

Running head: AN EVALUATION OF TEACHERS' LANGUAGE ASSESSMENT
LITERACY

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**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.**

Dissertation submitted in partial fulfillment of the requirements for a
Master Degree in Sciences of Language

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Declaration

I, Youcef **BRAHIMI**, do hereby declare that this dissertation is my own original work that has been compiled in my own words. This work has not been falsified or used for other courses and examinations. Nor has another person, university, or institution for another degree or diploma previously, or concurrently, published it, unless explicitly acknowledged (In-text citation and the list of references).

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Dedication

To my beloved family

To my **Mom**

Who made me who I am

Who granted me with all strength

Thank you **Mom**, with all my love

To my Dear brother **Yassine**

Who supported me in every step of my life

To my Dear sister **Amina** and Pr. **Roland**

You believed in me

Your supports granted me strength, thank you for being there for me

Thank you **Roland**, I am speechless to describe how much you mean to me

Forever, my heart will never forget about you

To Dear brother Pr. **Brahim**

Thank you for being there forever for me thank you for all the efforts

To my beloved friends

Special thanks for **Iman**

who supported me in this work and never gave up on me.

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Abstract

Assessment is seen as a difficult and indispensable teaching skill, for it sustains the teaching knowledge (assessment knowledge), as well as the accessibility of the breadth in many academic areas. Nevertheless, and as it was the case for the majority of teachers' of English at Biskra University, reaching the ultimate objective of assessment –language assessment literacy– was not always guaranteed. Observably, due to insufficient assessment skills, thereby the subsequent language assessment questions were treated improperly and/or superficially. Striving to establish the necessary foundation for an effective and deep approach to language assessment, the current study was an attempt to gauge the evaluation of teacher's language assessment literacy in terms of their assessment practices, the study's sample comprising of 14 teachers who were selected based on the purposive sampling technique. Methodologically, a qualitative method approach that encompassed a case study design was adopted. In this respect, and to gather relevant data, teacher's questionnaires along with teachers' interview were employed. As expected, the research findings revealed that the participants demonstrated several language assessment difficulties that were potentially attributed to a number of causes. Besides, the practicality of language assessment was statistically reflected in the questionnaires scores, which were noticeably negative. Ultimately, the results also indicated that none of the interviewed teachers appeared to integrate assessment in his/her instruction, in general, and assessment tools design, in particular. Specifically, the participants demonstrated an unfavorable interest in this innovative teaching concept, disclosing negative attitudes towards language assessment literacy.

Keywords: Assessment knowledge, language assessment, language assessment difficulties, language assessment literacy

List of Abbreviations and Acronyms

FL: Foreign Language

EFL: English Foreign Language

LT: Language Testing

LAL: Language Assessment Literacy

LA: Language Assessment

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General Introduction

General Introduction

With the remarkable expansion in the number of English language users and learners, English has risen to a truly global status and has established itself as the world international language. It has become the language of new world, satellite, and the internet, and it has recently been used in practically all fields. English is ruling all over, military, politics, economics, science, and most importantly educational systems. Undoubtedly, the latter is critical and must stay up with the growing world. This may seem obvious to some, but we must shed a light on. As a result, instructors are now expected to not only to guide, assess, and engage learners, but also to maintain high levels of motivation, and inspiration.

Therefore, in the Algerian context, English language teaching (ELT) does not receive much attention. Instead, English is establishing crucial rule in everyday life situations. Within the new system that pandemic have created, English now, by the high education minister, is given crucial status. Accordingly, and still just a foreign language (FL), yet its gaining huge popularity, and status among the world.

Despite this progress, pedagogues continue to emphasise the importance of teaching and learning as two fundamental processes. Assessment is one of the fundamental aspects that both processes share; however, the latter is seen much attention by the language teachers. Teachers' are no longer asked to assess language learners from grading aspects only. Instead, teachers are asked to assess language in terms of its aspects and characteristics, and to detail in each. With the new emergence of studies, and changes from teacher-center to learner-centered, teachers' are asked to deliver the most important elements and giving a room for learners' to show their creation. Therefore, assessment must always be engaged English language teaching and learning.

