Yahia Fares University of Medea
Faculty of Letters and Languages
Department of Foreign Languages
English Section

An Investigation into Language Assessment Literacy Level and Practices of EFL Teachers at Yahia Fares University of Medea

A Dissertation Submitted in Partial Fulfillment of The Requirements for Master Degree in English (Linguistics)

Submitted by:

Abir Saidani
Oumelkher Bouchher
Selma Haissam

Supervised by:

Dr. Asma Melouah

Panel of Examiners:

Chair	Mrs. Amira Metidji	University of Medea
Supervisor	Dr. Asma Melouah	University of Medea
Examiner	Dr. Souad Mirroud	University of Medea

June 2023

DECLARATION

We, hereby, declare that this dissertation, entitled An Investigation into Language Assessment Literacy Level and Practices of EFL Teachers: A Study at Yahia Fares University of Medea. As Case Study has been undertaken by us for the requirements for Master Degree in English (Linguistics) under the supervision of Dr Asma Melouah. We also declare the materials of this research are the pure outcome of our investigation and do not incorporate any substances previously written or published by other researchers except those indicated in quotations, citations or in the references list.

We are duly informed that any person practicing plagiarism will be subject to disciplinary sanctions issued by the university authorities under the rules and regulations in force.

Date: 08/ 06/ 2023

Signed: Abir Saidani, Oumelkheir Bouchher, and Selma Haissam.

DEDICATION

I dedicate this humble work to:

My mother, Nadia, who has been a constant source of inspiration, made me who I am.

Special thanks to Yacine. Your support granted me strength; you believed in me. Thank you for being there and never giving up on me.

And as many letters as this research holds, I am immensely grateful to my amazing partners: Selma and Oumelkhir

Abir

First, I dedicate this work to my parents, who believed in me when no one else did, who supported me when everyone gave up on me, and who gave me the hope to always keep moving despite everything.

My sincere thanks to the flowers of my life, Hafida, Fairouz, Hanane, Sarah, Zohra, AmelYasmina, Noura, Hind, and Rania, for their endless love and support, without forgetting all my nieces, Rhahil, Rihab, and Mohammed.

A special dedication would go to Khadidja, my childhood friend, whose life with her has such delightful vibes and who was beside me all the time.

Oumelkher

I dedicate this work to:

My parents, sister, and brothers. Thank you for your support and encouragement

My partners

My friends

Selma

ACKNOWLEDGEMENTS

First of all, we would like to profoundly express our gratitude to Allah for all the support and strength he gave us in the most tiring and dark moments when disappointment could not be defeated.

Our sincere thanks would also go to our supervisor, Dr. Asma Melouah, who was beside us from the beginning until the end with her useful instructions that enlightened our pathway without showing any dissatisfaction or complaining about our work.

Special gratitude should be expressed for the teachers who kindly agreed to take part in this humble work, particularly the ones participating in the interview who accepted our invitation in spite of their busyness.

We would also like to thank all the teachers that we met during our academic journey and who left positive traces due to their kindness and help whenever needed.

At the end, we would show our gratitude to the jury members who accepted to read this thesis and comment on it.

Particular acknowledgment is due to our friends, teachers, and all the other people who helped us reach the point that we are now at.

ABSTRACT

A variety of key components are necessary for effective language teaching and learning, one of which is teachers' language assessment literacy. This descriptive study aims at investigating the language assessment literacy (LAL) level and practices of English as a foreign language teachers (EFL) at Yahia Fares University of Medea. In terms of methodology, a mixed-methods research design was adopted. In this regard, the study employed two data collection methods, namely: a questionnaire and an interview with teachers from the Foreign Languages Department (English section). The questionnaire provided quantitative data for statistical analysis, while the interviews allowed for in-depth exploration and understanding of the teachers' language assessment literacy level and practices.

The findings obtained from the collected data revealed that EFL teachers are literate concerning assessment, but their knowledge needs to be updated. Moreover, lack of training was also among the influential weaknesses because its impact would reinforce teachers' assessment practices. Overall, EFL teachers at Yahia University of Medea considered their level of proficiency in language assessment to be moderate. However, training is still required. This study ends with several implications and suggestions contributing to the enhancement of language assessment practices in the context of English language in higher education.

Keywords: English as a foreign language; teacher; assessment; literacy; assessment literacy; language assessment literacy; higher education.

ملخص

تعد المعرفة التقييمية للأساتذة من بين الأساسيات الضرورية من أجل تعليم و تعلم اللغة و بهذا الصدد تهدف هذه الدراسة الوصفية إلى توضيح مستوى المعرفة التقييمية و الممارسات التي يستخدمها أساتذة اللغة الإنجليزية بجامعة يحي فارس بالمدية ،وفيما يتعلق بالمنهجية، تم الاعتماد على منهج بحثي مختلط، و القائم على أساس أداتين للبحث، هما: استبيان ومقابلات مع الأساتذة من قسم اللغات الأجنبية (قسم اللغة الإنجليزية)، بحيث قدم الإستبيان بيانات كمية للتحليل الإحصائي بينما سمحت المقابلات بكشف وفهم متعمق لمستوى وممارسات التقييم اللغوي للأساتذة، ومن بين النتائج التي تم الحصول عليها من خلال البيانات التي تم جمعها أن أساتذة اللغة الإنجليزية يتمتعون بمعرفة تقييمية ،ولكن مع ذلك فإن التعديلات مطلوبة للحصول على نسخة محدثة من تلك المعرفة، إضافة إلى أن نقص التدريب يعد من بين نقاط الضعف التي من شأنها أن تؤثر على ممارسات التقييم للأساتذة، كما تم اختتام هذه الدراسة بمجموعة من الإنعكاسات والإقتراحات التي من شأنها أن تساهم في تعزيز ممارسات تقييم اللغة فيما يخص اللغة الإنجليزية في التعليم العالي.

الكلمات المفتاحية :اللغة الإنجليزية كلغة اجنبية؛ الأستاذ؛ التقييم؛ المعرفة؛ المعرفة التقييمية؛ المعرفة التقييمية للغة؛ التعليم العالي.

LIST OF TABLES

Table 1.1 Examples of Knowledge, Skills, and Principles in LA for Teachers 9
Table 1.2 A Synthesis of Research on Assessment Practices and tools 13
Table 1.3 A Synthesis of Research on Assessment Practices 14
Table 2.1 The Questionnaire Participants 22
Table 2.2 Teachers' interview 25
Table 3.1 Teacher's Profile 29
Table 3.2 Teachers' Source of Assessment 30
Table 3.3 Teachers' Frequency in Assessing their Students 31
Table 3.4 How teachers Choose a Method for Assessment 33
Table 3.5 The Meaning of Formative Assessment 34
Table 3.6 The Meaning of Summative Assessment 34
Table 3.7 The Purpose of Diagnostic Assessment 35
Table 3.8 The Aim of Peer and Self Assessment 36
Table 3.9 The Concept of Assessment 36
Table 3.10 The Concept of Evaluation 37
Table 3.11 Teachers' Satisfaction about Their Assessment Practices 38
Table 3.12 Teachers' Opinions about Assessment Training 39
Table 3.13 Teachers' Opinions about Their Qualification in Assessing Doctoral Exams 40
Table 3.14 Teachers' Level of Assessment Liteacy 40
Table 3.15 Teacher's Familiarity with Assessment Literacy 42
Table 3.16 Language Assessment vs Language Evaluation 42
Table 3.17 The Elements That Should Be Assessed 43
Table 3.18 Assessment Training 44
Table 3.19 The Necessary Skills and Knowledge for Teachers 45
Table 3.20 The Types of Assessment Used by Teachers 46
Table 3.21 The Assessment Practices 46
Table 3.22 E-Assessment 47
Table 3.23 The Challenges Faced by Teachers 48
Table 3.24 Qualification of a Good Assessor 49

LIST OF FIGURES

Figure 1.1 Assessment within Teaching and Learning 11
Figure 3.1 Teachers' Source of Assessment 29
Figure 3.2 Teachers' Frequency in Assessing their Students 31
Figure 3.3 How teachers Choose a Method for Assessment 32
Figure 3.4 Teachers' Satisfaction about Their Assessment Practices 37
Figure 3.5 Teachers' Opinions about Assessment Training 38
Figure 3.6 Teachers' Opinions about Their Qualification in Assessing Doctoral Exams 39
Figure 3.7 Teachers' Level of Assessment Literacy 40

LIST OF ABBREVIATIONS

EFL : English as a Foreign Language

LAL : Language Assessment Literacy

LA : Language Assessment

AL : Assessment Literacy

TABLE OF CONTENTS

DECLARATION i
DEDICATION ii
ACKNOWLEDGEMENTS iii
ABSTRACT iv
ملخص v
LIST OF TABLES vi
LIST OF FIGURES vii
LIST OF ABBREVIATIONS viii
GENERAL INTRODUCTION
1 Research Background 1
2 Statement of the Problem 2
3 Research Questions 2
4 Purpose of the Study 3
5 Significance of the Study 3
6 Research Methodology 3
7 Delimitations 4
8 Thesis Layout 4
9 Definitions of Key Terms 5
CHAPTER ONE : LITERATURE REVIEW ON ASSESSMENT LITERACY IN ENGLISH LANGUAGE TEACHING AND LEARNING
Introduction 7
I. Overview on Language Assessment 7
1.1 Assessment Through the Lens of Vygotsky's Social Constructivism 7
1.2 Language Assessment Literacy (LAL) 8
1.2.1 The Concept of Literacy 8
1.2.2 Definition of Language Assessment Literacy 8
1.2.3 The Importance of Assessment Literacy 10
1.3 Definition of Assessment 10
1.3.1 Types of Assessment 11
1.3.1.1 Formative Assessment 12
1.3.1.2 Summative Assessment 12

1.3.1.3 Diagnostic Assessment 12
1.3.1.4 Self-Assessment 12
1.3.1.5 Peer Assessment 13
1.3.2 Assessment vs. Evaluation 15
1.3.3 The Characteristics of Effective Assessment 15
II. Previous Studies on Language Assessment Literacy 16
Conclusion 18
CHAPTER TWO : METHODS AND PROCEDURES
Introduction 19
2.1 Research Design 19
2.1.1 Descriptive Approach 19
2.1.2 The Mixed-Methods Design 19
2.1.3 Research Participants 22
2.1.4 Data Collection Methods and Procedures 23
2.1.4.1 Teachers' Questionnaire 23
2.1.4.2 Teachers' Interview 24
2.1.5 Data Analysis Methods and Procedures 26
Conclusion 27
CHAPTER THREE : DATA ANALYSIS AND PRESENTATION OF THE RESULTS
Introduction 28
3.1 Presentation of the Results of the Teachers' Questionnaire 28
3.1.1 Section One: Teachers' Profile 28
3.1.2 Section Two : Teachers' Assessment Literacy 30
3.2 Presentation of the Results of the Teachers' Interview 41
3.3 Summary of the Results 49
Conclusion 50
CHAPTER FOUR : GENERAL FINDINGS, PEDAGOGICAL IMPLICATIONS AND RECOMMENDATIONS
Introduction 51
4.1 Discussion of the Findings 51
4.1.1 Discussion of Teachers' Questionnaire Findings 51
4.1.2 Discussion of the Teachers' Interview Findings 54
4.2 Summary of key Findings 56
4.3 Pedagogical Implications 57

4.4 Limitations of the Study 58
4.5 Suggestions for Further Research 59
Conclusion 61
GENERAL CONCLUSION 62
REFERENCE LIST 64
APPENDICES 68
Appendix 1 68
Appendix 2 71
Appendix 3 72
Appendix 4 73

GENERAL INTRODUCTION

GENERAL INTRODUCTION

1 Research Background

Language is an essential tool in human life since it allows us to convey ideas, thoughts, opinions, and emotions, either spoken or written. Presently, English is regarded as the primary international language for basically all fields, including business, technology, and education. As a result, learning and teaching English as a foreign language (EFL) have gained significance within the Algerian educational system, mainly with recent educational revisions. Therefore, Algerian curriculum developers incorporated English as a foreign language (alongside French) into the national educational program. At the university level, in 2019, the former Minister of Higher Education and Scientific Research, Mr. Tayeb Bouzid, directed 77 Algerian universities to promote and encourage the use of English in all administrative and official documents (see Appendix 3). In the same context, in October 2022, the Ministry of Higher Education and Scientific Research issued a directive to higher education institutions to start a training program in English for teachers (see Appendix 4). Although English is now given essential status, teaching and learning this language is seen as a difficult and gradual process where teachers may face a lot of challenges. Language assessment is one of these challenges, as evaluating students' performance in this area can be considered as a complex task due to the skills and assessment knowledge it demands. Language teachers can better understand their students and their own teaching methods and styles through assessment, which plays a crucial role in the teaching and learning of languages. Through the wise use of assessment, teachers may have the opportunity to learn rich and pertinent information about their students. The primary purpose of assessment should be to support the development of teaching and learning (Fredericksen & Collins, 1989, p. 32). Hence, assessment literacy is a crucial factor in learning and teaching a language. Assessment literacy results in efficient

assessment and teaching methods. With proper levels of assessment literacy, teachers can develop a variety of essential abilities, such as information gathering, assessing students' levels of learning and comprehension, and modifying their instruction when necessary (Seigel & Wissehr, 2011, p. 374).

2 Statement of the Problem

The teaching methods used in contemporary times have undergone considerable change to foster a more learner-centered classroom environment. This shift has also led to the enhancement of the assessment techniques and strategies used for effective learning of English as a foreign language. Hence, to meet the interests and requirements of every student in learning any language, teachers must be aware of the many assessment methods that may be utilized in the classroom and how to apply them equitably. The relationship between good assessment and student accomplishment is thought to be strongly influenced by teachers' assessment literacy. That is why the lack of knowledge concerning assessment may affect the students progress. For that reason, being assessment literate for a language teacher is necessary , as it has a great relationship with the learners' performance as well as their level of proficiency. Therefore, teachers' backgrounds concerning assessment literacy need to be based on well-known concepts and models. Additionally, teachers need to embrace specific methodologies and approaches as part of their practices for the betterment of teaching outcomes. Accordingly, it is required to investigate the level of EEL teachers and their practices.

3 Research Questions

Considering this research problem, it is necessary to address the following research questions:

1. What is the level of EFL teachers' language assessment literacy?
2. What language assessment practices do EFL teachers use to assess their students?

4 Purpose of the Study

Given the importance of EFL teachers' assessment literacy in promoting effective learning and performance, the present study aims to investigate two key aspects related to EFL teachers' assessment practices at the Department of Foreign Languages (English Section) at the University of Medea. First, it seeks to determine the level of assessment literacy among EFL teachers, providing insights into their assessment knowledge and skills. Second, this study seeks to explore their assessment practices by examining the strategies, methods, tools, and techniques used in assessing their students' English language proficiency and learning outcomes.

