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**Exploring the Impact of Formative and Summative Assessments
on Effective Teaching Strategies and Students' Achievement:**
The Case Study of secondary Education Year one at Ahmed BEY Oudjlida

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requirements for Master's degree in Didactics of Foreign Languages

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Statement of Originality

We approve that this is our proper dissertation and we did not copy from others' works. We confirm also that any copied ideas or expressions from others' resources, we mentioned their references.

DATE: 06-30-2025

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Dedications

My dissertation is dedicated to those who laid down their lives with honour and
sacrifice

To our beloved siblings in Gaza who surrendered their lives, their kids,
their parents, their whole families, their homes and all what they possessed,
dearly and nobly so as not to kneel for humiliation. To the Palestinian resistance
who paid the ultimate price with unwavering courage to be free at last.

To those all, to my family members, especially my husband, my four
children and my coworker, Djoweyda, I say;

"In the moment of despair, you are the unshaken pride"

Mrs. Hadjira FELLAH

This work is dedicated to my beloved father -May Allah have mercy on him-

This diploma is for you, father. Thank you for everything!

Forever in my heart,

To my lovely family and my coworker, Hadjira

Ms. Djoweyda BEDDAD

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Abstract

Formative and summative assessments are key tools to measure and enhance learners' achievement and improve teaching effectiveness. In the setting of Algerian secondary school, there is an evident preference of summative assessments use over formative ones in practice in the teaching of English as a foreign language. This research aims to seek the reasons that prompt teachers to this preference in their instructional strategies. It investigates the impact of written final exams on students' achievements and teaching strategies. To get to this end, we conducted an exploratory case study with first-year secondary school classrooms from scientific and literary streams. We applied the mixed-method approach to collect qualitative and quantitative data, using both student and teacher questionnaires and also classroom observation. The results obtained revealed that prioritizing summative assessment and giving less importance to formative assessment was due to many obstacles that overwhelmed teachers and that hindered their ability to adapt their instructional strategies so as to meet the diverse learners' needs. In addition, final written exams proved to be ineffective in measuring students' achievements, as there is no focus on communicative skills, which are essential to English as a foreign language learning. Accordingly, the findings confirm that there is a negative influence of the summative assessment preference over formative assessment in evaluating both student learning and teaching strategies. Therefore, it is recommended that the Algerian educational system should provide appropriate conditions to give the opportunity for teachers to implement formative assessment effectively. The system also ought to integrate alternative assessments that enable learners use this foreign language for communicative aims and in real-life situations.

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List of Acronyms

CBA: Competency Based Approach

EFL: English as a Foreign Language

ELT: English Language Teaching

PPP: Presentation Practice Produce

General Introduction

In education, assessments are fundamental. Serving not only to measure learning but also to shape teaching and guide student progress. No one can deny the complementary roles of formative and summative assessments. Formative assessments, often ongoing and diagnostic, aim to provide timely feedback to both educators and students, enabling real-time adjustments to teaching strategies and learning approaches. In contrast, summative assessments typically occur at the end of a learning unit, serving to evaluate overall student achievement and the effectiveness of instruction. Understanding the nuanced impact of these assessment types is crucial for developing effective teaching strategies that cater to diverse student needs and ultimately foster improved academic outcomes.

Despite on-going efforts to improve English as a Foreign Language (EFL) instruction, significant challenges persist in assessment practices. Many instructors strongly spotlight summative assessment, prioritizing "teaching to the test" rather than adapting their instructional strategies to meet diverse student needs. Additionally, teachers often struggle with interpreting and utilizing assessment data effectively to inform their teaching. The limited use of formative assessment due to insufficient training further hinders the ability to identify learning gaps, provide constructive feedback, and support student progress. Furthermore, professional development opportunities in assessment practices remain inadequate, leaving many educators uncertain about best practices for integrating both formative and summative assessments into their teaching. These challenges raise critical questions about the role of assessment in shaping instructional strategies and student success.

This study is justified by the persistent need for evidence-based teaching practices that genuinely enhance student learning. Despite extensive research on assessment, a gap remains in understanding the specific, contextualized interplay between formative and summative assessments and their direct impact on teaching strategies and student achievement. The significance of this study lies in its potential for offering practical insights for educators, enabling them to strategically leverage assessment data to refine their pedagogy and improve student outcomes. It will illuminate how various assessment types can be optimally integrated to create a more responsive and effective learning environment.

The purpose of the study is to identify the best assessment practices for better learning outcomes with the objective of raising awareness about the necessity of giving greater importance to formative assessment in EFL teaching. It is essential to urge decision-makers to adapt their policies and to provide better classroom conditions in order to overcome existing challenges. This would give teachers the opportunity to a real-world language use and to implement formative assessment more effectively, alongside summative assessment, ensuring that students are evaluated equitably in all skills, including communicative ones.

Accordingly, the researchers tend to answer the following questions:

Q1: What factors contribute to teachers' preference for summative assessment over formative assessment in shaping their instructional strategies?

Q2: To what extent do written final exams effectively measure student achievement and the impact of teaching strategies in EFL classrooms?

These questions represent the framework leading the present research, thus, in order to thoroughly examine them, we hypothesize the following:

H1: Teachers' prefer summative assessment over formative assessment in shaping their instructional strategies due to institutional accountability pressures, time constraints and the perceived objectivity and simplicity of grading summative assessments.

H 2: Written final exams in English as a foreign language (EFL) classrooms are not practically measure students' achievements and the impact on teaching strategies as primarily assess linguistic knowledge, rather than communicative competence, critical thinking or the diverse outcomes in fluenced by varied teaching approaches..

In order to answer the research questions, the researchers designed an exploratory case study to investigate and determine the prevailing emphasis on summative assessments over formative ones in shaping instructional strategies and investigate whether current summative assessment practices, particularly written final exams, are truly the most effective means of measuring student achievement and evaluating teaching success within specific educational contexts like English as

foreign language. This case study collected qualitative and quantitative data using two questionnaires and classroom observation. The data are analysed using descriptive analyses.

This work is composed of two chapters. The first chapter includes a literature review on the principles and characteristics of the Competency-Based Approach (CBA), the language learning theories of cognitivism and constructivism, as well as the concepts of testing, assessment, and evaluation. It will also address the differences among these concepts and discuss the types of assessment-formative and summative-along with their definitions, various forms, features, tools, benefits and challenges. Meanwhile, the second chapter will offer an examination, an interpretation and a serious discussion of the outcomes collected from various tools, followed by practical and effective recommendations that have proven successful in the classroom in facing the harsh and difficult reality of teaching and learning English as a foreign language.

Chapter One

Literature Review

1.1. Introduction

Globally, the educational sphere is receiving an endless range of innovative teaching and learning ideas in search for better practices, performances and more fruitful results. Every time a new method or strategy demonstrates its value and ability to benefit this field and significantly reduce the various issues that previous methods have not been sufficiently able to handle, nations all over the world move quickly to adopt it. That is what Algeria has done since 2003 where the curriculum has seen substantial revisions in an effort to improve the quality of education. This process of curriculum revision was to follow the Competency- Based Education (CBE) Perrenoud (2002) principles and standards, which focuses not only on the attainment of general knowledge but also on values, skills, attitudes, critical thinking and comprehension (Mokhtar & Ouahmiche, 2018). This method gives students useful feedback for their learning process based on assessment data.

Accordingly, educators must adapt to the present-day learning climate. Educational reform cannot, therefore, ignore the assessment of the students' learning outputs. It must be in synergy with the objectives of the educational reforms to conform to what is expected from the role of teaching, learning and evaluation. Assessment of students' achievements is a central issue in the development of any education system. It is considered as a basic constituent of effective teaching and learning (Bryant & Driscoll, 1998; McMillan, et al., 2002; Stiggins, 2002). Thus, the new assessment method involves meaningful instruction that can offer data regarding students' problem-solving abilities, high-level thinking and creativity.

The current chapter aims to explore an important and sensitive element in education which is assessment. The chapter is initiated by identifying CBA, its principles and characteristics, moving to learning theories, which are cognitivism and constructivism. Accordingly, the chapter provides a definition of assessment, evaluation and testing followed by a distinction between these three terms. Researchers step forward to talk about different types of assessment, starting with formative assessment, its definition, features, types, tools, benefits and challenges.

Subsequently, researchers shed light on summative assessment; then, the difference between summative and formative assessment.

1.2. Competency -Based Approach Defines

The competency-based approach is a popular model of curriculum development, contrasting with those that primarily focus on knowledge transmission and assessment of such knowledge, and instead emphasizing skills and personal development. For example, the education process is focused not on the transfer of knowledge, which is constantly becoming obsolete, but on the mastery of basic competencies, which then allow students to acquire knowledge themselves. In this approach learner's progress is determined by their ability to demonstrate mastery of defined skills, not by how long they've studied. Thus the curriculum, the syllabus, the teaching strategies and assessment tools are organized around competency development rather than language knowledge.

1.2.1. Principles of the Competency Based Approach (CBA)

The competency-based approach focuses on:

1.2.1.1. Demonstrable Skills

CBA focuses on what learners can do rather than on what they know (Smith & Patterson, 1998). This means assessments focus on real-world application of knowledge and skills. This is supported by the idea that competencies are "the result of integrative learning experiences in which skills, abilities, and knowledge interact to form bundles that have currency in relation to tasks for which they are assembled and demonstrations are the result of applying competencies" (Jones & Voorhees, 2002). It is designed to prepare learners and integrate them in the society through teaching them to use/apply what they have already learnt in classrooms in solving the different problems that they encounter in real life situations.

1.2.1.2. Clear and Measurable Competencies

Competencies are defined in specific, observable, and measurable terms. This allows for clear expectations and objective assessment. Bowden (2004) asserts

that determining outcomes in explicit and precise ways are prerequisites for a successful career.

1.2.1.3. Emphasis on Assessment for Learning

Assessment is an integral part of the learning process in CBA. It is used to provide feedback to learners, identify areas for improvement, and verify competency. This includes the utilization of Continuous and ongoing assessment which means that the students are tested before the course to determine which skills they lack and after they have had instructions in that skill they are tested again to ascertain whether they have achieved the necessary skills or not (Richards & Rodgers, 2001, p. 146). This assessment can include projects, presentations, portfolios, simulations, and practical demonstrations that allow students to showcase their abilities in real-world contexts. This kind of assessment helps teachers to determine where each student is in the learning process and adjust their teaching as necessary.

1.2.1.4. Flexible Learning Pathways

CBA allows learners to progress at their own pace, demonstrating competency when they are ready. This can involve personalized learning experiences and alternative learning pathways. Individualized, student-centered instruction: In context, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula. Instruction is not time-based; students' progress at their own rates and concentrates on just those areas in which they lack competence (Aurebach, 1986, p. 414-415).

1.2.1.5. Relevance to Real-World Applications

Competencies are typically aligned with the skills and knowledge required in the workplace or in real-life situations. This is also referred to as "a focus on successful functioning in society" (Aurebach, 1986.) The goal is to enable students to become autonomous individuals capable of coping with the demands of the world.

1.2. 2. Characteristics of the Competency- Based Approach

There are four characteristics according to the Ministry of National Education:

1.2.2.1. Action-Oriented Approach

It directs learning towards the acquisition of knowledge functions and skills. These will enable the learner to become a proficient user in real- life circumstances outside the classroom.

1.2.2.2. Problem-Solving approach

It situates learners in scenarios that evaluate their ability to surmount challenges and difficulties, enables students to learn by doing and compels them to think, rather than emphasizing knowledge or the ability to talk about language and skills. As a result, competency based approach places a high priority on task- or performance-centered orientation because languages are best learned when used to solve problems.

1.2.2.3. Social Constructivist Approach

It regards learning as occurring through social interaction with other people. In other words, learning is not concerned with the transmission of pre-determined knowledge and know-how to be reproduced in vitro, but as a creative use of a newly constructive knowledge through the process of social interaction with other people.

1.2.2.4. Cognitive Approach

According to Bloom, all educational goals can be divided into cognitive (related to information), affective (related to attitudes, values, and emotions), or psychomotor (related to bodily movements) categories. According to his theory, cognitive objectives are organized in a hierarchy, and learners must accomplish lower order goals before moving on to higher ones. According to his theory, cognitive objectives are organized in a hierarchy, and learners must accomplish lower order goals before moving on to higher ones.

1.2.3. Roles of Teachers and Learners under CBA Approach

The competency based approach focuses on developing specific competencies that learners must demonstrate. In this approach, both teachers and learners have distinct but complementary roles.

1.2.3.1. Teachers' Roles

In the Competency Based Approach, teachers act as facilitators and guides, supporting learners throughout their competency acquisition. Still, they have to determine what and how well students must perform, According to Richards & Rodgers (2014), CBA instructors are materials developers, materials resource assemblers, assessors, and mentors who lead students toward usage of effective learning strategies and to provide necessary guidance. Since CBA emphasizes self-paced learning, teachers must tailor instruction to individual needs rather than adhering to fixed timelines. Additionally, they provide continuous, constructive feedback to monitor progress and conduct ongoing assessments to ensure learners successfully achieve their goals.

1.2.3.2. Learners' Roles

The learner is active and learns to learn by acting upon his learning; he is at the heart of this instruction. Richards and Rodgers (2001) advance that the learner needs to practice and perform the skills taught; he has to do something with the language, not just knowing about the language. He is required to be well aware of the appropriate and purposeful uses of the targeted competencies. Moreover, he must be able to transfer the knowledge gained in school to pertinent contexts of use outside, in real life. Mastery of the stated competency determines the learner's success. If the specified competency is unattained, he stays in the actual program. Competency determines the learner's success. If the specified competency is not obtained, he remains in the current program.

1.3. Language Learning Theories

In simple terms, theories of learning are ideas about the ways students learn and retain information. It helps educators understand the process of learning.

Understanding and application of these theories is essential for effective instruction and successful curriculum development. These theories provide different frameworks that teachers can use to adapt to students' diverse learning styles and academic needs. In addition to helping students absorb the information being taught, learning theories can also help teachers manage students' behavior. This empowers educators to create an atmosphere that is more inclusive and conducive to the learning process, there are several learning theories that have acquired knowledge and skills. Some of the most influential theories have been proposed to explain how people learn.

1.3.1. Cognitivism

Cognitivism, a theoretical perspective in psychology that had been introduced during the middle of the 20th century, emphasizes the role of mental processes and structures in learning and behavior, cognitivism proposes that people actively construct knowledge and understanding of the world through cognitive processes like perception, attention, memory, and problem-solving (Bandura, 2009). Researchers and psychologists like Wilhelm Wundt, William James, John Dewey, John Watson, and many others all researched and explored how the mind and thought works. Piaget (1896-1980), a Swiss psychologist, is best known for his pioneering work on the development of intelligence in children. His studies have had a major impact on the fields of psychology and education, Piaget's main focus of constructivism has to do with the individual and how the individual constructs knowledge. Piaget's theory of cognitive development proposes that humans cannot be given information, which they immediately understand and use; instead, humans must construct their own knowledge (Piaget, 1953) he stated that children's schemas are constructed through the process of assimilation and accommodation, when going through four different stages of development (Wads, 2004).

In the Sensorimotor Stage, occurring from birth to age 2, the child is concerned with gaining motor control and learning about physical objects. In the Preoperational Stage, from ages 2 to 7, the child is preoccupied with verbal skills. At this point the child can name objects and reason intuitively. In the Concrete

Operational Stage, from ages 7 to 11, the child begins to deal with abstract concepts such as numbers and relationships. Finally, in the Formal Operational Stage, ages from adolescence to adulthood, the child begins to reason logically and systematically. The developmental stage theory is a useful guide to intellectual growth.

By highlighting these internal mental activities, cognitivism has deeply influenced education, spurring the creation of instructional design theories and active learning strategies that promote critical thinking and problem-solving skills. Cognitive learning strategies encompass a range of techniques that can be employed by educators and learners to enhance the learning process. These strategies aim to facilitate the storage of acquired knowledge in long-term memory, thereby contributing to the development of a comprehensive knowledge base (Kurt, 2023). To ensure the effectiveness of these strategies, it is crucial to have a clear understanding of the task and hand the type of learning required. By employing these cognitive learning strategies at different stages of the learning cycle, educators and learners can enhance the conceptualization of new knowledge and foster a deeper understanding of the subject matter.

1.3.2. Constructivism

Constructivism is a vague concept. The area of constructivism in the field of learning comes under the broad heading of cognitivism. Piaget's early work formed the basis of the constructivist movement. (Woolfolk, 1993) considered that the key idea in constructivist learning theory is that students actively construct their own knowledge: the mind of the student mediates input from the outside world to determine what the student will learn. Learning is active mental work, not passive reception of teaching. The essence of constructivism theory is the idea that students must find and transform complex information into other situations, and if desired, that information becomes their own.

The foundation of constructivism thinking is somehow different from the view of objectivity, which places more emphasis on learning outcomes. In the perspective of constructivism, the strategy of gaining precedence over how much

students acquire and remember knowledge. For this reason, the teacher's job is to facilitate the process by:

- Making learning meaningful and relevant for students;
- Allow students to find and implement their ideas;
- They were making students aware of their strategies for learning

There are two branches of constructivism:

1.3.2.1. Social Constructivism

Social constructivism is a highly effective method of teaching that all students can benefit from, since collaboration and social interaction are incorporated. This type of constructivism was formed after Piaget had already described his theories involving individual or cognitive constructivism. Lev Vygotsky (1972), the founding father of social constructivism believed in social interaction and that it was an integral part of learning. Social interactions of students in the classroom along with a personal critical thinking process, i.e. students learn through socially interacting and working with others, like peers and teachers, to apply their accumulated knowledge to the solve problems in an instigative method; in other words, constructivism is based on constructing knowledge by making interconnection between learner's previous experience and that knowledge he/ she receives form a social interaction.

So Constructivists view learning as the result of mental construction. That is, learning takes place when new information is built into and added onto an individual's current structure of knowledge, understanding and skills. We learn best when we actively construct our own understanding. In constructivist learning, individuals draw on their experience of the world around them, in many different forms, and work to make sense of what they perceive in order to build an understanding of what is around them. Within constructivist theory there are, naturally, different interpretations of the basic ideas of the construction of knowledge and understanding.

All of Vygotsky's research and theories are collectively involved in social constructivism and language development such as, cognitive dialogue, the zone of

proximal development, social interaction, culture and inner speech (Vygotsky, 1962). Social constructivism adds an important dimension to the constructivist domain.

1.3.2.2. Psychological Constructivism

The main idea of psychological constructivism is that a person learns by mentally organizing and reorganizing new information or experiences. The organization happens partly by relating new experiences to prior knowledge that is already meaningful and well understood. Stated in this general form, individual constructivism is most often related to the American philosopher and psychologist, John Dewey (1916). Who believes that education stands on the action knowledge, he believes, emerges from situations where learners extract it from experiences that have meaning for and are important to them. Although Dewey himself did not use the term constructivism in most of his writing, his point of view amounted to a type of constructivism, and he discussed in detail its implications for educators. He argued that if students indeed learn primarily by building their own knowledge, then teachers should adjust the curriculum to fit students. He commented that the curriculum should have a direct relationship with life beyond the school. In another word a curriculum could only be justified if it related as fully as possible to the activities and responsibilities that students will probably have later, after leaving school.

Too many educators these days, his ideas may seem merely like good common sense, but they were indeed innovative and progressive at the beginning of the twentieth century. A more recent example of psychological constructivism is the cognitive theory of Jean Piaget (Piaget, 2001; Gruber & Voneche, 1995). Piaget described learning as interplay between two mental activities that he called assimilation and accommodation.

- ☞ Assimilation is the interpretation of new information in terms of pre-existing concepts, information or ideas. A preschool child who already understands the concept of bird, for example, might initially label any flying object with this term even butterflies or mosquitoes

- ☞ Accommodation refers to using newly acquired information to revise and redevelop an existing schema

Broadly speaking, the principles of constructivism taken are knowledge built students themselves, both personally and socially. Active students construct continuous so that there is a change in the concept of concepts that are more detailed, complete. In accordance with scientific ideas, knowledge is not transferred from teacher to student, except with the activeness of students themselves to reason, the teacher's role is to help provide facilities and situations.

The CBA, derived from constructivism, is based on the logic of student-centred learning and student responses to problem situations. The main thing is not only to give knowledge, but also, and above all, to use his abilities in everyday situations that apply to his life and help him learn for himself. This approach is essentially characterized by its integration and its capacity to create a bridge between knowledge on the one hand and skills and behaviour on the other.

1.4. Evaluation, Assessment and Testing

Although the three terms: evaluation, assessment and testing are often used synonymously, they are distinctive and different. In this part, we will know about their definitions, purposes and their features to realize the difference among them.

1.4.1. Evaluation

Evaluation seems to have the broader coverage of making judgements about the quality, effectiveness and value of something. It is the method of getting information and utilizing it to make a judgement which in turn leads to decision making. Its purpose is to determine the impact or success of a program and provide a feedback for improvement. It includes collecting and examining information about a program, its features and outputs, aiming at making judgements about this program to improve its effectiveness, and/or to inform decision-makers. This procedure is formed of five stages:

- **Preparing:** Defining the goal of the evaluation and identifying key criteria (what aspects will be evaluated).