1. Statement of the Problem

Recent teaching methods have changed from teacher-centered classroom to learner centered classroom. This idea has developed certain techniques to betterment the learning of English as a foreign language. Moreover, as university students, we have noticed that most of teachers' have a lack in their assessment literacy, especially in the English foreign language context. This issue has left a negative impact on students' authentic credit; and this may lead to a negative response to students' proficiency level, as well as to teachers' performance. Therefore, in English as foreign language teachers' at Biskra University, the teachers might have difficulties with assessment literacy, and the way of assessing their students.

Most of teachers face difficulties in assessing their student's paper is because they lack the knowledge or the format of how to assess properly, including homework, research papers even examinations and tests.

These difficulties might be worsened when these teachers face the fact that their examinations or tests are not well elaborated, and do not follow a certain methodology of work. Therefore, it is obvious that assessment literacy can promote such if it were well known to teachers' background knowledge. In this respect, one big part of raising teachers' assessment literacy is throughout the use of recommendations that might be helpful to teachers.

2. Research questions

This research seeks to answer the following research questions:

- 1) What is assessment literacy?
- 2) What are the assessment practices used by EFL teachers Biskra University to evaluate and assess their learners?
- 3) In what way / how do EFL teachers evaluate and assess their learners'?
- 4) What makes EFL teachers' literate in assessment?

3. Aims of the study

This study intends to investigate the assessment literacy of teachers' and its effectiveness on students and teachers' proficiency level in learning English as a Foreign Language. Furthermore, it seeks to shed light on teachers' different roles and their way of enhancing the learning process in order to reach a perfect and professional setting. Besides, it also attempts to investigate the learners' assessment literacy by following some strategies and recommendations.

More specifically, this research work aims to:

- Improve teachers' assessment literacy.
- Make teachers' familiar with assessment as a crucial educational concept and practice.
- Make both teachers and students aware of the role of assessment in learning/teaching English as a foreign language.

4. The Research Methodology for this Study

For this research study, the researcher will adopt a qualitative method due to the nature of the study. The latter consists of two processes: firstly, diagnosing the causes of poor assessment literacy, and the factors behind such poor knowledge, and, secondly, interviewing the teachers for deeper understanding of their difficulties. The application of the qualitative method would allow the description and interpretation of the data for better understanding of the studied phenomena.

As for the research design, a case study was chosen to offer clear a picture of this research.

5. Population and sampling

In terms of research accessibility and proximity, the research is chosen to be conducted at Biskra University (Algeria). Due to the nature of the study and time constrain, a small group was chosen to carry out the research. It compromised 14 teachers from the Section of English at Biskra University.

Methodologically, the selection of the sample was according to the purposive technique, in which the researcher selected the participants purposively because they fit the nature of this research.

6. Significance of the study

This study will serve to gain familiarity with assessment literacy as notion, and to improve teaching to a new level. Teachers will be more aware of what to tackle and what are their failures in assessing EFL learners.

7. The Referencing Style for this Dissertation

It has long been recognised that the choice of the writing style (referencing style) is mostly determined by the field of study. Similarly, and because the current inquiry is part of educational research with roots in the social sciences, the APA (American Psychological Association) is used to write the various portions of this research work. Nonetheless, several alternatives, such as the arrangement of the cover page, the alignment choice, and text justification, are determined by the supervisor's requirements.

8. Structure of the Dissertation

This dissertation is organised according to the following outline:

Chapter one is an overview on language assessment and language assessment literacy, its definitions and types, and all what concerns assessment and evaluation.

Chapter two seeks to depict the set of methodological characteristics on which the present investigation will be based, as well as the processes for collecting data.

Chapter three aims not only to present, describe, and classify a large amount of collected data, but also to analyse and interpret the qualitative findings to inferences and draw the conclusions.

An Overview on Language Assessment

Introduction

This chapter will shed light on teachers' assessment literacy and language assessment literacy. It will start by defining these essential components, moving to assessment types. Moreover, it will focus on assessment activities, feedback types, and their relation in developing the teaching process. Finally, this chapter will display the importance of assessment and its feedback on the teaching and learning process.

