation to the teaching concepts to reinvest them in a relevant way in his/her classroom practices. While, the role of the learner was reshaped so as to be provided with a range of skills to meet certain desirable goals mainly their involvement in various learning segments, escaping by that some considerations such as the learner's cognition limit, degree of cleverness stone belief in weak learners. In addition, to prepare them to be responsible citizens for implementing social values and norms as already mentioned. To this end, in 2008, the National Education Guidance Laws focused the stipulation that the mission of the Algerian school is firstly training the citizens to acquire indisputable benchmarks that raise their Algerian nationalism, and be deeply clung to its values to widely understand the world and open up to universal civilization (National Education Law n°: 08-04, January 2008).

The school curriculum as a significant pedagogical material had a lion's share in the process of education reform. It was similarly designed for suiting norms, practices and needs of the Algerian society, and the introduction of the Competency-Based Approach formed the skeleton of the curriculum revised policy, where major changes took place encompassing

global perspectives for the improvement of national literacy levels (Kadri, 2008). As a basic foundation rock to this process, teachers' training was called into question for a vigorous one that would increase their awareness towards all aspects of the educational context, mainly through raising the teachers' proficiency level that sought, in the stakeholders' point of view, assurance of quality education (Tawil, 2005).

2.3.3. The Process of the National Educational Reform

Practically speaking, after being revised, the school textbooks and the curricula as well as any other teaching materials were set to evaluation by 'The Commission for the Accreditation of Teaching Materials' before they were put into practice at the level of Primary, Middle, and Secondary schools (Directive law of Education, 2008, article 44).

The overall process of the reform policy can be obviously embodied in the adoption of the approach that is derived from constructivism, the so-called: Competency-Based Approach that highly stresses the notion of learner-centeredness and responding to problem-solving situations. This constructivist instructional method came to deny the inveterate, ingrained concept of knowledge transmission from teacher to students, to favor, above all, instruction for authentic contextual performance. That is clearly mirrored in the revised curriculum which, to a great extent, emphasizes the learners' application of higher order thinking skills through inquiry development, creativity, reasoning, problem solving tasks, decision making, the acquisition of process skills and hands on experiences. (DEOC, 2006).

All that did not happen within a fortnight, and enough time was needed for the educational family, involving the inspectors, teachers and the learners as most concerned to be familiar with the reform and get used to it. It was considered that there were three main existing steps for the concerned actors to effectively make change in the school within which the classroom forms the basic cell.

The first step was that of raising awareness of information, the second one was that of the change representation, and it mainly has to do with introduction and adaptation to the change through teacher training within the framework of the reform. Only through this, the notion of membership in which the sound, views and insights of the teacher, can be echoed and probably brought into light. While the third step, which concerns evolution and adjustment of classroom practices, copes with the possibility to adapt both aforementioned

steps, awareness of information that by turn helps changing its representation, and that results adapting and adjusting classroom practices accordingly.

2.4. The Status of English within the Algerian Education Reform

The concept of education reform became an instilled one in our country as 'it is rooted to instill change and increase the efficiency and effectiveness of schooling' (Mami, 2013, p.910). That would, accordingly, explain Algeria's big efforts to support education in general and English in particular since the creation of the Ministry of Education in 1963, the process of building an inclusive and open national education system was set in motion; in clear words, Belmihoub claims that, 'English has the power to help bring socioeconomic prosperity and sociolinguistic peace to Algeria's increasingly free market and complex multilingual situation' (2012, p.35). For him, the range of decisions taken for the right of English language education drove to the adoption of new academic strategies by the Algerian government, aiming for mostly at responding to the challenges of the current century to catch up with the requirements of globalization that immensely led to the reconstruction of schooling.

Afterwards, in 2004, the mission statement that was widely adopted 'Thinking Schools, Learning Nations' has evolved into 'Teach less, Learn more' with an emphasis on quality rather than on quantity (Maroun et al., 2003,p.13). That meant less dependence on rote learning, receptive tests and one-size fits all instruction. As a matter of fact, new methods and approaches to language teaching have shaped the new school curricula. Locally speaking, a new curriculum was introduced as a striking facet to the educational reforms where a growing "transmissionist ideology towards socio-constructivism" was born (Bellalem, 2008, p.56); a curriculum that is supposed to fit the Algerian learner.

To sum up, Algeria, as the majority of nations did, has come to identify a good education system as a cornerstone of economic progress. This is being so to speak, the rational for its scaffolding school review. In short, reform in education is vital as it plays a central role in the development of a society that rather makes education critical to a nation's flourishing as it boosts the people's minds to be useful citizens. This Last was proved to be the target of the Competency-Based Approach to instruction and that represents the core of the next item.

2.5. The CBA Implementation to the English Language Teaching in Algeria

In the process of reforming the educational system in our country, practical applications were brought to light, where new curricula were prepared to shape the spirit of the CBA. It is a new perception in the educational process that aims to activate the educational act based on the logical feature of teaching and learning, where the utmost importance is given to the integration of knowledge and competencies. That would enable the learner as a citizen to fulfill his/her needs on the one hand, and interacting in an effective manner with its community in the other hand (Ministerial Circular n°:313/0.0.3/2013).

There are many questions within the educational community about the CBA as a last adopted approach, its necessity and its philosophy of the instructional process. In this line of thought, we should first remind that the competency-based approach does not cancel and deny the preceding pedagogy which is objective-based which used to stress the use of effective strategies to achieve the learning goals also. From another perspective however, this last rather activates a divorce between the learning materials and the objectives of the school curriculum; which made the textbook, instructional activities, teaching aids, teaching methods, the role of the teacher and the learner, and most importantly methods of evaluation fail to explore the learner's potential, train his/her competencies, and sterile to bring about the students' production.

For example, the pedagogy of objectives was used to enable the learner do something and accomplish some performances, but the matter with it, lays in mismatching the contents of one subject and the range of other subjects a learner is supposed to learn. That used to impede the constitution of the learning subjects combination as a whole in an integrative body, which would facilitate for the learner effective situational acting he/she might face and thus, affects the ability to perform on this basis (Roegiers, 2001).

To recall, all educational levels, including Secondary school education, in Algeria were concerned by the adoption of the CBA to be the academic pedagogy for all subject matters without exception. Firmly; in July 2002, the Ministry of National Education has called for compulsory large scale CBA instructional program that meant to pit learner-centeredness. To do so, the area witnessed Algeria's attempt to reshape the Primary and Middle school levels mainly, modernize the academic programs and overhaul steps of the learning journey in the school curriculum.

It is worth clarifying at this point the concept of both program and curriculum. For Roegiers (2006), a school program includes the aims of the education system, the objectives or the skills pursued and their content in the different disciplines. An educational curriculum however, defines the entire learning path planned for the learner. It is broader than the program: in addition to the program, it gives other indications, especially on teaching methods and the evaluation system.

Benbouzid, the former Minister of Education, stressed the need to tackle this educational revision to bring about 'a reform that responds to the necessities of a society's evolution', and the target behind that, as he stressed, is adapting the educational system to the requirements of the world job market as well as snaking the way to scientific and technological knowledge (as cited in Roegiers, 2006).

2.5.1.Competency Interpretation in a Language Learning Context

The Competency-Based Approach is based on a complete and integrated system of knowledge, performances, achievements, experiences and organized skills that allow the learner, within his educational status, to undergo teaching and practise learning by doing in an appropriate and decent way all what is required to do, and in compatibly to that situation.

From a theoretical concept, the CBA is characterized by comprehensiveness as it includes various notions that go in a close line to it, or that intersect with it, such as ability, performance, skill, knowledge, and achievement (Hattie, 2005). The CBA real notion is said to be complex, and its conception cannot be interpreted in one fixed word; the conception which is becoming more and more complex as it means according to Leplat,

> 'An abstract hypothetical concept that can only be noticed through the accomplishments and results achieved by the learner, as well as the ability to adapt to the circumstances, situations and conditions that the learner faces, and finally the positive characteristic of the learner that attests his ability to accomplish a specific task'.

(1990, p. 18).

According to Leplat' s thought, a competency signifies the ability to compromise and solve problems as well as getting used to new situations through making the use of the acquired competencies for more flexibility and communication in acting situation.

Obviously, teaching with the CBA is rather aligned with an instructional curriculum rather than an instructional program. A type of instruction that aims at providing the learner with performance skills and situational competencies, not teaching to accumulate archives of information; a learning that relates to life, the learner's present and future life. What really distinguishes such approach from its preceding ones is its dynamism as it fosters more practicality to the teaching process, granting the teacher a wide field for creativity as an actor for increasing interaction and stimulation for learning in his/her classroom, without getting shrunk to a narrow field that restricts the energies of the learner's lettuce.

2.5.1.1. Competency Defined

A myriad of definitions for the term 'competence' exists. A competence, according to all educators, is meant to the ability of doing. In the school ground, a competence refers to capability of every single learner to perform the task he/she is asked to do properly. Likewise, at school today, instructional strategies spot light on the learners' competencies to be developed so that he/she can express knowledge into performance in a coherent way in his classroom, in his environment and later on in his professional life (Spencer & Spencer, 1993).

To better convey the competency concept and explore it meaningfully within the framework of the competency-based philosophy to current education, another example of real world life is properly presented by Xavier Roegiers (2004) to interpret the existing types of competencies a learner should acquire. In an ordered manner, Roegiers exposes the competency types in a parallel to "cultivating a land" as an analogy as follows.

Initially, 'Knowledge' that is, 'grasping information' about the subject goes with knowledge of the land nature, and certain information about the suitability of the crop to be landed to this kind of soil. If the soil is not fertile, what strategy to make it so; which season you should sow harvest; where you can get the best seeds from; the seeds' price and quantity; the tool needed to work the land; indicators to recognize that the vegetable or cereal is ripe; and season of crop reaping. In short, a coherent body of knowledge is necessary to master when first got exposed to a learning situation, what steps its goes through, and mainly what competencies to be exploited.

However, getting information about the issue is not enough and might be useless if not joined by an equal important competency to master which is 'Know How', that is the 'skill' for application. For cultivating a land, it is similarly necessary to know how to perform

certain actions, turning the earth, making furrows, putting the seeds in the right ground, removing weeds, etc; these are also the set of action skills and competencies to master (Locke &Latham, 2006).

Reflecting on what is being said, to be able to manage a learning situation, that became strongly tied to the culture issue today, getting all the necessary knowledge relating to it is not sufficient as this bench of knowledge pieces would remain theoretical. In a mirroring side, the ability to carry out all the "know-how" and the necessary skills for performance is not enough too, one can accomplish a certain action, but lucking the satisfactory theoretical elements that brings about perfection to his/her practicality. The summary thus, if one does not have certain knowledge about the land, and the culture to work it, in sticking to the stated example, one will be able to act only as an automat.

At school, those competencies are defined as terminal competencies (Mascolol & Fischer, 2005), for example: at the end of the first year of Middle school in the Algerian ELT classroom, the pupil must be able, in a communication situation, to produce a three-word sentence in English in trying to express an image, or any other visual pedagogical aid. This task of 'meaningful sentence construction' in English language figures out the 'terminal skill' attainment by the learner.

2.5.1.2. Types of Competencies

Laying on the European Commission framework in 2006, eight key competencies (ANC 2006/962/EC) were highlighted namely: Critical thinking, problem solving, information management, innovation and creativity, communication, collaboration, global and cultural citizenship, as well as well-being and personal growth. The researcher than, restricted her research mainly on the final Common European Framework of Reference for Languages: Learning, Teaching, Assessment that has been actively available since 1971, but after Dr. J.L.M. Trim & Dr. B. North's feedback that was greatly taken into consideration, the final adopted version was officially carried out in 2012; in addition to the European Commission Report that mainly addressed the key developing school Competencies (2012) to shrink and classify the eight competencies into three main ranks as shown here.

2.5.1.2.1. *The Transversal Competency*

It is also called 'transferable competence'. Transversal skills are very general ones which apply to several disciplines; they include seeking information, dealing with information, and constitute important benchmarks for learning. More specifically, they are a set of attitudes, knowledge, and intellectual and methodological steps that are common to the various subjects and aims to control other transversal competencies for the sake of pushing the learner towards acquiring knowledge from the one side, and doing well in a more increasing independence on the other side. For instance, reading is the performance tool for all activities and materials, regardless of its linguistic, scientific or even social nature (Terzieva et al., 2015). Transversal competencies that are labeled 'soft skills', such as critical thinking or creativity as a main transversal competency for the life-long learning carrier of the learner (Venckutė et al., 2020), and certain 'generic skills' also such as problem solving, as a significant one, require various teaching strategies and cannot be easily and perfectly assessed with classical testing techniques. That obviously helped the evolution and innovation of the existing assessment strategies (Heron, 2019).

2.5.1.2.2. *The Baseline Competency*

With the advent of the modern economy which is massively based on the intellectual capital, greater leading skills amongst which, the baseline ones are of preeminent inclusion, became a sine-qua-non for the workforce (Harris & McCann, 1994). Aligning with the active learning notion, baseline competencies that, by turn derive from transversal competencies, represent the sum of the basic learning outcomes linked to the teaching units that explain precisely what the learner will do or what he/she will be able to perform or do in certain circumstances. As long as the learner has the ability to control these skills, being exposed to the new and subsequent instructions will be free from any obstacles and difficulties, owing to the fact that it is the basis on which learning is built. In short, the baseline competencies are the key to allow the learners to effectively take part in leading their instructional process and successfully monitor their individual learning progress (Caffrey, 2009)

In the same trend of thought, some scholars regard that the intermediate competency goes in line with the baseline competency and that the two reveal the same, while others consider it an independent one to reach on its own right (Roegiers, 2006). The most distinguishing difference between them however, lays in the fact that the intermediate skill is

a set of basic experiences that allow clarification and design of the final objective which is planned next, to make it more amenable to embodiment after a given period of learning (NCTVET, 2006).

2.5.1.2.3. *The Final Competency*

It is the closing one since it describes a complete accomplished work after assurance that a whole body of necessary competencies is already acquired. The final competency is characterized by a comprehensive and general character, it expresses an inclusive concept of a group of intermediate competencies that are built and developed during an academic year or term. For example, at the end of a learning term, the learner ought to be able to read, comprehend, and tackle a text that suits his/her academic level (Roegier, 2006). This competency, also referred as terminal, has to do with a skill that covers a certain official period of instruction. Terminal skills form the backbone of the programs to reflect attainment of the learning goals. Evaluation tasks therefore, comprising assessments and examinations mainly are the most appropriate and essential opportunities for setting the learner to demonstrate the degree to which he/she caught the terminal skills.

By coming to conceptualize the final competency as a type, we are likely to recall the initial clarification we dealt with to the general concept of competency, to conclude that the final skill is the ability to successfully and appropriately use, apply, and mostly perform a task in the workplace, utilizing nuts-and-bolts of chained knowledge skills and capacities. It is important in this respect, to distinctively clarify the slice difference between a final competency and a final learning objective.

Competencies embody the skills for application to enliven the learning intentions; learning objectives however, should be specific and measuring the instructional course after each period of learning. In a nutshell, 'learning objectives say what we want the learners to know, and competencies say how we can be certain they know it' (Dave et al., 2010, p.1, in European Commission, 2011a).

For the vivid illustration of "the terminal competency", that is likely to be lost if knowledgeable skills, performing skills and behavioral skills are necessary resources are not existing, Roegiers (2001) brings, another analogy of 'playing football'. This game requires a set of resources to be acquired, including enough knowledge about the rules of football; its duration; art of shooting; recognizing opponents and ways to respond to each, and others,

inaddition to acquisition of the skills to perform the game, as making a pass, and dribbling an opponent. Also, behavioral skills are needed like respecting the rules,

To conclude what is being said in the concern of the three types of competencies, although the degree of exploitability of the transversal, baseline, and the final competencies is different from one to another in class as their assessment is different, they have a complementary relationship and each one serves the other providing that the teacher, who knows how to be practitioner, searches for strategies to enliven these skills in the small society he/she manages and tend to assess them regularly and in the right way. To bring that to light, a set of resources is needed; the word 'resources' according to the scholars we referred to means everything that must be used to exercise a competence, whether be it knowledgeable skills, performing skills or behavioral skills.

The issue of learning competency was the most flexible field of research in recent years, a myriad of linguists and scholars deepened seeking facts about the nature of competency and integration tiding. After 'decades of wavering' as (Peyser et al., 2006. p.37) advocated, nearly all educators today share the dogma that an instructional competency is 'the spontaneous mobilization of a set of resources in order to apprehend a situation and respond to it in a more or less relevant way '(ibid).

The above fundamental description to 'competency' and 'integration' relationship as a sine-qua-non logical requirement for the knowledge or information society. The latter however, is from space to earth distance reaching through conventional education methods to which all scholars did not hesitate to endeavor responding to their common criticism of disintegration of the students' learning skills into isolated sterile objectives, the process which scholars-humorously- call "the saucissonnage (slicing of a sausage)" of learning goals (Roegiers et al., 2006, p. 37).

In the Algerian EFL classroom, the so-called "saucissonnage" phenomenon may exceed learning objectives and risk the slicing of isolated series of 'know how competencies', as a result, adaptation to beyond classroom authentic situations of integration could be judged to fail.

2.5.2.*The Pedagogy of Integration*

The notion of integration in education according to many linguists, refers to the links that should be established between the student's learning requisites in order to be able to resolve complex problem situations through the mobilization of that knowledge and already acquired skills, i, e. inviting the learner to respond to an "integrating situations" where the learners is supposed to utilize his/her background knowledge and skills in,

2.5.2.1. Historical Backgrounds:

The concept of integration in instructional pedagogical perspectives trace back to the 1960s when two outstanding schools of thought namely: the Anglo-Saxon and the French-Speaking one, referred to as the Napoleonic thought, raised interest in the subject. The spot of debate between the two chiefly concerned focus on transfer of information to be either horizontal or vertical (Peyser et al., 2006). The vertical information transfer suggests that high-order skills are not achieved without the integration of previously mastered competences and elements. While, the horizontal transfer emphasizes complex-solving situations that exposes the learner to a vivid application context for learning to transfer (Gagné, 1962; White & Gagné, 1974 as cited in Peyser et al., 2006).

Critically speaking, the two schools of thought seem going in parallel since the notion of competency and integration of competencies is obvious in the perspective of each of them; the tiny difference that is likely to be distinguished however, is providing the matrix that is the situation for the integration of instructional achievements though this does not seem to be a difference area, but rather an addition to it. Although the notion of integration was not clearly shaped and officially brought into light, the two schools of thought's pedagogical debate continued discretely and no one of the two points of view went above the other.

The Anglo-Saxon scholars who stood for the vertical transfer stressed the connection of performance idea to the learners' accomplishments through content transfer (Anderson & Arsenault, 1998). The French-speaking experts from the other hand, defended what is known in educational pedagogies 'the learning situations' as the center of any instructional process. It is worth mentioning that this school split into two pedagogical perspectives. The first one stressed learning through complexity with narrow structuring, that is confronting the learner with an authentic learning context to allow the mobilizations of the 'know how' and hence, meaningful exploration of his/her skills. Whereby, information searching, analysis, and

explanation are axiomatic competencies for the learning situation that is, in this way, proved to be complex, what Roegiers (2005, p. 45) calls 'learn to dive before to swim'.The French-Speaking second pedagogical view tackled the concept of integration in a more structured way of transfer that gives more attention to the final individual learner's profile at the expense of the process it went through (Gerard, 2005).

The second approach is apparent to join both vertical and horizontal transfer of learners' achievements. In other words the vertical transfer if present through the integration of resources and content within a complex schema that refers to the horizontal one (ibid).

After officially brought to light and became the fashioned pedagogy in worldwide educational settings, the integration pedagogy led to the design of "integration week(s)" as Roegiers (2003; 2004; 2005; 2006); Gerard (2005); and (Peyser et al., 2006) named. The concept was interpreted in confronting the learner to a series of integration tasks in the form of complex problem-solving situations after a given number of approximately five to six weeks.

According to the above, the purpose of the "integration weeks" is to create an execution space for the student, where a set of competencies that are attained in a previous regular period of learning are integrated via the use of individual or group tasks. The project work and the portfolio are best examples revealing the overall concept of competency integration and the fertile tasks to meet the integration week sakes.

2.5.2.2.The Learning Integration Situation

Needless to recall, the essential characteristic of the competency-based approach is the integration of knowledge, skills and behaviour. In Algeria, the simultaneous implementation of the CBA programs widely took place, beginning by the Secondary School in September 2003, Middle School in 2006, then Primary School in 2007(MEN and UNESCO, 2005/ 2006).

The pedagogy of integration may be unclear for a lot of teachers in the Algerian educational ground especially after the reform. In this respect, two main instances are worth raising, a pedagogy of integration before the reform in English language education used to be known 'written expression', a task through which the learners' competencies could be wholly assessed and in an integration method as well; getting used to newly shaped terms and

concepts as a result of the reform however, was not an easy task neither for teachers nor for parents specifically who expressed serious dilemmas and ambiguities about that. In most cases, teachers believe that a revision is the resumption of the subjects previously seen, and hence, it is likely to be the best opportunity to exercise the pedagogy of integration. This is to a great extent not true as in a reviewing time, it is above all the teacher who has the authority to speak and dominate a teaching situation rather than a learning one (Hadji, 2005). Here is an attempt of clarify the philosophy of competency integration by responding to the question: Who is most concerned with integration, teacher or student?

An integration situation, according to the above, is a situation which reflects the terminal competence to be installed in the students. It can be seen as an opportunity to exercise the skill, or as an opportunity to assess the degree of mastery of the skill; this clearly reveals that integration can be interpreted as the learner's task. The teacher's business thus, is to offer this chance for the learners through application activities, summaries, assignments; as he is supposed to suggest problem situations that need integration methods to be resolved by the pupils themselves (Lalibi, 2005). However, the teacher is also responsible of initiating his students to the task of pedagogical integration to get used to it, once they are put in the forefront, they can expect what they are supposed to do before working on the task.

Providing that the pupils ignore how to integrate the requisite range of competencies, they will not be able to go beyond restoring knowledge or dealing with school exercises, they will not be evenly, able to respond to the rest of future schooling, or face real life situations.

In Algerian Secondary schools, due to the fact that the teacher does not assign much significance to the method of integration, as most Algerian education research revealed, the learners themselves have to spontaneously practise integration once they have acquired the basic spices for linguistic production, involving rules of grammar, conjugation and vocabulary, they can produce a text on their own (Ait Abd El Salem, 2005). But, this is not at the reach of every single student, only advanced ones can count on their own to do, non-advanced learners however, need the teacher's support and guidance.

2.4.2.3. Focus on the Learner

Learner-centeredness as a principle feature to the pedagogy of integration is not a recent characteristic to modern teaching approaches, but the concept is old fashioned and rooted to Hutchinson & Waters (1987) belief who regard that the learner constitutes the

foundation rock and the key parameter in the learning process. Hutchinson & Waters' (1987) view coincided with the educational psychologists' conclusion of learning strategies, styles, and learner's diversity due to the fact that students are born different, grew different, and have different needs and inclinations.

Since then, most teaching philosophies emphasized the planning of specific courses that complies with every group of learners with specific needs; and the transmission statement 'tell me what you need English for and I will tell you the English you need' (Lamri, 2015, p. 2) has been a buzz one. The statement then, became widely considered and gave birth to a revolutionary movement bringing massive adjustments mainly to teacher and student' s roles on the educational stage as well as other significant concepts in the instructional scene resulting in 'the global trend towards learner-centered education' (Strevens 1977, p. 15as cited in Lamri, 2015).

2.5.2.4. When to Exploit an Integration Situation

Needless to recall, the integration pedagogy requires the provision of integration modules. Indeed, it is through and during these modules that the learners' skills grow and develop.

What is also important is not to carry out problem-situations whenever learning takes place, but the teacher can use his usual teaching practice on condition that he stays in relentless control of the pupils' individual work, asking them questions to which they must answer in notebooks by writing for example, assigning them certain tasks such as carrying out a small survey, or a documentary research (Anderson & Arsenault, 1996). Gradually, the teacher can be involved in working from a learning situation that the students are invited to solve in small organized groups.

Referring to the Algerian ELT classroom, the attempt to completely remove all teachers' practices to frontal lessons is probably a decoy today. But, none can refute the fact that varying these classroom practices is a challenge that is at the reach of every single teacher if willing to do so.

2.5.2.5.Xavier Roegiers Model of the Integration Method

It is viewed important, in the outset, to declare that the researcher intensively relied on Roegiers' (2001; 2006) conceptualization to the notion of competency to keep abreast to the

topic's authenticity in relation to the Algerian genuine learning context, regarding that Xavier Roegiers was the father founder who, under the notion of generalization of course, put the foundation rock to this instructional philosophy in the Algerian school in a formal guide, as already mentioned: *L'Approche Par Compétence Dans L'Ecole Algerienne.*

The model of integration that Roegiers (2001; 2006) traced touches upon three main points: integration within one single subject matter, integration across multiple materials, and focus on the learner, and here is a very brief conclusion to it.

To start with, integration within one subject matter includes three forms that are respectively: fragmentation in which the subject matter is presented intermittently, connection of ideas and concepts in the same area of knowledge, and consolidation whereby the various dimensions of the concept or idea are exploited within one area of knowledge (Roegiers, 2001). Then, integration across multiple materials and takes place through five models involving: the sequencing one in which the materials are treated separately and the content is dealt with in a successive way; the intervention model in which concepts, performances, and skills between two subjects are highlighted; the conceptual chart model where the same topic is exploited in various subjects matters; the conductive file model that leads to the emergence and demonstration of the basic skills for each subject matter; and ultimately, the integrated model which is centered on common themes and materials of overlapped concepts that all subject matters share. The third point that has to do with focus on the learner includes two models namely: the immersion through which the learner examines and sorts out the learning content that only satisfies his/her needs and capacities with rare intervention of the teacher; in addition to the networking model that mainly offers a multi- dimension curriculum, within whereby the learner is responsible for integrating the acquired pieces of the knowledge with focus on his/her own background information networks on the level of resources (Roegiers, 2006).

To sum up, the important thing about what is being said, is that through the pedagogy of integration the learner is guided towards links between the various subject materials on the one hand, and linking these subjects with his/her experiences, values, competences, and the reality of his/her society in the other hand. In clearer terms The EFL teachers should incorporate the pedagogy of integration into their teaching practices for an arry of benefits for both teachers and students. Most importantly making the learner mobilize a set of competencies in such an integrated way including making sense to the knowledge he

acquired, and making it beneficial and significant within his own context, and related to tangible situations he may encounter. Also, the teachers could be able to distinguish between what is secondary and what is essential to take into more consideration what forms the foundation for the instructions that will be submitted of course with the learners' involvement. Students from their part can practise and employ the resources they acquired in different and various situations through emphasizing links between knowledge, values, and the aims of what is learned not only at school but beyond it, even to be a skilled person in professional life later on. It also helps boosting the individual student's independence and responsibility to take decisions ready for facing the encountered challenges. In a nutshell, the pedagogy of competency integration tends to guarantee the recruitment of the learner's knowledge and competences.

2.5.2.6.Integration Situation or Learning Situation?

We must not confuse a situation of integration with a situation of learning that is often referred to as 'didactic situation'. The function of the latter is to learn to teach students new resources: a new concept, a new rule, as well as new skills. For example, when the teacher offers the learners a text in which they are asked to find the words that refer to a noun or personal pronoun in order to make them discover what a personal pronoun is, and how it is used within a meaningful sentence, it is also a learning situation (Anderson & Arsenault, 1998).

In the other hand, the integration situation is the result of many learning situations. It cannot be exploited unless a whole period of learning situations takes place. Unlike the latter which serve to introduce new concepts and new competencies, integration situations have the pivotal role for their application and demonstration. However, instead of the difference existing between the two, the common share between them is that integration situations are also used for learning (ibid).

In Algerian Secondary schools, a Ministerial Circular (n°:13/0.0.3/378) in 2013 was sent to teachers of all subject matters to stress distinguishing between the two situations. However, most teachers still express wide dilemmas in doing as the researcher could observe mainly in coordination session or seminar workshops with the inspector.

In brevity, the above reveals the notion that a learning competency is only existing within the mould of situation to get a meaning. This situation mould itself is shaped with the

integration of perquisite knowledge and the know-how practices. These are the axiom spices for the development of the student competencies.

2.4.2.7.The Terminal Objective of the Integration Situation

Needless to recall, the overall aim of the integration pedagogy is the collection and organization of the students' pieces of knowledge for the sake of their integration in a new situation. From a more specific perspective, the practice of integration cannot be existing unless variety exists in all necessary disciplinary skills including both 'knowledge' and 'know-how' concerning performance and attitudinal interpersonal skills, and here lays the most important aim of the integration pedagogy.

Through pedagogical integration of knowledge, the learner is encountering an alien situation in which he/she is coerced to begin by locating himself first, then selecting among the knowledge and skills he has learned, those useful ones, which can be mobilized to resolve the situation. Nonetheless, the process of integration is an interior and personal operation, and hereby, no one can integrate for, or instead of the other, the trick of the trade in this point is originality of performance and personal creativity as the learner is supposed to leave his/her own learning touch (Hadji, 2005).

Theoretically speaking, the pedagogy of integration came to figure out the notion of 'transferring knowledge and skills' (Ministerial Circular n°: 2013/0.0.3/308). That means experiencing those knowledge and skills concretely in real life situations as already explained. Unfortunately, its practicality from a local perspective is full of anomalies; for too long, the school has thought that in order to allow a pupil to fend for himself, it is sufficient to give him the necessary knowledge so that he could practise transferring what is taught by himself, on the contrary, he must learn it in a principled and systematic way (Lalibi, 2005).

Admittedly, acquiring the necessary skills for achieving the final competence has nothing to do with the question of strong or weak students but each individual one has the same share of concern as insisted in Ministerial Circular (n°: 2013/0.0.3/313). The case of Algerian ELT classroom might provide the best example, in which the number of students is up to 40. Although all of them must have acquired the skills, there are often a few students who have particular matters and are then, in need of adequate support. But the aim is to regard the vast majority of learners to acquire terminal skills, and this is, in down to earth terms, the great interest of the integration pedagogy (Hadji, 2005); it focuses little importance on

covering the entire learning program and takes into consideration the teacher's offer to several new complex situations to the pupils both advanced and less advanced ones, to avoid inappropriate classical terms: strong and weak students. Actionally, the learning situations that regard both categories of learners might effectively be training for some of them and remediating for others.

Only through that, terminal skills can be at the reach of students with different capacities in a classroom, and once done, the teacher can find ways to tackle development content, or development skills that by turn snakes the way to going beyond the terminal skills.

➢ **Effective Learning**

Generally speaking, to generate effective learning, the teacher must be effective too. An instructor must foster as much learning opportunities for the students as possible. To do so, two factors that are strongly linked to instructional quality and are directly affecting the learning effectiveness ought to be considered. The primary factor copes with providing classroom chances for the pupil to discuss with his peers, to put in comparison his personal understanding to his peers' one, and this is known ' the socio-cognitive conflict' (Ko et al., 2014). Performing in a team work, workshops, performance independent tasks such as the school project or any other collaborative assignments might offer the fertile opportunities for that. However, that is likely to fail as the pupil is set to work individually during occasional learning and integration weeks since the group work has to be divided between the team members, and each one is supposed to accomplish task individually for the whole work (Cooke et al., 2007). The teachers' responsibility in this concern is to instill the spirit of cooperation, debate, and discussion before setting them to work n collaboration.

All in all, the overall reason why those in charge of the education systems consider it necessary to adapt the programs of the fundamental school, at least to get some skills. The most striking ones to mention are those of reading, writing, calculating, not in an academic way by obligation, but to be able to solve everyday problems. Learners need to be taught these skills to get used to the real life situations a learner is likely to encounter like being able to write a receipt, an invoice, a letter of thanks, of condolences; to be able to defend his rights, and to be able to weigh and measure as instances and so one.

2.6. Competency-Based Assessment

Since the current curricula depend on the learner's competencies in order to learn and solve dilemmas by adapting to the new situations that he/she is facing with flexibility and communication. Evaluation on this basis has become the first concerned with measuring the extent of the learner's acquisition of knowledge and mastery of the skills as well as the ability to exploit them in different areas of everyday 's life. The latter is the so-called competency-based assessment as a result of the CBA introduction and the change it has drawn to field of measurement (Terzieva et al., 2015).

From the above, opposite to what we get used to, the kind of an evaluation that is restricted on a simple test paper's sediments is failing to reflect general performance that does not provide in any case accurate, clear and even complete picture of the learner's skills and abilities. It became obvious that evaluation is rather meant for efficient performance rather than ranking purposes. For this last, the assessments' standards and objectives became well defined in the service of both teacher and learners to be incentive instruments for the equal improvement of teaching and learning, leading to the teachers' attainment of conscientious teaching strategies; and the learners' various learning styles.

Axiomatically, assessment will have no effect on the instructional process unless it is built on the diagnosis of students' weaknesses and the difficulties they face in their learning, without penalizing them for their errors as, under the concept of the competency-based assessment, the students' errors are their transition point to advance in their learning through unveiling what is wrong for the provision of remediation and constructive feedback, Hughes in this concern recommends that,

> 'Feedback from assessment should be immediate and positive. By being immediate its value will be maximized. By telling children not only what their weaknesses, but also what they have done well, the potential demoralizing of tests results is lessened'.

(1989, p. 200).

Similarly, competency-based assessment can also reveal the extent of success of the methods and approaches, and strive to know the extent to which the objectives are met. It rather came to grant the pupils more respect and self-esteem, as well as raise the teachers' perception and awareness to what is latent in the learner to stop thinking that the latter is not

empty and hollow within, but rather discover the abilities and competencies that exist in him/her; the task that only needs correct guidance and support from the teacher to grow and evolve. For this end, the pedagogy of support is required not merely to foster the learner's mastery of knowledge and instructions by himself, but addresses the reproduction of a fixed body of knowledge (Schweisfurth, 2011).

By cause and effect, assessment forms an inherent activity in all learning processes without exception. Nonetheless, assessment should occur in all various instructional stages and fields, levels and components, from the perspective that it is a performance production process from the one side, and analytical, synthetic, negotiating with the learner from the other side (Bolitho, 2012). Also, through self and peer assessments, the teacher intends to appreciate the position of the learner on the growth scale to provide assistance for him, straighten his course, correct his mistakes in the light of various and interesting natural frameworks, facilitate the demonstration of the desired capabilities and attitudes that all do not only drop in classroom teaching/learning quality assurance (Miliani, 2013), but aims at 'assessing, monitoring, guaranteeing, maintaining and improving quality of systems, institutions and programmes' (ibid, p. 202) if to be placed within the authentic environment.

To sum up, competency-based assessment denies the learners' ranking that favors the meritocratic and elitist notions, while it appreciates their performance for a genuine and meaningful learning.

2.7. The Emergence of English in Algeria

It is necessary, in the outset, to recall that after Algeria's independence in 1962, salvaging and recovering the denied Algerian Arabic identity and its Islamic heritage through another facet of revolution that represented 'Arabisation' urged to the lowering of the French language status in Algeria, the language which Katib Yacine described as 'war booty' (as cited in Miliani, 1997), resulting in the welcoming and evolvement of foreign languages as a second significant point in the National Charter after it has been revised as this statement reveals,

> '… total recovery of the national language and its necessary adaptation to all the needs of the society do not exclude a firm encouragement to the acquisition of foreign languages.'

> (National Charter 1986 as cited in Miliani, 1998).

However, in spite of the 'angel guardians' of the French language who stood opponents to its shrinking for boosting the existence of another language that is English, and who doubted whether 'Algeria can afford to lose the advantages of mastering an international language (French) for the benefit of another world language it is far from controlling (English)' (Miliani, 1997. p. 8), English attempted to shape its trend to Algeria in a peaceful way. Although learning English was not at the reach of all Algerians till the 1980's, its historical existence is traced back to 1942 when Fodil (2017) linked the first appearance of English in our country to the landing of the American parachutists in Algiers, exactly in November 1942, when Germany was the common enemy of America and the French colony Algeria, and some Algerian people did not hesitate to welcome the American paratroopers in Algiers who served as beachheads for military missions. During the contact that took place between the residents of the city and the newcomers, an amount of English vocabulary such as chewing gum, business, cigarette, and whisky was leaned mainly for purchase and sale sakes (ibid).

Bouhadiba (2006) in the same trend of thought, advocated that during the period of the 1950's till the 1980's, Algerian people were more motivated to recognize the English language trough American Folk songs, and movies that the American comers to Algiers brought with them. Later on, the African American Academy and the British Council made roots in Algeria for English academic mastering which continued flourishing, since then the motivation to learn English in Algeria known momentum as a culture. Later on, the emergence of multi-nationalities foreign companies (mainly in the South of Algeria) for economic investments as a significant facet of the globalization revolution necessitated English for communication as a lingua-franca.

Whilst, by the 1990s, amongst the striking reform points in the Algerian education system was the adaptation of English teaching as an official foreign language in first grade of Middle school due to its emergence and importance as a global language (Bouhadiba, 2006). What is coming next is exposing facts about the factors that helped the emergence of English as a foreign language and its instilling whether in the Algerian society or in schools.

2.7.1. English in the Current Algerian Public Sphere

The English educational environment in Algeria has long been a fertile field for research. Until recently however, much attention has been directed to the existence of such a language

in the Algerian public sphere and since 2016, many studies proved increasing interest in the linguistic landscape issue.

Amongst the studies devoted to that, those of Sidhoum (2016) ; and Fodil (2017) stem from their observations to the English names of shops especially in the recent four years such as: the queen, ready- made clothes, my size, enjoy, and so one that are all in English language, without being translated in this paper, in both Bouira and Tizi Ouzou. Therefore, the two researchers stressed their investigation on the shopkeepers who tended to use English for labeling their stores, Hereby, the studies figured out that English is regarded a language of modernity, fashion, novelty, and reliability by the shop owners whose first and foremost purpose is attracting the customers' attention, including foreign ones, towards the items they sell through naming their stores in these prestigious English titles. The assumptions drawn by the works of both Sidhoum (2016), and Fodil (2017), bear obvious witness to the prestige of the English language in Algerian business field.

In dealing with the same issue, but in a different sphere of research, Kasdi (2016) conducted her study on the use of English in fine arts. Through it, she attempted to unveil the ideology that most Maghreb singers, and Algerian ones are no exclusion, use English in their lyrics for reaching maximum audience at the global scope. The research of Kasdi consequently, concluded that the use of English words especially by Rap singers is a way for condemning and revealing complaint about the miserable life and all what they regard negative in their society, through their rebel messages, addressing the people's awareness and consciousness to call for change.

2.7.2.English or French ? Algerians' Attitudes

The relentless increasing English language career in Algeria that, as previously mentioned, started peacefully in a haphazard way, gained popularity as a culture, kept emerging for commercial purposes, then included as a compulsory subject in the Algerian school curricula, has always been raising a question about-what attitudes Algerians bear towards its domination.

Benrabah (2014), for the provision of a convincing answer to this question, tackled the issue through conducting a questionnaire in three Algerian cities: Saida, Ghazaout, and Oran. The questionnaire addressed three main areas, English as officially replacing the French

language in all Algerian education levels; the use of English as the official teaching language of scientific subjects; and opting for the English language without total exclusion of French.

Interestingly, nearly half of the informants (49.9%) were against the replacement of English to French in Algerian schools. Whereas, a majority of (62.3%) stood opponents of English as a medium of instruction for scientific subjects. The questionnaire respondents however, declared their fair readiness to opt for the English language without excluding the deeply rooted French from the linguistic scene in Algeria (Ibid).

Indeed, the study that Benrabah (2013) conducted brought about the consensus that although Algerian people who welcomed English as a secondary foreign language are somehow conscious about its importance, the language however, is lacking strength of foundation that entailed worries about its use as a substitute for French.

Other recent studies however, by Fodil (2017); and Boulahia (2018) to mention, witnessed the Algerian's increasing awareness towards English and the litany of opportunities such a language can offer mainly for international communication through which a huge number of learners showed rising overwhelmingly and willingness to learn English at the expense of French. In investigating the motives prompting them to learn English, nearly all of them agreed on communication sakes also.

Unfortunately, the practical metamorphosis of the Algerians' awareness and willingness to more English learning are doomed under the 'angel guardians' of the French language, and the 'Francophone lobby' who still consider that the 'war booty' must not be lost. Due to that, locally speaking, the advent of technology, economy, and commercial expansion are all under the francophone authority that stands a block to the spread of English.

2.8. English as a Global Language

Undeniably, each historical era is marked by a linguistic competition, what Pereltsvaig (2012) describes 'war of languages' where a language usually sparkles to let other languages at the back. Latin for instance, 500 years ago in the western world, was the dominating language that used to govern business, education, science, and all government issues. By the down of the 16th century however, other Indo-European languages namely: English, Italian, and French gained power.

The 21st century witnessed the massive emergence of the English language that is proved to be a sine-qua-non condition for social interaction, worldwide activities, and international interdependence as a clear facet to the globalization era. Since then, English became strongly tied to the issue of globalization and rather its axiom product. At the beginning however, consensus on its name raised a debate; it was 'globalization' for some, while others considered it an 'Americanization' product, and another group of people regarded it a 'McDonaldazitation' one (Crystal, 2003).

Admittedly, disagreement on its convenient term points out that the frequent use of the word globalization is coined to 1960s. While Freadman (2005) posits that it was traced back to the 1970s. The term afterwards became a buzz one, and manifold of definitions were woven in its own right. In spite of the definitions' variety, all of them agree on the fact that the phenomenon of globalization is 'the intensified interdependencies'(Yvette Hyter, 2014 as cited in Boulahia, 2018, p. 9) that chiefly addressed promoting global contact which required a broader linguistic tool for communication. English hereby, was elected to fulfill the mission and therefore, agreed on to be the global language (Crystal, 2003). This in a nutshell, interprets the privilege it is enjoying today owing to the globalization effect.

The English global dominance over other languages is not only a facet of/ or a condition for globalization, but it is also a reflecting outcome of the dominance of the American political force and economy as a result of the Second World War (ibid, p. 24). According to Crystal, the massive use of English is also referring to certain given reasons mainly comprising the English circle that involves great number of its users, clearness and simplicity of English grammar, smoothness and relevance of the language, with its narrow lexical area in comparison to other languages (ibid).

Additionally, the religious culture is vainly affecting the wide spread of a language. A language however, owes a lot to the wideness of its users' area, where military, economic, and political power status are the compulsory ingredients for its globalization. Hereby, after being called 'international English' or 'the world language'; 'Global English' became the alternative term that officially appeared in 1997(Freeman, 2000). In what follows, the next item is exposing the effect of 'Global English' on its importance in the Algerian Secondary school and what interests the category of young learners have to do with it.

2.9. Teaching English to Young Learners in the Algerian Secondary School

No one would refute the fact that foreign language learning enriches the students' linguistic and cultural inheritance. Today, it rather became a sine-qua-non for the professional life in the massively globalized world, that became economically-based, and within which English is proved to be the key lingua-franca (Barrow, 1990).

English Secondary School Education in Algeria is a delicate learning phase, where the average age of learners varies from fifteen (15) to nineteen (19), when these adolescents or young learners need certain English linguistic skills to manage and communicate certain fields like computing and global social media, learning ought to be tackled with more attention to the learners' learning styles, psychological covering of the learning, and the learning materials to be used. Through the English course, and the scope of the last designed Secondary school English textbooks, the learner is provided with a training type of English that seeks their out of school success in professional and academic environment.

The above has been obviously highlighted by Helen Basturkmen (2006. p. 18), positing that, 'language is learnt not for its own sake, but to smooth the path to entry or greater linguistic efficiency in academic, professional or work place environments'.

Regardless of the chief rational for English teaching in Algeria, an instructor has to give importance to the way young learners at this level should learn, grow, and improve. Differently speaking, the instructor must master his/her role as a practitioner, a within teacher looking for all learning opportunities that boost in the learner multi-dimensional characteristics that involve social, physical, intellectual, and emotional ones, what Katz & Chard (1992, pp. 8-9) refer to as 'the four main goals of education and developmental approach' , comprising: construction of a fixed body of worthwhile knowledge, extension basic social and intellectual skills, empowerment of desirable dispositions, and the learners' engendering of optimistic and positive feelings about themselves as effective contributors to endeavor of the whole community.

Due to the content above, after a decade of reshaping the education system in Algeria, the former Minister of National Education, Nouria Benghabrit Remaoun (2008)described that the reform policy is calling into question the goals of education in Algeria. Since then and for that sake, the Ministry of National Education in collaboration with the General Inspectorate and National Institute of Research in Education in charge of evaluating the educational

system sought a system that 'is more interested in the social demand and respond to the necessities of national development' (Benghabrit Remaoun, 2014 as cited in Educ Recherche n°:8 2014, p.5). The goals of which are intended to comply with those set by Katz &Chard as already cited (1992).

Interestingly, Secondary school students as young learners whose characteristics are qualifying assets that teachers should regard the raw material to support the practice of a kind of teaching which is quality- based. Gardner (1993) further noted that young learners have distinct qualifications featuring remarkably 'adventurousness, resourcefulness, and flashes of flexibility and creativity' (as cited in Hadji, 2005, p.21).

Laying on that concept, too much scaffolding as well as concrete experience are needed for young learners, Algerian ones are no exclusion, in order to motivationally and interestingly get involved in learning by doing. Whereby, EFL teachers are assigned a pivotal role in selecting amongst the teaching materials those fitting their students. In this line of thought, Chomesky (1988) advocates that, ' [.......]the truth of the matter is that 99 percent of teaching is making the students feel interested in the material .Then, the other 01 percent has to do with your methods' (as cited in Cook, 1999). The researcher who experienced teaching in the three educational levels: Primary, Middle, and Secondary before final recruitment at the Secondary school, strongly expresses agreement with the view of Chomesky confirming the fact that once a learner loses interest in the subject, any teaching strategy or material becomes useless and vain, and the teacher is widely accused of that.

In brief, young learners already possess the skills for a comprehensive exploitation to whatever learning opportunities and situations they are exposed to. With the possibility to apply different learning styles; the teacher's role then is complementary when as a within teacher tries to satisfy the curiosity of his/her young minds instead of stuffing them with pieces of information.

2.10. Assessment Policy in the Algerian Secondary School Context

Needless to recall, standardized keystone testing does not serve the demands of globalization. The inception of a constructive instructional paradigm that gave impetus to an alternative formative assessment model of evaluation was the utopia for grating them the necessary skills not only to be good students, but to be effective citizens through 'preparing

them [learners] to cope with change in our increasingly globalized world' as Bolitho claimed (2012, p. 35).

The introduction of a competency-based framework to instruction mainly sought quality education. Indeed, an innovative evaluation perspective was indispensible since 'a successful education reform policy depends on frequent and consistent measurement' (Maroun et al., 2003, p. 23). That brought Algeria in line with international trends of pedagogical change addressing a revised education system (Réforme de L'Education et Innovation Pédagogique en Algerie, 2006) as already mentioned. The word 'assessment' by cause and effect, became fashionable in the Algerian school owing to the fact that,

> 'Assessment of students' achievement is a basic issue in the development of an education system. Not only does it act as an indicator: "Tell me how you evaluate, I will tell you how you instruct", but it also has a power of influence on educational practices: "you will train according to how students will be assessed'

(Gerard, 2006, p. 85).

Hinting to assessment adaptation was an early one in the Algerian education area, when the regulation texts (10/11/98); and (253/0.0.6/00) revealed a general and clear conception bout innovative assessment and strongly stressed the educational cell to consider the learners' academic development rather than making mere sterile judgments on their achievements. It similarly urged to reorganize and reshape assessment in the primary, middle and tertiary levels of education. Few years later, a set of Ministerial Circulars started addressing the Secondary School for an official execution to competency-based assessment from 2005 till 2015, like those of: (26/0.0.8/05; 124/0.0.6/06; 123/07; 377/0.0.3/12; 318/0.0.3/13; 193/15) that relentlessly insisted on respecting the newly shaped students' school reports, bringing orientation to the policy of students' assessment under The Office for Evaluation, Guidance and Communications (2006) in each of the ministerial circulars(La Direction d' Evaluation de l' Orientation et de la Communication, 2006).

From the above, classical evaluation techniques are raising the alarm to a 'test-driven instruction' or what Popham (2004) calls the 'hyping test-focused teaching' (p. 82), and the innovative trend of evaluation is then, denying its usefulness.

2.10.1. The Implementation of Alternative Assessment in the Algerian ELT Classroom

Over many years, in various countries, a myriad of attempts have been afforded to tackle the quality of examination issues through the inclusion of alternative continuous assessment.

In our country Algeria, as a product of the evaluation reform, the type of assessment in EFL curriculum was set to comply with the CBA principles. Thus, it necessitates performance assessment that is integrative to teaching and learning as it seeks motivational diagnosis, intrinsic and extrinsic feedback sakes as well. Regarding this curriculum nature, standards that favor criterion-reference are rather serving indicators to whether the student is capable of proceeding to next units of instruction or not (Hadji, 2005). Assessment in this way is generating explicit information about the learners' readiness and ability not only for learning, but for doing as well.

Concerning the EFL context, certain considerations to assessment were highlighted involving reflection of the approximate proportion of emphasis of the course; heavy regard to validity, reliability, efficiency, and fore-mostly practicality as stressed principles to assessment. It also addressed good sampling of the content of the unit or the course through a good test format; generating a beneficial washback effect on teaching and learning as a must. Nonetheless the terminal competency should be clearly measured in final tests; terminal behavior should be regarded as a requirement f or criterion-referenced assessment; variety in performance assessment techniques is compulsory including projects and portfolios, that are all stressed in the new shape of assessment (Ministerial Circular n°:124/0.0.6/06).

Obviously, task order, authenticity, and variety in addition to the smooth transitioning from one activity to another are utmost hints of innovative assessment that tends, in a nutshell, to enliven in the ELT classroom inspiring 'WARMUPs' to reflect: What the Appetite, Raise Motivation, Unleash Processing (Bereksi, 2003-2004, p.8) statement.

In the right of generating a positive washbak effect, assessment became an effective diagnostic means. It is so owing to the fact that it diagnoses the strengths and weaknesses of the students; provides feedback to the learners and teacher alike about the stability of the curriculum and instructional material; examines the effectiveness of the teaching methods; boosts young learners' motivation; and demonstrates for them that they are making progress (Shaâban, 2005, p. 35-36).

Accordingly, for a fruitful students' evaluation, EFL teachers are invited to use and monitor a mosaic bunch of assessment strategies in which the focus must be on practical tasks and individual, pair, or even group performance activities. In addition to regular daily observation which is marked by intensive both written and oral short-time questioning; and intensifying school projects as out of school extension of dependent and autonomous learning that best helps meeting the instructional objectives and fixing the teaching/learning shortcomings alike. Such type of alternative performance assessment tasks in addition to the task of summarizing that concerns the mastery of reading comprehension and summarizing skills were heavily stressed to be prized in the students' final school reports in the Regulation text (313/0.0.3/13) under the Ministerial Circular's subject 'the new devised school report model'.

As a brief reflection on what has been said, ELT teachers are assigned a heavy responsibility for the achievement of the new goals and expectations, the various uses of assessment techniques into the teaching practices became a sine-qua-non indicator of the competent teacher, and the application of such quality assessment tools became the evident proof of quality education.

However, despite the existing intentions of such an intensifying and generous theoretical implementation of alternative assessment comprising the manifold regulation texts and Ministerial circulars, organized seminars, and orientation education decisions; its practicality remains an abstract without any echo on the application scene, and the way to its functionality is still barbed and fraught by hierarchical hurdles of former evaluation practices. Indeed, change acceptance is remaining crucial, the fact of which is to illustrate 'the cosmetic reform', the state of affair that interprets the vain change, the indifference and the superficial concerns of policymakers and education chief responsible about man instructional issues. The teaching to the test approach, by cause and effect, keeps overwhelming and overpowering as it is dealt with in what is next.

2.10.2. The Testing-Oriented Approach

The narrowing flexibility of teaching/learning due to the test-oriented method is leading to the teachers' feeling of accountability for the exam/test outcomes that is naturally leading to compelling dedication of their efforts and time to a blind teaching to the test. The latter, is

effectively obeying high-stake standards while restricting and limiting curriculum instruction (Thompson, 2000).

Interestingly, Popham (2004) draws much attention to teaching-to-the test phenomenon, showing great objection to it as an 'item teaching' practice (p. 82) through which teachers merely drill on a certain sought material in the test or exam content, rejecting by that the curricular addressed aims. Moreover, the so-called item teaching undoubtedly yields unfair, incorrect and dishonest measurement which drives to misleading outcomes about the students' achievements and performance. Popham in this respect, presents the example of two hundred words spelling list as a district spelling test. In this task, teachers are supposed to select from the list only twenty words and drill their learners on them repetitively, teachers are assumed then, to test the learners on the same twenty drilled words. Popham strongly concludes that item teaching, that requires item testing in this way, is undoubtedly failing to measure mastery of the skill (ibid).