- **Collecting data:** what data will be used? This may include surveys, reports, observations or feedback, setting evaluation standards (expectations used to judge success), and the evaluation method (qualitative, quantitative or mixed).
- **Making judgement:** Analyzing the gathered information by:
 - Assessing the data against expectations or benchmarks.
 - Identifying strengths and weaknesses.
 - Ensuring that the judgement is based on facts not assumptions or biases.
 - Clear and justifiable reasoning.
 - Providing a balanced view through maintenance of objectivity.
- **Making decision:** Evaluators analyze the collected data, draw conclusions, and determine actions based on the findings. This stage ensures that the evaluation serves its purpose whether for improvement, accountability or strategic planning.
- **Reporting:** It is the final stage where the findings, interpretations, and decisions are communicated to stakeholders and decision makers and that the insights from the evaluation is effectively conveyed and can be acted upon.

As well as evaluation types, there are several ones in education, each serving a specific purpose. Formative evaluation occurs during the learning process to improve instruction and student progress. Summative evaluation takes place at the end of a unit or course to judge overall achievement. Diagnostic evaluation identifies learners' strengths and weaknesses before instruction begins, while norm-referenced and criterion-referenced evaluations compare performance to others or to set standards, respectively.

1.4.2. Assessment

The word 'assess' is of Latin origins. It has the meaning of 'to sit with'. In assessment context, the teacher is supposed to sit with the learner. According to Green (1999), this means that it is something we do 'with' and 'for' students and not 'to' students. In the same vain, Harlen, et al., (1992) say that assessment in

education is the system of collecting, interpreting, documenting, and using pieces of information about pupils' answers to an educational task. Assessment refers to the process of collecting, examining, and interpreting information to understand an individual's learning progress, skills, or performance. Moreover, according to Burhan (2009), assessment is not concerned with decision making and reporting but with data collection. In other words, assessment looks like to enclose stages 1, 2, and 3 of the evaluation process. The aim of assessment is gauging the current position of a student's knowledge, skills, and abilities.

1.4.3. Testing

Testing is the most limited in extent. Testing is the process of gauging a student's level of understanding or knowledge through tasks or questions. It especially results in reflecting the students' performance in a specific area of interest. It is one of the strategies for collecting data or scores. It can be used with other techniques such as observation and interviews. It does not deal with the making judgments. As Daniel J. Galin mentions that testing does not build quality but measures its existence. Why test? The primary purposes of testing are:

- ❖ To determine whether specific learning objectives or competencies have been achieved.
- ❖ To diagnose students' strengths and needs

Identifying strengths as far as academic Performance (analyze test scores, assignments, and class participation), skills and talents (e.g., problem-solving, creativity, leadership), learning Preferences (identify whether a student learns best through visual, auditory, or hands-on methods) and interpersonal Skills (assess communication, teamwork, and social interactions).

Identifying needs including learning gaps (identify areas where students struggle based on assessments and classroom observations), cognitive Challenges (recognize difficulties in critical thinking, comprehension, or retention) and behavioural and emotional needs (address social-emotional struggles, motivation issues, or anxiety).

- ❖ To provide feedback on student learning

Giving meaningful feedback helps students understand their progress, recognize their strengths, and improve in areas where they need support. An effective feedback should be clear, specific, personalised with positive remark, constructive suggestions, encouragement for the purpose of improvement. It also needs to be made timely and in diverse methods.

❖ To provide a basis for instructional placement

This refers to placing students in the appropriate instructional setting (classrooms, courses, or programs) that match their current abilities and needs; whether they require remedial support, on-level instruction, or advanced coursework. It ensures that students are neither overwhelmed by material that is too difficult nor bored by content that is too easy. Effective placement aims to maximize a student's learning potential. For example:

- ✓ Diagnostic tests: Identify the learners' difficulties and gaps (strengths and weaknesses) to guide placement in specific learning programs.
- ✓ Placement tests help determine the appropriate course or grade level for a student. Grammar, vocabulary, students' productive and receptive skills allow the placement of students according to their language knowledge
- ✓ Pre-assessments help teachers tailor instruction to meet students where they are.
- ✓ Progress or achievement tests: Measure learners' progress in relation to the target situation.
- ✓ Proficiency tests: aim at portraying students' knowledge and ability rather than measure progress.

❖ To inform and guide instruction

Assessments provide valuable data. Teachers can use these data to adjust their strategies of teaching, differentiate instruction, and address learning needs of students effectively. Testing informs and guides instruction by identifying strengths and weaknesses (Teachers can pinpoint areas where students excel and where they need additional support.), adjusting teaching strategies (modifying and adapting lesson plans, re-teaching concepts, or introducing new instructional methods.), personalizing Learning (test data helps teachers differentiate instruction, ensuring that each student gets the appropriate level of challenge and support.).Moreover,

regular assessments allow educators to monitor student growth over time and make data-driven decisions and also to measure the usefulness of their teaching.

Communicating learning expectations: A well-designed assessment helps learners understand what they need to achieve and what they are expected to know and to do. When aligning tests with the learning objectives, the teacher can:

- ✓ Set clear, simple and achievable aims.
- ✓ Adjust the teaching methods with the learners 'needs.
- ✓ Provide effective feedback for improvement.
- ✓ Motivate learners.
- ✓ Ensure accountability for the learning progress for both the learner and the teacher.

❖ To motivate and focus students' attention and effort

"The mind is not a vessel to be filled, but a fire to be kindled. "Attributed to Plutarch.

❖ To provide practice applying knowledge and skills

True learning comes from active involvement. "Tell me and I forget, teach me and I may remember, involve me and I learn." (Benjamin Franklin). Engagement and practice are crucial to master new skills and to reinforce the role of assessment. "For the things we have to learn before we can do them, we learn by doing them." (Aristotle).

1.4.4. Difference between Evaluation, Assessment and Testing

Evaluation, assessment, and testing are interconnected concepts in education, each with a distinct scope, purpose, and methodology. Evaluation is holistic in nature and typically involves making overall judgments about a program or a learner's performance. Its primary purpose is to determine the effectiveness and value of educational efforts for informed decision-making, often using tools such as surveys, feedback, and performance data. Assessment, on the other hand, is a broader and ongoing process that involves collecting information through various activities to monitor and support individual progress and development. It can be both conscious and subconscious, as repeated testing and feedback gradually shape learners' attitudes, skills, and outcomes. Methods like portfolios, assignments, and classroom observations are commonly used. Testing is more specific and refers to periodic or one-time events such as quizzes or exams. According to Brown (2024), testing is designed to gauge a learner's knowledge, ability, or productivity and is usually curriculum-referenced. It typically employs standardized methods, including multiple-choice questions and written responses, to measure performance against predefined criteria.

1.4.5. The State of Assessment

The teacher plays several key roles which make him a dynamic member in the assessment procedure, in this part let's explain where the teacher stands when dealing with assessment.

1.4.5.1. A gap in translating research outcomes of formative assessment into practice

Black and William (1998) examined numerous studies on classroom formative assessment and spotlighted a meaningful gap between research outcomes and classroom practices. They emphasized that though there is extensive evidence that supports the benefits of formative assessment in enhancing student learning, its practical application in classrooms remained limited. This disparity underscores the challenge of translating educational research into effective teaching strategies.

1.4.5.2. A shift from teaching to learning

There is a change in emphasis from teacher-centered to learner centered strategy. This means that:

- ☞ One of the teacher's roles is to act as a facilitator and as a source for students to draw on, but this doesn't mean that he is a passive observer. He is there to create environments for exploration since he is considered as a role advisor, monitor, co-communicator, consultant, classroom manager and an instructor.
- ☞ He should engage the learners in problem-solving, collaboration, and hands-on activities rather than passively receiving information; active learning is taking place then.
- ☞ He should cope with the students' needs, interests and their learning styles; he has to be aware of the requirements of the target situation and therefore adopt a certain flexibility
- ☞ Engage the students in real world situations to enhance curiosity for discovery and innovation and encourage collaboration and diverse resources including digital tools.
- ☞ Assessment for learning: ongoing assessment is an indispensable part in the process of learning because learners are involved in setting goals, assessing their own work (self-reflection), identifying areas for improvement rather than assigning grades or final judgments (just measuring learning) through constructive and punctual feedback that helps students understand their strong points and the weak ones and then close gaps. From another side, mistakes are considered as part of learning and not of failure. The implementation of ongoing assessment strategies is crucial such as think-pair-share, peer and self-assessment, one-minute essays... As they make learning more engaging, reduce anxiety around assessments, and help both teachers and students adapt instruction to maximize success.

1.4.5.3. Pre-service and in-Service Training

The extensive use of standardized tests and the focus on grades that has become decisive cannot be ignored as real facts. Therefore, we do assume that assessment literacy should take a significant place in the teachers' training.

There are two types of training:

- ✚ Pre-service training whose purpose is to prepare individuals before entering the profession.

The focus is on foundational knowledge and skills including:

- ✓ Understanding different types of assessment (formative, summative, diagnostic, and standardized).
 - ✓ Designing reliable tests, quizzes, and performance-based assessments.
 - ✓ Interpreting assessment data to improve teaching and learning outcomes.
 - ✓ Ensuring that assessments are objective, unbiased and equitable for diverse learners.
 - ✓ Using digital tools for assessment and feedback.
- ✚ In-service training which involves continuous professional development for teachers who are already in the workforce. It aims at enhancing skills of current professionals where the focus is on advanced techniques of summative and formative assessment, innovations, and updates. Teachers should have the ability to deliver professional development sessions, online courses and peer collaboration. They have the role of Applying assessment data to improve professional practice.

In general, assessment literacy could be treated in courses that focus: (1) distinguishing standardized tests from teacher-made ones; (2) raising awareness about the significance of administration methods to ensure score reasonableness; (3) general test-wiseness skills that may be taught to improve general testing performance; and (4) immoral habits such as instruction in specific test content, using actual items from the test. At least one tests and measurements course is recommended in order to complete the teacher education program.

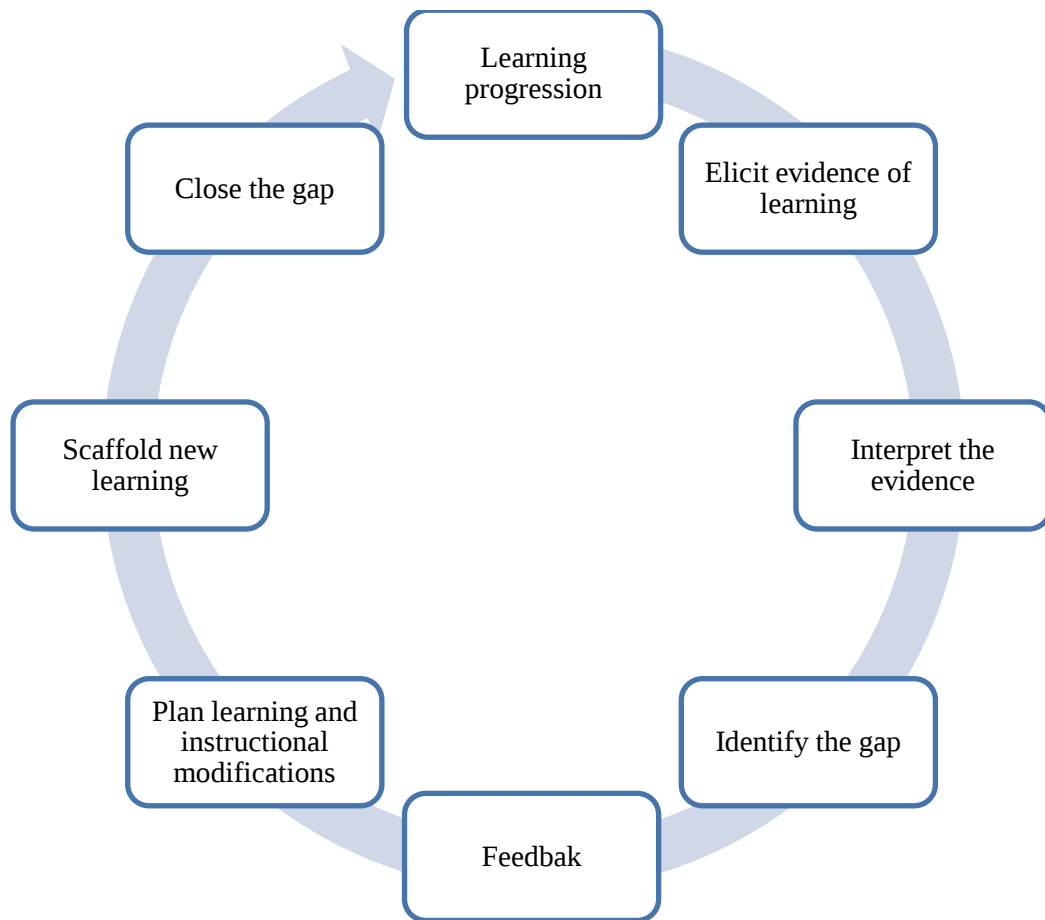
1.4.5.4. Definition of Terms

The confusion between 'formative' and 'summative' confusion when combined together strongly exists. We confirm that the reduction of assessment terms to 'summative' and 'formative' has caused this uncertainty and these difficulties in understanding and communication in the minds of teachers, especially for less experienced ones. As teachers realize both aim and assessment activity, they will have greater clarity in understanding, communication and practice regarding these important and useful concepts. Improving knowledge in educational assessment, in relation to contemporary developments in learning and teaching, remains crucial. According to Stiggins (1991) that there is a need to use terms that provide teachers, researchers and writers with a clearer understanding and more precise vocabulary to encourage assessment literacy.

1.5. Formative Assessment

Formative assessment is an ongoing process engaged by teachers and students to enhance learning outcomes. It is a procedure that is utilized by both teachers and students during teaching that offers feedback to guide teaching and learning to enhance student learning. It is a constantly occurring process a cycle, not a single static tool.

Figure Title: The Formative Assessment Cycle: A Model for Supporting Learning Progression



Adapted from Heritage, M. (2010). Formative assessment: Making it happen in the classroom. Corwin.

1.5.1. Features of formative assessment

- **Assessment for learning:** Formative assessment is used as an approach to enhance learning by focusing on constructive feedback for the purpose of improving the learner's performance. It happens during the process of learning and not just at the end.
- ✓ The objectives are clear to the learners who know where they are going.
- ✓ It identifies the strengths and areas for improvement (constructive feedback).
- ✓ Feedback should be definite, timely, actionable, and helps students reflect on their learning procedure.

- ✓ Students play an active role in assessing their work using self /peer-assessment strategies.
- ✓ Uses a variety of assessment methods such as quizzes, discussions, observations, reflections, and projects.
- ✓ Supports different learning styles.
- ✓ The focus is not on grades but on progress and learning
 - According to Angelo and Cross (1993) believe that in formative assessment the focus on the learner aligned with the teacher's guidance can have mutual benefits. It is also formative, context-specific, ongoing, and supportive and built on good practice.
- ☞ Learner centered encouraging student's participation, self-assessment, reflection and adaptation of the learning process to students' individual needs.
- ☞ The teacher plays a key role in designing and guiding assessments using observations, questioning, and feedback to adjust instruction and ensuring that assessments aligns with the learning objectives.
- ☞ Mutually Beneficial as it creates a collaborative learning environment where learners get insight into their learning progress and areas for improvement and teachers receive valuable feedback to refine their teaching methods.
- ☞ Formative and ongoing: it happens during the learning process, encouraging a growth mindset rather than focusing on grades alone.
- ☞ It has a specific context taking into consideration learning environment, cultural, social, and individual factors affecting learning. We may also recognize that different classrooms may require different assessment strategies.
- * It is taken at varying intervals throughout a course to provide information and feedback that will help improve:
 - The quality of student learning
 - the quality of the course itself
- * Provides information on what an individual student has to:
 - To practice
 - To have re-taught
 - To learn next

1.5.2. Types of formative assessment

It is important to note that formative assessments can be categorized into three types: Observations, Conversations and Student Self-Evaluations.

1.5.2.1. Observations

Teachers actively watch, listen, and analyze students' behaviours, participation, and responses to gauge understanding and progress in real-time. The more teachers know about their students, the more they can help them. When you observe students engaged in the process of learning, you come to understand their strengths, challenges, and preferences, and are then able to plan more effective learning experiences.

The most important things to consider when observing students are: Students' understanding "If you don't know where your students are, you can't know where to take them." Dylan William, engagement and participation ' ' Tell me and I forget, teach me and I may remember, involve me and I learn."Benjamin Franklin: problem-solving and critical thinking, collaboration, responding to feedback, confidence, and independence."

1.5.2.2 Conversations

Through your observations, you will undoubtedly develop questions for your students regarding their learning. Conversations can be a casual yet guided dialogue, but they can also take the form of surveys, interviews, or conferences. For example, have students respond to a written, digital, or oral survey to help gather information about learning experiences, progress, and preferences or invite students to share information about their intentions, processes, and, or products. Pose questions and topics that engage students in conversation with you and each other

1.5.2.3 Student Self-Evaluations

Student self-evaluations are deliberate efforts to prompt students to assess their own learning, efforts, and attitudes. This type of guided reflection encourages

students to monitor their own learning and enhances self-awareness, responsibility, and goal setting.

1.5.3. Tools of Formative Assessment

This includes more than sixty techniques to check understanding and processing activities. Among them:

- ⇒ Index Card Summaries/ Questions: Distribute index cards and ask students to write on both sides, with these instructions: (Side 1) based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
- ⇒ Quizzes: Assess students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are: multiple choice, true or false, short answers and matching.
- ⇒ Exit cards: Are written learners' answers to questions posed at the end of a lesson or learning activity.
- ⇒ One Word Summary: select (or invent) one word which best summarizes a topic.
- ⇒ Take and Pass: Co-operative group activity used to share or collect information from each member of the group; students write a response, then pass to the right, add their response to next paper, continue until they get their paper back, then group debriefs.
- ⇒ Observation: Walk around the classroom and observe students as they work to check for learning. Strategies include: anecdotal records, conferences and checklists.

1.5.4. The Qualities and Benefits of Effective Formative Assessments

- Communicates clear, specific learning goals and sharing them with learners.
- Requires students to take responsibility for their own learning. Teachers value and believe in students.
- Identifies students' current knowledge and skills, and the necessary steps to reach their goals

- Encourages students to self-monitor their progress to reflect on their own work: involving them in self-assessment.
- Provides feedback that is non-evaluative (not graded), specific, timely, and related to the learning goals, which helps students recognize their next steps and how to take them.
- Provides students with examples of what teachers expect from them.

1.5.5. Challenges we Face when Implementing Formative Assessment.

- Lack of time and length of syllabuses.
- Difficulty in interpreting data.
- Resistance from students.
- Limited resources

1.6. Summative Assessment

It is carried out by the teacher at the end of the instructional period. It takes into account the learner's outcomes; so, it is an assessment of learning. It is practiced with criteria tables that are elaborated by the teacher. Its aims are to correct, to grade and to prepare remedial activities to help the learners improve. The remedial work does not deal only with the didactic material (type of activity) but also with the way of correcting (verbal or written) .Paul Black, an assessment expert, states:” when the cook tastes the soup that is formative assessment, when the customer tastes the soup that is summative assessment”. Summative assessment methods are the most traditional way of evaluating student work.

1.6.1. Features of Summative Assessment

Assessments of learning are used to measure students' learning at the end of units or terms. They help decide whether students have dealt successfully with the required knowledge and skills before moving forward. These assessments provide important data for teachers, parents, and administrators to ensure students are prepared for the next level of learning. So, students should not just be pushed through a grade without demonstrating understanding. Assessments of learning help identify gaps in knowledge and areas where students may need additional support.

- ✓ Assessments of learning can have different types such as portfolios, projects, interviews, essays, tests and presentations.
- ✓ Vary assessment types gives students different opportunities to succeed by allowing them to show their understanding in diverse ways. This approach can also accommodate the different learning styles and multiple intelligences of students. For instance, portfolios give them the opportunity to demonstrate growth through time. Projects let learners show their creativity and critical thinking by applying what they have learnt in real-life situations. Written exams test students' ability to recall knowledge while oral exams (presentations and interviews) test students' ability to communicate their understanding verbally.

1.6.2. Features of Reliable Summative Assessment

"Good summative assessments tests and other graded evaluations must be demonstrably reliable, valid, and free of bias" (Angelo and Cross, 1993).

- ✓ Select the best choice since understanding questions ensures accurate assessments.
- ✓ Have students show work (a minor mistake should not have a major effect).
- ✓ "Assess students 'ability to synthesize, evaluate and apply content knowledge" (blooms & Webbs).
- ✓ Give enough test time since students should not have to rush through a test just to pass.
- ✓ Give enough study time; summative assessments are not meant to be "PoP" tests.
- ✓ Assess what was covered during class because placing uncovered material on a test will cost you the trust of your students.
- ✓ Assessment items value should be reflective of the amount of time that content was covered in class.

1.7. The Difference between Summative and Formative Assessment

Formative and summative assessments serve distinct but complementary roles in the educational process. Formative assessment refers to a variety of procedures used during the learning process to improve instruction and adjust teaching in real time. It is diagnostic in nature and is considered an *assessment for learning*, aiming to support student progress through continuous feedback. As Black and Wiliam (1999) note, formative assessment is ongoing and often planned alongside teaching. It includes methods such as questioning, quizzes, presentations, class discussions, exit tickets, and assignments. Its main purpose is to monitor learning and provide supportive, forward-looking feedback to help close learning gaps, as emphasized by Sadler (1989).

In contrast, summative assessment is used to evaluate what students have learned, usually at the end of a unit or academic year. It is evaluative and judgmental in nature—an *assessment of learning*—conducted to judge student performance and measure progress toward grades and learning goals. Harlen (1998) explains that summative assessment looks at past achievements, adds tests to existing work, separates evaluation from teaching, and is carried out periodically to summarize and report outcomes. Common examples include final exams, mid-term tests, major projects, and unit assessments.