1. A Selected literature review about language assessment

The beginning of the 1990s was the starting point for language testers to understand that language testing courses in teacher education programmes had to be studied (Brown & Bailey, 2008). Some studies even emerged in late 1970s, following the substantial economic reforms that opened the country to China has witnessed a rising interest in foreign language education outside of the world and, thus, a significant increase in the number of learners and practitioners of foreign languages. Furthermore, due to the professional training of the clinicians, the situation was uncertain because of the Shortage of applicable research and literature. Therefore, this study set out to examine the training of foreign language teachers at the tertiary level in China, with an emphasis on language testing and evaluation courses (Jin,2010) .The recent studies, that have been found in Iran, turkey and China; they investigate the role of teachers assessment literacy (LAL) and its impact on their assessment practices, in a study that have been examined in turkey; fundamentally, the use of the appraisal methods by the pre-service teachers and their interpretation of the main axis is the fundamental concepts. As a consequence, the prospective English foreign language is stated to be teachers are aware of the principle of literacy in evaluation, while they see themselves as not suitably trained (Kavaklı, N., & Arslan, S, 2019).

In general, the studies that have emerged concerning teachers assessment literacy and teachers assessment practices are shedding light on the concept of assessment and its definitions concerning teacher's attitudes towards assessment. Assessment literacy can be defined as the knowledge and skills of sound and sound educational evaluation that required teachers to evaluate the mastery of learning results of students. It is, therefore, one of the most significant teacher roles in teaching and learning in the classroom (Fazio, 2007; Brown & Xu, 2016). According to Stiggins (1999), the efficacy of teaching approaches used in the consistency of the tests used is a representation of the classroom. Therefore, the outcomes obtained from the classroom evaluations should be accurate and true (Brookhart, 1999).

1.1 Definitions of assessment literacy

According to Stiggins (1995), assessment literacy refers to the knowledge of assessing their students', how best to assess their students' achievements, how to produce sound samples and to avoid assessment-related problems. Paterno (2001) states that assessment literacy requires knowledge of the basic principles of sound evaluation practice, including terminology, the development and use of methodologies and techniques for evaluation, familiarity with quality standards in evaluation.

For the toolbox of assessment literacy, Hoyt (2005) proposes that it should include, knowledge of standard testing practices, the acquisition of a wide range of assessment methods, techniques, and the use of tests that evaluate higher-order concepts accurately.

Following the above definitions, teachers are required to be equipped with the theoretical and the practical knowledge related to language testing and assessment tools, how to prepare, apply, define, and to evaluate their tools. In Poham's (2009) words, "measurement devices, almost always standardized, used by governmental entities such as states, provinces, or school districts to ascertain the effectiveness of educational endeavors" (p. 6).

1.2 Language assessment literacy: Definitions

Fulcher (2012, p. 125) suggests that assessment literacy is the awareness, skills, and abilities needed to design, establish, maintain, or assess large-scale structured and/or classroom-based assessments, as well as experience with test processes and understanding of values and concepts that direct and underpin practice, such as ethics and codes of practice. The ability to situate knowledge, abilities, procedures, values, and concepts within larger historical, social, political, and philosophical contexts in order to comprehend why activities have developed as they have, and to assess the effect and impact of testing on culture, organizations, and individuals. "selecting and developing assessments for the classroom, administering and scoring tests, using scores to aid instructional decisions, communicating results to stakeholders, and being aware of inappropriate and unethical uses of tests" (Fulcher, 2012, p. 115)

Scarino (2013) encourages teachers to develop language evaluation literacy (LAL), which enables them to investigate and evaluate their own preconceptions, comprehend the interpretative nature of the evaluation phenomenon, and become more conscious of their own diverse knowledge, perception, behaviors, and values structure. Scarino stresses that language

teachers, who are an important part of their LAL, will eventually establish self-awareness as assessors because of these procedures.