5 Significance of the Study

Due to the crucial role of assessment in enhancing teachers' instruction, boosting students' enthusiasm to study, and raising students' levels of accomplishment in learning English as a foreign language, there is a need to shed light on EFL teachers' level regarding their assessment literacy. Hence, the research at hand will serve to make EFL teachers more aware of the necessity of being literate concerning assessment as well as tackling their gaps where they feel less performative during the teaching and learning process. Furthermore, it may persuade teachers to start thinking more about improving the assessment methods they are using inside the classroom, besides overcoming their weaknesses.

6 Research Methodology

Depending on the nature of the research, the study was carried out using a descriptive method. Therefore, a mixed-methods approach has been used with the goal of investigating the assessment literacy of EFL teachers and their practices. Concerning the data collection tools, a questionnaire was administered to fourteen teachers from the Section of English at

Yahia Fares University, and an interview has been conducted with three teachers at the same section.

7 Delimitations

Along the research journey, a number of decisions were made based on the nature of the subject being studied as well as the surrounding circumstances, which impacted the inquiry process at different intervals. In other words, a more particular topic was meant to be studied (which is literacy of writing skill assessment), but this changed to make the topic more holistic and tackle assessment literacy in general because of the nature of the problem that requires examining students' papers and getting involved in writing classes, which needed time that was not available. The decisions and choices made by the researchers outline the scope and boundaries of the study while investigating EFL teachers' language assessment literacy. That is to say, the study at hand gives a descriptive perspective into teachers' assessment knowledge, skills, practices, and perceptions from a particular angle that may discard other aspects related to the same issue for several reasons, including time, which makes it difficult to talk about details regarding language assessment literacy as well as the scope of the research and thesis length.

In particular, four areas were not covered, including administrative interference in higher education assessment practices, how to improve assessment literacy among EFL teachers given that this study is descriptive in nature, teachers' online assessment practices, and the last area, having practical samples of teachers assessing their students either in the classroom or in the exam.

8 Thesis Layout

This study consists of a general introduction, four chapters, and a general conclusion. The general introduction comprises the background of the study, a statement of the problem,

research questions, the purpose of the study, the significance of the study, research methodology, delimitations, and the outline of the dissertation. The first chapter, a literature review on assessment literacy in English language teaching and learning, presents a theoretical overview of the subject and is divided into two main parts. The first part is concerned with the review of theories, including an exploration of Vygotsky's theory of social constructivism in relation to language assessment literacy. It also covers essential concepts relevant to the study, such as definitions, types, and components of assessment. The second part discusses previous studies on language assessment literacy (LAL) and English as a foreign language (EFL). The second chapter, entitled "Methods and Procedures", provides a description of the research methodology, including the research design and approach, the research participants, the methods for collecting data, and the methods used for analyzing the collected data. Moreover, the third chapter is devoted to the analysis of the obtained data while the last chapter covers a thorough discussion of the study's findings. In addition, chapter four highlights the implications and recommendations of the study, the limitations encountered during the research process, and provides suggestions for further research.

9 Definitions of Key Terms

Assessment: is a methodical way of gathering data and drawing conclusions regarding a student's aptitude or the effectiveness of a course of study based on a variety of sources of evidence (Richards & Schmidt, 2002, p. 35).

Literacy: is the knowledge, expertise, and application of evaluation ideas in making educational decisions (Hussain et al., 2017, p. 128).

Assessment literacy: is the ability to evaluate students' knowledge and abilities, to interpret the results of these evaluations, and to apply the results to enhance program efficiency and student learning (Web, 2002, p. 1).

Language assessment literacy: is the information and abilities that educators involved in evaluation, including language teachers, should possess (Ameziani & Amrane, 2019).

CHAPTER ONE

Literature Review on Assessment Literacy in English Language Teaching and Learning

CHAPTER ONE

Literature Review on Assessment Literacy in English Language Teaching and Learning

Introduction

I. Overview on Language Assessment

1.1 Assessment through the Lens of Vygotsky's Social Constructivism

1.2 Language Assessment Literacy (LAL)

1.2.1 The Concept of Literacy

1.2.2 Definition of Language Assessment Literacy

1.2.3 The Importance of Assessment Literacy

1.3 Definition of Assessment

1.3.1 Types of Assessment

1.3.1.1 Formative Assessment

1.3.1.2 Summative Assessment

1.3.1.3 Diagnostic Assessment

1.3.1.4 Self-Assessment

1.3.1.5 Peer Assessment

1.3.2 Assessment vs. Evaluation

1.3.3 The Characteristics of Effective Assessment

II. Previous Studies on LAL

Conclusion

CHAPTER ONE

Literature Review on Assessment Literacy in English Language Teaching and Learning

Introduction

The importance of assessment as a tool in teaching and learning foreign languages has drawn a lot of attention among researchers. Assessment is regarded as a powerful tool that advances and enhances the learner's performance. Hence, teachers are required to have enough knowledge and skills regarding the use of assessment techniques in order to achieve the stated goals. As this study attempts to investigate the current teachers assessment literacy and their assessment practices, the present chapter is devoted to discussing the topic's major concepts. The first part of the chapter aims to shed light on the literature review of assessment literacy as well as some related concepts. However, the second part is devoted to previous studies.

I. Overview on Language Assessment

1.1 Assessment Through the Lens of Vygotsky's Social Constructivism

The main objective of any educational program is to facilitate students' learning. A key component of educational practice has always been assessment, in its many forms. Social constructivism, which is based on the idea that learning is an active and ongoing process of creating one's knowledge through social interaction with others, led to a number of changes in assessment, including the use of assessment to support student learning, encouraging students' collaboration in assessment tasks, and empowering students in assessment through peer, self-assessment, and students' feedback (Airasian & Russell, 2007, pp. 5-8). By drawing on Vygotsky's Zone of Proximal Development (ZPD) theory, teachers learn more than just how to impart knowledge; they also gain an understanding of how knowledge has been constructed

and how it might be expanded upon and modified. Teaching episodes, considered assessment opportunities, allow teachers to guide and assess students' learning progress (Adams, 2006, p. 252).

1.2 Language Assessment Literacy (LAL)

1.2.1 The Concept of Literacy

Given the different meanings, interpretations, and perceptions attached to literacy, its definition has grown more and more elusive. “In the past fifty years, hundreds of definitions of “literacy” have been advanced by scholars, adult literacy workers, and program planners” (Roberts, 1995). The concept of literacy is primarily understood by the world in two ways: the first is conventional literacy, which focuses on reading and writing abilities, while the second is a corpus of knowledge and skills in a particular profession (Mkandawire & Daka, 2018, p. 140). In a certain sector or area, literacy refers to the form of knowledge, skills, and competence where one can employ special skills to complete certain tasks effectively. The meaning of literacy is clarified by the context; hence, literacy in relation to assessment, or what is known as assessment Literacy refers to “the understanding of assessment concepts, knowledge, and skills and their usage in educational decision-making” (Hussain et al., 2017, p. 128)

1.2.2 Definition of Language Assessment Literacy

Language assessment literacy (LAL) is an issue of debate among educators, as they have defined this term from different perspectives. LAL refers to stakeholders' familiarity with measuring procedures and the use of this knowledge in course activities in general and issues of assessing language in particular (Malone, 2013, p. 330). Furthermore, LAL is a large-scale standardized test administered in schools or other settings and must be designed, developed, maintained, or evaluated. To do this, one must have the knowledge, abilities, and

skills necessary, as well as be familiar with test procedures and the ideas and principles that guide and support practice, including codes of conduct (Fulcher, 2012, p. 115). Providing more details, language assessment literacy is a combination of three main components: knowledge, skills, and principles (Davies, 2008, p. 335).

Knowledge: Teachers must be familiar with testing methods, assessment methods, theories, concepts, and approaches to language learning, teaching, and assessment (Ameziani & Amrane, 2019). Moreover, knowledge provides a pertinent foundation for describing measurement, language, and context (Davies, 2008, p. 335).

Skills: Teachers must be able to develop accurate, fair exams, administer and correct tests using appropriate scoring and rating methods, track growth, and give feedback (Ameziani & Amrane, 2019).

Principles: This refers to the ethical use of test administration and results for language assessment (Ameziani & Amrane, 2019). These principles encompass ethical guidelines, fairness, and validity in assessment practices. Regarding the same topic, the principles of language assessment literacy require a balance of descriptive, empirical, and theoretical knowledge, skills, and theories for teaching and learning (Davies, 2008, p. 335).

Table 1.1

Examples of Knowledge, Skills, and Principles in LA for Teachers

Knowledge	Skills	Principles
• Models outlining language assessment frameworks, such as criterion-referenced. • Conducting personal assessment, such as actions and beliefs. • Important matters including ethical issues, impact, and justice.	• Instrument design for assessment • Assessment guidelines • Tasks and items. • Alternative assessment tools, such as statistical analysis and score interpretation for peer-assessment protocols**.**	• Moral utilization assessment data. • Democratic procedures that allow students to express their opinions. • Treating students fairly. • Transparent methods to explain the characteristics of evaluation systems and their effects.

Note. Giraldo, F. (2021). Language assessment literacy and teachers' professional development: A review of the literature. *Profile: Issues in Teachers' Professional Development*, *23* (2), 265–279.

1.2.3 The Importance of Assessment Literacy

A A crucial component of effective teaching and learning is good assessment practice (Fautley & Savage, 2008, p. 4). Hence, teachers need to obtain a respectable level of assessment literacy (AL) due to the growing interest in improving the standard of learning in general education. If a teacher can create assessment objectives, choose appropriate assessment tools to evaluate students' learning, develop assessment tools, give students useful feedback on their performances, grade students using various grading systems, and use assessment results to improve the teaching and learning process, that teacher is considered assessment literate (Hussain et al., 2017, p. 128). Through AL, teachers will be able "to explore and evaluate their own preconceptions, to understand the interpretive nature of the phenomenon of assessment", and also "to become increasingly aware of their own dynamic framework of knowledge, understanding, practices, and values, which shape their conceptualizations, interpretations, judgments, and decisions in assessment and their students' second language learning" (Scarino, 2013, p. 311). In order to make teachers effectively use assessments and base judgments about their practice on those assessments, assessment literacy is essential (Girgla, 2012, p. 25). Additionally, assessment literacy is a crucial skill because it encourages teachers to devote time, effort, and resources to using accurate assessment tools. With regard to future academic outcomes, these tools offer accurate data on intervention requirements and outcomes (Will et al., 2019, p. 2).

1.3 Definition of Assessment

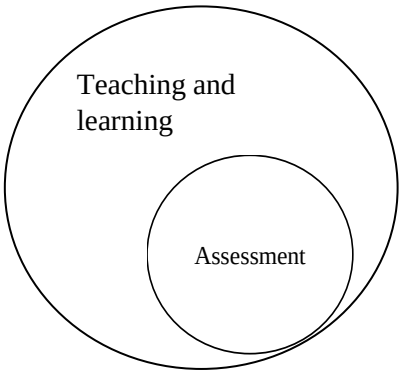
Assessment is a part of the teaching and learning process. It refers to the methodical gathering, reviewing, and utilization of data about educational initiatives done to enhance student learning and growth (Banta & Palomba, 1999, p. 4). Assessment refers to "a

systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence" (Richards & Schmidt, 2002, p. 35). Simply put, assessment is a process that attempts to examine how well the teaching methods are working and how well the students are performing.

Figure 1.1

Assessment within Teaching and Learning

.



Note. Fautley, M., & Savage, J. (2008). *Achieving QTS: Assessment for learning and teaching in.* Learning Matters Ltd.

1.3.1 Types of Assessment

Concerning Concerning the sorts of assessment, many scholars, including Scriven and Bloom, agreed upon formative and summative while taking into consideration other types that are used for particular purposes. The assessment process may function to empower administrators to determine whether the whole finished course content, adjusted by means of the evaluation process in the first role, reflects a sufficiently notable improvement on the alternatives available in order to make the cost of adoption by the school system clear (Scriven, 1967, as cited in William, 2006, pp. 41–42). Hence, as it was mentioned previously, assessment can be broken down into:

1.3.1.1 Formative Assessment

Numerous researchers have developed and defined the term “formative assessment” over the years. Formative assessment is the evaluation of students as they are “forming” their skills and competencies with the objective of assisting them in continuing that growth process (Brown, 2003, as cited in Zahaf, 2020, p. 6).

It is further defined as "encompassing all those activities undertaken by teachers and/or their students that provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" (Black and Wiliam, 1998, p. 8).

1.3.1.2 Summative Assessment

Summative assessment is a type of assessment that provides proof of what students have acquired at the end of a learning term. It is completed at the end of a teaching period to identify the degree of success and areas for improvement. Teachers who aggregate data from pre- and post-tests provide the most convincing proof of student development (Madani, 2012).

1.3.1.3 Diagnostic Assessment

Diagnostic assessments are intended to highlight a learner's strengths and areas for improvement in their language knowledge and proficiency; they must provide actionable feedback and allow for a thorough study and report of task responses. Repercussions are low-stakes but may have an impact on future learning or instruction (Alderson, 2005, pp. 256-275).

1.3.1.4 Self-Assessment

Self-assessment is a process in which students evaluate their own work and choose ways to advance their knowledge and abilities. It helps them identify additional learning objectives and instructional approaches to increase achievement. Self-monitoring, self-

assessment, and the identification and application of instructional correctives are three interrelated parts of a cyclical process (McMillan & Hearn, 2008, pp. 40-41).

1.3.1.5 Peer Assessment

Peer assessment is an arrangement enabling students to take into consideration and identify the value, level, or worth of an item or performance of other learners with equal status, then learn further by providing feedback and discussing their evaluations with the ones who were assessed in order to obtain a negotiated outcome. Peer assessors with less assessment expertise but more time to complete the task can produce an evaluation with the same reliability and validity as teachers. 20 years ago, peer assessment gained global notoriety, and in the previous ten years, it has gained tremendous popularity. Both the elementary (primary) and senior (high) school classrooms contain it (Topping, 2018, pp. 1–2).

Despite the distinct features of all these types, they commonly share the use of two assessment tools, namely rubrics and portfolios. The following table presents the way rubrics and portfolios are used according to the assessment type.