1.8. Teach to the Test Approach:

The "teach to the test" approach focuses on preparing students specifically for standardized exams. Teachers often tailor lessons to match test content and format, prioritizing memorization and test-taking strategies over deeper understanding. While this method may improve test scores, it can limit critical thinking, creativity, and meaningful learning beyond the exam.

1.9. Conclusion

To summarize, the literature emphasizes the crucial importance of exploring the influence of formative and summative assessments on effective teaching strategies and student achievement as far as English as a foreign language, especially in Algerian high schools. There is a focus from the part of the teachers on

summative assessment (Baccalaureate exam and final term tests) neglecting a bit formative assessment which is considered as one of the most effective strategies used in CBA. Hence, there is a lack in the curriculum alignment.

Multiple studies value the necessity of implementing formative assessment for the improvement of the learning process, and the necessity of summative assessment to evaluate and gauge students work. The focus on why teachers focus on summative assessments rather than formative ones when shaping their instructional strategies and methods on the one hand and from the other hand, the feasibility of written final exams to best measure the success of students work and teachers' strategies when learning or teaching English would benefit pre-service and in-service teachers and especially decision makers to change their mindset and their strategies about how to assess and especially how to evaluate success in dealing with the acquisition of English as a foreign language, reflecting the improvement of both the teachers and the learners' performance.

Chapter Two:

Data Analysis and

Interpretation

2.1. Introduction

This chapter presents the practical phase of the research, employing an exploratory case study to investigate the reasons behind teachers' preference for summative assessments over formative ones. By addressing the research objectives, the study seeks to uncover key factors such as assessment efficacy that shape instructional strategies. Through a mixed-methods approach, the researchers collect and analyze data to provide a comprehensive understanding of assessment practices in educational settings.

The chapter outlines the research methodology, including the instruments used for data collection. Quantitative and qualitative analyses are applied to interpret the findings, supported by visual aids such as charts and tables for clarity. The discussion synthesizes the main results, offering insights into prevailing assessment trends while acknowledging the study's limitations. Finally, the chapter concludes with actionable recommendations to enhance assessment practices, aiming to bridge the gap between formative and summative evaluation for improved learning outcomes

2.2. Research Objectives

This research aims to validate the hypotheses mentioned and to answer the research questions posed in the process of data collection. Also, it aims to raise awareness about the necessity of giving greater importance to formative assessment in EFL teaching, with the aim of improving educational outcomes. It is essential to urge decision-makers to adapt their policies and to provide better classroom conditions in order to overcome existing challenges. This would give teachers the opportunity to a real-world language use and to implement formative assessment more effectively, alongside summative assessment, ensuring that students are evaluated equitably in all skills, including communicative ones. So, this research aims to identify best assessment practices for better learning outcomes.

2.3. Research Methodology

This research was conducted at Ahmed Bey Secondary School. Oudjlida. Tlemcen. The study included 52 first year students: some enrolled in the literary

stream and others in the scientific stream in addition to 23 teachers from different secondary schools in Tlemcen. This study is an exploratory case study, it gathered data using two methods, two questionnaires and observation. The students' questionnaire was directed to the respondents' responses in the form of written data. It comprised ten items in four sections including close-ended, multiple choice questions. The first section of the questionnaire represented the students' background information (age and stream).

The second section looked at the impact of summative assessments on their learning. The third section was concerned with formative assessments. The last one collected information about students' assessments preferences. As far as the teachers' questionnaire, it contained 18 items in four sections. The first section represented general information. The second section dealt with assessment practices. The third one investigated in reasons for prioritizing summative assessments. The fourth one addressed the barriers to formative assessments. The fifth one tackled the perceptions of written final exams and the last one compared assessment methods including written and oral exams, as well as some suggestions to balance formative and summative assessments to improve student learning. Moreover, the observation in this study was carried out to determine the various criteria that the teacher should take into consideration when assessing students to ensure effective formative assessment in the classroom.

2.4. The Sample Population

Sampling is a critical step in research, ensuring comprehensive data collection from diverse participants to support robust and generalizable findings. This study employs a purposive sampling approach, targeting first-year secondary students from Ahmed BEY School, as well as teachers from various secondary schools in Tlemcen. A total of 52 students representing both scientific and literary streams participated by completing the questionnaire. Additionally, 23 teachers from different schools were included to provide further insights into assessment practices.

The selection of participants was designed to capture a range of perspectives, balancing student experiences across academic disciplines with the professional expertise of educators. By incorporating responses from both groups, the study aims to identify patterns and discrepancies in assessment preferences, enriching the analysis with multiple viewpoints. This methodological approach strengthens the validity of the findings while addressing the research objectives effectively.

2.5. Research Instruments

A research instrument is a tool used to collect, measure, and analyze data related to the research subject. This study employs two main instruments: classroom observations and questionnaires for both students and teachers.

2.5.1. Classroom Observation

Observation is the conscious, detailed examination and systematic description of events, behaviours, and artifacts (Marshall & Rossman, 1989, p.79; Cowie, 2009). Baker (2006) views observation as a complex research method because it requires several roles and strategies during data collection. Classroom observation is conducted when learning takes place; it aims to look at different aspects related to teaching and learning, including learning strategies, interaction between the teacher and students, and classroom management.

Observation comes in two forms, participant observation or non-participant observation. According to Kumar (2022), in participant observation, the observer participates as a member with the group being observed, studied, and interpreted in every activity. In non-participant observation, the observer collects data at a distance without any participation.

In this study, researchers has conducted observations as a participant observers.

2.5.2. The Questionnaire

The questionnaire is among the rapid means for data collection. Brown (2001 cited in Dornyei 2003, p.6) defines questionnaires as “any written instrument that presents respondents with a series of questions or statements to which they are to

react either by writing out their answers or selecting them among existing answers”. The questionnaire is mainly effective because it allows respondents to report data about themselves, such as their opinions, strategies, difficulties, motivation, and so on. It is a popular means of data gathering in educational contexts in general and ELT research in particular (Nunan, 1992).

2.5.2.1 Students’ Questionnaire

Researchers conducted a questionnaire where both multiple choice questions and open-ended questions were combined. This questionnaire is initiated with an introduction that includes the study objective, it includes ten (10) questions for the objective of checking the students’ attitudes towards formative and summative assessments, the questions were presented to the informants in an easy-to-understand format with an Arabic translation, in order to increase their motivation to answer honestly.

2.5.2.2 Teachers’ Questionnaire

The questionnaire is in two forms open ended and multiple choice questions. This questionnaire is initiated with an introduction that includes the study objectives, It includes eighteen (18) questions to investigate reasons behind the emphasis placed on summative assessments over formative assessments by teachers when designing their instructional strategies and methods as well as final written exams whether they are the most effective way to measure both students’ achievements and the effectiveness of teaching strategies in the context of learning or teaching English as a foreign language.

2.6. Data Analysis

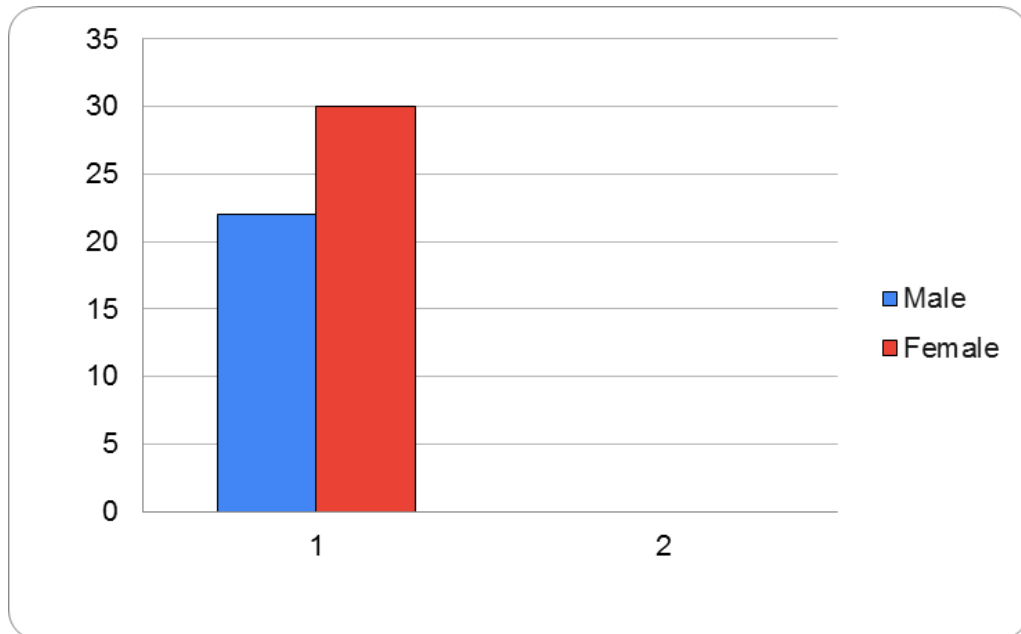
According to Patton (1990), data analysis is the process of examining, cleaning, transforming and modeling data in order to find important insight, to make conclusions, and help with decision-making.

In this research, the data analysed through two approaches: quantitative data and qualitative descriptions. This includes reviewing classroom observation and students’ and teachers’ questionnaire.

2.6.1. Students' Questionnaire Analysis

Item1. What is your gender?

This item aims to provide insight about the number of females and males who participated in this research.

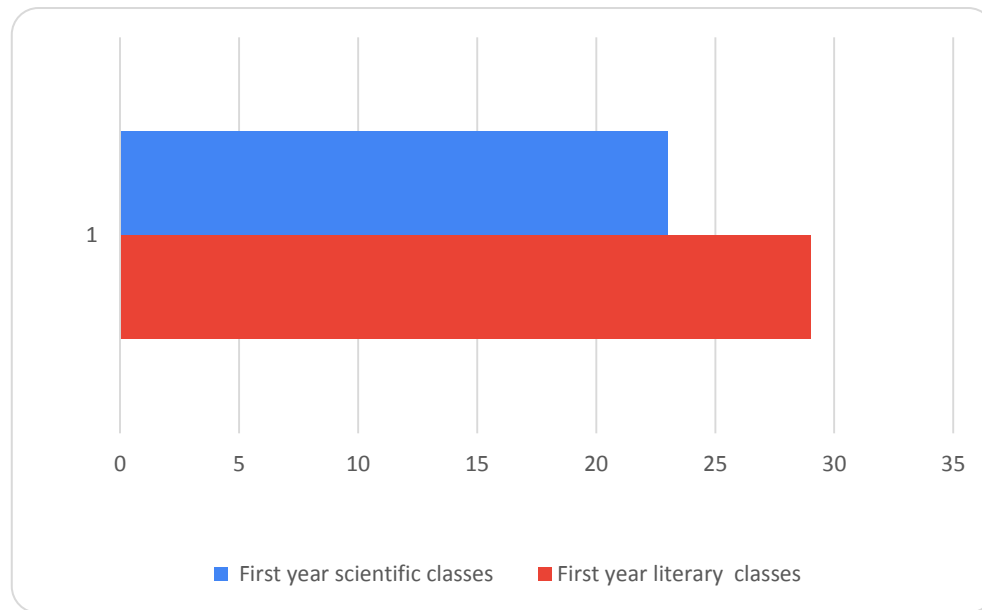


Graph 2.1: *Students' Gender*

Graph 1 above shows that 30 of respondents are female, and only 22 are male students.

Item2. What is your field of study?

This item aims to have an idea about the students' classes.

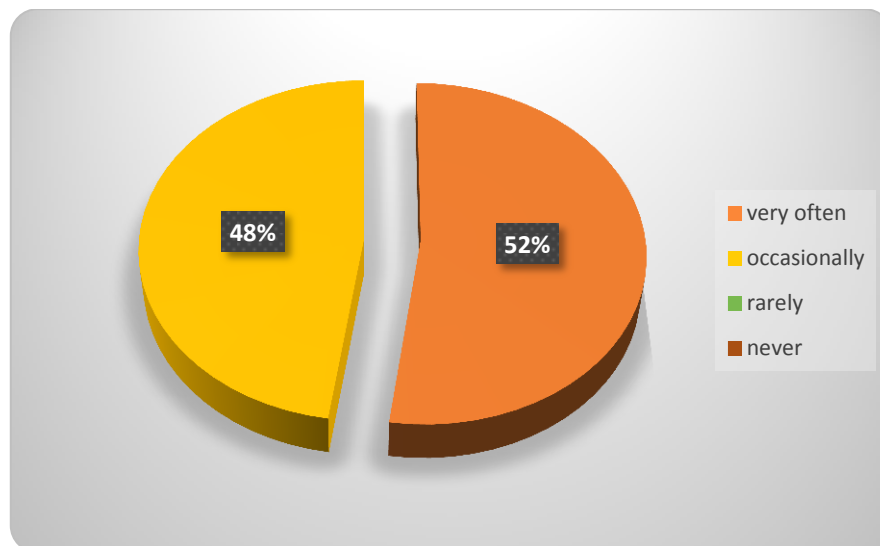


Graph 2.2: *Participants' Streams*

The result show that the majority of students (29) study in first year literary classes, and (23) of them are in first-year Scientific classes.

Item 3: How often do you take summative assessments?

This item aims to determine how frequently students take summative assessments.

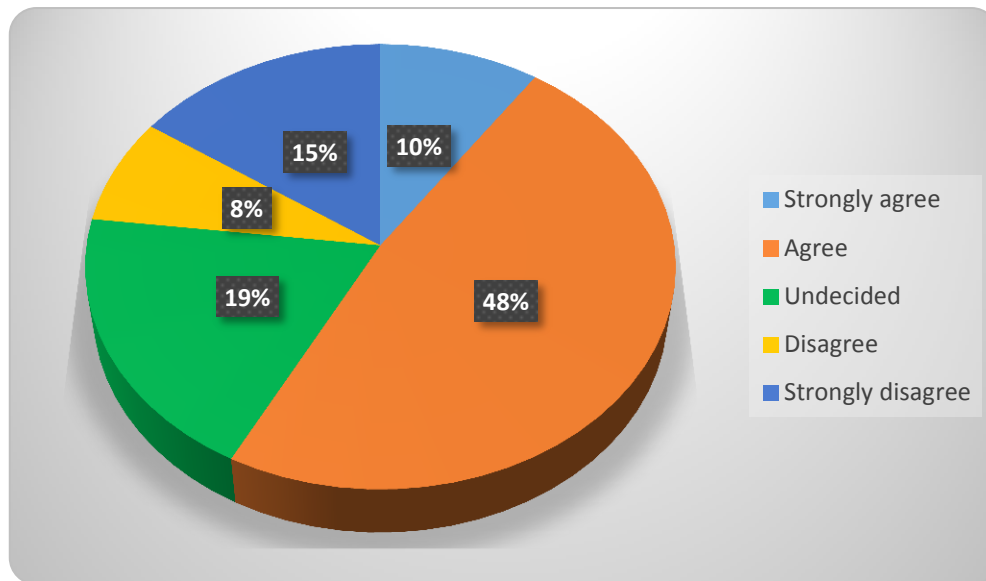


Pie Chart 2.1: *Frequency of Summative Assessments*

As it is observed from the findings, more than half of the students (52%) take summative assessments very often and (48%) take it occasionally.

Item 4: Summative assessments (final exams) accurately reflect my learning?

This item investigates if summative assessments reflect students learning.

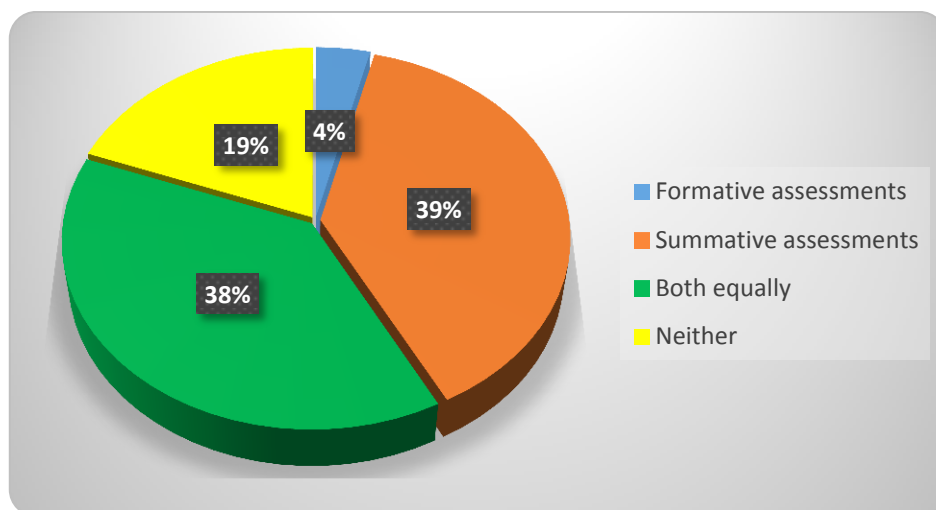


Pie Chart 2.2: *Summative Assessment and Students Learning*

The results show that nearly half of respondents (48%) said 'agree' that summative assessments accurately reflect their learning and (19)% of them felt undecided, however (15%) of them selected 'strongly disagree' and about (10%) said 'strongly agree'. Only 8% of them chose 'disagree'.

Item 5: Which of the following assessment tools causes you more stress?

This item aims to determine which type of assessment tool causes students more stress.



Pie Chart 2.3: *Assessment Tools and Students' Stress*

As it is shown in graph 5 (39%) of students see that the primary cause of stress is summative assessments, nearly the same percentage (38%) was selected by respondents who see that both summative and formative assessments are stressful. However (19%) of them claim that none of these assessment cause stress for them, and only (4%) consider formative assessment stressful.

Item 6: Summative assessment motivates me to study harder.

This Item aims to find out if summative assessment motivates students to study harder.

Table.2.1:Summative Assessment and Motivation

SUGGESTION	A.F	R.F
Strongly agree	14	26,9%
Agree	25	48,1%
Undecided	8	15,4%
Disagree	05	9,6%
Strongly disagree	00	00%
TOTAL NUMBER	52	100%

The result reflects that approximately half of the students (48,1%) agree that summative assessment motivates them to study harder, and (26,9%) strongly agree with that, while (15,4%) feel undecided and (9,6%) disagree.

Item 7: How often do your teachers use formative assessment?

This item aims to determine how often students take formative assessments.

Table 2.2: Frequency of Formative Assessments

SUGGESTION	A. F	R. F
Very often	18	35%
Sometimes	34	65%
Rarely	00	00%
Never	00	00%
TOTAL NUMBER	52	100%

As it is observed from the findings, more than half of the students (65%) take formative assessments sometimes, while (35%) take them very often.

Item 8: Do formative assessments help you improve?

This item aims to know if formative assessments help students improve.

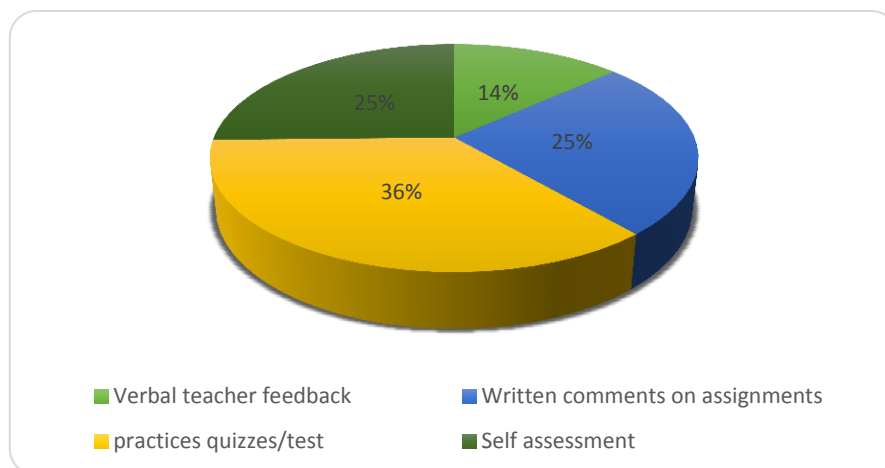
Table 2.3: The Role of Formative Assessments in Students' Improvement

SUGGESTION	A.F	R.F
Strongly agree	11	21,2%
Agree	33	64,5%
Undecided	8	15,4%
Disagree	00	00%
Strongly disagree	00	00%
TOTAL NUMBER	52	100%

As can be drawn from the above table, the majority of students (64%) said that formative assessments help them to improve, and (21,2%) strongly agree with that . (15.4%) feel undecided.

Item 9: What type of formative assessment helps you the most?

This question aims to find the most effective formative assessment type that helps students.