Assessment literacy for Falsgraf (2005, p. 6), "... the ability to understand, analyze and apply information on student performance to improve instruction". Similarly, Pill and Harding (2013, p.382) argue that LAL entails a set of skills that enable an individual to perform a variety of tasks "understand, evaluate and create language tests and analyze test data". Accordingly, it is clear that scholars define LAL as communicative results to build evaluation system, in which they could promote the ability to understand and analyze information to serve students interactions.

In this respect, LAL is meant to call for acquiring "a range of skills in test design, test score interpretation and use, and test evaluation along with the development of a critical understanding of the roles and functions of assessment in classroom". (O'Loughlin, 2013, p. 363). That is, LAL, for O'Loughlin, concerns a range of skills for testing, developing language testing system, and evaluation.

1.3 Definition of assessment

Students and teachers often refer to assessment as an image of language testing, especially examination; however, the fact is that, as stated by Brown (2004), assessment and testing are different. Accordingly, Bachman (2004) defines assessment as "a process of collecting information about something that we are interested in, according to procedures that are systematic and substantially grounded" (pp. 6-7). The assessment procedure can be in verbal (description) or written form (scoring or marks).

Huhta (as cited in Spolsky & Hult, 2008) refers to assessment as, "all kinds of procedures used to assess individuals (e.g., informal observations, self-assessments, quizzes, interviews, tests)" (p. 469). Every session, teacher should assess his/her students.

Thus, assessment is way of testing which is associated with exact timing and settled procedures (Brown, 2004). As Huhta defines, "tests denote a particular type of formal, often carefully designed instruments" (Spolsky & Hult, 2008, p. 469). For teachers, assessment can be considered as a task, in which some questions might come across their minds, such as, "When and how often shall we assess the students?", or "How should we conduct an assessment procedure?" The question of "What" and "Why" rarely come to teachers' mind (Bachman &

Palmer, 2010). The reason behind not asking what-questions, that teachers know what their students need.

Nevertheless, why-questions are somehow vague in which teacher does not know the definite decision about the assessment materials to be used. Language assessment offers guidance for individuals for proper decisions (micro-evaluation), programmes (macro-evaluation), and other sketch holders (Bachman & Palmer, 2010). It can be used to select materials for individuals, courses, changes in teaching instructions, predict future performance make changes in educational programs (Summative, formative assessment), formulating research questions and understanding language phenomena (Bachman, 2004). Therefore, this will decide the root of assessment types in which must be integrated in language teaching.

1.4 Types of assessment

Brown (2004) states that there are four types of assessments: Formal, Informal, Formative, Summative.

1.4.1 Formal assessment

Formal assessments are data-based tests that measure what students have learnt and how well they have learnt it. Formal assessments evaluate students' content proficiency or mastery and can be used to compare students to certain standards. Examples of formal assessment can be stated in the following; Standardised tests, Criterion referenced tests Norm referenced test, Achievement tests, and Aptitude tests.

Brown (2004) defines formal assessment as, (as cited in Dench. B, p.11)

“Exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student’s achievement”

In addition, the author reinforces his idea with, “To extend the tennis analogy, formal assessments are the tournament games that occur periodically in the course of a regimen of practice” (as cited in Dench. B, p.11).

Brown considers all types of tests as formal assessments, yet not all formal assessments are tests. He highlights a clear distinction between formal and informal assessment. Brown assume that tests are time-constrained, which not the case of formal assessment. On the other hand, tests are used as form of formal assessment. Tests are in indication that learning is taking a place, in which reports the results that learners are ready to shift to the next phase.

1.4.2 Informal assessment

Informal assessments are those forms of evaluation that can be widely integrated into daily classroom activities and that measure student achievement and progress. Informal evaluations are based on content and achievement. Examples of informal assessments: checklist, observation, portfolio, rating scale, time sampling, event sampling, anecdotal record.