Locally speaking, we cannot speak about the current policy of evaluation in the Algerian school without recalling the sediments of the Napoleonic thought in our education area. The French system of education that was, for more than a century, marred in our schools, rooting the imbued culture of the exam-centric measurement, that is meant to fit 'the teach-to-the-test method', heavily draws on the featuring principles of Campbell's Law, the American psychologist and social scientist who himself declares that,

> 'Achievement tests may well be valuable indicators of general school achievement aimed at general competence. But, when test scores become the goal of the teaching process, they both lose their value as indicators of educational status and distort the educational process in undesirable ways'

(1985 p. 123).

The 'teach to the test' approach which 'has become both 'carrot and stick', dictating respectively what teachers ought to teach and what learners ought to learn' (Benmoussat & Bouyakoub, 2019, p.205) stood a very difficult hierarchical hurdle to displace in the Algerian Education system, and the inherited model of testing is still the perpetuated dependable, not only in Secondary, but in Primary and Middle levels also even its post-independent era impeding the educational dimension to fail the addressed goals. Benmoussat Ismail & Benmoussat Nabil in trend to this reason contend that,

'This dimension indicates the extent to which the teach-to-the-test approach acts as the "Sword of Damocles" hanging over ELT in Algeria converting EFL keep-pace learners into set-the-pace swots'

(2018, p. 63).

Thoroughly, in Algerian Secondary school level, regular testing is taking place on a monthly pace, what is known as mid-term controls, term official exams and the high-stack final Baccalaureate exam on a yearly basis.

Additionally, the Baccalaureate is the holy exam that opens university gates, grants a social status, and reflects the cultural account of the student in his/her society. In case of failing this exam, the student might be judged to lose all these qualifications in his/her society. Worst, the rate of success and statistical evidence is the decisive factor in the matter. For instance, the national success rate for the Baccalaureate exam (2021session) reached (61.17%) with an admission average set even at 9.5/20 (Algérie Press Service, Aout 2021).

Indeed, that leads to feeling upset when looking at the vein nearly two decades 'pseudo-reform' which still overtly favors ranking sakes at the expense of academic attainments and standards. The matter, moreover, is that even if practised increasingly, alternative assessment is meant to prepare the students for the BAC as the terminal exam which is not the case of Algeria only, but most countries in the view of Farrant (2000) with a total ignorance that this kind of evaluation 'or schools-based assessment should test the total growth of the pupils in the non-scholastic areas and therefore [should] be built into the teaching-learning process' (Graume & Naidoo, 2004, p. 103).

2.10.3. Assessment Problems in the Algerian School

Admittedly, a litany of worldwide investigations were conducted about classroom competency-based assessments within ELT contexts proved that the practice of language teachers' assessment, Algerian teachers are no exception, is full of complexities (Cumming, 2009).

After revealing many facts about assessment problems in Algerian Secondary schools (See chapter 3), it became obvious that the teachers' assessment practices are devoted to be the crux of the matter. It has been transparent within the cosmetic educational adjustments, that no clear indications to tackle enough assessment overhauling which aligns to the stipulated reform were figured out. Secondary school teachers still continue heavy reliance on

common classical keystone testing methods for students' assessment, ignoring the fact that alternative assessment techniques form the 'head of the spear' in both instructional process and its rational (Huerta-Macias, 2002). Secondary school instructors' assessment methods unfortunately, as research tools massively unveiled, divorce Blooms' (1956) six levels of cognitive behavior for students' learning evolvement (as cited in Bloom, 1971).

Palpable evidence about divergence between the assessment theory in the stipulated reform and the appeal to emphasize the significance of alternative formative assessment as shown in chapter one and the teachers' perception and practice to this assessment change as analyzed in chapter three became a firm. Then, the type of assessments most, if not all, teachers in Algeria use is summative mainly for accessing to a next educational level.

Indeed, teachers' alienating and unfamiliarity to alternative assessment that is competency-based, is also due to teaching factors, most significant emanating ones originate with all steps of curriculum teaching practices since competency-based assessment requires getting an overt conception of its policy and its principles, a planning procedure, followed by execution in an interactive process (Graham, 2005) exhibiting various situational impacts on the teaching program.

Principally, ELT teachers in Algeria lack the key comprehension to the process of assessment and even do not grasp the difference between testing assessment and hereby, inappropriate and not enough content knowledge for the implementation of the overall approach of competency-based assessment. The latter entails their ignorance to transmit procedural knowledge to the learners to get adapted to problem-solving situations. That is likely to be embedded under the teachers' classical understandings and beliefs about learners' evaluation, the beliefs that are 'a form of personal knowledge, which consists of implicit assumptions about students, their learning, their classrooms, and the subject matter they are taught' (Borg, 2006, p. 36), and hence backslide and miscarry to enhance not only appropriate assessment practices but rather their wholly teaching practices.

In correlating EFL teachers' beliefs about alternative assessment, Shohamy et al' s assessment research project in 2008 was ranked amongst the (CALPER), Centre for Advanced Language Proficiency Education and Research Initiatives. The research chiefly stressed the ESL/EFL teachers' opinions and sounds about their assessment practices, in their assessment research project. Shohamy et al also argued that foreign language instruction is

likely to be evolved through the pursuing of regular assessment dynamism that extends classical keystone testing (2008). While Bahous (2008) from his part, in this line of thought, notes that language teachers should convince themselves first that learners' attitudes are so positive towards assessment tasks mainly portfolios and on that basis, they do not hesitate to enrich their teaching practices with various assessment tasks, especially the performance ones.

The above brings about the firm conviction that ELT teachers' beliefs and knowledge have a 'body and shadow' relationship to shape their cognition (Pajares, 1992, as cited in Xu, 2012) and the quality of their practices. Moreover, some educational theorists view that the teachers' beliefs are more fundamental and influential on their teaching performance including lesson planning, test and assessment devising, decision making, and others than their knowledge (Xu, 2012).

Moreover, from a microscopic perspective, it is worth noting that teacher thoughts rather necessitate a certain type of 'practical knowledge' which Borg describes as 'first-hand experience of students' learning styles, interests, needs, strengths and difficulties and a repertoire of instructional techniques and management skills' (Borg, 2015, p. 44).

In fact, the language teacher cognition has a practical orientation. It is by nature systematic, tacit, dynamic, and context-sensitive too. For this last, 'language teaching can be seen as a process which is defined by dynamic interactions among cognition, context and experience' (Borg, 2006, p. 275). Regarding the fact that teacher knowledge is an indispensible component in teacher cognition (Wang, 2011), as it (teacher's knowledge) is a coherent 'body of professional knowledge' (Grossman & Richert, 1988, p. 54), but multi-faceted and encompassing the overall pedagogical skills, knowledge of the learners' characteristics, as well as knowledge of instructional contexts and the subject for teaching .

From a different perspective, as alternative assessment procedures are theoretically apparent to be established in the reformed curriculum, it is at the teachers' reach to easily get used to the current pedagogy of instructional needs with any newness it conveys. It is worth saying that the language teachers' practical knowledge is vitally acknowledged as it is the offspring of the teachers' own subsequent reflections and classroom experiences; for such a reason, it must be individually sought and meaningfully explored through two key factors that are experience and reflection, the two factors that are axiomatic features of the within teacher.

Instead, these teachers ought to not feel coerced, but enthusiastic to find ways that fit their classrooms' context in order to meet the backward expectations which focus active assessment strategies affording the potential to offer the learners equal learning opportunities.

2.11.The Standards-Based Reform

In the outset, it is necessary to refer to the word standards' meaning which is likely to be confused with the curriculum concept. Although the two are different, they are intimately tied. An educational curriculum usually adapts learning methods design that decide what need to be occurring within the class during a given amount of time. Standards in the other hand, cares about the description of both appropriate instructional content and process (Henson, 2015). However, a complementary connection is massively highlighted in the reason that a curriculum should be based on standards to specify the way they are met. Nevertheless, the good and well shaped curriculum realizes balance in alignment to the set of standards.

Although a mosaic litany of definitions is associated with the term standards and no unanimous meaning for this term was found, there has been a strong agreement on the adoption of the standards-based reform. The most appropriate definition that suits the latter is that of the Collins COBUILD English Language Dictionary as 'a level of quality or achievement, especially a level that is thought to be acceptable', and/or 'moral principles which affect people's attitudes and behavior'(1992,p.1421). In its singular form, 'a standard is something that you use in order to judge the quality of something else' synonymous to 'criterion and measure'(ibid), the term 'standards' seems, to a great extent, appropriately serving the mission of the standards-based reform which is criterion-referenced and assessment-based.

Educationally speaking, standards are stressed to be high expectations for the advance of the learners' high levels of accomplishments. Specifically, they are meant to what learners are expected to know or can do, their nucleus knowledge in a given learning subject, and a mark or evaluation judgment (O'Neil, 1993); what Smith (1997) points at overall agreements on essential guidelines in education. Interestingly, Wiggins in the same vein, views that standards in education are 'instructive, explicit examples of excellence on assignments we value [.........] not as theoretical ambitions or unattainable aspirations, but rather as precise and directing depictions of laudable objectives' (1991, pp. 19-21).

From what is said above, it is obvious that a standards-based reform extends the mere attainment of scholastic desired objectives, but academic heights which are rather addressed through the optimal point of achievements. Educational standards in a broader sense then, aim at promoting a significant shift away from mere isolated pieces of knowledge, or even the ability to deal with school activities to an approach that matches theory to practice. Yet, once the unanimous understanding to standards is concluded, the reason behind the incorporation of the latter into an educational network is thus, the nucleus of the matter.

Indeed, in a balanced successful curriculum, constant periodic evaluation can be easily practised as long as learning is taking place, and not rarely, when the official high-stake exam must occur as it is the Algerian school case. However, bearing in mind that developing a curriculum is restrictively the district province abdicated business without a contributive hand from schools, seems fostering the suffering hole not only of teachers, but students and their parents as well.

The most distinguishing features to a standards-based reform according to Miller et al (2009) are the ambition to the 'world-class' notion that requires performance assessment through more sustainable tasks, and which offers all the learners equal learning and assessment chances. Miller et al (2009) hereby, shaped highlighted concepts that guide the standards-based reform in the following:

1._Content Standards_: Specificity is the key of this concept. Specific standards are effective enough to identify the learners' needs and confirm whether the desired learning goals are met. As its name implies content standards must be direct indicators to the background academic knowledge of an individual learner, and what he is expected to do with this basic level of content. Resources, educational institution support, curriculum, teachers, and learners are the core concern of academic content standards (O'Neil, 1993).

2._Performance-Based Standards:_ They are realized through performance assessment emphatic authentic, continuous, and formative classroom which also copes with out of class long term tasks (Gipps, 1994).Performance standards role is complementary to content standards as it tends to measure how well a single student's achievement meets the novice content standards.

3._High-Stakes Accountability Mechanisms_: By the 1990s specifically, more than ever before, high-stakes concerns became more aware and open-eyed on test results for determining

sanctions and rewards of schools. They are, by doing so, keeping trend with ratcheting up the attachment of stakes and test outcomes as an evidence of the efficacy and utility of backstage reform policy with all its concerns, sometimes even at the expense of the set academic standards (Caffrey, 2009).

4.*Involvement of All learners*: Students' learning styles are different and so must be their assessment. The latter necessitates multiple strategies and thus, this concept to standards-based reform denies the exclusion of any student as many learners cannot easily pass a keystone exam, but are likely to motivationally and smoothly take part in assessment tasks. They have just to be taught how to keep commitment through alternative assessment accommodation which complies with all students' conditions, styles, and skills. Hence, every single learner is going to explore meaningfully the potential he/she has got when being convinced that it is for the sake of performance and competency demonstration rather than succeeding, failing, and worse still ranking sakes (Henson, 2015).Roughly speaking, instead of learners' exclusion, assessment is intended for their involvement and fractions' restoration.

2.11.1. The Link between Standards and Assessment

Assessment in general and language assessment in particular, to a big deal, became impacted by the standards revolution. In fact, after the standards movement appearance, alternative assessment has been assigned a thrusting prominent status in the instructional process and a remarkable reshuffling of priorities occurred. Instructional practices became wiser than ever, going through attentively afore planned steps, starting with setting the learning objectives, seek the evidence of students' mastery to these objectives, then design the course on this basis; the process that axiomatically reflect the '*backward design'* (McTighe & Thomas, 2003,pp. 52-53).

Accordingly, the quest for a spurred instruction is the stray of academic standards and educationalists such as Lewis (1995); Resnick & Nolan (1995); and Scherer (2001) to mention just a few. Thought that, with more educational standards identification, construction, and adaptation, no learner is left behind and all learners might equally learn to guarantee high instructional success. France, Japan, Netherland, and Germany are best examples of commonly known nations for their exceptional bright learners and scientific excellence as a result of standards-based curriculum implementation (Resnick & Nolan, 1995, p. 6).

Referred to as assessment standards has probably been the buzz hit in educational reforms in countries all over the world and Algeria is no exception, Lewis (1995), in this line of reason posits that 'whether lauded as a sign of progress or scorned as anathema' (p. 745), standards are still accelerating as a fashionable issue to discuss in the field of educational research. Especially with the advent of proficiency assessment notion that requires variety, a diversity of assessments in parallel is needed for interactive communicative sakes in real life authentic situations mainly (McTighe & Thomas, 2003).

Similarly, the relationship between standards and assessment as has been explained, is apparent to be taking an impactful trend, standards influence assessment. Obeying and commitment to what standards stipulate and dictate lead teachers to adapt their assessment strategies to the diverse small students' society in the classroom in order to appeal to various abilities and interests in compliance to their learning pace and motivating incentives. Roughly speaking, the offspring of a 'standards-based curriculum is a newer and improved assessment' (Alexander, 1993, p. 9) for bringing about a more effective and active learning.

Whereas, in corroborating standards and assessment, Gandal (1995) proposes a set of features that exemplify their harmonic connection involving the stress of academics, grounding in the crux of disciplines, manageability with the given time restraints, intensity of performance as being mentioned, and the application of novice knowledge in areas for skill demonstration without dictating how materials are ought to be taught.

From their side, Van Rooyen &Prinsloo's (2000) conceptualization to the relationship between standards and assessment does not convey large difference from that of other educationalists. It however, particularly adds that standards-based assessment puts certain guidelines for students' advancement tasks also for determining skills and competencies as the others mentioned making a clear and transparent judgment about successful or unsuccessful performance.

To conclude, the nature of standards and assessment connection is symbiotic. Functioning standards and assessment together weaves benefits for all concerned. Teachers to be guided towards smart backward planning and effective teaching and students for meeting effective learning and inclusion rather than exclusion. Standards in this way are the blessing for solving instructional owes. The importance of the affect represented the rational for a standards-based curriculum that is expanded in the following.

2.11.2. The Rationale behind the Standards-Based Curriculum

In down to earth terms, the standards-based curriculum has ignited remarkable momentum, mainly as a result of the extensive criticism that raised the alarm against the Algerian classical education system which amongst the significant catastrophes it led to was the school growing drop out of students. The new curriculum that is standards-oriented tends to measure up the learners' accomplishments on a larger scale, extending the restrict on the narrow test/exam room, 'the necessary evil' that only succeeded to arise pressure on the learner (Smith, 2004) in a compelling competition atmosphere. Responsible education bodies thereby, called into question the reason behind the duplicate failure of students on high-stakes exams and the rising number of drop-out students.

The standards' device then, came as a hopeful alter of the outcomes. Word wildly, speaking, standards seemed to be the utopia for the utility of 'World Class' concept (Gratz, 2000, p. 681).Gratz also wondered whether school reforms emphasizing this notion can bring about success; weaving doubts about the adoption of standards for political sakes rather than academic ones, adding that in case of standards-based curriculum failure, the blame will axiomatically and unjustly fall on bottom down concerned who are teachers and learners (ibid).

Principally, standards are believed to lead to greater academic achievements for diverse learners (Smith, 2004) although that is, regarding certain facts, fabled. Standards can be detrimental as it is an indeed plight for some students to reach the set identical standards. They are [standards] in this sense vain and futile to expect equal learning opportunities and success for all the students. For some scholars however, these are challenges that learners have to meet; once done, students can succeed (Tucker & Codding, 1998). Otherwise, standards are a beneficial conduit for the elimination of inequity issues between low and high achieving learners.

Following the same line of reason, the introduction of standards into a school curriculum seeks accountability requirements that are the utmost concern of politicians (Smith & Fey, 2000). Differently speaking, educational accountability means that the politicians' expectations are mortgaged by the students' success, and their failure reflects an ailing reform situation. A standards-oriented reform in which accountability forms both rational and

objective is said to be ineffective since it is rather emerging in a 'bottom-down procedure' (Smith, 2004, p. 83) serving out of classroom goals.

Similarly, standards function as both learners and teachers' guidelines that clarify the execution of their assignments. For instructors, standards form a support tool for planning, teaching and assessment, with clear shaping to the traits of the goal they have to realize. Once they are set, the assessment' viability becomes tangible for the measurement of competencies and thereby, standards are preparing the learners for the 21st century demands (Smith, 2004)

In sum, for true and meaningful emergence of operational standards, the educators and teachers' sounds must be echoed since they are best to comprehend the conditions, pitfalls, and points of power in the instructional context. Their taking part in the process of a standards-based reform is compulsory as they are perfectly positioned to be open-eyed on scholastic goals and objectives, and they are then, well equipped to lead their learners' success as the fruit these objectives.

2.11.3. Problems Tied to Standards

Standards stand between both chastised and praised of supporters and opponents. The most vehement controversy lies between two factions, the classical, and the progressive school of thought (Evers, 2001). The former depends on a methodical learning approach, while the second favors competency-based one. The latter, gave support to the employment of standards stressing the demand for a fixed body of knowledge and skills performance driven by the student's eagerness and desire to learn (ibid). Yet, in spite of the controversy, the education system' disillusionment stressed the motion of the standards movement. However, even after the progressive era that gave impetus to standards-based instruction, and despite the relentless enthusiasm that the implementation of standards heralded, scholars and linguists kept skeptical about them, Sandrock (1997, p.7) in this thought, raised the alarm that standards-based education 'hold tremendous promise, but also tremendous peril'. According to that warning, a range of innumerable factors are calling into question the standards' efficacy.

Initially, standards do not frequently succeed in signifying the sought conceptualized educational ends. Eisner (1993) highlights that standards are also likely to fail meeting a work that 'displays ingenuity, complexity, and the student's personal signature'(p. 22). While Cohen emphasized the fact that,

'Standards should be understood … not as the kingpin of change or as the occasion to decide what the content of education should be and what level of achievement will be acceptable [......] they should be understood as one tool for helping the entire education system to learn and improve'

(1995, p. 756).

From an opponent perspective to standards, Maehr & Maehr (1996) showed frustrations towards standards as quick solutions leading to more complex issues. The two linguists focused the view that standards 'are not the panacea they appear to be' (Lewis, 1995, p. 745), and separately from what is expected, they are not able to overhaul education fractions. The following deals with chief detailed objections to standards although they are proved to hold great potential.

2.11.3.1.Ambiguous Standards

Amongst the most violent critic in the right of standards-based education is its obscurity. Ravitch (1995) who strongly pled for the standards movement as the motion for challenging education as already mentioned, also objected on standards to both not precise and so vague, in this respect Ravitch (1999, p. 25) bemoaned that, 'students will read, write, listen and speak for critical analysis and evaluation'; given all these skills, she added that, 'students will use a variety of intellectual skills to demonstrate their understanding of major ideas, themes, [.........]' (p. 26), the standards that she considers 'higher, but hollow, academic standards fail to provide any direction, and cannot help students achieve academic success' (ibid).

Supporting Ravitch' s (1999) point of view, Tucker & Codding (1998), also showed objection to standards due to its equivocation that is mainly associated with content standards. These educationalists brought the example of 'love of literature' which, by no means, indicates the students' abilities. They in the other hand, propose that performance standards encompassing: concise and clear description to the students' pre-requisite novice knowledge, students' work samples in order to precisely agree on the required standards, and making judgments on those samples to provide constructive commentaries that offer the standards' characteristics.

Laid on the line, unclear standards have risky implications on academic outcomes. Unless standards are concise and transparent, learners will be lost with a clear feeling of discouragement and frustration in meeting afore projected standards from the one side, and

their assessment procedure will be so weak and superficial on the other side, especially for those students having proficiency who fall victims of misleading orientation.

2.11.3.2. Impractical Standards

An additional facet of criticism directed to standards is that they are unrealistic. This may be linked to the previous discussed problem associate with standards. When they are narrowly defined on what is ordinary, they are likely to be restrictive and thus, unrealistic. That is specifically for students with limited proficiencies as in case a learner is disallowed the opportunity to demonstrate his/her proficiency in a way that strongly arranges him/her, may to a great deal arrange another learner, it is difficult for the first learner to attain the standards, while it is easy and possible for the second one to do (Covington, 1996). To this end, another point is worth mentioning, that is learners with multiple intelligences which creates a remarkable academic challenging due to the learners' different aptitude, interests, enthusiasm and motivation for learning (O'Neil, 1993).While, not all projected standards allow students to put into action inter-alia their diverse intelligences; this is regarded a key issue to standards-based education and presented vehement objection to standards.

In the same vein, another problem associated with standards is that students' diversity might be due to their backgrounds manly the socio-economic ones. The use of keystone testing in this context is widening the hole and merely creating a tangible discrimination between students (Popham, 2004). Popham to this end, provides an appropriate instance which specifically refer to the learners' belonging to families of low-income, believing that those learners find it difficult to answer the following question: 'If you wanted to find out if a distant planet had mountains or rivers on it, which of the following tools should you use: binoculars, microscope, telescope, or camera?' (2004, p. 48). In citing such an instance, Popham conveys that unlike high-income families, a student from a low-income one may have never been familiarized with these items. 'Immigrants and learners with special needs' can also provide a similar case that is likely to be a real victim, and expecting them to reach the same standards as others represents a kind of penalizing to this category of learners (ibid).

The importance of affect, standards movement engineers are the primary concerned in this attack against standards. They are accused of not taking into consideration the contextual diversity that joins students to school. Moreover, unrealistic standards have a negative influence on assessment by leading to an inaccurate judgment on the students'

accomplishments. These standards thus, have nothing to do with practicality and instructors devoting time and effort for their realization seriously sacrifice attainable education goals (Neill, 2003). In an attempt to avoid the problem, Neil equally stresses in and out of class support working together with educational standards for academic gaps overcoming.

2.11.3.3. The Washback Effect

Arguably, testing assessment, teaching, and learning have contextual entangled factors in a trip-tych orientation. In dismantling these factors, it seems that testing has a strong impact on learning and teaching alike, the so-called 'washback effect' (Wall, 1997) as 'what is assessed becomes what is valued, which becomes what is taught.'(McEwen, 1995, p. 42 as cited in Wall, 1997, p. 12).

The 'wachback' phenomenon as some might call was the fertile research issue for a myriad of scholars and linguists due to its significance in language education; Pearson (1988); Hughes (1989); Wall & Alderson (1993); Spolsky (1994); Shohamy et al (1996); Wall (1997); and Hughes (2003) as the researcher's most checked references, all provided a mosaic range of definitions to the concept. Initially, Pierce (1992) advocates that 'the washback effect [...........] refers to the impact of a test on classroom pedagogy, curriculum development and educational policy.' (p. 687), Alderson &Wall (1993, p. 239) similarly posit that, 'concerns has long been voiced about the power of tests to affect what goes on in the classroom, the educational system, and the society as a whole-the so-called 'washback effect'. In explaining in what ways the latter affects teaching and learning practices, Pearson (1988, p. 98) explains that,

> 'Public examinations influence the attitudes, behaviours, and motivation of teachers, learners, and parents, and because examinations often come at the end of a course, this influence is seen working in a backward direction, hence the term, washback.'

Amongst the authors we mentioned, Hughes (1989); and Spolsky (1994) for instance, refer to the phenomenon as 'backwash'. In this line of thought, Spolsky (1994) clarifies that 'backwash is better applied only to accidental side-effects of examinations, and not to those effects intended when the first purpose of the examination is control of the curriculum'(p. 55). In comparing Hughes' (1989, p. 1) definition to washback as 'the effects of testing on teaching and learning' to his 15 years later own description to this phenomenon as 'a part of the impact a test may have on learners and teachers, on educational systems in general, and on

society at large.'(ibid, p. 53), it is obvious that social concerns and considerations became focused amongst the most significant educational goals.

However, the 'washback or backwash' effect is proved to impact classroom practices both positively and negatively, Buck in this context, confirms that 'the influence of the test on the classroom [...........], this washback effect can be either beneficial or harmful' (1988, p. 17). When the assessment process successfully mirrors the learners' competencies and instructional contents, the washback effect is positive; in case of failing to do so, it is regarded to be negative. In Algeria, the BAC exam as already mentioned is the best mission messenger for that.

Worse still, axiomatic teaching to the test - driven is the primary result of the washback effect. It worse still, puts much pressure on both teachers and learners to acquire a natural tendency for tailoring classroom practices the test needs, bearing in mind that the test outcomes are decisive for the teachers' reputation and success as well as the student' future (Buck,1988). In this vein, Heyneman & Ranson more than three decades ago posited that,

> 'When examinations determine a child's advancement through school, parents understandably put pressure on teachers to ensure that their child succeeds. They hold the school system and particularly teachers accountable for their child's results on examinations.'
>
> (1990, p. 182)

This is confirmatory to the nature of washback effect as an inherent quality of whatever type of evaluation a teacher or student takes.

2.11.3.4. Constructive or Destructive Washback?

Regardless of its nature as beneficial or harmful, wachback is innately engraved in any kind of measurement device. This is unconsciously raising the teachers and learners' enthusiasm for well practising in the classroom. Additionally, some educationalists consider that the exam washback is tended to be used as a catalyst for an innovative curriculum (Bailey, 1996). However, we cannot refute the fact that 'testing' as the necessary evil also raises the learners' anxiety and pressure to pass and its washback effect negativity is reflected in different ways.

To recall, teaching-to the test that makes teachers focus on the teaching and assessing what they predict will be the test content, putting what we call in the Algerian Secondary school 'BAC suggestions' or 'BAC expectations'. What adds fuel to fire, is what is named 'the program threshold' that restricts and limits the BAC exam content to some learning sections and units only, while eliminating others to facilitate the BAC preparation task for both teachers and students and lift charge on them, for such a reason, (Heyneman & Ranson, 1990, p. 182) argue that, 'the consequence or backwash effect is that teachers adjust their teaching to what the examination will cover to ensure that their students score the highest marks'. In short, the examination backwash effect restricts and shrinks the richness of instructional content.

The standards movement that brings about the washback phenomenon leads to teaching-to-the test which is by turn driving to limit the knowledge acquisition scope (ibid). This is, in down to earth terms, reflecting the situation of Primary education in Algeria where 5th level learners amongst eleven subject matters are merely tested in Arabic language, French language, and Mathematics, while Geography, History, Natural Sciences, Physics Technology, Arts (Drawing and handcrafts), Islamic Sciences, and Sports are excluded.

Regarding that, educators and their learners' zeal and penchant to do well on the three selected subjects for the exam must result in an undoubted abundance of the projected standards. The overall Primary education vision in the way it is described is manifesting pure outfitting of the 5th level student for the high-stack final exam ignoring that other subject matters with its valuable content knowledge tend to highly train the learner with necessary assets for global society competition. The situation is not different or better in both Middle and Secondary school levels, but might be worse than that.

Clearly then, washback or backwash effect is the conclusion that all teachers seek their students' meeting of minimal academic goals that are restricted on mere passing or failing. The fact of which is to firmly ensure that teaching to test as the chief result of washback narrows the learning and teaching scope, as it shrinks authentic assessment opportunities.

To sum up, teachers' devoted efforts and time are obviously vain since they are blindly spent for high-stake sakes. While very little room maneuver is left for the emergence of the learners' language proficiency and skills demonstration.

2.11.3.5. Indignation of Numerous Standards

The majority of the standards-movement opponents complain about its excessive number as its serious practicality hindrance. According to Marzano & Kendall (1998), the standards' fault does not only lays in their variation, but their duplication as well. The massive number of standards leads to a 'selection process', which as a result, brings about 'the elimination process' amongst the highly significant ones as well their assessment and sacrifice the others because of time restraints (ibid). For this end, certain assessment devices are compulsory for data collection techniques such as journals, portfolios, school projects, adding to their presentations and performances that are likely to ensure a wide exposure to various measurement strategies, which would provide comprehensive analysis of the learners' learning experiences and competencies that might be missed in a simple 'one shot' classical test.

Thereby, all of those critics urged to decrease national academic standards to a plausible number, pointing that the increase of instructional time amount does not provide an effective overhauling solution. They also insisted that educators' overabundance to standards for test passing sakes may seriously be detrimental to school curricula (Biggs, 1995).

Reflecting on what is being discussed, it is apparent that limited, specific, clear, realistic, and plausible number of standards are crux facets for the standards' practicality that is, if laid on such a trend, very likely to effectively impact assessment and education as a whole.

2.11.3.6. Disservice to Teachers

A standards-based curriculum is purely a 'bottom down procedure' in which teachers do not take part (Smith, 2004, p. 83).Decision making hence, is an unadulterated high-stake concern to which teachers' opinions are never sounded, this to a great extent, interprets a kind of disrespect and a low level of confidence in the category of people who must be entrusted even with our learners' future. Through standards that tend to dictate on teachers what to teach and how to measure, teachers are prompted the message denying the value of their judgment and discretion (Hatch, 2002). The fact which generates the teachers' explicit self esteem lowering, in addition to a bitter feeling of coercing to apply what is ordered for teaching and assessment according to the standards' guidelines, even without any proper assistance and training, although no one else can be more knowledgeable than the teacher of

his/her learners' needs in the classroom. Instructional practices then, should be adapted and adjusted in compliance to those needs rather than any something else (Lewis, 1995).

Due to that, teachers will find themselves inclined or compelled, in a rough term, for the investment of narrower efforts and time in a way that cancel the acknowledgment of their expertise and talent to be what each teacher should be in his/her classroom 'the artist'.

2.11.3.7. Unpleasant to Students

Regardless of the anxiety and frustration that students feel to pass or fail due to 'the necessary evil' that is testing as previously discussed, a standards-based curriculum can put another overweight onus on learners by lengthening their school day, and sometimes shortening or excluding their recess through the homework they have to accomplish (Covington, 1996). Very few scholars tended to conduct research about the homework issue in the field of English language education, all those doing so however, they shared the belief that homework assignments are failing to bring about interest and academic support to EFL learners who, as a majority, often end their assignments in class and in a hurry before the beginning of the class; while others totally neglect it (ibid).

Regarding the reality that many theorists and educationalists kept consensus that educational homework is frequently dependable for extended learning, a rising proportion of them started to echo fears about it such as Kralovec & Buell (2000); and Loveless (2014) who argue that the disadvantages of homework outweigh its advantages. Consequently, school homework ought to be either abandoned or at least limited as it is 'a nightly grind' (as cited in Amir Youcef, 2016, p. 36), a sort of punishment for students sitting a long time for a boring and rather tiring thing that generally leads to plagiarism solutions especially with the today' s wide technology existence (Loveless, 2014), and thereby, homework assignments generate the learners' loss of learning interest and enthusiasm mainly because of the day and night burnout; Kralovec & Buell (2000, p.67) in this vein, clearly state that, 'homework can contribute to a social ill rather than help remedy it'.

In the right of evaluation sakes, homework is a kind of out of school personalized learning that reveals assessment intentions. Most if not all the homework tasks are assessment assignments; bearing in mind that its strategies must be customized according to the individual learner's needs and level of proficiency, the homework assessment tasks do not generally reach this level of service and appropriateness to all diverse students. They should

rather be granted nuts-and-bolts assessment choices to get transparent succeeding opportunities. English teachers in addition, should design alternative assignments such as online assessment resources and self-access sites and centers.

2.12. Standards for Students' Learning Equality

Needless to recall, vehement complaint about the standards-based education was expressed. Even though, the many obvious advantages to this kind of instruction should be recognized and moreover, acknowledged. Admittedly, most of the standards' benefits are associated with assessment practices which make a standards-oriented curriculum supported for a multitude of factors amongst which the following are summed up.

A chief benefit to learning is stemmed from the belief that diverse students can equally get chances for learning and then, equal success for post-school professional life as learners who are marked by an educational gap cannot be up to certain standards, can be obviously recognized and thoroughly supported through pointing out their interests and motivational areas in an isolated, individualized process (Smith, 2004).In this latter, unfolds the notion of teaching/learning with standards. Through standards, students are guided to learn the knowledge and skills for better attaining better jobs. The harmonized triptych orientation of teaching, learning, and assessment in which the last forms the pillar (Popham, 2009) stresses the need to assess the learners' academic advancement alongside the performance same standards with the allotment of enough time for this process (Wiggins, 1991).

Laid on this thought, fostering critical awareness is another worth mentioning advantage to standards-based instruction, and this represents a clear reference to language education objectives in Stern's (1992) classification. That objective rather has to do with cultural knowledge which greatly aims at making the learners acquire a wide cultural consciousness and awareness of the situation that is targeted with the aim of meeting a set of cultural, political, social, cultural, and more focused economic objectives to prepare the learner as social being with necessary skills to keep up to the challenging globalized world demands.

To end, the blessing or indignation of standards is mortgaged to the way we apply them. Their practicality cannot comply with reality unless the standards' dimensions and metrics are well controlled. According to what is discussed, a plethora of standards stands a real impediment to its implementation, unclear standards and inexplicit standards are far reaching for both teachers and their students who feel daunted to abandon their demands. Similarly,

ambiguous standards put the teachers in a real dilemma for the lesson design as these they are crucial to define. Students who generally fall victims of superficial direction find themselves unable to strive to meet the standards which does not seem comprehensive. Also, although projected for students' educational equality, standards may seriously create their segregation due to socio-economic reasons.

2.13. Conclusion

The intention of the chapter at hand was the exploration of the education reform taking place in Algeria in the last 10-15 years with an intensive focus on alternative assessment implementation that represents the crux of the matter in this research. Although, according to what is apparent and what evidence in the next chapter will unveil, not a panacea, competency-based assessment and the adoption of the standards-based curriculum formed the most significant facet to the education reform in Algeria, with the belief that alternative assessment and standards-oriented instruction can overhaul the matters that haunt the fractions of their educational system. The issue of alternative assessment cannot be discussed unless the standards movement is dealt with. After worldwide and local both assessment and standards were mediated, it became clear that adaptation and contextualization are 'the magic Aladine's lamp' that is capable of rescuing our local learning situations according to the learners' diverse needs, and the art that every single teacher must master to ensure an authentic teaching /learning that suits the Algerian EFL classroom, and so ought to be assessment tasks which became assigned a more profound role in the educational process. Also, adoption of the CBA that favors the standards-based curriculum, has somehow reshaped and revolutionarized ELT in Algeria seeking the centralization of the learner in the instructional context.

Standards in this chapter were academically discussed, their adoption to worldwide education systems also concerned that of Algeria addressing the pertinence and cohesion of teaching, learning and assessment practices for a meaningful interpretation of the learners' skills and competencies. The latter was described in this section as content and performance standards that are given more impetus by cognitive requirements, which are by turn common to be complying with Bloom's taxonomy. All along that, the concept of 'learning by doing', as the confessed axiom to ascertain positive washback which brings about quality education. All facts were intensively related to the Secondary school teachers' necessity to use a various bunch of assessment activities to offer the learners equal, inspiring, less daunting and

dependent, selective, self- monitoring and self-esteem, autonomous, comfortable contextual and situational, as well as eventual learning and assessment chances to conclude an effective feedback. In a nutshell, the section proved that the CBA with the standards movement it favours form an integrative pedagogy that is informative for teaching and evolving for leaning. Teachers, in this task, have a lot to do, they should plan, rethink, and wisely reflect on their teaching and assessment to provide an auto-guidance for their classroom practices.

However, we can neither assume that learners can monitor an independent learning and assessment, nor can we assume that Algerian teachers possess the necessary assets to practise alternative assessment mainly in the ELT setting. Consequently, for a persuasive and demystifying judgment that alternative assessment practicality is failing or successful depends on the following third chapter that will have a special care about the research paradigm in a practical part and unveils many key facts about the framework.

Chapter Three

Data Collection, Interpretation, and Analysis

3.1. Introduction

The current chapter tends to narrate the research journey of the investigator. It describes the organized phases and steps for data compilation, analysis of the findings, and conclusions drawing. To do so, a set of research instruments were used: the questionnaire, the interview, intervention via the teacher's seminar basically on alternative assessment, and the focus group debate according to their order in compliance with the research three overlapped phases. These were serving features to a critical paradigm for inquiry conduction that supports use of the action research approach which is value-laden to, hopefully, generate high rates of adjustment and change for the Algerian EFL instruction setting as our concern field.

The target behind this research methodology was striving to persuasively answer the research questions we put in the beginning of the study through the researcher's relentless reflection on the EFL teachers' assessment literacy, perception, readiness, attitudes that all influencing assessment classroom practices. The initial step in that was an overall introduction to the study corpus and its underpinning elements, followed by its operational design, description to the participants' profile for which the rational for its selection is justified, then a brief overview to the data gathering procedures and techniques for the findings analysis and interpretation. The latter by turn, gave emergence to offspring synthesized themes to unveil more facts about the Algerian EFL teachers' practices to alternative assessment, deciding on what is worth keeping and what is worth adjusting.

Moreover, the concluded themes that should be arising from the respondents' answers, assumptions, and the findings' interpretations as whole will facilitate putting under diagnosis the EFL teachers' assessment multi-facets for trigging overhauling strategies.

3.2. Triangulation in the Research Process

Admittedly, in a research work, methodology that seeks data description and analysis is intended to adjust what is not going right in a given educational area through the use of certain research tools (Cohen et al., 2000). The present study hence, is for an overall purpose of exploring the Algerian EFL teacher's knowledge, perception and attitudes towards alternative assessment that, to a great deal, affects positively or negatively their classroom practices at Secondary schools.

Data Collection, Interpretation, and Analysis

In the present study, the practical part is processed through the use of both quantitative and, much more qualitative research tools involving a questionnaire, an interview and a focus group discussion, the so-called 'triangulation' in methodology' (Cohen & Morrison, 2000) which is, mainly meant for diversity of research instruments for data collection when approaching a certain issue 'to give a fuller picture and address many different aspects of phenomena' (Silverman, 2000, p. 50). Triangulation, that is mostly essential for qualitative data collection is purposely and appropriately used for this study that is intensively qualitative, allowing document analysis with clear 'reliability of the information that is gathered by avoiding bias or the distortion of the researcher's representation of the findings' (Anderson & Arsenault, 1998, p. 131).

3.2.1. Teachers' Questionnaire

This research tool is very useful for quantitative data gathering from the participants as it is mainly quick (Silverman, 2000). According to Cohen (2000), many types of questionnaires exist, they can be structured, semi-structured, or unstructured; however, 'there is a simple rule of the thumb: The larger the size of the sample, the more structured, closed, numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open, and word based the questionnaire may be' (ibid, p.248) as Cohen explained.

Four different types of questions were dealt with in this survey questionnaire namely: dichotomous questions, multiple choice questions, rating scales and open-ended questions according to their order.

• Dichotomous or closed questions that should open the questionnaire are practical as they provide rapid responses (Cohen et al, 2000).

• Multiple choice questions provide the informants with alternatives i, e choices (ibid).

• Rating scales has to do with intensity of response and degrees are also practical and rapid techniques for data collection (Burns, 2000).

• The open-ended questions should close the questionnaire. They are very useful for eliciting the participants' information and points of views as well as numerical results, feeling more freedom without being compelled to give precise responses. Hereby, authenticity, richness and reliability of the results that are said to be the hallmarks of qualitative research are fostered (Cohen et al, 2000).

Data Collection, Interpretation, and Analysis

The investigator devised a structured questionnaire for the present inquiry, addressed to a group of EFL Secondary school teachers. The group of informants is taken at random and with no regard to their educational qualifications, or teaching experience.

This questionnaire was tackled in a way to examine the manner Algerian EFL teachers deal with alternative assessment for getting a diagnosis to strengths and weaknesses. Moreover, despite the existing philosophy of learner-centeredness for language instruction, a heavy responsibility remains the teacher's one as a guide, facilitator, and resource of language development.

As the questionnaire's content figures (see appendix one), the teachers' teaching experience and their training in the English language education in the light of the competency-based approach are stressed, owing to the fact that the two factors are directly affecting their teaching performances and readiness to perceive the last adopted instructional strategies. Intensively, the questionnaire's content sought the instructors' cognition of assessment in terms of knowledge, understanding, and practice to adopt appropriate techniques for raising the learners' willingness to actively deal with assessment for English language learning.

3.2.2. Teachers' Interview

The interview is highly dependable for qualitative research. A qualitative interview for Kvale (2007, p. 9) is significant as it represents a 'key venue for exploring the ways in which subjects experience and understand their world'; the world that is, for Cohen et al (2007), subjective of human experience. The issue of investigating that social world is crucial as it necessitates understanding which mainly allows what Wilson (2009, p. 261) calls 'insight into the hidden meaning behind human action'. Nevertheless, rich data can be pursued from this research tool to get a concept on how things are working from the participants' perspectives (Radnor, 2002), probably due to the fact that unlike other investigation instruments, interviews are neither subjective, nor objective but, inter-subjective allowing for 'human interaction for knowledge production' (Cohen et al., 2007, p. 349).

The interview that the investigator used for this study is face-to-face one. This dominant technique of qualitative research is likely to provide a scope for wider exploration in the issue (Brace, 2004). It is also semi-structured i,e., through which the interview's questions have no predetermined order or control (Savenye & Robinson, 1996) granting the interviewees a

certain freedom to answer the questions for cramming the maximum data from them without impediments.

3.2.3. Focus Group Debate

The focus group debate is an interview method mainly used to conduct a qualitative research which is born in the field of political communication and the media study in order to collect information by bringing out various opinions through the debates, for its brief and clear definition, (Kitzinger, 1995, p. 299) claims that 'focus groups are a form of group interview that capitalizes on communication between research participants in order to generate data'. This investigation technique highlights the agreements and disagreements of a group of individuals with homogeneous profiles (set of individuals with a similar profile: profession, age, social class, and others) or heterogeneous, on a precise subject, and the informants' points of views can be concordant or discordant (Morgan & Scannell, 1998).

The purpose of depending on the focus group interaction in this research is referring to the belief that action research method that governs this study is highly laying on a relational collaborative procedure between the investigator and the community of investigation presented by a given category of participants, to get an eagle view on alternative assessment challenges and its feasibility in the Algerian EFL classroom, Given (2008, p. 140) in this line of reason posits that 'action research follows a collaborative cycle between participants and researchers of reflecting, planning, acting, observing, reflecting, re-planning, and so on.', this cycle as she adds 'breaks down the traditional positivist research tradition of certainty and objectivity on the part of the researchers' (ibid) as it interestingly leads to acting as a result of planning and reflection, and most importantly tends to explore and identify this community needs.

Given (2008) as many of experts in the field of research methodology did, greatly appreciate the use of focus group discussion in exploration, stating that it is a threefold strategy: discussion of the topic; reflection on the discussion within the group; and analysis of the participants' discourse to grasp their understanding to the topic. Through the focus group interaction, multiple perspectives might be concluded.

However, the focus group debate as a technique to research methodology is also fraught with certain deficiencies. Kitzinger (1994; 1995) believes that some ethical issues are likely to appear when tackling a focus group discussion as 'interactive focus groups have

"ringleaders," '(Given, 2008, p. 443), those 'ringleaders' are participants who think they know better than the other group members about the topic. More specifically in this trend of thought, the information confidentiality and anonymity are challenging issues to control and guarantee for the credibility of a focus group interview, Given maintains that, 'participants in interactive focus groups are especially vulnerable to group coercion or pressure to disclose information that they might not have intended to disclose'(ibid). In addition, in such a strategy to investigative studies, both researcher's needs and the informants' interests are crucial to be equally taken into consideration. According to Kitzinger (1994;1995); Morgan & Scannell (1998); and Given (2008), one solution to overhaul the stated problems in a focus group interview is the creation of a safe environment for the informants for the tendency to free and deep disclosure of the participants' complaint and emotional trials.

3.2.3. Pedagogical Documents

Admittedly, documents are proved to be a valuable tool for data collection in case study research (Glesne, 1999). For the many research methodologists, documents are important as they may contain relevant pieces of data that are likely to corroborate and refer to key references to other sources of data, mainly in checking issues matching to the respondents' own experiences (Yin 2003). Three main kinds of documents were distinguished by O'Leary (2014) namely: Public formal records that include mission statements, transcripts, records of meetings, strategic plans, syllabi, annual reports, and policy manuals. Individual documents which have to do with a person's account, personnel experiences and thoughts, in the form of notebooks, calendars, duty logs, blogs, reports and journals. Then the third represents physical evidence which embodies objects that are also named art-facts, represented in handbooks, posters, agendas, and training materials too. They are of an utmost importance due to the fact that documents unveil valuable pieces of information that are directly linked to initially drawn target research aim even before conducting the research, and thus, since the results are set for analysis of the corpus under discussion, documents are found the best to provide a combination with the other data sources.

For this research conduction, documents were gathered and attentively checked as a main tentative source of data collection to bridge the gap between EFL teachers' perceptions and thoughts of the competency-based assessment, classroom practices, and their compliance with EFL teachers' guide, accompanying pedagogical documents to teachers, and provided material during their in-service training. The documents used by the investigator would be

confirmatory to the quality of data and enriching to the overall report. In the current inquiry, the involved documents that the researcher could find involve Secondary school manuals, EFL teachers' guide, the English Language program yearly distribution, the Secondary school EFL curriculum, some learners' written tasks and project works, teachers' in-service study guides, Ministerial circulars with the regulation texts they include, and others. These documents are useful for the study as they are sources through which philosophical views are presented about the overall process of education reform, adoption of the competency-based approach, then the way these views turn into evidence in the learning ground, unveiling facts the teachers' implementation of the competency based trend of assessment techniques.

3.3. Rationale for Qualitative Research Design

Needless to recall, although quantitative research is present in this investigation, the current study is intensively adopting qualitative research design, this came from the researcher's axiomatic belief that in educational research, the type of methods to use should consider the basis of how well they are appropriately testing the set hypotheses (Mayer, 2005). It can particularly, ensure the provision of insights through open, spontaneous as well as focus group discussions, proving that the meant participants are the best to reveal description and interpretation of the natural setting they are affiliated in (Anderson & Arsenault, 1998). In a nutshell, this is said to be the key spice that adds meaning to the study.

Coming back to our inquiry that is in the core of exploration into the teachers' actual practices and performances of alternative assessment; it is, in this way, warranting the investigator's direct interaction with the EFL teachers in their field for the sake of not only data gathering, but rather for textual their records.

Amongst the litany of factors distinguishing qualitative research and claiming it as more advantageous, the following ones are summarized here:

- The researcher's role in qualitative research in prominent, that would boost the researcher's familiarity and eventually, comprehension of the subject and raises his/her enthusiasm to actively work on it (McDonough & McDonough, 1997).
- Qualitative research extends the use of numbers for statistical purposes through narrow selected variables, and examines complete statements for a holistic understanding of the issue for the purpose of establishing themes that provide convincing answers to the research questions (Johnson, 1995).

🔸 The gleanings of statistical data in quantitative research prevent assumptions and conclusions that are rather the keen analysis and sensitive understanding of the researcher's own (Strauss & Corbin, 1990).

🔸 Qualitative research goes further than prediction and control to seek deeper analysis of certain situations' reasons in natural conditions with more flexibility (Patton, 1990).

🔸 Group format and focus group comprehensive discussions to express and exchange thoughts, views, comments and give suggestions that require direct contact is in favor of qualitative research (Vaughn et al., 1996)

In this paper, the methodology of action research is worth using due to the fact that this method to investigation is characterized by three key qualities: a focus on problem solving, an emergent nature, and a collaborative effort between researchers and participants, what allows its occurring in concrete situations as Anderson & Arsenault (1998), McDonough & McDonough (1997), as well as other experts in research methodology figured out.

3.4. Participants

The research outline comprises two different categories of participants which both include Secondary school teachers as detailed in the following:

3.4.1. Group 1

The participants in group one are full-time Secondary school teachers taken at random and who may or may not receive any full time formal training in English Language Education. All of those participants are supposed to have a License or Master degree as university diplomas in English language education.

This group of participants include novice, experienced and even expert EFL teachers, their teaching experience will be later discussed in the questionnaire analysis, which means that some of them are, for years, host for a mosaic range of teaching approaches and pedagogies starting from former instructional methods to the last adopted one, the Competency-Based Approach; other teachers' experiences were born in the arena of CBA and gradually witnessed its beginning introduction and emergence in 2002/2003 in all Algerian schools, whilst a group of them had to apply CBA principles in their classrooms after the latter extended a decade of existence in the Algerian education ground. Although, teachers as a whole not only in Secondary, but in all Algerian schools were mandated to implement the

competency-based pedagogy, not all of the participants in this group had the opportunity to attend any full-time formal training on this pedagogy to instruction.

The participants of this study were volunteer teachers who expressed sincere agreement to collaborate during the three research phases in advance. Most of them were very experienced, experienced or expert teachers. Deciding on the number of participants depended on the necessity of the research tools in all stages of data gathering. The teachers' questionnaire addressed 80 in-service instructors, comprising the 10 interviewees from different Secondary schools in both cities, Oran and Tlemcen.

3.4.2. Group 2

Group two of participants addressed in-service full-time Secondary school teachers. In spite of the fact that all the teachers in this group initially had university qualifications, License and/ or Master degrees, the special law of National Education (315/08, 240/12) obliges them to undertake an in-service training for one year in order to obtain a certificate in teaching.

This category of informants had the opportunity to undergo a full in-service supervision in the English Language Education and other subjects such as educational psychology, law of national education, general educational assessment, didactics, and others in the core of the competency-based philosophy. However, didactics is the only concern amongst the training items that is ruled in English language, whereas all of the remaining ones are in French or Arabic as all English, French, Arabic, and Spanish in-service teachers are together expected to attend the training in one room, and accordingly, the neutral languages to rule the training sessions are either Arabic or French, depending on the teacher of the subject, the kind of supervision which the researcher herself experienced and witnessed in 2010.

The survey's participants attended this training program for one school year as part of an approach to align with the educational reform, they were also intended to adapt the procedures and techniques they are trained in to meet the educational trend that is in favor of learner-centered learning within their classrooms as they are supposed to follow the training while acting in-service teaching.

The second group of teachers is also counted within the first group of participants, but they are only 10 interviewees from two different Secondary schools, and who have undergone

an in-service training as already mentioned. The choice of this sample population was purposefully matching to explore whether the training they received interestingly deals with measurement issues, especially assessment that is in the core of the current approach to instruction, and if so, whether it is sufficiently and successfully dealt with to specify what to overhaul and adjust.

What characterizes the second group is that most of its respondents are either novice or with a modest experience obtained from part-time teaching. However, they warmly welcomed cooperation for the realization of this research work and expressed total willingness to attend the seminars as well as to provide reliable answers and details for the interview questions that follow.

3.5. The Action Research Methodology

As a Secondary school teacher, the researcher thought that action research is the utmost professional methodology, in her case, for generating data about EFL teaching practices to get well informed about their learners' achievements, and saw it the best strategy to be followed for the present study having a considerable knowledge about the needs of Secondary school both teachers and learners as well as the way they deal with alternative assessment as a crucial issue. The investigator's choice to such strategy for investigation is rather a feeling of involvement within the category of participants, tackling this action research approach as a partial insider researcher and thus, got inspired to design the survey in that way generalizing this methodology to a number of ELT participants, involving what Riel (2010, p.1) calls 'deep inquiry into an individual's professional actions', matching understandings, practices, and situations to each other.

Figure 2.1:Conceptual Map of the Study Action Research

(The design is adapted from Bachman (2001); and Riel's (2007) model of action research)

Data Collection, Interpretation, and Analysis

In the outset, the conceptual card above comprising the content and steps of work is the researcher's creation, but was seen wiser to follow a dependable action research plan to follow. Plenty of action research designs are provided in the search ground, but the investigator preferred to pick from both Bachman's (2001); and Riel's (2007) models owing to their legibility, professionalism, and ease of dealing with.