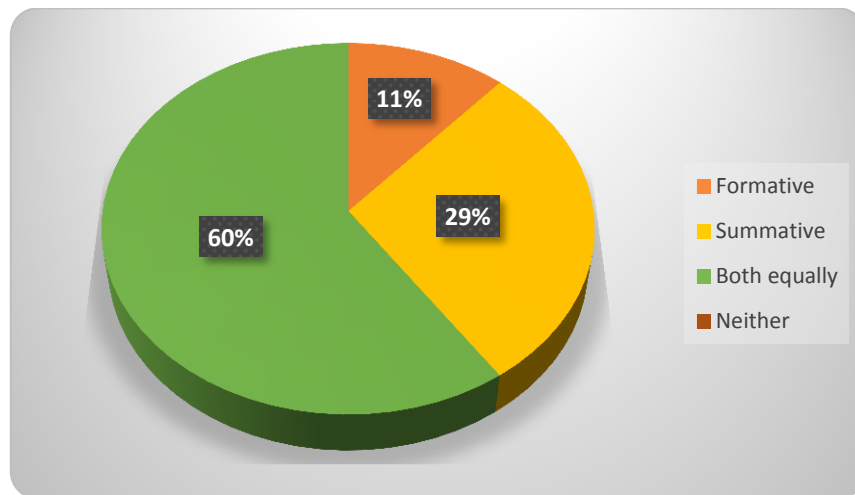


Pie Chart 2.4: Effectiveness of Different Formative Assessments on Student Learning

The findings show that the most effective type of formative assessments for students is tests and quizzes (36%), followed by written comments on assignments and self-assessment (both at 25%). Only (14%) of respondents prefer Verbal teacher feedback .

Item 10: Which type of assessment do you prefer?

This question aims to uncover the assessment type that students favour.



Pie Chart 2.5: *Favorite Types of Assessments*

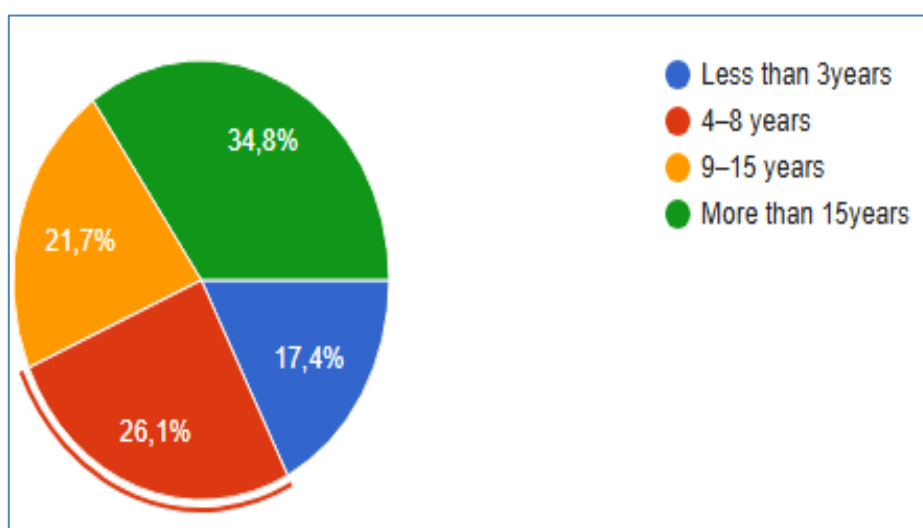
The findings show that the majority of respondents (60%) prefer both summative and formative assessments equally. (29%) prefer summative assessments, while (11%) prefer formative assessments.

2.6.2. Analysis of the Teachers' Questionnaire

This questionnaire seeks to collect data about the emphasis placed on summative assessments over formative assessments by teachers when designing their instructional strategies and methods as well as final written exams whether they are the most effective way to measure both students' achievements and the effectiveness of teaching strategies in the context of learning or teaching English as a foreign language.

Item1. How many years of experience do you have in teaching EFL?

This item aims to know about the teachers' period of experience in the field of teaching.



Pie Chart 2.6: *Teachers' Years of Experience*

The result of the chart (1) shows that the majority of respondents have more than 15 years of experience, (34.8%), while the smallest group (17,4%) has less than 3 years of experience. The other two categories fall in between.

Item2. How often do you use formative assessments in your teaching?

This item aims to know about how often the teachers' use of formative assessments.

Table 2.4: *Frequency of Formative Assessments use during the Process of Teaching*

SUGGESTION	A.F	R.F
Very frequently (in most lessons)	12	52,2%
Occasionally (once a week)	10	43,5%
Rarely (once a month or less)	00	00%
Never	01	4.3%
TOTAL NUMBER	23	100%

As it is observed from the findings, more than half of the informants use formative assessments very frequently in their lessons (52.2%). But there are also a great number of teachers (10) who use them occasionally.

Item3. How often do you use summative assessments?

This item aims to know about how often summative assessments are used.

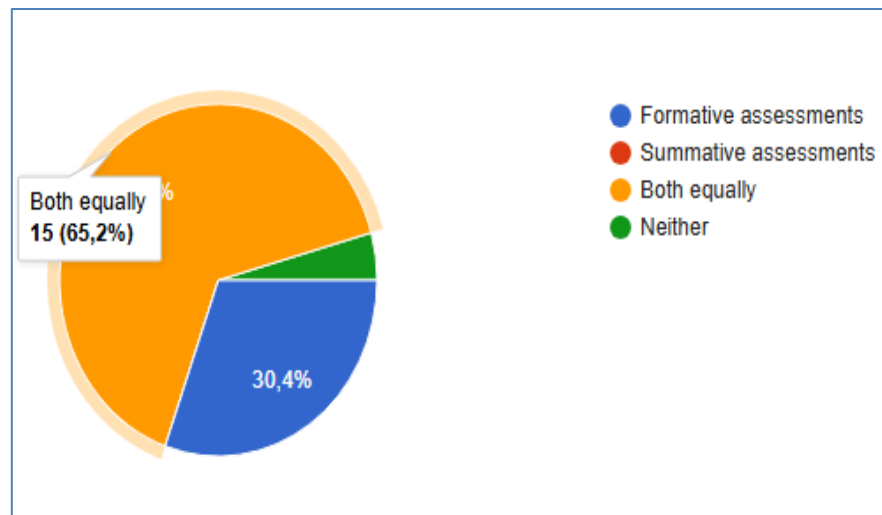
Table 2.5: *Frequency of summative Assessment use after the Process of Teaching*

SUGGESTION	A.F	R.F
At the end of the term	07	30,4%
At the end of the unit	12	52,2%
According to the official timetable of the administration	04	17,4%
TOTAL NUMBER	23	100%

As can be drawn from the above table, the majority of teachers use summative assessments at the end of the unit (52.2%). (30.4%) use them at the end of the term, and only (17,4%) follow the official timetable of the administration or the ministry when dealing with exams and tests.

Item4. Which type of assessment do you believe has a greater influence on your instructional planning?

This item aims to compare the impact of summative to formative assessments on the teachers' instructional planning.

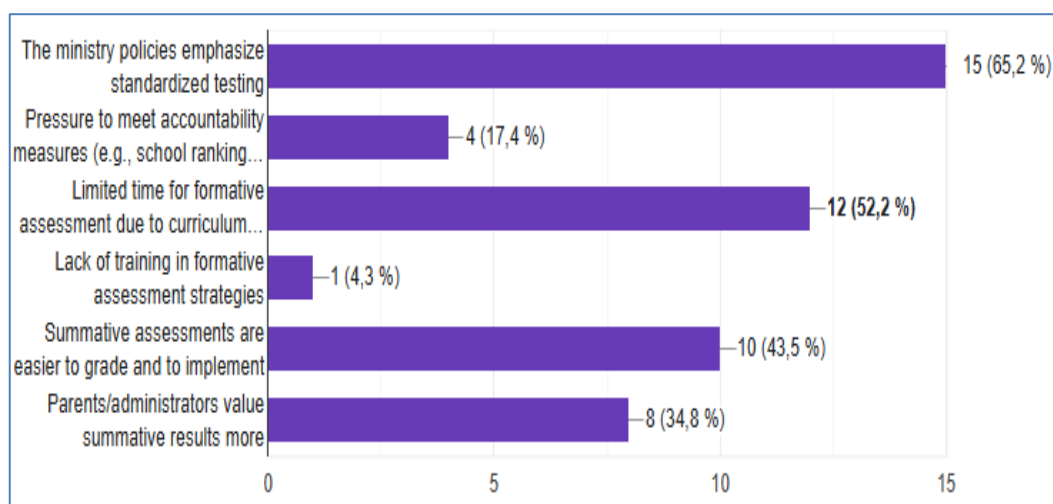


Pie Chart 2.7: *Percentages of the Influence of Summative and Formative Assessments on Instructional Planning*

Depending on the data above, it is shown that most teachers believe that both summative and formative assessments have a great effect on their instructional planning (65,2%) and only (30,4) consider that formative assessment are more effective.

Item5. What factors/ reasons let you focus on summative assessments?

This item seeks realize the real reasons behind the focus by teachers on summative assessments.



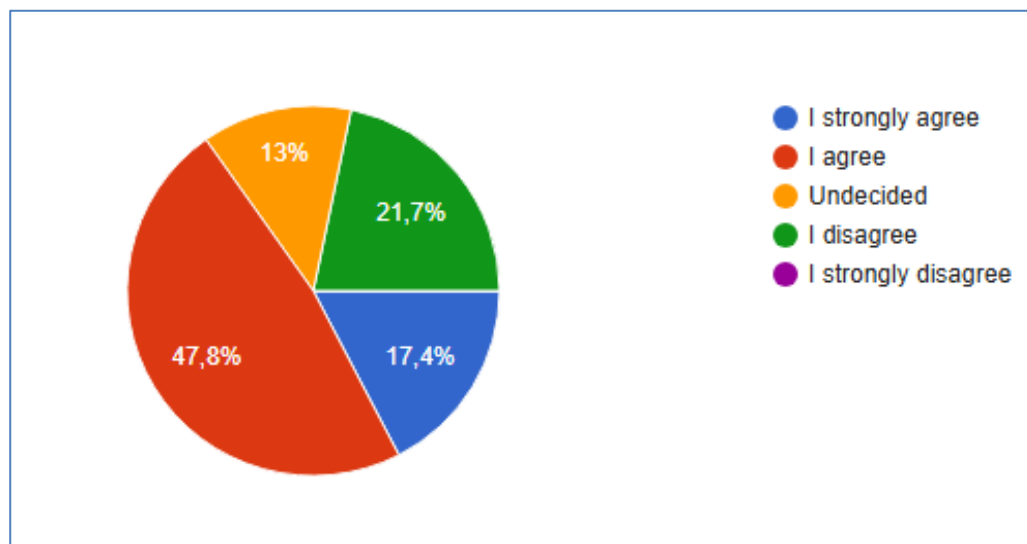
Graph 2.3: *Reasons behind the use of Summative Assessment*

According to the findings illustrated in one of the above graphs, most teachers focus on summative assessment due to ministry policies that emphasize

standardized testing (62.2%). The second important reason for this focus is the limited time allotted to formative assessment due to curriculum demands (52.2%). Ten teachers out of 23 state that their focus is on summative assessments because they are easier to grade and implement, while eight emphasize that summative assessments are valued by parents, the administration, and the ministry. Only (17,4%) do their focus since they confront pressure to meet accountability measures and (4,3%) complain about the lack of training in formative assessment strategies.

Item6. Is formative assessment undervalued in your school compared to summative assessment?

This item investigates teachers' opinions about the value of formative assessment compared to summative assessment.

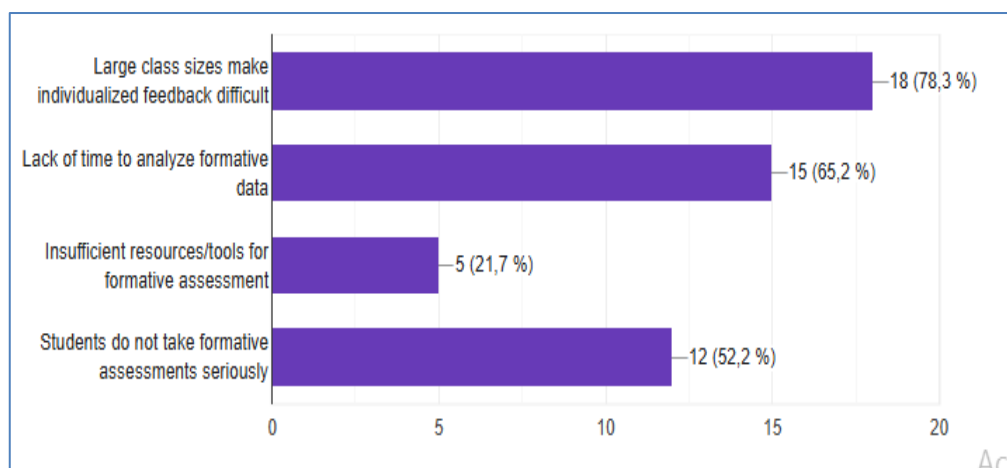


Pie Chart 2.8: *Percentages of Teachers' Opinions about the Value of Formative Compared to Summative Assessments*

The above chart indicates that approximately half of the informants think that formative assessment is given less importance than the summative one, and (17.4%) strongly agree, whereas (21.7%) disagree. Only (13%) feel undecided.

Item7. What challenges do you face in implementing formative assessments effectively?

This item aims to know about the challenges teachers face in implementing formative assessment effectively.

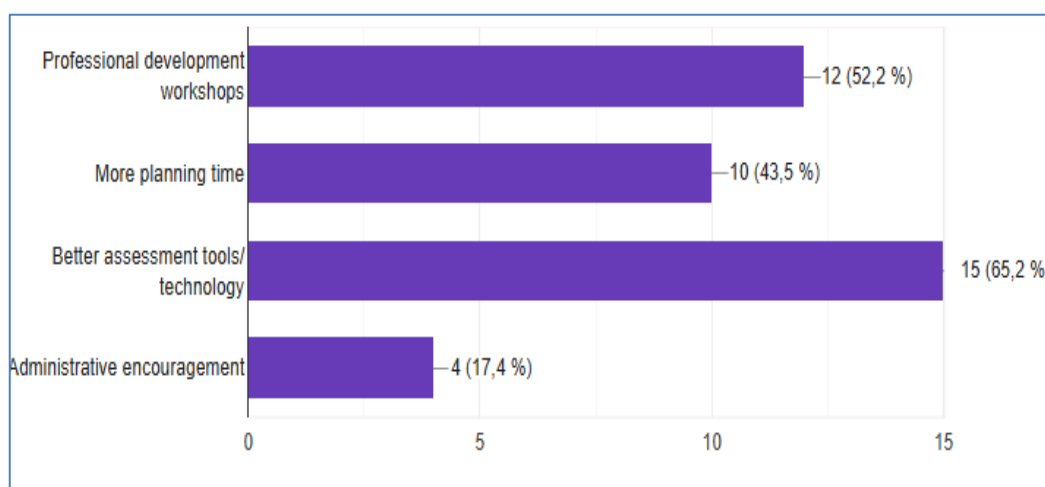


Graph 2.4: *Challenges Faced in Implementing Formative Assessments*

Graph (2) refers to the main difficulties teachers find to effectively implement formative assessment. According to the result, 18 teachers out of 23 reckon that the most prominent challenge is the large class size (78,3%) and 15 out of 23 confirm that lack of time to analyze formative assessment hinders their job (65,2%) while (52,2%) of the participants decide that students are not serious when dealing with formative assessment. (21.7%) only complain about insufficient tools and resources.

Item8. Would you use formative assessments more if you had additional support? If so, what kind?

This item aims to know about the teachers' readiness for further use of formative assessments and the types of support they need.

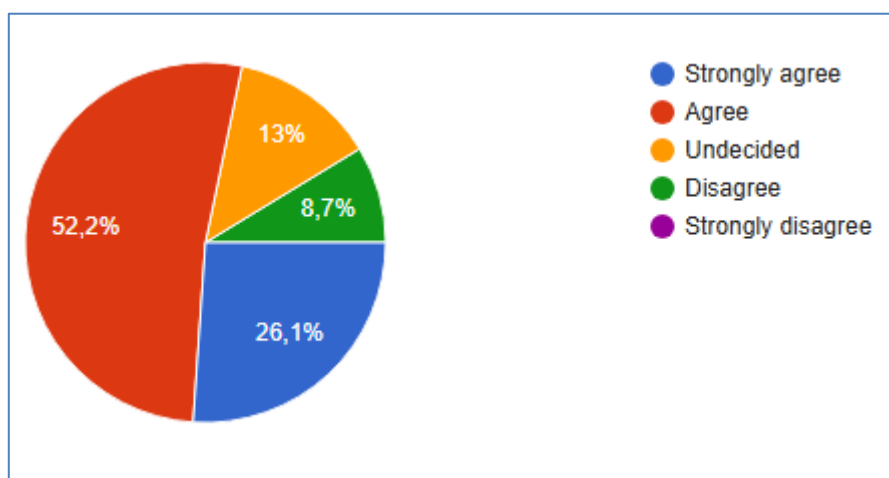


Graph 2.5: *Percentages and Numbers about the Types of Support to Use Formative Assessments More.*

As observed in the graph above, all teachers show their readiness to use formative assessments more if additional support is accessible, but the question is about the types of support needed for the lesson. Fifteen teachers out of 23 prove that better assessment tools and technology is the best support (65.2%) while twelve of them believe that more professional development workshops are needed. (43.5%) think that more planning time is required and (17.4%) only demand administrative encouragement.

Item9. Are written final exams effective tools in measuring EFL students' true language proficiency?

This item aims to seek the effectiveness of written final exams in gauging EFL proficiency.

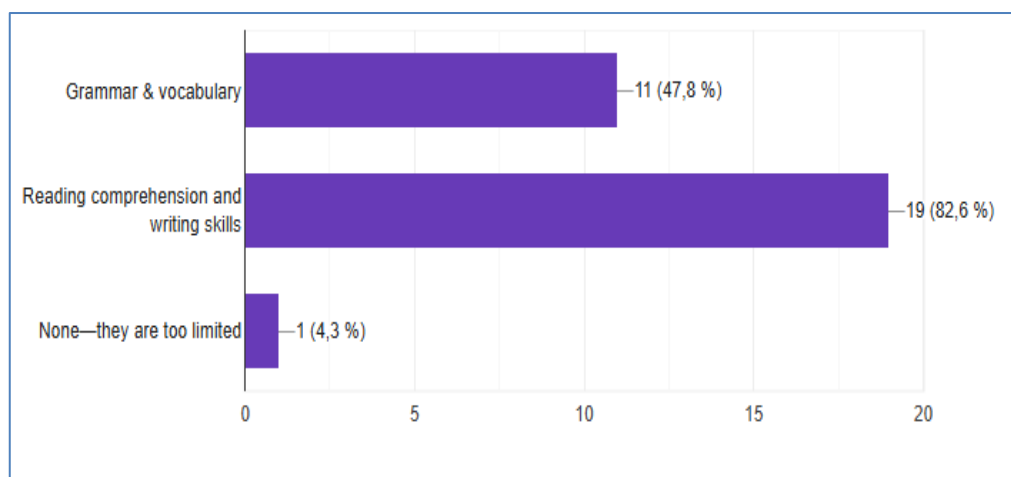


Pie Chart 2.9: *Percentages of the Effectiveness of Written Final Exams*

The findings as illustrated in the above chart, find out that more than half of our informants believe in the effectiveness of written final exams and tests as a good tool to measure EFL skilfulness (52,2%) and(26,1%) strongly agree with this idea , whereas (8,7%) of teachers disagree.(13%) are undecided.

Item 10. What skills do written final exams assess best?

This item aims to know about the targeted skills in the written final exams.

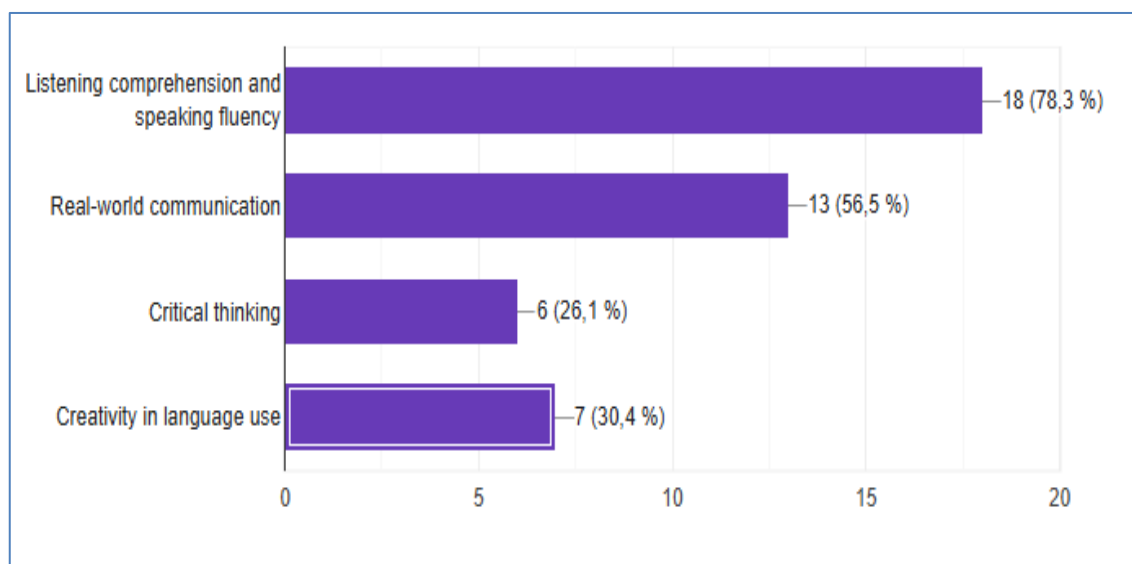


Graph 2.6: *Percentages and Numbers of the Assessed Skills in Written Final Exams*

According to **Graph (4)**, The results indicated that written final exams and tests give too much importance to reading comprehension and writing skills (82,6%) and (47,8) assume that linguistic skills are assessed while only one teacher considers that all the above skills are limited.