Table 1.2

A Synthesis of Research on Assessment Practices and tools (rubrics and portfolios)

Assessessment tool	Practice
1. **Rubrics**: An assignment's criteria are listed in a document called a rubric, which also outlines the assignment's quality levels, from outstanding to poor (Andrade, 2000)	● **For self-assessment**: When used by students, an effective rubric can introduce them to the idea of quality as it is understood by subject-matter experts, support peer and self-assessment, and direct revision and improvement. (Andrade, 2007). ● **For peer assessment:** Rubrics have the ability to help students creat an "image of success" and "make trustworthy judgements concerning the quality of their work" when used as an element of a student-centered approach to assessment (Stiggins, 2001, p. 11).
2. **Portfolio**: a systematic compilation of the student's studies, aids in assessment	● **For self-assessment:** Students' portfolios can give them a broad view of their learning process and provide ongoing feedback (Adams, 1998).

	of learners as a whole since it offers visible and dynamic proofs regarding students' interests, their talents, strong points, successes, and development over a specific time period (Birgin & Baki, 2004).	● **For peer assessment:** Portfolio and peer assessment appear to be a workable approach to improving independent and autonomous learning, according to the literature. Evidence-based benefits of peer assessment and portfolio include increasing student's awareness, broadening the scope of the assessment, enhancing learning, encouraging goal-orientation, positive post-course consequences, and reciprocal assessment responsibilities (Oscarson, 1989).

As shown in the table, teachers can utilize rubrics and portfolios in various forms, taking into consideration the learners' needs as well as the nature of the assessment being tackled. Another table is created to explain and illustrate the skills and practices used while assessing students, with particular attention given to the different types of assessment.

Table 1.3

A Synthesis of Research on Assessment Practices

Assessment type	Use	Practices and tools
1. Formative	It is applied in the preliminary stages of instruction development. This method involves monitoring a student's progress throughout instruction, which often takes place at regular intervals. Throughout the course, it is utilized to provide feedback and track student's learning. It is employed to determine growth over time.	• Students Observations • Homework • Peer reviews • Informal presentations • Think/Pair/Share • Visual Thinking Strategies • Quizzes • Feedbacks.
2. Summative	assessing a student's progress after instruction, finding levels of expertise, and performance is the goal. The students who took the course or passed the test can decide the long-term benefits.	• High Stake tests as midterm examinations. • End university exams.
3. Diagnostic	Also known as pre-assessment. It is essential to understand the type of students that will be providing any instruction before starting the course. Diagnostic assessment refers to evaluating a student's knowledge, abilities, and areas of strength and weakness before instruction or a course. It is employed to determine current understanding and/or misconceptions on a subject.	• Pre and post tests • Interviews • Observations • Polling.

Note. Adapted f rom Prasanthi.B. V, & V.V. Vijetha Inti. (2019). Classroom assessment methods and tools: a review. *IJRAR- International Journal of Research and Analytical Reviews,6*(2), 94-95.

1.3.2 Assessment vs. Evaluation

The terms "assessment" and "evaluation" are crucial in the context of education since they are used to obtain data regarding student performance. Despite the fact that researchers have interchangeably used the two terms , their objectives remain distinct. "Although assessment and evaluation are often used synonymously, they are not exactly the same" (Wiliams, 2003, p. 297). "Evaluation refers to a broader notion than assessment. Evaluation can concern a whole range of issues in and beyond language education" (Cameron, 2001, p. 222). That is to say , evaluation can be characterized as a protracted process that tries to acquire information about a variety of topics unrelated to language education. However, "assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development" (Banta & Palomba, 1999, p. 04). In this sense, assessment involves gathering the information required with the intention of enhancing the learner's performance. In a nutshell, assessment focuses on ongoing evaluation throughout the learning process, whereas evaluation focuses on teachers' findings regarding students' achievement by the end of the course.

1.3.3 The Characteristics of Effective Assessment

Within the many levels of the educational system, assessments are utilized for various purposes. Traditionally, "the primary aim of assessment is to foster the learning of worthwhile academic content for all students" (Eshun, 2013, p. 78). LAL results in effective assessment as it facilitates learning. It aids in concentrating efforts by putting into practice techniques that promote learning both inside and outside the classroom, and it goes beyond the use of conventional or traditional tests.

Furthermore, teachers and students must both grasp the purpose of assessment prior to its performance in order for it to be carried out effectively (Angelo, 2004, as cited in Dang,

2017). Without a systematic strategy, including aims and techniques that are established from the beginning to the end of a term as well as an academic year, assessment cannot be effective. “Successful assessment cannot be spontaneous because, without planning, the tasks may not have proper focus and the information needed may not be gathered” (Dang, 2017, pp. 74–81). Moreover, effective assessment uses a wide range of tools and methods, such as observation, tests, and presentations. It also needs to be a collaborative process involving students, so the ultimate goal of assessment is to empower students to assess their own performance.

Treating students fairly is one of the principles of assessment literacy that teachers need to have. Therefore, in order for assessment to be successful, it must be fair and provide every student with the chance to succeed. One of the most important aspects of assessment is fairness, which pertains to students’ understanding of the learning objectives and assessments, their opportunity to learn, their required knowledge and abilities, the lack of bias, and their avoidance of stereotypes (McMillan, 2001, pp. 55–73). Assessment is a continuous process that informs and directs both teachers and students, and it is more than just a test at the end of the lesson. To attain the stated aims, teachers must be qualified and aware of assessment procedures.

II. Previous Studies on Language Assessment Literacy

This section covers a number of contributions and studies undertaken to research LAL as well as its related issues like teachers’ level, language assessment conceptualization, the importance of LAL, and training programs concerning teacher assessment literacy. Inbar-Lourie (2008) examined potential elements of a literate knowledge foundation for language assessment and suggests developing an essential knowledge framework for language assessment courses. Furthermore, Davies (2008) had also addressed language assessment literacy, focusing on the necessary components to build such competency, namely:

knowledge, skills, and principles where knowledge serves as the theoretical understanding of assessment, skills serves as the practical application, and principles that deals with issues related to fair assessment practices. Moreover, he argued that the coming together of assessment components is highly important as each one of them depends on the other in several ways.

Davies's finding is one of the worthy contributions because many researchers (including Fulcher) based their studies on it and expand his thoughts regarding assessment literacy and some other aspects within a similar scope. For that reason, it seemed useful to include it within the undertaken study.

Another influential work that contributed to the expansion of LAL is "Assessment Literacy for the Language Classroom" by Fulcher (2012). The conclusion drawn from Fulcher's research proposes an approach to assessment literacy that combines principles, knowledge, and abilities in a procedural text. Regarding teachers assessment practices and the importance of teachers assessment literacy on student outcomes, the study's findings by Mellati and Khademi (2018) revealed that teachers assessment literacy had a major influence on how well their students could perform. Also, according to the study of Ashraf and Zolfaghari (2018), reflective teaching and assessment literacy among EFL teachers are positively correlated. This suggests that the more teachers know about assessment, the more they will reflect on their own instruction and positively affect their students.

In Algeria, a study by Djelaila (2014) was undertaken to examine teachers' perceptions and practices about assessment. The results revealed that teachers showed great awareness of assessment literacy, and despite their lack of training, they exhibited a willingness to adjust their assessment behaviors toward more reliable methods. However, according to Brahimi (2021), there was a lack of AL awareness among the teachers, and their familiarity with the concepts of AL was somehow negative. Concerning the need for training

for teachers, it has been argued that different sorts of assessment training are necessary for language teachers (Razavipour et al., 2011; Vogt & Tsagari, 2014; Hussain et al., 2017). The possible conclusion that can be drawn from these studies is that LAL is not a constant research issue, which means educators and assessors are always in need of new knowledge about this concept. For that reason, the current investigation is raised.

Conclusion

This chapter was set up for the purpose of giving a clear theoretical view concerning language assessment literacy in particular and assessment literacy in general. Hence, it was mainly concerned with two sections. The first section pinpointed the fundamental notions related to language assessment literacy within the framework of social constructivism. While the second section dealt with the previous studies, which were presented in relation to the research being conducted as well as to establish a strong foundation and demonstrate the significance of the research topic within the broader academic context, Hence, the coming together of the previously mentioned elements helped to shape the literature review as well as give a push to move on to the next step.

CHAPTER TWO
Methods and Procedures

CHAPTER TWO

Methods and Procedures

Introduction

2.1 Research Design

2.1.1 Descriptive Research

2.1.2 A Mixed -Method Approach

2.1.3 Research Participants

2.1.4 Data Collection Tools

2.1.4.1 Teacher's Questionnaire

2.1.4.2 Teacher's Interview

2.1.5 Data Analysis Methods and Procedures

Conclusion

CHAPTER TWO

Methods and Procedures

Introduction

The purpose of this study is to investigate the current level of EFL teachers language assessment literacy and their assessment practices at Yahia Fares University of Medea. Hence, this chapter is devoted to describe the methods and procedures adapted for collecting data and carrying out this investigation. It includes a description of the research design, the research approach, and a description of the participants. It also discusses the data collection and analysis methods and procedures.

2.1 Research Design

2.1.1 Descriptive Approach

The present study adopts a descriptive approach that aims to give a clear image of the phenomenon being studied. This approach is deemed the most suitable to make use of as it allows the research holders to have the necessary data for this investigation, specifically when it comes to dealing with numerous populations. Moreover, the nature of the research being conducted, which seeks to describe assessment literacy among EFL teachers at Yahia Fares University of Medea.

2.1.2 The Mixed-Methods Design

The design for this study is a mixed-methods research design in which a combination of a questionnaire (see Appendix 1) and an interview (see Appendix 2) with teachers are employed. The questionnaire is used for the purpose of collecting quantitative data, while the interview serves to collect qualitative data. The nature of this investigation requires the reaserchers to carefully choose what method to utilize in order to serve the desired objectives

that will be reached by the end of the research. Therefore, with the aim of investigating the assessment literacy of EFL teachers, a mixed-method research design has been adopted: "A mixed-method study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process" (Dornyei, 2007, p. 163). It is also defined as a method of investigation that mixes or links both qualitative and quantitative approaches (Creswell, 2014, p. 4). Furthermore, a mixed methods design refers to "a research approach for collecting, analyzing, and mixing quantitative and qualitative data at some stage of the research process within a single study in order to understand a research problem more completely" (Tavakoli, 2012, p. 362). In brief, it is a hybrid of both qualitative and quantitative data analysis and collection within the same study.

Mixed-methods research consists of several designs; in this inquiry, in order to gather data, an explanatory sequential mixed-method design is used. "It involves a two-phase project in which the researcher collects quantitative data in the first phase, analyzes the results, and then uses the results to plan (or build on) the second, qualitative phase" (Creswell, 2014, p. 274). From this angle, this type of design occurs if "the researcher begins with quantitative data collection and analysis in a first phase and then follows up with a second phase of qualitative data collection and analysis to help explain in more details the results of the first quantitative phase" (Given, 2008, p. 527). In a nutshell, this means that a quantitative analysis is done first, followed by a second phase of qualitative analysis to further explain the results.

Quantitative research is research that deals with quantifying and analyzing variables. It is "a research methodology that stresses the importance of large groups of randomly selected participants, manipulating variables within the participants' immediate environment, and determining whether there is a relationship between the manipulated (independent) variable and some characteristic or behavior of the participants (the dependent variable)" (Tavakoli,

2012, p. 508). In addition, quantitative research is “the explanation of an issue or phenomenon through gathering data in numerical form and analyzing it with the aid of mathematical methods, in particular statistics” (Aliaga & Gunderson 2002, as cited in Apuke, 2017, p. 41). In other words, it entails data gathering techniques that provide numerical data that are then analyzed using statistical methods. Quantitative research can also refer to the creation of data through the use of large-scale surveys and some methods like questionnaires and structured interviews (Dawson, 2007, p. 16).

On the other hand, qualitative research seeks to comprehend human behavior, experience, attitudes, intentions, and motives in more depth in order to understand how people think and feel. In this type of study, the participant's opinions are given more weight by the researcher (Ahmed et al., 2019, p. 2829). The goal of qualitative research is to understand occurrences in terms of the meaning that different people assign to them in their natural settings (Deniz & Lincoln, 2005, p. 3). That is to say, using a qualitative technique involves explaining and interpreting data. Furthermore, by examining how individuals define, describe, and figuratively interpret their experiences, qualitative research focuses on the meanings of those experiences (VanderStoep & Johnson, 2009, p. 165). In this context, “qualitative approaches to research value depth of meaning and people’s subjective experiences and their meaning-making processes” (Leavy, 2017, p. 124). In other words, people’s experiences are valued in qualitative research methods.

Thus, a mixed-methods design is chosen to increase clarity, understandability, and reliability in this work; this means that quantitative and qualitative methods “arguably contribute to a better understanding of the various phenomena under investigation” (Angouri, 2010, p. 46).

2.1.3 Research Participants

The study at hand took place in the Department of Foreign Languages, specifically in the English section, during the academic year 2022-2023 at Yahia Fares University of Medea. A group of EFL teachers teaching various levels and modules served as participants, sharing their teaching experiences, opinions, and any relevant data related to assessment literacy. This selection aimed to determine their level of assessment knowledge and raise their awareness of the importance of assessment literacy in higher education.

The population addressed in this inquiry consisted of 16 teachers in total. Three of them were interviewed, while the remaining teachers participated by answering the questionnaire. It should be noted that one teacher participated in both the interview and the questionnaire.

Interestingly, one of the teachers selected for the interview happened to be a teacher who studied at ENS. This provided an opportunity to gather insights from a diverse range of subjects, adding more depth to the topic under investigation. To provide a clearer overview, the following table is presented to classify the participants based on their personal information.

Table 2.1

The Questionnaire Participants

Academic Qualification		Speciality		Working time
Master degree	02	Applied linguistics	11	Fourteen of the teachers involved in this research are full time working teachers, whereas two of them are not.
Magister degree	02	Literature and civilization	02	
PhD degree	12	Translation	03	

2.1.4 Data Collection Methods and Procedures

The study under investigation is based on primary sources specifically gathered through face-to-face interviews with the participants. Two data collection instruments were planned for this purpose: a questionnaire and an interview.

The questionnaire aims to gather information about the knowledge teachers have regarding the topic of assessment literacy. On the other hand, the interview seeks to establish a closer connection with the teachers and delve deeper into their views on assessment literacy. Both tools are administered to the same population, which consists of EFL teachers at the University of Medea. Each instrument focuses on specific areas related to assessment and its various aspects.

2.1.5 Teachers' Questionnaire

A questionnaire is a structured set of inquiries designed to gather statistically significant data on a particular subject. When carefully designed and implemented, questionnaires can be a valuable tool for making generalizations about entire populations or specific groups of people. They enable researchers to gather information from a large number of individuals, commonly referred to as respondents, on a wide range of topics.

The effectiveness of a survey relies on the creation of an appropriate questionnaire. An appropriately designed questionnaire ensures that the questions are relevant, properly ordered, scaled, and well-designed. When these criteria are met, the survey can provide a fair representation of participants' ideas and opinions (Roopa & Rani, 2012).