The map presents an obvious description to the steps of data collection the researcher went through. It explains the three overlapped action research phases during which reflection; study and planning; action and observation; then collection and analysis of evidence represented the skeleton of the study as will be explained here.

The opening phase has to do with pre-intervention via action research. It allows for reflection on the EFL teachers' assessment practices in Secondary school classrooms that by turn necessitates reflection on the assessment literacy they acquire as well as their thoughts, beliefs and behaviors towards this utmost instruction device. For the process of this action research phase, a structured questionnaire is devised for the first group of full-time EFL Secondary school teachers. Additionally, an interview is devised for the second group of teachers, who are also full-time teachers, but with a formal in-service training experience to raise the veil on any doubts about the effectiveness, sufficiency, and meaningfulness of the academic supervision to provide overhauling recommendations.

The second phase stands for intervention via action research. It is an intensive intervention via the presentations of two seminars on alternative assessment that match to the main elements in Secondary school curriculums and programs' content. The seminars are supposed to take place in two Secondary schools after the agreement of the inspector of education and the two Secondary school headmasters. Selection of the two schools was already negotiated with the inspector of English Language Education considering certain criteria such as duplicate achievement of low results, in-service teachers with very modest teaching experience or are novice teachers, EFL teachers who are still trainees even after five and more years teaching whose English Language inspector's continuous educational visits proved their non readiness for tackling competency-based teaching within which alternative assessment is no exception.

While the ultimate phase is meant for post-intervention via action research. It employed the focus group interview specifically designed for those teachers attending the seminars. The

focus group debate' s data in this step are so vital for being mostly dependable in the study aim and research questions as they are briefly summarized here, involving exploration of the teachers' alternative assessment performances, comprising the deal of assessment literacy, background knowledge, as well as the thoughts and beliefs they bear about its benefits. The target behind this investigation is the plan of a pedagogical professional support for the Secondary school instructor to, hopefully, raise their awareness of the assessment requirements in general and specifically enliven their assessment cognition to reflect on their practices from the one side, and search into the key practicality issues for a fruitful implementation of this teaching/learning device within their professional field from the other side.

3.6. Conception of Data Collection Mechanism

The current section is exposing the procedure of the action research methodology that was processed through three overlapped stages of investigation in the following organization:

3.6.1. <u>Stage One</u>

As an initial phase for data collection, the teachers' questionnaire was distributed for more than 100 EFL teachers. In fact, the researcher intended to personally meet the respondents for that task once the two planned ELT seminars, one in Ibn Saad secondary school in Tlemcen, and the second in Lycée Akid Lotfi in Oran are held, to provide the participants with necessary clarifications and respond to any ambiguities about the issue. Unfortunately, all seminars, workshops, and any other meetings were not allowed during the pandemic period of Covid19. However, thanks to social media, the questionnaire could be sent to a large group of EFL Secondary school teachers. In fact, the questionnaire addressed 127 participants; only 80 ones however, were filled in and sent back to the investigator who could not coerce other non cooperating teachers to do.

Regarding the teachers' questionnaire' items which are by nature factual, behavioural, and attitudinal questions, three types of data could be collected. Factual data to explore the teachers' characteristics, practical data to explore their performances and practices, also attitudinal to figure out the EFL teachers' beliefs, points of views, and interests or even insights.

In the language education survey, questionnaires and interviews are of an utmost practicality, Brown (2001) in this respect claims this kind of study to be the best for

compiling information on 'the characteristics and views of informants about the nature of language or its learning through the use of oral interviews or written questionnaires' (as cited in McKay, 2006, p. 2).

Hereby, the second research instrument in this stage of study is a semi-structured interview of 16 questions, it merely stressed the teachers' alternative assessment practices which made it based on a practical reason. The eagerness of the interviewees to be part in this survey through responding to the interview questions was highly considered and appreciated by the investigator as the other majority of teachers refused to collaborate.

3.6.2. **Stage Two**

This research stage has a hand in glove relationship with the first one, as in the previous stage, the gaps therein as a preparation for the next stage action research intervention had to be identified. Following the teachers' questionnaire and the in-service training teachers' interview, two alternative assessment courses are presented in this intervention at the level of two Secondary schools with the attendance of four EFL teachers in the first and six others ones in the second secondary school, and during which the intention was to boost the participants literacy in alternative assessment and correct their misunderstanding to it.

Arguably, dealing with seminars addresses three utmost benefits that are the crux of action research, according to (Griffee, 2012), after attending seminars, the teachers might demystify their practices through individual reflection for the purpose of auto-correction, allowing the teachers' release from the handed down ideas by slavish clinging to duplicate practices due to an old experience, also reflection is the spice for academic practices' freshness and newness of instructional techniques and strategies inside the classroom.

The axiom reason for designing the presented seminars for teachers is covering a range of issues that heartedly surround the evolution of classical testing, theoretical underpinnings, numerous advantages, flexibility, feasibility, and the existing challenges to this kind of evaluation. Each of the two courses was in about thirty (30mn) timing. To deal with a sort of professionalization to language assessment, the researcher was very selective in deciding on the literature review elements as platform conceptualization for assessment introduction.

The literary pieces and other content such as the difference between assessment and testing, the different terms known for alternative assessment, its methods, the school project and the portfolio/e-portfolio as significant performance assessment tasks, and an overview of

its challenges, mainly referred to the researcher's reading to Hancock (1994); Hamayan (1995); Tsagari (2004); Brown & Hudson (1998); Wolf (1989); (Bruton, 1999); Shepard (2005); and McNamara (1996; 2000; 2008). The researcher does not deny that designing the seminars was done at ease, and mostly requiring careful organization in terms of content pieces to facilitate the informants' understanding to it. In doing so, the investigator widely depended on chapter one that stands for the literature review on the target subject.

3.6.3. Stage Three

This stage research comprises a discussion with 10 EFL teachers who previously took part in first and second phases. The protocol of the participants' discussion included 15 questions as a preceding step to the second stage action research, and an integral preliminary part of the focus group debate. It was a very popular method, to some extent, similar to semi-structured interviewing to permit any unexpected aspect of inquiry linking 'a certain degree of control with a certain amount of freedom' as cited in (Wallace, 1998, p. 147).

It is worth-mentioning that the 10 third stage interviewees are participants who have already completed the initial stage questionnaire and were even interviewed, accepted to attend the seminars and agreed to take part in the focus group debate as a follow up step. They however, expressed a shared pleasure, saying it was an opportunity for them to improve their assessment potential.

3.7. Description of Alternative Assessment Themes, Categories and Sub-Categories in the Study

As emerged from this study, data collection addressed ample details on the themes and codes that are tied to our study. The teachers' both questionnaire and interview allowed for discussion sets that were concluded and organized through what experts in research methodology like Thomas &Harden (2008) to mention, refer to as 'themes and patterns'. The themes have been arranged according to certain informative perspectives to the EFL teachers' alternative assessment practices as they are involved in the framework of this study dealing with the teachers' thoughts, knowledge, skills and abilities. Five themes are targeted from data analysis and are described as follows.

3.7.1. *Theme One*: Assessment Literacy of Secondary School EFL Teachers

This theme is twofold. It includes the respondents' background knowledge of assessment under sub-categories dealing with: knowledge of the main difference between testing and assessment, conceptual knowledge of alternative assessment, knowledge of its key purpose, knowledge of its implementation requirements, and the underpinning methods of this kind of evaluation, from the one side. While the other side copes with identification of weaknesses and areas to improve for giving impetus to the participants' performance on assessment; its sub-categories have to do with Secondary school syllabi and resources on assessment, educational in-service training, and intensive courses in alternative assessment.

3.7.2.*Theme Two*: Shapes of Secondary School EFL Teachers' Assessment Practices

Two categories shape this theme. The first one deals with the process of assessment questions and activities treating: frequency, nature, duration and types of alternative assessment questions as sub-categories. The second one however, tackles performance of alternative assessment(s) mainly through techniques of its application and the nature of its scoring.

3.7.3.*Theme Three*: Benefits of Alternative Assessment in the EFL Teachers' Beliefs

For this theme, category one represents alternative assessment as beneficial to teaching with the sub-categories of improving the teaching methods, and alternative assessment as integrative to both teaching and learning. Whereas, category two concerns assessment as beneficial to learning. Its sub-categories have to do with fostering learning opportunities, diagnosing the learners' weaknesses, providing variable techniques for the learning achievements' measurement, assuring assessment's authenticity, accuracy and ethicality, learners' involvement, allowing self and peer assessment critical thinking, fostering independent/autonomous learning.

3.7.4.*Theme Four:* Initiating the EFL Teachers to Alternative Assessment via Presentation the Intervention

It is an intervention outcome that tends, at the beginning, to correct and enrich the participants' knowledge and literacy of alternative assessment in an overall way. Then, it gradually aims at changing teachers' beliefs about alternative assessment in order to raise their eagerness to implement alternative assessment and confidence to use this evaluation device, to let them at the end call for certain requirements for its emerging practicality.

3.7.5.*Theme Five*: EFL Teachers' Thoughts on Alternative Assessment Challenges

This final theme comprises four categories. The first turns to the overall alternative assessment implementation and thoughts on its feasibility. The second sheds light on the first challenge that directly relates to the educational assessment system which is mostly in favor of traditional testing and stressing knowledge rather than performance. The next category analyzes the second challenge that reflects scoring matters. It mainly deals with: teachers and learners subjectivity in assessment, fairness and validity issues, also unclear criteria of assessment. Category four is devoted to a serious challenge that concerns ICT's management detailed in large classes, classes with less technological facilities or even cost of technological facilities issues as sub-categories.

3.8. The Action Research Findings

The above was a theoretical description of the research story as already mentioned. In what follows is a detailed exposition of the practical part of the study after the research instruments were used and through which data were successfully compiled.

3.8.1. Phase One: Pre-Intervention via the Research

In matching to the conceptual shape of the study phases, data analysis for each phase is coped with in a separate section tracking the descriptive organization as came in the beginning of this chapter. The present item thus, tends to explore what its findings revealed.

3.8.1.1. Teachers' Questionnaire Results

Needless to recall, the EFL teachers' questionnaire dealt with items on both qualification and teaching experience, items related to the forms of test questions they use for assessment sakes, other items coped with the various alternative assessments the respondents are likely to implement, in addition to items on the participants' alternative assessment cognition. Finally, the last items formed open-ended questions that sought the respondents' reflections on their own assessment practices and their expectations for an effective assessment course.

The findings were reported in such a way of presentation, interpretation, and synthesis to be then, discussed in organized themes according to the content of the questionnaire namely: educational qualification and experience, assessment materials, the teachers' familiarity with and cognition of alternative assessment, and the participants' classroom assessment performances. In such sections, most of the rating responses to the items were calculated,

represented in graphic displays, tables and pie-charts, then analyzed quantitatively. Whereas, the open-ended questions' responses were directly analyzed qualitatively.

3.8.1.1.1. *Theme One:* **The participants' Educational Qualification, Experience, and Training**

The first section presents background information of the respondents. It provides a thorough analysis of two main variables: degrees and years of teaching experience.

➢ **The informants' Educational Qualification and experience**
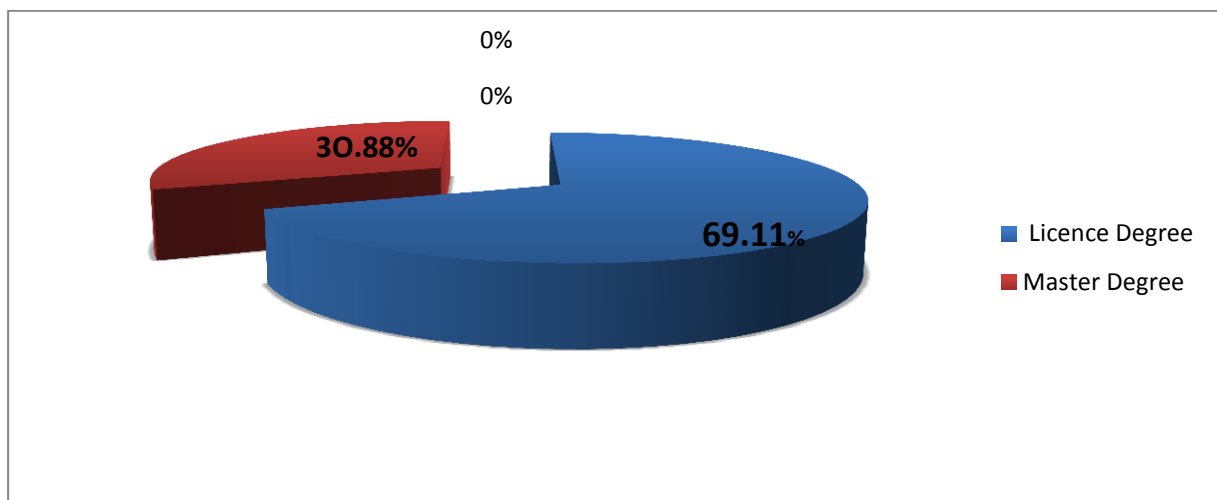
Pie-chart. 3.1. EFL Teachers' Educational Qualification

As shown in the pie-chart, the results reveal that all the respondents are of a university educational level. Most of the teachers, 47 ones (69.11%), hold a Licence degree, while a few 21 of them (30.88 %) hold a Master degree in English language education. The results seem to be logical as the LMD system emerged in the Algerian universities only approximately twelve years ago, the fact of which is to mean that the majority of the EFL teachers are the offspring of the ancient system.

➢ **Teaching Experience:**

Table (01) presents the teaching experience of the survey informants as follows,

Table.3.1. Participants'teaching experience

Years of Teaching	AF	RF (%)
06 months	02	02.94%
01	05	07.35%
02	07	10.29%
04	03	04.41%
06	11	16.17%
07	15	20.05%
09	01	01.47%
11	03	04.41%
13	05	07.35%
14	05	07.35%
18	01	01.47%
20	02	02.94%
21	04	05.88%
22	03	04.41%
23	01	01.47%

According to the results above, the participants' teaching experience is ranging from few months and one year to twenty three years. Considering the life time of secondary school instructor teaching as 32 years, about three decades, table (1) then, indicates that (25%) of the informants are still in their first decade teaching, less than 5 years; (39.7%) haven't yet reached one decade teaching, between 6 and 9 years; (19.11%) also not yet a mid way teaching life experience, between 11 and 14; while few of the participants (05%) are mature teachers who covered a considerable experience in their teaching career between 20 to 23

years. This question is of an utmost importance for the coming questionnaire items as it could reveal a fact to take into consideration, that our participants are a novice category of EFL teachers.

> ➤ **Pedagogical Formal Training in English Language Education**

Going back to the previous section considering that the respondents' teaching experience fell under three categories, the dominating one is that of novice teachers whose teaching life experience does not expand 5years or does not reach a decade. Exploring such facts is a key element to obviously understand the reason why the participants are nearly equally split between 38 ones attending a pedagogical formal training (55.88%) in English education and other 30 ones having no occasion to do (44.11%) as figured in the pie-chart here.
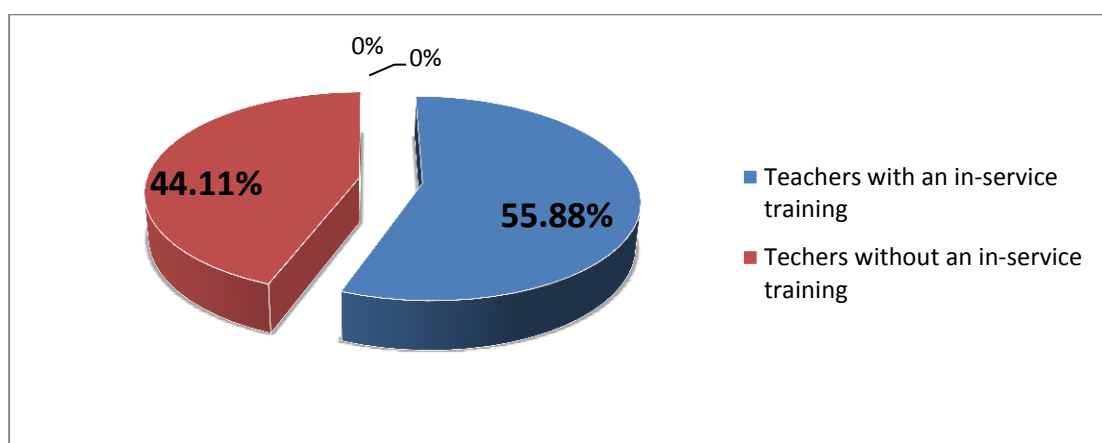
Pie-chart.3.2. Teachers' attendance to formal in-service training

It is worth-noting, in this section, that after the application of the LMD system in the Algerian university, only Master degree holders were allowed to be recruited in the Secondary school and be at the same time engaged to an in-service training. Traditional License degree holders however, were allowed to be so only during the first years after the spread of the newly adopted educational system, but they were obliged to undertake a one-year in-service training by special law of National Education to realize the equivalent of a master qualification. While, they were definitely deprived from secondary school teaching in recent few years (Ministerial Circular n°:315/08, 240/12).

The three categories teaching experience witnessed either the down, spread or are recognizing the competency-based approach syllabi. All Secondary school teachers in Algeria, by cause and effect, are supposed to be fully acquainted with the CBA curricula and

the relating documents that the Ministry of National Education set out. That might provide a fertile source for the coming items to find out whether the new assessment trend aligns to the adopted reform, and reflects the extent to which the pedagogical training EFL teachers are set to attend effective results, the fact of which was to lead the researcher to guess and afore distinguish two split groups of participants, the first with an in-service formal training and the second without it. That will be confirmed all along the next questionnaire items' analysis.

3.8.1.1.2. *Theme Two: Assessment Materials*

This section explores the EFL teachers' perceptions of alternative assessment process to know whether or not the participants incorporate this kind of evaluation into their instructional practices.

➤ **Types of items and questions Secondary school teachers use for assessment:**

Table 3.2. Participants' use of types of assessment items and questions

QUESTIONS		AF					RF(%)				
		A	G	S	R	N					
01	True /False	68	00	00	00	00	100 %	00%	00%	00%	00%
02	Gap Filling	00	66	02	00	00	00%	97%	02%	00%	00%
03	Multiple choice	01	66	01	00	00	01.47%	97 %	01.4 %	00%	00%
04	Matching	68	00	00	00	00	100	00%	00%	00%	00%
05	Sentence completion	00	02	03	24	00	00%	2,9%	4.4%	35.2%	00%
06	Direct short answers	66	01	01	00	00	97%	01,4%	01.4%	00%	00%
07	Short paragraph writing	04	05	50	01	00	05.88%	07.3%	73.5%	1.4%	00%
08	Right answer ticking	07	60	01	00	00	10.29%	88.2%	01.4%	00%	00%
09	Short passage dictation	00	00	00	00	68	00%	00%	00%	00%	100%

As shown, table (2) below exposes the survey participants' use of various types of items and questions, the so-called alternative assessments of students' learning. Almost the whole number of informants (88.23%) expressed in their responses conduction of different alternative assessments with varying frequency ranging from always to never. The most common ones they implement concerned 'true/false', 'gap filling', 'multiple choice',

'matching', 'right answer ticking', and 'direct short answers' that constituted nearly (100%) usage by all participants without exception. Then, 'short paragraph writing' comes after to be sometimes used by a considerable number of the respondents (73.50%), followed by the item of 'sentence completion' which is rarely used by (35.2%) of the respondents as the results reveal. While, 'short passage dictation' was never (00%) used by of the informants.

When asked which items teachers use for assessment and which ones they do for testing, the space for such item's response was totally left a blank. It was the firm conviction for the investigator that all participants still do not distinguish between the overall concepts of assessment and testing. Most of them (88%) said that they allocated from 5 to 15 minutes for assessment conduction usually before the lecture starts or/ and when the lecture is over.

The item that followed addressed assessment tasks that can be short or even long term ones rather than classroom questions only.

Table 3.3. Alternative assessment tasks teachers use in the EFL classroom.

		Classroom Frequency Practice									
		AF					RF (%)				
N	Tasks	MO	G	S	R	N					
01	Pair /Group discussions	00	00	00	00	68	00%	00%	00%	00%	100%
02	Acting dialogues / interviews	50	03	02	00	13	73.52%	4.4%	02.9%	00%	19.1%
03	Written assignments	10	40	04	02	12	14.7%	58.8%	05.88%	02.94%	17.6%
04	oral event or object description	42	05	01	10	10	61.76%	7.35%	01.47%	14.7%	14.7%
05	Story telling/Retelling	01	00	01	03	63	01.47%	00%	01.4%	04.41%	92.6%
06	Book report	00	00	02	06	60	00%	00%	02.94%	08.82%	88.2%
07	Summarizing	02	46	03	00	17	02.94%	67.64%	04.41%	00%	25%
08	Accomplished Projects	00	02	32	00	34	00%	02.94%	47.05%	00%	50%
09	Project presentations	00	00	00	22	40	00%	00%	00%	32.35%	58.8%
10	Self/Peer assessment	00	00	00	00	68	00%	00%	00%	00%	100%

11	Portfolios	00	00	00	00	68	00%	00%	00%	00%	100%

Table (03) results figure out that 'acting dialogues/interviews', and 'oral event or object description' represent the highest usage nearly by the whole number of informants up to (73.52%) at a most often frequency. Also, 'written event/assignments' and 'summarizing' had a more frequent use by them (67.64%) as generally performed in the EFL classroom, in comparison to other alternative assessment tasks such as 'written projects' which were sometimes (50%) used by the teachers, and rarely (32%) presented by them, while greater category (58.82%) showed a total abundance to project presentations. 'Story-telling/retelling', 'book report' however, were rarely (92.64%) dealt with. Whereas the tasks of 'self/peer assessments', 'group oral discussions', and 'portfolios' were never used for classroom assessment sakes by the total number (100%) of the study informants.

For justification, the majority of them stated that considering the class time length being estimated by 45-50 minutes duration, as allowed for a lesson plan sheet, for alternative assessments' performance mainly when the lecture is occurring, a few time could probably be devoted for such items and activities as a sort of their teaching and students' learning integration.

Others however, a very narrow minority, sometimes tended to devote more time for assessment, the whole 50 minutes session for assessment short activities, but they admitted that this provided little room manoeuvre for the learners since it was not satisfactory given the large number of learners that can, in most times, exceed 35 students per class. They also stated that it was their own time investigation and considered as disrespecting the English language program yearly distribution, adding that it was an infrequent use up to three, five times a year.

The figure below exposes the number of EFL teachers who practise assessment scoring.
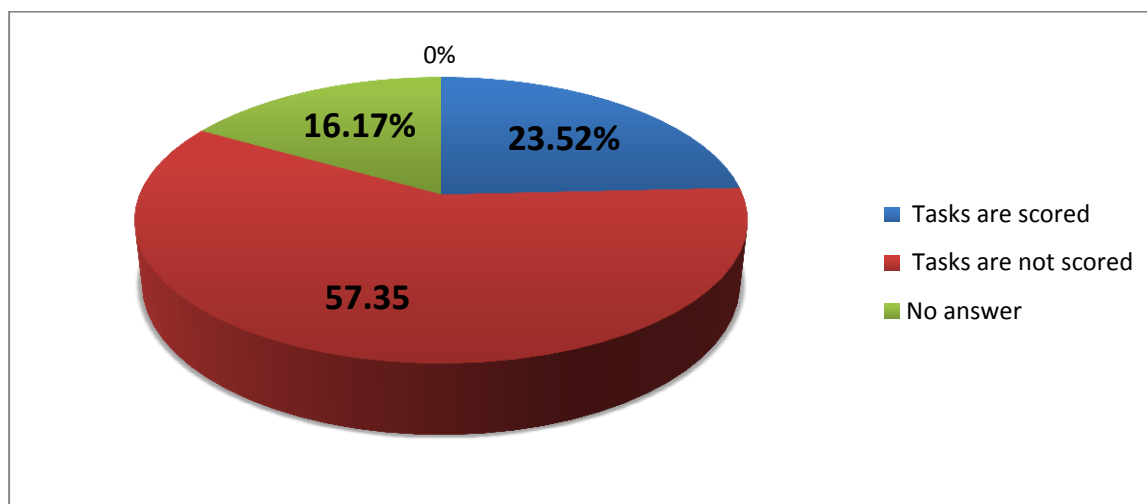
Pie-chart 3.3. The scoring of alternative assessment activities

For the scoring of alternative assessment activities, as table (04) presents, according to the yes/no question, approximately more than two thirds of the survey informants (57.35%) never scored the assessment activities; whereas, fewer percentage, a quarter approximately(23.52%) said that they used to score the learners' assessment works. 11 other informants (16.17) gave no answer.

The common reason they gave was that marks were assigned 'pen and paper' tests and exams as important and decisive for the three school terms, during lecture or other assessment tasks, for the respondents, had no advantage neither for teachers nor for learners as their responses to the open-ended question expressed. In addition, some of the informants (35. 2%) indicated that assessment requires certain marking techniques, what was practical for them is referring to a list of students' names, specifically prepared for ticking the participant students along the lecture.

3.8.1.1.3. *Theme Three:* **The Informants' Cognition of Alternative Assessment**

This section tends to raise the veil on certain facts related to the attitudes and cognition of the EFL teachers towards the understandings and conception of the general alternative assessment process. It includes the following sub-sections: familiarity with alternative assessment, their general knowledge about it comprising understandings of assessment as beneficial to learning, assessment as beneficial to teaching, assessment as performance, reflective to teaching, more practical than traditional testing, and common features of alternative assessment methods.

➤ **Familiarity and General Knowledge:**

The following table (05) numerically interprets the study participants' acquaintance to alternative assessment.

Table 3.4. The teachers' familiarity with the concept of alternative assessment

Suggestions	AF	RF(%)
Very Familiar	00	00.00%
Quite Familiar	04	05.88%
Familiar	05	07.35%
Slightly Familiar	49	72.05%
Unfamiliar	10	14.70%

Unsurprisingly, the results in the table above represent the prominent number of the survey informants (72.05%) claiming their slight familiarity with the overall concept of assessment. A rate of them stood for familiar (07.35%) and quite familiar (05.88). While a rate of (14.7%) clearly declared their unfamiliarity with the process of assessment.

It was necessary to seek the participants' general knowledge of assessment to accordingly investigate the reason behind their alienation to it as the two items complete each other. To ascertain what they know about it, the two open-ended questions that follow were asked.

As the investigator could hypothesize, the massive category of the informants went talking about the benefits of alternative assessment for learning without any reference to teaching, telling that it is testing the learners' learning achievements, but none of them was able to provide a meaningful conceptual definition for it; even those expressing their quite familiarity with assessment or those stating its benefits found it difficult to do. Others however, could only list some of its tasks, and the remaining group of respondents wrote some notes that had nothing of relevance. While, two of them honestly admitted that their conception of alternative assessment was inadequate possessing misconceptions about it.

Among the 68 participants, four teachers could bridge alternative assessment to performance and production skills and conflated it with speaking skills.

The researcher purposefully asked about the source of the participants' knowledge about assessment and as expected, the findings confirmed that most if not all the respondents somehow properly dealt with the topic of assessment, explaining some of its methods and examples were, in fact, Master degree holders who had the opportunity to deal with the subject of assessment and testing as part of the learning program content at the university, but their conceptualization about it was very narrow restricting on theoretical points only that were difficult to comply with the practical reality of the teaching/learning ground and the reality of the classroom as they added. Few others said that they had the chance to attend a seminar on assessment with the inspector of English language education who only invited training teachers whose teaching experience extends 15 years, those last who had, by turn, inform their colleagues about the seminar content through teachers' coordination within school meetings. While, six teachers only, stated that their modest knowledge about assessment is the fruit of their own research through reading.

➢ **Assessment as Beneficial to Learning**

Out of the item content, when asked about their assessment general literature, the participants dealt with the value of alternative assessment that intensively stemmed from one category only that alternative assessment is serving learning according to the beliefs the survey participants held. This sub-section is a thorough analysis to catch more details on that concern, and to do so, the researcher mainly relied on their previous responses.

The most significant assessment advantage for learning most teachers talked about is motivation of the learners for more practicality of the English language to report the respondents own words. They saw that alternative assessment activities create a fertile environment for students' learning as they are: active, exciting, more practical, motivating, self confidence building, and fostering competition in class. Whereas some informants expressed that in unique words such as: improve, develop, enhance, and push learning; or other words like: good, beneficial, advantageous without any relevant answer. Only few of them thought that the process of assessment improves learning by encouraging the students to get more engagement in practising English language skills through active involvement, and exposure to more communication and interaction. Among the 68 participants, only one

teacher could appropriately use the word alternative assessment for classroom performance, the word 'performance' that represents the trick of the trade in the process of assessment.

When investigating the fact of alternative assessment as diagnostic to students' strengths and weaknesses, more than two thirds of the informants saw that the learners' weaknesses should be stressed. They clearly claimed their heavy focus on the feedback they provide as diagnostic to the learners' students' errors and mistakes. According to the responses of some of them, the learners' strengths are significant too but, the respondents select the most common weaknesses that their learner share and try to deal with their correction as individual correction seems to be impossible in the Algerian overcrowded classrooms as they explained, adding that the emphasis during feedback provision should be on support and encouragement instead of an embarrassing feedback.

➢ **Assessment as Beneficial to Teaching:**

In such item to the questionnaire as the pie-chart below describes, the response should be through a five elements Likert scale ranging from strongly agree to uncertain. It seeks the fact of alternative assessment as improving teaching.
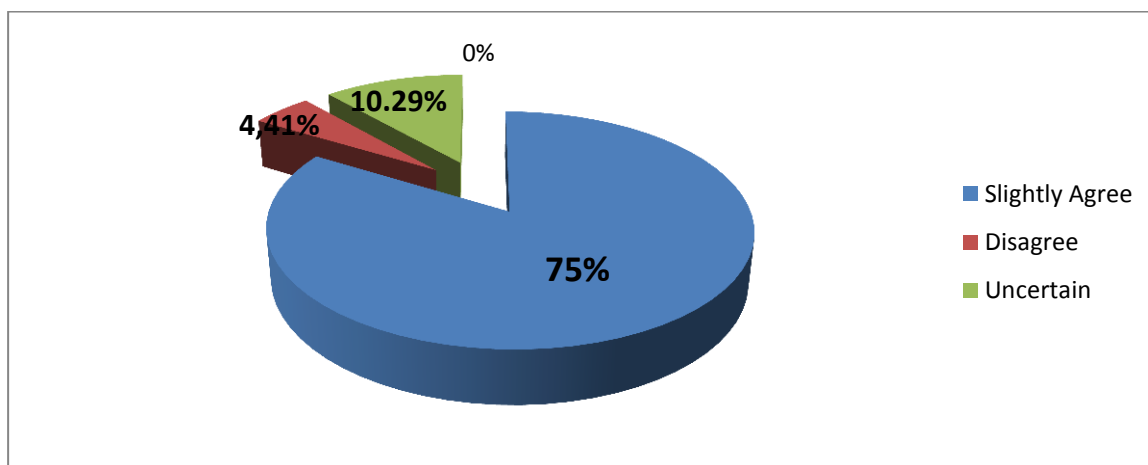
Pie-chart.3.4. Alternative assessment as beneficial to teaching

Relying on the previous informants' responses, it was logical that the vast majority, as the table demonstrates, nearly all (75%) slightly agreed that alternative assessment benefits the teacher's teaching performance as it does for learning. The fewest category of them (04.41%) disagreed with that, and others (10.29%) were uncertain about it.

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➢ **Assessment as More Practical than Testing**

The question in this section was worth-asking as the investigator thought EFL teachers do not really grasp the difference between alternative assessment and testing and they may refer to the two terms interchangeably to mean evaluation. Table (08) findings here are revealing facts about that and which is likely to be more practical in the participants' views.
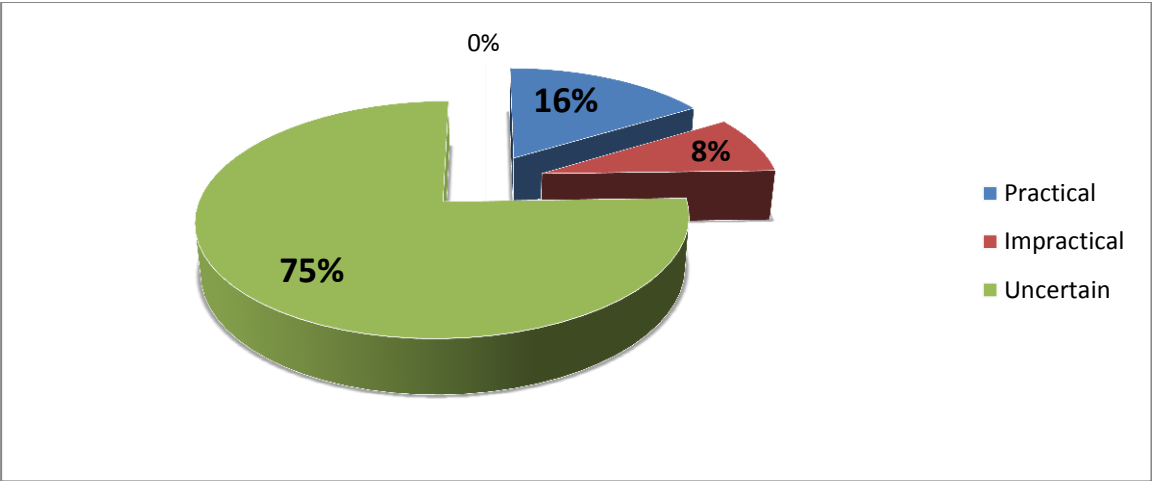
Pie-chart.3. 5. Teachers' awareness towards the practicality of alternative assessment

Regarding the difference between language assessment and testing and judging the practicality of assessment, most participants, more than two thirds of them (75 %) ignored the suggested distinguishing point that was practicality of these measurement tools, expressing their uncertainty towards that, the remaining group of informants stood for practical (16.17%), and impractical (08.23%). These results were not surprising due to their answers for previous items, mainly when asked to give a clear definition to assessment and express their general knowledge about it.

The following table (09) accordingly, is explaining the common features that might make assessment more practical than keystone testing, in what follows is a statistical description to the informants' degree of agreement with that.

Table 3.5. Common features to alternative assessment

Features	Level of Agreement											
	AF						RF (%)					
	S A	A	S A	D	S D	NI						
Easy to administer	67	01	00	00	00	00	98.85%	01.47%	00%	00%	00%	00%
Providing rich data on students	02	23	03	00	00	00	02.94%	33.82%	04.4%	00%	00%	00%
Permeating students' cooperation	01	08	00	00	00	00	01.47%	11.76%	00%	00%	00%	00%
Adaptable to various situations	00	00	00	00	00	00	00%	00%	00%	00%	00%	00%
Sensitive to different learning styles	00	00	00	00	00	00	00%	00%	00%	00%	00%	00%
Providing effective feedback	33	29	04	02	00	00	48.52%	42.64%	5.88%	2.9%	00%	00%
Assessing thinking/higher-order skills	00	00	00	00	00	00	00%	00%	00%	00%	00%	00%
Processing learners' cognition	00	00	00	00	00	00	00%	00%	00%	00%	00%	00%
Authentic and connecting to the learners' real-life environment	05	02	04	00	00	00	07.35%	02.94%	5.88%	00%	00%	00%
Encouraging learners' decision-making/enhancing problem solving	01	01	00	00	00	00	01.47%	01.47%	00%	00%	00%	00%
Providing objective results	00	01	01	00	00	00	00%	01.47%	01.47	00%	00%	00%
Creating various learning situations	00	00	03	00	00	00	00%	00%	04.4%	00%	00%	00%
Competency-based	00	00	00	00	00	00	00%	00%	00%	00%	00%	00%
Permeating the learners' reflection	00	00	00	00	00	00	00%	00%	00%	00%	00%	00%
I have no idea	43						63.23 %					

In fact, reflecting on this item's data, it seemed that the respondents dealt with expressing their degree of agreement with certain features of alternative assessment by ticking the columns in a random way. Among the sixteen features presented in a table with six Likert scale items ranging from strongly agree to no idea to express degree of agreement with them, only four features were ticked, the feature of 'easy to administer' that is ranked first in the table was the choice of approximately all the respondents (98.85%), followed by that

'providing effective feedback' as strongly agreed on by (48.52%), and agreed on by (42. 64%) of them, then, providing rich data on students comes after by (33.82%) of the participants who expressed their agreement with the feature, while only (08.5%) strongly, and somehow agreed with that.

Few of the respondents (07.35%), on the other side strongly agreed on the feature of alternative assessment as authentic and connecting to the learners' real-life environment, few others (02.94%) agreed, and (05.88%) somehow did. Encouraging learners' decisions and enhancing problem-solving skills was agreed on by one respondent only, and creating various learning situations was somehow very narrowly so by (04.41%) of the participants. While a great number of informants (63.23 %) claimed having no idea about alternative assessment's features. That in fact draws again a confirmatory picture on their ignorance to minimum facts related to the latter as a classroom measurement device since the columns standing for features of utmost importance and that that are worth ticking were, in the respondents' questionnaires, left a blank, these mainly refer to competency-based, adaptable to and creating various learning situations, and others.

3.8.1.1.4. *Theme Four***: The Participants' Classroom Assessment Practices**

This fourth section tends to elaborate on the alternative assessment practices that EFL teachers implement in their Secondary school classrooms. It throws light on the participants' beliefs and reflections on their assessment practices, whether or not they are satisfied with them, as well as their attitudes towards receiving a training course on assessment and what assessment elements the supervision course should address according to their needs and the reality of the Algerian EFL classroom.

➢ **Participants' Reflections**

Through the item that concerns the participants' reflection on their own assessment practices and expressing the extent to which they are satisfied with them, the researcher could investigate the informants' awareness towards their assessment needs through the following figure.

Data Collection, Interpretation, and Analysis
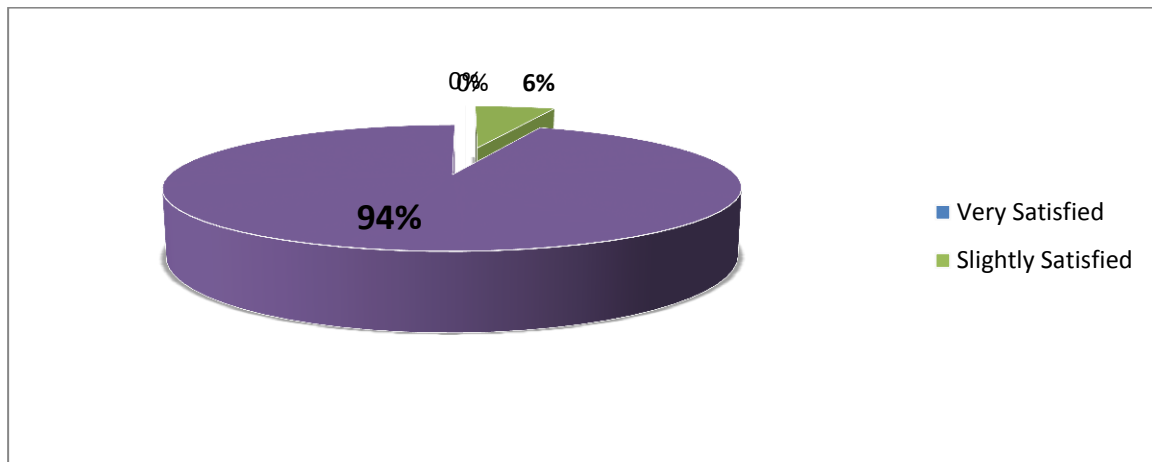
Pie-chart.3.6. EFL teachers' reflection on their own alternative assessment practices

When asked if they are satisfied with their classroom assessment performances, nearly all of the survey informants (94.11%) went saying unsatisfied, and four of them (05.88%) were slightly satisfied. The participants' nearly total declaration of their unsatisfactory assessment practices is significant to reflect their awareness of an assessment course as all of them without exceptions were split between expressing strong agreement (55%), and agreement (45%) with the necessity to more workshops and courses on assessment conduction in their EFL classrooms. The researcher sought the reason behind their dissatisfaction, and she could infer that the informants' approaches towards the practice of alternative assessment was stemming from their experiences and own efforts rather than on any former training course or supervision on assessment or even on their secondary schools' guidelines and rules. Despite that, they all demonstrated great awareness of the importance and severe necessity of the provision of guidelines for an appropriate implementation of alternative assessment methods, the common statement they confirmed in most of the questionnaires response was 'that is highly recommended', explaining that 'the more guidelines are provided, the better teachers get ideas about what to do, hence, the better they perform'.

➢ **Participants' Expectations**

Among the 68survey participants, only those obtaining a Master degree in English Language Education had the opportunity to take certain assessment items as part of their Master courses as they declared. This might clearly indicate that the remaining majority of the informants had no occasion to be introduced to the overall concept of evaluation in their previous university courses, the fact of which was to make the respondents expect types of

training that they feel would best serve to familiarize them with the notion and use of alternative assessment.

Table3.6. Types of training EFL teachers prefer

Type of training	AF	RF (%)
In-school workshops	53	77.94%
Out-of-school workshops	24	35.29%
Independent reading	00	00 %
Staff Meetings	05	07.35%
Development of text books/manuals	05	07.35%
Seminars and conferences	55	80.88%
Practical experience / internships	20	29.41%
Mentorship	51	75.00%

Considering the findings in the table above, among eight types, the participants particularly preferred in-school workshops, seminars, conferences, and mentorship by a considerable number estimated by (75%), (77.94%),and up to (80.88%) of the informants, followed by out-of-school workshops, practical experience /internships by some respondents who represent (29.41%). While only five informants (07.35%) stood for development of school text books and manuals as well as staff meetings to familiarize them with the notion of alternative assessment. Whereas, the type dealing with independent reading was marked by a total neglecting by the survey informants as a whole. Regarding that, the researcher could analyze that the secondary school EFL teachers stressed the necessity of a meaningful training that provides comprehensive guidance and focus group discussions that are mainly existing through seminars, workshops and meetings which only grant the opportunity to develop their assessment performance skill.

Following the participants' choice to the type of training that might serve improving their familiarity with alternative assessment, they were asked, in an open-ended question, to mention some of the necessary elements to be dealt with in an assessment course to ensure effective conducting of their classroom assessment performance. Most of the respondents said

that bridging the gap between theory and practice would solve many of their problems relating to assessment. Independent reading, development of textbooks and manuals or even in-school workshops without providing support and guidance to clarify issues linked to assessment practicality would be meaningless. The survey participants without exceptions shared the dogma that improvement of alternative assessment theoretical knowledge and usage lay in the provision of more guiding resources on alternative assessment guidelines. They however, expressed total dissatisfaction with the provision of these resources in the English language.

That should, by cause and effect, alarm the Ministry of National Education whose duty first and foremost is maintaining all Algerian schools in general and Secondary school that is our concern in particular by all essential CBA materials involving assessment, comprising teachers' guides, learning tools, syllabi, and all its necessary resources as prerequisite to be at the reach and usage of all EFL teachers as that would determine the kind of instruction and assessment strategies to be employed in the EFL Secondary school classroom. Some of the respondents who attended a formal regular in-service training put more responsibility on the Ministry of National Education and policy-makers by claiming that even the training they received was not in the core of English language teaching, i. e. not purely addressing English language didactics. Most of the things they coped with however, meant psychology and Secondary school regulation rules.

Nonetheless, the participants view that the establishment of a new curriculum in the English language with intensive alternative assessment underpinning theories would be worth serving. Through such a curriculum EFL teachers, as their responses revealed, might be equipped with rich and appropriate knowledge of alternative assessment for an adequate conduction of it. They added that such a curriculum is supposed to present the mere guidelines for matching English language teaching, learning, and assessment in a non-divorced way.

All in all, the findings above revealed the necessary potential room for development matching to the EFL teachers' knowledge about how language learning can be assessed using several alternatives in assessment.

3.8.1.2. The EFL Teachers' Interview Results (Informants with an in-service training)

In keeping focus on competency-based assessment matters that EFL teachers might face, the in-service trained teachers' interview was worth using since teacher-training programs are, for scholars Brindley (2001); and Bailey &Wolf (2012) to mention, stressed as professional development opportunities that are likely to provide the language teachers with necessary literature about classroom assessment. Hereby, the target efforts were made to ensure that the target category of participants, in this research phase, were selected with varying age, gender, and teaching experience, but all of them received in common a formal in-service educational training in the Competency-based approach to language teaching.

25 EFL teachers were asked to participate in the survey, 10 of them however, accepted to cooperate and then, were interviewed. They were four males and six females, ranging from 24 to 48 years of age, and from four months to 21 years of teaching experience. Three teachers were at Brothers Mezerai Secondary school, and two ones belonged to Lycée EL Djedida in the province of Remchi. It was, in fact, difficult to find more teachers as the researcher could not easily distinguish teachers receiving an in-service training from those not doing, that was the reason why, the researcher had to seek the five other teachers, who agreed to participate, in the center of formal pedagogical training taking place at Lycée Ibn Saad, in the city of Tlemcen.

The interview was designed in a semi-structured type i,e. the planning of some questions was prior to the teachers' interview to bring about the maximum of information from them without being restrictive to their views. It was on this last basis that some other questions sought eliciting more details and were drawn from the informants' responses to the pre-outlined questions (Burns, 2000), taking from thirty to forty five minutes timing for each of the ten audio-taped interviews.

The teachers' interview addressed what they are expected to think about planning and conducting assessment under the competency based philosophy to language teaching. The guiding interview questions hereby, were stemming from the pre-outlined research questions.

Relying on the previous data of the teacher's questionnaire, that mainly brought about the considerably contributing factors to limit the participants' cognition of and skills for practising alternative assessment. It has been apparent, especially from their responses to open-ended questions that the survey informants were in stressing need to pedagogical

support through adequate training. As the results revealed, a considerable number of EFL teachers received a formal in-service training. That is, by cause and effect, demanding to call into question the in-service training content that seems to, a great deal, marginalizing the element of language assessment that has a hand in glove relationship with instruction.

It is on that basis that the second research tool, teachers' interview, was designed. It addresses the second group of participants that include in-service EFL teachers receiving a formal educational training. The interview items sought confirmatory facts to the previous questionnaire's responses, but with more details in the core of alternative assessment in relation to the in-service teacher training.

For the purpose of a smooth processing of data interpretation, the framework that was adopted meant application of a thematic analysis approach that seems to suit the current study which in its most revealing textual data as well as textual analysis structure (Creswell, 2009) and whereby "explanation building has occurred in narrative form" (Yin, 2009, p. 141). That is mainly realized through themes arising from the interview findings instead of imposing a preconceived range of themes on the data (Creswell, 2009). Therefore, significant themes emerged from the compiled data that were phone-recorded and reviewed several times, following Braun and Clark's (2006) step-by-step thematic analysis model, moving from familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, to lastly producing the report. That represented a practical guideline for the study research in hand.

Seven themes emerged from the interview data through the iterative process of data analysis. These were classified as follow.

3.8.1.2.1._Theme One_: Teachers' Awareness to the Shift from Testing to Assessment

It was necessary, in the outset, to demystify the participants' perception and consciousness of alternative assessment, that tally with Jones& Moreland's (2005); and Blazar & Kraft 's (2017) researches which unveiled that teachers' attitudes and perceptions might, to a great extent, negatively affect the instructional process. Eight of the survey informants declared the use of assessment as ranking the pupils and promoting them from one learning level to another exhibiting narrow concern about the significant role of assessment. While, two of the ten appreciated its use as rather promoting both language teaching and learning. The researcher did not hesitate to add an unstructured question to confirm the

teachers' misunderstanding to the concept of assessment asking the respondents to provide a clear and brief definition to assessment. Unsurprisingly, according the ten interviewees assessment meant all the tests and exams given at the end of learning units and terms. That entailed another question about the intended objective of assessment, seven out of the ten claimed that assessment was mainly addressing the mastery of a certain subject matter, the response which reveals a lot of ambiguity, and the three remaining ones related assessment to the learners' language competencies.

Calling into question the respondent teachers' consciousness and perception to alternative assessment revealed their unawareness to transition from content traditional assessment to alternative competency-based one due to the deeply rooted unwavering devotion to paper-and-pencil keystone testing. By cause and effect, the researcher could obviously assume that the teachers were set to practise assessment without being equipped and maintained with the raw material that is the necessary technical understanding to get full profit of alternative assessment. Through a structured question, seven informants still cling to traditional testing committing to the conviction that tests are the best to assess learning achievements. Three however, believed that alternative assessment methods also work well. When asked to justify, those declaring a feeling of comfort towards traditional testing, explained that the latter was for them time-saving, done on an organized rate of time with less paperwork, easiness of reporting the measurement results, feedback, and a set of challenges which the investigator would like to discuss later on. Alternative assessment supporters however, appreciated alternative assessment as helping them escape the condemning strict directives they had to follow in the old system of evaluation, feeling more free-pressure atmosphere with the new one. In his clear words, a teacher said:

•The current way of assessing is completely different. It helps individual instruction whereby learners are allowed to ask, investigate, search and conclude. In brief, through assessment pupils are highly motivated.

Opponent teachers to traditional testing firmly shared the common belief that former trends of evaluation were marked by a failure to cater for the learners' needs, providing little room for learners' learning. Assessment is rather overwhelming and providing a holistic picture on the students' learning career.

In what is foreseen, the researcher could generate some data related to the EFL teachers' beliefs and alternative assessment purpose, main use and what it serves for-mostly. In what

follows, the interview structured questions and unstructured questions address the core of alternative assessment that is assessment for learning.

➢ **Assessment for Learning**

The ten interviewees were asked whether they viewed that alternative assessment was in more service to teaching or rather to learning. The question was, in fact, multi-dimensional, it sought the teachers' investment in the assessment resulting information to diagnose the learners' needs that eventually shape careful and adequate design of strategies and resources as well as fruitful feedback that all bring about quality learning. It seemed that the three supporting interviewees to alternative assessment were mindful and aware of the way in which assessment serves learning, claiming that through this evaluation tool, instructors are informed about their learners' language level of proficiency and hence, they can on that basis adapt and adopt a range of instructional methods that comply with their learning environment. The seven interviewees keeping in favor of keystone testing indicated that EFL teachers still ignore the use of feedback for proper assessment methods and investigate the results for remedial sakes.

➢ **The Provision of the English Language Skills**

When asked about the contribution of alternative assessment to boost the learners' linguistic competencies through their hybridization, all the group of informants stated that the way they tackled assessment was failing to make any provision for assessing the English language skills in a blended way. That drove questioning them about the possible skills that were likely to be assessed, and most of them, eight, agreed that reading and writing were probably the skills that are most assessed. Opportunities to assess other skills, speaking and listening specifically were in most times lost. One teacher said,

- We create equal opportunities for teaching all the language skills, assessing all of them however, is quite impossible. You can easily cope with a test in which reading and writing are assessed, but no test succeeds to assess speaking and listening.

Adding to that, another in interviewee expressed complaint that,

- The tests we design contain activities on reading and writing, to assess listening or speaking, other non- pen and paper tests are needed, and that requires more time and work, and assignment of more marks. That would be impractical.

A third teacher pointed out that,

- We strongly believe that the tests we administer are not useful for the provision of the four language skills assessment, but we cannot escape the myth of keystone testing we were used to years and years ago, since we were pupils till we are teaches from one side, and the reality of the Algerian large classroom is another issue from another side.

One teacher only mentioned that the four language skills are possible to be assessed in an integrated way through the project work. The latter however seemed to be rarely used by the informants according to the answers they provided.

Those were the respondents' arguments for which the two main language skills, listening and speaking, seem to be missed out and left behind.

➢ **The Learners' Involvement in the Process of Assessment**

Regarding the previous findings, it is obvious to point out that the chances for the students' involvement in the assessment process are lost. The ten interviewees without exception seemed surprised to know that, and claimed that the process of assessment was for them the teachers' business without being the students' one. Seven of them went further to admit that they saw no benefit for allowing the learners to take part in the assessment process. One of them wondered,

- How can a student be involved in a test that is, for him, a duty to do? The only classroom right in which he can be involved, is responding to learning activities.

Another teacher genuinely asked the interviewer,

- Why do you involve the learners in assessment?

That question drove to another one about the informants' thoughts about self and peer assessments that represent the backbone for the students' inclusion and integration in assessment. Half of the respondents, five, honestly confessed that they heard about the two terms self and peer assessments, they, however do not know what the two conceptually mean. Two interviewees reflected a foggy conception about that saying they had no occasion to recognize the two terms neither during their studying career, nor the professional one. While the remaining three ones escaped responding to the question. One teacher asked,

- Would you please move to the next question?

It was clear, according to the concluded findings, that the most the researcher tends to probe into the deep constituents of alternative assessment and put under diagnosis the teachers' assessment literature and practice to it, the most she feels that EFL teachers are alien to this evaluation tool and worse still representing the bugbear for them.