Item11. What skills do written exams fail to assess adequately in EFL?

This item aims to know about the skills that written final exams fail to assess.

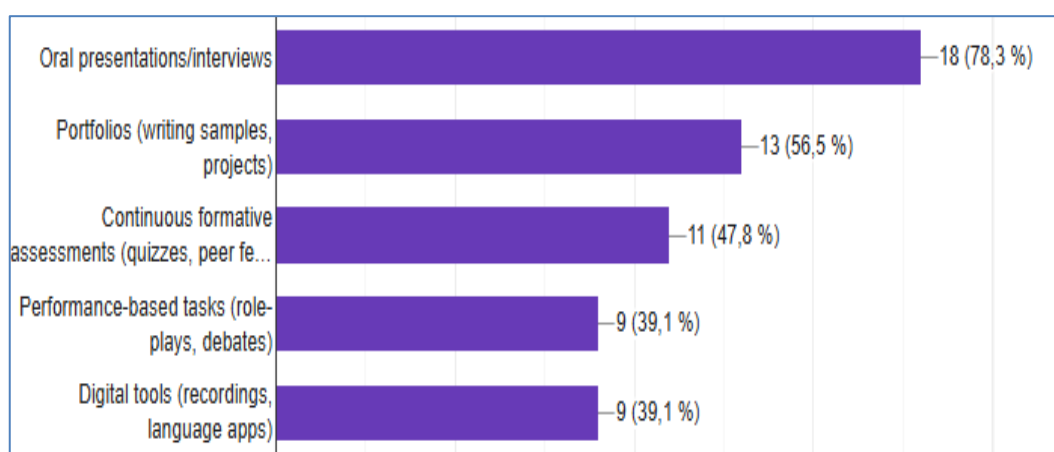


Graph 2.7: *Percentages and Numbers of the Limited Skills in Written Final Exams*

As can be drawn from the above graph, the great majority considers that there a deep gap in assessing the listening and speaking skills in written final exams (78,3%) and 13 teachers out of 23 confirm that real-world communication is not targeted while (30,4%) reckon that there is no success in testing creativity in language use and lastly (26,1%) of teachers believe that there is a failure in testing critical thinking.

Item12. Besides written exams, what other assessment methods should be used to evaluate EFL students?

This item aims to know about other ways of evaluating EFL students.



Graph 2.8: Percentages and Numbers of Additional Assessment Methods of EFL

The results indicate that there are several other methods to evaluate EFL students. The most preferable method among teachers is oral presentations (78.3%), while 13 out of 23 informants prefer using portfolios such as writing samples and projects. (47.8%) prefer ongoing formative assessments which consist of quizzes and peer feedback. The last two assessment methods - performance-based tasks (role-plays, debates) and digital tools (recordings, language apps) - were agreed upon by nearly half of the participants (39.1%).

Item13. Do you think a combination of assessments (not just final exams) would better measure EFL progress?

This item aims to know about the teachers views about whether a combination of assessments could better measure EFL progress.

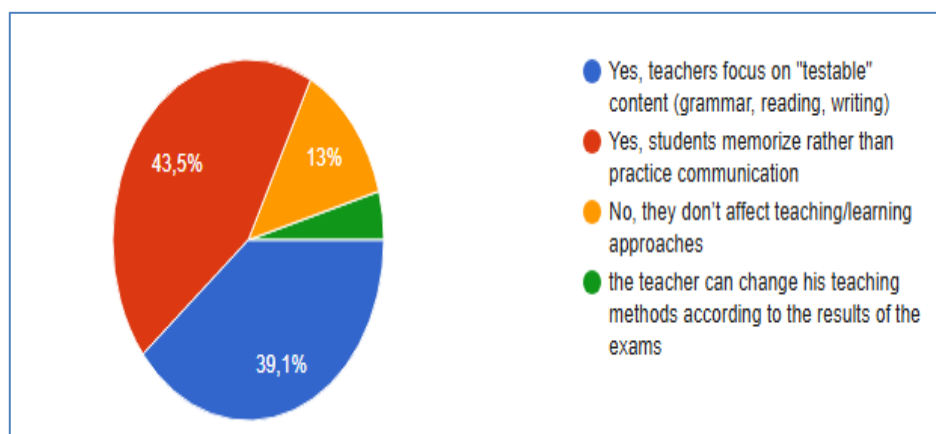
Table 2.6: *A Combination of Assessments could Better Measure EFL Progress.*

SUGGESTION	A.F	R.F
Strongly agree	11	47,8%
Agree	12	52,2%
Undecided	00	00%
Disagree	00	00%
Strongly disagree	00	00%
TOTAL NUMBER	23	100%

The result of the above table reflects that there is a strong belief in the effectiveness of combining various assessments for the EFL improvement; (52,2%) strongly agree and (47,8%) Agree with the idea.

Item14. Do written final exams influence how you teach EFL? If so, how?

This item aims to seek the influence of written final exams on the manners of teaching/learning EFL.



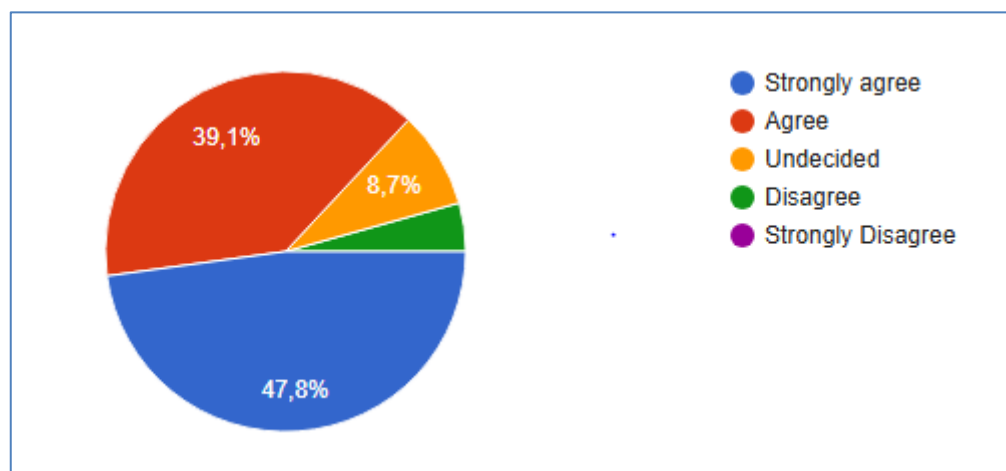
Pie Chart 2.10: *The Influence of Written Final Exams on Teaching/learning EFL Manners*

The findings show that most teachers think that there is a strong influence of written final exams on the manner of teaching EFL, but the question is how? The majority respond by stating that students memorize rather than practice

communication (43,5%) and (39,1%) inform us that teachers focus on testable content including grammar, reading and writing, whereas (13%) only disagree with the idea and don't see any influence.

Item15. Do EFL Teachers often feel pressured to prioritize exam preparation over real-world language use?

This item aims to know the teacher's opinions about the primacy of exam preparation over real-world language use.

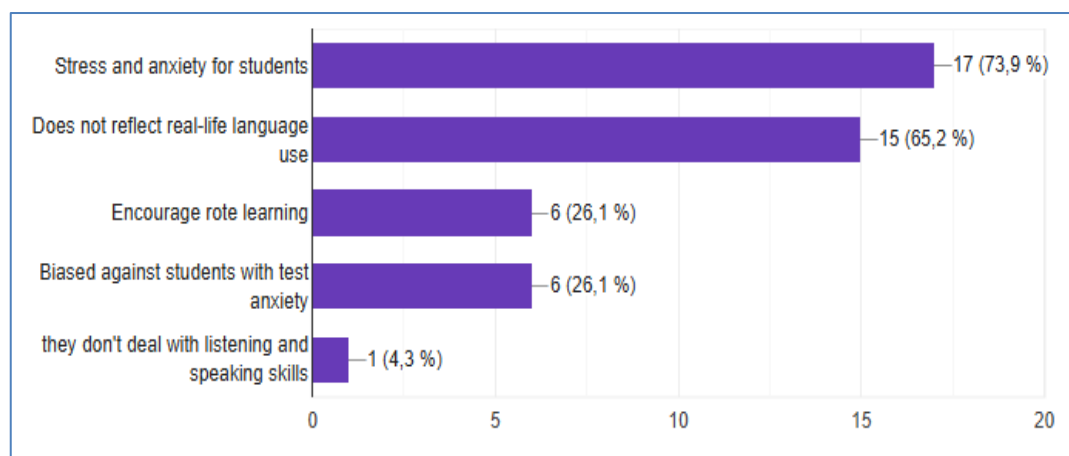


Pie Chart 2.11: *Teachers' Opinions about the Primacy of Item15*

The results show that most teachers feel pressure when prioritizing exam preparation over real-world communication. As observed in the above chart, approximately half of the informants strongly agree (47,8%) and (39,1%) show their agreement, while (8,7%) of teachers feel undecided.

Item16. What are the biggest limitations of written final exams in EFL?

This item aims to know about the most crucial limitations of written final exams in EFL.

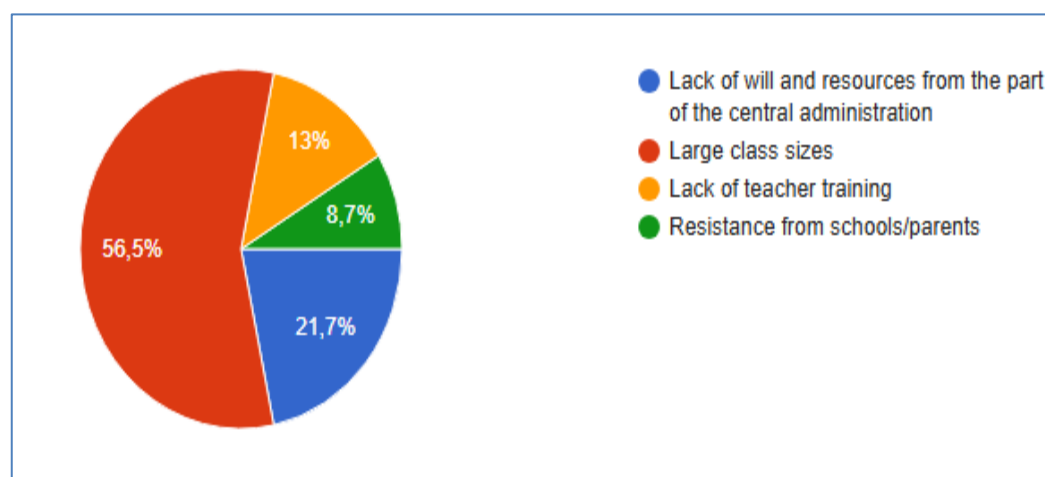


Graph 2.9: *Written Final Exams Limitations*

According to the result illustrated in graph (7), the great majority of teachers think that stress and anxiety limit students achievements in final written exams (73,9%) and 15 teachers out of 23 (65,2%) say that these tests and exams don't reflect real-life language use while (26,1%) assume that they encourage rote learning. (4,3%) only reckon that the biggest limitation is that the written exams don't address listening and speaking skills.

Item17. What obstacles hinder the implementation of alternative assessments?

This item aims to know about the obstacles facing the implementation of alternative assessments such as portfolios and oral tests.



Pie Chart 2.12: *Obstacles Facing the Implementation of Alternative Assessments*

The findings of this question show that more than half of the informants refer to crowdedness as the main difficulty to alternative tests implementation (56,5%) and (21%) of them refer to a lack of will from the part of the central administration while (13%) state that lack of teacher training is an essential obstacle teachers confront. Only (8.7%) see that there is a resistance from the part of parents.

Item18. In your opinion, how could schools better balance formative and summative assessment to improve students' learning? And how could schools better assess EFL students' progress?

This question aims to find out the most effective ways to better balance formative and summative assessments for improvement and progress in learning EFL. Here are some teachers' suggestions:

- The number of pupils in the class should be reduced.
- Special training on how to perform formative and summative assessment should be better provided.
- By using modern strategies that enhance daily activities such as role-play, theatre, interviews and oral presentations.
- By making both kinds of assessments necessary, obligatory and officially in practice.
- By organising sessions where learners have the opportunity to express themselves and feel free to use the language they acquired in dealing with any topic in their real life situations.
- According to me if the schools organise sessions, where learners practise the language, express themselves and deal with different subjects, this would help them improve themselves and face their fears towards the foreign language.
- We need an environment where the BAC exam is not seen as the final boss in students' eyes; an environment where students are prepared from the beginning to see languages as more than just a subject for occasional grading, but as a tool for communication, growth, and lifelong learning.

- I think that schools had better provide all materials and facilities for both teachers and learners in order to improve teaching and learning.
- Providing technology tools varying tasks and making them enjoyable for students.
- A quiz for each lesson working on the speaking skills and teaching students real life English use.
- In my opinion I think that schools should better assess learners at the end of each sequence not just at the end of trimesters to improve their learning.
- Formative assessment is crucial part in language teaching but it needs more support from school to achieve better result in summative assessment as providing new technologies like interactive boards and through using smart apps and AI tools.
- Reducing units' numbers and content may be to create similar programs like the ones in British Council.
- Communication is the only solution
- Time table should be revised as well as the curriculum in order to give the learners the opportunity to improve their writing and speaking forms
- Providing scaffold tasks: offer linguistic support (sentence starters, word banks, visual aids) during assessment to help learners show what they know without being unfairly penalized for language limitations.

2.6.2. Questionnaires' Data Interpretation

The analysis of teachers' questionnaire showed that most teachers use formative assessments very frequently, showing strong integration into teaching practice. This reflects a positive attitude toward formative assessment. That is what we noticed through the data gathered from participants who were mostly females and worked as teachers for long years of experience. This indicates a well-experienced teaching population that actively uses formative assessments in its teaching. The combination of experience and assessment use likely contributes to more effective teaching and better learning outcomes.

The data showed that 52.2% of teachers use summative assessments at the end of each unit, making this the most common practice. This suggests that most teachers prefer to assess students' learning immediately after completing each unit rather than waiting until the end of the term or following external schedules.

Teachers tend to integrate summative assessments regularly (mostly unit-based) instead of reserving them solely for term-end or administrative mandates. Furthermore, the data indicate that while most teachers' value a balanced approach using both types of assessments, a significant number lean more toward formative strategies. Regarding challenges that lead teachers to "teach to the test," the most cited barriers are ministry policies emphasizing standardized testing over formative practices, making summative assessments more common and convenient. Systemic and practical constraints also push teachers toward summative assessments, even if they recognize the value of formative ones. These findings demonstrate that the gap lies not in prioritizing summative assessments over formative ones, but in the practical difficulties teachers face when implementing formative assessments, contrasted with the institutional support devoted to summative assessment. Consequently, most teachers believe there is a clear need for greater support (e.g. flexible policies, curriculum adjustments, and training) to enhance formative assessment practices. The outcomes of this questionnaire section validate the potential mentioned in Hypothesis One above.

Regarding written final exams, the data show that testable skills (reading, writing, and grammar)-which prioritize memorization over communicative practice-dominate as the focus for student improvement. Meanwhile, a large percentage of participants identify a major limitation: written exams fail to assess speaking and listening skills, which are essential in learning English. Others note that these exams cause significant stress and do not reflect students' true language competence. This suggests unanimous agreement that traditional assessments cannot measure holistic language proficiency. Although widely used, written final exams may not provide comprehensive or accurate evaluations of English learners' abilities, particularly in oral communication and practical language use.

These results are clearly reflected in the student questionnaire analysis, which revealed that students take summative assessments very often (52%) but formative assessments only sometimes. Data collected from arbitrarily selected first year high school students confirm this pattern. These students believe final exams are fair and accurate measures of learning, indicating moderate confidence in summative assessments. They also report that such assessments motivate them to study harder, though they cause the most stress. Yet many consider *both* formative and summative assessments stressful, suggesting test anxiety is not limited to high-stakes exams. On the other hand, students agree that formative assessments help them improve, with practice quizzes and tests perceived as the most helpful type (36%).

In summary, most students prefer both assessment types, but when forced to choose, nearly three times more respondents favour summative over formative assessments. Consequently, the outcomes of the student questionnaire and the latter part of the teachers' questionnaire validate the evidence proposed in Hypothesis two.

2.6.3. Classroom Observation

Various techniques for observing classrooms provide effective means to evaluate teacher performance and improve teaching strategies. The technique used in this case is the checklist through what we assessed specific aspects like the learning objectives, formative assessment strategies and methods, classroom and time management. Utilizing this technique during classroom observations is crucial for comprehensive insights into teacher performance and its impact on student learning.

Using classroom observation which lasted 5 sessions, we obtained results from using a rating scale and note taking. The classroom observation was to observe the teachers behaviour when assessing students to ensure effective formative assessment in the classroom. The sessions we selected to attend addressed various types of the learning competencies, skills and objectives; grammar, listening and speaking, reading and writing, in first year secondary classes.

The indicators above confirmed that the classroom observations across five sessions revealed several recurring issues that hindered the effective implementation of formative assessment and learner-centered teaching. Although learning objectives were generally met, a critical symptom was that they were not clearly communicated to learners, which led to confusion and lack of direction, especially in lessons like writing. Moreover, we strongly observed that most lessons were teacher-centered and some teachers were explaining everything. The learners were passive, interaction was limited and not varied and there was a focus on the teacher's knowledge rather than students' ability and there was a lack of the learning styles alignment. We also strongly observed that all teachers did most of the talking and encourage teacher-learner interaction. Though some other teachers succeeded in giving constructive feedback, engaging their learners and fostering their autonomy, they were struggling with time management and crowdedness.

In the grammar lessons, both teachers gave clear instructions and involved the learners in activities however they did not contextualize the point of grammar and they lacked pre-requisites on which they should have built on with a remarkable

use of deductive approach which is true to use but still does not foster deep thinking and does not lead to more effective long term learning. The symptom to observe in grammar was that both teachers did not follow the PPP stages, they just explained the grammar point directly, deduced the rules by themselves and asked the learners to do direct activities individually and then corrected collectively in class.

In the listening phase, we noticed clear objectives and clear instructions from the part of the teacher with fruitful discussions about the topic as she started with brainstorming to set an outline for the lesson, and then tried to diagnose her learners' knowledge through observation. The teacher was sensitive to the learners' needs of her diverse range of students and she created a stable environment where they were encouraged to work productively. However, most students did not produce the assigned final task (post- listening phase) as time was over.

In the reading phase, we noticed the students were able to at the end to respond positively to the text, to enrich their vocabulary and to answer the comprehension questions. The teacher used brainstorming to organize ideas, create an outline and start discussion but she corrected at this stage and missed the strategy of reading to check. While she gave clear instructions to do the tasks, turned around while doing, making observations and giving timely and specific feedback and set time limits for every task, the steps were not organized correctly: to check, to answer and to discuss their answers.

The most challenging lesson was writing where students seemed to be confused, as they did not recognize the learning objective of the lesson. The teacher revised the "if" and "when" points but did not ask her pupils to explore them in the writing phase, she explained what learners were expected to do and pupils seemed to be not engaged and demotivated since spoon-feeding does not enhance interaction, discussion and critical thinking.

Overall, the primary signs observed point to an urgent need for teacher training, as the lack of professional development is clearly evident in practice. The checklist outcomes which seem to boost our hypothesis one above, reveal also the other challenges that deprive both teachers and learners to better implement

formative assessment such as large class sizes and the lack of will from the part of the central administration to adapt the curriculum. Thus, the outcomes of the classroom observation validate the evidence proposed in Hypothesis one.

2.7. Suggestions and Pedagogical Recommendations

Communicative skills (listening and speaking) are as important in language learning as other skills. This means that the final exam does not focus on practical language use. Moreover, students may feel stressed and upset in final exams, which may not reflect the true ability and understanding of students. Besides, there is a shortcoming on the part of decision-makers in improving the educational environment for both teachers and students, in terms of overcrowding, poor curricula with the gap between them and learners' real life, long school hours and lack of teacher training. This indicates that there is an urgent need for an educational system reform.

If we help teachers overcome the difficulties mentioned in implementing formative assessment effectively, they may succeed to improve both the practical language use and high grades in final exams. Consequently, we suggest some recommendations theoretically and practically that can help them to achieve their goals as follows:

- Researchers and educators are advised to send reports and petitions to the decision-makers- as a mechanism to convey their voice- calling for a real reform of the educational system including:
 - ✓ Giving more importance and more funds to teacher' training.
 - ✓ Reducing class size and school hours.
 - ✓ Introducing new updated curricula that respond to the learners' needs and to their real life situations.
 - ✓ Implementing alternative exams in the final exams to assess the listening and speaking skills taking the "BAC Sport" as an effective sample.

- Practically, we suggest the following innovative works to help teachers progress:

1. Sample one: Teacher Training Meeting

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

المقاطعة التفتيشية الأولى – ولاية تلمسان
Boublenza Mohammed High school Seminar
– Oudjida – Tlemcen

24 January 2023



Think-Write-Pass

Table of contents 1 Assessing writing into practice Sharing experiences 2 Formative Feedback What?- when?- how? Questions to answer GENERAL AIMS 1 01 To identify the characteristics of high-quality formative assessment in the classroom. 02 To reconsider the role of quality formative feedback in improving students' learning. LEARNING INTENTIONS	3 Assessing writing What teachers need to know 4 Workshop Assessing learners' writing
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By the end of this seminar, TEFL will be able to:

- Build up a repertoire of feedback strategies to use within teaching.
- Assess and correct different written works both formally and informally.