The questionnaire included in this study consists of two sections, comprising a total of twenty questions. The first section contains five questions related to personal information, such as age, gender, and academic qualifications. The second section comprises fifteen questions that cover various aspects connected to language assessment literacy. These

questions are designed in different formats, including open-ended, checklist, and multiple-choice questions. The purpose of both sections is to gain insights into teachers' perspectives on assessment and assess their knowledge in this educational area.

To ensure wider participation, the questionnaire was administered through different methods. Some teachers were handed the questionnaire, while others received it through online means, including email and Google Forms. Some respondents chose to answer in written form, while others preferred to respond via email. Unfortunately, it should be noted that some teachers who received the online version of the questionnaire did not provide their answers.

2.1.6 Teachers' Interview

The interview is based on a survey that consists of a series of questions asked to all study participants in a similar order and manner (Edwards & Holland, 2013, p. 3). An interview is also defined as “an exchange of opinions between two or more people on a subject of mutual interest,” emphasizing the social context of research data and the significance of human interaction in knowledge development (Kvale, 1996, as cited in Cohen et al., 2007, p. 349).

In this study, a semi-structured interview is conducted with three teachers from different specialties in the department. These teachers were selected based on their valuable contributions to the study and their willingness to collaborate. A semi-structured interview is “a qualitative data collection strategy in which the researcher asks informants a series of predetermined but open-ended questions”(Given, 2008, p. 810). Therefore, face-to-face interviews were conducted with the teachers, and their responses were recorded with their permission.

The interview focused on various aspects of assessment literacy, including the teachers' experiences in acquiring such literacy, their opinions on the topic, and their assessment practices. The interview consisted of eight questions divided into two sections, each addressing specific components of assessment literacy. Additionally, questions 7 and 8 touched on the third component of assessment, namely, the principles related to ethical issues in assessing learners. To provide clarity, a table is included to describe the different components discussed in the interview.

Table 2.2

Teachers' interview

Question	Description	Discussed component
Q 1	It is about the familiarity of teachers with AL.	These four questions cover knowledge about assessment literacy.
Q 2	It is about the difference between assessment and evaluation.	
Q 4	It is about the features that teachers should have for an efficient assessment.	
Q 8	It seeks to know how and when a teacher is considered as literate in assessment	
Q 3	It seeks to know if training is among the sources for AL or not.	These 4 questions cover practices about assessment literacy.
Q5	It is about the assessment types that EFL teachers use.	
Q 6	It pinpoints what kind of practices teachers utilize.	
Q 7	It is about the obstacles or challenges teachers face while assessing.	

2.1.7 Data Analysis Methods and Procedures

Data analysis is the subsequent step once the findings have been collected. This stage involves transforming the gathered data into information that can be utilized to advance the current research objective. It refers to “the process of reducing accumulated data collected in research to a manageable size, developing summaries, looking for patterns, and performing statistical analysis” (Tavakoli, 2012, p. 152). Additionally, analysis of data means “studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation” (Singh, 2006, p. 223). Therefore, in order to obtain answers to the research questions, data analysis involves organizing and categorizing the data into smaller components. Since the data are collected using a mixed-method approach, “the quantitative and the qualitative databases are analyzed separately in this approach” (Creswell, 2014, p. 274). Consequently, the analysis of the findings is based on two key techniques: statistical analysis and thematic analysis.

The qualitative data collected through the semi-structured interviews has been analyzed using thematic analysis, which involves identifying and organizing important concepts within the data set (Given, 2008, p. 867). This approach focuses on uncovering themes or significant patterns in the qualitative data.

On the other hand, the quantitative data collected from the teachers’ questionnaire is analyzed through statistical analysis, specifically using percentages. Statistics refers to a set of mathematical techniques or processes for collecting, organizing, analyzing,understanding, and presenting numerical data, as well as making data-driven decisions (Tavakoli, 2012, p. 632). This type of analysis converts participants' responses into measurable units, creating numerical data. Microsoft Excel is used to analyze the data from the teachers' questionnaire

due to its ability to manipulate and handle statistical data quickly and easily. The findings of the quantitative analysis are presented in the form of tables, bar charts, and pie charts.

Conclusion

The primary objective of this study is to investigate the area of teachers' assessment literacy and assess their level of knowledge on this issue, as well as shed light on their practices that significantly contribute to the teaching-learning process. Accordingly, this chapter has discussed the essential elements that any research should incorporate. It begins with an overview of the research design, providing a concise introduction. Subsequently, the chapter delves into the descriptive research design, which aims to provide a comprehensive understanding of the phenomenon on which the research is based. Moving forward, the chapter introduces a mixed-method approach, defining each method within the framework that aligns with our research topic. It then proceeds to discuss the research participants and the sources from which information is gathered. Finally, the chapter concludes with an exploration of the data analysis methods and procedures, which serve as the final components encompassed in this chapter.

CHAPTER THREE

Data Analysis and Presentation of The Results

CHAPTER THREE

Data Analysis and Presentation of The Results

Introduction

3.1 Presentation of the Results of the Teachers' Questionnaire

3.1.1 Section One: Teachers' Profile

3.1.2 Section Two: Teachers' Assessment Literacy

3.2 Presentation of the Results of the Teachers' Interview

3.3 Summary of the Results

Conclusion

CHAPTER THREE

Data Analysis and Presentation of the Results

Introduction

The present chapter is dedicated to presenting the findings and results derived from both the questionnaire and the interview administered to teachers in the Department of Foreign Languages (English Section) at Yahia Fares Medea University. The purpose is to address the research questions that have been raised in the introduction. This chapter is divided into two primary sections. The first section focuses on the findings gathered from the teachers' questionnaire, while the second section delves into the results obtained from the interview.

3.1 Presentation of the Results of the Teachers' Questionnaire

The purpose of collecting the data for analysis is to gather a substantial amount of information that will enable the researchers to develop a comprehensive understanding of teachers' assessment literacy. The results obtained from the analysis are presented in the tables and figures provided below.

3.1.1 Section One: Teachers' Profile

This section aims to provide detailed information about the gender, age, academic qualifications, years of experience, and assessment experience of the participating teachers.

Teacher's Profile Questions (1,2,3 & 4)

Table 3.1. below illustrates the participants' profile, revealing that the majority of respondents were males. Out of the total sample size of 14 teachers, 4 females completed the questionnaire, accounting for 28.6%, while the number of males was 10 teachers, representing 71.4%.

Table 3.1

Teacher's Profile

	Teacher'profile										
	Teacher's Gender		Tecaher's Age			Teacher's Qualification			Teacher's Experience		
Options	F	M	20-25	25-30	+30	Mas	Mag	PhD	-5	5-10	+10
R	4	10	1	1	12	2	2	10	2	2	10
%	28.6 %	71.4 %	7.1%	7.1%	85.7 %	14.3%	14.3%	71.4 %	14.3%	14.3 %	71.4 %
Total	100 %		100%				100%			100 %	

R=Respondents/ F=Female/ M=Male / 20-25= Between 20-25 years old / +30=More than 30years old/ Mas=Master/ Mag=Magister/ -5=Less than 5 years/ 5-10=Between 5to10 years

The table above indicates that the majority of participants are aged 30 years and older, comprising 85.7% of the total. Only two teachers are under the age of thirty, with one teacher between 30 to 25 years old and the other between 20 to 25 years old. Furthermore, the table indicates that ten teachers (71.4%) hold a PhD degree, while two teachers, accounting for 14.3%, hold a Magister degree, and another two teachers hold a Master's degree. Additionally, as depicted in the table, two teachers, representing 14.3%, have been teaching English for less than 5 years, indicating their status as novices in the field of teaching. Meanwhile, two teachers, with a percentage of 14.3%, have between 5 to 10 years of experience. Finally, the remaining ten teachers (71.4%) reported having more than ten years of experience in teaching English.

Question 5: What is the source of your assessment knowledge and practices ?

Figure 3.1

Teachers' Source of Assessment

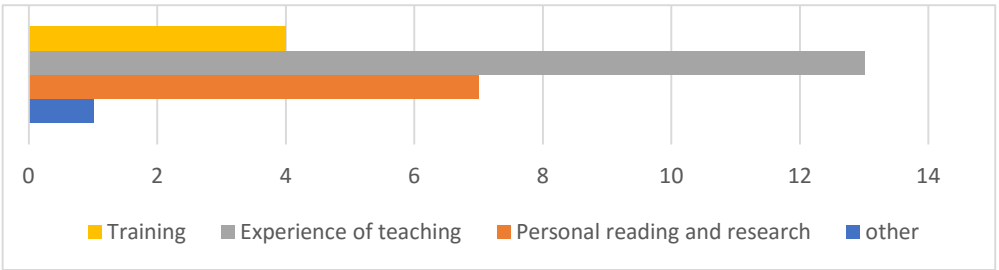


Table 3.2

Teachers' Source of Assessment

Options	Respondents	Percentage
a. Training	4	16 %
b. Experience of teaching	13	52 %
c. Personal reading and research	7	28 %
d. Other	1	4 %
Total	25	100

The question addressed in this section aims to identify the sources from which teachers' assessment practices originate. Respondents were given the freedom to select multiple answers. As shown in the table above, the majority of answers, accounting for 52%, indicate that teachers' assessment practices are derived from their teaching experience. Additionally, approximately 28% of teachers rely on personal reading and research when assessing their students. Some teachers, representing 16% of the respondents, reported that their assessment practices are based on their training in language assessment. Lastly, one teacher mentioned consulting colleagues with more experience as their source of assessment knowledge and practices.

3.1.2 Section Two : Teachers' Assessment Literacy

This section provides information about the teachers' assessment literacy and their practices.

Question 1: What does assessment mean to you ? How would you define it ?

This question is an open-ended question that allows teachers to freely express their understanding of the concept of assessment. Unfortunately, two teachers chose not to answer this question. However, the responses from the other teachers show a slight agreement on the definition of assessment. Some teachers define assessment as the process of evaluating students to improve their level and performance. Others perceive assessment as a procedure

used to identify students' weaknesses, needs, and difficulties they may encounter. Additionally, a few teachers view assessment as the act of testing students before, during, and at the end of the course. Some teachers define it as the gathering of information about students' levels, skills, and knowledge to help enhance their learning.

Question 2 : How often do you assess your students?

Figure 3.2

Teachers' Frequency in Assessing their Students

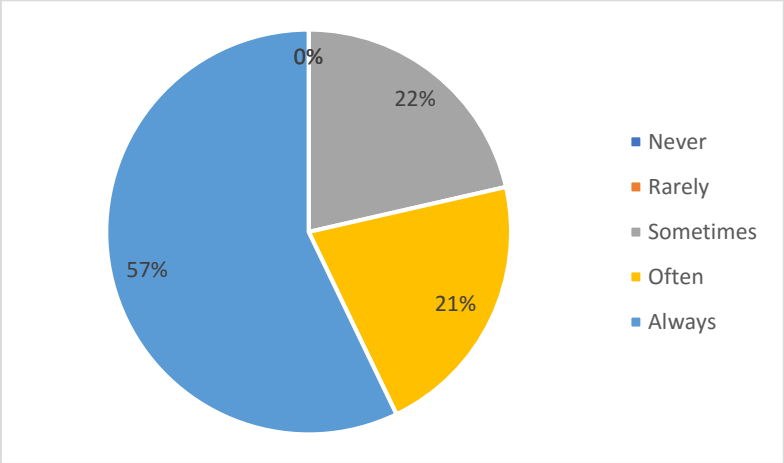


Table 3.3

Teachers' Frequency in Assessing their Students

Options	Respondents	Percentage
Never	0	00 %
Rarely	0	00 %
Sometimes	3	21 %
Often	3	22 %
Always	8	57 %
Total	14	100 %

This question aims to investigate whether university teachers assess their students and how frequently they do so. Based on the results presented in table 3.3 and figure 3.2, it is evident that all of the teachers engage in student assessment, as none of the participants selected "never" or "rarely" as their response. However, there are variations in the frequency

of student assessment among the teachers. Interestingly, the majority of teachers, accounting for 57%, reported that they “always” assess their students. Meanwhile, 21% confirmed that they assess their students sometimes, and an equal percentage of teachers (22%) stated that they often assess their students.

Question 3: How do you assess your students?

The above question is designed to examine methods and the tools teachers use in order to assess their learners. Some of the teachers said that they prefer written assessment, tests, and exams. However, it is important to mention that relying on summative assessment alone is not the best way to assess the students’ knowledge and level. On the other hand, the majority of teachers prefer a combination of the two types of assessment. They use tests, exams, tasks, activities, group works, and pair works. This means that they give importance to summative assessment as well as formative assessment and this is a positive point. In addition, other teachers claimed that they use self- and peer- assessment along with questionnaires through Google form . While only few teachers give value to oral assessment, homework and assignment for assessment.

Question 4 : What is the most important consideration in choosing a method for assessing students’ achievement ?

Figure 3.3

How teachers Choose a Method for Assessment

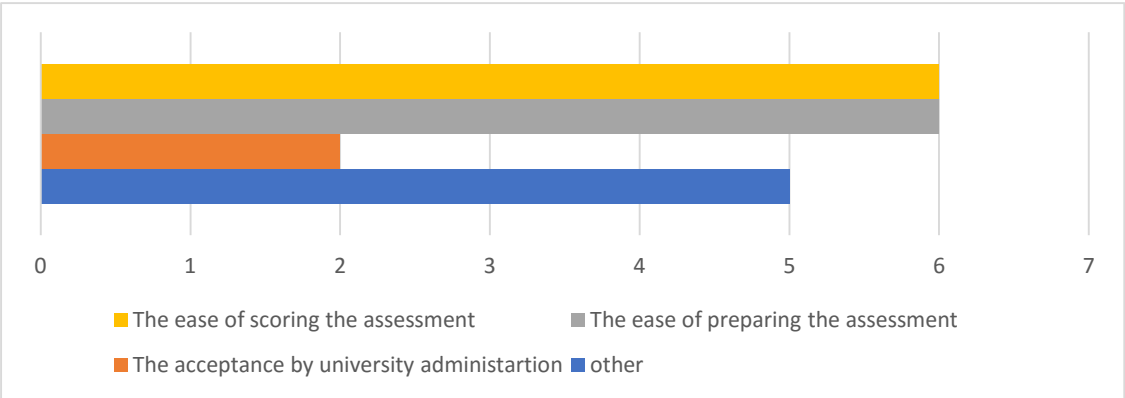


Table 3.4

How teachers Choose a Method for Assessment

Options	Respondents	Percentage
A. The ease of scoring the assessment	6	31.6 %
B. The ease of preparing the assessment	6	31.6 %
C. The acceptance by the university administration	2	10.5 %
D. Other	5	26.3 %
Total	19	100 %

This question aims to explore the key considerations of teachers when selecting the suitable method for assessing students' achievement. It offers multiple answer options for teachers to choose from. The obtained results indicate that 31.6% of teachers prioritize the ease of scoring the assessment, while an equal percentage of 31.6% prioritize the ease of preparing the assessment. Additionally, a minority of teachers (10.5%) mentioned the acceptance by the university administration as an important factor. Interestingly, five teachers provided their own considerations, which are as follows:

> T1: *"It shall be more formative than summative. It shall help the students know their weaknesses and strengths, and work on correcting their mistakes".*
>
> T2: *"To be an objective assessment".*
>
> T3: *"The adequacy and practicality of the method".*
>
> T4: *"Choosing a revealing method : the one that best revals and evaluates student's progress".*
>
> T5: *"Taking into account several external factors such as : the students level of comprehension, their speaking and writing skills, time and resources limitations".*

Question 5 : Which of the following best describes "formative assessment" ?