3.8.1.2.2.*Theme Two:* Teachers' Assessment Skills

The present theme measures the informants' extent of alternative assessment potential for the evaluation of their students' learning.

> **EFL Teachers' competencies in assessment**

Assessment has a vital role that merely matches to the planning and conduction of sound instruction in which learners' weaknesses are diagnosed, their academic accomplishments are judged, and adequate feedback is provided (Airasian, 1997); regarding that, teachers need to get enough skills in assessment since Harrison &Wintle posit that,

> 'Assessment is at the very heart of the teaching and learning process. It helps us: evaluate our own teaching; to priorities our effort most productively; to diagnose difficulties with individual children and to allow us to pass on information to parent about pupils. Thus, assessment interacts with the curriculum, parents, the learner, and the teacher.'

(2003, p. 8).

The present theme demystified the informants' competencies in competency-based assessment through questions comprising its rational and use. All of the ten respondent teachers perceived assessment as a tool for grading and could not recognize its rational for improving the quality of instruction. Similarly, in spite of showing interest in assessment as an adequate measurement tool, the ten interviewees honestly claimed their disability to cope with the current shape of evaluation. Nine of them stated that assessment and grading are the same fixing their focus on what learners know, and hence, EFL teachers still seem to stand in favor of teacher-centeredness. While, only one of the informants was in line with the current trend of assessment and explained its essential rational extending the focus of assessment on what learners know, how they do, and how they perform and exploit their competencies in various learning situations.

Nevertheless, eight informants clearly stated that they try to practise the assessment procedure according to their own understanding of the educational reform. Five clearly

declared that they were frustrated and completely confused, but in all cases ranking students is all what they used to do. One of them consciously said,

- I know things are not going in the right direction in our classrooms. We are not on the adjusted track of evaluation. We undeniably need support.

The researcher thought the most interesting, but disappointing and frustrating words of an interviewer were the following,

- An educational reform occurred, we are aware of the changes that happened: the teaching approach and pedagogy, the role of both teacher and learner, school manuals, everything has changed, we are verbally informed about few things. That still remains foggy when it comes to practice; indeed, we are in a dilemma.

In fact, hearing such words from more than one teacher who received a full in-service training for a whole academic year and who are supposed to be aware of and acquainted with all the pedagogic bag of the educational reform taking place two decades ago is annoying and disguising, that might raise the alarm again to the National Ministry of education to call into question the shape and content of the in-service training teachers are receiving and that, in their reports, seems to be vain.

➢ **EFL Teachers' Experiences of Classroom Alternative Assessment**

EFL teachers' concerns about quality assessment are highly recognized and reflected in the interview responses. It was apparent that they experienced plenty of teaching and assessing issues that are relating to the competency-based curriculum.

When asked about their current assessment experiences, eight of them admitted that most, if not all those experiences are the offspring of their own efforts of reflection to understand how to evaluate, at each stage of learning, the learners' achievements.

One interviewee claimed,

- We try to develop our teaching and assessing qualities, it is difficult however, to show and realize our full potentialities; we need assistance. When will they (policy-makers, stakeholders and officials) recognize that?

Another one jokingly added,

- I think the competency- based approach to teaching is turning into aches very soon, and we are still trying and waiting for support to keep up to date with it. I really feel pessimistic towards that.

Two interviewees only managed to show impressive conceptualization of the national education reform, their assessment experiences accordingly, seemed to be aligning with the reform related prescriptions arguing that that was thanks to their dependent reading and research. Additionally, all of the responding informants stated that their academic qualifications are to a certain extent influencing their teaching experiences, according to the theory they learned in applied linguistics, merely their flexibility to think to adopt various assessment strategies, the application on the practical ground however is telling a different story.

Reflecting on the participants' responses on their own assessment experiences revealed the dogma that teachers are making personal efforts to manage the era of school reform. The fact that also drives to the teachers' mental attempts to struggle the dominant teacher-centered approach for the provision of quality teaching that seems to be non-complying with the Algerian EFL classroom reality and pursing its practicality on the learning ground due to bottom-up factors.

➢ **Language Assessment Techniques and Strategies**

EFL instructors were worth-asking about the assessment techniques they employ for measuring their learners' level of language attainments as different assessment strategies are the fast to determine how, what and to what extent learners are learning (Angelo &Cross, 2002).

Three informants out of ten could convincingly distinguish between most practical assessment devices and even distinguish between those serving summative sakes and those serving formative sakes. While the seven remaining ones reported what they learned in seminars without having experimented that, as explained in the response of one of them,

- The inspector of education told us that the project work is the most practical assessment technique, I ask my pupils to work on it, but honestly, I never correct it or ask my learners to present it.

When asked about the reasons, he argued,

- It is not important in the language classroom. I already know my learners are going to Google a plagiarized project; no session is devoted for its presentation in the English program yearly distribution, and the inspector never checks it in official school visits. Why do I waste time on it?

Another added,

- Lately, a column in the pupils' school reports was devoted for project work, named: prizing the school projects, you can have a look at it, (the researcher had a look at it in a student' school report), teachers of the same classroom however, are asked to agree on a common mark for the one pupil, judging his/her discipline, participation in all subjects, and constant classroom presence. Till now why is the column referring to project work, while we score totally different things?

Clearly, the situation of teachers' assessment in the Algerian secondary school is dreadful according to the obtained data, the EFL teachers seem to be victims in the wave of the school reform being told to apply and practise what they are not formed in and informed about.

Some, four participants, expressed obvious complaint of getting bored with theoretical concepts that never convince their experimental and practical necessities without putting the various assessment strategies and techniques in meaningful exemplary courses. When questioned about the reason behind that failure, all the ten informants referred it to the existing in-service training which, they wish it would be a meaningful and practical one. Two participants talked about learner-centeredness, what they called 'the myth of learner-centeredness' that forced them to deal with and seek new assessment procedures expressing a deep necessity from their inspectors as direct bottom-down instructors with whom they have a direct contact, to give the teachers comprehensive representations of model courses on it. One of the participants said,

- I am aware, in the competency based philosophy, I am supposed to explain less and the pupils are supposed to work more, doing more activities and practising more independent learning. However, what is the way to do, I, as most of my colleagues do, still ignore the procedure.

To generate more information about the teachers' assessment experiences, they were asked about the language skills that are likely to be assessed in the classroom, all the respondents claimed their reliance on texts to which direct short questions are designed to assess reading, simple activities that mostly address assessment of grammar rules and vocabulary checking, or even assignments on writing assessment. While speaking and listening were never concerned, which meant that the trend of assessment is still taking a static way, and hereby, no competency-based assessment is experienced. One lonely informant out of the ten singled saying,

- For me, I test(instead of using the term assess) speaking once or twice a term, coming up with a topic and invite pupils for discussion to allow their speaking and listening and realize my testing to these two covert skills.

The teachers' clinging to traditional testing methods, as observed even in the way they use the word test instead of assess, is still drawing wide lines, most of the tasks pupils are set to work on are mental activities, to which pupils are supposed to ruminate short, direct answers they have already learned in the classroom; no alternative assessment strategies that favor performance however, are used limiting in that way the learning by doing, and giving impetus to rote learning that merely relies on recalling and ruminating the information they stored.

> **EFL Teachers' Readiness to Tackle Classroom Alternative Assessment**

The separate interview with the ten secondary school teachers unveiled facts in the importance-fore about their theoretical and practical readiness to implement assessment in their classrooms.

Out of the ten respondent teachers, four of those dealing with assessment, through university courses claimed their familiarity with the assessment conceptual card, they reckoned however an ill-preparation for the learning ground demands.

The following direct statement is to mirror the teachers' complaint about that,

- During university studies, especially in Master one and two, we dealt with modules like didactics and applied linguistics that foggily coped with assessment.

Another added laughing,

- Believe me, the word assessment had always been strange and we, students, all used to wonder what it was in the pedagogy of language instruction. We believe that assessment is simply testing, is there any difference between them?

A third teacher in frustrating words advocated that she used to be an excellent student, and that at university they learned that assessment is testing and evaluation is their synonym, the three have to do with scoring and ranking learners; now, adding, as she is a newly recruited teacher, found it shocking and annoying at the same time to know she has to assign her learners three different marks in their school reports, one for classroom assessment, a second for tests, and a third for the exam, worse then, a fourth for the project work, and a fifth for free reading. She harshly expressed feeling of loss.

At this point of response, the researcher wondered about the teachers' dependable strategies to deal with the learners' assessment. Amongst the newly recruited participants, five, stated that they had to ask help from other experienced teachers around who by turn suggested either giving three approximately similar marks or prizing the learners a good mark for being polite and obedient during class and never missing English sessions.

The researcher also thought that being knowledgeable enough about assessment is not the mere responsibility of university, but educational inspectors' concern too. When asked about that, the ten interviewees agreed on the inspectors' neglect to the functioning aspect of assessment during seminar workshops which led us to think the assessment constituent is not emphasized.

One participant's response only seemed to be optimistic, declaring that within classroom practice, through observation, and analysis and reflection on of her students' needs, she began to understand the usage and benefits of assessment, how and what assessment tools that work using trial and error method. Asking other participants about classroom experiences revealed that that was likely to lead to a vicious hole of malpractice, especially if being poorly packed with assessment concepts.

After figuring out, depending on the participants' reports, that reaping the assessment expertise does not take place at the university, not from experienced teachers around or personnel experience, nor from seminars and workshops with teachers. The investigator then became convinced that enquiring about the in-service training recruited teachers are expected to undergo would provide the convincing response.

The majority, nine, of the survey respondents doubted about the in-service training they were set to. Most of their common words tend to massage the following,

- I think the mere benefit of the in-service training we received does not extend confirming the protocol of new recruitment of teachers.

More questions for investigation in the core of the in-service educational training were needed as in the following.

> **Practical Assessment Training for EFL Teachers is a Must**

Axiomatically, the significance of teacher in-service training for teacher professional development is brought to the fore by a number of scholars, (Evans, 2002); (Vandeyar

&Killen, 2007); and (Bayrakci, 2009) to mention just a few, who all stressed assessment practices as indispensible element of a thorough academic training.

The ten interviewees were invited to judge the effectiveness of in-service training they underwent, mainly whether or not the training succeeded to ensure the provision of a meaningful program that sequences adequate and quality assessment for Secondary school students.

Responding to such a question unveiled the teachers' severe complaint about and massive anger towards the training program that declaratively failed to provide teachers with fundamental tips to assessment comprising theoretical notions about it.

The total group of the ten interviewees raised serious concerns during questions matching to teacher training, ascertaining that during the official in-service training they received, and that was 'abstract', 'fragmented', insufficient', 'irregular', and 'sterile', in faithful words of most interview participants, the strategy of assessment seemed to be full of loopholes.

Nine of them exhibited that they are in real need of a practical assessment supervision which they guessed was the problem that swept the whole Algerian school , being Primary, Middle or Secondary that are, as the teachers' repots reveal, staffed with teachers who are assigned the new assessment roles without being equipped with the necessary materials to be good assessors.

One participant stated,

- I cannot grant what I do not possess, I cannot convey what I did not receive. We need assessment-related issues.

Another added,

- I feel lost, standing at crossroads even with the in-service training which is expected to be the best to put theory into practice. Indeed, we need more practical and effective guidance.

All the interviewees claimed their desire to be set to a kind of evaluation through which assessment expertise is advanced. A training that deals with the EFL curriculum content, allowing for teachers' involvement in fruitful discussions that bridges to the CBA without neglecting the practical procedures that emerge the implementation of alternative assessment policy.

In a nutshell, all the respondent teachers, who all received a whole year in-service training, constantly proclaimed different feelings of anger, anxiety, and uncertainty that tempered their excitement to deal with the new trend of assessment, resulting dissatisfaction with the current assessment regime, and declaring their consciousness of being left behind due to the ill-equipment to face classroom alternative assessment. An interviewee stated,

- Assessment, assessment, assessment, all what we know or hear is a buzz hollow slogan far away from the Algerian classroom reality and its fabric instruction.

3.8.1.2.3. *Theme Three:* **Extent of Careful Alternative Assessment Planning:**

Well implementation of classroom assessment necessitates an initial step that dresses theoretical concepts into practice, the so-called, mindful assessment planning which goes hand in hand with instructional design, and is rather integral to it. Nitko & Brookhart in this respect, view that, 'they are two sides of the same coin that need to be done together' (2011, p. 106).

Following the thought of Popham (2014) that quality assessment planning cannot be well checked unless teachers' instructional plans are investigated. The current theme is coming to the fore specifically to seek the teachers' alignment with alternative assessment criteria for mindful planning, marked by an intensive resonation with the competency-based assessment to language learning, whereby EFL teachers are supposed to map out, prepare and schedule the possible various instructional materials with consideration to sequential selected topics that the learners feel acquainted with to reach the desired outcomes regarding the framework of Black & Wiliam (1998).

➤ **Tips to Consider for Assessment Planning:**

This element was worth investigating after the researcher's own conclusion, depending on the questionnaire results and some of the interview responses which disclosed that most participants relied on school textbook activities for their learners' classroom assessment.

When investigated, seven interviewees claimed their total reliance on the textbook tasks, texts, writing assignments, project work topics (if done), and so one. The same respondents confirmed that the textbook is their lonely reference for assessment at all times, and even every school year. The researcher could obviously unmask the teachers' assessment planning strategy that is divorced from teaching/learning planning, the fact of which is to indicate that no alignment is allowed with the outlined curriculum finalities.

Needless to recall, misconception of alternative assessment is likely to be the first elected crucial motive that hinder the harmony of assessment planning and instructional outlining. The following excerpts is to reflect most of the respondents' points of views,

- If I feel unable to answer a question concerning types of assessment activities, the difference between assessment and testing, or mentioning some of the characteristics of alternative assessment, how do you expect me then, to explain its planning process.

Two members of the group of informants only seemed to be open-eyed on the significance of assessment planning considering their learners' needs, the uniqueness of each individual pupil, and the contextualization element for that.

One of the two said,

- Most of the textbook activities do not fit my learners' language competencies and context. I usually design appropriate tasks that comply with my pupil's needs to generate the maximum of their language potential.

What the findings are showing is really painful for the heart. After nearly two decades of CBA implementation, the EFL teachers in Algeria still seem to be left behind consistency with its emphasized principles that, according to the (PARE, 2005), a practical-oriented development for both teachers and learners is stressed in Algeria.

All the ten participants confirmed providing lesson plans for their teaching practices, four of them could not provide the investigator with a copy of the lesson plan. While, the six remaining ones, saying they expected the inspector's surprising pedagogical, visit owned one that the researcher could obviously notice it was extracted from the document of teachers' guide owing to her Secondary school experience. In the six lesson plan sheets, the word assessment was excluded, and rather restricted on the routine of textbook activities referred as task on page (x).

Orally, without providing that in a lesson plan written form, two informants described,

- I usually devise and fix assessment activities, I do my best to enliven the assessment element together within classroom teaching and learning.

Another went saying,

- Three basics are underpinning my lesson, planning, teaching and assessment. Before teaching, I outline my course, right. [.....]. I never forget an assessment activity that must be short and simple in compliance with the time allotment between one

instructional piece and another. I also take into consideration my learner's inclusion in assessment.

From the above, a clear note can be drawn; teachers' free dependence on the yearly teaching plan document that only allows for a train of routine and deeply rooted tradition of an archaic package of assessment materials lead to an axiom condemn of assessment standards that are diagnosed according to the interview respondents' in the following.

3.8.1.2.4. *Theme Four***: Criteria of Alternative Assessment to Consider**

Arguably, the current trend of assessment under the competency-based philosophy to language teaching and learning is governed by a set of defined criteria on which the learners' ability and skills to perform are highly determined. Hereby, for the sake of matching to students' adequate performance mainly in complex situations, instructors are required, with regard to the CBA principles, to establish and address obvious expectations taking into consideration a range of standards that should fit a set of decision making contexts (Stiggins & Conklin, 1992).

Unlike the former curriculum, the competency-based one is standards-oriented to support students' learning and boost their performance in authentic settings. That is in line with competency and standards-based assessment practice which tends to construct a range of cumulative alternative assessments(PARE, 2006). Stepping on its tenets, teachers are progressively and relentlessly supposed to measure their learners' language attainments, taking into consideration the variability of the assessment tasks to permit students' learning uniqueness to be demonstrated fairly well (ibid).In order to effectively do that, a set of criteria have to be taken into account as follows.

> ➢ **The Practice of Assessment on a Regular Basis**

To be fruitful, an assessment should be on-going and tackled on a regular basis (Black& Wiliam, 1998). Less than half of the respondents stated that they regularly assess their students' learning. While, the response of most of them showed close mirroring to keystone testing without honestly declaring it. This excerpts is to reflect their reports,

- I generally deal with a controlled quiz, two tests, and one exam. Well [.....] I do it for the first term, the same for the second and that so for the third. Hmm, [.....]in this way, I think I am respecting the regular basis of assessment of the Algerian testing tradition which never change from years and years ago.

Two informants, who seemed to be most knowledgeable about assessment amongst the group of ten, were mindful about the reasons that stand hindering the adoption of alternative assessment. One of them argued having used keystone testing most of the times saying,

- Ok, Ok, I am aware of the benefits of alternative assessment for me as for my learners alike. I however, use traditional testing as it is not demanding in comparison to its alternative one.

The second one admitted using both traditional and alternative assessment describing that,

- After dealing with tests and exams, when closing the term, I habitually turn to group projects that appropriately reflect alternative assessment, none of the two then, is neglected or denied in my classroom.

Four participants referred neglecting alternative assessment to the shortage of time that is measured as 50 minutes not 60 even, and during which a lot of teaching pieces are taking place, they maintained that,

- Keystone testing is more efficient simply because there is much of overhead time alternative assessment. Since then, I rather use testing regularly for evaluation sakes.

All the interviewees insisted on the fact that the amount of alternative assessment investment extends the amount of the learners learning gain if to be utilized whenever learning occurs on a constant basis. Another group of seven respondents added that testing is the best, for them, to reveal the academic standing of students, what they called "nitty betty gritty" about students' learning report.

Some respondents were also conscious about the need to individualize learning as well as assessment due to marking pupils in the classroom who are able of doing well on practical works rather than theoretical ones which requires memorization, to gauge their academic maximum hence, alternative assessment is found the most flexible and ongoing way. Those seven informants expressed that a classroom is an amalgamation of unique leaning abilities, teaching experiences thought them that certain students are apt dealing with theory, they are ranked the best in traditional tests and exams, explaining that other students however, might be impressive in talking situations and cannot successfully interpret their attainments when it comes to writing, What they called in their reports,

- Students who are likely to do well on the copy (test and exam sheet paper).
- Students who might be blocked to cope with the test/exam copy.

Data Collection, Interpretation, and Analysis

Alternative assessment then, must be a continuous process built on end-session or throughout an instructional sequence/unit, rather than end-term or year analysis.

> ➢ **Alternative Assessment as Performance**

Admittedly, a myriad of scholars and linguists' findings, Black& Wiliam (1998); Raveaud (2004);and Gomez & Jakobsson (2014), to mention a few, revealed the significance to bridge classroom alternative assessment to practices that, axiomatically, hold more relevance to the learners' experiences through which pupils can freely and enjoyably expose their potential, the so-called 'learning by doing', than being obligatory engaged to a formal controlled evaluation generally to close the term or the year.

The total group of interview respondents could grasp the concept of performance assessment as its name implies. All of them similarly pointed out the importance of group work and workshops that provide the fertile ground where learners are allowed to demonstrate their acquired skills. Half of them however, could provide the project work as their lonely common example as an alternative assessment performance task that they rarely cope with it due to certain reasons, the respondents are supposed to discuss later on.

Eight of the informants claimed their intensive and regular use of short and direct question-answer activities that undoubtedly fail to cover fundamental competencies and skills of learners, but rather transversal ones only. Six of them additionally described that performance is hindered in the Algerian large classroom, especially when facing learners having no eagerness to do. Even oral skills are assessed through question-answer activities as seven of the interviewees' responses revealed arguing that their learners' low linguistic level prevents them from all kinds of performance. One teacher pointed out,

- In the case of our classrooms, the worksheet is well working.

One of the informants out of the ten confidentially stated that she often prepared role plays with her students to perform their linguistic skills on the stage, adding that the task should address a selected topic that relates to curriculum content, target learning objectives, and a scenario built on vocabulary and grammar already dealt with. All that was initially prepared and designed, as she said, to cover a get a multi-dimension assessment that cover all language skills, as well as grammar and vocabulary. In her own words, she said,

- Well, [….]for me, the role play as a project work is the best to permit students' performance. It is effort and time demanding, the results however, are more excellent than you can imagine. A role play really succeeds to engage the learners actively and excitedly to learning.

The general interview reports indicate that the use of performance assessment in the Algerian EFL classroom seems to be in a bucket of aches. That reveals that many if not all learners' competencies to demonstrate what they are able of doing are buried due to the overspread of traditional testing that still governs the assessment system.

> **Alternative Assessment as Authentic**

Authentic assessment seemed hit as a buzz term in the field of didactics to language teaching and learning pedagogy. A great number of scholars appreciated this kind of assessment whereby learners are allowed to realistically exhibit their language potentialities.

Locally speaking, the educational system reform in Algeria that aligns to the CBA underpinnings also stresses the notion of contextualization (PARE, 2006) which seeks the provision of a genuine instructional area in which teaching, learning, and assessment materials match to real life experiences and situations, that is directly favoring authentic assessment practices that include the learners' in their appropriate context (ibid).

The interviewees were asked to explain the way they deal with authentic assessment in their EFL classrooms for fair and realistic practices, who , nearly all, tended to describe how that draws the competency based philosophy, without being able to mention a word that is in the core of educational assessment authenticity. The nine of them were turning about the notion of learner-centeredness and individualized leaning in repeated words that all mismatch even to the concept of authenticity. Only one teacher within the group of then, was able to partially describe that authentic assessment had to do with the acquaintance and familiarity of learners with the assessment material content that should mainly link to their cultural background, he provided,

- When a topic seems to be alien to my student and does not fit their culture, I generally replace it with one that deals with their context.

The researcher thought asking the question in another way would bring about convincing answers by questioning them to reflect on the learners' feedback when engaged to tasks that

link to their real life context. Responding to the question was much more better, and the researcher could grasp many information about that. One teacher for example explained,

- Ah,[…..] the question now is clearer. Well, sometimes the textbook texts and writing topics mainly are ambiguous, and to which learners are unable to actively cope with, I most often replace them with ones that relate to the Algerian context.

The two participants continued describing that such everyday classroom practices realism helps them explore the students' capacities meaningfully through dealing with subject materials in which their background knowledge is rich to come up with fresh. The teacher who seemed to know better in assessment posited,

- Social interactions that strictly link to authentic settings represent the most effective classroom opportunities for students' assessment.

He added,

- Project work is my preferred authentic assessment task, it favors authentic topics, authentic learning resources, genuine demonstration of students' linguistic and non-linguistic capacities such as searching, note taking, group negotiating, agreeing, disagreeing, summarizing, organizing, and presenting.

Other respondents who represent the large majority however, showed uncertainties towards engaging their students in social interactions for authentic assessment sakes explaining that as challenging and vain bringing about no positive feedback.

The compendium of the findings above suggests that the teachers' foggy conception and practice of authentic assessment is attributed to a shortage of in-service training. It is worth mentioning in this respect that the ten respondent teachers attended educational training workshops, it is apparent however that the last was not targeting the core of competency-based assessment, and hence must be called into question.

➢ **Alternative Assessment as Criterion-Referenced:**

Careful distinctions were made between norm-referenced and criterion-referenced evaluations by Popham & Husek (1969, as cited in Popham, 2014); Bond (1996); and Brown (2005), to name a few; on basically on analyzing the goal for which the evaluation task was designed addressing the measurement of a specific body of knowledge.

Theory-based subject matters, involving languages, have a special set of marking criteria for the assessment pattern, generally in the form of checklists which formally record certain

studied key concepts (Wang et al., 2008). The current criterion-referenced assessment similarly, requires advance students' awareness of the guidelines and criteria before set to task performance.

When asked about that, none of the ten respondents could grasp the notion of 'criterion-reference', and then, all of them asked formulation of the question in another way that might lessen its ambiguity. All their reports reflect total ignorance to the term saying,

- What do you mean by 'criterion-reference', I have never heard about that, would you please explain?

The investigator hereby, had to, directly, ask about the checklists or any evaluation grid they are likely to prepare for students' assessment explaining that these checklists and grids must contain key tips for detailed evaluation. After having done, seven of them said they never used such assessment tools as they had never known the word neither during university study or in in-service training, nor in inspectors' seminars. Thus, the same respondents showed support to norm-referenced testing which, to a great extent, allow for students' comparison to each other. One of them, confirming misconception to criterion-reference additionally stated,

- Through norm-referenced tests I do provide my pupils with the scoring scale for correction, they are also conscious about what to do.

While two informants showed familiarity with the concept, as a result of personnel research in the field of assessment, they strongly expressed their disability to deny the role of criteria in accordance to the current evaluation pedagogy. They continued saying that before setting their students to certain tasks, the outcomes to be attained should be discussed. One respondent claimed,

- I generally agree with my pupils on the departure point, what they are expected to perform, and what must be achieved at the end. Believe it is indeed, facilitating things and ensuring learning achievements.

The second respondent added,

- Without having shared the addressed criteria and pre-defining the guidelines that make the learning objective clearer, both learners and teacher are lost.

Those two teachers only proved their adequate knowledge about varied levels of criterion-referenced assessment that depend on outlined rubrics as a key element for evaluation mainly for two assessment tasks,

- When you say criterion-referenced assessment, two evaluation tasks come to my mind: project work and writing assignments. They are the most fitting activities for rubrics of criteria as they allow for teacher observation.

The whole interview discussion revealed that EFL teachers in Algeria narrowly use criterion-referenced assessment. In case of use, learners are packaged in project work and writing assignments as mere hall mark techniques that allow the investment of such kind of referencing through criterion-based rubrics.

3.8.1.3.Discussing the First Phase Findings

The results are discussed in compliance with theoretical considerations. The researcher tended to review the themes in terms of her conceptual framework and the literature review to exhibit a series of findings aligned with the research objective. In the process of making meaning, she expounds congruent as well as conflicting findings between the study and the existing literature.

The results were indicative of a set of factors that are likely to be identified as areas to overhaul in order to increase the participants' knowledge of alternative assessment, change their beliefs on and attitudes towards it, and adjust their practice to it.

It is worth-noting, in the outset, that the significance of the interrelationship between theory and practice is compulsory for any process. That interrelationship, in the context of education, is well explained by Carr &Kemmis who state that,

> 'Teachers could not even begin to 'practice' without some knowledge of the situation in which they are operating. In this sense those engaged in the 'practice' of education must already possess some 'theory' of education which structures their activities and guides their decisions. A 'practice', then, is not some kind of thoughtless behaviour which exists separately from 'theory' and to which theory can be applied'.

(2003, p. 113).

To comment, the view of Carr & Kemmis (2003) is summarizing all what will be discussed in this section, denoting the importance of teachers' knowledge about teaching,

learning, and assessment theories as well as adequate training that all work together for effective practice. In the respect of assessment, Rea-Dickins &Rixon (1999) argument is the best to narrow down the concept of EFL teachers as good assessors, in the necessity to possess more assessment literacy which is for Stiggins (1991, 1997); Inbar-Lourie (2008); Popham (2011); and Malone (2013), who have some elements in common, the necessary expertise, familiarity, understanding, procedures, and knowledge of a myriad of skills, standards, as well as principles that enliven sound assessment and highly affect its classroom assessment practices. This latter is ultimately discussed as follows.

To begin with, exploring whether the EFL teachers were knowledgeable enough about alternative assessment seemed to be essential for the current study for twofold service, so as to reflect some facts about the participants' practices, and to estimate the need for second phase intervention.

Through the numerical findings, it has been demonstrated that Secondary school EFL teachers in Algeria are of a very poor and limited knowledge of assessment. Most respondents talked about its general usefulness, placing little emphasis on its formative aspects, which, to a great deal, represent its benefits, but were unable to define it conceptually. The study findings, obviously mean that EFL teachers carry out language assessment but without having learned its principles, and hence, the survey informants are in an urgent need to be equipped with more professional knowledge of assessment so as to measure the learners' academic achievements properly as EFL teaching, that requires successful performance of the dual roles as instructor and assessor, requires accordingly a high level of awareness, and sensitivity that is directly relevant to alternative assessment in this respect.

The statistical findings were also indicative of the very limited number of participants devoting time to mark alternative assessment tasks. It has been pointed out that the scoring of alternative assessment represented the bugbear for most participants. According to their justification, teachers found it difficult to use marking techniques, and in others' responses they had no useful marking techniques for alternative assessment activities.

EFL teachers' unfamiliarity with assessment also reflected their distinguishing between assessment and traditional testing. Their mindfulness of key aspects that make assessment more comprehensive went partially with their misunderstanding to the nature of assessment as a small part of an exam merely being used for grading sakes, and therefore, instead of getting

benefit from enhanced knowledge and formative sakes of assessment, assessment of learning is targeted only, ignoring the inevitability of assessment as an integral part of instruction.

Additionally, EFL teachers' cognition is highly considered in shaping teachers' classroom practices. Borg, in line with this reason admits that a teacher's cognition 'is the range of concepts which have been invoked in accounting for the cognitions which shape in-service language teachers' classroom practices'(2006, p. 87), considering not only the participants' pedagogical knowledge, but their practical one as well.

According to the aforementioned findings, the survey respondents' practices interpret the informants' blind focus on learners' weaknesses without taking into consideration their strengths. The fact of which is to indicate their need more commitment to the focus on learners' dynamic abilities, whereby alternative assessment is integrative to both teacher's teaching and students' learning.

Regarding assessment techniques, a variety of test questions are pointed out for assessment use through the questionnaire results. Most respondents however, revealed their use of simple, time saving and types of assessment questions that might be serving the Algerian large classroom. The fact of which was to be attributed to the heavy reliance on keystone traditional testing and further less dependence on alternative assessment activities for measurement sakes.

This is in line with the researcher's thought that a range of obstacles are likely to hinder the teachers' effective classroom practices that can be in the framework of 'assessment as learning', which is to support through the learners' involvement in classroom assessment in addition to the teachers' use of different alternative assessments that undoubtedly drop in active learning practices. Nonetheless, the finding expressed an inclination to the adoption of alternative assessment ignoring the use of its full potential.

All in all, greater benefit from more awareness to alternative assessment as integrative to teaching and learning is lost as the findings reflect. The obvious limited implementation of alternative assessment can potentially be addressed to a set of factors that are challenging to its conduction and therefore, there is room to discuss these challenges in what follows.

3.8.2.<u>Second Phase</u>: Intervention via the Research

Considering the research map that the investigator set, the following is paramount to the study. In a brief review, it tends to acquaint the participants to the fundamental considerations of alternative assessment. Then, two seminars are in charge of that, to specifically: increase the teachers' knowledge of alternative assessment, provide a corrective input that would also change their beliefs about this evaluation device, and mostly boost their willingness for more assessment practicality. This section thus, is exposing the intervention findings.

3.8.2.1.Initiating EFL Teachers to Alternative Assessment Key Concepts

Admittedly, initiating teachers and educators to adequate knowledge and theories of educational assessment is quite necessary to restructure innovative instructional activities as well as to make decisions (Carr &Kemmis, 2003). In the research work at hand, a particular group with distinct assessment needs was addressed following both Troudi (2006); and Griffee (2012) theory in the focus on what is likely to work best with a certain troupe of participants in a given context through the intervention strategy which is highly appreciated to diagnose many loopholes, and suggest solutions for many issues in the ELT context.

To recall, the first phase action research was merely designed to demystify the EFL teachers' attitudes towards and knowledge about alternative assessment. The present intervention phase is relatively complementary to change the informants' cognitions about alternative assessment and introduce them to its main concepts through the presentation of a seminar, to hopefully then, cram their minds and bring about the maximum of the challenges they agree on, that are likely to hinder the effective adoption of this type of evaluation in the Algerian EFL classroom.

3.8.2.2.The Intervention Content

It is worth noting in the outset, that the present intervention action research goes in concurrence with considered suggestions of a range of scholars, Brindley (2001); Troudi et al (2009); and Bailey & Wolf (2012), a few to mention as professional development outstanding endeavors.

The first phase data analysis formed the foundation pillar for the second phase since revealed facts on the teachers' assessment loopholes allowed for tracing the traits of the

intervention that, by turn, targeted the participants' critique, and discussion of the alternative assessment practicality assessment within the Algerian EFL learning context so as to throw light on its possible challenges.

Nevertheless, the rational for is clarified by Coombe et al (2012); and Taylor (2009) who view that the majority of language teachers are involved in the process of assessment without having learned, or being informed about the characteristics of sound assessment.

Throughout the presented seminars, the researcher tried to make chief defining characteristics to alternative assessment to make the assessment system picture quit clear for the ten attendant teachers in compliance with the analyzed participants' needs pointed out through first phase questionnaire and interview. The intervention mainly involved: main distinctions between current assessment and traditional testing as assessment literacy requires teachers' familiarity with testing conceptualization too (Malone, 2013), short conceptual card of alternative assessment, core requirements for its fruitful implementation on its top the use of technology is a must.

3.8.2.3. The Intervention Outcomes

During the intervention seminar attendance, the participants' questions and comments were allowed. After doing so, the investigator, could notice the attendants' increase in their assessment knowledge and familiarity to a big extent. They could respond to questions relating to presented pieces of information on assessment conceptualization in an easy and exciting way. The ten informants themselves claimed the change of their assessment believes, showing more interest to actively cope with the task of alternative assessment conduction.

The ten attendants expressed eagerness to incorporate alternative assessment in their classrooms on a regular basis, contending in common words,

- Now, as assessment and testing are made distinctively clear, the notion of alternative assessment is brought to light, confirming that the idea of the seminar in the core of assessment was indeed beneficial to clarify the purpose of assessment.

Two of them added,

- We can henceforth, apply alternative assessment in the classroom according to existing learning conditions of course. We promise.

One of the participants freely expressed her point of view saying,

- Honestly, before the seminar, I intensively used traditional testing for evaluating my students' academic accomplishments in a safe way. I am deeply conscious that that is not enough. After attending it, things are confused in my mind.

The investigator interestingly asked her to describe that, she explained that the idea of the seminar is good, it is not however, deeply referring to assessment, and restricted on a rough introduction only, saying that they got tired and bored to say: they need practice that interpret theory, and not merely theory in theory. She as her my colleagues think do, got enough knowledge on alternative assessment today. The teacher wondered,

- Do you think, that will easily work in the Algerian learning context, mainly the language one where the task is more difficult and challenging.

Eight of them contended that some changes must take place in the assessment system saying that,

- According to the shown data, alternative assessment is worth using, an appropriate room however, is compulsory for its implementation. You are not out of the context, and you can imagine, the theory you present is not as easy as is practice in our large classrooms with limited time.

The last two participants' words were really interesting for the researcher who felt that the objective of the intervention is coming to light.

Six respondents promised to start a personnel professional development in the assessment area through reading about it, attempts for its application in every course, and continuous reflection on that whenever possible.

While two of them ensured that they sometimes used to incorporate assessment practices in their teaching performance; after the seminar attendance, they mainly became open-eyed on the assessment fairness, ethicality, objectivity, validity, reliability, and authenticity. One of them pointed out,

- Alternative assessment in the way you present is the utopia for teachers' effective teaching, students' effective learning and fruitful assessment for both. (Taking deep breath……she kept saying), if it only works in our Algerian classrooms.

Another seminar attendant joined her colleague declaring that he does confirm that the presentation managed to change his attitude and beliefs towards alternative assessment as it could highly enlarge his conceptualization to it. But, expressed sight to confirm on the other

side; that the presentation would never change his performance inside the classroom as it did not comply with its reality that hold a set of pressing challenges to face.

The attendants' honest responses and authentic comments on the intervention content revealed positive outcomes for the researcher about the action research, mainly its second phase, and were really indicative of its success. The last participants' excerpts were to close judgmental to close the second and open the third phase research discussion,

- The idea itself is excellent [........] but, when it comes to reality, it is far (with loading far) reaching I think. We can exchange roles to encounter the many problems and difficulties we face in our classrooms, and if solved, other challenges are to be met, you simply find yourself unable to control all the challenges.

It is noteworthy that as a result of the presented seminars, the group of the ten attendants as whole demonstrated serious enthusiasm to adopt alternative assessment. This indicates that the intervention was marked by a considerable success, as it might, to a great extent, guide to opening gates to alternative assessment practicality through discussing its challenges and disseminating recommendations.

3.8.2.4. Discussion of the intervention outcomes

In down to earth terms, the target of the intervention was the catalytic validity, which Cohen et al (2007) consider the axiom criterion to shape the action research as an agenda giving impetus to certain actions, with a stressing attempt to align what Evans (2002) calls the EFL teachers' attitudinal to functional developments.

In the present study, the informants' intentions to overhaul their practice to alternative assessment were clear after their cognitions' substantial changes to alternative assessment understanding and performance. The participants seemed to be aware that keystone testing as a lonely tool for learners' evaluation is sterile. Due to the last, it was highly observable that the informants' were given access to fresh ideas that refined their assessment conceptual account and hence, their eagerness to perform well on alternative assessment increased. Moreover, the intervention outcomes also proved that, at least, as an initial point, the researcher managed to put the informants on the right snaking track of reading about assessment issues in general, and alternative assessment in particular.

However, change or innovation, or rather, innovation that tends to realize beneficial change (Benmostefa, 2014), that are both proved to becoming buzz characteristics of ELT

(Waters, 2009), cannot effectively take place within a forth night. A crucial element to control that is time management. Indeed, enough time is needed for teachers to turn the conceptual changes they acquired into meaningful assessment practices. This is axiomatically, linked to social construction dynamics of professionalism, as teachers' previous life experiences can deeply affect their knowledge, and beliefs (Shin, 2012).

In nutshell, as a researcher, interviewer, questionnaire and interview data analyzer, assessment seminar presenter, intervention outcomes discusser, I firmly admit that the participants' points of views were quit justifiable concerning the need of teachers' action research and professional development so as to diagnose and then, tackle the contextual factors that represent serious challenges facing them in their professional ground.

Throwing light on the core requirements of alternative assessment is fulfilled by the discussion of its feasibility and challenges that are dealt with in what follows through a focus group interview, for the sake of shaping adequate solutions and suggesting possible recommendations as it is lastly designed.

3.8.3. <u>Third Phase</u>: Post-Intervention via the Research

The phase we are currently dealing with is fore mostly designed to provide a response to the last fourth research question, that is by its nature matching to the post-intervention whereby the assessment seminar was presented. It mainly tended to explore, meaningfully, the in-service secondary school EFL teachers' thoughts on the alternative assessment practicality issues including the challenges they might face.

Regarding the above, a mosaic range of data was united for use from the two phases research tools comprising the first group teachers' questionnaire, the second groups' in-service teaches' interview, the intervention, and the focus group discussion, with more focus on the second phase research. The debate was multi-dimensional, accusing both 'bottom up' and 'top down' sides, sibling teacher and non teacher-related challenges, nominating: systemic, managerial, as well as technical alternative assessment challenges pertaining to the Algerian secondary school EFL learning environment. Those challenges were highlighted in the form of themes as done in previous research tools' data analysis.

Data Collection, Interpretation, and Analysis

➢ **The Contextual Factors Affecting EFL Teacher's Assessment Practices**

After the intervention, the participants' interest in alternative assessment, that is described as a "quiet revolution" in all educational levels' transformation (Hutchinson &Hayward, 2005 as cited in McNamara, 2011), was observably raised, the floor was open to a focus group interview in the form of designed discussions to tackle the existing challenges EFL teachers face when dealing with alternative assessment, and which the participants' strongly, and thematically link to contextual factors as outlined and discussed in the four mapped perspectives on alternative assessment challenges outlined by Hargreaves et al (2002). The researcher tried, next, to organize those factors and rank them in the form of themes and subthemes, laying on the basis of Kozma's (2003) model that interacts three main levels of contextual factors affecting teachers' adoption of teaching and assessment strategies namely: 'Micro, Meso and Macro' levels.

Hereby three themes are emerging from as a result of the post-intervention discussion. The first is that of the micro-level; it is immediate inside context-related i,e. consisting of classroom individual factors concerning teachers' knowledge and beliefs; and students' learning performances, as well as the social interactive environment in which teacher-learner, and learner-learner interactions occur. Additionally, classroom assessment tools and materials within which technology is vital can be challenging to the quality of alternative assessment practices.

The second factor is that of meso-level or the so-called school level; it comprises outside school environment factors that have direct impact on inside classroom practices. These factors are usually school policies and authorities that provide assessment support, in addition to parental and communal expectations and requests.

The third and last factor that has to do with the macro-level tends to encompass both 'Micro' and 'Meso' levels within a broader context to affect the classroom performances. This level might influence individuals, institutions, and organizations inside and beyond the classroom context, as it highly refers to bottom up circumstances comprising educational systems, national pedagogical policies, cultural, social, and even economic norms (McKay, 2006)

Obviously, the three level factors are congruent and influential to each others, the macro level is mostly affecting the 'Micro' and 'Meso' levels. This is why, they will be set to

detailed analysis reviewing the teachers' suggestions, according to Kozma' s (2003) model as already mentioned without relinquished reference to the three levels in highlighted titles.

3.8.3.1.The Focus Group Debate Results

As a post-intervention phase, a focus group interview was conducted with the ten participants to allow group discussion to the extent of alternative assessment theory alignment with the Algerian EFL context conditions through highlighting the challenges that are likely to stand serious obstacles in front of its practicality.

The focus group interaction, to a great deal, reflected the participants' reluctance to incorporate alternative assessment in their instructional practices. They also agreed that the obvious factors that might influence their classroom assessment practices are contextual.

➢ **Teachers' Assessment Misconception and Illiteracy:**

The teachers' lack of assessment conception is a crucial internal barrier, and even standing an obstacle to overcome many external barriers in its implementation. The focus group discussion revealed the irregular and inconsistent alternative assessment performances. It was obviously shown that the assessment interest and significance in their EFL classrooms were lost, and then, led to its reluctant use. Due to that, teacher-centeredness was apparently deeply rooted in the Algerian EFL classroom where the teacher seemed to be the lonely source of feedback. While, opportunities for the learners' engagement in the evaluation process as a kind of self or peer assessments were completely doomed.

As for teacher beliefs and thoughts which seemed, according to the findings' reports, unsuitably deemed for the incorporation of alternative assessment in teaching, learning, and assessment that are all closely tied, having a hand in glove relationship; the fact of which is to represent another challenge that makes the teachers' assessment practices tense and more rigid.

The upheld belief in the teacher's role as the boss who is supposed to govern the classroom, remains a heritage meaningfully expressing itself through generations, and rather handed down from generation to another, in the kind of an arduous task. The latter can represent a basic factor that impedes flexible assessment. Hereby, unless flexible ways for different learners and different conditions are conducted by EFL teachers, effective

practicality of alternative assessment will not be given momentum (Darling-Hammond, 2006).

Due to that, being authoritative in the classroom, the one who can prize students or punish them, the teacher keeps holding a negative attitude on alternative assessment in considering the latter a factor that raises the students' value in the classroom and make them share some tasks with the teacher there like that of self and peer assessment. That is, in down to earth terms, adversely demarcating the implementation of alternative assessment in the Algerian EFL classroom, mainly due to a serious lack of training in-service pedagogical training that represents a challenge on its own right to be discussed in this research work as follows.

➢ **Lack of Teacher In-Service Training**

Axiomatically, teaching and teacher training on lecturing should go hand in hand in any educational area (Vernez et al., 2014). Laying on the (PARE, 2006) and Ministerial Circulars as official national documents, teachers' knowledge; beliefs, attitudes, and practices could be raised and overhauled only if they are set to accurate in-service training. That came with the vague of educational reform which stressed the notion of learner-centeredness as a basic principle for the overall reform and which was only theoretically implemented in the learning ground. In this respect, Vernez et al (2014, p. XVI) posited that teachers should be set to a training that, 'should focus on the most practical techniques rather than the still too poorly defined student-centered methods for large classrooms'. Vernez et al 's mere precise of 'large classes' at this point, is mainly due to the fact that 'the big class' factor entails, as already shown, other challenging factors amongst which some were dealt with are other are to be dealt with next.

Depending on all used instruments for data gathering all along the three phases of research with the two groups of trained and untrained participants, it was revealed that teachers are still jailed in the teacher-centered approach to language teaching, and bent on a package of duplicated examinations and tests is dominating at the expense of alternative assessment flexibility. The researcher could obviously guess that the inadequate pedagogical training the informants received, clearly relinquished assessment-related issues.

Notwithstanding that, the majority of them overtly and honestly stopped complaining demagogy, maintaining facts on their own assessment experiences that are wholly sided by anomalies, and in spite of the lack of support provision, they declared having the key role in

overcoming the possible challenges they are likely to face in their classroom, highlighting that even in the absence of supervision, it is up to the teacher to glean what and how he/she is supposed to be on the right track of instructional performance. In this line of reason, a convincing example that the research herself witnessed during her secondary school career for an approximate of a decade, could be brought, teachers still show ignorance to the concept of self assessment although it is coped with in all secondary school syllabus at every end unit in the form of a structured checklist confirming what knowledge and skills the student got, and what he/she could not glean (Getting Through, At the Crossroads, and New Prospects).

However, no one can refute the fact that, what is just being mentioned bridges to Leong (2014) study which closely links assessment professionalism to having profound conception and motivation to its practicality through meaningful teacher in-service training even with deeply rooted 'test-oriented culture'.

Locally speaking, the training our participants were set to during a whole academic year was too brief in its content coping to some obvious theoretical fragmented concepts related to the competency-based approach that melt once in practice. This implies the dogma that too much work needs to be done in this context, comprising comprehensive professional in-service teacher training programs that seriously consider the examination of teachers' knowledge, long-held beliefs and attitudes, and in the fore significance skills to perform.

➤ **Teaching to the Test Culture**

Arguably, the 'teaching to the test' culture, that forms a crucial issue in the Algerian EFL context, is also required to ascertain the learners' accomplishments in formal decisive summative evaluations (Carless, 2005).

The focus group discussion highly implied the teachers' resorting to practise assessment in alignment to the national final exam, mainly the Baccalaureate. During the discussion, the participants appeared unenthusiastic in dealing with competency-based shape of assessment. A minority of them only exhibited obvious readiness to change and acceptance to instructional novelty. They however, tend during the academic year, to strive to provide their learners with exam skills to do well on it.

The troupe of the ten informants confirmed that, the teaching to the test factor is double edged, equipping students with necessary assets for success, and ensuring satisfying outcomes

that protect the teachers' reputation, and keep him/her away from certain blame and critics; an informant kept saying that the teachers generating poor results are likely to be reprimanded. The ten participants joined their colleague' point of view, justifying that what really means for them is not criticism and blame as it is their students' ranking. That in the same line of though calls into question the reliability of assessment marks in the learners' official school reports, that entails the phenomenon of teachers' inflating to their learners' scores for the sake of reflecting excellence of students' level, that by turn reflects the teacher's performance level. They hence, do the maximum of their efforts, preparing and drilling their learners so they realize the district level of achievements. The teachers' by that, freely declared their clinging to intensive 'teaching to the test' culture that seriously stands hindering quality learning.

The majority of them argued that the Algerian classroom is full of anomalies, and vocational learning is a myth that is far reaching, EFL teachers' then, are compelled to invest much of the instructional time in training the students on the exam questions' shape as well as content. Moreover, some teachers, as they indicated, showed desire to incorporate alternative assessment in their teaching, aligning that to what they discovered through the presented seminar however, they expressed herald to struggle the burden of school syllabus keeping up with. Teaching learners test skills as a result, was imposed on them and the exam culture, or rather the certificate-oriented culture as it is the situation in Algerian secondary schools, seemed to be guiding the learning track and pursing any teaches' attempt to alternative assessment conduction.

> **Student Involvement in the Assessment Process**

A number of scholars consent that learners should be involved in the classroom assessment process, McNamara (2010; 2011; 2014) for instance, corroborate that self and peer assessments are funneling versatile language learning. Algerian EFL learning however, seems to divorce alternative assessment principles. This is due to the teacher who is still believed to be authoritative in the classroom, or students who fear losing face when giving uncertain judgments on their mates' works as self/peer assessments. They hereby, feel less self-confident and refrain from taking part whenever assessment occurs. Learner, by cause and effect, prefer the teachers' assessment, feeling more secure with his/her feedback.

Although subjectivity is the equine axiom for ethical and valid assessment implementation, and proved to be ranked the third highlighted impediment for both teachers and learners' alternative assessment fairness which has massive prominence in the overall measurement process (Raymond, 2008). The researcher's attempt to find a spectrum of studies on teachers' subjectivity in marking alternative assessment tasks failed, as the latter seems to represent the bugbear for researchers in the field of language measurement. The following details lay on the reference of Brown & Hudson (1998); Raymond (2008); and Baker (2010).

As alternative assessment calls for reframing both teacher and learners' roles in the learning ground, subjectivity in marking assessment tasks is not the teachers' concern only, but the student's one also when self and peer assessment are taking place.

Axiomatically, people in general cannot mismatch their feelings, emotions, and relationships, with their social interactions, and a teacher in a classroom is supposed to manage a small society including in that teaching and learning practices, in doing so subjectivity might trigger the way to teacher-learner interaction.

Reflecting on the direct causes for EFL teachers' assessment subjectivity in the focus group discussion revealed that alternative assessment marking requires certain techniques where standards, checklists, and rubrics are involved as criteria models and which are unavailable for alternative assessment practice as the findings figured out. The attendant informants claimed using very simple ticking lists only for recording learners' classroom relentless participation and mainly attendance as if the latter was not compulsory in the Algerian school.

Concerning the above, learners are no exclusion, subjectivity is often resulting in overestimation or underestimation (Boud& Falchikov, 1989 as cited in Chen, 2008). A myriad of researchers, such as those of Chen (2008); and Khonbi & Sadeghi (2013) who explained the two notions of overestimation and underestimation that funneling drop in students' self and peer assessments because of their subjectivity towards themselves or/and their mates.

The participants accordingly, declared their never or rare use of self and peer assessment in their classrooms. After attending the seminar, and the significance of self and peer evaluation became obvious for them then, almost all the participants confirmed the concepts

overestimation or underestimation herald guessing that their learners' subjectivity in dealing with that due to the tendency of not unveiling their own, or even their intimate mates' mistakes that might decrease their opportunities in achieving the best marks.

➢ **Overcrowded Classes**

The issue of 'big' or 'large classes' as some might call, has both supporters and more than that opponents like Biggs (1998); Anderson (2000); Tsagari (2004); Hattie (2005); Wilson (2006); and Biddle & Berliner (2008), to mention just a few. Biggs (1998) for instance, considers that vocational learning is not diminished by large class size. Whilst, Popham (2014); in the other hand, views that educational innovations, including assessment practices are, to a big deal, hindered by class size. For Popham, such classes stand a real intrusion for assessment flexibility, regarding its nature as stressing individualized learning and evaluation, and an overcrowding undoubtedly besets it (ibid). That might also, be referring to each learners' initiatives which are not that ease to observe, arrange, and assess (Cheng et al., 2004). Adding to that, for generating effective feedback on students' performances on assessment activities, teachers' accurate attention and time are required. Within a time allotment of 45 minutes to meet a litany of educational obligations, and up to 40 students per class, as it is the case in Algerian classrooms, the task seems to be fabled.

Given that, students' over population is proved to be severely challenging for the individual enrolment of learners' alternative assessment, the participants, equally explained that such a fact also hampers their overall learning progress.

In a nutshell, the total number of participants confirmed that any competency-based assessment strategies are judged to be doomed in the Algerian overcrowded classroom that can sometimes even beset the teacher's comfortable movement round the classroom where, as they justified, discipline was appearing the primary problem as a lot of learners intensively or not make noise, and lessening the number of students hence, would cater for assessment efficiency. By cause and effect, intelligent and good students are set in advanced places and dependable for classroom work supervision.

➢ **Assessment is Time-Consuming**

The focus group discussion pictured time as basically challenging for classroom alternative assessment. Broadly speaking, in this respect, many researchers proved that time

narrowness is said to be creating a complex instructional context management (Harris &Brown, 2009), and assessment that is the core of our research, is time-consuming, and rather represents a kind of burden for EFL teachers, as all the participants strongly aroused, adding to the heavy pressing administrative workload that the last educational reform policy instructions held, mainly that of recording students' end terms summative measurement marks as well as alternative and performance ones, as their reports implied. Aligning with that, nine of the informants overtly declared that only summative evaluation scores of learners realistically reflect their linguistic achievements, those of alternative performance ones are unauthentic. They continued claiming that students are constantly given assessment assignments, no reflection on them or presentation of their performances are allowed, and so, no feedback from the part of the teacher or students exists, accusing time shortage by that.