SUCCESS CRITERIA

- ✓ *I can provide my learners with quality feedback which will add value to their learning experience.*
- ✓ *I can correct and assess different pieces of writing.*
- ✓ *I can develop tools to assess my learners written productions.*

Link to the video: <https://www.youtube.com/watch?v=aKhBX1wdXV0&t=269s>



Quick Reminder

- ☐ Formative assessment is used to make changes to alter the gap between current learning and desired goals.
- ☐ Formative assessment is a continuous process, integrated into instruction to collect evidence about how learning is progressing toward learning goals.
- ☐ Formative assessment involves a variety of assessment methods and strategies-there is no one way to conduct formative assessment.
- ☐ Formative assessment involves students in self-assessment about how their learning is progressing so that they can be active agents in learning, working with teachers to close the gap between current levels of understanding and desired learning goals.



Formative Feedback

What is it?

What is formative feedback? 2mn

“Information communicated to the learner that is intended to modify his or her thinking or behaviour for the purpose of improving learning” Shute (2008)



Simply telling novice learners that they are wrong may set back learning, telling engaged experts the same may be enough to get them to increase their efforts and change their strategy.



What does good / bad feedback look like?

Task: (Group work) : What does good feedback look like?

- Read through the sample feedback statements and then decide as a group which are effective and which are not.
- Record your decisions on the sheet by ticking (✓) each statement containing an effective feedback.
- Say which statements you agreed they provided effective, quality feedback? Which one(s) did not?
- Discuss and explain your choices.

Key to Task:

- ✓ Statements 2, 5, 6, 13, 15, 16 and 17 are positive and give praise for a student's work, but they do not highlight exactly what the student did well or provide any guidance for improvement.
- ✓ Statements 8 and 12 do not give sufficient direction to the student on how to improve their work.
- ✓ Statements 1, 3, 4, 7, 9, 11, 14, 18, 19 and 20 are examples of quality, formative feedback, as the student is receiving guidance on how to improve their work.

- ✓ Statement 10 is very negative and insulting to a student.



1- Where Am I Going? Teachers' feedback must address the goals learners have to achieve.

2- How I Am Going? It draws on the information that shows students'

3- Where To Next? It should include how learners can attain greater fluency and progress, tell them their weaknesses, their strengths, and how to proceed. automaticity, more cognitive processes, and more strategies of learning.

What makes feedback effective?

- Good feedback should help clarify the expected standard and provide opportunities to close the gap between actual and desired performance."

Tokode and Dennick (2013, p90)

Quality feedback includes:

- Identifying success and achievement
- Reminding students of what they were aiming to achieve (the learning intentions).
- Indicating suggestions for improvement.
- Is always given against explicit and agreed criteria for success.
- Is focused on the quality of the student's work.
- Prompting student thinking.
- Allowing time for improvement to take place.
- Helps students trouble-shoot their own performance and take action to close the gap between intent and effect'.
- **Understandable**: expressed in a language that students will understand.
- **Selective**: commenting in reasonable detail on two or three things that

the student can do something about. (Nicol, 2010).

- **Timely / Instantaneous** : In order for feedback to be effective it needs to be provided quickly – Race (1995)

Unhelpful feedback

- ❑ Nonjudgmental: descriptive rather than evaluative.
- ❑ Balanced: pointing out the positive as well as areas in need of improvement.
- ❑ Forward looking: suggesting how students might improve subsequent assignments. Personal: referring to what is already known about the student and her/his previous work”. (Nicol, 2010)
- ❑ Encourages positive, motivational beliefs and self-esteem;
- ❑ Facilitates the development of self-assessment (reflection) on learning.
- ❑ Including unfocused comments – these are comments that do not address learning needs or are ambiguous, or are so asinine , i.e., making use of terms such as:
 - ‘adequate’ ■ ‘careful how you begin your sentences’. Chamberlain et al. (1998)
- ❑ Dismissive use of sarcastic comments, such as:
 - ‘did you experiment to find all this?’ ■ ‘most of this is straight from the book’. Chamberlain et al. (1998)
- ❑ Feedback that focuses on simple issues such as spelling or grammar while ignoring more difficult learning requirements such as critical analysis, for example:
 - ‘you need help with your English’
- ❑ Comments sending unclear messages such as:
 - ‘text is not based on your own thinking’
 - ‘follow your own advice’. Chamberlain et al. (1998)

feedback

I loved that.
you included lots
of adjectives
Next time, remember to.
check your
punctuation

Dear Mary,

That's unreasonable,
You need to find
good Arguments.

Messy!

Non sense!

This was good,
but

We all know what
it feels like getting
feedback that
begins with
something
positive,

Writing Assessment

Plan

Informal”

1-What do I assess?

2-Why do I assess?

3-How do I assess?



“I’m writing a first draft and reminding myself that I’m simply shoveling sand into a box so that later I can build castles.” —*Shannon Hale*



“If I waited for perfection, I would never write a word.” —*Margaret Atwood*

“You may not write well every day, but you can always edit a bad page. You can’t edit a blank page.” — *Jodi Picoult*

What makes a good writing lesson and what should be considered?



How can we motivate students to write?

What should we consider when doing writing activities in the classroom?



Feedback

Genre – purpose – readership – length – time - relevance

Stages of writing

Process or product approach?

Success criteria

FUN! – and lots of varied activities

Feedback

- Topics should be engaging for young learners.
- Look at writing tasks from a different perspective.
- Respond to the written ideas, not just the language.
- Encourage creativity.
- Let students see writing as a means of communication.
- Set challenging but achievable tasks.
- Make writing activities enjoyable!



If we were assessing your writing, how would you like to be assessed? (5 mn discussion)

Task: Now, consider the following assessed pieces of writing and answer the questions:

1- What do you notice?

2- What's your reaction as a learner?

3- What do students learn from this kind of correction?

Chabiane meriam
Guarini Haddja
Shamshi Boufai

Group Work

Some people argue that counterfeiting benefits consumers by giving them access to lower price goods. This is a totally mistaken claim because of the bad consequences it has on people and economy on the whole.

It begins with imitations are of such a poor quality that they do not last long. For example, a pair of shoes may well seem to be nice but it can cause physical damage to the feet especially people suffering from diabetes. Besides, fake medicines can kill people because they do not contain active ingredients. In addition, piracy kills creativity and innovation because counterfeiting just copying without working hard. Counterfeiting gives bad reputation to the country. For example, China is a country product, where the majority of product come from. To conclude, many people refuse to buy good quality. People must not buy counterfeit products in order to preserve their health, money and economy of their country.

1 point?

Some people agree that counterfeiting benefits consumers by giving them access to lower price goods. This is a totally mistaken claim because of the bad consequences it has on people and economy on the whole.

It begins with, imitations are of such a poor quality that they do not last long. For example, people can have skin cancer by using fake products and make-up.

Besides, Fake Medicines can make a dangerous health damage because fake medicines contain no active ingredients that make humans more sick. and some times they contain poisonous substances.

Moreover, piracy kills creativity and innovation because counterfeiters just copied products without working hard. Further more, counterfeiting gives bad reputation to the country. For instance people who find products made in China they refrain and refuse to buy it because the majority of fake products come from China.

To conclude, it is a high time that government stop emulating products and stop counterfeiting, and switch hand in hand corruption be eradicated.

ABAS HIBA
Mawaleh Aya
daraoui Lyma
Agoun MAlek.

path with ~~ours~~ and our youth generation,
 with our ~~past~~ ^{efficiency} and good behaviours
 to a country of ~~the opposite~~ ^{law} with a great economy
 and people liberties, thank you. (stop)
 Note for me:
 a country where justice
 would prevail!
 you could have
 developed more ideas!!
 Avoid a Direct
 Translation!
 → Be selective to your
 vocabulary
 Avoid Spelling mistakes!!
 Do better!

Mamdouh Lyden
 Koudachemelliss
 Hamoum Sakr

Some people argue that counterfeiting benefits consumers
 by giving them access to lower price goods. This is a totally
 mistaken claim because of the bad consequences it has on people
 and economy of the whole.

First, imitation ^{sp} poor quality not last long. like mekeu ^{sp}
 because high quality. ^{exp 197 sp}

Second, Fake medicines ^{expression???} kill people because their ingred
 are harmful to the skin and dangerous to humans because
 method of treatment is difficult. because ^{exp?} provoce a ca ^{sp}
 So that, chines ^{intervene} materials should not be brought out
 into the country to prevent and pererevent diseases.
 in conclude, All in all, perention is better than cure.
 in ^{sp} conclusion ^{rep}
 To conclude
 provoke = lead to
 trigger
 induce
 materials: equipments

What do you notice?

- ☞ Every mistake is corrected.
- ☞ Corrections written between the lines.
- ☞ The work is covered in red.

What's your reaction as a learner?

- ☞ It can be very discouraging.

What do students learn from this kind of correction?

If everything is corrected, learners will probably look over their work without thinking about any individual mistake. This method does not involve them in any kind of learning process.

Which aspects should be considered for an effective assessment of the students' writing?

Task: Watch the video and answer the question above to fill in the mind map below.

Link to the video on youtube:

<https://www.youtube.com/watch?v=TsHvWL0qEVI&t=17s>





Task: Study the following statements and say what category from the following items each one belongs to:

Vocabulary – spelling – grammar – genre – content – cohesion and coherence.

1- The semantic information; that which is contained in writing, speech, video, etc.

CONTENT

2- A particular type or style of writing i.e., speech- letter... **GENRE**

3- The act of forming words correctly from individual letters... **SPELLING**

4- The rules in a language for changing the form of words and joining them into sentences ... **GRAMMAR.**

5- A link and logical sequencing of different ideas... **COHESION AND COHERENCE**

6- The words that people use when they are speaking or writing about a particular subject... **VOCABULARY**



2- Why to assess?

- ☞ Within your group, fill in the **GIVE ONE** column with some ideas about **the purpose** of writing assessment.
- ☞ Walk around the room. Give **one** of your ideas to a partner from a different group and get **an idea** from him/ her. Write it in the **GET ONE** column and move to another partner from a different group.

<i>Give One</i>	<i>Get One</i>

Purpose:

- ❖ Provide feedback to improve student writing.
- ❖ Teach students how to assess their own writing.
- ❖ Monitor students' progress on an ongoing basis.
- ❖ Demonstrate the effectiveness of instruction.
- ❖ Make autonomous and self-regulated learners and writers.

**3- How to assess?**

<i>What I know</i>	<i>What I want to know</i>	<i>What I have learned</i>

Task: Watch the following video and identify the different scoring methods of writing assessment. (3mn)

Link to the video on Youtube: <https://www.youtube.com/watch?v=b4shMaSel00>



Task: (Pair work)

Reorder the following words to get the right definition of each method and name it.

1- A specific/ subcategories/ breaks/ It/ a test-taker's/ down into/ written text/ (grammar...)/ a number of/ gives/ and / each/ for/ rating.

2- overall/ which/ It/ to/ assigned/ an essay/ represents/ general/ assessment/ reader's/ a/ is.

« It breaks a test-taker's written text down into a number of subcategories (grammar...) and gives a specific rating for each. » **H. Douglas Brown,**

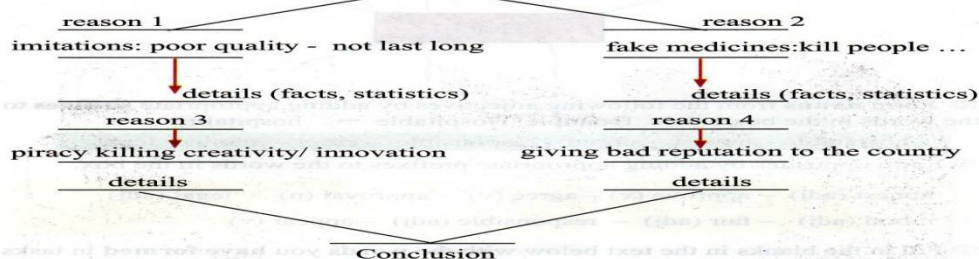
« It is assigned to an essay which represents a reader's general overall assessment.» **H. Douglas Brown, 2001:241**

**Practice
Makes
Perfect**

1- Holistic Assessment**>Think, pair, share<**

- Write an opinion article developing the statements in italics in the diagram following the outlined procedure below.

Some people argue that counterfeiting benefits consumers by giving them access to lower-price goods. This is a totally mistaken claim. First,...



- ① List other reasons and support them with concrete facts to reinforce them. Write them in the diagram.
- ② Write a draft of your opinion article. Organise it by listing your arguments/ reasons from the least to the most important.

Useful language

- Link words for expressing cause and result: so (that), such (that) ...
- Link words for listing : first of all- in addition to this – moreover – besides- furthermore – also, etc.
- Expressions for concluding : in short, all in all, to conclude, to sum up, in conclusion, the solution then is ...

- ③ Correct your mistakes. Then exchange drafts with your partner for further error checking before writing a final version of your article.

- 5** Constructs grammatically correct sentences and phrases and shows full mastery of appropriate vocabulary. Text is organised coherently. Correct spelling at all times. Excellent content and presentation. Message wholly relevant.
- 4** In general, grammatically correct sentences and phrases but some errors which do not effect understanding. Does not use appropriate vocabulary at all times. Some difficulties with organization of text. Some errors in spelling. Good content and presentation. Message mostly relevant.
- 3** Grammatical errors and use of vocabulary affects understanding as does organization of text. Many errors in spelling. Satisfactory content and presentation. Message not always relevant.
- 2** Text understood with difficulty due to inaccurate grammar and inappropriate use of vocabulary. Poor content and presentation. Message generally lacks relevancy.
- 1** Impossible to understand text due to frequency of grammatical errors and incoherence of organization. Poor spelling. Message irrelevant.

2- Analytic Assessment

Cambridge assessment English - (B1) assessment criteria for writing

Cambridge Assessment English – B1 assessment criteria for writing

B1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

Other methods of Writing Assessment



- 1-Individuals correction:
- 2-Peer correction:
- 3-whole-class correction:
- 4-Teacher feedback :
- 5-Remedial teaching :
- 6-Correcting one piece of writing on the board :

Task: Turn around the “Four Corners” and stand in the corner with the method you feel more comfortable using in your class to assess your learners’ writing. Discuss your choice with the other proponents of the same method. Back to your place, justify your choice to the rest of the participants.

Self-correction

Peer-correction

Whole class correction

Teacher correction

Marking learners' written productions

- Mark positively
- Design a specific and reliable correction system
- Mark selectively
- Use a clear correction code



Specific and reliable correction system

- What aspects of writing will be taken into account (content, grammar, punctuation, spelling, vocabulary ...)
- What type of descriptors will be used (in our case numbers).
- What criteria will be established to understand what our descriptors represent.
- These criteria can be arranged in holistic scales or analytic scales.

Correction Code (Example)

Sym bol	Meaning
Punct	Missing or wrong punctuation.
.	
Cap.	Capitalization needed.
spel	Wrong spelling.
Prep.	Preposition missing.
→	Indentation (The beginning of each paragraph should be indented)
V.	Verb missing
T.	Wrong verb tense
SV.	Subject verb agreement

Assessing writing: key principles

- You don't always have to give marks, but you should always

provide feedback.

- **Assessment can focus on ‘process’ as well as ‘product’.**
- **Learners should be involved in the assessment process.**

Use the holistic then the analytic scoring scales to grade the pieces of writing.

Then, work through the following questions:

- 1- How well do your analytic ratings match your holistic ratings?
- 2- Where do the two sets of scores and comments differ? Why?
- 3- Given the nature of the writing tasks you evaluated, which of the two scales do you feel is most appropriate? Why?
- 4- How might you modify one or both of the scales to suit the students you teach?

Legitimate Questions

Can we use the three types of assessment in writing?

1- Diagnostic Assessment: It is used to determine the reasons for writing problems and the learner's instructional needs.

2- Formative Assessment:

- Provide feedback to improve students' writing.
- Teach students how to assess their own writing.
- Monitor students' writing progress on an ongoing basis.

3- Summative Assessment.

It is an assessment in which the learner demonstrates his or her level of mastery of objectives taught within the unit.

Do we put corrections on our learners' papers?

We only put corrections on weak learners' papers since they are not able to correct themselves.

Do we correct all writing assignments keeping in mind the many classes we teach and the great number of papers we receive?

We correct five random pieces of writing each time and tell the learners that their written productions will be next.

Do we use all the techniques for correction mentioned earlier in our classes at once?

We choose what suits us in terms of conditions and mood.

When we ask learners to read what they write, do we correct them?

We correct their writing not their pronunciation.

Do we correct product writing and process writing the same way?

When correcting product writing we focus on good language whereas when we correct process writing we are more concerned with the flow and organisation of ideas.

Can we select the best piece of writing and ask the learners to copy it on their copybooks?

We supply our learners with the criteria for assessment and according to that they choose the best piece to write on their copybooks.

Prepared and presented by Mrs Bouzidi Ilhem, inspector of English Tlemcen Division one

Sample two: Practice following the above Seminar

Lesson of Written Expression

LESSON PLAN

LEVEL: 3RD YEAR CLASSES, all streams

UNIT ONE : ETHICS IN BUSINESS Teacher : Mrs Fellah. H

Sequence One: READ AND CONSIDER

Rubrics / Lesson: Think, pair, share

General aim:

By the end of this lesson my learners will be able **to write an opinion article**

against counterfeiting using the strategy of the four corners .

--	--	--	--

Target Competency	Supporting Competencies	Main Skill	Supporting Skills
Producing a written message	Interpreting Interacting	Writing	Reading

Think- Pair -Share

Lead in: Teacher interacts with learners using questions

- 1- Would you prefer buying brands/ original products or fake ones/counterfeits if you had enough money? Justify.
- 2- Can you consume fake medicines? Why?
- 3- Can counterfeiting be beneficial in any way?
- 4- Do you agree with those who say that counterfeiting benefits buyers?

Topic: Write an opinion article developing the statement below.

Some people argue that counterfeiting benefits consumers by giving access to lower- price goods. This is a totally mistaken claim. First....

Step two : Groupwork (Student -student interaction)

A/* Use the pictures and the following tasks to write a paragraph about each reason, then stick each of the four paragraphs on the corresponding corner of the classroom.

***Use also:** *so...that, such...that, as a consequence/result, consequently, so

***Must, have to, need to, mustn't,**

***Firstly, secondly, thirdly, ... , in addition, moreover, besides,..., in short, to conclude, as a conclusion, ...**

1/Answer the questions below:

- a-** What is the quality of counterfeit goods?
- b-** How long do they last?
- c-** Is there any guarantee of value for money and quality as well?/What is the result/effect?

2/ Choose the best answer(s)

- a-** Fake medicines, drugs or food are made by: -medical scientists -criminals
- b-** When buying them from unknown sources, people could pay a steep price. This means:
 - Their homes -their money their health

c- Counterfeit medication can: -injure -cause harmful/incurable diseases -kill

3/a/ Use the words and expressions below to write

-the **definition** of piracy, its **synonym**, its **nature**, its **causes** and its **outcomes**

-Creative works take years of effort, pirated within days

-Copyright infringement

-Books, computer programs, music, films ...

-Hinder the creation of new knowledge /discourage research and innovation/add value to our society and economy

-The practice of downloading/imitating copyrighted products without permission

- Like stealing intellectual property -a crime

-Online piracy is widespread -it is easy to be done

- The access to file that would cost money

4/ Choose the best answer(s)

- **Counterfeits give bad reputation to :**

☞ The country -the company -the counterfeiters

- **The consequence(s) :** -loss in health -bad marketing increase of incomes

B/* Now, turn around the four corners to read, discuss, correct mistakes and to take pictures of your mates' works. Use of mobiles is allowed.

Step three (Student -student interaction)

A/ Come back to your group to write the final drafts **developing the statement below and then stick your written expression on the board.**

Start like this,

Some people argue that counterfeiting benefits consumers by giving access to lower- price goods. This is a totally mistaken claim. First....

B/ Now, **read all the written expressions on the white board and vote honestly for the best one.**

Sample three: Grammar Lesson using the inductive approach

LESSON PLAN

Prepared by « Bey Ahmed English Team/Staff »

Level : 2nd year all streams

Unit : « Waste not ,Want not »

Lesson : Passive Voice

Competency : interpreting producing

Skills : reading writing

General Aim :

By the end of this lesson , my learners should be able to use : **the passive voice with simple tenses, present perfect and modals.**

Procedure

***Pre –requisite:** Conjugate the verbs: to build, to fell and the aux « to be » in the tenses below:

infinitive	Simple present	Simple past	Future	Present perfect
To be				
To build				
To fell/cut				

Key :

infinitive	Simple present	Simple past	Future	Present perfect
To be	Am /is/ are	Was / were	Will be	Has / have been
To build	Build (s)	built	Will build	Has / have built
To fell	Fell (s)	felled	Will fell	Has /have felled

***Lead in :**

Task : Use only the words below to form meaningful sentences :

Who/what	Verb	Where	When
Carbon	store	In trees	
New roads	build	In the Amazon	In 1970



Keys:

a/ Carbon dioxide is stored in trees.

b/ New roads were built in the Amazon in 1970.

Step one

Task 1 : Read the text on page (60) and find sentences having the same meaning as the following :

a/ Timber Companies fell many forest trees.	1-
b/ The Brazilian government built new roads in Amazonia.	2-
c/ They have protected the Amazon basic ecosystem from threats	3-
d/ Enemies of nature will devastate the forest in less than 20 years.	4-



Keys:

- 1- Many forest trees are felled by Timber companies.
- 2- New roads in Amazonia were built by the Brazilian government.
- 3- The Amazon basic ecosystem has been protected from threats.
- 4- The forest will be devastated in less than 20 years.