A. A systematic process of gathering information about learning for both teacher and learner.

B. Assessment activity that provides an outcome, a grade, or a mark that is used to measure learners' success.

C. An arrangement enabling students to take into consideration and identify the value, level, or worth of an item or performance of other learners.

Table 3.5

The Meaning of Formative Assessment

Options	Respondents	Percentage
A	10	74.4 %
B	2	14.3 %
C	2	14.3 %
Total	14	100 %

Teachers were provided with a set of options and asked to select the correct meaning of formative assessment. The purpose of this question is to assess teachers' awareness and understanding of the term. Out of the total participants, only two teachers (14.3%) chose option B, while an equal number of teachers (14.3%) selected option C. Interestingly, the majority of respondents (74.4%) chose option A. This indicates that teachers are familiar with the term formative assessment, although they may not frequently utilize it as a method of assessment, as revealed in the previous question.

Question 6: Which of the following refers to "summative assessment" ?

A. A systematic process of gathering information about learning for both teacher and learner.
B. Assessment activity that provides an outcome, a grade or a mark that is used to measure learners' success.
C. A process in which students assess their level of thinking and behavior as they are learning as well as choosing ways that advance their knowledge and abilities.

Table 3.6

The Meaning of Summative Assessment

Options	Respondents	Percentage
A	0	00 %
B	11	78.6 %
C	3	21.4 %
Total	14	100 %

This question is designed to assess teachers' familiarity with the term "summative assessment". Similar to the previous question, teachers are presented with three options and asked to choose only one correct answer. The data presented in Table 15 and Figure 12 indicate that the majority of teachers (78.6%) selected option B. A smaller percentage of teachers (21.4%) chose option C, while no one selected option A. This suggests that most teachers have a good understanding of the term "summative assessment", while only a few teachers chose an incorrect option.

Question 7: What is the purpose of diagnostic assessment?

A. Gauge students' knowledge, skills, strengths, and weaknesses beforehand.
B. Collect information on students' understanding throughout the learning process.
C. Measure students' knowledge after a subject has been taught.

Table 3.7

The Purpose of Diagnostic Assessment

Options	Respondents	Percentage
A	11	78.6 %
B	1	7.1 %
C	2	14.3 %
Total	14	100 %

The table indicates that the majority of teachers (78.6%) reported that diagnostic assessment occurs before starting the lesson or unit. In contrast, only 14.3% of teachers believe that this type of assessment occurs after the subject has been taught, and a single teacher (7.1%) mentioned that it takes place throughout the learning process.

Question 8: Peer and self assessment are intended to:

A. Monitor students progress to provide continual feedback that teachers may use to enhance their instruction and students can use to enhance their learning.

B. Give students the chance to critically evaluate their own efforts, which will encourage them to become more autonomous.

C. Determine what students already know and are capable of in various domains to aid in their learning.

Table 3.8

The Aim of Peer and Self Assessment

Options	Respondents	Percentage
A	1	12.5 %
B	13	92.9 %
C	0	00 %
Total	14	100 %

This question seeks to determine how teachers perceive the purpose of self and peer assessment. The results indicate that a high number of teachers (92.9%) chose option B, which states that peer- and self- assessment give students the chance to critically evaluate their own efforts, which encourages them to become more autonomous, while only one teacher (12.5%) selected option A. No teacher selected option C.

Question 9 and 10 : Which of the following best describe assessment and evaluation?

A. A protracted process that tries to acquire information about a variety of topics unrelated to language education

B. A systematic collection, review, and use of information about education programs undertaken for improving learning and development.

Table 3.9

The Concept of Assessment

Options	Respondents	Percentage
A	7	50%
B	6	42.9%
No Answer	1	7.1%
Total	14	100 %

Table 3.10

The Concept of Evaluation

Options	Respondents	Percentage
A	6	42.9 %
B	7	50%
No Answer	1	7.1%
Total	14	100 %

The purpose of this question is to explore whether university teachers are familiar with the concepts of assessment and evaluation and if they can differentiate between them. The results obtained from tables 3.9 and 3.10 demonstrate that the answers are varied. Seven teachers (50%) defined assessment as a systematic collection, review, and use of information about education programs undertaken for improving learning and development, while they defined evaluation as a protracted process that tries to acquire information about a variety of topics unrelated to language education. However, six teachers (42.9%) stated the opposite. Unfortunately, one teacher (7.1%) did not answer these two questions among the total number of participants.

Question 11: Are you satisfied with the current assessment practices that you are providing your students with ?

Figure 3.4

Teachers' Satisfaction about Their Assessment Practices

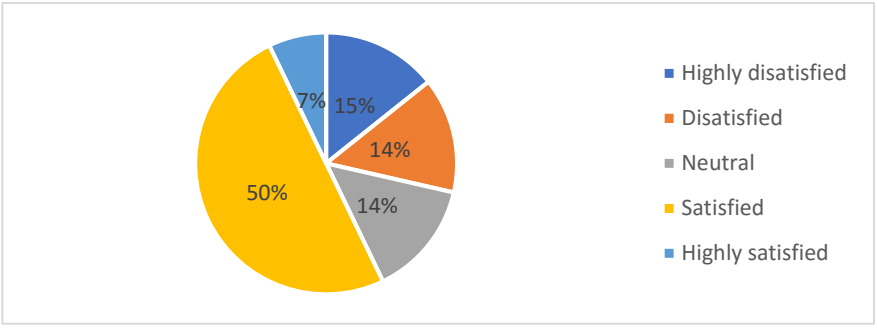


Table 3.11

Teachers' Satisfaction about Their Assessment Practices

Options	Respondents	Percentage
Highly disatisfied	2	14 %
Disatisfied	2	14 %
Neutral	2	15 %
Satisfied	7	50 %
Highly satisfied	1	7%
Total	14	100 %

This question aims to assess the level of satisfaction among university teachers regarding the assessment practices they use with their students. The collected data indicate that two teachers (14%) expressed a high level of dissatisfaction, while an additional two teachers (14%) stated that they are dissatisfied. Two teachers preferred to remain neutral. On the other hand, the majority of teachers, seven in total (50%), reported being satisfied with the assessment practices they employ. Surprisingly, there is one teacher (7%) who asserted being highly satisfied with the assessment practices he or she utilizes.

Question 12: Do you think that university teachers are in need of assessment training?

Figure 3.5

Teachers' Opinions about Assessment Training

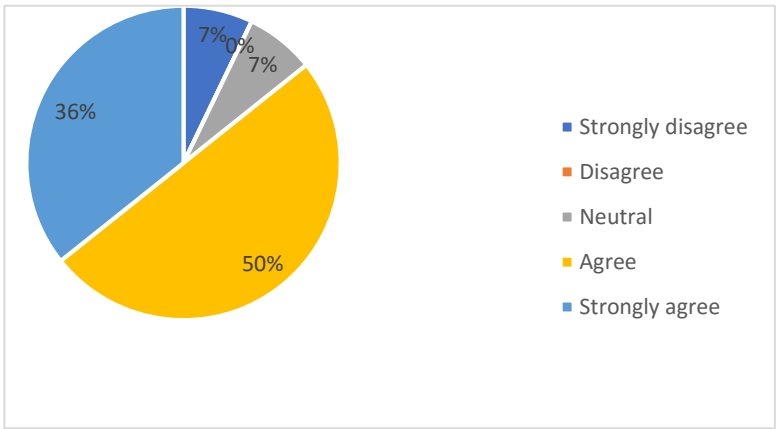


Table 3.12

Teachers' Opinions about Assessment Training

Options	Respondents	Percentage
Strongly disagree	1	7 %
Disagree	0	00 %
Neutral	1	7 %
Agree	7	50 %
Strongly agree	5	36 %
Total	14	100%

The above question seeks to explore teachers' opinions regarding the necessity of training in assessment. The results reveal that the majority of teachers agree (50%) or strongly agree (36%) with the need for assessment training. However, one teacher strongly disagree with the idea of assessment training, and another teacher remained neutral on the question. Consequently, it can be concluded that the majority of teachers agreed on the necessity of assessment training for university teachers, regardless of their years of experience in teaching and assessing students.

Question 13 : Are university teachers well qualified to the extent that it allows them to serve as assessors in doctoral exams?

Figure 3.6

Teachers' Opinions about Their Qualification in Assessing Doctoral Exams

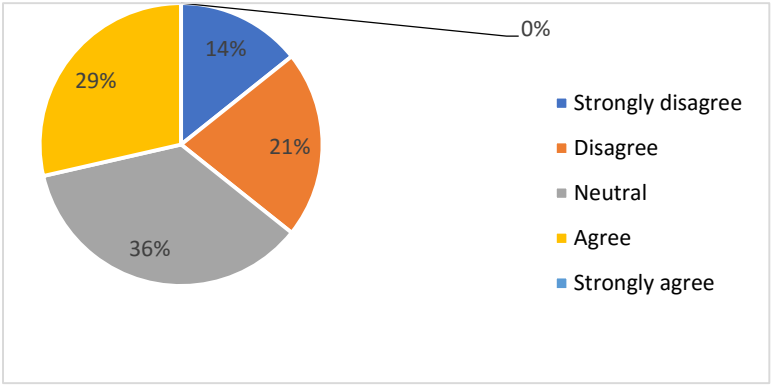


Table 3.13

Teachers' Opinions about Their Qualification in Assessing Doctoral Exams

Options	Respondents	Percentage
Strongly disagree	2	14%
Disagree	3	21%
Neutral	5	36 %
Agree	4	29 %
Strongly agree	0	00 %
Total	14	100 %

The purpose of this question is to gather teachers' views regarding the idea that university teachers are sufficiently qualified to serve as assessors in doctoral exams. The results indicate that two teachers (14%) strongly disagree and three teachers (21%) disagree with this idea. Additionally, five teachers (36%) chose to remain neutral and did not provide an answer to the question. Conversely, four teachers (29%) believe that university teachers possess the qualifications necessary to assess doctoral exams. Table 3.14 Teachers' Level of Assessment Litearcy

Question 14 : How can you describe your level of assessment literacy ?

Figure 3.7

Teachers' Level of Assessment Litearcy

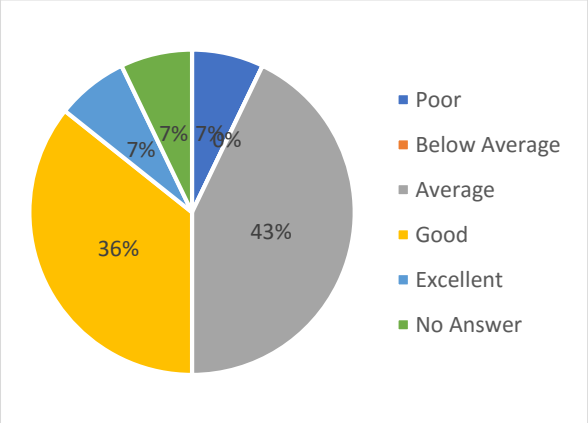


Table 3.14

Teachers' Level of Assessment Litearcy

Options	Respondents	Percentage
Poor	1	7%
Below average	0	00 %
Average	6	43 %
Good	5	36 %
Excellent	1	7 %
No Answer	1	7%
Total	14	100 %

This question aims to explore how teachers describe their level of assessment literacy. The responses from table 3.14 indicate that six teachers (43%) described their assessment literacy as average, while one teacher (7%) mentioned having poor assessment literacy.

Additionally, five teachers (36%) stated that they have good knowledge about assessment. Interestingly, only one teacher (7%) described their assessment literacy as excellent. It is worth noting that one teacher (7%) did not provide an answer to the question.

Question 15 : If you had the chance to change any aspect concerning assessment, what would you change?

This question provides an opportunity for teachers to express their thoughts and share their suggestions regarding assessment. The respondents proposed various changes. Some mentioned the need for changes in the grading system, specifically in terms of marks and numerical grades, as they believe these methods do not accurately reflect students' true level of knowledge. Others suggested minimizing the use of summative assessment, such as tests and exams, and placing more emphasis on formative assessment and assignments. The inclusion of e-assessment as one of the assessment tools was also suggested. Additionally, teachers mentioned the importance of self-assessment and involving students in the creation of assessments. These suggestions highlight the teachers' perspectives on improving the assessment process.

3.2 Presentation of the Results of the Teachers' Interview

The verbal evidence from the teachers' interview is intended to be reported in this part. The teachers' responses are presented in the form of tables.

3.2.1 Section One: The Teacher's Understanding of Aspects Related to Assessment Literacy

This section aims to supply information about the level of assessment knowledge among EFL teachers by defining essential terms such as assessment, assessment literacy, evaluation, and elements to be assessed.

Table 3.15

Teacher's Familiarity with Assessment Literacy

Interviewers' Question	Are you familiar with the term assessment literacy ?
T1	Assessment literacy in knowing assessment technics, types …. How to grade your students, and how to encourage them to perform better in their studies
T2	Not really
T3	I am not familiar with the term assessment literacy.

Given that the primary focus of this study is language assessment literacy, it is indeed important to include a question in the interview to gauge teachers' familiarity with the concept. The results from the table indicate that Teacher 1 is familiar with the term "assessment literacy" and was able to provide an appropriate definition for it. However, Teachers 2 and 3 stated that they had never encountered this term before and therefore did not provide any definition for it. From these findings, it can be concluded that assessment literacy is not a widely known or commonly used term among teachers, at least in the context of this study.

Table 3.16

Language Assessment vs Language Evaluation

Interviewers' Question	What do you know about language assessment and language evaluation ?
T1	Language evaluation is a temporarily practice that takes place in a given situation. However, Language assessment is a long term practice which takes place along the year, from the beginning of the year to the end of the year.
T2	I don't know about the terms.
T3	Evaluation is an ongoing process for judging students' progress, while assessment is a scoring phase in student's achievements.