The research in this paper depended a lot on secondary school national educational documents to strive to an authentic local analysis of the problem situation. Indeed, scrutinizing those documents, allowed the investigator's awareness towards and consent with the participants' concerns, and rather corroborated the nuts and bolts book records, respectively: two tests per term records, one exam per term record, students' individual progress records, constant task records, project work record, and lastly, remedial work records. What really adds fuel to fire is the twice record of all those marks in both teacher's marking book, and the students' correspondence book with an extra task that is the noting down of reliable and constructive comments to allow their parents' consciousness about their leaning progress. As a secondary school former teacher, and research, we ascertain the credibility of the informants' view of their overcharged workload, including alternative assessment as demanding and creating cumbersome challenges in manifold ways of devising, planning with consideration of different learners' capacities, implementing, scoring with objectivity, recording different marks for every single learner, as well as reporting in an overcrowded class to recall.

> **Lack of Pedagogical Resources**

Arguably, the instructional planned objectives might be met unless the monitoring of teachers is enhanced. Otherwise, over-dependence on the teachers' individual conducting due to the shrinking monitoring strategy widens the hole of the assessment policy discrepancy (Lyons, 2002).

Data Collection, Interpretation, and Analysis

The focus group discussion brought about two kinds of resource shortage, knowledge and equipment furniture. The ten attendant participants highlighted that the inspector-organized seminars and workshops once or twice a year had never provided sufficient knowledge about the whole teaching process where the task of assessment was doomed. The respondents' objective discussion also revealed the inexistence of their internal coordination which can be a fertile occasion to allow classroom observation, reflect on each others' practices, share knowledge and adjust what they was going wrong, did not exist. This is, undoubtedly, the firm conviction that pedagogical support and material were non-available, and then, their assessment performance seemed to paint a bleak picture in the Algerian Secondary school classroom.

Without a formal classroom observation, the researcher's secondary school experience witnessed the credibility of the informants' complaint about the inappropriate instructional resources, the majority of them even claimed having depended on individual monitoring strategy either by printing tests and exam copies at their expense, or being obliged to write their content on the chalkboard. Seven participants added that the tests or exams are sometimes a teacher burden myth, mainly when the school printer or photocopier is out of order. All the ten focus group attendants kept exhausted, expressing a deep feeling of disappointment, especially towards minimum resources that are compulsory and which provision must not be discussed, comprising textbooks, library books that maintain the learners with extra activities and exercises, as well as library resources from which the students can cater needed information for their school project works rather than plagiarizing them from Google, the lack of copy machines and printers and other essential furniture materials on which authentic and performance alternative assessment promotion count a great deal. Within their rough complaint, the technical challenge that is dealt in the following had its share.

> **Management and Technology**

No one would refute the fact that current instruction must be technology-oriented. In the assessment area, a myriad of empirical studies related to Wang et al (2008); and mainly that of Miller& Gronlund (2009)proved that alternative assessment requires each individual students' involvement, the task which is not easy in large classes as previously mentioned. Clickers' use through technology material hereby, is the best to facilitate and quicken eliciting responses from every single learner.

In the local educational setting, the one might wonder, where are we from technology-conducted instruction? with consideration to the limited budget afforded for the costing technical facilities including key technology tools such as enough computers, Ipads, data shows, projectors and magic whiteboards that also necessitate careful conduction, initial adequate planning from the teachers' part as well their compulsory acquisition of technology management kills, in the Algerian schools as a whole, and the language classroom that rather requires listening and recorded manuscripts in particular.

When asked about that, all the participants without exception in a common reaction, nodded heads for corroborating the miserable technical situation that constitute an indeed challenge that also impede flexible teaching, learning, and assessment in their schools in an arena that is supposed to be the hybrid learning arena.

> **An Over-Charged Curriculum**

In 2008, the SEIA (Secondary Education in Africa), raised high interest towards the fact that clear introductions of the necessary knowledge and skills in both assessment and curriculum are directly benefitting progress from one skills level to the next. In an attempt to realize compatibility of the two, the SEIA's educational formal reorganizations of content matter became prone to create curriculums' design that align and ensure assessment practices, seeking coordination and harmony between adequate instructional strategies and assessment techniques such school projects and portfolios.

Withstanding careful design that considers knowledge and skills through progressing levels, an over-charged curriculum is judged to be failing and rather that affecting empirical assessment in less desirable ways (Caffrey, 2009). In this respect, Mabry et al, (2003, p. 32) posit that,

> 'High-performing schools have a strong alignment between state content standard (that are met through assessment implementation) and school curriculum,[........], schools that include teachers in the development of such standards tended to have a higher degree of teacher "by-into the standards'

In detecting more assessment challenges through the focus group discussion, all the informants' accusing fingers addressed the over-charged curriculum. The assessment burden, or test burden, that are clearly detracting from classroom instruction, working together with teaching to the test at the expense of vocational instruction, are all over-charged curriculum

driven results, especially when it concerns foreign languages and arts (Hamilton, 2003), and its shrinking can effectively provide the remedy. During the analysis, the informants expressed spontaneous disapproval, overt outcry, and rough criticism towards the over-charge put on them through the curriculum content, chiefly at the assessment level that is competency-based. In honest words, they claimed holding an exhausted load, the students' ratio that is, by no means, compatible with the three secondary school curricula design to their overcrowding is putting teaches under pressure

All participants stated that classroom assessments which, to big extent, were going against their own thoughts and attitudes, were consequently superficial and never met the educational policy objectives and requirements. The debate went fertile and the ten attendants immediately, turned to blaming the overall local education system that is an intrusive and controversial top-down factor on its own right in terms of imposing strict guidelines to follow and apply on the teachers, and rather wholly besetting instructional emergence in Algeria with more regard to alternative assessment performance at withstanding reforms, it still favors information spoon-feeding, rote learning, and keystone testing.

The teachers, at that point, also directed harsh criticism to the educational inspectors who often knock their classrooms' doors to check what standing lecture or sequence, the teacher reached without providing constructive comments or practical adjustments; as if all Algerian EFL classrooms with different circumstances, and variable learners' abilities, are supposed to equally learn at the same rate, for one common reason that is exam-related always, by overcoming the curriculum, and deciding on the Baccalaureate- stand. Knowledge pieces were as a result much more focused at the expense of competencies and skills in a nutshell.

3.8.3.2. Discussing the Focus Group Interview Findings

The present investigation threw light on EFL teachers' assessment-related concerns, and the quality of their classroom assessment practices were prior seeking through the design of three overlapped research phases, the use a of questionnaire, first group interview as an initial phase, intervention as a second phase, and focus second group discussion as a post-intervention final phase with the target category of participants who all belonged to the secondary school EFL context.

Through the current study, an evident eagle view on the range of alternative assessment challenges in the Algerian secondary school EFL classroom could be gleaned. Now, it can be implied that teachers' assessment practices are exposed to certain known contextual constraints.

Detailed reflection on the afore stated challenges, revealed the common evidence that EFL teachers in Algeria practise assessment in concordance to their own individual beliefs, from the one side and their learners' needs or rather profits from the other side, leading to a sick instructional atmosphere where learner-centeredness is doomed due to the instructors' perception, involving both knowledge beliefs, of classroom alternative assessment that was clearly contributing even more to that, working together with other obstacles including lack of teachers' in-service training; student assessment involvement; and large class size; added to assessment overtime consumption and time management issues related to it.

All that got together to lessen and weaken the learners' opportunities for assessment performance and the teachers' feasibility in such classes especially with carrying a heavy workload that they personally called undesirable and unnecessary instructional 'make up' in their own faithful words; teacher's and learners' subjectivity in assessment tasks that deem the assessment main qualities: authenticity, validity and ethicality and put under question the fairness of assessment marking; lack of school and class managerial materials and resources; lack of technology provisions and technical managerial skills; closing last and not least by the secondary school overcharged curricula, that all lead to a serious alternative assessment malpractices and mal-interpretation of the whole educational policy.

All in all, laying on the mosaic range of found and discussed details, the researcher strongly expresses consensus with the fact that EFL teachers in secondary school classrooms, are coerced to conduct alternative assessment practices, that seemed to be very rare, compatibly with their ill-assisted preparation, inexistent or inadequate instructional equipment, EFL classroom circumstances, and other bottom-down factors such as the overcharged curricula and the Algerian controversial system of education.

3.9. Conclusion

The section described the story of research in practice with its three phases in addition to data analysis and discussion of the findings. In the Covid19 era, conducting the research was really demanding all along the three inquiry phases. It was however, a beneficial experience

for the investigator through reflection on the EFL teachers' barriers for fruitful assessment practices.

Unfortunately, our expectations concerning the Algerian EFL teachers' ignorance, non-acquaintance, and frustration towards the use of alternative assessment turned out right. That is why, conducting the action research methodology brought for the investigator a great deal of satisfaction, especially for managing to tackle the intervention which proved to reveal a lot of hope if appropriately employed as a strategy to enrich the teachers' assessment knowledge and theoretical considerations about it before judging the way they practise it. The latter is strongly focused by the investigator as the informants themselves appreciated it and showed readiness and willingness to welcome such professional development policies. Moreover, the respondents honestly advocated their grave subjectivity in grading alternative assessment activities, or the activities they thought alternative assessment ones due to their massive clinging and practice to traditional testing, they even confirmed misconception to assessment and their confusing between it and keystone testing. That worse still, according to the participants' disappointment, and due to data analysis, overtly stemming from the systematic, managerial, and reckless, careless educational modification and change.

All that unveiled the fact that alternative assessment is poorly implemented in Algerian Secondary schools, and instead of training them to exhibit their measurement potential to gauge their learners' competencies, they fell victims to blindly obey and toe the line of educational reform, the fact of which is the axiom to depict a kind of EFL teachers' inequity leading to unreliable and invalid assessment performances that in a nutshell, yield low quality education.

In sum, the critical points we concluded all act versus the implementation and practicality of alternative assessment in the National Secondary school EFL classroom. On the latter's basis, a conceptual and practical pedagogical professional support is planned for the EFL teachers in the coming chapter four fore-mostly to generate their alternative assessment cognitions and chiefly raise their awareness towards it. It is worth mentioning that the recommendations we are providing stem from the themes arising from data compilation and analysis, indeed the action research we conducted was really rewarding to us and drew up our orientation road map for the final section in the study.

Chapter Four

Suggestions for Teachers

4.1.Introduction

The previous chapter that was mainly devoted for data gathering and discussion provide a road map as already mentioned for the design of possible solutions that are likely to be adapted to the Algerian EFL area which is supposed to assign the learner more and the teacher less instructional reliance. That, according to chapter three events, demonstrated endless anomalies, and since the inquiry's target is primarily extending the diagnosis of such anomalies to seek remedies, the current section by cause and effect is devoted to recommend some careful conceptual and practical solutions mainly to alternative assessment tasks planning and performance from the part of EFL teachers and learners on equal rates.

For brief and superficial getting into the details, the researcher viewed that reflective teaching is the trick of the trade in adjusting the anomalies that the teachers' declarations and practices mirrored. Reflective teaching is not the task to be concluded in one type of classroom practices, but an octopus assignment that touches upon a litany of aspects involving instructional reflection, management and withitness, awareness, wisdom, observation, recording, pedagogical debate, and the art of planning, for this reason, the item of instructional reflection invaded a large area in this chapter. Reflection is important as it similarly gives birth to eclecticism which is proposed in this section as indispensible in the post-method-era, and how an EFL teacher succeeds to be an eclectic pedagogue with respect to its principles. The section also involves conceptual strategies for a constructivist adoption in the Algerian EFL setting and suggestions for teacher professional development implementation which mainly focuses teacher training and his/her cooperation with stack holders and policy makers.

More significantly, in the right of alternative assessment tasks, the school project work and the portfolio were worth coping with. The two tasks were theoretically referred to in detailed spaces; especially regarding that the portfolio for example is not the teacher's concern as a reflective technique, but the students' concern as well for performance assessment sakes.

The researcher equally believed that dealing with pure and mere theoretical conceptions and descriptions without devising practical models for them would be vain and useless, for such a reason, we joined the most important suggested items with concrete practical and feasible models, of course adapted from outstanding scholars in language issues to be at the

reach of EFL teachers' for efficient application, amongst those workable models, the project roadmap, self/peer checklists, evaluation grids for the students, a peer evaluation grid for the teachers, a portfolio framework to be adapted by teachers and learners alike, an applicable course planning in compliance to constructivism, a table that shows the organization and functioning of learning and assessment aspects in consideration to Blooms taxonomy, especially for learning goal setting, and finally the researcher' s own experiment for the E-portfolio use with its atomic details.

4.2. Reflective Teaching

In down to earth terms, EFL teachers' thoughts and beliefs about what occurs inside their classrooms is apparent to shape their instructional decisions nature. This act, that is said to be reflection, is complex as it necessitates the instructors' relentless theoretical-in-action revision of their students' learning, their personal teaching, and assessment practices that prove meeting the educational goals (Loucif, 2007). All that tends to place a heavy task on the EFL teacher and call him/her for a complex engaging role in the teaching ground, a role that is rather professionally demanding for standards meeting (Tawil, 2006). These are the features of the EFL teacher as a reflective practitioner in a nutshell.

4.2.1. Reflection is an Art

Every one of us has probably heard about 'teaching as an art'. A significant function to the art of teaching lays in the link between the teacher' s own range of experiences uniqueness and his/her teaching profession to conceptualize the classroom life, that is analogical to an artist's visual perspective. Over time, teachers, the so-called 'artists' tend to develop their style of teaching art through a three dimensions mirror: planning, looking at events, then re-planning (Pierson, 2012). In this line of reason, Schon (1990) similarly shares the dogma that 'professional artistry' is the offspring of reflective teaching, and the teachers' engagement in 'reflection-in-action' is an utmost important characteristic to the reflective practitioner through observation and criticism that both entail a behavior change that immediately give birth to an 'on-the-spot experiment'.

In more pedagogical terms, the EFL teacher as a practitioner has the capacity for the embracement of the whole professional instructional program, the fact of which is to describe the classroom as a 'black box' as 'certain inputs from the outside are fed in or make demands[……] what is happening inside? How can anyone be sure that a particular set of

new inputs will produce better outputs if we don't at least study what happens inside? The answer usually given is that it is up to teachers—they have to make the inside work better' (Black &Wiliam, 2001, p. 1). Due to that then, the classroom is the 'black box' where teacher is the artist who can show the maximum of his/her potential for individual and classroom practices that are by that unique interpretations to the best way for the provision of fruitful learning and assessment through the learning intention that helps identifying the learner's location, feedback interpretation for remedial work through assessment, then instructional steps planning for the final massive goal achievement (Brookhart, 2011).

4.2.2. The Withit Teacher

Most often, the teachers' classroom instructional practices are given more importance at the expense of managerial ones, while this latter is closely tied to classroom performance for effective instruction and has a lot to do with it. In this context, Kounin (1977) regarded the teacher who is has control over the small society he/she manages in the classroom as a 'withit' teacher, in labeling that, Kounin aimed at connecting 'withitness' to good class management, and distinguishing it from the chaotic one.

Admittedly, withitness is multi-dimensional to which perceptiveness is the umbrella function to primarily foster the teacher's focus on the students' needs. A second dimension to withitness lies in cultural sensitivity that goes beyond the tradition of mere response evoking from the learners about the mother culture or even the alien one, but extends to a rather 'ripple effect of cultural sensitivity' (Pierson, 2012, p. 7) that bridges a certain nuance between two cultures also. Regarding its efficiency and the vital attribute it adds to teachers, Gladwell (2008) labels withitness as 'the gift of noticing'. To this end, current research for instructional effectiveness stresses withitness in the ELT classroom indicating innovative strategies to foster the teachers' awareness towards their managerial interactions with learners (Herrell & Jordan, 2011).The third trait to withitness massively links to reflection that is coped with separately on its own right in what is next.

4.2.3. Reflection and Withitness Matching

Arguably, withitness is a kind of perceptiveness which goes hand in hand with reflection due to the fact that a reflective action represents the judicious and habitual communication use involving: the requisite knowledge, the teacher's technical competences,

reasoning, values, and emotions in a daily rhythm (Hepstein & Hundert, 2002). To argue, John Dewey (1933) claims that,

> ' Reflection commences when one inquires into his or her experiences and relevant knowledge to find meaning in his or her beliefs. It has the potential to enable teachers to direct their activities with foresight and to plan according to ends-in-view.'

(As cited in Pearson, 2012).

The above asserts that another chief trait is the teacher's reflective action that is engrained in withiness, dealing with the capacity to monitor one's needs, behaviors, feelings that all bring about the learners' affection and respect to their teachers to highlight mistakes that are on their basis invested to be transitional points for successful teaching (Caffrey, 2009). In this thought, (Pearson, 2012, p. 7) carefully states that, 'teachers who are reflective are likely to grow and mature into excellent teachers'. The fact of which is leading to the firm conviction that withiness is scaffolding reflective teaching.

Moreover, as a kind of perceptiveness, withiness promotes the quality of reflective thinking that precedes the act of teaching through the compilation of 'the black box conditions' as already mentioned that are ignored for others and merely known for the teacher (Black & Wiliam, 2001). That helps planning in compliance to the learners' variations for responding and rather suggest remedies in case of their boredom or confusion. Axiomatically, withiness working together with reflective action consider not only the students' interaction with instructional content and ideas, but the quality of teacher-learner and learner-learner relationship also. However, it is worth noting that withiness and reflection alike evolve through experience symbiotically (Pearson, 2012).

In sum, the nature of connection between withiness and reflective action was explained in the above text. It became accordingly obvious that the more an EFL teacher is withit, the more practitioner and reflective he/she might become. Vice versa, the better reflective he is/she is, more withiness can be displayed in his/her classroom.

4.2. 4. Reflective Action Investigative Techniques

In down to earth terms, to exercise judgement, the professional expertise on which quality education depends on, it should be believed that EFL teachers are not merely amongst the variables that need to undergo change for educational system improvement, but rather the

'most significant agents of change' for each reform as Bolitho (2012, p. 44) called. To bring about an effective shift and evolution, those agents of change must practise reflection.

Nonetheless, reflective action which is a complicated process that mostly lays on self-evaluation cannot be haphazardly tackled. It is however, 'to engage oneself in a continuous process that provides the opportunity to undertake a holistic assessment of one's teaching ', (Richards &Farrell, 2005, p 102), this process knitting depends on a body of practical investigative components including: Peer observation, lesson report, journal writing, and the teacher portfolio as most common (Semmoud, 2008) for the achievement of a chronological type of reflective teaching moving through three main reflection steps respectively: reflection-on-action that occurs after the thinking event, reflection-in-action that joins the event of thinking and doing at the same time, then reflection-for-action that is re-thinking that precedes doing. Here is a summary to each one of the investigative procedure we mentioned.

4.2.4.1. Peer Observation

One of the most valid virtues of the receptive and withit teacher in an EFL context is ability of constant observation to the classroom conditions which is an indispensible ingredient for judgment/decision making and auto-evaluation, Black &Wiliam (2001, p. 2), for this reason contend that 'teachers can find out what they need in a variety of ways - from observation and discussion in the classroom'.

The technique of classroom peer observation as an investigative procedure to reflective teaching has become the focus of outstanding pedagogues' attention in the field of education. Baird (1992); Richards & Lokhart (1996); Freeman (1995); and Bailey (1996) a few to mention, shared consensus that steady observation is worth processing for the exploration of classroom facts to generate a fruitful evolution and innovation. Indeed, that entailed critical reflection is the trick of the trade for mirroring what is occurring inside the 'black box' (Wallace, 1991). By cause and effect, a cooperative method for teaching in given impetus due to the fact that EFL practitioners ought to practise pair work through peer observation taking turns to reflect on the performance of each other alternately.

4.2.4. 2. Pedagogical Debate

Pedagogical debate was one of the emphasized Algerian Ministerial decisions in the language classroom for teachers to enrich and diverse their practices to renew their linguistic

performance (Ministerial Circular n°:13/0.0.3/307). Debate mechanisms during teaching sessions are worth practising to free the language teaching from everything that is weak, strange or hybrid. In this context, it is important to recall that pedagogical debate is an art of thought to be adapted to the EFL teachers' practices. However, this method needs to be methodologically focused and developed to be accessible to all teachers and the language ones in particular. For more effectiveness, a space for appropriate time should be customized for the debate activity in accordance with the official program of the subject at the three levels. Also, rationality of programming in well organized coordination sessions should be discussed in compliance to the required flexibility. These internal coordination sessions, foster the exchange of opinions and viewpoints, monitor the positives and anticipate the negatives of the personal and peer performance so that the latter becomes sound and useful. Finally, programming formative seminars about the subject of the debate for the purpose of its adjustment and control is compulsory for the evolvement of such a pedagogical method.

Depending that, the researcher designed a standard Unit Conception that contains the most important criteria to be considered for principled EFL instruction, then negotiated it with two expert Secondary school EFL teachers for the purpose of practical peer observation that by turn should entail pedagogical debate. The two EFL teachers welcomed the idea and accepted to cooperate regarding that they would share more benefit by that. It really afforded a ground for top meaningful coordination by the EFL teachers as it was twofold: making the teachers recognize the most significant items to consider in the course design and what to focus in a peer observation for pedagogical discussion as shown here.

Suggestions for Teachers

- **A Model of Teachers' Pedagogical Coordination and Debate Grid:**

Table.4.7. Teachers' pedagogical coordination

Course Plan structure	Analysis Criteria	Comments
1. Course Information	- Enough information on the course	- The information regarding the schedule, division and duration of the course are sufficient.
2. Course Presentation	- Generality of the presentation.- Clarity of presentation- Existence of visual aids for a clear presentation	-Absence of visual aids, the presentation is not clear
3.Content	- Existence of a general introduction –Division et organization of learning sections and units - Description of each didactic unit - Explanation of each unit's content	-Well done, but the course description is general, while the learning units are not clearly organized and described. - Conception of different final competencies is non-existent.
4.Prerequisites	- Clear- Precise and concise - Availability of diagnostic tests - Explanation of the test procedure	- Not enough. We must add: presentation and clarity of the skills to be developed in the learner.
5. Learning goals	- Description of the general targeted competencies to be developed - clarity of objectives / Precision of objectives/ Evolution from general to particular/ Structure of objectives according to Bloom's taxonomy / Use of action verbs / Consistency between the different learning goals / The goals are seeking : knowledge / know-how / knowing how to be	-Ok, but a goal must also be measurable (evaluable). / There is some ambiguity about the evolution. / The "objective" criterion is not sufficiently organized: Initially, it must be shown that the entry system is based on learning objectives. / presentation and testing of the Prerequisites, and the pre-test or objective test./ There is no consistency between the three components or it is not shown that each component is complementary to the other./ It should be added that the verbs of action target the six levels (memorization, comprehension, application, analysis, synthesis, and judgment).We must add: the number of prerequisite tests is reasonable

6.Assessment Methods	- Variety of assessment types: * Diagnostic * Formative * Summative -Variety of activities for each type of assessment - Objective clarity of each assessment task- Precision of time for assessment activity:	-We add: orientation strategy based on feedback.-Several types of evaluation exist and therefore, it should be noted that this is a summative evaluation.- It is necessary to add: post test with criteria which are used to check if the learner has indeed acquired the targeted skills.
7.Teaching/Learning activities	- Clarity of procedure for a smooth movement from lesson item to another. - Existence of the theory -Existence of the practice - Learner motivation -Motivation of remote learners	- The learner's commitment to the course is supported and confirmed after the pre-test. - Motivation of the learner according to the lesson plan is classified before the pre-test element. - Motivation of the learner is compulsory during all the phases (systems) of learning, therefore the learner must be shown the level to be reached towards the end of the course so that he/she can organize learning. -It must be rather: The learner is aware of the set objectives (or it must be said that the learner is highly engaged/involved) before accessing the content of the course instead of saying he/she is motivated(prerequisites). - It should be added that the level or skill "creation" or "production" is reached at the end of the course.- Orientation to another learning unit does not exist in the course outline. -Also remedial work is non-existent.

8.Pedagogucal Alignement	- The pedagogy of the course targets the three skills: * Knowledge * Know how * know-how to act/to be - Variety of teaching-learning methods for obtaining the three final competencies - Convenience of methods to achieve these skills.	-Are confused and equivocal -teaching/learning methods follow only one single type.
9. Modalities of function	- Variety of functioning modalities -Presence of practical tutorials to mobilize the acquired knowledge	-Somehow various but failing to realize practicality.
10. Pedagogical Support Resource	- Variety of resources, wealth and interest of resources.	- They are rich and et interesting

(Adapted from Tritscher-Archan, 2015)

4.2. 4. 3. Lesson Report

Reflection automatically requires recording what is observed. In this investigative procedure, the EFL teacher should deal with a detailed description to what is happening throughout the class for the sake of evaluation, that is followed by analysis and diagnosis to spots of strengths and most importantly weaknesses of all concerned: teacher practical performance and withitness mainly, learners, teaching materials, and contextual conditions for adjustment intentions. For an obvious definition, the words of Richard & Lokhart are found convincing positing that, 'a lesson report is a structured inventory or list which enables teachers to describe their recollection of the main features of a lesson' (1996, p. 9).

While, Richard & Farrell (2005, pp. 39-41) propose two main strategies for a lesson report in a reflective action realized by the teacher him/herself. The two techniques are the teacher questionnaire and the written checklist (s), designed on the basis of either specific or whole lesson aspects for the purpose of 'measuring how effective the lesson was' (ibid, p.9). This draws the clear traits of the EFL teachers' professional development in a nutshell.

4.2. 4. 4.Journal Writing

Generally speaking, journals are writing pieces for various reasons and prompted by various purposes, getting inspiration from a captured experience, event recording, and self-feeling exploration for ourselves mainly and for others as well. Interestingly Bood (2001) reflects on journal writing as a technique that 'can be viewed through many different lenses: as a form of self-expression, as a record of events or as a form of therapy' (p.1).

In the view of (Baily et al.,1999), journal writing is valuable means for generating a great deal of critical reflection especially as it succeeds to involve the instructor or any participant in a process of self -development; granting the opportunity free self-expression for evaluation in a less daunting atmosphere; and enhancing the language teacher's creativity.

Specifically, Boud (2001, pp.3-5), cared about critical reflection that ought to be accomplished in three overlapping stages: event anticipation, during events, and last afterwards in their order, for each of the stated steps, journal writing displays a vital mission.

In taking the three stages apart, Boud highlighted six quintessence interesting points to the three cited reflection stages:

- Events' Anticipation Reflection: gathering anticipation of what could be done for future events, focus on the context aspects, then focus on learning strategies.

-Midst Action Reflection: means engagement to the event that results in noticing to be aware of the situational conditions.

-Reflection-in-action: extends noticing to intervening to eventually interpreting events.

-After Events Reflection: represents the most suitable occasion for critical reflection since occurring once the pressure of real acting time is over.

- Experience Return for Experience Re-evaluation: it mostly addresses calling re-acquaintance to the event for its thoughts expression that aim at its freer evaluation which allows comparison between old and new captured ideas and experiences.

(2001, pp. 3-5).

Hereby, journal writing for critical reflection includes hints to help trigger innovative insights about the EFL practitioner's process of teaching. The above aspects however, ought not to be regarded as ranking stages for learners or passing/failing judgmental steps, but rather necessary whole cycle accessories for any learning purpose attainment, with the each time preceding question 'what if ' for an imaginary situation.

4.2. 4. 5. Teacher's Portfolio

The portfolio is not deeply dealt with, nor rationally defined in this section where it is focused as a mere investigative procedure to reflective teaching, in a next section however, the portfolio will be centre of interest in an independent item on its right.

Recently, an educational portfolio gained large popularity by experts and researchers in the field of language issues; Moya & O'Malley (1994), (Smith, 1997); (Wallace, 1991); Brown (2005); and Richard & Farell (2005) whose expertise in language portfolios inspired the researcher to deal with this item greatly acknowledged this instructional means regarding it the 'amalgam' of knowledge and competencies' levels which requires in compliance to these levels: design, execution, and assessment (Brown, 2005, p. 257). In the core of this process, a portfolio carefully generates 'evidence of the teacher's thinking, creativity, resourcefulness, and effectiveness' (Richard & Farell, 2005,p.98) proving his/her competency as a language instructor.

That is rather serving critical reflection through self-evaluation that clarifies many teaching aspects, for such a reason, Richard & Farell (2005, p.102) contend that 'a teaching portfolio provides the opportunity to undertake a holistic assessment of one's teaching'. Teachers' portfolios collect classroom assignments, teaching courses, learners' project works, and various artefacts in a bunch that offers the EFL instructor the opportunity for auto-reflection as well as auto-reviewing to primarily monitor the process of learning in parallel to the learning results (Smith, 1997).

However, falling in unwillingness and jadedness that are stuck characteristics in the reluctant teacher make change and the 'newness' notion the bugbear for those teachers considering that change is a big challenge and that a revolution is needed for an effective evolution.

Summing up, reflective teaching is panacea as a whole process especially for those mature EFL teachers, the so-called 'veteran' teachers in the language classroom whose teaching reserve of knowledge and experience form their valid and reluctant expertise that provide them with professionalism and above all wisdom to be skilful reflective practitioners, practising the 'backward thinking for backward design' (Wallace, 1991, p. 92) towards a more appropriate method and more fruitful instructional strategies with a rising feeling of the teacher's self-esteem and confidence to echo his/her views and beliefs by asking: How should I change this lesson steps / how to modify this unit or section for next time teaching to be more effective. The latter is detailed in the coming next.

4.3. Backward Course Design

Arguably, teachers' lesson planning should differ from that of the past as the philosophy of language instruction in key terms has shifted from 'content-based to performance-based standards'(Jamentz,2001,pp.4-5) to which classical lesson plan intentions became inappropriate and invalid and worse still unable to meet the target learning goals. That shift brought a crucial challenge to meet the standards and EFL instructors found themselves coerced not free to perform backward design for enlivening meaningful expectations that will assure the learners' performance without any student left behind (ibid).

That is, axiomatically involving the teacher in a professional development process that fore-mostly requires the teacher's unmistakable perception to what their learners are able or unable to do with strategic remedying tasks for such a situation, in addition to preparing

comprehensive assessment activities that address a given set of learning goals prior to each step in the backward lesson design (McTighe & Thomas, 2003).

Among the litany of processes prior for the backward design practice, the researcher depended on that of Wiggins and McTighe (2000; 2005) since, the process they provided as a whole seemed clear and summarizing the most significant elements to draw a clear theoretical conception. These authors insist that the language teacher ought to, as an important first step, to design the learning goals in mind, goals that are sophistically in modern times called the target 'standards'. Teachers then, should decide on the learner's evidence they must display to show goals' meeting or standards' mastering, to do so, assessment is a sine-qua-non for this step. Next, EFL teachers outline the teaching techniques so as to furnish the learners with the necessary assets, knowledge and skills for successful classroom motivation, interaction and performance. Putting such a planning phase into centre, Wiggins & McTighe conceptualize three main stages, for each stage, a question is focalized for its planning as in the following:

• Stage 1-What my learners need to understand?
• Stage 2-What evidence proves my learners' understanding?
• Stage 3-What experiences can I generate from my learner's learning and my own teaching to boost understanding, foster interest and drive about excellence?

(2000, p. 99).

Wiggins & McTighe's both (2000) and (2005) frameworks, tend to envision a lesson design that goes beyond asking questions and giving answers as an old fashioned planning to film of the lesson used to be. In backward design however, argumentation, inquiry, meaningful interpretation of knowledge, application, deep understanding that gives impetus to analyzing.

It is worth noting that Wiggins & McTighe's both (2000) and (2005) principle to the backward design remarkably takes into account the assessment procedure as the first has a great effect on the second. Backward design supports meaningful learning, and so should be assessment as in expecting the 'how would be teaching/learning situations', the EFL teacher cares about devising a multitude of deep and innovative assessment tasks that extends superficial measurement of the learners' linguistic competencies, and rather the 'full range of learning goals' (McTighe & Thomas, 2003, p. 53).

Nonetheless, backward design allows the clarification of the scoring criteria for the set performance tasks and accordingly helps supplying the teacher and learners alike with models of systematic scoring that was, not so far, alien or not existing at all in the EFL classroom. In this context (Wiggins, 1992) views that performance assessment activities should be accomplished through the use of devised careful devised on the basis of clear, descriptive language aspects and functions that might lead the learners towards successful language performance (ibid). A backward design that favors principled and systematic assessment in this way is meant to reflect on the extent to which the standards are met.

The above authors' understanding to backward design process and the way they explained and described it seems to message processing an eclectic pedagogy to the language classroom due to the fact that teachers' critical reflection is the echo of their thoughts, beliefs, values, and experiences (Richards & Rodgers, 2001).This reveals the sense of the EFL teacher's autonomy inside his/her 'black box' to escape 'science-research conceptions' to snack the way towards 'art-craft conception of teaching' (Arikan, 2006, p.4) shifting from 'top-down' towards 'bottom-up' orientation of decision making to hopefully turns the scales from theorizing 'what they practice' towards practicing 'what they theorize (Kumaravadivelu, 2003a, p. 37).

All that bunch of facts reveals an individual methodology for language instruction that provides the firm conviction that critically to what most of us would think, old-fashioned assumptions and ideas might be crammed for getting the butter cream of it to realize language learning efficiency through wise transformation for meeting the current practice, the process of which is to address eclecticism that is the next coped with.

4.4.Eclecticism

Arguably, the adoption of a mosaic set of instructional methods and approaches to the foreign language enterprise was well documented and placed within the centre of academic research. Although, each method proved to be the most appropriate at its implementation time, their chronological change stemmed from reflecting on their negatives and thus each innovative one had to entail the previous method demise.

During the last decades however, many classroom-based studies of (Richards & Rogers, 2001); and (Anderson et al., 2011) as an example to mention, proved that such chronological methodological change appeared to be reaching a certain plateau due to the fact that EFL

teachers partially seemed to lose control over putting the teaching method into its practice mould confirming Peter McLaren's 27 years view asserting that those methods are 'monolithic pedagogies, and [……] features of colonialism' (McLaren, 1995, p. 231, as cited in Brown, 2002), through more sophisticated means. In the same vein, Brown (2002, p.10), from his side advocated that teaching methods were 'no longer the milestones of our language teaching journey through time' because of their principles' mutual overlapping, shortage of validation, prescriptive nature, divorce from linguistic ideologies and policies. Teaching methods, in this way, are for Brown dead (ibid).

Regarding the above authors' views, a post-method pedagogy was envisioned in the educational setting. Kumaravadivelu (2003a), as being one of those centering their research on instructional methods' pitfalls believes that teachers rarely, if not none of them, claims to faithfully apply a certain pedagogical method with its strict procedure and principles; that kind of classroom practices bring us to the so-called 'the post-method era'(ibid).

Thus, the 'post-method' movement rather emerged to discredit the concept of method, to be 'an alternative to method' and the deficiencies of conventional experienced methods that draw on 'a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers' Kumaravadivelu (1994, p. 29).

According to Richards (2013, p. 18), the term 'post - method' however, is a reference to a kind of teaching that is inspired from the teachers' experience depending on their 'knowledge of the learners' needs, interests and learning styles, as well as the teacher's understanding of the teaching context'. In the same vein, The post-method instruction is interestingly laying on the non-viability of 'a one-size-fits-all' method that fails to bridge the intricate connection between the teaching method and authentic context, the advised thus, is what Scott (2016, p .19) names, 'a context - sensitive methodology ' that fits the reality and conditions of each instructional context or what Tarone & Yule (1989,p.10) describe 'a philosophy of local solutions to local problems' through a number of common questions for which each teacher seeks appropriate answers: How to teach ? What to teach? But, firstly and most importantly who are the learners we teach? (Canagarajah, 2008, p.216).

Shaping the way to that, EFL teachers, will find themselves between an ebb and flow of teaching approaches, trying to take 'the best from a hotch- potch of methodologies' (Girard et

al., 1986 as cited in Tuck, 2003,p .1), the 'hotch-potch' that brings us to the use of the term 'eclectic' method. In this line of thought Benmoussat clarifies that,

> 'The language teacher has tended to swing between opposite extremes: grammatical versus functional syllabuses, teacher - centred versus student - centre classrooms, deductive versus inductive learning styles, and so one, to settle finally for the so-called eclectic approach'.

(2003, p .9).

The look at the assertion of Benmoussat, reveals that eclecticism is a strategy which rather works well for mature teachers who are similarly able to practise reflective teaching and call into question their former teaching practices under previous approaches to language teaching. While the task is apparent to be difficult or impossible to approach eclecticism for novice teachers as their teaching career is still fresh without witnessing any of past instructional methods.

In Algeria, CBA was implemented in the national educational area based on the notion of extension, ignoring that an appropriate methodology accounts for 'global thinking and local thinking' (Berman, 1994 as cited Benmostefa, 2014, p.134). Unfortunately, our country amongst all third world countries has frequently been a real victim of 'packaged' teaching approaches devised on the concept of extension 'one size fits all' (Howat, 1984), and worse still victims of fads and fashions of profit seekers and promoters. Although clamed not be a total failure as it is not denied that the quality of assessment and the students 'learning and the teaching process are improved through the clearly defined outcomes and the continuous feedback in competency-based language teaching (Docking, 1994, p .15), the CBA is also sunken of criticism since its appearance, Richards &Rodgers for instance say that, 'describing an activity in term of a set of different competencies is not enough in order to deal with the complexity of the activity as a whole, and it is difficult to develop lists of competencies for every specific situation as well.' (2001, p.148).

Reflecting on the above conceives the fact that an 'appropriate' method to language teaching is 'a myth'.It is up to the teacher thus, to manage classroom practices with a certain flexibility in order to strive to the most appropriate pedagogy; one of the effective solutions for this sake is eclecticism. The latter however, is not a random but a principled process to pick the maximum of the methods' profit.

Suggestions for Teachers

4.4.1. Eclecticism does not mean the Teacher's Total Freedom

Needless to recall, the eclectic method caused a sharp curved that revealed great deal of autonomy and freedom for the language teacher addressing the development of a teacher-oriented methodology and contextualization. This is, axiomatically, a value in the right of teachers that must be appreciated owing to his/her familiarity and intimacy with the small society he/she manages (Prabhu, 1990). In line with this reason, teachers can undoubtedly manage their own context methodology, they however risk the 'own method style' as many might call leading to a rather 'hybrid' classroom practices (Kumar, 2013; Cadario, 2013). Indeed, as many theoreticians in the language science proved, the choice freedom is most worst driving the language teachers to a 'a jumbled concoction' of teaching strategies which is likely to form a screen that obviously exposes show practitioners' limitations to operate a principled eclecticism.

Taking this fact into consideration, Bell (2007) conducted a research on the way EFL teachers tackle eclecticism and concluded that many teachers were eclectic in their teaching practices without denying that they 'take a piece from here and a piece from there and [……..] just combine them all'(p.136). However, Bells' study reflected the EFL teacher's misconception to eclecticism conception and techniques arguing that it is open to all methods. Stern (1992) by his turn referred to eclecticism as a panacea for fruitful instruction, he in the other hand unveiled that, 'weakness of the eclectic position is that it offers no criteria according to which we can determine which is the best theory […..], therefore, it is too broad and too vague' (p. 11). Through the latter, it seems that the EFL teachers' misunderstanding to eclecticism resulted in classroom practices that are beyond methods instead of dealing with them as investment sources, in such a case the blending of various methods can be sensitive, and EFL teachers feel more comfort in crediting one particular method to avoid trouble taking.

By cause and effect, eclecticism by no means offers the teachers total freedom in deciding on their own teaching procedures, and thus, such decisions as Girard highlights,

> 'will not be taken on the spur of the moment in a haphazard way , but as the conclusion of a serious analysis of the situation. It is for this reason that many teachers tend to choose to be rather eclectic in their teaching, retaining what is known from experience while experimenting.'

(1986, pp.11-12).

Suggestions for Teachers

The Post-method or the eclectic method is governed by three main pedagogical parameters namely: particularity, practicality, and possibility. These parameters are, in fact, its distinguishing features from the method concept, providing the eclectic teachers with clear guidelines on which their classroom practices are based, but the most important element is the requirement of the practitioners' awareness to justify the way they design these instructional practices; the sort of teachers' awareness which Kumaravadivelu (1996, p.28) describes,

'An awareness that as long as we are caught up in the web of method, we will continue to get entangled in an unending search for an unavailable solution, an awareness that such a search drives us to continually recycle and repackage the same old ideas and an awareness that nothing short of breaking the cycle can salvage the situation.'

Initially, at a macro-level, particularity is meant to bottom-up concerns as it is addressed to educational policies to the urge for localized methods that satisfy both teachers' and learners' necessities in their context, through the authenticity of instructional materials for example (Kumar, 2013).in this respect, Kumaravadivelu (2006) posits that, 'post method pedagogy must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular socio-cultural milieu' (p. 171). The words of Kumaravadivelu conceive that teachers' and learners are co-explorers who ought to create contextual topics for language proficiency development first and also emergence of critical thinking competencies.

Then, the practicality parameter is as its name reveals the applicability of theory, as a method is not effective unless it is well practiced. Specifically, in the classroom eclectic business, practicality must lend itself to the teachers' autonomy and dependence in a sort of action research that involves reflective teaching practices, and thus, generating a meaningful context-sensitive pedagogy. (Banegas, 2013).

Last but not least, the possibility parameter accuses the concept of method as a driving force for inequality, whereas the post method or eclecticism seeks reinforcing teachers and learners alike. It cares about the provision of social and cultural appropriateness of the teaching techniques to the participants (teachers and learners) (Kumar, 2013).

To conclude, the particularity, practicality, and possibility parameters are message conveying to deny the one-fits-all notion of method and take into consideration the context

power, this, entails the revision of teachers and learners' roles on the instructional stage, as well as the views of educators and policymakers.

4.4.2. Principled Eclecticism

For the conduction of an effective lesson that is interwoven through an eclectic method techniques, certain principles are to be respected, these principles are organized and outlined in the form of a macro-strategic framework which can be set to practice through a micro-strategic one i.e, the broader plan is based on specific classroom situations. To this end, Kumaravadivelu (2003, p. 40) declares views that 'practicing and prospective teachers need a framework that can enable them to develop the knowledge, skill, attitude, and autonomy necessary to devise for themselves a systematic, coherent, and relevant personal theory of practice', the process that tends to provide the teachers with a given set of principles. Principled eclecticism in the way it is explained is no longer restricted on mature teachers whose practice power lies in the experience they crammed from conventional teaching methods, but serves the novice teachers who witnessed no one of those methods as well. In what follows, the researcher designed a practical model of an eclectic lesson plan that takes the form of a macro-strategic framework in which the theoretical principles to eclecticism are reflected and highlighted in association with practical activities.

4.4.3. A Practical Macro-Strategic Model of a Principled Eclectic Lesson Plan

The researcher's choice to the lesson plan fell on a reading comprehension lecture that allows the use of the text-based approach through eclecticism can be highly allowed in authentic situations, Halliday & Hasan (1985, p. 14) in this respect admits that, '… the process we are interested in is that of producing and understanding text in some context of situation.'. Through the text-based approach, the learners are easily invited to comprehend the linguistic content of the text in a culture-based context. Moreover, it permits the blending and integration of language skills: reading, writing, listening, and speaking into an effective organic whole. The plan is a summary of both Stern's (1992); and Kumaravadivelu's (1994; 2003a; 2003b) frameworks of macro-strategic frameworks of principle eclecticism in such organized and interrelated steps that no principle can be advanced or delayed. The following exposes the multi language skills and functions an EFL learner can practise and train through the text-based approach.
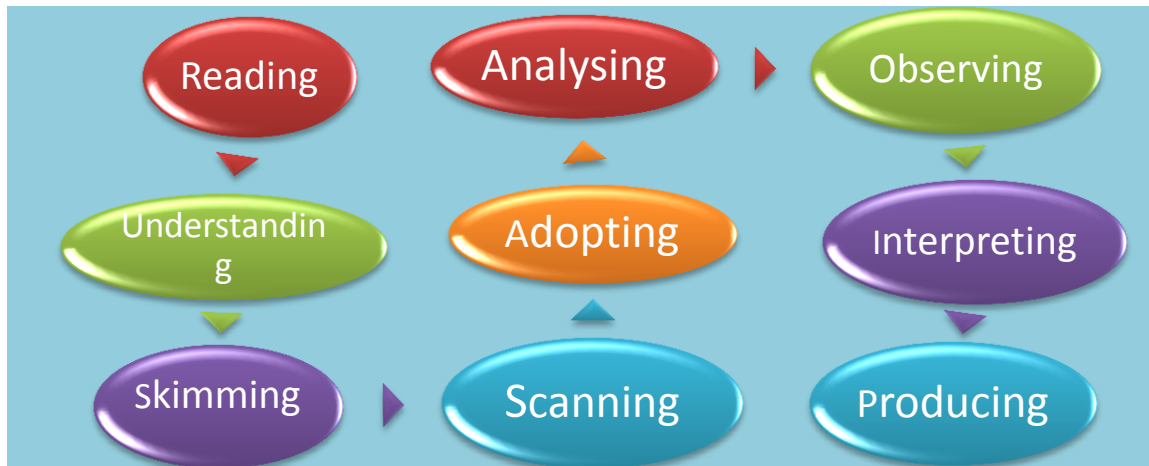
Figure.4.1. Language functions to be trained through the text-based approach

4.4.3.1. Social Relevance Assurance

In the right of this principle, Kumaravadivelu (2003a) emphasizes the need to consider the nature of a learner to be an L1 before being an L2 to bridge the gap between the home language and the school target language; this requires the teachers' high awareness to the sensitivity of the whole social context involving the cultural, political, and educational, that is likely to be realized through the use of teaching materials that are socially relevant to the mother culture.

In a reading comprehension course for instance, the initial activity in the lesson plan should connect to the students' social setting. This opening activity allows the EFL teacher to match the topic to the students' experiences, and eventually seeks eliciting their background knowledge and real experiences (Stern, 1992).

4.4.3.2. Maximizing the Perceptual Matching

Perceptual matching of the learners is a highly considered principle in an eclectic lesson, it stresses the connection of the teachers' intended objective through the lesson and the learners' perception (Stern, 1992), in this way the students recognize where to go and what is expected of them, if their perception mismatches to the target objective, the latter might be unrealizable, and the teacher's plan is likely to be vain. At this step, the teacher focuses on vocabulary related to the topic in the text, if the learners do not grasp the meaning of the key

words inferred from the text content, they may risk perceptual mismatching to the whole lecture (Kumaravadivelu, 2003a), that entails assessment pitfalls also.

in the other hand, being open to foreign cultures is similarly advised and rather targeted. In case a text belongs to a foreign culture to which the students feel alien, and eventually cannot easily respond to, the principle of cultural consciousness evolvement is stressed to solve the problem. Moreover, it makes the learners enjoy recognition of the target culture and even compare it to their own developing what is called 'critical cultural consciousness' (Kumaravadivelu, 2003b).

4.4.3.3. Emergence of an Easy Interaction

Not only restricted on eclecticism, whether in method or post-method pedagogies, conversation, reaction and responding to questions are axiom ingredients in any language learning task (Stern, 1992). In an eclectic strategy, it is an utmost important principle through which the students are granted opportunities to meet an effective and easy interaction in English. Under this principle, the provided practical activity helps the students feel a certain freedom and spontaneity to take part in the topic and text content discussion through teacher learner questioning and vice versa (Can, 2009), the activity also tends to boost the learners' awareness and curiosity towards the topic.

4.4.3.4. Fostering Learner Autonomy

A very significant principle to eclecticism is to foster their learning independence. It, to a big deal, clarifies for them the process of learning to learn. As an example, the provided activity explains much well how autonomous learning can be exercised within the classroom. It must not exceed five (5) to seven (7). The activity can be achieved through asking the learners to make an illustrative list of various words related to an already decided on topic, to form the learner's own 'lexical competence' (Stern, 1992) with permission of using the tablet or phone as a research tool, the teacher can then ask the learners to explain each sought vocabulary item in a very brief sentence, or even with some equivalent words or word (Can, 2009). At this stage, this activity relates to the fist and rather looks similar and complementary to it to reinforce the learner's sticking to the topic.

4.4.3. 5. Boosting the Learners' Language Awareness

It seems that , the principle of learners' language awareness towards the different aspects of English learning as many researchers declared, is buried out by the teachers themselves without having been conscious about that (Can, 2009). For any second language learning, a teacher must draw the learners' attention to its different formal functions, and rather tend to include them in processing these aspects. As being a Secondary school English teacher for more than a decade, the research's own experience is present in this respect, when it was a writing session, the students had to work on their paragraphs in the classroom. Then, the teacher had to correct the final copy of the learners' writing before the classroom common correction. Teachers generally use signs and symbols to illustrate the paragraph errors and mistakes such as 'C' to mean capital letter, 'WC' indicating word choice problem, 'G' for a grammar mistake and so one and have never informed her learners about the signification of those sings, the fact of which was to lead the students to keep repeating the same mistakes until the teacher made the signs clear and her students became aware of them.

The activity in this step figures out a practical technique to provide a hook for the learner's attention and boost their awareness towards the target language aspects comprising the linguistic formality.

4.4.3.6. Authenticity of the Linguistic Input

In the framework of Kumaravadivelu (2003b), the linguistic input contextualization is a sacred principle to eclecticism owing to its rich practice of semantic, syntactic, pragmatic, and other functions to the target language discourse extending mere emphasis vocabulary and much more meaning.

4.4.3.7. Language Skills Integration for Creativity and Production

Chaining listening to speaking, and reading to writing have always been a faith in the language science, that is for Kumaravadivelu (2003a) believed to be actually done in an integrated cohesive way without impediments or restrictions. For example, listening can be associated to note taking, listening hereby is combined to writing (ibid). That certainly concludes the possibility to realize language skills integration for any lesson conduction.

All in all, we can obviously conclude that the time of a homogeneous method's hegemony is over. A new trend in language teaching from an innovative perspective is favoring a post-method education that shapes a rather copious role for the teacher as a practitioner. This does not a frank implication to the death of methods, but an invitation to

cram the power of each conventional method and reflect on its advantages, what Arikan (2006, p.7) calls moving 'beyond idealism to realism'. In this wave, post-method era that trusts the use of eclecticism, affords the EFL teachers the responsibility to seek ways that satisfy the diverse learner's learning styles, adapting a nuts-and bolts infallible instructional strategies in compliance with purpose, needs, and context.

Critically speaking, even proved to be effective, eclecticism also seems to be only working well with mature teachers in the EFL classroom as already mentioned, while the novice teacher who witnessed no one of the conventional teaching pedagogies is likely to find that the reflective teaching method for eclecticism is a fantasy that is ambiguous, difficult and never at the reach of his/her teaching practice. Teacher professional through academic training by cause and effect that is dealt with in the following section can be the overhauling and complementary element that bridges teaching professionalism to reality.

4.5.Quality Assurance of Teacher Training and Supervision

Referring to the findings revealed in previous chapter three that tackled the practical part of the study, significant facts about the EFL teachers' practice to alternative assessment were unveiled. Their confusion, frustration and luck of understanding to the overall competency-based assessment became confirmed; and obvious discrepancies among the participants emerged especially in a certain divorce between theory and practice. Those EFL teachers regretfully exhibited wide reluctance to reform change, claiming the struggle they take against the innovative educational policies. Looking at this tend to trait the traits of a serious conflict in the Algerian instructional ground, and the crux of such a conflict seemed to arise from measurement practices lying on the fact that, 'assessment policy represents a radical departure from the philosophy of assessment and its role in relation to learning.' Vandeyar (2005, p. 462).

Accordingly, a wide revision to the EFL teachers' practices and mainly attitudes to quicken their measurement competencies and expertise is sine-qua-non for the effectiveness of alternative assessment implementation in Algerian Secondary schools in the light of the standards-based education as 'nothing is more central to student learning than the quality of the teacher' Galluzzo (2005, p.142). That would not be complying with reality unless adequate opportunities for the EFL teachers' professional development are provided as it is currently the requisite component that brings about quality education, and teacher pedagogical

training presents the fertile space for that since 'equity in education is fundamentally about ensuring every student has a quality teacher, well educated in the particular subject area and well trained to teach it' (Ingvarson & Wright, 1999, p. 3).