Task 2: Consider the pairs of sentences above and complete the chart below.

	subject	verb	tense	Object
a-				
1-				
b-				
2-				
c-				
3-				
d-				
4-				



Keys:

	subject	Verb	tense	Object/agent
1-	Timber companies	Cut/ fell	Simple present	Many forest trees
c-	Many forest trees	Are cut /are felled	Tobe(Simple present)+ pp	By timber companies
2-	The Brazilian gov	Built	Simple past	New raods
d-	New raods	Were built	Tobe(Simple past)+ pp	By the Brazilian government
3-	They	Have protected	Present perfect	The Amazon basic ecosystem
a	The Amazon basic ecosystem	Has been protected	Tobe(Present perfect)+ pp	X
4-	Enemies of nature	Will devastate	The future	The forest
b-	The forest	Will be devastated	Tobe (The future)+ pp	X

Task 3: Use the chart above to answer the following questions.

1- Which sentences are passive and which ones are active?

Active voice	Passive voice

2-Which sentences focus on **both the action /verb** and the **doer of the action / subject**? →.....

3- Which sentences focus on **the action / verb only**?

→.....

4-Is it always necessary to use 'by' in the passive?

→

5-Transformation Rule :

Active voice: subject + verb + object

Passive voice :+ (.....+)+.....

6-Complete the chart below :

Tenses	Verbs in the passive
a*	Am/is/ are + pp
b*	Was/ were + pp
c*	Has/have been + pp
d*	Will/ shall be + pp



Keys

1-

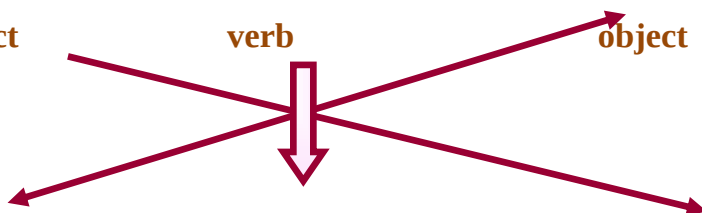
Active voice	Passive voice
a-b-c-d	1-2-3-4

2- Active sentences 3- Passive sentences 4- No, it is not

5- subject

verb

object



subject to be (the tense of the active verb+ pp (v) by + object (agent)

6-

Tenses
a* simple present
b* simple past
c* present perfect
d* future simple

Step two

Practice!

1- form

Task one: Circle the correct answer in each sentence

- a- During the last early years, new raods **was built/ were built/ are built** in Algeria.
- b- Animals **shouldn't be kept/ will not be kept** in cages.
- c- This work is very important; it **was be done/ must be done** now.



Keys

- 1- Were built 2- Shouldn't be kept 3- Must be done

Task one (p62): Read the report below and put the verbs in brackets into **the simple past passive**

The Exxon Valdez (**wreck/ destroy**) just off the coast of Alaska in 1986. It was carrying a huge cargo of oil. The oil spilled out, and it (**wash**) onto the beach by the wind. The water (**pollute**). The beach (**damage**). The fishing industry (**ruin**). Hotels and restaurants (**close**).



Keys

Task one (p62): The Exxon Valdez **was** wrecked just off the coast of Alaska in 1986. It was carrying a huge cargo of oil. The oil spilled out, and it **was** washed onto the beach by the wind. The water **was** polluted. The beach **was** damaged. The fishing industry **was** ruined. Hotels and restaurants **were** closed.

Task two: Turn the sentences below into **the active voice**

A/ 1. Air pollution **is caused by** fumes from automobile exhaust pipes.

2. Fumes from automobile exhaust pipes

.....

B/ 1. Many water zones **will be depleted** of their oxygen by pollution soon.

2. Water pollution

.....

C 1. Cigarette smoking **will be banned by** the Algerian government next year.

2. The Algerian

government.....

D/ 1. A lot of environmental stamps **have already been issued by** the Post and Telecommunication Ministry.

2. The Post and Telecommunication Ministry.....

E/ 1. No drastic limits **have been imposed** on gas emissions yet.

2. We



Keys

- A-. Fumes from automobile exhaust pipes **cause** air pollution.
- B. Water pollution **will deplete** many water zones of their oxygen soon.
- C. The Algerian government **will ban** cigarette smoking next year.
- D. The Post and Telecommunication Ministry **has** already **issued** a lot of environmental stamps.
- E. We **haven't imposed** drastic limits on gas emissions and noise yet/ we **have imposed** no drastic limits on gas emissions and noise yet.

2 - use

Task three : Rewrite sentence (b) so that it means the same as sentence (a).

- 1- a/ people waste water all the time.
b/ Water.....
- 2- a/ The environment should be protected.
b/ They.....
- 3- a/ The government will take measures to stop desertification.
b/ Measures.....



Keys

- B1/** Water **is wasted** all the time.
- B2/** They **should protect** the environment .
- B3/** Measures **will be taken** to stop desertification.

Step three

3- PRODUCE

Task 1: Use the following notes to write **passive sentences** using the **future tense**.

*oil/be/recuperate

→

*beaches/be/clean

→

*marine life/ be/ restore

→

*2000 workers/ be/ reemploy

→.....

Task 2 : Now, use the sentences in task one (p 62) and the sentences you've formed above to complete the press release below.

☞ Start like this,

Press Release

We make our sincere apologies for the damage caused by the wreck of the Exxon Valdez yesterday.

We do admit that

.....

§1

However, we promise that in the nearest coming days, we

.....

2.8. Limitations of the Study

There was a high turnout from the students because they thought they would be scored on their responses, but they were perplexed and puzzled. Indeed, it was necessary to clarify practically all the questions of the questionnaire. Another shortcoming was that some teachers were too busy with assignments and completing the curriculum, especially for the Baccalaureate exam classes. In fact, most teachers were uninterested in responding to the teachers' questionnaire and some of the informants did not give serious and logical answers especially with open-ended questions.

2.9. Conclusion

The second chapter included data analyses, the first part described research methodology, research objectives and research instruments used for data collection. Two research tools are used to find answers to our research questions, the first one was a questionnaire for both teachers and students., The student's questionnaire directed to 52 BEY Ahmed secondary school students, It was developed to investigate the impact of formative and summative assessment on their learning of English as a Foreign Language (EFL), while the Teachers' questionnaire directed to

23 secondary school teachers from Tlemcen. It was designed to explore their views on the emphasis placed on summative assessments over formative assessments when designing their instructional strategies and methods. It also investigates the perceived effectiveness of written final exams in measuring both students' achievements and the impact of teaching strategies. The second tool was a classroom observation, which lasted 5 sessions. The technique used in this case is the checklist through which we assessed specific aspects like the learning objectives, formative assessment strategies and methods, classroom and time management.

The second part gave an overview of data analyses quantitatively and qualitatively, and discussed the main findings as well as gave a practical and actionable recommendations to enhance assessment practices, aiming to bridge the gap between formative and summative evaluation for improved learning outcomes. Researchers also pointed out the limitations of the study.

General Conclusion

General Conclusion

Teaching English is crucial to help students communicate globally and succeed academically as it is the most useful foreign language worldwide. It develops listening, speaking, reading, and writing skills. Good teaching methods make learning easier and more enjoyable.

Despite on-going efforts to improve English as a Foreign Language (EFL) instruction, significant challenges persist in assessment practices. Many teachers strongly focus on summative assessment, prioritizing "teaching to the test" rather than adapting their instructional strategies to meet diverse student needs. Additionally, teachers often struggle with interpreting and utilizing assessment data effectively to inform their teaching. The limited use of formative assessment -due to insufficient training- further hinders the ability to identify learning gaps, provide constructive feedback, and support student progress. Furthermore, professional development opportunities in assessment practices remain inadequate, leaving many educators uncertain about best practices for integrating both formative and summative assessments into their teaching. The research showed the role of assessment in shaping instructional strategies and student success. As a result, we shed light on the teachers' preference for summative assessment over formative assessment in shaping their instructional strategies and the effectiveness of written final exams to measure student achievement. Accordingly, we infer that our study responds to our dissertation research questions. The findings of this study showed that the teachers' preference of summative assessment over formative assessment and the written final exams trusted by the educational system in our country have a negative impact on the teaching strategies and students' learning achievements concerning English as a foreign language.

This research gives a variety of findings about the relationship between assessment and teaching as well as learning English as a foreign language. The first chapter outlines the principles and basics of Competency Based Approach (CBA) and its focus on formative assessment in the process of teaching EFL, and discusses the learning theories (cognitivism and consructivism) that help educators understand the process of learning and to create an atmosphere that is more inclusive and

General Conclusion

beneficial to this process. Moving on to evaluation, assessment, and testing - including formative and summative assessments - their definitions, current state, differences, types, tools, benefits, features, and challenges.

Chapter two spotlights the examination and analysis of qualitative and quantitative data collected using two tools, the students' questionnaire was developed to investigate the impact of formative and summative assessment on their learning of English as a Foreign Language (EFL). A series of questions were given to first year classes -Scientific and Literary streams- in order to examine their responses about the issue while the teachers' questionnaire was designed to explore their views on the emphasis placed on summative assessments over formative assessments when designing their instructional strategies and methods. It also investigates the perceived effectiveness of written final exams in measuring both students' achievements and the impact of teaching strategies. As far as observation, it was created to examine the various criteria that teachers should take into consideration when assessing students to ensure formative assessment effectiveness in the classroom.

Furthermore, based on the outcomes obtained, this study discovered that the teachers' preference of summative assessments to formative one is not only a matter of being easy or difficult to apply in class but it is also due to the challenging conditions (crowdedness, lack of training, inadequate curriculum, long school hours,...) imposed in the current school environment by an educational system that lacks the will to improve in a country abundantly endowed with human, intellectual, scientific, and material potential. This study also shed light on written final exams that prove to be an ineffective way to measure students' achievements and teaching strategies due to the focus only on some skills at the expense of other skills like speaking and listening. This policy plays a crucial role in shaping public opinion, including learners and parents to prioritize grades over learning the language for communicative and professional purposes. These findings support the findings of Eric Asare and Elizabeth Afriyie (2023) -Ghana, Abdullah Alotaibi (2019) -Saudi Arabia and Justice Enu (2021) -Ghana (Mathematics Teacher Educators), who

General Conclusion

found that time constraints, Lack of teacher training and institutional support, overcrowded curriculum, class size, and the sheer number of courses were significant obstacles to implementing formative assessment and noted that such conditions drive teachers to prioritize summative assessments, which are quicker and easier to administer. As far as The Guardian (2025) and Minerva Project (2022) who discovered that exams only measure certain skills, they do not always do this accurately, and they invite narrow teaching styles aimed at passing tests rather than building other key aptitudes and that exams fail to measure true learning.

Based on these findings, some suggestions and recommendations are addressed to Algerian educational authorities and education stakeholders in general to overcome the limitations and challenges mentioned. First, they prioritize formative assessment integration through reducing class sizes and the hourly volume, curriculum revision, reducing reliance on written final exams and adopt diversified alternative assessments for communicative goals accompanied by professional development training on formative assessment techniques and raising public awareness. Reforming current practices will help shift the focus from grades to language proficiency and communicative competence, which are essential for both academic and professional success.

To summarize, formative and summative assessments are the key tools to the procedure of English as a foreign language (EFL) teaching and learning. It is essential to clearly define the ways in which both types of assessment influence the development and implementation of effective teaching strategies, ultimately leading to measurable improvements in student achievement.

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Appendices

Appendix A: High School Learners' Questionnaire

Dear students,

This questionnaire serves as a data-gathering tool for a research project. It aims to explore your views and thoughts on **summative and formative assessments** and their impact on your learning of English as a Foreign Language (EFL).

Your honest and thoughtful responses are highly valued and will contribute significantly to our understanding of how to improve assessment strategies and enhance the overall learning experience.

Please tick (✓) the appropriate box or provide a full answer whenever necessary.

Thank you for your participation!

Section one : Background information

1. Gender:

- Male ☐
- Female ☐

2. Stream:

3. How often do you take summative assessments (e.g., final exams, tests,...)?

- Very often ☐
- Occasionally ☐
- Rarely ☐
- Never ☐

4. Summative assessments (final exams) accurately reflect my learning.

- Strongly agree ☐
- Agree ☐
- Undecided ☐
- Disagree ☐
- Strongly Disagree ☐

5. Which of the following assessment tools cause you more stress?

- Formative assessments ☐
- Summative assessments ☐
- Both equally ☐

Neither ☐

6. Summative assessments motivate you to study harder.

- Strongly agree ☐
- Agree ☐
- Undecided ☐
- Disagree ☐
- Strongly Disagree ☐

7. How often do your teachers use formative assessments?

- Very often ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

8. Formative assessments (like feedback on drafts or in-class quizzes) help you improve.

- Strongly agree ☐
- Agree ☐
- Undecided ☐
- Disagree ☐
- Strongly Disagree ☐

9. What type of formative assessment helps you the most? (Check all that apply)

- Verbal teacher feedback ☐
- Written comments on assignments ☐
- Practice quizzes/tests ☐
- Self-assessment ☐

10. Which type of assessment do you prefer?

- Formative (helps me learn better) ☐
- Summative (clear final grades) ☐
- Both equally ☐
- Neither ☐
- ☐

استبيان الطالب

عزيزي التلميذ/عزيزتي التلميذة،

صُمم هذا الاستبيان لجمع المعلومات عن تجربتك وآرائك حول التقييم التكويني والتقييم الختامي وتأثيرهما على تعلمك للغة الإنجليزية كلغة أجنبية.

نقدّر إجاباتك الصادقة والمدرسة، والتي ستساهم بشكل كبير في فهمنا لكيفية تحسين استراتيجيات التقييم لتحقيق نتائج تعليمية أفضل.

يرجى وضع علامة (✓) في المربع المناسب أو كتابة إجابتك الكاملة عند الحاجة

القسم الأول: المعلومات العامة

1. الجنس .

أنثى ☐ -

ذكر ☐ -

2. الشعبة ؟

.....

القسم الثاني: التقييم الختامي (مثل: الاختبارات النهائية، الفروض، مشاريع نهاية الفصل)

3. كم مرة تخضع للتقييمات الختامية؟ .

أحياناً ☐ -

بكثر ☐ -

نادراً ☐ -

4. هل تعكس التقييمات الختامية (الاختبارات النهائية) تعلمك بدقة؟

أوافق ☐ -

أوافق بشدة ☐ -

محايد ☐ -

لا أوافق ☐ -

لا أوافق بشدة ☐ -

5 أي نوع من التقييم يسبب لك المزيد من التوتر؟ .

التقييم ☐ -

التقييم الختامي ☐ -

التكويني

كلاهما بالتساوي ☐ - لا شيء ☐ -

6. هل تحفزك التقييمات الختامية على الدراسة بجدية أكبر؟

أوافق ☐ - أوافق بشدة ☐ -

محايد ☐ - لا أوافق ☐ - لا أوافق بشدة ☐

القسم الثالث: التقييم التكويني (مثل: الملاحظات، المناقشات الصفية، المسودات)

7. كم مرة يستخدم أساتذتك التقييم التكويني؟

أحياناً ☐ - بكثرة ☐ -

نادرًا ☐ - أبداً ☐ -

8. هل يساعدك التقييم التكويني (مثل الملاحظات على المسودات أو الاختبارات القصيرة) على التحسن؟

أوافق ☐ - أوافق بشدة ☐ -

محايد ☐ - لا أوافق ☐ - لا أوافق بشدة ☐

9 أي نوع من التقييم التكويني يفيدك أكثر؟ (اختر كل ما ينطبق).

ملاحظات شفوية من الأستاذ ☐ - تعليقات مكتوبة على الواجبات ☐

اختبارات/تمارين تدريبية ☐ - التقييم الذاتي (مثل: استمارات التفكير) ☐ -

القسم الرابع: التفضيلات والمقترحات

10. أي نوع من التقييم تفضل ؟ .

التقييم الختامي (يعطي درجات نهائية) ☐ التقييم التكويني (يساعدني على التعلم بشكل أفضل) ☐
(واضحة)

كلاهما بالتساوي ☐ - لا شيء ☐ -

Appendix B: Teachers' Questionnaire

Dear teachers,

This questionnaire is a data-gathering tool for a research project. It aims to explore your views on the emphasis placed on summative assessments over formative assessments by teachers when designing their instructional strategies and methods. It also seeks to investigate whether final written exams are the most effective way to measure both student achievement and the effectiveness of teaching strategies in the context of learning or teaching English as a foreign language. We would be very grateful if you could kindly respond to the questions by ticking the appropriate boxes or providing your own answers when applicable.

Thank you very much for your **collaboration** and your time

1. How many years of experience do you have with EFL teaching?

- Less than 3 years
- 4–8 years
- 9–15 years
- More than 15 years

2. How often do you use formative assessments (e.g., quizzes, peer feedback, exit tickets,...) in your teaching?

- Very frequently (in most lessons)
- Occasionally (once a week)
- Rarely (once a month or less)
- Never

3. How often do you use summative assessments ?

- At the end of the term
- At the end of the unit
- According to the official timetable of the administration/ministry

4. Which type of assessment do you believe has a greater influence on your instructional planning?

- Formative assessments
- Summative assessments

- Both equally

Neither

5. What factors/ reasons let you focus on summative assessments? (*Select all that apply*)

- The ministry policies emphasize standardized testing
- Pressure to meet accountability measures (e.g., school rankings in the Wilaya)
- Limited time for formative assessment due to curriculum demands
- Lack of training in formative assessment strategies
- Summative assessments are easier to grade and to implement
- Parents/administrators value summative results more
- Other : _____

5. Are Formative assessments undervalued in your school compared to summative assessments?

- I strongly agree
- I agree
- Undecided
- I disagree
- I strongly disagree

7. What challenges do you face in implementing formative assessments effectively? (*Select all that apply*)

- Large class sizes make individualized feedback difficult
- Lack of time to analyze formative data
- Insufficient resources/tools for formative assessment
- Students do not take formative assessments seriously
- Other: _____

8. Would you use formative assessments more if you had additional support? If so, what kind?

- Professional development workshops
- More planning time

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- Better assessment tools/technology
- Administrative encouragement
- Other: _____

9. Are Written final exams effective tools in measuring EFL students' true language proficiency?

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

10. What skills do written final exams assess best? (Select all that apply.)

- Grammar and vocabulary
- Reading comprehension and writing skills

11. What skills do written exams fail to assess adequately in EFL? (Select all that apply)

- Listening comprehension and speaking fluency
- Real-world communication
- Critical thinking
- Creativity in language use
- Other: _____

12. Besides written exams, what other assessment methods should be used to evaluate EFL students? (Select all that apply)

- Oral presentations/interviews
- Portfolios (writing samples, projects)
- Continuous formative assessments (quizzes, peer feedback)
- Performance-based tasks (role-plays, debates)
- Digital tools (recordings, language apps)
- Other: _____

13. A combination of assessments (not just final exams) would better measure EFL progress.

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

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14. Do written final exams influence how you teach EFL? If so, how?

- Yes, teachers focus on "testable" content (grammar, reading, writing)
- Yes, students memorize rather than practice communication
- No, they don't affect teaching/learning approaches
- Other: _____

15. EFL Teachers often feel pressured to prioritize exam preparation over real-world language use (e.g., conversations, authentic materials).

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

16. What are the biggest limitations of written final exams in EFL? (*Select all that apply*)

- Stress and anxiety for students
- Does not reflect real-life language use
- Encourage rote learning
- Biased against students with test anxiety
- Other: _____

17. What obstacles exist to implementing alternative assessments (e.g., oral tests, portfolios)?

- Lack of will and resources from the part of the central administration
- Large class sizes
- Lack of teacher training
- Resistance from schools/parents
- Other: _____

Open-Ended Reflection

18. In your opinion, how could schools better balance formative and summative assessments to improve student learning? And how could schools better assess EFL students' progress?

Appendix C: Classroom Observation Checklist

This checklist is about the various criteria that the teacher should take into consideration when assessing students to ensure effective formative assessment in the classroom.

Classroom Observations

3.1. Teacher one

Level: 3 SE2

Number of students: 42

Theme: Advertising, Consumers and Safety

Unit: Safety First

Competency: Linguistic competency

Sequence: Read and Consider

Rubric: Grammar Explorer II Expressing Condition with « if » and « unless »

Components	Criteria	Yes	Partly	No	Comments
Clarity of Learning Objectives	1-Teacher discusses the lesson goals and the success criteria of the lesson. 2-Students know well/understand what they are expected to learn.		√ √		No discussion of the final objective.
Variety of Assessment Methods	1-Teacher uses various formative strategies(observation, discussions, quizzes, exit tickets,...). 2-Teacher aligns his/her assessments with the different learning styles (auditory, visual, read and write and kinesthetic).		√	√	Teacher spoon-feeds students (explains everything)
Teaching	1-Teacher builds on the previous knowledge. 2-Activities are well-selected to reach the objective. 3-Teacher gives clear instructions. 4-Teacher checks the understanding of the instructions. 5-Most students are actively engaged.	√	√ √	√ √	No pre-requisite and the use of deductive approach does not foster deep thinking and doesn't lead to long-term learning.
Feedback	1-Teacher gives developmental feedback (specific, timely, and constructive). 2-Teacher gives opportunities for peer feedback and self-		√	√ √	Teacher –Centered Suggests two tasks then corrects.