This question aims to investigate whether teachers consider assessment and evaluation to be synonymous or not. The table shows that Teachers 1 and 3 provided different definitions

for the terms. There appears to be confusion between the two teachers, as Teacher 1 views evaluation as a temporary practice, while Teacher 3 sees it as an ongoing process. Additionally, Teacher 3 associates assessment with grades and scoring, whereas Teacher 1 relates it to time. On the other hand, Teacher 2 stated that they cannot provide a definition because they are unfamiliar with the terms, indicating a lack of awareness about the difference between assessment and evaluation. These findings suggest that assessment and evaluation are ambiguous terms among teachers, highlighting the need for further reading and research to clarify their meanings.

Table 3.17

The Elements That Should Be Assessed

Interviewers' Question	What are the important elemnts for you that should be assessed?
T1	Language correctness, the masterning of the language, the content and the understanding of the question because i do not give direct questions.
T2	It depends on the module
T3	It depends on the module, but I see that both of content and form are important elements while assessing.

This question was designed in accordance with what has been said about practices and types of assessment. Therefore, the three teachers were asked to express their opinions concerning the components that should be taken into consideration while assessing. The table at hand demonstrates three replies that share some points to a particular extent. In more detail, Teacher 1 pinpointed on linguistic competencies in addition to having a background on the content being delivered. Similarly, Teacher 3 agreed upon emphasizing on both form and content while assessing, with paying attention to the nature of the

module that Teacher 2 considered the manipulating factor that orients the scope of assessment.

3.2.2 Section Two: Teacher's Application of Assessment Within Different Contexts

This section attempts to provide information regarding the common assessment practices utilized by EFL teachers by discussing types of assessment, exposure to training, and necessary assessment skills.

Table 3.18

Assessment Training

Interviewers' Question	Have you been exposed to any assessment training during your career?
T1	I have never completed any assessment training during my career.
T2	No, I did not take.
T3	No training in assessment literacy, but there was a teaching experience that lasted five months in which assessment received the least importance.

The purpose of this question is to determine if university teachers have received any training in assessment and to explore their opinions on the necessity of such training. Table 3.18 reveals that none of the teachers have undergone any formal training in assessment. However, when asked about the necessity of training, all three teachers agreed on the importance of EFL teachers receiving training in language assessment. They express the view that training in psychopedagogy is crucial and emphasize the significance of being knowledgeable about assessment methods. This indicates a recognition among the teachers interviewed of the value and importance of training in assessment for EFL teachers.

Table 3.19

The Necessary Skills and Knowledge for Teachers

Interviewer's Question	What skills and knowledge are necessary for an english teacher in higher education to possess for carrying out an effective assessment?
T1	she/he should be well versed in assessment practices, types, how to give feedback to students and how to guid his/her students learning. It is also about the raltionship between teacher and his/her students how he/ she behaves with them.
T2	Not a formal one , maybe the knowledge we have acquired working, but not necessarily skill that we have learned a formal way
T3	In terms of academic level, the teacher should master well the language skills as well as language knowledge, however in terms of profession, the teacher should be a good monitor of the class, a good guide, an instructor, a good classroom manipulator, and the most important is that the teacher should be a model for the student in terms of being pedagogue before being a source of information only, he/she should be as objective as possible with his/her students.

The aim of this question is to gather the opinions of teachers regarding the skills and knowledge that an English teacher in higher education should possess in order to conduct effective assessments. The table highlights the responses provided by the interviewees, indicating a diversity of opinions. Teacher 1 specifically emphasized several crucial components that language assessments should encompass. Furthermore, Teacher 1 emphasized the significance of the teacher-student relationship in their response, highlighting its importance in the assessment process. Teacher 3 provided a direct and concise answer, emphasizing the importance of professional knowledge, although they did not specifically address assessment-related skills. In contrast, Teacher 2 did not provide a clear answer, leaving the question unanswered or ambiguous.

Table 3.20

The Types of Assessment Used by Teachers

Interviewers' Question	What are the types of assessment that you frequently use in order to assess students' progress?
T1	I use both summative and formative assessment.
T2	I use summative assessment most of the time.
T3	It depends on the module, but I had used diagnostic assessment for a while.

The aim of this question is to explore teachers' perspectives on commonly used types of assessment and their preferences in the teaching process. The table presents different responses from each teacher. Teacher 1 indicated that they utilize both summative and formative assessments, which are widely used among teachers. Teacher 2 expressed a preference for summative assessment, as it is frequently employed in their teaching practice. In contrast, Teacher 3 had a distinct viewpoint, stating that their choice of assessment method depends on the specific module they are teaching, and they found diagnostic assessment to be beneficial. These varied responses highlight the diversity in teachers' preferences and approaches to assessment.

Table 3.21

The Assessment Practices

Interviewers' Question	What assessment practices do you currently use?
T1	For formative assessment try to give feedback and observe students during their learning). whereas the summative is about tests and exams.
T2	It depends on the modules, most of the modules that I teach are lectures , so I use tests and exams.
T3	I frequently use tests besides home works and assignments.

In response to the question about their current assessment practices and the reasons behind them, the teachers provided diverse perspectives. The table presents different responses from each teacher. Teacher 1 indicated that they utilize both summative and formative assessments, which are widely used among teachers. Teacher 2 expressed a preference for summative assessment, as it is frequently employed in their teaching practice. In contrast, Teacher 3 had a distinct viewpoint, stating that their choice of assessment method depends on the specific module they are teaching, and they found diagnostic assessment to be beneficial. These varied responses highlight the diversity in teachers' preferences and approaches to assessment.

3.2.3 **Section Three:** Teacher's Equipment for Better Assessing Performance.

This section seeks to supply information concerning the aspects of teachers' preparedness for presenting effective assessment, which include e-assessment involvement, current challenges, and the qualification of a good assessor

Table 3.22

E-Assessment

Interviewers' Question	**Do you have any idea about E-Assessment?**
T1	Yes, it is electronic assessment but i have never used it. I think it is a good choice when it comes to being fair, objective and biased with students
T2	No, but maybe through Google classrooms, some collegues have been using in order to give homework and tests, so that could be any assessment.
T3	Yes, it means electronic assessment and I use frequently use it mainly in technical modules that needs soft wares and access to Internet.

This table shows that the two teachers (1 and 3) know or have an idea about e-assessment. However, all of them shared some points. Teachers 1 and 3 provided a definition, but not in details. Teacher 1 highlighted an important point that e-assessment is necessary

because it solves the ethical issue when it comes to being fair with students, but he said that he never used it . Teacher 3 declared that she or he frequently uses it, mainly in technical modules that need softwares; this shows that she or he has experience compared to other teachers. Therefore, Teacher 2 did not provide any definition for the term. However, he or she mentioned that he has an idea about it because some of the colleagues use it.

Table 3.23

The Challenges Faced by Teachers

Interviewers' Question	**What are the current challenges that face you during assessment?**
T1	Sometimes our assessment is influenced by some administrative decisions, If you want to be objective and fair in your assessment most of the students are going to fail and be in the retake exams The formulation of the exam paper how tests and exams are designed because they should be balanced
T2	Building tests that test the creativity and the analysis ability of students, the number of students and the limited time of submitting notes on the website from the administration.
T3	Administrative procedures, large number of students, and the deadline set by the administration are among the challenges that face me as a teacher.

Based on the teachers' answers, it is evident that they agree on the challenges they face in their assessment practices. Two common challenges identified are administrative procedures and the large number of students. Therefore, what they assess most of the time is problematic because, in most modules, teachers' primary focus is on assessing knowledge, comprehension, or understanding, while they rarely assess students' skills such as analysis or creativity. The number of students is also a challenge, especially when teachers teach large groups, because the period of assessment is insufficient to thoroughly check and assess all students' papers in a comprehensive manner.

Table 3.24

Qualification of a Good Assessor

Interviewers' Question	When can we say that a teacher is literate regarding assessment and he / she is qualified as a good assessor?
T1	He/she should complet training, he should always update his/ her information about the new assessment practices in the world particularly when it comes to foreign languages teaching assessment methods. He/ she can be a good assessor when he/she learnes about assessment and well trained and human before being a teacher.
T2	When they can test and evaluate the outcome of their teaching and they can see that there is a difference and the Change. Also, teachers should pay attention to diagnostic assessment. He / she can be a good assessors by checking the good practices of assessment that are done everywhere around the world. Relying on personal experience is not enough for teachers.
T3	A teacher can be qualified as a literate in assessment when he/she masters and uses knowledge and practices he/she possesses concerning assessment in a good way.

The responses gathered from the teachers can be grouped into two main categories. Teachers 2 and 3 emphasize the importance of learning from good practices. They believe that by observing and adopting effective approaches used by others, teachers can enhance their own assessment methods. Teacher 1 shares a similar viewpoint, stating that being a skilled assessor requires learning and training in assessment. Relying solely on personal experience is not sufficient. Teacher 2 specifically highlights the significance of pre-assessment (diagnostic assessment), as it provides a baseline for measuring student progress. Without pretests, teachers may not accurately gauge the extent of student growth under their instruction. Both teachers 2 and 1 emphasize the need for teachers to expand their knowledge beyond personal experiences and draw from existing research in the field of assessment.

3.3 Summary of the Results

The analysis of the questionnaire and the interview that were submitted to EFL teachers at Yahia Fares University depicted significant conclusions about teachers assessment literacy and practices. The results indicate that the majority of the teachers assess their

students according to their experience of teaching. Although the teachers are fully aware of the different types of assessment, most of them focus more on tests and exams (summative assessment), and only a few of them give importance to formative assessment and the other types (diagnostic assessment, peer- and self- assessment). Besides, the analysis shows that training concerning language assessment at universities is not provided, which is why the majority of participants firmly believe that teachers should receive assessment training.

Conclusion

The purpose of this chapter was mainly to analyze the data obtained through the two research tools: the questionnaire and interview that were addressed to EFL teachers in the Department of Foreign Languages (English section) at Yahia Fares University of Medea. The data were analyzed qualitatively and quantitatively by the researchers, and the results were presented in the form of tables and figures and shown as percentages. Finally, the chapter ended with the most important outcomes gathered from the analyzed data.

CHAPTER FOUR

General Findings, Pedagogical Implications and Recommendations

CHAPTER FOUR

General Findings, Pedagogical Implications and Recommendations

Introduction

4.1 Discussion of the Findings

4.1.1 Discussion of Teachers' Questionnaire Findings

4.1.2 Discussion of the Teachers' Interview Findings

4.2 Summary of key Findings

4.3 Pedagogical Implications

4.4 Limitations of the Study

4.5 Suggestions for Further Research

Conclusion

CHAPTER FOUR

General Findings, Pedagogical Implications and Recommendations

Introduction

The present chapter is set for the purpose of providing a discussion of the findings obtained from the analysis of the collected data, along with their significance in relation to the theoretical framework presented earlier. It also contains a summary of the key findings related to the subject of language assessment literacy of EFL teachers and their practices. Moreover, this chapter presents several pedagogical implications as well as the limitations encountered during the research process. It identifies areas in need of improvement and presents suggestions for further research. The present chapter is set to describe the extent of assessment literacy among EFL teachers, the gaps where change is required, and perceptions concerning the same issue.

4.1 Discussion of the Findings

For the purpose of answering the research questions and achieving the stated goals, a questionnaire and an interview have been used to collect data. Following the analysis of the data, presentedd in the previous chapter, the following are the main findings.

4.1.1 Discussion of Teachers' Questionnaire Findings

The questionnaire analysis revealed significant results concerning the teachers' knowledge and practices. To begin with, according to the results obtained from the first section of the questionnaire "teacher's profile", the majority of the teachers' responses demonstrate that they have enough experience and proficiency in teaching English at university as 71.4% of the participants are PhD teachers and have more than 10 years of experience. Consequently, when teachers were asked about the source of their assessment

knowledge, most of them said that they rely on their experiences as teachers. 28% of the teachers expressed that personal reading and doing research are the sources of their assessment knowledge, and only 16% said it comes from training. As a result, it is evident that there is a notable absence or lack of language assessment training at Yahia Fares University of Medea, which potentially poses challenges for teachers in effectively assessing their students. Relying only on teaching experience without engaging in ongoing research on assessment and updating their assessment knowledge can significantly affect student progress. This is particularly crucial given the rapid development of assessment tools and strategies, which requires teachers' continuous research and the acquisition of updated knowledge in this field.

In the second section of the teachers' questionnaire, the questions sought to investigate the extent to which teachers are knowledgeable about assessment as well as their practices in assessing students' performance. The results from the initial questions reveal that university teachers possess a certain level of knowledge about assessment in general, but they differ in the level of understanding. It seems also that the majority are aware of the importance of assessment in the teaching and learning process, with 57.2% of the participants striving to assess their students regularly.

Furthermore, the results of the third question regarding teachers' assessment methods, brought forth a notable observation. There are two different categories of teachers: those who prioritize scoring and grading, relying solely on summative assessment. This type of assessment can affect the learning process because it prioritizes output towards the end, leaving no chance for students to recover. Instead of giving importance to the actual learning experience, it places too much emphasis on exam outcomes and grading. On the other hand, there are those teachers who integrate both formative and summative assessment. It means

that they give importance to both types. Additionally, some teachers are open to utilizing other forms of assessment such as self and peer assessment.

Concerning the fourth question, it describes the fundamentals that teachers rely on while choosing a method for assessment. The results of the question's analysis brought to light another significant aspect: teachers do not choose methods to assess students arbitrarily. Instead, they take into account a variety of factors when deciding which strategies, tools, and instruments are appropriate for assessing how well students have accomplished the required learning objectives. Moreover, to gain a deeper understanding of their assessment literacy, the next questions (5, 6, 7, and 8) aimed at checking the teachers' familiarity with different types of assessment. The findings showed that the majority of university teachers are educated about the various types of assessment and are able to distinguish between them. In the same context, the informants were asked about two related concepts: assessment and evaluation. The findings showed a convergence in the opinions, indicating that the two terms are controversial. The results of this question correspond considerably to the observations made by Williams (2003), highlighting that, while often used interchangeably, evaluation and assessment are distinct. This explains why the actual results converge, which may be attributed to some teachers considering the terms as synonyms, thereby lacking an understanding of their respective meanings.

As for the teachers' satisfaction about their assessment practices and their level of assessment literacy, it has been observed that the outcomes reveal various opinions, but the majority are totally satisfied with their assessment and have positive attitudes towards their assessment literacy. However, when asked about the need for assessment training, a significant majority of teachers (85.8%) agreed on the necessity of such training. They expressed a shared sentiment that more should be done to give university teachers adequate training despite their years of experience in teaching and assessing students. Interestingly,

teachers expressed their aspiration for a change in the methods of assessment by not only focusing on exams and grades but also using different types of assessment and using new tools such as e-assessment.