Indeed, a professional teacher training that takes inculcates the EFL practitioners' perception to master the overall teaching process and assessment in particular. Additionally, the training programs ought to be based on the premise that in-service EFL teachers without exception primarily possess the necessary conceptual knowledge and comprehension of alternative assessment to get the skill for dropping into its practical mould (Lipa & Harlin, 1993). Teachers then, need to understand the whole assessment corpus that goes beyond modest activities of matching and gag filling for instance to be time and effort demanding such as performance tasks. Only through these teacher development programs, the EFL instructor is spearheaded by stakeholders in the educational area to keep abreast of reform which reveals change and innovation, and doing so reinforces the EFL practitioners' willingness to tackle the challenge of the students' constant evolving needs.

For a successful body of teacher professional design, all concerned must act collaboratively in a non-separated chain including EFL teachers, educational inspectors, stakeholders, and policy-makers not in a bottom-down respect, but a bottom-up one. Teachers ought to be constantly under their inspector's supervision, and rather collaborate with them and reflect on what is working and what is not so in their classrooms under their wise guidance. This is the axiom to deny the inspector's visit to the teacher for admonition or punishment sakes. The inspectors' role as what is being said reveals, is keeping the instructors in tune with the faithful educational changes. Matching to that is firmly enabling the EFL teachers to master planning skills through which effective assessment techniques can be successfully adopted.

In making the teachers in tune with reform innovations, inspectors should organize seminars at regular intervals and that must be compulsory for attendance. Concerning instructional measurement, Graue (1993) emphasizes the central role to English teachers in shaping assessment strategies positing that, 'If we see assessment as a learning opportunity for teachers-learning about their own pedagogy as well as their students' growth –Teacher knowledge and beliefs framed the assessment characteristics and dimensions' (p. 295).

Mentor courses thus, should be planned to on the basis of practical standards in order to alleviate the EFL teachers' frustration and confusion towards its use and be open-eyed on its myriad of benefits for learning and teaching quality alike through sensitizing them on alternative assessment rationale to refresh their thoughts about it and instill in their beliefs that assessment should generates the learners' equal learning chances rather than segregating and ranking them.

4.5.1. Partnership between National Education Institutions for EFL Teachers' Recruitment and the University

Undoubtedly, when students get their diploma from university, they start job seeking. In Algeria, students with a Master degree are generally heading to the education sector as it is the de facto fertile space for available job opportunities in most times, they are also supposed to have received a scaffolding practical training which is very modest as complementary to the master thesis for graduation. These university graduates are likely to be recruited in secondary schools that require teachers with a master degree, without any partnership between the responsible educational enterprise for their recruitment and the university.

Due to what is mentioned, it is compulsory that the Algerian Ministry of Education appoint English inspectors as representatives to the Secondary schools to overtly examine and eventually sound would be recruited EFL teachers' account of English content in relation to classroom requirement amongst which alternative assessment must be highly addressed, also willingness for teaching, frustrations and uncertainties towards classroom withitness and management should be considered.

That seems to be marked by an inevitable failure unless the National Educational institutions devise special constant training for the EFL teachers in the outset of their teaching journey. Nonetheless, mature teachers and novice ones ought to be set to dispatch academic meetings. That way, English teachers trainers who were recently promoted to the degree of 'supervising teachers' or who became known in the Algerian educational setting as 'forming EFL teachers' and those trainees can enhance fruitful workshops that must mount in an intimate and less daunting contact that greatly enhance cooperation, ideas and thoughts' exchange, and reflection on each others' performances and practices.

The above brings us to determine the fact that a more effective professional academic profile is sine-qua non for all concerned: English would be instructors, novice recruited

teachers, mature ones, and even English inspectors, to ensure reform updated change underpinnings are transmitted in the right efficient way, and so should be the training program issues to consider in compliance with each category status of them. Additionally, teacher training should not be regarded as a never ending process, it rather must be tackled at every step of the teaching career for EFL teachers of different categories, and specifically better than the current adopted educational training in Algeria, taking place over a more extended period of time, another recommendation to consider is that the concerned body taking in charge of instructional matters ought to mitigate the learner-teacher ratio issues through the recruitment of a rising number of EFL teachers.

In a nutshell, the Algerian educational Ministry investment in an intensive comprehensive teacher training that allows a large scale supervisory teaching board for innovative teaching strategies, in which assessment ones are our crux of concern, is panacea regarding that the trick of the trade in that is echoing the EFL teachers' thoughts, points of views and beliefs to policy makers to be considered and reviewed.

4.5.2. Partnership between EFL Teachers and Policy-Makers

In the previous item, a persistent need to provide a useful training policy for the EFL teachers' professional evolvement was clearly expressed. That would work better when the existing gap between the instructors' reflection on, perceptions, and 'in-black box' practices issues to current teaching/assessment methods and 'bottom-up' updated educational alterations is bridged.

In such a professional development process the EFL teachers are escaped passive reception of pre-packaged educational instructions, but are rather efficient participants with their craft knowledge and advice to refine the professional development scheme (Avalos, 2011). Bearing in mind what is mentioned, would give impetus to the dogma that EFL teachers' role in the classroom goes beyond teaching simple and modest language aspects but a stakeholder on his/her own right, at his /her reach to devise efficient instructional theories as offspring of classroom practices and experiences to promote quality teaching, learning, and assessment.

Owing to that, the policy makers might arrange the EFL teacher's situational teaching conditions and the instructional policy requirements, they should further create an educational policy that allows the three involved parties: university as initially forming the would be EFL

teacher, educational setting specialists including inspectors and stakeholders for the teacher's formation refinement, and the in-service teachers as performers, to work collaboratively in a community cluster through mount workshops, study days and short term courses in which assessment ought be intensive and focused.

To conclude, partnership between EFL teachers and the National policymakers must be sustainable and its indispensible ingredient is the appreciation of the EFL practitioners' planning skills in which EFL teachers should have their say for the alignment of appropriate teaching and assessment functions and forms. Pre-service and in-service EFL teachers on their own are regretfully unable to do so unless they undergo meaningful support from the whole supervisory board for meeting the impediments and challenges they may be exposed to. This is however, under any condition, should not be dogmatic since most teachers in the Algerian educational area are still de facto novice and not sufficiently proficient especially in the field of evaluation and assessment as chapter three results revealed, they eventually still need more flexibility.

4.5.3. Other Outlook considerations for Effective Teacher Training

• Work in an equipped space: Educational equipment, availability of computer equipment, Internet access, the presence of specialists in the field who can maintain help when necessary, collaborative work in organized cells; a space created for hybrid training in short, can make things easier and solve the majority of problems that participants find during training.

• Free the participants during the training period: It is a training which requires a lot of time, energy and inspiration, and therefore exercising the duty to teach and follow the training is tiring and annoying at the same time. Time must be created to get participants to work in a less stressful atmosphere with more concentration.

• Training in a blocked period: Training can be better if the participants take it during a blocked period of time.

• Organize information to make it readable: give participants any useful information for the organization and management of their training course at the administrative and academic level.

• Work with the visual: allow participants to navigate intuitively in collaborative and educational activities

• Think about the training in an evolutionary way: ensure the quality of the training and support the learning process of each participant.

• Support each participant in the training: facilitate interactions by increasing trust, communication, everyone's participation and support the creation of a network.

• A specific committee in charge of assessment implementation in each Secondary school should be embodied for the genuine supervision of its practicality.

• The construction of more secondary schools for decongesting the class size problem is a must to apply one of the utmost significant principles to the CBA which focus less learners per class, sitting in a 'U' shape format, and then their performance assessment is widely allowed.

4.6. Constructivism Shift in the Algerian EFL Classroom from Theory to Practice

We may wonder, to what extent does the comprehensive English course apply to the Algerian EFL classroom? In fact, depending on the findings in chapter three, the comprehensive English course is, to a great deal, doomed to fail in the Algerian EFL classroom due to the reason that the latter is still under the invasion of the instructivist-based philosophy to language education.

In down to earth terms, in a non-English speaking country like Algeria, students do not have enough opportunities for practising English outside of class since no supportive environment exists. Students then, usually acquire some vocabulary, study sentence structure and grammar rules intensively and lessons are predictable in which significant language aspects are illustrated, exercises are given and after a term of study, tests are administered (Cunnigham &Curtis, 1996). In short, the deeply instilled exposure to teacher-centred and spoon fed approach to language instruction hinder the application of constructivism in Algerian EFL classrooms.

Meanwhile, proficiency to implement a competency-based assessment, and for a successful constructivist approach over the deeply engrained instructivist pedagogy, it is significant to consider the instructional as a dogmatic knowledge construction process through which learners on their own construct their procedural knowledge and instructors' task is to provide them with guidance and support (Graue, 1993).

Suggestions for Teachers

Therefore, the following is a teaching procedure inspired from Cunnigham &Curtis (1996) framework. It tends to underlie a constructivist-pedagogy in the language classroom processed through three main focalized steps that include: warm up, vocabulary teaching and sentence structure teaching in their respective order as in the following.

4.6.1. Warm Up

It is the scaffolding phase, or as some might call 'ice breaking' (Grahame, 2008). In which the learners should be actively engaged not to the lesson content at once immediately, but to be attentively driven towards the topic of the lesson through four main steps: free writing, short oral presentation, pair work, and formative assessment

a- *Free Writing*

Students are required to write with a time limit of 5 minutes before the lesson starts, and on a given topic that is related to the content of the course, the teacher is expected to use visual aids that allow the students' observation as a key competency to the learner -centred approach. At this level, students brainstorm and jot down ideas with a clear attempt to interpret these ideas into English words. Regarding writing as the most difficult skill among of the four language ones, it is, through this step activity, habitually practised in an output procedure to acquaint the learners with it and relentlessly train them to review their pre-requisite linguistic knowledge and proficiency in practical opportunities (kaufman, 2004). In this respect, Willis &Willis (2007, p.117) highlight that speaking also worth using in such a situation as a warm up task, it is however, 'a real time activity in which there is normally no time for careful consideration of language. Writing, in the other hand, allows time to think about language'.

A worth point is raising here which is that of authenticity. To ensure the learners' motivation and to write in English as a foreign language and eagerly respond to this scaffolding activity, teachers ought to be wise and thoughtful about the topic's selection, to which students feel a certain familiarity, authenticity and contextualization. In a nutshell, independent writing which is 'hands-on, minds-on task' ensures students' involvement and awareness raising towards the lesson (Lytovchenko, 2009, p.25)**.**

b- *Oral Presentation*

After writing for few minutes as an 'ice breaking' activity, students are expected to read aloud their compositions which should be shared by students in class with each other for a peer correction which enables them to move from meaning focus to language use focus . (Shi, 2013). The task may be challenging in Algerian EFL classrooms that are overcrowded with up to 40 students per class, this hinders the possibility to engage every single student to oral presentation of the work. By cause and effect, few learners are to be chosen randomly to present their work orally while, other take next turns.

c- Pair Work

No one of us would refute the fact that students at the level of Middle and Secondary schools still feel afraid and find it daunting to speak in front of the teacher and their mates because of the mistakes and errors they might make. As a second step the process of constructivism, a short pair work activity can explore the learner's potential meaningfully and retrieve his/her self esteem and confidence (Exley & Dennick, 2004). Pair work hence, is the ideal solution for the students' learning in the language classroom as it allows teamwork and sense of responsibility sharing that generates relief of their anxiety to express themselves more freely (Shi, 2013).

d- Formative Assessment

The task of formative assessment in an instructional warm up step should be a developmental-oriented process of collaborative engagement. This kind of assessment presents an informal interaction between the students themselves (Backman et al., 1990). A warm up phase according to what has been described, is no more than 15 minutes consuming if the teacher is a good time manager. As a withit teacher, can successfully engage the students in a big room manoeuvre to develop three backbone skills to the constructivist-based pedagogy namely: observation, interpretation, and production in a cluster process (Andersonet al, 2001).

4.6.2. Vocabulary Teaching

In classical in6structivist-language education pedagogy, main strategies to vocabulary teaching, learning, and assessment merely addressed forms, meanings, functions pronunciation, and spellings of most common English words which were intensively learners' memorization demanding. In current constructivist trends of language instruction however, students are given opportunities for real and practical observation, interpretation and

application, the ingredients are all work together for the realization of the learner's learning experiment which is precisely named in its abbreviation form 'OHE' mode collecting: Observe – Hypothesize – Experiment (Shi, 2013,p.66). In line with this thought, Jhons (1991) contends that the 'language learner is essentially a research worker whose learning needs to be driven by access to linguistic data' (as cited in Hadley, 2002, p.100). Interestingly, it is worth saying here that getting the necessary linguistic patterns for an effective constructivist-oriented approach are the learners' own responsibility, not only the teacher's one, this is apparent to hint outright autonomous learning.

4.6.3. Sentence Structure Teaching

Teacher-centeredness in Conventional teaching methods used to govern the teaching of sentence structure through its details' analysis, followed by giving illustrative examples, to eventually concluding grammar rules and functions. Within that sentence structure teaching process, the students only seem to be a passive receptors of separate grammar aspects as well a few vocabulary pieces that are seldom employed in meaningful comprehensive contexts (Shi, 2012).

As an overhauling alternative, Folse (2008) thought that 'the sentence auction model' which refines vocabulary and sentence-structure instruction in non-English speaking countries specifically, and Algeria is no exception. To briefly describe the concept of 'sentence auction' as Folse put it, it is necessary to regard a bunch of sentences that are wrongly structured in terms of grammar. These sentences should mount and selected from a given authentic reading text.

The 'sentence auction' strategy depends on team work, once the learners are divided into small groups of maximum 4 to 5 learner per group, they are supposed to work cooperatively to explore each sentence errors. As a closing step to the sentence auction task, the EFL instructor ought to claim the correct sentences and the false ones without any intentions of negatively criticizing those providing wrong answers. He/she should prize the best performing group of learners, and at last explains in details the most significant language points they recognized during that session. The fact which does not only brings about the students' high interest, awareness and willingness to learn, but over and above, boost the learners' competition spirit in the classroom (Shi, 2012).

Interestingly, to overtly reflect on what is being dealt with, the notion of constructivism is apparent to be throwing a heavy work on the student as more dominant than used to be in the classroom. Even though, this does not mean that the EFL teacher is taking a lighter responsibility, but his/her mission in the EFL classroom became deeper and requires wisdom for getting higher planning skills in order select amongst the nuts-and-bolts of tasks those most hooking the students' interest in the lesson such as alternative assessment techniques that offers best opportunities for students' performance as presented in what follows.

4.7. A Constructivist Competency-Based Instructional Lesson Plan Model

To conceive an effective teaching under the concept of constructivism, the English course must include three phases called, the so-called 'Learning systems' (Fillol, 2004). The first one corresponds to the 'entry system' which is about the presentation of the general objectives and pre-requisite, as it may include diagnostic assessment to show that the student's prerequisites match to the course content and requirements for successful acquisition to new knowledge. In case of disapproval and failure in the entry test, an orientation is possible towards other resources allowing to reach the threshold of knowledge before starting the course in question. The second system is the learning process one that focuses on lesson time management as well as various learning content and activities. Finally, the closing system is about assessment, orientation and remediation (Eisner, 1999).

Those three learning systems are strongly tied to each other there must be a smooth movement from the entry system to the learning one that is generally conditioned by the mastery of the prerequisites, then from the learning system to the closing one should be linked to the complete mastery of the lesson content in order to pass the final assessment and generate an effective feedback through the last phase to final remedial work if the assessment reflected negative outcomes. In short, the three learning systems work together in coherent phases to achieve the three stages of learning involving: Observation, Application and Production. On that basis, both theoretical concepts of a lesson plan and teacher peer observation and evaluation grid models are designed.

❖ **A Teacher Peer Observation and Evaluation Grid**

As already mentioned, the researcher negotiated the task of peer observation with two expert Secondary school teachers who showed endorsement and rising excitement to cooperate. The two EFL teachers agreed on the appointment for the experiment of the

following lesson plan model which was intensively subject to three learning systems according g to Bloom's taxonomy. The experiment was highly successful, and its depicted pedagogical debate was so deep and touching upon many instructional points that were never discussed by the teachers themselves as they claimed. The pedagogical debate entailed the two teachers' formal detailed reports that are included in appendix (five). Here is the practical evaluation Grid designed by the researcher, and used by the participant teachers.

Table.4.2. Teacher Peer Evaluation Grid

The Three Learning Systems	*Analysis Criteria*	Clear	Unclear	Middle	Excellent	Inexistant	Comments
Organization	➢ Didactic unit N° : -Course structure / Presentation Via a conceptual map/card						
Entry System	Clarity and precision of learning objectives						
	Students' motivation via prerequisite integration						
	Frequent and diverse use of action verbs						
	Evolution from general to particular						
	- Clarity and limit of pre-requisites						
	The objectives target the final competencies : knowledge / know-how / knowing how to be						
	The number of objectives exceeds the number of proposed prerequisites						
	Presence of pre-test for the learner's diagnosis						
	The Learning goals/objectives aims / Presentation and testing of prerequisites						

Learning System	Integration of the learner's skills through the strategy of the problem-situation solving						
	The design, organization and content of the learning phase						
	Learning activities and tasks/questions						
	Orientation and Referral to another learning unit based on learning aid resources						
	Formative Evaluation at the end of each learning section and before each new one.						
Closing System	Post-test (Formative assessment) feedback						
	Referral to another learning unit						
	Remedial work after summative evaluation failure						
	Attainment of the final goal and competencies						

❖ **A Model of Task Operational Objectives' Articulation According to Bloom's Taxonomy for the Realization of a Constructivist Course**

This conception model design work is organized according to Bloom's taxonomy for the including the six cognitive levels and the action verbs to articulate the learning action steps as Bloom set it from 'observation to application and production and' as well as the three learning systems: Input system, learning process, and output system under the principles of the competency-based approach to language education.

The learning activities' selection faithfully matches to the targeted competencies.

- ***Teacher:*** Nedjari Mounia
- ***Competency***: Reading Comprehension
- ***Level:*** 3rd year Literary Stream
- ***Significance:***
  - Red: Action verbs
  - Highlighted in yellow: Key words for justification

Suggestions for Teachers

- In bold: Types of tests according to the three learning systems: Entry, training and closing
- Highlighted in blue: The attained final competencies
- Numbered boxes: (from 1 to 7)

Table.4.3. Task operational objectives' in a constructivist course according to Bloom's taxonomy.

Specific / Operational Objectives	*Planned Activities*	*Justification*
At the end of this activity, the learner will measure his ability to master the objectives of the course, in order to make a decision	-Read the paragraph then reproduce the work using the words given to you.	This activity does not directly serve the first cognitive level of the taxonomy, but rather a **pre-test** or an objective test which serves to put the learner in a **problem situation**
1. The learner should know: -The qualifying adjectives that describe feelings - Expressing feelings correctly	1. Name a few words that express the word "Happiness" 2. Say if it's true or false 3.Relate each word to its equivalent	- It is a **pre-requisite** test or a **diagnostic** test which serves the 1st cognitive level: Knowledge: It allows totest the antecedent knowledge in the learner for the purpose of **reactivation**. This is an example of **know how competence**
- The learner will be able to follow the course based on the supports offered	1.Express the images using the qualifying adjectives given 2. Read the paragraph and fillin the blanks	- **Orientation test** in case of **failure**: It allows to provide help and support to the learner
2. At the end of this activity, the learner will develop and interpret the information provided to better understand how to analyze a text	1.Read the essay and fill in the empty boxes 2. Pick out sentences from the text to differentiate between these three concepts 3.Classify the words in the table	-**Learning test**: which serves the 2nd cognitive level: "Understanding" and howto explain the information. And this is an example of competence to **know how to do/Perform competency.**

3. At the end of the activities the learner must apply the acquired knowledge in order to reproduce a paragraph	1. Use the terms to reproduce underlined sentences in the text 2. Examine the problem situation and answer the questions. 3. Apply what you have seen about feelings to solve each problem situation.	-It is a **learning and also formative test** that serves the 3rd cognitive level: "Application", in which the learner will show his **ability to apply** what has already been learned to another context
4. The learner must be able to break down the acquired knowledge to analyze the work of another learner	1. Exchange the product for peer reflection and assessment. 2. Each learner draws up a report on the work of his peer according to certain criteria. 3.Explain what needs to bechanged	- It is a**learning and formative** test which serves the 4th cognitive level: "Analysis". Understand the relationships that exist between knowledge. It allows the learner to **analyze, criticize, discuss and even evaluate**
5. The learner must be able to gather this information on the subject of feelings to carry out joint work (peer work)	1. Integrate your work with that of your peers by choosing the positive points of each report 2. In pairs, plan a new joint work to improve production	- It is a learning, **formative test** serving the 5th cognitive level "Synthesize". Brings together the **acquired knowledge** and understand the relationships between them.
6. At the end of these activities The learner should be able to assess the production of another group and give a grade	1.Take turns to test the work you have done in a group now not in pairs but in groups 2. Make a note of the work you assessed by making observations	-It is a learning test which serves the 6th cognitive level: "Assessment". It allows to **express a judgment**.
7. The learner must be able to use the acquired knowledge to create / produce a press article	1. Write / Create a press article on our planet. 2.Incorporate imaginary interviews with one person who thinks he has become in danger and one who sees he is saved.	-It is a learning test that serves the 7th cognitive level: "Creation". It allows the use of the pre-requisite knowledge **for production**. This is an example of a **how to be/act competency**

4.8. A Corrective Model of Alternative Assessment Planning in the Algerian Yearly Distribution of Secondary School EFL Program

The researchers' Secondary school extending ten years experience led her to the firm conviction that the district' s dilemma lays in striking to a balanced EFL curriculum that meets congruency between teaching, learning, and assessment, the latter which is still not given enough amount of significance in our instructional ground.

Considering the three levels' Secondary school yearly distributions of English language programs confirms that in spite of the buzz educational reform event that glossed over for years and is still a glossing issue to discuss, it unfortunately seems to be sterile and very superficial as in the words of Jacob Bregman, 'reform efforts have been undertaken, but mostly led to 'cosmetic changes' (2008, p. 2). Therefore, instead of designing a curriculum that realizes a square deal of space for assessment, the academic reform only brought duplicate strategies for EFL curriculum planning and execution; this is, in principle, judged to fiasco leading since 'we cannot solve a problem by using the same kind of thinking', and 'there are no old roads to new directions' [A. Einstein].

In the Algerian EFL setting, teachers are coerced and condemned to cover the syllabus as specified in the curriculum, especially the 3rd year Secondary school level which is supposed to prove the BAC exam, Gipps' (2009, p. 18) words in this thought, are present to confirm that 'testing has an effect on teaching, particularly in terms of curriculum coverage', focusing on the topics, syntactic structures, linguistic functions and lexical items as they are set through the textbook in use as a main pedagogical material. With the national curriculum in the way we described it, English instructors had better apply special procedures that serve their own learners and must in parallel should stop being obedient to the school program contents which '[……] continually require students with varying needs fit into a single box' (Patterson, 2003, p.572). That clearly entails the fact that the Algerian EFL curriculum as drawn from chapter three results seriously lacks the 'collected wisdom' concept that highlights delicate selection of what ought to be taught, learned, what, how, and when to assess, to succeed aversion of falling into the kind of school Maurice Holt predicted many years ago saying that,'…steeped in the mechanistic assumption that schools can be run like biscuit factories;[………], backed by clear objectives and precise assessment, the right product will roll off the assembly line.'(1988 p. 28)

Suggestions for Teachers

Regarding the above, what is required then, is an appropriate proportion of teachers' autonomy, without getting the total independence, but within the English curriculum limits and under its guidance for a sequential and fruitful plan of instruction, through this, that pedagogical document might be an available and flexible instrument to equalize competing vantages and priorities. It is necessary then, to sensitize EFL teachers of assessment significance, Gerard's words are present in this respect to confirm that,

> 'Assessment of students' achievement is a basic issue in the development of an education system. Not only does it act as an indicator: "Tell me how you evaluate, I will tell you how you instruct", but it also has a power of influence on educational practices: "you will train according to how students will be assessed'

(2006, p. 85).

Within the same line of thought, the achievement of a balanced, developed, and flexible English language curriculum must care about assessment due to the fact that 'assessment lies at the heart of this process [the school aim of promoting children's learning] across the curriculum and throughout its age range (DES, 1988 as cited in Conner, 1991, p.14).

Coming back to the Algerian secondary school EFL classroom syllabus within which four to five units are planned depending on the level and stream, with an allotment time of seven to eight weeks as maximum to cover. Putting under diagnosis such a syllabus for factual practicality, leads to the certainty that the devotion of one lonely opportunity within one session for assessment in the ultimate week of instruction is not at all enough to measure the students' approximately two weeks learning. Worse still, the secluded assessment session that normally ought to be in harmony to learning when it is taking place, serves summative sakes, ranked as a high-stake exam, rather than formative ones.

Consequently, the researcher in this section aims at conceptualizing and priding a corrective model of syllabus shape in order to widen the alternative assessment space for more frequent and constant opportunities of formative academic measurement that should track short fresh instructional intervals. The provided table here thus, tends to draw a practical shape of alternative assessment with systematic and marshaled, and most importantly reliable-driven procedures to follow by the EFL secondary school teachers. Even though, the teacher's wisdom remains the decisive crux in the matter.

Suggestions for Teachers

In attempting to reconcile the pedagogical teaching material in compliance to his/her learner's needs and competencies, and the best strategies for their assessment since , the most useful strategies of alternative assessment are including 'nuts-and-bolts' Popham's (2011) tasks and activities a teacher should make, depending on the instructor' skills for mastering the art of selection, the task which is also challenging to the students' eagerness to effectively and actively deal with the process for which Papham beautifully provides the analogy that 'you can lead a horse to water, but you cannot make it drink' (ibid, p.123). The fact of which is to stress the dogma that the willingness of students, and the wisdom of teachers are the equine axiom that brings about quality education in the EFL classroom.

Suggestions for Teachers

Table.4.4. Continuous assessment organization schedule

Level	Unit	Section	Type of assessment	Content of Assessment	Time allotment	Achievement period	score	Comment	feedback
-3rd year Foreign language Stream	-Ancient Civilizations	-October (for example)	-Written, Oral or Attitudinal -Individual, In pairs or in groups	-Text (to be read or listened to)and its treatment in terms of comprehension and analysis -Language functions -Skills -Competencies -Dialogues -Games - Descriptions of visual aids	From 15 mn to 01 hour	At every no later than two working weeks of instruction			

(Adapted from Nedjari, 2017)

*NB.*All the assessment tasks' scores should be counted together for the final mark attainment for each academic unit which ought to be calculated by summing up the obtained marks according to the table above, divided on the number of tasks to get a mark out of 20.

The table above is figured for Secondary school literary stream EFL classes where English mast be taught through four to five sessions a week. The total portion of alternative assessment thus, is after approximately ten (10) learning sessions. While for scientific streams whereby learners are expected to have three English courses a week, the alternative assessment organizational and practical frequency is normally decreased to one lonely assessment session a month, taking place when three learning are covered.

4.9.Common Alternative Assessment Strategies

Arguably, quality education has long been figured to be amongst the most crucial to modern age issues in a 'knowledge society' ruled world. Very often, in a loose sense, as Hargreaves (2003) contends that, 'in an information society, education is no mere amenity; it is the prime tool for growing people and profits and actually, what a knowledge society needs is a lot of ingenuity' (p. 22), giving more credibility to the proverb goes saying 'the new source of power is not money in the hands of the few, but information in the hands of many' (as cited in Benmostefa, 20014, p. 176).

One related area that came under security was the sterile reliance on 'one-shot' testing which is vainly employed in the language classroom to enhance the students' array of necessary competencies as mentioned in Skidmore (2003) to meet the challenges of out of 'black box' real life and the impediments of the world which became massively globalized (Bottery,2000).

More tellingly, alternative assessment methods are numerous, the researcher then, thought it would be better and more practical to summarize the most common ones in three types: self assessment, peer assessment, and journal other ones that intensively drop in the right of performance assessment will be dealt with next.

4.9.1. Self Assessment

Many educators like Stiggins (2004); and O'Malley & Pierce (1996) think that a key feature to quality education is the assessment methods, considering two foresights for such a quality that Stiggins calls 'thoughtful assessment methods'(2004, p. 89). The primary deals with knowing at the outset ways of the intended results' measurement in both 'assessment for learning' and the 'assessment of learning' processes, while the second should reflect mount accomplishment targets that are 'legitimate options when their use correlates highly with the

learning target and the intended use of the information'(p. 91).This key feature to quality assessment is highly stressed as it represents 'the heart of accuracy in classroom assessment revolves around matching different kinds of achievement targets' (ibid, p. 95), underpinning the sought standards which should be performance-centered.

Undeniably, a student is unable to regard language learning as a cluster process unless the spirit of independent learning and evaluation are ingrained in him/her, such autonomy is worth boosting the student's responsibility to school, beyond school, and lifelong learning.

Likewise, Tierney et al (1991) believe that self-assessment is highly appreciated for measuring learners' achievements owing to the feature of learners' involvement to complete a given task while having the chance to reflect on their own work and thus, tend to feel positivity towards learning, to this Black and William declare that, 'self - assessment is a sine-qua non for effective learning' (1998, p.26), the learners' auto-assessment is above promoting self-regulation too mainly through generating beneficial feedback on their own accomplishments (Pierce et al., 2011). Self assessment in the way it was dealt with replicates the notion of self-appraisal more than that of evaluation.

Undeniably, the concept of the students' self-appraisal has recently shaped its way to Algerian Secondary school ELT textbooks as in *New Prospects* (p.43) in 'language assessment section' for 3rd year, *Getting Through* in 'where do we go from here?' (p. 73) for 2nd year, and *At the Crossroads* (p. 33) in 'Check Your Progress' section for instance for 1st year students, where in the three sections self-assessment is performed through a yes-no checklist (see appendix) on the basis of the students' ability to do rather than recall knowledge under the expression: 'I can' in each of the three checklists. However, the provided checklists in the three levels' course books are so superficial and do not really seem to efficiently record the learners' learning accomplishments.

A deeper typical model of a self-assessment checklist inspired from: British Council (1991) Communication Skills program is designed here, whereby EFL learners could assess themselves through appropriate selected comprehensive assessment criteria and realistic standards.

Suggestions for Teachers

Table.4.5. Self-assessment checklist

My Progress

Name: ………   Class: ……,   Subject Matter: ....   Unit: ....

I Can	Yes	No	A little	Comments
Write neatly more than I used to do				
Make the best use of sounds and syllables for correct English words pronunciation.				
Easily recognize English words' meanings quickly.				
Correctly spell English words even without help.				
Practise intensive reading				
Structure meaningful written sentences individually				
Write with correct grammar				
Practice independent/autonomous learning				
Participate in dialogues and class interaction in English without stress				

- *Strengths:*

....

- *Weaknesses:*

....

(Adapted From The British Council (1991) Communication Skills Program)

The results in the above self-assessment checklist as Mcnamara (1996) explained, should be taken into account and translated into accurate yielding decisions by the student themselves first as well as their teachers for future instructional overhauling insights.

4.9.2. Peer Assessment

Another second type to deal with is that of peer assessment which a lot of educators (Boud, 1989; 1995; Tudor, 1996) regard it apparent to self-assessment since responsibility of measurement is assigned to the student in both of them (Black & Harrison, 2001), but scholars distinguish certain discrepancies to them; for Topping (1998), peer assessment is defined 'an arrangement in which individuals consider the amount, level, value, worth, quality of success of the products or outcomes of learning of peers of similar status' (p. 250)

It is a truism to assert that learning is a social task by nature and in their classroom, the learners form the small community or society, while the teachers' responsibility is to manage it; peer assessment by cause and effect is worth practicing to quicken learning especially for writing activities where the students' peers take turns to respond as well as edit each other's drafts of written pieces for assessment and revision sakes.

Lots would wonder about the quality of such a peer assessment from the part of the students' mates, and Topping's words (1998, p. 262) saying that peer reflections 'appears capable of yielding outcomes as least as good as teacher assessment and sometimes better' seem the best to respond. Although, a big difference may lie in marks awarding (Freeman, 1995), peer assessment remains the most ideal due to passionate reasons as the study of Birdsong & Sharplin (1986 as cited in Cheng &Warren, 1997) found out, reporting that an overwhelming majority of the participants expressed their positive attitudes to both assess and being assessed by their peers as peer assessment provides a less stressing environment. Specifically, Jackson (1998) views that in the secondary school, such kind of assessment seems to be very appropriate to adapt with those quite young students who are able to mark constructive comments for their peers in class through various forms of peer assessment: both spoken and written word, evaluation checklists, symbols which are non-verbal, numbers through a Likert scale for instance.

A word of caution is in order here, both teachers and learners' awareness is raised for a litany of assessment matters. However, inclusion or exclusion issues of peer assessment as a dogmatic academic tool for learners' evaluation must not merely centered on grading levels

but most significant of all, other aspects to peer assessment ought to be focalized (O'Malley &Pierce, 1996).

In sum, from an instructional standpoint, one should recognize that self and peer assessment methods are not a luxury as some might believe according to the researcher's own experience in her Secondary school classroom for more than a decade, they are rather vital instruments for an efficient formative assessment in a nuance to other assessment tools for the realization of students' learning in a significant way.

4.9.3. The Student as a Resource:

In such assessment type technique that is writing-as-a-process-based strategy, the EFL practitioner should invite the learners for individual writing draft. These drafts can be diaries, free journal records of experienced events, desires, goals, interests, worries or even short stories to tell in a narrative-styled class (Gousey, 2016) whereby students can either tell their own stories or teacher-led short storytelling mainly for school students who have a remarkable ability as quickest in embracing such teacher stories tasks that go through multi-steps including listening, note taking, then rewriting in a summary form.

➢ **Free Journals and Story Telling**

Story telling is referred to be a 'meta-narrative' which may mirror the learner's own experiences or 'stories' (Wyatt et al., 2005). These narratives tend to support the students' matching of their academic life to their out of school authentic experiences. That axiomatically requires the learner's relevance and connectedness, using a personal style for narration that sound the silent, cultural, and creative potential of the student which is the necessary feature for a quality learning and assessment (Preskill, 1998). Moreover, according to Bourdieu (1991) teachers' and students' stories reflect their cultural capital which mainly categorizes apprenticeship and social criticism, being provided with their ideas, knowledge, values, and attitudes.

In the Algerian educational setting, reading that should be joined with summarizing, storytelling and note taking are all focussed techniques and skills to be mastered as urged in the reform principles (National Ministerial Circulars n°:308/0.0.3/13, 2013). Consequently, in National Secondary schools, reading and summarizing were added to be tasks that must be officially graded as the reshaped students' school report indicates in a special column for

'prizing the student's reading', next to 'prizing the student's project work' (see appendix eight)

What is excellent and practical about this kind of assessment is that the students' journals not only the written, but their interactive nature too as the teacher is supposed to collect the learner's journals, read them and annotates written points that will be interacted later on in the class when papers are returned back to their owners for realizing a corrective draft.

In such instructional process, the learner is the three-dimensions centric resource of information for teaching, learning, and assessment (Dyer, 2016) providing much more support for the teacher to move from over reliance on instructional materials including the school manuals and teaching programs and curricula as well as technical wizardry to more 'hand - on-classroom procedures that ensure whole learners' engagement and inclusion for sharing their experiences and communicating their ideas (ibid).

Genesee et al (1997) put the following example, summed up by the researcher, as a clear excerpt presenting a learner's journal and then, followed by the teacher's comment in such an interactive way that clearly reflects his/her interest deep awareness to the students' work.

-Student: In front of my eyes, the running car with no mercy hit the poor little cat which immediately died.

-Teacher's comment: That looks so sad and awful. Did you try to stop the car driver? How was your reaction towards the death of the poor cat?

As the example demonstrates, the EFL teachers' comments about their learner's works must not be judgemental, but addressing genuine interaction and communication to foster the learners' learning ownership.

A Model of an open-ended self/peer assessment for a student's short story writing that precedes its telling is inspired from Cunnings worth (1997) and provided in the following.

Suggestions for Teachers

Table.4.6. Self and peer assessment via short story writing and telling

	Self-Assessment: **My Short Story**	Well	Not Well	A Little
	- *Name:* ……………………………… - *Title of the Story*: …………………… - *Type of the Story:* …………………… - *Date:*.....................			
Story Overview	A)Is my story reflecting wholeness to it including the following? 1- Opening, 2- Middle Events, 3- Climax, 4- Closing, 5- The story weaving is coherent and cohesive.			
Story Focus	B)Did I edit my story on a correct English language base? 1- Correct tense of verbs tense consistent throughout all the story events, 2- Pronoun reference consistent throughout story personalities, 3- Correct Grammar in sentence structuring, C)Appropriateness of word choice to the style of the story and its writing? 1- The word choice in the story writing is appropriate and accurate, 2- Economy of words the teacher précised is respected, 3- The story words are vivid in an imagery sense, 4- I made the best use of idiom.			
Student's Satisfaction and Comments	D) I am satisfied about the content of my story and the way it is narrated and written. 1- The story accurately reveals its events 2- I have freely expressed what I wanted to say 3- I was extrovert in my story, 4- There is intrigue in my story. *Comments:*			

(Adapted from Cunnings worth, 1997)

4.9.4. Common Performance Assessment Tasks

Interestingly, the use of procedural knowledge meaningfully as well as training productive habits of mind are the most important learning dimensions in Marzano et al's (1993, p.6) instructional model which thinking skills-oriented. In this latter, the alternative assessment procedure is the overwhelming space for the learners' translation of knowledge into actions and performance, to this, Shepard (1989 as cited in McTighe & Ferrara, 1998, p.8) advocate that performance assessment activities 'are well united to assuring application of content-specific knowledge, integration of knowledge across subject areas and lifelong learning', replicating performances that can be done even outside extended tasks going through a productive process which likely to be known as 'stepped instruction and assessment' (Marzano et al., 1993).That most importantly allows the provision of an ongoing and transitional feedback.

Obviously, EFL learners' performance through assessment works creates a kind of flexibility for teachers and students alike. Although, the task is not as easy as words describe it and a hitch that keeps joining the learners when set to performance activities is existing due to the fact that performance fore-mostly match to sound reasoning targets (Stiggins, 2004) and students might often fail to perform well mainly on tasks that require specific reasoning patterns, this is probably related to their shortage of 'unwillingness, imprecise reasoning, and lack of pre-requisite knowledge' (ibid, 103). Indeed, without the students' involvement in extra time-consuming and long term tasks like the project work and the portfolio as presented in the following, the ability to judge an achievement level on targets of reasoning seems impossible to be reached.

4.9.4.1. The Students' Project Work

Admittedly, the concept of students as a resource for teaching, learning and assessment has became the top interest of scholars and area for a rising innovation regarding a significant assumption that underlies the fact that 'assessment and instruction must have a hand in glove relationship if they are to be successful' (Marzano et al, 1993, p. 43). Assessment then shifted to a formative sake rather than merely summative as it was proved to be the utopia for autonomous and independent learning and students' potential refinement; regarding such an instructional dogma, 'The particular application of formative assessment includes nuts-and-bolts-choices a teacher must make' (Popham, 2010, p. 121). Amongst those choices, the

students' project work has gained wide advocate as the best to meet alternative assessment goals.

Specifically speaking, in the language educational ground, the project philosophy emerged under the provision of John Dewey who brightened as a mainstream progressivist in the light of the 'Progressive Era' during the last 1800's through his article *John Dewey's theories of education* (Novack, 1960), joined by the outstanding figure William Heard Kilpatrick (1918) whose fame arose in the 20th century through the pamphlet *The Project Method* which offered the school project task a massive promotion in educational pedagogies. (as cited in Marzano et al, 1993).

Since then, Dewey's school to the project approach targeted the integration of school and society in terms of learning process and authentic life situations and context. Indeed, Dewey's thought tended to prove that working in group from a self-oriented perspective forms the number of students in a classroom into a miniature society and equips the students with main assets to beneficially act in their society and strategically deal with 'the problems of a fast-changing world. It [project work] would produce alert, balanced, critical minded individuals who would continue to grow in intellectual and moral stature after graduation' (Novack, 1960, p. 40).

4.9.4.1.1. Main Features to the Project Work

In down to earth terms, for an original definition to 'the project pedagogy' to language instruction, it is necessary to be faithful to Dewey and Kilpatrick's thoughts of by the down of the 19th century, to borrow Kilpatrick's (1918) words, a school project presents a 'whole - hearted purposeful activity' (as cited in Finch, 2007, p.3) referring to the students' wholeness involvement to the task. While, Legutke & Thomas (1991) regard that the project is a centric-mode of instruction and evaluation and the offspring of a joint negotiation process between all concerned: teacher-students and group work team of learners; in this rhythm 'a project work realizes a dynamic balance between a process and a product orientation' (as cited in Finch, 2007, p.3)

In the ELT classroom most concerned, the implementation of the project approach including integrated series of activities that help the learner attain the tangible learning objectives through what Hawes calls (1988, p.88), the 'concrete product', chiefly addressed compliance of the learner's autonomy to reality; to this, Beckett & Slater, believe that 'a

project work was introduced into English as a second language (ESL) education as one way to reflect the principles of student-centered teaching' (2005, p.108). Here is a summary to the most distinguishing points that filter the project work as more beneficial and efficient than other numerous alternative assessment tasks which also enhance communicative learner-centeredness.

According to Eyring (1997) three main features to the project work method are worth discussing: student negotiated syllabus, extended research, and collaborative learning and assessment.

To start with, a syllabus which is said to be student-negotiated indicates that negotiation with the learners is both trigged and sought in the language program that makes each step in the project task worth taking including deciding on the project's topic, its process, and the target final product. Additionally, the characteristic of research extension to a project method is significant as it is the vast space where the EFL learners can practise learning through moving beyond fix-form classroom assignments (ibid), enjoying more freedom and independence to use a litany of research materials and sources, the student in this way rather provides the resource him/herself. While, a third striking feature to the project work is cooperative learning that greatly foster the students' socialization and spirit of team.

4.9.4.1.2. Why a Project Work in The English Classroom?

Axiomatically, the project task is a sine-qua non in the EFL classroom since it 'builds self-confidence, encourages creativity and other dispositions, and offers opportunities for children and parents to work closely together in support of the school program' (Katz &Chard,1992, p.1). That forms the primary theoretical rational for the project approach implementation in the language educational setting.

For practical goals also, other scholars such as Fried-Booth (1986); and Stoller (1997), as outstanding figures in the field of the project method to language teaching to mention consider that for vocational education other features to the project work which became proceeding in the EFL classroom and earning rising foothold as being associated to a mosaic bunch of virtues (Fried-Booth, 1982) ought to be emphasized. A project addresses the students' whole skills capturing for conceptualizing a set of teaching expectations that comply with the students' social, academic, and fore-mostly cognitive advancement for becoming

world-wide cultures open-minded, the notion on which meaningful learning is brought on today (Beckett & Slater, 2005).

Other most beneficial characteristics to learning projects relate to the learners' comfort to exercise research, choice, decision, planning, discussing, reporting in a more instilled responsibility and independent attitudes under the teacher's guidance for their learning agenda organization, in this context, Skehan (1998) posits that, 'project work enables the gradual development of autonomy with progressively greater responsibility being taken by the learners' (p. 273), the concept that is widely expressed as learner-centeredness to deny their spoon - feeding with knowledge. In tune with this thought, Dietel et al (1991) claim that 'from today's cognitive perspective, meaningful learning is reflective, constructive and self - regulated. People are seen not as mere recorders of factual information, but as creators of their own unique knowledge structures' (p.2).In a nutshell, project-based assessment on its own right, engages the EFL students in a form of blended learning allowing for their mixed abilities holding their learning chances through balancing weak students to those advanced ones (ibid). Involvement and inclusion therefore are raised and on this target-basis, project work is meeting the establishment of rapport in the classroom.

Similarly, project-based instruction is meant for the introduction of novelty in the EFL classroom as it sufficiently shrink the relentless set of routine that is overtly proved to be the most crucial issue besetting the language teachers' eagerness to motivate the students, for such a reason Hawes (1988) claims that, 'projects motivate students because they provide a reason for learning the language and they are reliable within a relatively short period of time. [.......]. If properly planned and orchestrated a project not only increases motivation but also gives a sense of direction to the language learning' (p.98). Owing to what is being explained, the language is apparent to reflect a highly valuable vehicle that generates the project task realization, and that makes it worth processing.

Arguably, the project work provides the best alternative for language skills integration in authentic communicative learning opportunities. Not only listening and speaking, reading and writing classical thought of skills integration is enhanced but the four skills blending and joint in a cluster form for performance is practiced (Kebede, 2013), this actual shape of integration proves that listening is not merely associated with speaking, a we can listen for note taking for instance, and reading is not compulsory to be only serving writing since we generally read for comprehending then speaking for example, in addition to be trained in other language sub-

skills like summarizing and paraphrasing; to this end, Fried-Booth (1982, p.98) highlights that 'a project work would enable work to be carried out in an entirely authentic context beyond the 'artificial authenticity' that, by definition, is the only kind that can be achieved in a classroom'.

Such actual authentic integration of the main and sub skills to the English language through the project task is met in a nutshell.

Suggestions for Teachers

❖ **The Project Road Map for Teacher-Learner Cooperation:**

Table.4.7. The school project work road map

The Project Road Map

- **Level**: 3rd Foreign languages Students	**-Teacher:**
- **1ˢᵗ Semester**	**-Subject Matter:**
- **Project: N° (01)**	**-Secondary School:**
- **Topic**: Making the profile of an ancient civilization	
-Objective: To explore ancient civilizations/realize a booklet of an ancient civilization	
- **Duration**: About one month and giving flashes through sequences.	
- **Group: 03**	
➕ Presentation of the Project Work	February ,15ᵗʰ

PHASE (I): Preparation

A – Presentation of The Topic :

●Giving an idea about the topic.

●Exposing the learners to the key vocabulary related to the topic through the use of visual aids

●Involving the learners in all steps of the preparation phase.

January,15th

B – Duration:

●Four weeks

C – Grouping of The Pupils:

●The pupils split into groups according to the number of them.

e.g. 5 groups might be formed by 7 to 8 students per each one in the case of Algerian Secondary school EFL class in which the total number of learners is up to 45.

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D – Procedure Explanation:

●Collecting information and pictures.

January,14th

● In Written or printed form.

●Asking for help (teachers, friends, parents, etc)

●Resource: Libraries (books, magazines, dictionaries, etc) / internet.

❖**Groundwork :**

➢Choose one civilization of your own.

From 13th To 27th January

➢Draw the map of the area it emerged in and give information about some its major cities

➢Limit the period of time when it flourished.

➢Write a summary of the major achievements of it and its contributions to the development of human life.

-The teacher's comments after phase two should be considered for correction.

➢Find the most famous monuments of this civilization and give information about them

➢Give a short account of the life styles, customs, beliefs, myths and laws of cities.

➢Select a famous personality belonging to this civilization and fill in its card ➢Teacher gives pieces of advice to the learners about their task, and provide them with possible sources for working (in and out of school libraries–web sites–contextual support: teachers-parents or friends).

➢Illustrate your profile with maps, pictures of monuments and personalities.

PHASE (II): Realization Phase .

●Teacher's role :

Once a week

The teacher checks the materials used by the pupils and guide them during the achievement phase. He/she also facilitates for them the research process.

PHASE (III): Presentation Phase

•Two groups will be chosen randomly to present their work.	
•Teacher informs the learners about the time limit for the presentation.	***From :***
•The teacher will encourage them to present their projects to lessen their anxiety.	February ,15th
•Preparing the class setting for the project material demonstration.	***To:***
•Asking the group leader to present it in front of his mates.	February,18th
•Their friends discuss about it.	
•Finally, the teacher encourages the pupils by giving them good remarks and marks, otherwise the teacher con prize the best performing group.	

STORING

➢ The best projects would be stored in the school library to be used as a reference for other EFL learners.	
	February,20th

N.B. The teacher can propose alternative projects such as making a booklet/a leaflet/ guidebook about the cultural heritage of the learners' own region in terms of monuments, ruins, crafts, architecture ....etc.

4.9.4.1.3.Effective Tasks to the Project Method

Since it is process-oriented, a project work goes through steps in an organized from as Moss & Peggy (2005) propose, including an opening set of activities, evaluation, and assessment of the production as most interesting because it concerns self/peer assessment and teacher's one as well.

➢ **Pre- Project Activities**

These initial activities take place in the classroom and involve certain cooperative assignments mainly for community building, and reflection of the students' interests. They are actually engaging the learners in interactive and communicative tasks , as it is a preparation phase for the students for high awareness for the whole process of project work they are taking (Hancock,1994,p.21) .

Suggestions for Teachers

The project opening activities foster a space for sharing opinions, experiences, hopes, stories and strategies for working the project's division, and this is rather meant for building community of the team especially by learner-learner interviews, discussions and negotiation in a less controlled atmosphere. These contact opportunities are greatly granting the students a more spontaneous practice of English (Carroll, 2014). Moreover, the activities that precede the project production take a problem-solving shape with the learners' clear permission to express other language functions comprising: agreement/disagreement, acceptance/refusal, persuasion, obligation, advice, deduction, and others. As a result, given this, team work set learners for negotiating problems and seeking remediation in genuine situations, then share knowledge and confirmation to what is decided (Moss & Peggy 2005).

The pre-project initiatives also require interaction with the teacher for the topic's identification. This kind of communication is expected to be practised through both comparison and contrast of the learners' needs whereby their voices are echoed, this is being so to speak 'liberating the learners' voice and choice' (ibid, 2005, p. 19). The act of which is aptly correlated to the principle of learner-centeredness to a high degree mainly when the learners are supposed to set up visual sources or present an authentic scene for example.

> ➤ **The Schedule of Group Discussion**

It can be individual, but the project task is much more beneficial when it is a group work. Team projects evolve the learners' area to tackle a constructive debate about the organization of procedure they should follow and make decisions on the research strategies to attain the final sought product (Moss & Peggy 2005). Accordingly, a team discussion schedule as put by Leung (2005) is summarized here.

As a beginning step, the EFL learners ought to select the project's topic with the teacher's suggestion and agreement, and expect together the items that might be produced whether a chart, a brochure, a poster, a booklet or others. Then, negotiate the project-centric task like a student's dairy, interview or survey conduction ....ect. The students after, brainstorm different ideas, and should consult the valuable materials for the project achievement including books, internet sites, teacher or outside people contact. A next step is so important which is that of labour division between the group members and appointment a responsible for each part of the project on the basis of their inclination and interest to avoid any possible quarrelsome. Coming to a not less important phase which is developing a time line for the project process,

including negotiation of meeting dates for constant planning of next steps of work. Those relentless meetings on a regular pace allow discussion of ambiguities, difficulties, and impediments for the project accomplishment. Here is a group project design card which the researcher experienced in her EFL classroom and, to a big deal, worked well with the three Secondary school levels.

During this preparatory phase, the EFL students can use the presented card plan along which the team participants should list their names, discuss the devised tasks, jot down tasks in their corresponding columns and as whole the team decide on the next step to make sure all the inclusion of all group members in common and that every single learner is assigned a task to realize. Cooperation and community building is undoubtedly and successfully practiced in a much more smooth process through this project card.

Table.4.8.A group project work outline

<div style="border:1px solid #000;">

<p style="text-align:center;color:red;"><i><u>The Project Work Plan Card</u></i></p>

- **Project Topic:…………………………**
- **Head of the Group: …………………**
- **Meeting n°: ……………………………**
- **Date: …………………………………........**
- **Time:…………………………………………**

<p style="text-align:center;"><i><u>Phase of the Project:</u></i> ....</p>

Task: ……… Task: …… Task: …… Task:….

<u style="color:red;">**Group Members**</u>

Student 1: ……………

Student 2: …………..

Student 3: ……………

Student 4: ……………

Student 5: ……………..

- <u style="color:green;">***Advancement State***</u>**:**

……
……

- <u style="color:green;">***Date of the Next Meeting:***</u> ……………………………………

</div>

(Adapted from Myers, 1992)

4.9.4.1.4.Evaluation While Project Working

In the outset, this kind of evaluation takes place while the group is still processing the project before final product or presentation. It is practised through auto and peer evaluation to the advancement state prior to the project work (Hawes, 1988). It is also claimed to be diagnosing the degree to which the group individual is harmonized with his/her group members and the extent of his/her familiarity to the whole process of the project task.

An instance to provide in this respect is role playing, whereby a given group should volunteer or randomly chosen by the teacher for experimenting performance of its role play for the sake of repeating and evaluation in front of the peers for correctness goals, and once done, the learners keep focused on the task. in the other hand the performing group can earn valuable remedial reflection and review preceding the ultimate presentation of the product. (Moss & Peggy, 2005).

4.9.4.1.5. Final Assessment of the Project Work

Regarding the multi-dimensional nature of the project task, it 'serves as well evaluating multiple outcomes' (Hawes, 1988, pp.98-99). By cause and effect, project work is twofold an instructional and assessment means to check what use can be made with the language specifically as it engages evaluation of the three parts: self, peer and teacher assessment.