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	assessment. 3-Teacher encourages learners to set personal learning goals.				
Progress Monitoring	1-Teacher identifies and addresses student misconceptions 2-Teacher adjusts his/ her teaching based on assessment data.		√	√	The grammar point is not introduced in context.
Classroom and time management	1-Teacher creates a supportive learning environment. 2-Teacher varies interactions. 3-Teacher's pace is adapted to the learners' level. 4-Teacher gives enough time for the learners to do the activities.	√	√ √	√	Collective participation Teacher-Centered does not promote interaction/Enough time is given to do the tasks.
Learning	1-Most students are involved in the tasks. 2-Learners do most of the talking. 3-Most students produced the assigned final task. 4-Learners work collaboratively in pairs or groups.		√ √	√ √	There is a focus on teachers' knowledge rather than on students' ability.

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3.2. Teacher two

Level: 3 SE

Number of students: 39

Theme: Advertising, Consumers and Safety

Unit: Safety First

Competency: Interacting Interpreting Producing

Sequence: Listen and Consider

Rubric: Getting Started: Comprehension questions (general idea, specific information)

Components	Criteria	Yes	Partly	No	Comments
Clarity of Learning Objectives	1-Teacher discusses the lesson goals and the success criteria of the lesson. 2-Students know well/ understand what they are expected to learn.	√			To answer the comprehension questions according to the listening script.
Variety of Assessment Methods	1-Teacher uses various formative strategies (observation, discussions, quizzes, exit tickets, ...). 2-Teacher aligns his/her assessments with the various learning styles such as auditory, visual, read and write, ...	√	√		Brainstorming / Discussing the idea of the topic. Teacher's observation while listening and doing.
Teaching	1-Teacher builds on the previous knowledge. 2-Activities are well-selected to reach the objective. 3-Teacher gives clear instructions. 4-Teacher checks the understanding of the instructions. 5-Most students are actively engaged.	√ √ √ √ √			Teacher diagnoses students' knowledge, Listen and do activities ICQ(Instruction Checking Questions)
Feedback	1-Teacher gives developmental feedback (specific, timely, and constructive). 2- Teacher gives opportunities for peer feedback and self-assessment. 3-Teacher encourages learners to set personal learning goals.	√	√ √		Teacher is sensitive to the learning needs of her diverse range of students.

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Progress Monitoring	1-Teacher identifies and addresses student misconceptions 2-Teacher adjusts his/ her teaching based on assessment data.	√	√		Teacher introduces and explains key and difficult words in the script in the lead in
Classroom and time management	1-Teacher creates a supportive learning environment. 2-Teacher varies interactions. 3-Teacher's pace is adapted to the learners' level. 4-Teacher gives enough time for the learners to do the activities.	√ √ √	√		Each learner is encouraged to work productively. Interaction created is teacher learner but not learner learner in groups or pairs.
Learning	1-Most students are involved in the tasks. 2-Learners do most of the talking. 3-Most students produced the assigned final task. 4-Learners work collaboratively in pairs or groups.	√	√ √	√	We could not reach the final step(post – listening) because time was over.

3.3. Teacher three

Level: 2 TM

Number of students: 11

Theme: Technology and Innovation

Unit: Budding Scientist

Competency: Producing

Sequence: Developing Skills

Rubric: Write it Right (Writing an essay about a famous individual's contributions.

Components	Criteria	Yes	Partly	No	Comments
Clarity of Learning Objectives	1-Teacher discusses the lesson goals and the success criteria of the lesson. 2-Students know well/ understand what they are expected to learn.			√ √	The final objective is not clear for learners
Variety of Assessment Methods	1-Teacher uses various formative strategies(observation, discussions, quizzes, exit tickets,...). 2-Teacher aligns his/her		√	√	Spoon-feeding (Teacher-Centered)

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	assessments with the different learning styles (auditory, visual, read and write and kinesthetic).				
Teaching	1-Teacher builds on the previous knowledge. 2-Activities are well-selected to reach the objective. 3-Teacher gives clear instructions. 4-Teacher checks the understanding of the instructions. 5-Most students are actively engaged.		√ √	√ √	Teacher has not prepared her lesson previously. She was expected to explore 'if/when) but she didn't
Feedback	1-Teacher gives developmental feedback (specific, timely, and constructive). 2- Teacher gives opportunities for peer feedback and self-assessment. 3-Teacher encourages learners to set personal learning goals.			√ √ √	Shedid everything by herself(didn't foster the learner's autonomy)
Progress Monitoring	1-Teacher identifies and addresses student misconceptions 2-Teacher adjusts his/ her teaching based on assessment data.			√ √	Pupils confused between a biography and an essay about the topic mentioned above.
Classroom and management	1-Teacher creates a supportive learning environment. 2-Teacher varies interactions. 3-Teacher's pace is adapted to the learners' level. 4-Teacher gives sufficient time for the learners to do the activities.		√ √	√ √	Too much reliance on the teacher doesn't encourage interaction and engagement.
Learning	1-Most students are involved in the tasks. 2-Learners do most of the talking. 3-Most students produced the		√ √	√	The group work was passive and learners were confused .

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	assigned final task. 4-Learners work collaboratively in pairs or groups.			√	
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3.4. Teacher four

Level: 2 LPH

Number of students: 24

Theme: Poverty and World Resources

Unit: Waste Not, Want Not

Competency: Linguistic competency

Sequence: Discovering Language

Rubric: The Passive Voice (different tenses)- Practice

Components	Criteria	Yes	Partly	No	Comments
Clarity of Learning Objectives	1-Teacher discusses the lesson objectives and the criteria for a successful lesson. 2-Students know well/ understand what they are expected to learn.		√ √		The grammar lesson of the passive should be used in context (the idea is not clear)
Variety of Assessment Methods	1-Teacher uses various formative strategies (observation, discussions, quizzes, exit tickets,...). 2-Teacher aligns his/her assessments with the different learning styles (auditory, visual, read and write and kinesthetic).		√	√	No lead in, directly explaining the passive with tenses then asking the learners to turn the sentences into the passive.
Teaching	1-Teacher builds on the previous knowledge. 2-Activities are well-selected to reach the objective. 3-Teacher gives clear instructions. 4-Teacher checks the understanding of the instructions. 5-Most students are actively engaged.		√ √ √	√ √	No pre-requisite No context for introducing the point of grammar.
Feedback	1-Teacher gives developmental feedback (specific, timely, and constructive).		√	√	Teacher gives the information herself and

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	2- Teacher gives opportunities for peer feedback and self-assessment. 3-Teacher encourages learners to set personal learning goals.			√	didn't give students the opportunity to do.
Progress Monitoring	1-Teacher identifies and addresses student misconceptions 2-Teacher adjusts his/ her teaching based on assessment data.			√ √	The PPP steps of the lesson are not respected.
Classroom and time management	1-Teacher creates a supportive learning environment. 2-Teacher varies interactions. 3-Teacher's pace is adapted to the learners' level. 4- Enough time is given for the learners by the teacher to do the activities.		√ √ √	√	Limited interaction. Teacher doesn't set time limits to the suggested activities.
Learning	1-Most students are involved in the tasks. 2-Learners do most of the talking. 3-Most students produced the assigned final task. 4-Learners work collaboratively in pairs or groups.		√ √	√ √	Learner could turn sentences into the passive but were not able to write their own.

3.5. Teacher five

Level: 2 Maths

Number of students: 13

Theme: Poverty and World Resources

Unit: Waste Not, Want Not

Competency: Interpreting Interacting Producing

Sequence: Developing Skills (II/ Reading and Writing)

Rubric: Reading Comprehension

Components	Criteria	Yes	Partly	No	Comments
Clarity of Learning Objectives	1-Teacher discusses the lesson goals and the success criteria of the lesson. 2-Students know well/ understand what they are expected to learn.		√ √		To interpret the reading passage by answering the comprehension questions.
Variety of Assessment	1-Teacher uses various formative strategies		√		Brainstorming was successful

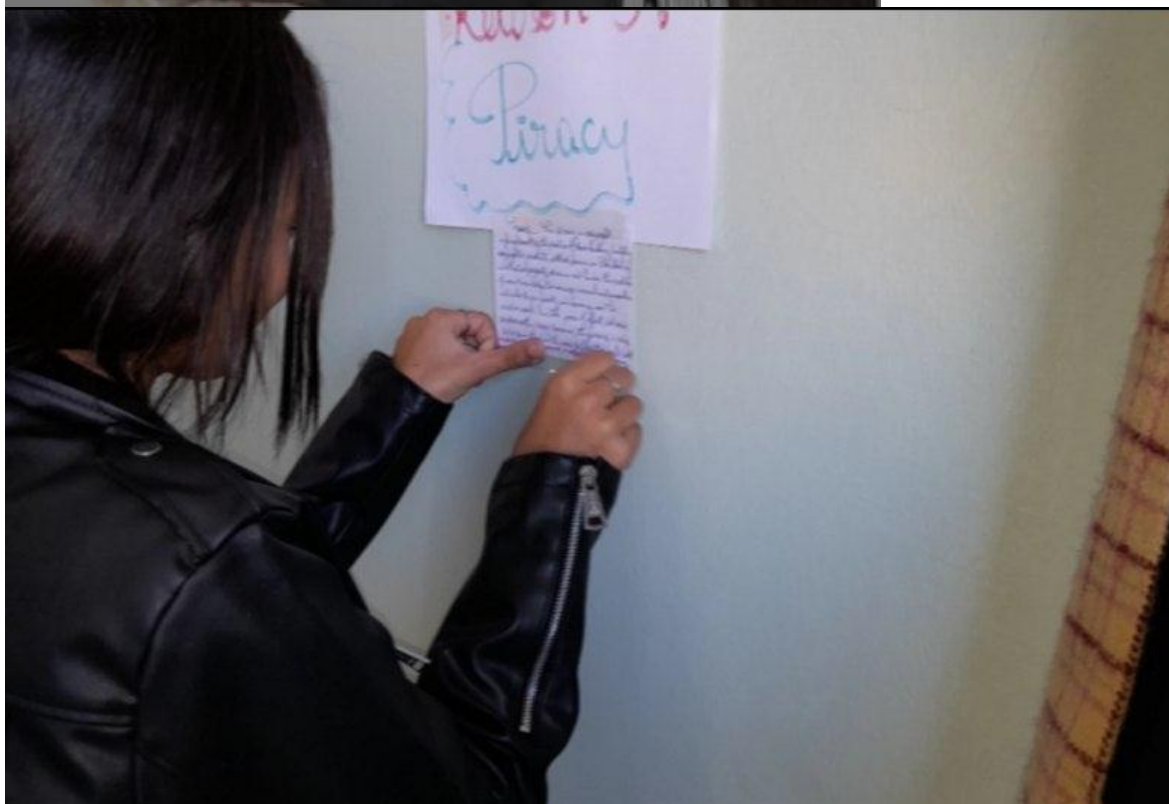
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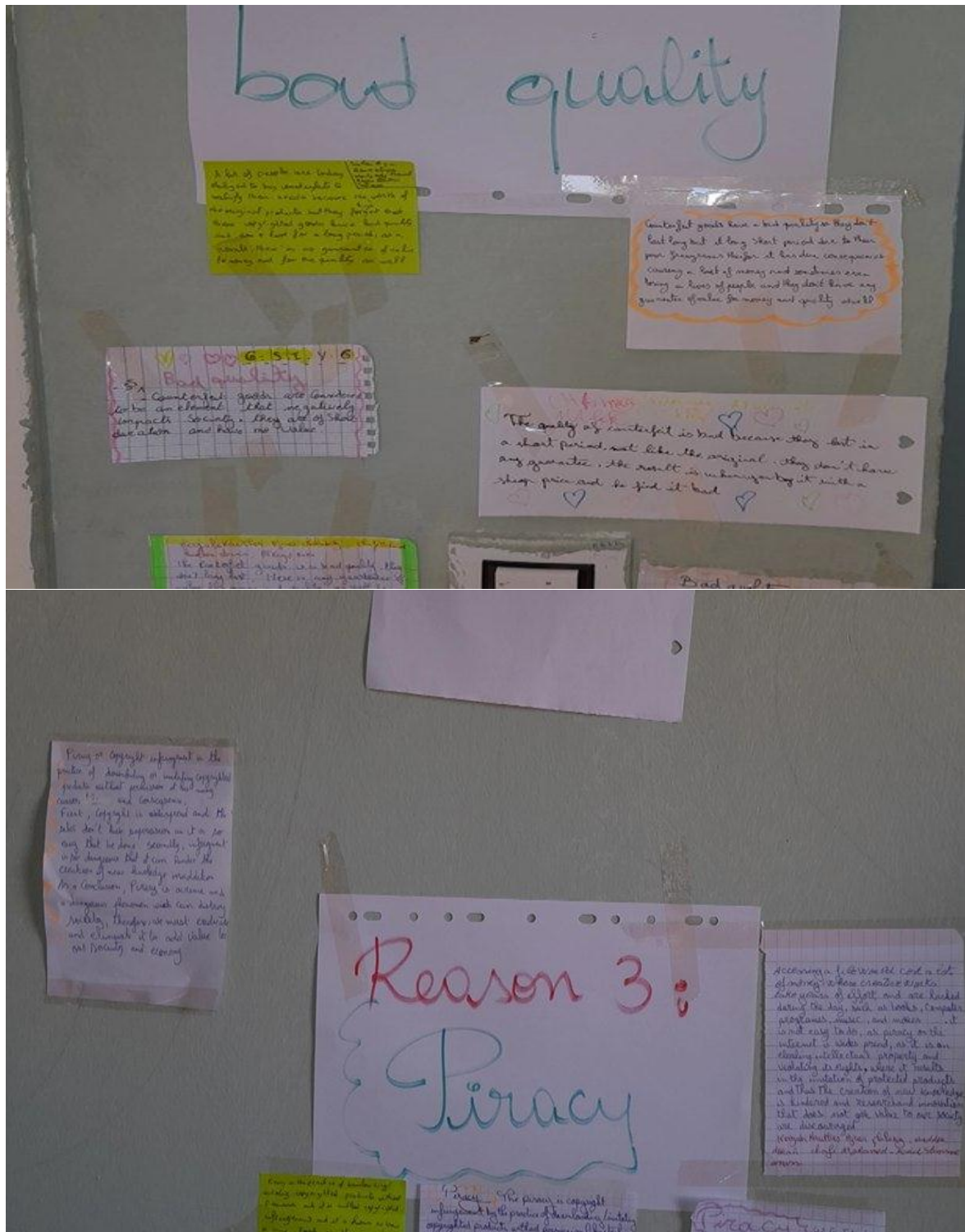
Methods	(observation, discussions, quizzes, exit tickets,...). 2-Teacher aligns his/her assessments with the different learning styles (auditory, visual, read and write and kinesthetic).		√		but should not be corrected in stage one. Observation while- reading
Teaching	1-Teacher builds on the previous knowledge. 2-Activities are well-selected to reach the objective. 3-Teacher gives clear instructions. 4-Teacher checks the understanding of the instructions. 5-Most students are actively engaged.	√	√ √ √		The reading steps are not organized correctly: to check, to answer to discuss
Feedback	1-Teacher gives developmental feedback (specific, timely, and constructive). 2-Teacher gives opportunities for peer feedback and self-assessment. 3-Teacher encourages learners to set personal learning goals.	√	√	√	Teacher's observations and feedback were fruitful Pupils do individually and then correct collectively and justify their answers
Progress Monitoring	1-Teacher identifies and addresses student misconceptions 2-Teacher adjusts his/ her teaching based on assessment data.	√		√	Teacher turns around and explains misconceptions
Classroom and time management	1-Teacher creates a supportive learning environment. 2-Teacher varies interactions. 3-Teacher's pace is adapted to the learners' level. 4-Teacher gives enough time for the learners to do the activities.	√ √	√	√	Pupils justify their answers, defend their opinions and correct mistakes. T didn't set time limits to the activities.
Learning	1-Most students are involved	√			Students were

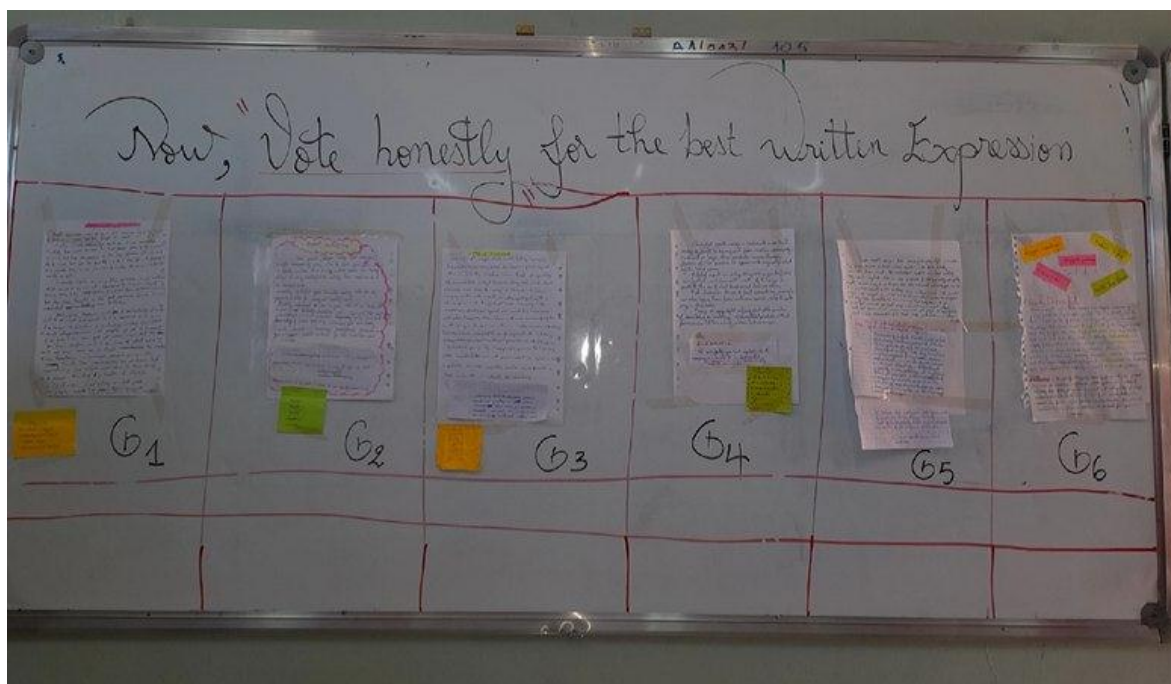
Appendices

	in the tasks. 2-Learners do most of the talking. 3-Most students produced the assigned final task. 4-Learners work collaboratively in pairs or groups.	√	√	√	able to answer and respond to the text positively, enrich their vocabulary
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Appendix D: Students' Participation







Summary:

It has become axiomatic that assessments impact powerfully on student learning. This study explore the impact of Formative and summative assessments on effective teaching strategies and student achievement . It articulate the precise ways in which these assessments influence the implementation of effective teaching strategies, ultimately leading to measurable improvements in student achievement .This case study is undertaken Ahmed BEY secondary school with first and second year students, as well as with 23 teachers from Tlemcen city. The data gathered were analyzed quantitatively and qualitatively. The research tools including the questionnaires and classroom observation revealed unbalanced use of assessments in ELT classrooms what pushed to conclude with some practical suggestions to reach better learning outcomes.

Keywords: Formative assessments, summative assessments, Teaching strategies, ELT

ملخص:

أصبح جليا أن التقييمات تؤثر بشكل كبير على تعلم الطلاب. تبحث هذه الدراسة في تأثير التقييمات التكوينية والنهائية على استراتيجيات التدريس الفعالة و نتائج التلاميذ الدراسية. كما تحدد بدقة الطرق التي تؤثر بها هذه التقييمات على تطبيق استراتيجيات التعليم ، مما يؤدي في إلى تحسينات ملموسة في أداء الطلاب . أجريت دراسة الحالة هذه في ثانوية أحمد باي، مع طلاب السنة الأولى والثانية ، بالإضافة إلى 23 معلما من مدينة تلمسان. تم تحليل البيانات التي تم جمعها كميا ونوعيا وكشفت أدوات البحث، بما في ذلك الاستبيانات والملاحظة الصفية، عن وجود خلل واضح في توظيف أنماط التقييم داخل حصص تعليم اللغة الإنجليزية، مما استدعى تقديم جملة من التوصيات التطبيقية لتحقيق نتائج تعلم أفضل.

الكلمات المفتاحية: التقييمات التكوينية، التقييمات النهائية، استراتيجيات التدريس، تعليم اللغة الإنجليزية

Résumé:

Il est devenu évident que les évaluations ont un impact significatif sur l'apprentissage des élèves. Cette étude examine l'influence des évaluations formatives et sommatives sur les stratégies d'enseignement efficaces et les résultats scolaires des apprenants. Elle précise également les mécanismes par lesquels ces évaluations affectent la mise en œuvre des stratégies pédagogiques, conduisant in fine à des améliorations tangibles des performances des élèves. Cette étude de cas a été menée au lycée Ahmed Bey, impliquant des élèves de première et deuxième années, ainsi que 23 enseignants des ville de Tlemcen. Les données collectées ont été analysées quantitativement et qualitativement. Les outils de recherche, comprenant des questionnaires et des observations en classe, ont révélé un déséquilibre dans l'utilisation des évaluations dans les cours d'anglais, ce qui a conduit à formuler des recommandations pratiques pour de meilleurs résultats d'apprentissage.

Mots-clés : Évaluations formative et sommative, stratégies d'enseignement, ELT.