4.1.2 Discussion of the Teachers' Interview Findings

Significant insights regarding the knowledge and practices of the teachers have been drawn from the analysis of the interview. Starting with the focal point of this inquiry, i.e., "assessment literacy", the findings revealed that while the interviewees possess knowledge about assessment, the concept itself is not widely recognized among them. This means that teachers are not aware of the term itself, despite being knowledgeable about assessment. In addition, the results of the questionnaire align with the interview results concerning the differentiation between evaluation and assessment. Two teachers recognize the difference between them, but when it comes to giving the exact meaning, they interchange between them. While for the other teacher, it was new term for him or her. Further, the teachers have a common opinion about assessment training. Although all of the interviewees have not been provided with any training in assessment during their career, they think that it is important for teachers to be trained and taking parts in educational events and conferences related to assessment in order to keep their knowledge up-to-date. Moreover, the participants concurred that teachers are majorly responsible for student learning; hence, they must be knowledgeable about assessment types and practices, ensuring fairness. Also, they deemed the relationship between the student and the teacher as influential on their progress.

When it came to the next three questions of the interview, they revealed interconnected themes. The first of these three has a direct relation to a question mentioned in the questionnaire in which types of assessment used by teachers are the main concern. Teachers' replies indicated that formative and summative assessment are the ones frequently

utilized due to their effectiveness or easy application compared to other existing types, and this does not mean that other sorts like diagnostic assessment are completely neglected by assessors, but their use is not as common as summative and formative. Hence, an important point should be discussed here, which is the constant use of the same types despite having other useful ones that may push learners' performance to a better level if a mixed practice of summative, formative, diagnostic, peer, and self-assessment is taken into consideration.

Moving to the next question, an examination of assessment practices employed by teachers is addressed. The teachers' answers are somehow close to each other regarding the main idea, with some details embedded in each of them. In other words, the three participants responded that they have been using exams, tests, and homework as part of their assessment practices for an extended period of time. This indicates the importance of summative assessment for teachers because they see that these tools are the most suitable in terms of fairness since learners' level is measured depending on the performance they present. The participants provided additional details regarding the factors that influence their choice of assessment methods, such as the nature of the module being taught. Another interesting point that should be dealt with is the importance of providing feedback and actively observing students during the learning process. It was observed that teachers often overlook this aspect, which has the potential to engage and motivate students to learn.

Another question pertains to the essential elements that should be assessed. Once again, the nature of the module appears in the teachers' replies, but this time it is not given much importance because other components are present in the answers and they seem more worthy to talk about. Linguistic competency, including mastery of the language, and the content of the knowledge being delivered were among the components highlighted by the respondents, because they are the basis of any learning process, especially when it comes to learning foreign languages. Additionally, all of the teachers are aware of the term e-

assessment, but only one of them often actually uses it, indicating that he or she has more experience in online learning than the other teachers . E-assessment from the teacher's perspective is essential because it addresses the moral dilemma of treating students fairly. Fairness is considered one of the most important features of an effective assessment, and with e-assessment this problem can be solved. Besides, it is clear from the teachers' responses that they all agreed that among the obstacles they confront as teachers are the administrative procedures and the vast number of students. The respondents made the assumption that learning from good practices is the best support for teachers when it comes to the certification of a good assessor. One of them focused more on pre-testing, indicating the value of having a baseline and the fact that without pre-assessment, teachers are unable to determine how much the students have improved through instruction.

4.2 Summary of key Findings

The part at hand has the objective of giving a brief overview of the main findings this study has reached. Thus, to make things clear, the following points represent almost all the findings obtained from the study:

- Teachers assessment literacy is resulted from personal experience in the first place.
- Full absence of training among EFL teachers at Yahia Fares University of Medea.
- Teachers are literate concerning assessment, but their knowledge needs to be updated.
- The majority of teachers possess sufficient knowledge about the different types of assessment and their use.
- The common types of assessment often utilized by the majority of teachers are formative and summative, while giving less importance to diagnostic, self and peer assessment.

- Assessment and evaluation are confusing terms for EFL teachers, and only a few of them could recognize the difference between the two.
- The terminology of assessment literacy is an area of weakness among teachers that requires attention and improvement.
- The majority of the participants strongly support the idea of including training for teachers in assessment as well as reconsideration of assessment methods by not relying on exams alone.
- The nature of the module and number of the students are among the influential factors in choosing the assessment practices.
- The use of feedback is discarded by EFL teachers compared to exams' and tests' use.
- Both content and form are essential elements to be involved in while assessing.
- Engagement of technology in assessment is a good choice since e-assessment has been welcomed by many teachers.

4.3 Pedagogical Implications

In light of the results of the study and the reviewed literature, the subsequent discussion highlights the practical implications that arise from the research. By addressing key aspects such as teacher training, administrative procedures, technology, and teachers' assessment practices, this section offers valuable guidance to teachers, educators, and administrators seeking to optimize their pedagogical approaches.

- **Importance of Training for Teachers**

The current study increases the attention of teachers about the importance of assessment literacy in enhancing students' achievement. Thus, in order to increase their

assessment literacy, teachers must start taking training programs whose major goal is to assist their professional growth. It also familiarizes them with the various types of assessment to be used due to their significant benefits.

- **Implications for Administration**

It is beneficial for the administration of the department to reconsider the procedures they impose on teachers when it comes to assessing the students' work and performance and the extent to which they affect their way of assessment. In fact, time constraints and class size make it difficult for teachers to adequately assess their students. Therefore, it is strongly recommended that these procedures be reviewed along with the period allocated for English language instructors to submit the students' results.

- **Technology Involvement**

Since the teachers agreed on the importance of including technology in the students' assessment, it is crucial for universities to consider the inclusion of programs or software for teachers to use to assess students, which in turn can eliminate the problems of time and fairness.

- **Teachers' Assessment Practices**

The undertaken study tackled some practices teachers make use of while assessing, which can be helpful for stakeholders or educators who are interested in the field of assessment as well as novice teachers who struggle to select the appropriate assessment type for their learners. That is to say, teachers can gain assessment literacy from each other's experiences in terms of practices and take it as a sample when needed.

4.4 Limitations of the Study

The research at hand is conducted to investigate the issue of assessment literacy among EFL teachers and related aspects within a specific scope. Thus, this study has certain

limitations; some pertain to scientific constraints, while others are related to collaboration with teachers who could contribute valuable insights to the field of study.

The primary limitation this inquiry comes across is the common obstacle that faces any researcher, which is the lack of sources to get information from, since many of the sites are not free, mainly the ones needed for a better understanding. Moreover, choosing the topic was also one of the obstacles because the issue of assessment literacy is new in the context of this study, and this obliged the researchers to be specific about the area that is going to be discussed.

Concerning the contribution of teachers, two main points obstructed the pathway of this study: the first is the small number of English teachers at the University of Medea, specially the permanent ones, while the second is the unacceptability of some teachers to collaborate. This influenced the results of both the questionnaire and the interview; because out of twenty two participants, only fourteen accepted to answer the questionnaire, and eight of them did not return it. When it comes to the interview, only one teacher refused the invitation to share his knowledge, which was somehow embarrassing and disappointing, mainly with the lack of teachers as it has been previously mentioned.

These limitations were responsible to drift the research direction since the number of participants was not enough to the extent that qualify the study to be generalized or used in other studies, despites the researchers' attempts to make it as valid as possible.

4.5 Suggestions for Further Research

Since this investigation dealt with assessment literacy in a specific way, it is necessary to pinpoint the areas that are important to the field of higher education but were not covered in this study. That is to say, some suggestions will be useful for future researchers who may be interested in such issues.

Among the primary suggestions that can be worthy is taking into consideration the aspect of training EFL teachers to be more skilled regarding language assessment and its related components. Based on the results, training is ignored to some extent, and teachers agreed upon the necessity of including it. Therefore, it is advised that universities take measures by organizing training sessions, conferences, and workshops and consider presenting and familiarizing teachers with key assessment concepts more often to advance their assessment knowledge and abilities and keep them updated on new assessment tools. Such initiatives will contribute to the professional development of teachers and ensure they are equipped with the necessary skills for effective assessment practices.

Additionally, it would be beneficial if future reserchs explore other aspects of assessment literacy, considering its vast and complex nature. Conducting additional research in this area will contribute to gaining a more comprehensive and holistic understanding of the topic. Moreover, due to the limited sample size in this study, it is important to expand the sample and employ diverse research tools, such as classroom observations, to gather a more in-depth perspective. Moreover, it is crucial to investigate the impact of teachers' language assessment literacy on students' academic achievements. By addressing these suggestions, future research can make significant contributions to the field of assessment literacy.

Another interesting point that should be mentioned, which occurred while conducting this inquiry but time was not sufficient to cover it, is involving modern technology in assessment because a number of teachers interviewed and questioned welcomed the idea of using technological tools while assessing their students since they supply them with an easy and rapid means to achieve such a complicated task. Therefore, e-assessment is a good choice to deal with and expand, specially with the invasion of artificial intelligence in various domains

Conclusion

The collected data from the two research instruments were discussed in this chapter. Subsequently, a summary of the findings was provided, which aims to provide answers to the research questions raised in the general introduction. The results derived from the two data collection tools indicated that EFL instructors have a positive attitude toward assessment, but they still require training as they expressed a need to expand their knowledge and practices of assessment. The chapter concluded by discussing its implications and presenting pedagogical recommendations. It also addressed the limitations of the study and provided insightful suggestions for future studies in the field.

GENERAL CONCLUSION

One of the most important tasks of teachers when teaching English as a foreign language is to assess students' performance. As such, language teachers need to be skilled in the different aspects of assessment. Therefore, given the significance of language assessment in the field of EFL learning and teaching, this study has investigated the language assessment literacy and practices of EFL teachers at Yahia Fares University of Medea, seeking to understand how EFL teachers assess their students' performance. Additionally, the study sought to delve deep into the importance of assessment literacy, which is underappreciated by many EFL teachers, and rise their awareness about this crucial aspect. This drove the investigators to look for the underlying reasons and raise inquiries about the assessment practices that EFL teachers use to assess their students and the extent to which they are literate and aware of the importance of assessment in the learning process. In this respect, two main questions were raised: the first aimed at investigating the level of EFL teachers' language assessment literacy. While the second question sought to explore the assessment practices that EFL teachers utilize in order to assess their students.

The current research was divided into four chapters. It begins with a theoretical chapter that is a review of the related literature about assessment literacy, such as definitions, types, importance as well as some related concepts. Moreover, it contains a section of previous studies that tackled a combination of Algerian and foreign research about the topic being studied for the sake of giving this study more credibility. The second chapter goes over the methodological approach that was adopted in the conduct of the field work. A descriptive study was undertaken with teachers in the Department of English at the University of Medea according to the nature of the problem embedded in the introduction, and a mixed-methods research design was the best fit for this case to gain a deeper understanding of the topic.

Furthermore, research participants as well as procedures and methods for collecting data are explained in detail to give a clear view of the subject of this study, besides data analysis methods and procedures that appeared as a final element of the chapter followed by a conclusion. In the third chapter, the two data collection methods, namely the teachers' questionnaire and teachers' interview, were analyzed using statistical analysis and thematic analysis with the objective of addressing the research questions that were previously mentioned. In the fourth chapter, which is the last chapter, the researchers provided a detailed discussion of the findings, concluded the chapter with a summary of the essential key findings, the study's limitations and implications, and provided a number of recommendations for further research. The results reveal that EFL teachers have a good attitude toward assessment, but they still need training since they stated a desire to enhance their knowledge and practices of assessment.

At the end, it is worth mentioning that the researchers handled this study because they believe in the great value and importance of language assessment literacy, which is the key to ameliorating learning outcomes and pushing learners' level further. However, it is crucial to note that the findings of this study are not generalizable; they were merely the first step in a larger inquiry into various topics relevant to our study. It is hoped that the proposed suggestions will meet both the students' needs and the teachers' expectations for fruitful learning results and a successful teaching process. To conclude, it can be said that although EFL instructors have a good attitude toward assessment, they still need training and should learn more about it since it is a dynamic field of research in which there is always new contributions, educational events, and studies tackling language assessment literacy within different contexts and various educational levels.

REFERENCE LIST

REFRENCE LIST

Adams, P. D. (2006). Exploring Social Constructivism: Theories and Practicalities. *Education, 34* (3), 243-275. https://www.tandfonline.com/doi/abs/10.1080/03004270600898893

Adams, T.L. (1998). Alternative Assessment in Elementary School Mathematics. *Childhood Education, 74* (4), 220-224.

Ahmed, S., Wasim, S., Ifran, S., Gogoi, S., Srivastava, A., & Farheen, Z. (2019). Qualitative vs. Quantitative Research- A Summarized Review. J*ournal of Evidence-Based Medicine and Healthcare, 6* (43), 2828-2832. https://journals.indexcopernicus.com/api/file/viewByFileId/916903.pdf

Airasian, P. D., & Russell, M. (2007). *Classroom Assessment : Concepts And Applications*. New York: McGraw-Hill.

Alderson, J. C. (2005). *Diagnosing foreign language proficiency: the interface between learning and assessment.* London: Continuum.

Ameziani, S., & Amrane, L. (2019). A Critical Review of the Role of Language Assessment Training in Developing Teachers' Language Assessment Literacy. *Algerian Scientific Journal Platform, 14* (1), 1-21.

Andrade, H. (2000). Using rubrics to promote thinking and learning. *Educational Leadership, 57* (5), 13–18.

Andrade, H. (2007). Self-assessment through rubrics. *Journal of the Department of Supervision and Curriculum Development, N.E.A, 65* (4), 60-63. https://www.researchgate.net/publication/238768017

Andrade, H., & Du, Y. (2005). Student perspectives on rubric-referenced assessment. *Practical Assessment, Research, and Evaluation, 10,* (3), 1-11. https://doi.org/10.7275/g367-ye94

Angouri, J. (2010). *Quantitative, Qualitative or Both: Combining Methods in Linguistic Research*. New York: Continuum International Publishing Group.

Apuke, O. (2017). Quantitative research methods : a synopsis approach. *Arabian Journal of Business and Management Review (Kuwait Chapter), 6* (10), 40-47. https://doi.org/10.12816/0040336

Ashraf, H., & Zolfaghari, S. (2018). EFL Teachers' Assessment Literacy and Their Reflective Teaching. *International Journal of Instruction, 11*(1), 425-436. https://doi.org/10.12973/iji.2018.11129a

Banta, T. W., & Palomba, C. A. (1999). *Assessment Essentials Planning, Implementing, and Improving Assessment in Higher Education* (2nd ed.). San Francisco: Jossey-Bass & Pfeiffer Imprints.