Interestingly, a set of questions need to be asked from the teacher's part for the assessment of a student's academic project: What shall I be assessing via this project work?

Indeed, for the determination of a concrete objective this assessment tool, comprehensive and useful feedback should be drawn for planning instructional remedial work. According to Peggy et al (2005), realistic criteria that should be afore-designed in relation to the given assignment goals ought to be achievable within a precise amount of time frame set up for the right of the project task. In short, these criteria must be measurable, understood, and common for the students in the outset of work.

Nonetheless, due to its performance feature by excellence, performance should be excessively identified through the project task a reflection on it tends to bring more clarification for the students' position, recognize what is still needed for the attainment of rising performance scales (Carroll, 2014). Assessment from the teacher's part thus, is generating the learners' tangible awareness for the judgment of their proficiency as

acceptable, below the expected, and most importantly the exploration of excellence and quality criteria (McTighe &Ferrara, 1998).

After the precise period of the project achievement is over, an oral presentation should be made to confirm the students' performance. This ultimate however, should not be random but on the basis of an analytic and valid structured or semi-structured checklist as in the following.

❖ **Teacher Assessment and Grading Card to the Project Work**

After the project is orally in front of the teacher and class peers, and the whole product is finally assessed, it must be assigned a grade. The teacher's grade must be persuasive for the learners, in order to be so it must be analytic and touching upon clear standards as in the present model that is assessing and grading and once.

Table.4.9. Assessment and scoring of the learner' final project work

<table>
<tr><td colspan="4">

Teacher's Assessment / Grading Card

</td></tr>
<tr><td colspan="4">

- *Project N°:* ....- *Topic :*...
- *Group N°:*..................................- *Class:*.......................................

</td></tr>
<tr>
<td>

Apparent Outcomes:

</td>
<td>*Yes*</td>
<td>*No*</td>
<td>*Not Really*</td>
</tr>
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The Group Members :

- Efficiently interact in English with the teacher,

-Practise reporting data successfully in English (if it is a survey),

- Give clarifications and respond to questions when asked to do,

- Use re-requisite knowledge from former courses appropriately,

-Practise English in contextual and innovative situations,

- The students are suitably approaching problem-solving,

- Appropriately Show planning and management skills,

-Community building strategies is successful,

-Successfully practise self-assessment

- Resources for data collection are mount,

-Inclusion of all the group members is clear,

-Interact with each others,

-The language sub-skills are practised for a coherent meaningful product,

-Learners show remarkable progress in comparison to former project tasks (In case it is not the first)

-Use dependable vocabulary in compliance to the project's topic,

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</table>

-The product is original not plagiarized,

- Are sufficiently able to use integration for language skills,

-Recognize their errors for overhauling sakes,

The presentation is complete within the time limit.

- *Good Points about The Presentation:*

....
....

- *Areas of Weaknesses for Improvement:*

....
....

-*The Final Grade:*...........................

(Adapted from Ait Abdesselam, 2005; Hadji, 2005)

NB: The group members can be differently graded according to the performance of each individual on the presentation in order to practise ipsative assessment that is already dealt with in chapter One.

Needless to recall, learners and their peers can contribute to the process of measurement as already mentioned. In addition to the teachers' project assessment, other concerned have to take pert also, in this respect, the task of school project is apparent to be the most useful and appropriate for a practical application of self and peer assessment. For the first when the students can identify the competencies they are gaining or lacking, what oddities and impediments they faced (Hale, 2015), and which conflicts and problems they could overhaul, or learned to be able to solve. While for the second, students can tell their peers what worded well and what did not in their project work, they can ask for explanation and clarification, or overtly express what they liked or did like (Plavin,1998). Briefly, self and peer assessment is closely tied to team work in project-based learning and evaluation and out of teacher's control assessment is panacea not only for checking the learners' progress, but for giving impetus to the progress itself.

4.9.4.2.The Student's School Portfolio

In down to earth terms, assessment in no longer the sterile judgment tool for the learners' achievements, but an instructional part within which their learning might be enjoyable and more active. The school portfolio is one of most useful alternative performance assessment tasks that is gaining rising advocate and currency in worldwide educational ground used by teachers and students alike. Lucas (2008, p. 24) believes that, 'portfolios are valued as an assessment tool because, as representations of classroom-based performance, they can be fully integrated into the curriculum'.

In fact, no definition to the student's school portfolio seems convincing as it is multi-faceted, and Stiggins (2004) does not even consider it an assessment method but rather a strategy for evidence tracking, offer for both teachers and learners a practical technique for deep involvement of students in the learning process through 'self-assessment, tracking progress, reflecting on work, goal setting, and communicating about learning' (ibid, p. 94). Some scholars regard that a portfolio might have various forms: a box, file folder, or any expandable and durable multi-resource-container. This latter should gather the wide range of a student's performances in a broad, iconic, mosaic snapshot and thinking modes about what the teacher thinks he/she has taught for instructional adjustment planning in response to their learner's needs, and what the learn thinks he/she has learned. Moreover, a portfolio can be for the reach of teachers, peers, and even parents to holistically trace the students' progress (Johnson, 1995), in line to this reason Lucas arguments that,

> 'Portfolios are collections of students' works over time. They often document students' best works and may include other types of process information such as drafts of the students' work, the students' self assessment of the work, and the parents' assessment.'

<div align="right">(2008, p. 23)</div>

That leads to consensus that a portfolio must include illustrative selected samples of a student's achievements to purposefully record and bring about reflection on the attained competencies and the learner's progress in a given area of the academic curriculum. That certainly leads to confirm clarity of the portfolios' assignments goals in the initial learning phase.

4.9.4.3. A students' Portfolio Implementation in the EFL Classroom

In the right of EFL students' school portfolios, many scholars cared about its implementation process so that the researcher really felt lost in the litany of suggestions which are available for a stepped learning portfolio. Among the clearest, simplest, and wholly summarizing its procedure, a compiled summary of Lucas (2008), and before him (Paulson & Paulson, 1994) framework is provided here showing the journey along which five main phases, respectively: planning, collection, selection, reflection, and projection of a student's portfolio (Paulson & Paulson, 1994; Lucas, 2008).

4.9.4.3.1. Planning

As a starting phase, planning is tackled to clarify things for both teachers and learners in the outset. It is much more the teacher's task to set the goal to attain from a portfolio, explaining its whole process. In the other hand, the students similarly put their objectives based on the teacher's explanation. During the planning step, both teacher and students consider the learning and assessment sake from the portfolio, what assessment criteria should be respected, how to weave the portfolio and what items ought to form it, then what standards for selection must be taken into account for its content, in what way the elements of the portfolio should be organized, and decide on the way and time for its assessment performance (Becta, 2004).

4.9.4.3.2. Collection

It is the second phase in its ordinary order, but practically, it is the opening one for the creation and production the student's portfolio assessment. This step is mostly the learner's business to gather and collect from all the learning materials he/she used, realized, or

contributed to in relation to the classroom lesson, including a bunch of writing samples, book report, samples of audio recordings, tests, checklists of self-assessment, samples of project works or any art works that display a great amount of authenticity (Damiani, 1996).

4.9.4.3.3.Selection

Indeed, not all the learner's work in or out of classroom works must be included in the portfolio (Hatch, 2004), the latter however has to be built on the student's own selection to best academic pieces that clearly shadows his/her performance, competencies, learning style, and progress for a vivid portray to the student's personal academic accomplishment, a portfolio is worth producing, reflecting what Paulson & Paulson (1994); and Preskill (1998), the metaphor of 'story' and 'journey' of his/her learning. Along this practical step, the assessment standards and criteria must be taken into account.

4.9.4.3.4.Reflection

This utmost significant third step in a portfolio process focuses the students' review on their instructional works and awareness of their learning events, record their reflections then similarly involve them as part of the portfolio content. This is becoming more and more important to deny that reflection is not only restricted on teachers, but learners too (Paulson et al., 1991). In this chief practical phase, a learner is not the only concerned, but peers, teacher, as well as the parents are addressed by reflection since 'without reflection, growth and change cannot occur' (Hatch, 2002, p. 117). Moreover, this reflective procedure is evident to be the student's journey narrative telling what seems to be well working and what is not, what could be caught, what is missed, what needs overhauling, and mainly where the learner has been and where he/she actually comes to.

4.9.4.1.5.Projection

This final phase is meant to future expectation. However, before it is done, another joint phase to reflection and projection must happen for the assessment purpose. It is in fact, going in compliance with reflection in which the teacher takes control to judge the portfolio as a whole with the learners' point view taken into consideration, probably through a conference or discussion that takes place in the classroom to shed light on the students' weaknesses and strengths then, immediately followed by projection to look ahead for future goal setting (Lucas, 2008).

Even proved to have endless strengths and argued to be highly beneficial for both teachers and students in teaching, learning, and alternative performance assessment practices, school portfolios are associated with certain problems, and its contribution was widely called into question especially falling in the dilemma between grading focus an effective interaction about the portfolio product (Damiani, 1996), Sok-Han, in trend with this insists, 'before we have further research results showing the reliability and validity of portfolio assessment, we need to be aware of its strengths and weaknesses' (p. 22), For instance, portfolios' reliability keeps debatable as this assessment tool is exposed to high susceptibility of cheating and never guaranteed that the selected pieces of work in the container faithfully and honestly belong to the student him/herself or his/her own creation as outside influences such as parents' support, and internet blend and plagiarized assistance are out of the teacher's control and this is rather raising the alarm to ethical issues for assessment sakes through the portfolio, this was widely.

4.10. Conceptual Solutions for Common Problems Associated to School Projects and Portfolios

Data analysis in previous chapter three, made the researcher aware of various reasons that stand a serious hindrance for the fruitful implementation of alternative assessment methods mainly the project work and the portfolio as mainstream ones. Indeed, the chief problem highlighted in the teachers' acquaintance to the overall process of standards-based measurement, and thus expressing aversion to the notion of 'newness' and learner-centeredness that seemed to be doomed to failure in the Algerian EFL classroom.

Due to that dreadful situation, some thoroughly proposed overhauling hints are suggested. According to certain scholars, Hedge (1993); Shepard & Stoller (1995) ; and Eyring (2001) educational training should not be merely the teacher's concern, but must be equally the learners too through tiny-scale preparatory workshops where the EFL students are trained and given the necessary assets for controlling their learning.

From a teacher's side, clinging to classical conventional methods to teaching and evaluation is considered the most crucial issue in the Algerian educational area. Their conscious or unconscious resistance to change and innovation and intensive sticking to grammar teaching must be fought or shrunk through awareness of the teachers to his/her prime role as the facilitator who opens more space for debate and negotiation with the creation of more authentic conflicts to sole.

In the same line of thought, time can represent an utmost barrier to instruction especially to overcome the overcharged de facto EFL syllabi in the Algerian Secondary schools. By cause and effect, widening the project work space for process and presentation through syllabi shrinking is worth trying. The problem that does not seem restricted on Algeria only, but the wild world concern. Shepard & Stoller (1995) in this respect, claim that the syllabi's goals should be reviewed for the language novelty teaching.

Due to the treated results in chapter thee which posed real dread and worries about the learners' attitudes towards performance assessment tasks that were negative as their teachers claimed, EFL students simply lack interest and willingness to work on such activities. To this latter, Leung (2005)proposes recommended that the topics' selection ought to be the offspring of the learners' interest and inclinations, ones that are challenging and motivating for boosting their critical thinking. It is the fact for which, selection of authentic topics is so striking to carefully match the learners' contextual background and academic life.

Students' school projects and portfolios through team and cooperative working is not that deal of easiness as we might think when it comes to practicality especially in the Algerian EFL classroom. Community building for that sake seriously stands at the forefront of problems associated to such collaborative tasks. behind the performance scenes, students may be exposed to issues of whole group inclusion and reliance of those unwilling to cooperate on the eager working students during the process of achievement, while in similar cases, some learners tend to take the whole authority in the process, Haines (1989) on that basis, views that the teacher must be the mediator all along the planning and achievement to witness the conditions of the work procedure holding by that an equal responsibility to the learners' one. In the following hereby, the suggested guidelines coped with in such a respect that match to the sated issues of projects and portfolios' order.

4.10.1. Recommended Guidelines for Successful Oral Presentation to School Projects and Portfolios

Arguably, if to be well practised, school projects and portfolios should be presented (Tudor, 1996). This makes matters worse as oral presentations represents the bugbear for the students in the Algerian EFL setting, these problems are various including the time shortage or limit, oddities of language use by non speakers of English especially in such activities that performed via interaction and communication, the learners' planning, management and research scarcity of the necessary research assets and skills that remarkably require attention

and awareness in the Algerian classroom in general and the language one in particular, this depict another problem which that of and mastering writing to translate the gathered knowledge account into a collected and organized meaningful product. If not taken into consideration, learners' interest relinquishing and plagiarism would be the axiom dependable source for the students' school projects and portfolios in brevity.

For more professionalism, the EFL teacher must form an academic agenda that regulate the streamline of learners' both project and portfolio's achievement journey. The learners need to be initially informed about the date limit of the final product and rigorously fix the presentation date for each group. However, this ought to be coined to an adequate time interval.

Concerning the students' interaction in English, that stands the barrier rock which prevents a massively successful project and portfolio use in the language classroom mainly in terms of oral performance. For this sake, speaking should be focalized and fostered through motivational, vivid, and active sessions on a constant daily harmony as in any language classroom, inadequate time amount and opportunities of communicative and tasks interactional represent the womb of hardships to express the students' self in oral presentation duties.

Undeniably, the problem of self expression and interaction in English could be hopefully remedied or at least limited through the introduction of translation sessions in the National EFL classroom from the mother longue Arabic to English and verse versa can be the utopia for the students' English linguistic account refinement. The task of which was intended for implementation the language classroom in Algeria where translation 'workshops' were recommended to be processed (Réflexion sur l'Intégration des Activités de Traduction dans l'Enseignement des Langues Etrangères, 24-25 Novembre 2010). That however, doomed to fail due to total absence of receptiveness from the part of the instructors fist, no time was devoted for such a task, and most strikingly the officials' and stakeholders' in the Ministry of National education inattention to intensive provision in the right of this instructional strategy.

Whereas, for bringing about an effective solution to the problem of the learners' inability and unwillingness to express in writing that by turn, as already mentioned, depicts plagiarism issues and results in Google-ready achieved projects and portfolios, paraphrasing and summarizing as basic skills should be instilled and provisioned in the students by the

teacher via regular workshops for intensive writing, during that, assessment of the product's procedure and references must not be neglected or marginalized. At this phase of research, the teacher has better guide the students or provide them with the necessary resources for use,

Diving into that sneaks up a striking point to highlight which is that of the school library. The latter can provide the best alternative to train the learners in the process of research, Ilman in this reason says that 'we should contend that the educational curricula in developed countries include the discipline of library' (2007, p.11).In the respect of project work for instance, he adds that ,'the library became an educational workshop that takes into account learner individual differences regarding that this complies with the educational project pedagogy and the process of problem solving'(ibid, p.9).

In an overall brevity, much more attention should be given to Secondary school libraries as investment areas for efficient language instruction, they should accordingly be refined with sufficient and efficient resources to provide a corner stone that serves and satisfies the EFL learners ' selections, interests as well needs. That firmly shapes the learners' resourcefulness for instruction that must replace their blind use of internet and get away from the slavish reliance on plagiarism in research.

4.10.2. Summary for Oral Presentation Guidelines

Undeniably, projects and portfolios' oral presentation represents the 'thorn in the throat' of the learners that is likely to prickle their willingness to work on such assessment performance tasks. All along the task process steps, learners feel motivated and excited to work, when it comes to classroom teacher and peers face-to-face exposition, students find it daunting to speak in public. Cunningham &Curtis(1996) clarifies that stress is a quite normal feeling even for those utmost skillful speakers and thereby, learners need constant training to speak in front of the others as described in Bechett & Miller's (2006) framework(as cited in Elif, 2006, p.44).

Bechett & Miller's (2006) model organizes the steps EFL learners should go through to reduce their stress starting by a holistic one that is making a well regulated and harmonic schedule for the presentation comprising its main facets: purpose, format, content that should include an introduction, clear explanation, and well summed conclusion. Before the presentation, the group have to make sure every single member is well trained to perform the assigned task to him /her so as every one of them recognizes what he /she is expected to do

for the team harmony. Moreover, thinking about the audience is very important then, brainstorming hooks, opening sentences, and closing ones for the audience careful listening and attention ought to be considered. To do so, including stories, examples, facts, and even jokes, in addition to visual aids like charts, graphs, pictures and other kinds of illustrations, making their best use to be persuasive and argumentative would bring the learners' whole attention. Finally, an equal important principle is attempt to time sticking and management that is also likely to succeed through repetition and practice.

Looking at the above suggest that performance assessment on its own right is sufficient for bringing about quality education in the EFL classroom in particular and education in general. However, research also unveiled a group of performance assessment opponents who harshly attacked the standards-based assessment as failing to meet fruitful measurement and instruction involving Hamayan (1995, p. 9) saying that 'no single one teacher should be expected to assess students on all standards, but that different teachers should be responsible for different standards', this author strongly believes that performance assessment is labour - intensive and time-consuming for teachers and learners on equal rates. Surprisingly, Stiggins (2004) in the same context, as most defending variety of alternative assessment methods also fault its diversity to a rather loose sense that axiomatically leads to the existing of 'much "lore" about assessment methods' (p. 94), to address the most known misconception to it through deciding on the target learning goal then, selecting one best assessment method only for task doing and measuring at once. While other performance assessment adversaries mainly (Chamot, 1990); (Brown, 1998); (Gomez, 1998); (Lyons & Condon, 2000); and (Lyons, 2002) regard its tasks like the portfolio as merely useful with non-speakers of English as natives. The school portfolio and project for instance is the best task to be introduced into foreign language curricula for centered learning (Brown, 1998), this might be a worth positive point itself for the Algerian EFL classroom due to the English foreign characteristic.

4.11. A Theoretical Framework to Teachers' Portfolio Implementation

In a previous section meant to reflective teaching in the current chapter four, teacher portfolio was very briefly and superficially dealt with as a useful reflection means. We are in this section, explaining the theoretical stepped procedure to implement the teacher's portfolio in the language classroom, as well as a deep explanation to the way it brings about beneficial reflective teaching as ' without reflection, growth and change cannot occur' (Hatch, 2004, p. 117). In conceptualizing such a theory, the researcher found that the task in not easy as she

might think, but needs careful and delicate planning since its 'achievement ought to be seen as an art, rather than a science in that it is interpretive, interpersonal and relative' (Shohamy, 2001), she thus, mainly considered Paulson & Paulson (1994); and Stiggins (2004) recommendations to portfolios creation.

4.11.1. Essential Elements of Teacher and student Portfolio

For the portfolio production which is not a modern assessment tool as we may think, but its existence is traced back to the 1987s, when Schulman proposed an educational portfolio model proposing it as a 'special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of understanding' (p. 8) with certain beacons that need consideration. Through it, the teacher will show all the skills acquired during the classroom practices to expose knowledge and performance in managing the learners' training during a term or an academic year.

Honestly, the ELT teachers in 2012 in our National Secondary schools, and the researcher was no exclusion, received a Ministerial Circular that urges to adapt the portfolio/ e-portfolio as a performance assessment task in all subject matters, not only foreign languages. With a big amount of anger, frustration, and disappointment feelings however, the investigator confirms the fact that no ELT or any of the other teachers of other subject matters know about such document; but kept detainee inside the locker of the pedagogical documents in the office of the headmaster. Then, only after being allowed to check and search for those related to her field of research, the researcher could discover its existence. The Ministerial Circular (12/003/377) as shown in appendix (seven), explained several characteristics to the school portfolio as well as its process. Laying on that pedagogical support, adding to other references, we could conclude its content in the following:

1.Cover Page: It is meant to 'about the author' item whether be teacher or student profile. This "Portfolio Entry Cover Sheet" as all scholars refer to, demonstrates: the full name, subject matter, educational institution, level, term, and school year. For its right, Stiggins (2004, p. 94) highlights that it will 'prompt you to think about how each item you choose for your portfolio reflects your learning/teaching with respect to one or more of these learning targets.

2.Table of Contents: It tends to sum up the evidence of the achievements in ranked titles that should be numbered, it shows the teacher or student's progress and manoevre.

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3-*Entries***:**They represent both core and optional elements. The core ones form all the required items to be included providing a common similar base for all the learners to make assessment decisions. While the optional ones are much more specifying the selected pieces and reflecting each learner's uniqueness in the created folder and in which students are free to join 'best' as well as 'worse' and 'unsuccessful' pieces for argumentation sakes. For an obvious proof of progress, all entries should be marked by dates to facilitate.

4.*GeneralIntroduction*: In which the author can narrate the summary of his/her instructional journey involving all workshops, learning activities, support (educational, technical, administrative, socio-emotional, ...). Also, bridge the gap between the educational goals and your needs and your expectations then, make clear the required skills.

5.*Structuring Program*: The learning/teaching program you lived and witnessed during a period of learning time. For its organized presentation, it is important to use a conceptual / mind map or card which is highly devoted for the structuring of a hybrid instruction.

6.*TheTeaching/Learning Pedagogical Scenario:* Narrate the design of the learning units/sections you were exposed to including: articulation, educational tasks, and remediation. Express the way pedagogical alignments and methods adaptation were ensured: the choice of learning tasks in relation to the target competencies. Then narrate the evaluation process and whether it could be diagnostic, formative, and summative then, measure the benefit you get from.

7.*Reflections:* Different phases of the portfolio ought to highlight chief reflections. For non-English speaking students, reflections that are difficult for redaction in such a foreign language can be expressed in the mother tongue language. In doing so, for each selected element, the rational should be mentioned, this is likely to match to the student's own feelings and emotions.

The above passage seems revealing optimism. However, Considering Jacob Bregman's (2008) words, that realistically mirrors the dreadful educational situation in Algeria saying that 'the Secondary curricula content is in all cases ill-adapted to 21st century challenges. Indeed, Algerian Secondary school curricula suffer, in most cases, from 'severe overload' and outdated subject organization' (p. 2).Actually, we cannot refute the fact that with the charge

of portfolios, the instructor's workload is overtly increased regarding the nature of this task as time-consuming and thus, failing to suit the teacher's work rythm and routine.

Worse still, the world wide educational settings especially those of developed countries seem having went beyond the portfolio for the application of the E-portfolio. Wondering about where the Algerian EFL teacher is standing from that reveals the fact that he/she is still lagging behind and the task appears impossible in thinking about the introduction of E-portfolios whereby teachers must get hypermedia skills or the so-called "Technological Pedagogical Content Knowledge" (Wang et al., 2008, p. 4) management comprising video, audio, or evenly dynamic and virtual assessment practices. The practicality of portfolios might face hindrance and apparent to be out of reach in Algerian EFL classroom in a nutshell.

4.11.2. The Researcher's Own Experiment to Teacher's Portfolio Implementation

The present framework is the offspring of the researcher's own pure experience to the E-portfolio creation via the platform 'Moodle'. Through this experiment, we contend that Damiani (1996, p. 23) was definitely right when positing, 'If teachers work with their own experiences and review the existing literature, portfolio research, they may be able to design a better assessment tool, even when it may be a mixed form of assessment'. For its shaping, the researcher called into review, the portfolio and e-portfolio literature which are of a very tiny slice of difference that lies in the teachers' and learners effective capitalization on ICT's alike, otherwise they might be the same form: Wolf (1989); Paulson & Paulson (1994); Danielson, & Abrutyn (1997); Ingvarson & Gaffney (2008); Bitter & Pierson (2005); and Becta (2004)a few to mention amongst the myriad of outstanding figures in the portfolio literature. While, practical phases for application were inspired from Moya & Malley (1994); Hamp-Lyons & Condon (2000); Stiggins (2004); Lucas (2008); and Brown (2004; 2013) who strongly credits this task 'to assess multiple facets of language learning' (2004, p. 257).

During the experiment, the impediments and oddities that the researcher faced were most over managerial, technical, and organizational more than that of planning and application. The core of the matter in that is due to the fact that an E-portfolio concerns constant cooperation and responsive practical reaction of students within a certain limit of time which really went challenging, between this that, internet provision is another story, getting access to internet in Algeria is not at the reach of all EFL students without exception, and that raised the alarm for another core problem to portfolio implementation in the Algerian educational setting.

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The whole instructional achievements that are included in this practical version of the portfolio are mainly referring to Bloom's taxonomy under which the pedagogical and evaluation alignments to the selected lesson and assessment practices were examined.

The researcher depended on Anderson & Krathwohl (2001) revised version to Bloom's taxonomy to concretely touch upon the conversion of knowledge dimensions into obvious cognitive traits that care about boosting both teacher and students' critical thinking, higher order skills, and enhance the spirit of challenge. This is not the researcher's point view, but mostly all scholars share dogma that, 'the taxonomy relating to the cognitive domain has proved useful for analyses of cognitive demand, whether at the stage of constructing curricula or of assessing students' performance' (Yorke, 2003, p. 495) who adds that the best way for doing so is assigning the learners tasks that allow them to be both vague and specific, vague in terms of knowing, doing, understanding, and being exposed to different learning situations; while specific through being capable of describing, analyzing, arguing, solving, creating, and comparing (Wyatt&Cumming,2009).

Bloom's taxonomy also was intensively tackled for the practical design of key objectives to the learning tasks and the whole course design process as the practical version of the portfolio is shown in the following. Before doing so, it is significant to note that the researcher's E-portfolio consists of more than 60 pages, in the present paper, only some selected elements related to the E-course conception, planning, and realization, as well as its peer evaluation on a constructivist basis and in relation to Bloom's taxonomy as already said are brought here.

4. 11.3. An Instructional Scenario Based on Peer Observation, Pedagogical Debate, and Backward Design

After the E-Portfolio Realization, in which the term course 'Reading Comprehension' planning took the lion's share, a teacher's evaluation grid was shaped by the researcher for the sake of peer observation (see section **4.7**), then set to practice. The researcher regarded that the designed teacher peer evaluation grid ought to be set for experiment to check the extent of its practicality. The researcher chose two secondary school teachers for the task of the course peer reflection, the choice of evaluators, in the other hand was not also at random; it was necessary to select two well experienced teachers. The following exposes the peer evaluators' reflections in formal detailed reports, after ticking the analytical structured grids (see

appendix five) according to the organization of the three learning systems, joined with their detailed reports.

Technology is the best source for both plagiarism use and plagiarism detection. That is another business for the EFL teacher to solve additional overloading ethical and legal issues related to online learning and assessment. That is undoubtedly leading the teacher to misconduct virtual instruction, spending more time and energy in plagiarism checking at the expense of communicating online teaching/learning, and assessment alignment. However, a portfolio introduction will keep a worth trying experiment for developmental stories of meaningful and deep instruction via texts in PDF formats for examples, audios, digital videos, and other narration means as evidence tools to a long journey of instruction in comparison to an anxious, narrow, limited paper-and-pencil test.

❖ **A Pedagogical Scenario of an E-learning and E-Assessment Units during One Term of instruction**

The time planning and organization of units and learning activities respect the pedagogical alignment and division of units, tests, learning tasks and the school project work to ensure a regular and a organized rhythm and pace for alternative assessment all along the learning event as follows:

Table.4.10. E-learning /E-Assessment planning within one term learning

Unit	Knowledge	Timing	Task	Pedagogical Support Resources

Unit One: *Diagnostic Evaluation*:

In the beginning of the section: It is about doing pre-requisite tests to assess the prior knowledge allowing the correct follow-up of the course and for an orientation in a failure event.

| *Reading Comprehension* | -Theoretical underpinnings to consider about reading and its purpose./ The comprehension of the text, why and how./ Strategies for efficient reading comprehension . | Two weeks | - Provision of a reading passages. -To download the articles and the texts in PDF format on the PF | -The student get access to the platform and finds a text /dialogue/story/ to practise reading accompanied with questions and exercises with the corrective type- Visual aids / videos and other authentic materials. |

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Formative Assessment

During the tutorials, after each learning unit, activities are done, oral questions, exercises and quizzes to test the acquired knowledge necessary for the smooth movement of the learning unit and also to allow linking theperquisite knowledge and its application. Such quiz and tests tend to detect shortcomings to correct and remedy them.

Unit Two: *Diagnostic Evaluation:*

Like the first unit, this one involves pre-requisite tests to assess the prior knowledge allowing proper follow-up of the course in the second section for orientation also.

Becoming a **Flexible Reader**	-Respond to problem situation solving. -Deal with the concept of active reading -Steps to consider to be an active reader	Two Weeks	-A range of passages to read -To download the text in PDF format on PF	-Students find on the platform authentic reading resources Mainly addressing active, intensive and strategic reading -Answers to questions are provided.

Formative Assessment:

During the learning semester, summative assessment activities make short questions to prepare the students for the final exam, also individual and collective projects, individual to develop the autonomy of the student and collective to develop the aspect professional and group spirit.

The Individual/Colla borative **Project Work**	1-Summary of all the perquisite knowledge during the two semesters. 2- Improving the reading skills with reading and summarizing for writing and realization of the project.	Two Weeks	-To download the PDF - Consider the requested work - Organize the learners in groups of 3/4 members.	The student is assigned the work of the requested project work in the beginning of the semester -Resources (books, articles, and videos ...) for pedagogical support should be provided. - Drafting of the project -Oral presentation of the project at the end of the semester

Formative Assessment During the Term:

It consists of several tasks to do, it poses questions, brings the student to practise research, collaborative work, motivation, individual work that serves the group, perform active reading, and summarizing to push the student to develop autonomy, professional aspect, and the group spirit .

Final Exam	Read the text and do the activities	Two Hours	A reading text and Questions for one tentative only	-The answer key to the exam is available on the platform in PDF and the student can get access to only after submitting all the test answers

4.12. Reconciling Challenges of the 21st Century Education

No one would refute the fact that the globalization arena that brought massive evolution to the entire world issues and focused social media invasion created a certain transparent social paradox, making life less accessible for some, and more accessible for others. For the second, Hughes& Acedo contend that,

> 'The world today is one of "VUCA", volatility, uncertainty, complexity and ambiguity,[……….].Society would appear unrecognizable (at least technically), […………]and the intuitive response is that the education we are providing for young people should, therefore, change radically'.

(2016, p. 02).

Educationally speaking, the world is witnessing an age of paradigm-shifting as we are on the threshold of the 21st century initial quarter. Thoroughly, educational enterprise including Secondary schools is coerced to call into question the goal behind instruction as the most significant challenge to this century; since "what is knowledge for?"(Hughes & Acedo, p. 14) overflowed the inner circle of academic program experts and curriculum designers to social, technological, environmental, economic, political, and even demographic sides which all have main concerns in educational sakes, raising the alarm to redefine instruction for strengthening each individual adult's criticism, creativity, and management, and sustainability potential (Shahin, 2009) as an effective citizen who should be the foundation cell of the knowledge society.

Lying on what has been said, scholars recently began spotting more light on the challenges that are likely to obstruct education and hamper its fruitfulness. To do so, it has been necessary, in the outset, to cope with the academic principles to respect in the light of the 21st requirements. Although John Dewey preceded them all in conceptualizing many of the principles to education (Dewey, reedited by Suzzallo, 2008), the current scholars and linguists depended on Dewey's thought, added to distinguishing the most innovative principles that comply to the contemporary educational setting. Wyatt &Cumming (2009); and Hughes & Acedo (2014; 2016) however, stood out mainstream figures to conclude that modern education principles in fact, represent axiomatic challenges for today's education. Those authors put under diagnosis the most prominent principles which they also consider challenges as already mentioned in the following.

Suggestions for Teachers

4.12.1. 21st Century Education Challenges

Programming and algorithms as signals in the era of technology are double edged for schooling, beneficial and harming alike. Technologies are in parallel fostering artificial intelligence, and shrinking the human one due to that. The latter is likely to challenge the individual learner's uniqueness and negatively affects his/her social and cognitive competencies. This by turn drives poor dealing with creativity which is a sine-qua-non for the learner's both individual and learning progress since the creative learner is expected to conceptualize facts and practise stepping back for an automatic, controlled, unconscious or conscious process to recover and inspire innovative ideas for his/her learning (Shahin, 2009); the process which might be effectively realized through critical thinking that is mainly meant to obvious principles underlying transparent and good thinking for arguments and opinions' judgment which also necessitates human intelligence not the artificial one.

In other words, reasoning and learning through problem solving which lays in the heart of what Hughes & Acedo (2014) call "stem learning" that is growing in the cradle of technology and ICTs is undoubtedly leading to miscarriage of the focused learning notion which ought to be concept-oriented rather than topic one. Through concepts learners have more opportunities to recognize and rank objects, ideas, and events on the basis of relevant standards that effectively drop in deep learning; the fact of which is to highlight the principle and challenge of learner as a resource for instruction through the cognitive body (Erickson, 2013). Undeniably, the students' cognitive structure seeks fostering mindfulness towards learning and stressing his/her readiness for adopting solutions for authentic experiments through raising the student' alert to mental, physical, and social issues. Indeed, it seems a beneficial but also a challenging attempt to spiritualize genuine life to school practice, in this line of reason, Hughes & Acedo (2016) posit that, 'we must sensibly mediate the interference of new technologies in the average person's life'(p. 25).

Another challenge seems to be the offspring of technology dependence for learning as it matches to knowledge or information grappling in the 21st century. The overt availability of knowledge led to the belief that 'we need to rethink what is taught in school entirely and perhaps teach less content, opening more time and opportunities for skills development' (ibid, p. 10), such an ideology created a harsh debate among scholars such as Wyatt & Cumming (2009) who grappled with that, and reluctantly to what some view, they argue that in this

century, more than any time before, knowledge should gloss over since massive reliance on competencies at the expense of information content merely brings about misguided instruction. Such group of knowledge supporters consider that information abundance, and diversity of its sources in the current period is a real blessing, it is only needed to master literacy of the information to carefully and successfully detect the salient among them as Hughes & Acedo describe it, 'the surrounding noise in an age where the amount of data generated online is several quadrillions of bytes per day.' (2016, p. 11).

However, the knowledge-based curriculum in the technologies and algorithms epoch advocates such as(Hughes, 2003; 2014); and (Singh et al., 2013), amongst the myriad of opponents similarly fault this instructional orientation to penetrating academic ethicality and honesty, and therefore it is recommended and advisable that teachers, students as well as their parents have to be mindful and aware of intellectual property to avoid any collusion with plagiarism and malpractice of ICTs which is largely challenging reliable effective assessment practices with the existence of internet websites that provides the Aladine's lamp through which learners can effortlessly meet all their assessment assignments.

All in all, the above principles reflecting serious challenges shape the crux of 21st century education encompassing knowledge, cognitive, and technical competencies as crystal facets to this holistic learning account not only through school processing but real environment also to prepared and ready for the student's lifelong learning journey.

4.12.2. Reconciling Strategies

According to what is being discussed, teaching students to manage ICT's and get used to technologies that represent the most prominent challenge and the bugbear for the Algerian EFL student. This is dreadful, but we must not forget that each student must above all have the basic skills to do so, get enrolled within his own society to continue his tackle the lifelong learning track, and rather be able to shape his/her professional life by creating a job for instance.

In an attempt to effectively exercise the target competencies of the Competency-Based Approach in schools, Roegiers (2004), took the following example to diagnose the type of response to provide to these challenges:

"In the past, food came mainly from small livestock and local crops. Today food comes from everywhere, and generally, the consumer no longer has control over these foods. Small farms tend to be replaced by factory farming. Fruits and vegetables are fertilized with fertilizers, most of which are harmful to health. We see more and more genetically modified products"

1- How to check the composition of a food we buy?
2- Can we believe the commercials on television?
3- How to produce and consume food that respects the environment?
4- How to realize a balanced menu?
5- How to manage a budget?

To a clearly analyze the questions above in accordance to the desired competencies to be acquired, the ability to manage information lays in responding to both question one and two, to be a citizen of the world forms the spirit of the third question's response , while to be able to act concretely on a daily basis is interpreted through questions four and five. Those were the type of questions in which the school is interested today for the sake of enlivening the competencies and skills we hope our learners to acquire.

To sum, all those questions arise in terms of "knowing how to act in your environment, in an efficient and reflective manner" rather than "knowing" or even the execution of "performing techniques" only. This reflects the essence of the spirit of the competency-based learning and assessment in a nutshell.

4.13. Conclusion

The chapter at hand which closes the study is in fact both the offspring of the three previous chapters. To overcome the content of such a section we needed first reviewing the researchers questions and the research aim that we put as an initial element in chapter one and which shape the corpus of the inquiry. It was also necessary worth depending on assessment literature put in the same chapter, then facts about ELT situation in Algeria in general and assessment issues in the Algerian classrooms in particular that were all stored in chapter two. Moving to the most important research part that is considering chapter three findings about Algerian EFL teachers' practices to alternative assessment and the challenges they are facing for its effective implementation and that all mirrored the firm that EFL teachers in our country are still lagging behind quality education which world widely proved to be attained through

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successful measurement. All what has been mentioned was crammed and joined in such a harmony to snake the way to possible solutions and probable workable recommendations. In brevity, this study could greatly highlight that both bottom-up and bottom-down efforts should be made and rather cooperate together for the sake of making the teacher master the role of coaching, and the learners to be monitoring not only classroom but, lifelong learning.

General Conclusion

Needless to recall, the quality of education was discussed as one of the most crucial issues of the modern age. One area that came under scrutiny was the sterile reliance on standardized tests that did not provide any support to the development of skills and abilities needed by young learners to face the challenges of real life and the massively globalized world.

Axiomatically, matching learning school knowledge and social life figures the chief objective of the current philosophy to instruction. Students accustomed, from an early age to approach knowledge in a transmissive way, and to take it by heart or return it on the day of the exam. In Algerian schools, for a bench of years, rote learning was deeply rooted; that by cause and effect, reinforced the divorce between the school life and life out of its boundaries. Learners had no chances to be allowed to cope with everyday life authentic situations.

The school as a result, tended to produce young people who have acquired knowledge over several years, but are unable to use this knowledge in tangible genuine world experiences. Hence, learners could decipher, but often without a satchel to grasp the meaning to be able to act accordingly; grammar formed the backbone of their learning as well as conjugation, but the production of a correct short text in a concrete contextual situation was the bugbear for each student especially the language learners.

Undeniably, foreign language students could perform addition and subtraction, but when faced to an everyday problem, they were unable to function addition or subtraction meaningfully. That was an instance to present, but the list of problems with bridging school life with that of social one is still long. It is a big matter for the society since it has to devote a significant financial effort to educational sakes; while, every year a large number of them leave school even without being able to use some of what they have learned.

Regarding what is said above, Secondary school students, as belonging to the adult learners' category, have special needs and concerns in active and independent learning. Therefore, issues related to formative assessment are of faithful links to adulthood assets and considerations especially when addressing those of motivation, self-regulated strategies to learning, meta-cognitive skills and critical thinking to mention just a few. That may be the direct impetus that made selection for falls on such category as the most appropriate case study for this exploration.

General Conclusion

The present humble study was an attempt to explore the practice of ELT Secondary school teachers to innovative assessment and the way they incorporate it in their classrooms. The topic was granted an enough amount of interest, time, and mainly investigation to cover all its facets. Through the literature review, we sought the proof that assessment is versatile and vocational as the most effective alternative to keystone traditional testing in an ELT classroom. We similarly, aimed at demonstrating its systematic nature through being governed by a range of theories and principles to respect and far from being a random task. If to be correctly processed therefore, assessment subjectivity would be successfully avoided.

Laying on that reason, a considerable space in this study coped with an analysis of the Algerian secondary school ELT situation, with more account to the headlines which were set to rule language education under the philosophy of CBT and CBLT, that is Competency-based teaching, learning and evaluation.

The researcher tackled the exploration within an action research methodology. All of the exploration strategies we used were effective for an array of reasons for this investigation as they could successfully afford the researcher a life image to approach her issue, looking at what is taking place in a comprehensive context with substantial details.

In the case of our issue, Action research methodology is the only investigation procedure to put under diagnosis practice and perception in a doubt-free context. Indeed, this strategy widely allowed for revealing direct data and catching life behaviors as the researcher needed to get an eagle view on the situation owing to the nature of alternative assessment process that necessitates time order, teachers' involvement, variety of methods, self reflection on individual performance and performance rather than intensive recalling, and other elements for a successful conduction of classroom alternative assessment, action research methodology then seemed to be the best to serve the objective of the study, and analysis and interpretation of data, through an intensive qualitative research type. Hereby, for the aforementioned reason, organized phases of the research were respectively followed. Using the action research pedagogy via seminar presentation, or the intervention permeated compilation of organized data into studied steps containing respectively: the pre-intervention, the intervention, and the post-intervention phases.

The process of the action research method we explained was done during a bit long time of investigation in the Secondary school. Selection of levels was done at random according to

agreement of the teachers to cooperate with the researcher and allow her to ask questions, react to the research tools and attend the intervention course.

The action research method addressed three main phases. In the first one, teacher assessment practices and alternative assessment, their assessment literacy, and their thoughts and beliefs to alternative assessment; and whether the latter is beneficial for both teaching and learning or not were explored. In the second phase, the researcher focused on the seminar presentation for EFL Secondary school teachers to check their degree of comprehension to it and mainly put under diagnosis the impediments they are likely to face when practicing it. Also, the intervention is intended to increase the participants' knowledge of alternative assessment, change the participants' attitudes, beliefs about alternative assessment, and enhance the participants' willingness to do more about this safe type of evaluation in the future. While, the third phase mainly aims at introducing the participants to alternative assessment literacy, discussing the teachers' thoughts and beliefs on the feasibility and challenges of alternative assessments, and find out overhauling implications and corrective recommendations.

The three action research phases were indeed enough to reveal many facts about the performance and practices of EFL teachers to alternative assessment. As the researcher used that rich range of investigative instruments, referred as triangulation as already coped with in the methodology design which could convey a clear picture on the teachers' assessment practices with obvious strengths and weaknesses.

Being a partial insider investigator greatly enhanced the research phases, but, to some extent, failed to foresee that ELT teachers in the Algerian educational ground might be, that deal, thirsty to assessment literacy comprising its requirements and standards. The researchers' expectation then did not only seem to be right, but turned to be shocking and rather dreadful especially due to the nature of the Algerian classroom that is highly raising the teachers' subjectivity in their learners' assessment. That subjectivity also was stemming from other secondary issues, which the investigator herself did not really expect, concerning the teachers' slight frustration towards certain challenges amongst which the technical, managerial, and systematic ones as the participants themselves claimed are the most crucial to tackle.

General Conclusion

Undeniably, the research tools we used could echo plenty of facts about the Algerian teachers' alternative assessment practices. These investigation techniques merely addressed the teachers' perception of alternative assessment in addition to other facts about the possible oddities they are likely to face for the learners' classroom continuous and authentic measurement. Most of the investigation tools' items connected the instructors' reflection on the way alternative assessment is processed in their classrooms, in addition to guessing what is expected from them to do to reach a satisfactory performance of competency-based evaluation in the English language class.

A worth starting prevalent fact is that the exam-centric approach is still massively dependable in the Algerian EFL setting. Unfortunately, we cannot praise the national educational reform which is undeniably cosmetic even after more two decades of adoption. A reform that is merely said to be successful in adding charge to the workload of teachers through stray scoring and turned their conception to evaluation into a dusty one. In this line of thought, we cannot refute the hybridity fact of the students' term and year's judgmental averages in their official school reports for ranking, passing and failing sakes through unreal, invalid, and careless scoring to students' assessments which are in fact fake and originally related to no reason of existence.

From a neutral perspective and to avoid mere attack to bottom-down policies, the EFL teacher is also sharing responsibility in the dreadful bad situation we described. Some teachers tend to duplicate previous examination items without any revision or modification, this kind of irresponsibility, is also an overt disrespect to the learners who, with more familiarity with the teacher, became aware of and knowledgeable about the exam content before its date. The researcher was also shocked to find that some other EFL teachers use a QCM format for their controls or exams just for correction and scoring easiness. Where is competency-based assessment philosophy from all that? Indeed, the teacher's autonomy and reflection to be a skillful one in his/her domain is also necessary.

In sum, the critical points we concluded all act versus the implementation and practicality of alternative assessment in the National Secondary school EFL classroom. On the latter's basis, a conceptual and practical pedagogical professional support is planned for the EFL teachers in the coming chapter four fore-mostly to generate their alternative assessment cognitions and chiefly raise their awareness towards it. It is worth mentioning that the recommendations we are providing stem from the themes arising from data compilation

and analysis, indeed the action research we conducted was really rewarding to us and drew up our orientation road map for the final section in the study.

The study findings unveiled an obvious unfamiliarity of the ELT teachers with the overall conception of innovative assessment, ignoring the fact that teaching, learning and assessment is one cohesive block that give impetus to both teachers' teaching, and learners' learning. Which oft-held the exerted 'teaching to the test' factor in the classroom practices for the learning measurement sakes.

After deep, long and hard journey of exploration, the findings unfortunately, mirrored the Algerian ELT teachers' faithfulness and inclination to classical testing techniques for being simple and effortless to administer, and time-saving as well; worse still some non-desire to accept change and innovation, the fact that reconfirmed the participants' unawareness to assessment usefulness. That was not, for the researcher, surprising after discovering the ignorance of the participants to the minimum differences and distinguishing points between assessment and testing, and the process it goes through.

In short, the misconception of ELT to assessment and its nuts-and bolts tools really led to the lost and abortion of learner-centeredness opportunities; the notion which the participants thought they generously know about. As a vivid instance in this context, the project work that is a significant and most effective device to alternative assessment, and compulsory to be graded even in the learners' school formal reports is neglected.

In line with that, an inference of utmost importance is gleaned. The time factor that the prime criterion that stands in favor of traditional testing at the expense of alternative assessment shrinking, and more than that the learners' exclusion from the assessment task.

As a consequence of the teachers' over reluctant use to alternative assessment methods, another fact could be detected. Criterion-referencing in comparison to norm-referencing one was very closed and narrowing the existence of formative assessment activities. The researcher found it really weird that even in case of using assessment in their classrooms, grading the assessment tasks used to represent the bugbear for the teachers, so they either randomly score the learner's assessment works, or they completely neglect it. The most remarkable assessment activities that reflect what is gleaned were those of performance and oral presentations according to what has been observed. The direct cause in that refer to the assessment checklists and evaluation grids that ELT teachers did not use to prepare which

obviously meant that the standards to be considered in deciding about the kind of referencing the assessment task should take into account were disregarded.

Indeed, the research tools effectively diagnosed the existing pitfalls that are likely to impede the practical adoption of innovative trends of evaluation echoing many expected realities and shed light on plenty of other unexpected and ignored facts that correlate to the ELT teachers' aversion to alternative assessment or even getting away from assessment for learners' formative sakes following mere intentions to examination teaching methods. The reason that blindly drove the learners by turn to only care about what the teachers focus in the classroom and satisfy their sakes that generally drop into realizing high rates of success.

From the other hand, the findings assorted the school environment, comprising class size, absence of cultural activities that encourage the use of foreign languages, and libraries mainly as unsatisfactory resources for the English language learning and acquisition, showing that students usually suffer from a real lack of English references, all what can be found there instead are BAC annals in addition to some other guides that all contain grammar activities.

Reflecting on the outcomes above, it became ascertained that alternative assessment is still flopping in the Algerian ELT ground, if not in the national educational area as a whole. Undeniably, it failed to be entirely integrated not only into our Secondary school classroom, but into the English academic curriculum as well. Last, but not least, the researcher as an EFL teacher, after the study conduction, became greatly stimulated to the use and activation of alternative assessment after being fully convinced that she as well as her students would be the first beneficiaries even at the university.

It has been discerned that ELT teachers in our national Secondary schools are required to take more in-service courses at a regular intervals to familiarize them with assessment from the one side and make it a fundamental integral part of their teaching, and virtually offer the more chances for the students' inclusion into the learning process from the other side. That would restrict the reckless use of the teachers' assessment packages.

In spite of the fact that teachers in Algeria are aware of the existence of the standards-based curriculum, they are not sufficiently knowledgeable about the standards-based learning and mainly assessment. One of the wiser solutions to such a problem is the teacher's focus on educational issues during university studies as preparation for the teaching career.

General Conclusion

According to the findings, some of the ELT teachers received training courses, which are, as the participants themselves declared and as the research tools compiled, very few and not enough useful to introduce them to the new curriculum a innovative trends of measurement. In short, quality teacher supervision is massively lacking, and within the folds of findings, the evidence that the in-service courses ELT teachers used to take are vain and meaningless mainly in terms of evaluation, is laying. Therefore, investment in a more serious, relentless, and effective training that tackle more assessment issues and that goes hand in hand with abundance and provision of pedagogical support is necessitated

From a bottom up perspective, the teachers' voices, academic concerns, thoughts, and points of views should be heard and echoed. Undeniably, the teachers is the best to be open eyed on what occurs within his/her classroom, what really works, and does not work; what suits the learners better, and what change is needed, what is serving to them, and what is disserving. The teacher's eagle eye in his/her context is the best determiner. The English Inspectorate of the Ministry of Education as the closest cell a teacher may refer to for any educational issues, should earnestly consider the teachers' school concerns.

It is high time, the responsible guardian bodies listened to teachers and mocked enough efforts to address their frustrations and confusion towards alternative assessment. As an important initial step, official representatives should be dispatched towards all Algerian Secondary schools to firstly help teachers confront their uncertainties, fears, and reservations. A wise way to address that is the planning of serious meetings with the official supervisory board of English language education.

Otherwise, formal and afore decided visits of expert and most experienced teachers to novice and less experienced ones should be allowed during class sessions, the so-called visits of teacher trainers, which seldom take place in our Secondary schools. In addition to the organization of seminars, study days, and creation of workshops that intensively stress alternative assessment ought to be varied and ongoing with the presence of the inspector of education, expert teaches, as well as novice ones.

Notwithstanding what is being dealt with, we by no means, presume that the research we conducted is perfect and complete, although the investigator tried the maximum to glean an in-depth study about our topic of interest to provide informative conclusions about assessment of foreign language instruction. After diving into the research facets and details, it was

apparent that the problem is indeed an octopus one, forked and more complex that we thought. The researcher hence, urges to tackle further different explorations in the right of language school assessment for the purpose of outlining additional studies which could be placed at the centre of outlook ramifications.

In brief, albeit the narrow scope of the findings, the magnitude of impact on the quantity and quality of English language teaching and learning must be overall the research work at hand could be an account of available and relevant pointers to a bench of considerations to which individual teachers, administration, and policy makers, are all concerned; which means that the failure of alternative assessment is prevailing one exceeding the ELT classroom ground, the Secondary school boundaries, and Ministry of English Education Inspectorate. It is of a great wisdom then, to allocate studies on instructional policies in the genuine field, and that would one of the present exploration prime messages.

It is worth mentioning at a last point that the study was, for the investigator, the inclination of research in her magister thesis, diving deeply into the facets of foreign language assessment has really whetted her appetite to filter it as her doctorate topic, she still feels that her thirst about it is not yet convinced and too much still needs to be investigated.

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Appendices

Appendix One: Action Research Instruments

*First phase: The Teachers' Questionnaire:

Dear Teachers,

You are kindly invited to participate in a research study entitled "Exploring the Practice of Alternative Assessment in Algerian Secondary Schools**".** The research is of an utmost importance as it sheds light on the knowledge and perception of EFL teachers pertaining to their performance of alternative assessments. The responses you provide on the questionnaire will remain consent and confidential for using the data supplied for the purpose of the study, I hereby, warmly thank you in advance for devoting your time for filling the questionnaire and appreciate your willingness to take part in this survey.

a) **Educational Qualification and Experience**:

1-What is your highest educational qualification?
2-How many years have you been teaching English at the secondary school?
3- Did you receive any training in English language education?
4-Did you attend any course in the competency-based approach?
b) Types of items and questions secondary school teachers use for assessment:

1-What questions you use most use for fast classroom continuous assessment? Tick in the right column to show the frequency of their classroom practice.

		Classroom Practice Frequency				
N°	Questions	Always	Generally	Sometimes	Rarely	Never
01	True /False					
02	Gap Filling					
03	Multiple choice					
04	Matching					
05	Sentence completion					
06	Direct short answers					
07	Short paragraph writing					
08	Right answer ticking					
09	Short passage dictation					

2- Which items in the table above do you use most for assessment and which ones do you do for testing?

3- When do you generally conduct the assessment items and questions in the table above?

4-What classroom tasks / assignments do you use most for assessment sakes? Tick in the right column to show the frequency of their classroom practice.