Birgin,O., & Baki, A. (2007). The Use of Portfolio to Assess Student's Performance. *Journal of Turkish Science Education, 4* (2),75-90. http://www.tused.org

Black, P., & William, D. (1998). Assessment in Education: principles, Policy and Practice. *Assessment and Classroom Learning, 5* (1), 7-74.

Brahimi, Y. (2021). *An Evaluation of Teachers' Language Assessment literacy through their Classroom Assessment Practices: A case study of English as a Foreign Language Teachers at Biskra University* [Master degree]. Biskra University.

Cameron, L. (2001). *Teaching Languages to Young Learners*. United Kingdom: Cambridge University Press.

Cohen,L, Manion,L., & Morrison,K. (2007). *Research methods in education* (6th ed.). London & New York: Routledge.

Creswell, J. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). London: Sage Publication.

Dang, N. (2017). Teachers ' perceptions of classroom-based assessment. *Journal of Foreign Language Studies, 53* (4), 74–81.

Davies, A. (2008). Textbook trends in teaching language testing. *Language Testing,* 25 (3), 327-347. https://doi.org/10.1177/0265532208090156.

Dawson, C. (2007). *A Practical Guide to Research Methods: A User-friendly Manual for Mastering Research Techniques and Projects*. Oxfordshire: How to Books.

Deniz, N. K. ,& Lincoln, Y.S. (2005). *The Sage Handbook of Qualitative Research*(3rd ed.). London: Sage Publication.

Djelaila, S. (2014). *An Overview of English Language Assessment In the Algerian 3 rd Year Secondary School Classes (Adrar a Case Study)* [Master Degree]. University of Adrar.

Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.

Edwards.R., & Holland, J. (2013). *What is qualitative interviewing?*. Sydney: Bloomsbury Publishing Plc.

Eshun, I. (2013). Influences of the Pedagogical Content knowledge of Graduate Social Studies Teachers on Questions they set in Senior Schools in Ghana. *Research on Humanities and Social Sciences, 3* (6), 76-86.

Fautley, M., & Savage, J. (2008). *Achieving QTS: Assessment for learning and teaching in Secondary Schools*. Great Britain : Learning Matters Ltd.

Fredricksen, J. R., & Collins, A. (1989).A system approach to educational testing.*Educational Researcher, 18* (9), 27-32.

Fulcher, G. (2012). Assessment Literacy for the Language Classroom. *Language Assessment Quarterly, 9* (2),155- 125. http://dx.doi.org/10.1080/15434303.2011.642041

Giraldo, F. (2021). Language assessment literacy and teachers' professional development: A review of the literature. *Profile: Issues in Teachers' Professional Development, 23* (2), 265–279. https://doi.org/10.15446/profile.v23n2.90533

Girgla, A., Good, L., Krstic, S., McGinley, B., Richardson, S., Sneidze-Gregory, S., & Star, J. (2021). *Developing a Teachers' Assessment Literacy and Design Competence Framework*. Camberwell, Australia: Australian Council for Educational Research.

Given, L. M. (Ed.). (2008). The SAGE Encyclopedia of Qualitative Research Methods. U.S.A: SAGE Publications, Inc. https://doi.org/10.4135/9781412963909.

Hussain, S., Kayani, M .M., & Akhtar, Z. (2017). An Exploratory Study on Assessment Literacy of Teacher Educators in Pakistan. *Journal of Applied Environmental and Bological Sciences, 7* (12), 128-133. https://www.textroad.com/pdf/JAEBS/J.%20Appl.%20Environ.%20Biol.%20Sci.%207(12 12 8-133-%202017.pdf

Inbar-Lourie, O. (2008). Constructing a language assessment knowledge base: A focus on language assessment courses. *Language Testing, 25*, 328–402.

Leavy, P. (2017). Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches. New York: Guilford Press.

LibGuides: APA Citation Guide (7th edition) : Books & eBooks. (n.d.). https://columbiacollege-ca.libguides.com/apa/booksandebooks#Intext

Madani, H. (2012). *Assessment of Reading Comprehension Skills: Case of 3 A.S. Students at El Arbi Abdelkader Bouguirat Secondary School, Mostaganem* [Magister degree]. University of Tlemcan.

Malone, M. (2013). The essentials of assessment literacy: Contrasts between testers and users. *Language Testing, 30* (3), 329-344. http://ltj.sagepub.com/content/30/3/329.refs.html

McMillan, J. H. (2001). *Essential Assessment Concepts for Teachers and Administrators. Experts in Assessment.* California : Corwin press , Inc .

McMillan, J. H., & Hearn, J. (2008). Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement. *Educational Horizons, 87* (1), 40–41. http://www.jstor.org/stable/42923742

Mellati, M., & Khademi, M. (2018). Exploring Teachers' Assessment Literacy: Impact on Learners' Writing Achievements and Implications for Teacher Development. *Australian Journal of Teacher Education, 43* (6), 1–18. https://doi.org/10.14221/ajte.2018v43n6.1

Mkandawire, S. B., & Daka, H. (2018). Cultural Preservation Literacy in Zambia: A case study of the Lala People of Serenje District. *Multidisciplinary Journal of Language and Social Sciences Education, 1* (1), 1-30.

Oscarson, M. (1989). Self-assessment of language proficiency: Rational and applications. *Language Testing, 6* (1), 1-13.

Prasanthi.B. V., & V.V. Vijetha Inti. (2019). Classroom assessment methods and tools: a review. *IJRAR- International Journal of Research and Analytical Reviews, 6* (2), 94-95. http://ijrar.com.

Razavipour, K., Riazi, A. M., & Rashidi, N. (2011). On the Interaction of Test Washback and Teacher Assessment Literacy: The Case of Iranian EFL Secondary School Teachers. *English Language Teaching, 4* (1), 156. https://doi.org/10.5539/elt.v4n1p156

Richards, J. C. & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics* (3rd Ed.). London: Longman.

Roberts, P. (1995). Defining Literacy: Paradise, Nightmare or Red Herring?. *British Journal of Educational Studies, 43* (4), 412-432.

Roopa, S., & Rani, MS. (2012). Questionnaire Designing for a Survey. *The Journal of Indian Orthodontic Society, 46* (4), 273-277. https://www.researchgate.net/publication/235801675_Questionnaire_Designing_for_a_Survey

Scarino, A. (2013). Language assessment literacy as self-awareness: Understanding the role of interpretation in assessment and in teacher learning. *Language Testing, 30* (3),309– 327.

Siegel, M., &Wissehr, C. (2011).Preparing for the plunge: Preservice teachers' assessment literacy. *Journal of Science Teacher Education, 22*, 371-391.

Singh, Y. (2006). *Fundamental of research methodology and statistics*. New Delhi : New Age International Publishers.

Stiggins, R. J. (2001). *Student-involved Classroom Assessment* (3rd ed.). Upper Saddle River: Prentice Hall.

Tavakoli, H. (2012). *A Dictionary of Research Methodology and Statistics in Applied Linguistics*. Iran : Rahnama Press

Topping, K. J. (2018). *Using Peer Assessment to Inspire Reflection and Learning*. Great Britain: Routledge.

VanderStoep, S. W., & Johnson, D. D. (2009). *Research Methods for Everyday Life: Blending Qualitative and Quantitative Approaches*. San Francisco : Jossey-Bass.

Vogt, K., & Tsagari, D. (2014). Assessment literacy of foreign language teachers: findings of a European study. *Language Assessment Quarterly, 11* (4), 374–402.

Webb, N. (2002). *Assessment literacy in a standards-based education setting*. Wisconsin Center for Education Research. University of Wisconsin–Madison

Wiliam, D. (2006). Formative Assessment: Getting the Focus Right. *Educational Assessment, 11* (3), 283–289. https://doi.org/10.1207/s15326977ea1103&4_7

Will, K. K., McConnell, S. R., Elmquist, M., Lease, E. M., & Wackerle-Hollman, A. K. (2019). Meeting in the Middle: Future Directions for Researchers to Support Educators'

Assessment Literacy and Data-Based Decision Making. *Frontiers in Education*, 4, 1-8. https://files.eric.ed.gov/fulltext/ED598687.pdf

Williams, J. D. (2003). *Preparing to Teach Writing: Research, Theory and Practice* (3rd ed.). NJ: Lawrence Erlbaum Association.

Zahaf, I. (2020). *The Impact of Formative Assessment on EFL Students'Writing Skill Case Study of First Year Master Students of Foreign Languages At Abdelhamid Ibn Badis University of Mostaganem*[Master Degree]. University of Mostaganem

APPENDICES

APPENDICES

APPENDIX 1

Teachers' Questionnaire

Dear Teacher,

This questionnaire is part of the fulfillment of our master's degree that seeks to improve the level of English teaching and learning at the University of Medea. Be sure that the answers will remain confidential and only be used for research purposes. We will be very grateful if you answer the following questions.

Thank you in advance for your collaboration.

Section One:

- Gender : Female ☐ Male ☐
- Age : 20-25 ☐ 25-30 ☐ 30 and more ☐
- The academic qualification you have : Master ☐ Magister ☐ PhD ☐
- Teaching experience : less than 5 years ☐ between 5-10 years ☐ more than 10 years ☐
- What is the source of your assessment knowledge and practices?
  A. Training ☐
  B. Experience of teaching ☐
  C. Personal readings and research ☐
  D. Other ☐

  ……
  ……

Section Two:

- What does assessment mean to you? How do you define it ?
  ……
  ……
  ……
- How often do you assess your students?
  Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always ☐
- How do you assess your students?
  ……
  ……
  ……..
- What is the most important consideration in choosing a method for assessing students' achievement ?
  A. The ease of scoring the assessment ☐
  B. The ease of preparing the assessment ☐
  C. The acceptance by university administration ☐

D. Other ☐

……
……

- Which of the following best describes “formative assessment”?
  A. A systematic process of gathering information about learning for both teacher and learner. ☐
  B. Assessment activity that provides an outcome, a grade, or a mark that is used to measure learners’ success. ☐
  C. An arrangement enabling students to take into consideration and identify the value, level, or worth of an item or the performance of other learners. ☐
- Which of the following refers to “summative assessment” ?
  A. A systematic process of gathering information about learning for both teacher and learner ☐
  B. Assessment activity that provides an outcome, a grade or a mark that is used to measure learners’ success ☐
  C. A process in which students assess their level of thinking and behavior as they are learning as well as choosing ways that advance their knowledge and abilities ☐
- The purpose of diagnostic assessment is to:
  A. Gauge students’ knowledge, skills, strengths, and weaknesses beforehand ☐
  B. Collect information on students’ understanding throughout the learning process ☐
  C. Measure students’ knowledge after a subject has been taught ☐
- Peer and self-assessment are intended to:
  A. Monitor students progress to provide continual feedback that teachers may use to enhance their instruction and students can use to enhance their learning. ☐
  B. Give students the chance to critically evaluate their own efforts, which will encourage them to become more autonomous. ☐
  C. Determine what students already know and are capable of in various domains to aid in their learning. ☐
- Which of the following best describes “assessment”?
  A. A protracted process that tries to acquire information about a variety of topics unrelated to language education ☐
  B. A systematic collection, review, and use of information about education programs undertaken for improving learning and development ☐
- Which of the following best describes “evaluation”?
  A. A protracted process that tries to acquire information about a variety of topics unrelated to language education ☐
  B. A systematic collection, review, and use of information about education programs undertaken for improving learning and development ☐
- Are you satisfied with the current assessment practices that you are providing your students with ?
  Highly disatisfied ☐ Disatisfied ☐ Neutral ☐ Satisfied ☐ Highly Satisfied ☐

- Do you think that university teachers are in need of assessment training?
  Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree ☐
- Are university teachers well qualified to the extent that it allows them to serve as assessors in doctoral exams?
  Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree ☐
- How can you describe your level of assessment literacy ?
  Poor ☐ Below average ☐ Average ☐ Good ☐ Excellent ☐
- If you had the chance to change any aspect concerning assessment, what would you change?
  ……
  ……
  ……

We appreciate your cooperation

APPENDIX 2

Teacher's Interview Guide

The interview aims to investigate the language assessment literacy of teachers at Medea University. Your collaboration is extremely important for the validity of the research being conducted. The answers will be kept anonymous.

1. Are you familiar with the term assessment literacy ? If yes, how can you define it?
2. What do you know about language assessment and evaluation?
3. Have you been exposed to any assessment training during your career? If yes, does it help you in your teaching career?
4. Now, digging deep into our topic, what skills and knowledge are necessary for a teacher of English in higher education to possess to carry out an effective assessment?
5. What are the types of assessment that you frequently use in order to assess students' progress?
6. What assessment practices do you currently use?
7. What are the current challenges that you face during assessment?
8. In your opinion, when can we say that a teacher is literate regarding assessment and he or she is qualified as a good assessor? What can you suggest for teachers to be literate assessors.

Thank you for your time and useful contribution.

APPENDIX 3

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

الوزير

رقم 477 /و.ز.ع.ب/2019 الجزائر في 21 JUIL 2019

السيدات والسادة

رؤساء مؤسسات التعليم العالي والبحث العلمي

الموضوع: رؤوس صفحات الوثائق الرسمية.

في إطار سياسة تشجيع وتعزيز إستخدام اللغة الإنجليزية، ومن أجل مرئية أمثل للنشاطات التعليمية والعلمية على مستوى قطاعنا، أطلب منكم إستعمال اللغتين العربية والإنجليزية في رؤوس جميع الوثائق الإدارية والرسمية.

وزير التعليم العالي والبحث العلمي
الدكتور : بوزيد الطيب

APPENDIX 4



الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي
People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



الديوان
خلية الاعلام والاتصال

الجزائر، 27 اكتوبر 2022

تكوين الأساتذة الجامعيين باللغة الإنجليزية تحضيرا للموسم الجامعي المقبل 2024/2023

في إطار التوجه نحو تعزيز استعمال اللغة الإنجليزية في قطاع التعليم العالي والبحث العلمي، وجهت الوزارة الوصية مراسلة للسادة رؤساء الندوات الجهوية، بالاتصال مع السيدات والسادة مديري مؤسسات التعليم العالي،بخصوص تعميم استعمال اللغة الانجليزية في التعليم والتكوين بالجامعات الجزائرية،تحضيرا لفتح تكوينات وتعليم مواد باللغة الإنجليزية ابتداء من الموسم الجامعي المقبل 2024/2023 .

ولهذا الغرض أسديت جملة من التوجيهات للسيدات والسادة مديري مؤسسات التعليم العالي، تدعوهم إلى ضرورة تسطير برنامج لتكوين الأساتذة في اللغة الإنجليزية ابتداء من السنة الجامعية الحالية 2023/2022، مع استهداف مستوى تعلم يوافق درجة (B2) أو (C1) على الأقل.