N°	Tasks	Classroom Frequency Practice				
		Most Often	Generally	Sometimes	Rarely	Never
01	Pair Conversations Group oral discussions					
02	Acting dialogues and interviews					
03	Written assignments					
04	oral event or object description					
05	Story telling/Retelling					
06	Book report					
07	Summarizing					
08	Written projects					
09	Project presentations					
10	Self/Peer assessment					
11	Portfolios					

5-Justify your answer to the item above:

1-Do you grade the assessment questions and activities?

Yes ☐   No ☐

2-If no, Justify:

d) The teachers' familiarity with and cognition of alternative assessment:

1- To which extent are you familiar with the notion of assessment?

Very Familiar   Quite Familiar   Familiar   Slightly Familiar   Unfamiliar

2-What is your general knowledge about alternative assessment?

3- What is the source of your knowledge about alternative assessment?

4-How can alternative assessment reveal facts on the learners' strengths and weaknesses?

5- I can use the assessment results to improve my teaching performance.

Strongly agree   Agree   Slightly agree   Disagree   Uncertain

6-I see that assessment is more practical than testing.

More practical   Practical   Less Practical   Impractical   Uncertain

7-Please indicate the extent to which you agree with each of the features of alternative assessment methods as shown in the table.

Features	Level of Agreement					
	Strongly Agree	Agree	Somehow agree	Disagree	Strongly Disagree	No idea
Easy to administer						
Providing rich data on students						
Permeating students' cooperation						
Adaptable to various situations						
Sensitive to different student learning styles						
Providing effective feedback						
Assessing thinking and higher-order skills						
Processing learners' cognition						
Authentic and connecting to the learners' real-life environment						
Encouraging learners' decision-making and enhancing problem solving skills						
Providing objective results						
Creating various learning situations						
Competency-based						
beneficial for teaching practices						
Requiring substantial amounts of time						
Permeating reflectionof students						

e) The participants' assessment practices:

2 -I am satisfied with my classroom assessment practice.

Very satisfied   Satisfied   Slightly satisfied   Not satisfied

 3-If your answer is slightly satisfied or unsatisfied, say why.

1-I need more workshops and courses on assessment conduction in my EFL classroom.

Strongly agree   Agree   Slightly agree   Disagree   Uncertain

4-Tick the type of training that you feel would best serve to help familiarize teachers with the notion and use of alternative assessment.

* In-school workshops   ☐

* Out-of-school workshops   ☐

* Independent reading   ☐

* Staff meetings   ☐

* Development oftext books/manuals   ☐

* Seminars and conferences   ☐

* Practical experience / internships   ☐

* Mentorship.   ☐

5-What are, according to you, the necessary elements to be dealt with in an assessment course to ensure effective conducting of classroom assessment?

Thank You for Your Cooperation

*First Phase:*In-Service Teachers' Interview:

1. Please indicate the amount of training that you have received.

2. Was the training you received in the core of the competency-based approach?

3. Did the training program you received contain a course on assessment? If yes, was it enough to enrich your knowledge on assessment?

4. Are you familiar with the concept of alternative assessments?

5.Has the training course changed the way in which you view student assessment?

6. After the training you received did you try to change or modify your evaluation practices? If so, did it work in your EFL classroom?

7. What do you think is the purpose of EFL student assessment?

8. Are there any principles you take into consideration for conducting alternative assessment in your classroom?

9. How do you incorporate assessment/s into the EFL classroom instruction?

10. What can be more beneficial for you, assessing learners on their ability to recall or their ability to perform?

11. Could you mention some of the various alternative assessment types to use in the EFL classroom that can improve the students' learning?.

12. Give a brief description to the assessment method you remember using and that was the most satisfying in your EFL classroom?

13. Are there certain types of assessment methods that you employ depending on the competencies being taught?

14. Do you involve your students in the assessment process? If yes, please explain the way you do.

15. What are the main advantages of alternativeassessment practices in your classroom?

16. Do you think you need other assessment courses for better classroom alternative assessment practices?

Appendix Three:

Second Phase: Intervention via the Research

- Presentation of two seminars on alternative assessment for EFL secondary school teachers with the inspector's agreement and the secondary school headmasters**.**

- ➢ First seminar: Difference between assessment and testing
- ➢ Second seminar: Alternative assessment / Common alternative assessment tasks : The project work and the portfolio as main types of alternative assessment

➕ Some slides used in the intervention seminars:

How do assessment and Testing relate to student learning?

What do teachers really want to know about assessment?

Presented by Teacher Nedjari. M

Decision making

❖ **Assessment**
Of *learning :*
- **Pass**
- **fail**

❖ **Assessment**
For *learning :*
- **Prove**
- **Lmprove**

When can we call it assessment for Learning?

when assessment information is *used* by **teachers** to **modify their teaching** strategies, and by **students** to **modify their learning** strategies

Use the results → Set learning goals → Provide learning opportunities → Assess the outcome → Interpret results → Use the results

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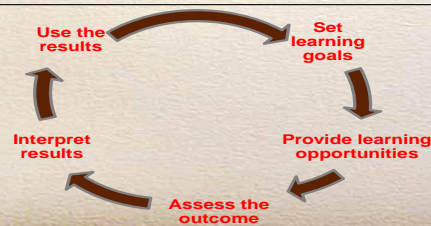
The question is:
How to involve the learners in their learning in a test-oriented educational system ?

Assessment is probably the most important thing we can do to help our students learn.

What is portfolio assessment?

A portfolio is a purposeful collection of products based on learning objectives, showing learner efforts, progress, and achievements over a certain period of time.

PORTFOLIO

3/7/2022   Ahmed Sayed S. Abdelmoeti

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doing

involvement

engagement

Trial & error

practice

310
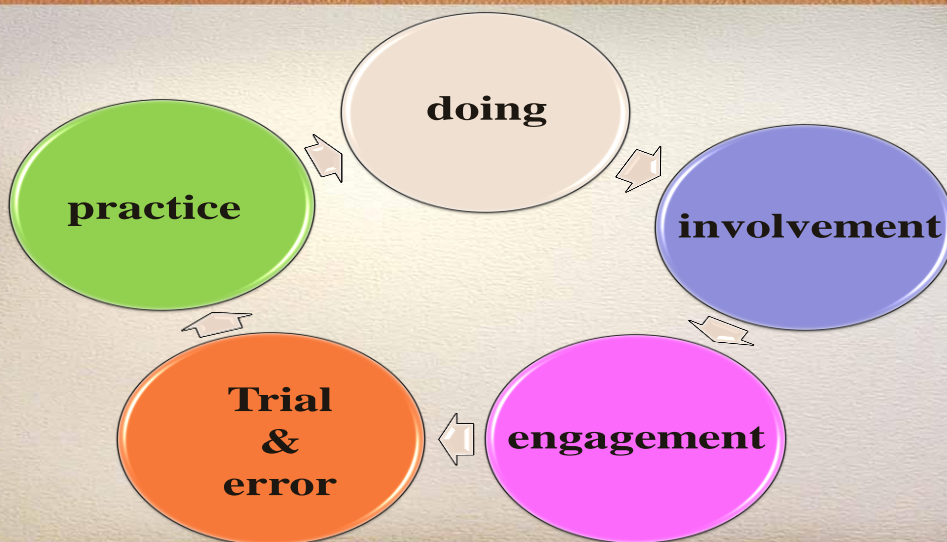
Classroom testing

1. What is it?
2. How does it differ from other types of testing?
3. What do language teachers use classroom testing for?
   - formative vs. summative
   - variation according to national norms & istitutional traditions
4. Who produces classroom tests?
5. What test types, formats and modes of delivery make up the classroom testing repertoire?
   - formal vs. informal (tests vs. 'quizzes')
   - testing vs. assessment
6. What is commercially available? How good is it? How appropriate is it?
7. Can we teach through classroom testing
8. Exemplification, exploration and expanding the repertoire

Messick, S. "Validity and Reliability washback in language testing" ETS 1996

"In the case of language testing, the assessment should include authentic and direct samples of the communicative behaviours of listening, speaking, reading and writing of the language being learned. Ideally, the move from learning exercises to test exercises should be seamless. As a consequence, for optimal positive washback there should be little if any difference between activities involved in learning the language and activities involved in preparing for the test."

Formal assessment (classroom testing)

- Declarative language knowledge tested by means of objectively scorable items
- Procedural language skills tested by means of subjectively assessed criteria
- Importance of providing variety of text-types and variety of task-types.
- For younger learners, care should be taken to ensure that tasks are familiar, well contextualised and not too abstract.

Informal assessment

is *not…*

- …a replacement for formal assessment or self-assessment
- …a way of avoiding tests altogether
- …a form of purely subjective judgement

    without any firm criteria
- …a homogeneous system that can be used by all teachers in all contexts
- …to be considered in isolation from other forms of assessment

---

Differences between Testing and Assessent

*Assessment Tasks :

- tests
- examinations

*Marking in Testing:
students receive grades
(%, A-F, Pass/Fail etc)

 *Purpose of Testing
•to assess overall language ability (proficiency test)

•to assess learning at the end of a course (achievement test)

•to decide if students can continue to the next level or if they have to repeat a course, retake an exam etc

*Testing Tasks:

- normal classroom teaching and learning activities
- homework tasks

*Marking in Assessment:

teacher keeps records of progress, but does not give grades
 *Purpose of Assessment:
•for students
• about what they can feedback for the teacher to help improve procedures or choose different
 materials or activities for future lessons feedback do and what they still need to work on

---

The Project Work

- *CHARACTERISTICS OF A PROJECT WORK*
- *- A creative procedure*
- *- A well defined duration*
- *- A reachable result*
- *- Individual phases of work*
- *- Collective phases of work*
- *- Learning*
- *- Periodical confrontation/collation sessions*

***Third Phase:**The Focus Group Debate:*
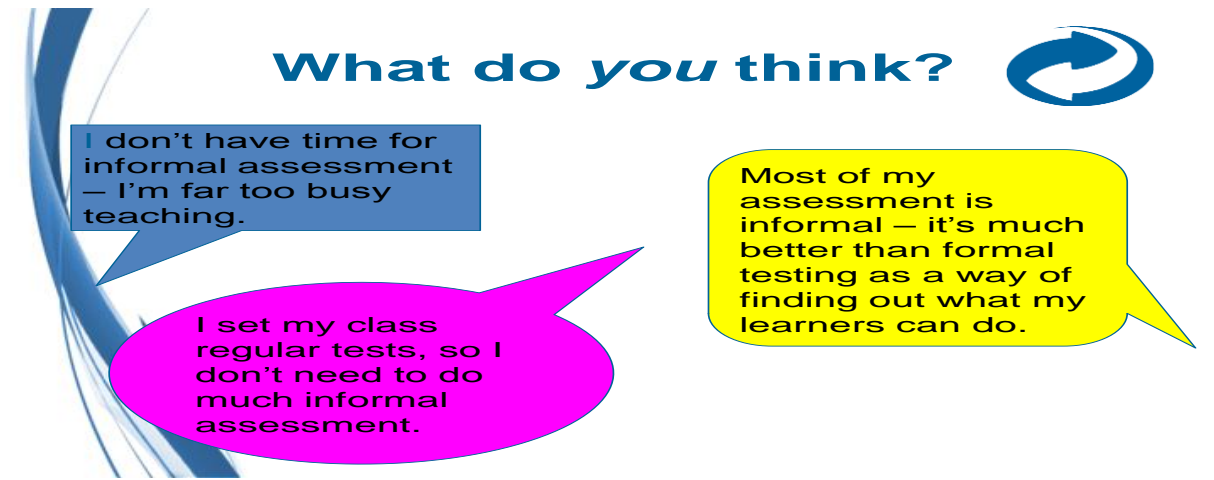
- Questions related to the seminars' content:

1. Did attending the seminars made your view on assessment clearer?

2. Have the three seminars boost your knowledge on alternative assessment?

3. Now, according to content of the seminars, what is the difference between keystone traditional testing and assessment?

4. Why is alternative assessment important in the ELT classroom?

5. For which purpose student assessment is practiced in an ELT classroom?

6. According to the seminars, what do you think is the main challenge of alternative assessment practices in your classroom including its documentation and scoring?

7. What do you think of the cost, fairness and time allocated for alternative assessment in the Algerian classroom in general?

8. Do you think reducing the number of learners per class will solve the problem?

9. Now, what principles are needed to consider in your ELT classroom for an effective practice of alternative assessment?

10. Are you eager to learn more about alternative assessment and try to train yourself for assuring its efficient practices?

11. Now, will alternative assessment be devoted more time and space in your classroom?

12. Laying on the presented seminars you attended, how will you manage to create opportunities to foster the practice of alternative assessment in your large classroom?

The Participants' Reflections:

1. Generally, are you with the use and implementation of alternative assessments in the EFL classroom?
2. Would you use alternative assessment tasks in your classroom if you were sufficiently provided with the necessary materials? If so, which techniques would you prefertrying?

3. Henceforth, do you anticipate practicing alternative assessment tasks and activities to measure your students' learning achievements? What impediments would prevent you if you still feel frustrated to do? Please justify your answer.

4. How do you think your students would react if you were to increase the use ofalternative assessments in the classroom?

- Offspring Issues That are discussed in the Focus Group Debate:

1- Strategies to incorporate more alternative assessments in order to achieve a soundassessment system.

2- Grouping of students and their redistribution while classroom assessment.

3. Redistributing opportunities and marks equally for tests and alternative performance assessment tasks.

4- The kinds of pedagogical materials and resources on alternative assessment and teaching in general EFL teachers are in need of.

5- Working ideas to foster more time and space for regular authentic alternative assessment in the EFL classroom.

6. The kind of professional development including training programs and workshops for Secondary School EFL teachers on a sound conduction of alternative assessment.

*Appendix Five:*The Researchers' E-portfolio Peer Assessment.

The following exposes the peer evaluators' reflections in formal detailed reports to the researcher's E-portfolio.

1st Evaluator's Report:

Organizational aspects:

- The objectives are well defined

- The entry system for the learner helps to exercise an assessment for easy access during

- The learning system is well exhibited (the chronology of the chapters)

- The activities at the level of this system are quite distinct for the learner

- The cognitive phase (document, instructions ...) will be able to help the learner better understand the course educational aspect

- There is a relevance of resources in the Course

- The learning strategy is well suited to the objectives mentioned above

- The activities presented in each chapter allow a self-assessment to be the learner

 ➢ **Some of the comments in 2nd Evaluator's Report:**

- learner motivation is mandatory during all phases (systems) of learning. and therefore the learner must be shown the level to be reached towards the end of the course so that he organizes his learning. And therefore: replace it with: The learner has knowledge stated objectives (or it must be said that the learner is engaged) before accessing the content of the course instead of saying it is motivated (prerequisites).

- it should be added that the verbs of action target and specify the six levels to be reached (memorization, comprehension, application, analysis, synthesis, judgment, ...)

- there is some ambiguity because it is not clear what evolution.

- We must add: Presentation and clarity of the skills to be developed in the learner.

- we must add: the number of pre tests required is reasonable so that the time is realistic.

- A variety of all 3 types of lenses does not exist. The general objective, the specific objective

-The cognitive level of creation in the learner is not shown in the course.

- Remedies offered to the learner towards the parts of the course not properly assimilated

- It should be added that the level where the competence "creation" or "production" is reached at the end of the course

INFORMED CONSENT FORM

Dear Teacher,

   You have been kindly asked to take part in this study which addresses an exploration of the practice of alternative assessment in the Algerian Secondary school ELT classroom conducted by the researcher Nedjari Mounia. Your collaboration concerns the intervention via the Research, through your attendance to two seminars, that will be followed by a focus group debate.

You are kindly invited to read and agree on the following:

1- I have voluntarily agreed to participate in this study
2- I have already been fully informed about the purpose of the study
3- I allow the researcher the right to use all my data only for the accomplishment of her research
4- I am fully aware that contribution to this study involves no risk to me
5- My name will not be released
6- I am fully aware that I am not coerced to participate in this research and that at any stage of it, I may withdraw.
7- I can contact the researcher at any time I want.

   The researcher hereby, certifies that she will strictly abide by the details given overleaf and that she undertakes to take into consideration the following:

1- Respect the dignity of the participants
2- Any information about the participant will not be published without his/her permission
3- Every information the participant gives, will be kept confidential as the researcher will preserve his/her privacy and anonymity.

   Thank you, your cooperation is highly appreciated as it is extremely valuable to the study outcomes.
 This informed consent form has already been approved by the Secondary School headmaster
 I hereby agree on the above

The Secondary School Headmaster:

Participant:

Researcher: Nedjari Mounia

-Adjustments to the Process of Evaluation in Middle and Secondary School Education:

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التقويم و التوجيه والاتصال
رقم : 124 /6.0.0/06   الجزائر في، 02 أوت 2006

مدير التقويم و التوجيه والاتصال
إلى
السيدات و السادة مديري التربية بالولايات
"للتطبيق و المتابعة"
السيدات و السادة مفتشي التربية والتكوين
السيدات و السادة مفتشي التربية و التعليم الأساسي
"للمراقبة"
السيدات و السادة رؤساء المؤسسات التعليمية
السيدات و السادة المعلمين والأساتذة
"للتنفيذ"

الموضوع : تعديلات خاصة بعمليات تقويم أعمال التلاميذ.
المراجع : – المنشور رقم 2039/و .ت.و /أ.ع/. المؤرخ في 13 مارس 2005،
          – المنشور رقم 26/ 6.0.0/ 05 المؤرخ في 15 مارس 2005.

بعد تطبيق نظام التقويم البيداغوجي الذي وضع حيز التنفيذ ابتداء من سبتمبر 2005،
طبقا لأحكام المنشورين المذكورين بالمرجع أعلاه، وبناء على دراسة ومتابعة كيفية
تطبيق إجراءات تقويم أعمال التلاميذ في الميدان، تبين أنه من الضروري إدخال
تعديلات في بعض الإجراءات التي ينص عليها المنشور رقم 05/6.0.0/26 المتعلق
بتنظيم التقويم، لا سيما وتيرة عمليات التقويم و طريقة حساب المعدلات الفصلية لذا؟
تقويم أعمال التلاميذ.

لذا، يتعلق هذا المنشور بهذه التعديلات دون المساس بالمبادئ و الأحكام المنصوص
عليها في المنشورين المذكورين أعلاه.

تتمثل هذه التعديلات فيما يأتي:

" على مستوى التعليم الابتدائي:

تتم مراقبة التعلمات في هذه المرحلة من التعليم عن طريق :
- الملاحظة اليومية بتكثيف الأسئلة الشفوية و الاستجوابات الكتابية قصيرة المدة،
- الأعمال الموجهة،
- الوظائف المنزلية التي يجب إعدادها كامتداد للتعلمات التي تتم في القسم، ويحد
عددها من طرف المشرف التربوي حسب أهداف المادة و وتيرة التلاميذ في التعلم
كما تصحح هذه الوظائف في القسم قصد تدارك الثغرات.

مدير الوتوير
م. لأبرا العبد...

* على مستوى التعليم المتوسط :

يتم تقويم أعمال التلاميذ من خلال المراقبة المستمرة والمنتظمة التي تكون على شكل:

- استجوابات شفوية وكتابية، عروض، أعمال تطبيقية، أعمال موجهة، وظائف منزلية، مشاريع، ويكون تنظيمها وتيرتها ومدة إنجازها وفقا لأهداف المادة، على أن تكثّف في الملفات الأساسية (اللغة العربية، الرياضيات واللغات الأجنبية)،
- فرضين محروسين في كل من مادة اللغة العربية والرياضيات واللغات الأجنبية وفرض واحد في المواد الأخرى،
- اختبار واحد (في كل مادة) في نهاية الفصل.

يحسب المعدل الفصلي للمادة وفقا للمراحل الآتية:

● حساب معدل المراقبة المستمرة التي تشمل :

- كل أعمال التلاميذ التي تنجز في فترة ما قبل الاختبار (استجوابات شفوية وكتابية، عروض، أعمال تطبيقية، أعمال موجهة، وظائف منزلية، مشاريع)،
- علامة الفرضين بالنسبة للغات الأساسية،
- علامة الفرض بالنسبة للمواد الأخرى،

ويضرب هذا المعدل في (2) اثنين.

● ضرب العلامة المحصل عليها في الاختبار في (3) ثلاثة.

ويحتسب المعدل الفصلي للمادة على النحو الآتي :

$$\text{معدل الفصلي للمادة} = \frac{(\text{معدل المراقبة المستمرة} \times 2) + (\text{علامة الاختبار} \times 3)}{5}$$

على مستوى التعليم الثانوي:

يتم تقويم أعمال التلاميذ من خلال المراقبة المستمرة والمنتظمة التي تكون على شكل:

- استجوابات شفوية وكتابية، عروض، أعمال تطبيقية، أعمال موجهة، وظائف منزلية، مشاريع، ويكون تنظيمها وتيرتها ومدة إنجازها وفقا لأهداف المادة، على أن تكثّف في مواد التخصص للجذوع المشتركة أو لمختلف الشعب المحددة في الملحق المرفق ،
- فرضين محروسين في مواد التخصص للجذوع المشتركة أو لمختلف الشعب وفرض واحد في المواد الأخرى،
- اختبار واحد (في كل مادة) في نهاية الفصل.

يحسب المعدل الفصلي للمادة وفقا للمراحل الآتية:

● حساب معدل المراقبة المستمرة التي تشمل:

- كل أعمال التلاميذ التي تنجز في فترة ما قبل الاختبار (استجوابات شفوية وكتابية، عروض، أعمال تطبيقية، أعمال موجهة، وظائف منزلية، مشاريع)،
- علامة الفرضين بالنسبة لمواد التخصص،

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-The Pedagogy of learning Integration:

-Mastery of Summarizing Techniques:

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

مديرية التعليم الثانوي العام و التكنولوجي

الرقم : 308 /0.0.3/ 13

الجزائر في 10 جويلية 2013

إلى

السيدات والسادة مديري التربية بالولايات(للمتابعة)،
السيدات والسادة مفتشي التربية الوطنية (للإعلام والمتابعة)،
السيدات والسادة مديري الثانويات (للتطبيق).

الموضوع:التحكم في تقنيات التلخيص.

المرجع: - القانون التوجيهي للتربية الوطنية رقم 08-04 المؤرخ في 23 جانفي 2008.
- المرجعية العامة للمناهج.
- المنشور رقم 451 المؤرخ في 28 أوت 2011 بموضوع استخدام الخريطة المفاهيمية في التعليم والتعلم.
- المنشور 377 /0.0.3/12 المؤرخ في 2012/07/22 بموضوع استخدام مصنفة الإنجاز.

المرفقات: مذكرة تنسيق بيداغوجي بموضوع تقنيات التلخيص.

في إطار ترقية المعايير البيداغوجية التي تضمنتها النصوص الأساسية المذكورة في المرجع أعلاه، وبالنظر إلى الكم المعرفي الذي يغرف منه التلاميذ قصد اكتساب الكفاءات التعلمية المطلوبة عامة وكفاء "تعلم التعلم" خاصة تحتل ضرورة تنمية القدرة على التلخيص مكانة هامة.

ويتمثل التلخيص في إعادة كتابة نص بكيفية موجزة و مختصرة في عدد محدود من العبارات مع الاحتفاظ بالمعلومات الأساسية.

ويحتاج التلميذ إلى توظيف قدرته على التلخيص في مجالات ومواد عدة، نذكر من بينها:

من حيث امتلاك الكفاءات:
يستجيب التلخيص إلى حاجات عملية، في أثناء الدراسة وفي أثناء الحياة المهنية لاحقا، وكل بحث وثائقي يمر بعملية تلخيص، تتجلى ضرورتها في الاحتفاظ بآثار مكتوبة على شكل بطاقات لاسترجاع ما اطّلع عليه في الوثائق.

من حيث اكتساب قدرات التعلم:
يعتبر التلخيص تدريبا تكوينيا. فهو يساعد على تحليل نص بغية فهمه ثم إعادة صياغته. وهو بهذه الكيفية ينمي قدرات المطالعة والتحرير مع الالتزام باحترام الدقة.

من حيث التقويم:
يعتبر التلخيص من بين الفحوص الهامة إذ هو:
فحص للثقافة العامة : حيث لا يمكن التلخيص الجيد لنص ما لم نكن على دراية بموضوعه في سياقه الثقافي. وهو بذلك وسيلة هامة للاستفادة من المطالعة؛

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-Adoption of the Portfolio/E-Portfolio Assessment in the Secondary School:

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

مديرية التعليم الثانوي العام والتكنولوجي

الجزائر في

رقم : 12/0.0.3/ 3 7 7

2 جوان 2012

Portfolio

إلى

السيدات والسادة مديري التربية (للتنفيذ والمتابعة)

السيدات والسادة مفتشي التربية الوطنية (للإعلام والمتابعة)

السيدات والسادة مديري الثانويات (للتطبيق)

الموضوع: استخدام مصنفة الانجاز.

المرجع: - المنشور الإطار رقم 2039المؤرخ في 13 مارس 2005 بموضوع إصلاح نظام التقويم التربوي.

- المنشور رقم 2020 المؤرخ في 18 ديسمبر 2007 بموضوع بعث نشاط المطالعة في المؤسسات التعليمية.

- دليل منهجي في التقويم التربوي- وزارة التربية الوطنية- نوفمبر 2010 . ص.124.

- المنشور رقم79تاريخ 2010/06/04المتضمن مذكرة منهجية حول تحليل الممارسات الميدانية".

المرفقات: مذكرة بيداغوجية بموضوع مصنفة الانجاز في التربية:مفهومها واستعمالاتها.

في إطار تطوير الوسائط المدعمة لعملية التعلم وتثمين جهود التلميذ وأداءاته المنصوص عليها

ضمن إجراءات نظام التقويم التربوي وكذا بعث المطالعة التي فصلتها الوثائق المذكورة في المرجع،

تصبح بين أيدي المربين أداة تعرف بتسمية مصنفة الانجاز، من أجل شرح مفهومها واستعمالها

طرف التلاميذ. والهدف منها جمع كل محاولات التعلم وإنتاجات التلاميذ كي تستخدم باعتبارها

موثقا يستظهر للدلالة على مجهود التلميذ من حيث التعلم ووسيلة تقويم ومتابعة تربوية.

تستعمل مصنفة الانجاز في أغراض وأهداف عديدة نذكر من بينها على الخصوص ما يلي:

- تنظيم مدونات التلميذ ومحاولاته ومنجزاته وأعماله المختلفة من خلال جمعها و ترتيبها وتصنيفها.

- تحفيز التلميذ على تجويد أدائه من خلال استعراض أحسن ما أنجزه من أعمال.

- تحقيق خطة تقويم تكويني وتحصيلي من طرف الأستاذ بتعاون مع التلميذ.

- تسهيل العمليات الإدماجية وأعمال المراجعة والتشخيص والربط بين مكتسبات التلميذ.

- استظهار منجزات التلميذ لأساتذته وأوليائه وسيؤطره قصد الدلالة على أدائه التعلمي.

- تثمين جهود التلميذ من طرف أساتذته زيادة على تقويم أعماله.

- قيام التلميذ بتقويم ذاتي برصد ملاحظات أساتذته.

- تسجيل مختلف التعقيبات والملاحظات المفيدة في تطوير منهجية تعلمه.

- تدعيم أدوات التواصل بين الأساتذة والأولياء على أساس بيانات موثقة.

- متابعة تطور أعمال التلميذ من خلال الإطلاع على مجموعة من إنتاجاته.

وبنية تسهيل الشرح والاستعمال تضع بين أيديكم كيفية استخدام هذه الأداة من خلال الوثيقة

البيداغوجية المرفقة المتضمنة لموضوع "مصنفة الانجاز في التربية: مفهومها واستعمالها" حيث

من هذه المذكرة البيداغوجية توضيحات تستهدف في مجملها قرسنيخ سلوكات تنظيمية وتعلمية

لدى التلاميذ.

محتويات مصنّفة الإنجاز، بنيتها وشكلها:

أ-محتوياتها: يمتلك كل متعلم مجموعة من القدرات المتنوعة في مجالات مختلفة ككتابة المقالات إعداد العروض وحلول مسائل الرياضيات والرسم و الحاسب واللغات وغيرها. يقوم المتعلم باختيار جميع عناصر مصنّفة الانجاز وتسجيل أية أعمال قام بها خلال فترة التعلم مع تفسيره لسبب اختياره بها ومدى علاقتها بالمادة وماذا تعلم منها وما هي القدرات والمهارات، التي برزت لديه أثناء تنفيذها. هي تتضمن مكتسبات التلميذ وكفاءاته ومختلف التقويمات التكوينية والتحصيلية التي أعدها الأستاذ، كذا التقويمات الذاتية والتعقيبات والتوصيات المختلفة. وفيما يلي بعض العناصر المكونة لمصنّفة الانجاز:

1. فهرس بمحتوى مصنّفة الإنجاز.
2. السيرة الذاتية للمتعلم.
3. بطاقات تلخيصية لكتب المطالعة.
4. وثائق الأعمال المدرسية والمنزلية.
5. أوراق العمل والنشاط والتقويم لكل مادة يدرسها.
6. جدول استعمال الزمن المدرسي والشخصي.
7. ملاحظات الأساتذة.
8. ملاحظات التقويم والتوجيه .
9. ملاحظات ولي الأمر.
10. الانجازات المختلفة.

بنيتها: يمكن تركيب مصنّفة الإنجاز من مصنف بلاستيكي بجيوب شفافة بعدد المواد والأنشطة (من 12 إلى 50 جيبا شفافا).يجب تنظيمها بشكل يسمح بقيد المعلومات بسهولة. لذا ينبغي تفادي حشو الوثائق والأوراق بشكل عشوائي. ويستحسن أن تكون الوثائق مرقمة ومؤرخة من أجل تحديد فترات التعلم.وبنصح بإبراز كل النقاط التي ينبغي تحسينها والانجازات التي تجعل المتعلم فخورا بعمله.

شكلها: تكون مصنّفة الإنجاز على شكل حافظة أو محفظة أو ورق مقوى مزدوج أو علبة . وتتطور فيما بعد لتصبح على شكل حامل إلكتروني مثل قرص مضغوط cédérom أو مجموعة ملفات على شبكة معلوماتية ،الخ. وينبغي في بداية الأمر استحسان المصنفات بالجيوب الشفافة.

أ- مصنّفة الإنجاز الورقية: تتضمن وثائق ورقية (نصوص أنجزها التلميذ)،صرر (لأعمال فنية أوتقنية أوعلمية قام بها التلميذ).

ب-مصنّفة الإنجاز الرقمية: مع تطور استعمال تكنولوجيات الإعلام والاتصال من طرف الأساتذة والتلاميذ، أصبحت مصنّفات الإنجاز تتخذ شكلا رقميا يسهل استغلالها. وهي بهذه الصفة قد تكون على شكل قرص مضغوط أو مفتاح تسجيل من نوع USB ، أو على موقع إلكتروني، قد يكون موقعا شخصيا (Blog) أو موقع المؤسسة. وتسمى عندئذ مصنّفة الإنجاز الإلكترونية- (e-portfolio).يتميز هذا النوع من المصنفات بسهولة الاستعمال والبحث

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-Activation of Reflective Teachingin Secondary School Education:

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية
مديرية التعليم الثانوي العام و التكنولوجي

الرقم : 307 /0.0.3/ 13   الجزائر في 10جويلية2013

إلى
السيدات والسادة مديري التربية بالولايات(للمتابعة)،
السيدات والسادة مفتشي التربية الوطنية (للإعلام والمتابعة)،
السيدات والسادة مديري الثانويات (للتطبيق).

Reflective Teach

الموضوع:تنشيط المناظرة
المراجع: - القانون رقم 04-08 المؤرخ في 23 جانفي 2008 المتضمن القانون التوجيهي للتربية الوطنية.
- المرجعية العامة للمناهج التعليمية.
- المنشور رقم 380 المؤرخ في 22 جويلية 2012، المتعلق بتحسين الأداء اللغوي.
المرفقات:مذكرة تنسيق بيداغوجي بموضوع استخدام طريقة المناظرة في تحسين مهارات التحدث الناقد.

ترمي البرامج التعليمية في مجال التنشئة الاجتماعية عموما إلى "تنمية ثقافة الديمقراطية لدى التلاميذ بإكسابهم مبادئ النقاش والحوار وقبول رأي الأغلبية وحملهم على نبذ التمييز والعنف وعلى تفضيل الحوار ومراعاة قواعد الحياة في المجتمع وإدراك الالتزام والترابط بين الحرية والمسؤولية ".

ومن أجل تمكين هذه المرامى المنشودة تبينت – من خلال المعاينة الميدانية وتحليل النتائج المدرسية- ضرورة استمرار العناية بالأداء اللغوي وإدراج ترتيبات أخرى بغية تحسين هذا الأداء. كما أبرزت مختلف عمليات التقييم في مجال التعليم أن التحسين المستمر للفعل التربوي في إطار هذا المسعى يرتبط بمدى التحكم في التعبير لغة وفكراً ونقداً وتواصلاً.

و عليه، حتى يتمكن أساتذة مادة اللغة العربية من استزادة إثراء ممارساتهم وتنويعها في خدمة تجويد الأداء اللغوي تجلت أهمية العناية اكثر بتنشيط الحوار داخل القسم وضبط آليات المناظرة والمحاججة في أثناء حصص التدريس. ذلك فضلا عن مواصلة العمل بتوجيهات المنشور المذكور في المرجع اعلاه من حيث العمل على خلو لغة التدريس من كل ما هو ركيك أو غريب أو هجين.

وفي هذا السياق، نذكر بأن المناظرة فن من فنون الفكر وهي إحدى طرائق التنشيط البيداغوجي في القسم وتوليد الأفكار وصقل اللسان. وتبين من المعاينة الميدانية تبني هذا الأسلوب في ممارسات الأساتذة الأكفاء غير أن هذا الأسلوب يحتاج إلى التعميم والتطوير والتركيز المنهجي

I

الجمهورية الجزائرية الديمقراطية الشعبية
REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE
وزارة التربية الوطنية
MINISTERE DE L'EDUCATION NATIONALE
مديرية التعليم الثانوي العام و التكنولوجي
DIRECTION DE L'ENSEIGNEMENT SECONDAIRE GENERAL ET TECHNOLOGIQUE

ACTES DES TRAVAUX DE L'ATELIER:

«Réflexion sur l'Intégration des Activités de Traduction dans l'Enseignement des Langues Etrangères »

Lycée Cheikh Bouamama – El Mouradia

ALGER
24 – 25 Novembre 2010.

D/ Interventions de Mme BENARBIA Inspectrice de l'Education Nationale de la Langue Anglaise :

Première intervention :
« IMPLICATIONS PEDAGOGIQUES DE L'INTRODUCTION D'ACTIVITES DE TRADUCTION EN COURS DE LANGUE ETRANGERE »

Dans la perspective de la mise en application de la circulaire relative à l'introduction d'activités de traduction en cours de langues, des clarifications s'imposent.

I- Activités de traduction et enseignement des langues étrangères :

L'utilisation de la traduction dans l'enseignement des langues étrangères ne signifie pas un retour aux méthodes traditionnelles pas plus qu'elle ne constitue une remise en question de l'enseignement de la langue cible en langue cible. La traduction doit être perçue comme un apport et un appui à l'apprentissage de celle-ci. En effet il ne s'agit nullement d'utiliser la langue d'enseignement comme support d'enseignement mais plutôt d'activités de traduction servant de support de réflexion et d'analyse permettant l'élaboration d'une démarche de découverte et de structuration dans la langue cible.

II- Activités de traduction et approche par compétence :

L'introduction de la traduction en cours de langues ne contredit pas les principes de l'approche en vigueur. L'objectif visé pour l'apprentissage des langues étrangères est l'acquisition de la compétence à communiquer. Pour l'acquérir, l'apprenant doit savoir réaliser des activités langagières variées pouvant relever de l'interaction, de la réception et de la production. Les activités de traduction ne compromettent pas les objectifs communicatifs de l'enseignement des langues bien au contraire elles visent à en clarifier certains aspects au sein de l'acte de communication et de ce fait peuvent-être parties intégrantes des compétences 1, 2 et 3 :

- Interagir oralement,
- Comprendre ou interpréter un message oral ou écrit,
- Produire un message oral ou écrit.

Il est également à noter que la traduction favorise l'interdisciplinarité de même qu'elle permet le développement des compétences transversales.

6

Appendix Eight:

Sample of the Newly shaped Secondary School Learners' School Report Including ContinuousAssessment and Project Work Evaluation :

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية	كشف تقويم نتائج الفصل [ ]	مديرية التربة لولاية:
ثانوية:		السنة الدراسية: /
اللقب:	الإسم:	تاريخ الميلاد ومكانه:
شعبة اللغات الأجنبية	القسم:	القسم المعاد:

التقويم		التقـــــــويم							المواد
ارشادات للتحسن	تقديرات عامة للعمل والسلوك (الجهود المبذولة لتحسن في المادة)	الجداء 6*1	6/ معدل المادة 20/	5/اختبار 40/	الفروض 20/	3/اعمال تطبيقة او 4/اعمال تعبير شفوي 20/	2/التقييم المستمر 20/	1/معاملات المواد	
								4	اللغة العربية و آدابها الأستاذ :
								4	اللغة الفرنسية : الأستاذ :
								4	اللغة الانجليزية الأستاذ
								4	اللغة الأجنبية 3: الأستاذ :
								2	العلوم الإسلامية الأستاذ :
								4	التاريخ والجغرافيا الأستاذ :
								2	الرياضيات الأستاذ :
								1	التربية البدنية و الرياضية الأستاذ :
								1	التربية الفنية الأستاذ :
								2	اللغة الأمازيغية الأستاذ :
									تثمين المشاريع: /20 الأستاذ الرئيسي :
									تثمين المطالعة : /20 أستاذ العربية/ الفرنسية
									المجاميع

معدل المواد المميزة:	/20	المعدل الفصلي:	/20	المعدل السنوي:	/20
المواظبة:	عدد د الغيابات غير المبررة:	عدد الغيابات المبررة:	عدد التأخرات:

ملاحظات مجلس القسم وقراراته:

جزاء:

حرر بـ   في
مدير الثانوية
(اللقب، الاسم، الختم، والإمضاء)

الأستاذ الرئيسي
(اللقب الاسم الإمضاء)

لا تسلم إلا نسخة واحدة من هذا الكشف

Appendix Nine:

A Technical Card about Secondary School English Language Teaching in light of the Educational Reform:

<div dir="rtl">

وزارة التربية الوطنية

ثانوية الإخوة مزرعي – هنين

بطاقة تقنية حول : تعليمية اللغة الأجنبية الثالثة في إطار إصلاح النظام التربوي.

الموضوع : تعلم اللغة الأجنبية الثانية (الانجليزية) وعلاقتها بالبيئة الثقافية والمحيط الاجتماعي في ظل بيداغوجيا التدريس بالكفاءات عند تلاميذ التعليم الثانوي.

الهدف العام : معرفة مدى تأثير البيئة الثقافية والمحيط الاجتماعي على تعليمية اللغة الأجنبية الثانية. (دراسة مقارنة بين المناطق الحضرية والشبه الحضرية)

الأهداف الجزئية :

1- الوقوف على عوامل وأسباب نجاح تعليمية اللغة الانجليزية منذ بداية الإصلاح (قراءة إحصائية لنسب النجاح في الباكلوريا أو التقويم المستمر لثلاث سنوات أو كثر في المادة حسب مؤشر تلاميذ المناطق الحضرية والشبه الحضرية .   )

2- الوقوف على عوائق وصعوبات تعليمية اللغة الانجليزية من واقع التعليم(بناء استبيان يكشف عن المشاكل التي يعاني منها التلاميذ في اكتساب اللغة يكون موجه للأساتذة والتلاميذ)

3- الوقوف على مدى تحقيق أهداف الإصلاح في تعليمية اللغة الانجليزية في ظل المقاربة بالكفاءات.

الفئة المعنية :

*تلاميذ السنة التعليم الثانوي حسب مؤشر المناطق الحضرية والشبه الحضرية .

*أساتذة التعليم الثانوي .

الوسائل المستعملة :

1-استبيان موجه للتلاميذ .

2- استبيان موجه للأساتذة .

البناء النظري لموضوع الدراسة :

</div>

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1- **إبراز جانبي التقييم والتقويم والربط بينهما:** ومن المعروف أن التقويم يشمل التقييم. و"ينبغي عدم الخلط في استخدام التقويم والتقييم. حيث يذهب ظن البعض بأن كليهما يعطي المعنى ذاته. مع العلم أنهما يفيدان في بيان قيمة الشيء، إلا أن كلمة التقويم أكثر انتشارا في الاستعمال وهي تعني بالإضافة إلى بيان قيمة الشيء، تعديله أو تصحيح ما اعوج منه. أما كلمة" التقييم" فتدل على إعطاء قيمة للشيء فقط. ومن هنا، فكلمة (التقويم) أعم وأشمل من كلمة "التقييم" حيث لا يقف التقويم عند حد بيان قيمة شيء ما، بل لابد من إصلاحه وتعديله بعد الحكم عليه".
وهدف التعديل الذي أجري على الكشف هو العناية بالدقة من حيث التقييم وإظهار المعنى وأساليب التحسين أو العلاج من حيث التقويم.

2- **التمييز بين ملاحظات التقدير والإرشاد في عمود التقويم:** ومن وراء ذلك ينتظر من الأساتذة العمل على الإدلاء بملاحظات وتقديرات ذات طابع بيداغوجي يتجاوز ما تفي به العلامات وحدها إلى ما يفيد من معلومات وتقديرات تظهر مدى جهود التلميذ وسلوكه وكذا ما يمكن أن يقدم له من إرشادات ذات طابع منهجي، وظيفي أو سلوكي، يتماشى مع ما لاحظه الأستاذ من أداء في القسم أو من خلال تصحيح أعمال التلميذ من فروض واختبارات.

3- **إدخال تقييم نشاطات التعبير الشفوي في اللغات:** ذلك ما يتطلبه تعليم وتعلم كل لغة.وذلك ما تحث عليه برامج اللغات المختلفة في كل مستويات التعليم الثانوي. والغرض هنا هو تمكين الأساتذة من أداة تسمح لهم بتثمين الأداء اللغوي في اللغة العربية وفي اللغات الأجنبية وحثهم على التعبير المنسجم والتفكير السوي والنطق السليم وتدريبهم على تفادي الركاكة والتهجين وغيرهما من الاختلالات التي طالت الممارسات اللغوية. و يبقى على الأساتذة تدبر أحسن الكيفيات لمنح علامات للشفوي من خلال استغلال العمل التشاوري في مجالس التعليم وجلسات التنسيق البيداغوجي والسعي الحثيث في تطوير ممارساتهم المهنية مع الالتزام بمعايير الإنصاف والموضوعية.

4- **إدخال تقييم الأعمال التطبيقية في مواد التعليم التجريبية:** والغرض من ذلك هو الحث على الأهمية التي تكتسيها الأعمال التطبيقية اليدوية في المخابر من طرف التلاميذ تكملة للجوانب النظرية في الفيزياء والكيمياء وعلوم الطبيعة والحياة و مواد الاختبارات التكنولوجية والمعلوماتية. وينبغي في هذا المجال التأكيد على عدم الاكتفاء بتقديم المعارف بالمحاكاة، حيث ينبغي تحفيز المتعلمين على إيلاء الأهمية للمهارة اليدوية وممارستها في التطبيق المخبري لأجل الاستعمالات العلمية وفي الحياة اليومية كلما أمكن ذلك.

5- **تثمين المشاريع الدراسية:** وهو مسعى يندرج في إطار تجسيد التوجيهات الواردة في البرامج التعليمية وتقويم الوضعيات الادماجية والتكاملية (التشاركية) بين المواد وترجمة لما جاء في المرجعية العامة للمناهج. ويكون تثمين أعمال التلاميذ باحتساب العلامة الممنوحة بمعامل(1) لمشروع دراسي منجز، عندما تتجاوز هذه العلامة 20/10، حيث يضاف ما فاق 10 إلى مجموع عمود(الجداء 1*6) بدون إضافة (1) لمجموع المعاملات . وتكون المبادرة بالمشاريع الدراسية من طرف أساتذة القسم وبتنسيق الأستاذ الرئيسي. وتجدون توضيحات أوفى من خلال مراجعة البرامج وضمن مناشير لاحقة.

6- **تثمين المطالعة :** جاءت مناهج التعليم الثانوي بتوجيهات واضحة ووافية في مجال ترقية المطالعة في مادة اللغة العربية وآدابها واللغات الأجنبية عامة والفرنسية خاصة. والغرض من إدراج تثمين المطالعة في كشف النتائج هو بعث هذا النشاط وتحفيزه والتشجيع على ممارسته بمنحه علامات مستحسنة (20/) تؤخذ بعين الاعتبار عندما تتجاوز 20/10، حيث يضاف ما فاق 10 من هذه العلامة إلى مجموع عمود(الجداء 1*6) بدون إضافة (1) لمجموع المعاملات . ويرتبط ذلك باستعمال مصنفة الإنجاز التي تجمع فيها بطاقات التلخيص وبطاقات التصميم باعتبارها آثارا كتابية دالة على المقروء.

7- **تقدير السلوك و المواظبة:** ويهدف هذا الجانب إلى الحكم على مدى تأثير السلوك والمواظبة على النتائج الفصلية.

Appendix Ten:*Sample of Assessment Rubrics for 3rd Year Secondary School EFL Learners in the English textbook New Prospects*

ASSESSMENT

I. Language assessment

① Show what you really can do with the language items checklisted in the learning log below by using them in illustrative sentences of your own.

I can	very well	fairly well	not well
A. seek advice from someone using **should/** and **ought to**.		✓	
B. give advice to someone using **should** and **ought to**.			
C. remind someone of his/her obligations using **must**.			
D. ask someone about what s/he **likes** and **hates** doing.			
E. talk and write about my likes and dislikes using verbs with the gerund and the infinitive.			
F. express preferences using **prefer**, **would rather**.			
G. describe what **love** and **friendship** mean to me using appropriate articles.			
H. use **each other** and **one another** in connected speech.			
I. express quantity using quantifiers: **many, a lot of, much, few, little**, etc.			
J. use prefix **self-** to form new adjectives and nouns.			
K. use suffixes **-ic**, **-ous**, etc. with nouns to form adjectives.			
L. use suffix **-ty/-ity** to form nouns.			
M. use suffix **-en** with adjectives to form verbs.			
N. pronounce final **-ed**.			
O. pronounce the weak form of **of** in phrases such as made **of**, proud **of**, etc.			
P. pronounce the cluster **ngth** in words such as **strengthen**.			

② Tick (✓) next to each item in the learning log above to indicate what you think is your own level of performance. Then hand a copy of the learning log with your examples on a separate sheet to your teacher.

II. Skills and strategies assessment

Take the test that your teacher will assign to you on one of the texts in the **Resources Portfolio** at the end of this book so as to check your progress in terms of skills and strategies.

Appendix Eleven: *Some Snapshots of the Researcher's E-Portfolio:*

"if you have a strong commitment to your goals and dreams, if you wake up every day with a passion to do your job, everything is possible."
— Chantal Petitclerc

1. Diagnostique Evaluation

Remarque

During this phase , the teacher shoud not penalize students for their errors but they shoud be analyzed for for remediation
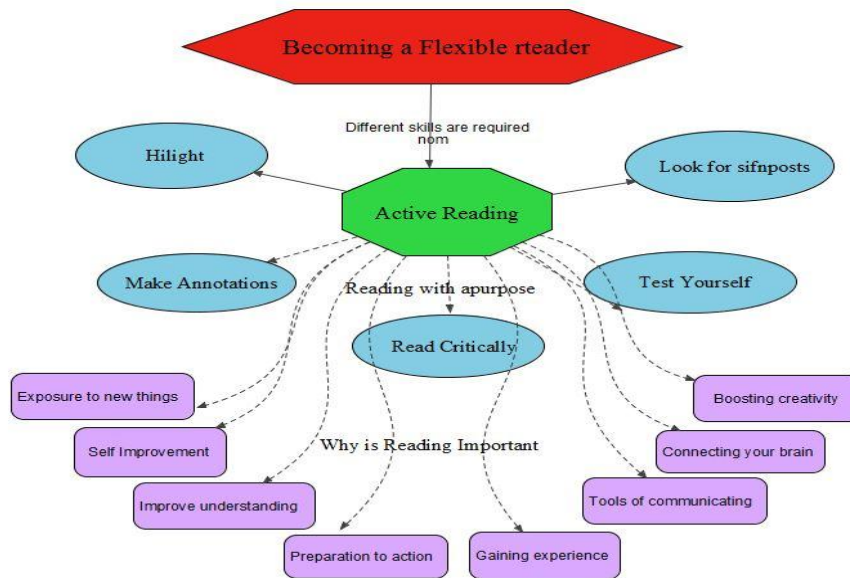
SUMMARY

The Algerian Secondary school ELT teachers' practices to alternative assessment is reflecting a bleak picture. The research study at hand then, is meant for diagnosing the in-service teachers' assessment practices that cannot be separated from their perception and beliefs about is. A qualitative research paradigm is dependable through an action research pedagogy. Triangulation of research tools is used through a questionnaire, an interview, and a focus group debate for reliable data compilation. Generally, data were textually analyzed, interpreted, then thoroughly discussed. The findings gleaned that Secondary school ELT teachers are of a real misunderstanding to the overall conception and process of assessment reflecting dilemmas and big anomalies in their assessment practices. Moreover, it became clear that the English teachers are of an urgent need to be acquainted with alternative assessment to traditional testing through a serious educational training as well as synergy of both bottom up and bottom down efforts. Hopefully, this study aims at boosting the teachers' knowledge about assessment and change their beliefs about it.

Key Words: Alternative assessment-testing **-** EFL classroom-ELT teacher- CBA- Practice. Algerian Secondary school

RESUME

Les pratiques des enseignants ELT du Secondaire Algérien en matière d'évaluation alternative reflètent un tableau sombre. La présente étude de recherche vise donc à diagnostiquer les pratiques d'évaluation des enseignants en service qui ne peuvent être séparées de leur perception et de leurs croyances à ce sujet. Un paradigme de recherche qualitative est fiable grâce à une pédagogie de recherche-action. La triangulation des outils de recherche est utilisée par le biais d'un questionnaire, d'un entretien et d'un débat de groupe pour une compilation fiable des données. Généralement, les données ont été analysées textuellement, interprétées, puis discutées en profondeur. Les résultats ont glané que les enseignants des ELT du secondaire ont une réelle incompréhension de la conception globale et du processus d'évaluation reflétant des dilemmes et de grandes anomalies dans leurs pratiques d'évaluation. De plus, il est devenu évident que les enseignants d'anglais ont un besoin urgent de se familiariser avec l'évaluation alternative aux tests traditionnels par une formation pédagogique sérieuse ainsi qu'une synergie des efforts ascendants et descendants. Espérons que cette étude vise à renforcer les connaissances des enseignants sur l'évaluation et à changer leurs croyances à ce sujet.

Mots clés : évaluation alternative - tests - classe EFL - enseignant ELT - CBA - pratique. Lycées algériens

ملخص

تعكس ممارسات معلمي تدريس اللغة الإنجليزية في المؤسسه الثانوية الجزائرية في التقييم البديل صورة قاتمة. تهدف الدراسة البحثية الحالية إلى تشخيص ممارسات تقييم المعلمين أثناء الخدمة والتي لا يمكن فصلها عن إدراكهم ومعتقداتهم. يمكن الاعتماد على نموذج البحث النوعي من خلال علم أصول التدريس البحثي العملي يتم استخدام تثليث أدوات البحث من خلال استبيان ومقابلة و مناقشة جماعية مركزة لتجميع موثوق للبيانات. بشكل عام ،تم تحليل البيانات نصيًا وتفسيرها ثم مناقشتها بدقة. أظهرت النتائج أن معلمي اللغة الإنجليزية في المؤسسات الثانوية لديهم سوء فهم حقيقي للمفهوم العام وعملية التقييم التي تعكس المعضلات والشذوذ الكبير في ممارسات التقييم الخاصة بهم. علاوة على ذلك ، أصبح من الواضح أن مدرسي اللغة الإنجليزية بحاجة ماسة إلى التعرف على التقييم البديل للاختبار التقليدي من خلال تدريب تعليمي جاد بالإضافة إلى تضافر الجهود . نأمل أن تهدف هذه الدراسة إلى تعزيز معرفة المعلمين بالتقييم وتغيير معتقداتهم بشأنه.

الكلمات المفتاحية: التقييم البديل- الاختبار - اللغة الإنجليزية كلغة أجنبية- مدرس اللغة الإنجليزية – الممارسة - المؤسسات الثانوية الجزائرية