Informal assessment for Brown (2004), is unplanned comments (compliments), feedback that occur occasionally, nothing is prepared or recorded, and judgments are not based on them. Moreover, he includes other types of feedback, from saying compliments such as ‘‘Good job!’’, to giving details about learners’ performance. However, Harris and McCann (1994), referred to informal assessment as collection of information about learners’ performance in casual (normal) classroom conditions. In addition, they refer to informal assessment as continuous assessment sometimes. The main aim of informal assessment to keep scrolling over the learners’ feedbacks in order to detail their performances. Harris and McCann have put emphasis on four important ideas in their definition, in which are:

- Informal assessment is about gathering information about a student's knowledge rather than giving them a grade.
- Informal assessment are conducted without the need for time limits or standardized test rules.
- Informal assessment is a daily observation, teachers often assess their students.
- Teachers assess their students' success after they complete the assignment by direct observation (cited in *Theory and Practice in Language Studies*, p.436).

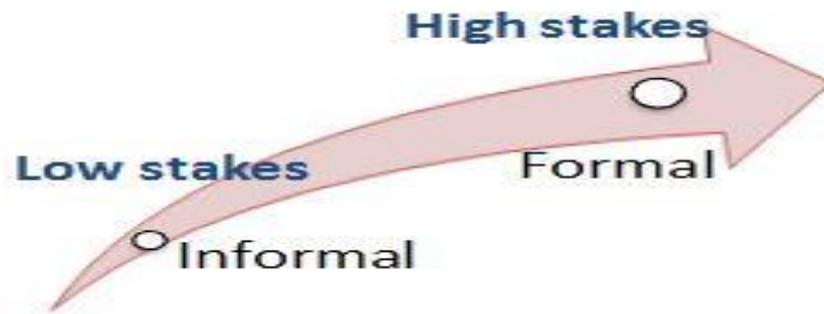


Figure 1. Explains the realisations from informal to formal assessment. Wordpress.com 18.

Figure 1; shows the shift from informal to formal assessment, with the predicted and non-predicted outcomes, in which students in this two phases their grades changes would shift from low stakes to high stakes gradually.

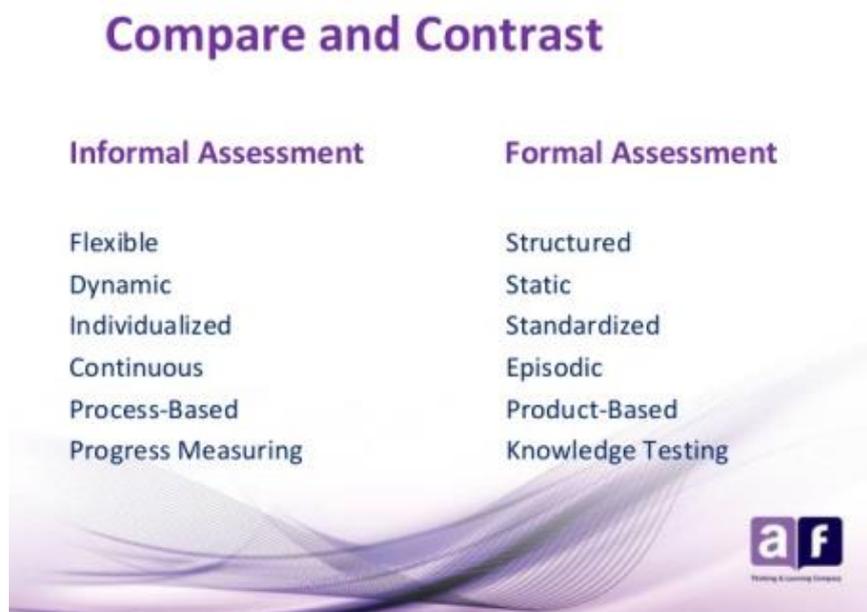


Figure 2. Compare and contrast informal and formal assessment. Wordpress.com 18 July 2015.

Figure 2. Shows the features that each form of assessment focus on, both formal and informal assessment are used interchangeably; there is no highlighted area on where or when to use formal or informal assessment.

1.4.3 Formative assessment

Formative assessment has been defined by many scholars. Greenstein (2010) defines it as a systematic process of gathering information about learning for both teacher and learner. In addition, it engages the use of data to improve teaching and learning, as well as to engage learners in assessment. Formative assessment is a tool that helps in collecting data about the teaching and the learning process, such as oral performance or written performance, engage students in the assessment process. However, Brown (2004) reports that formative assessment aim to evaluate the process of learners in forming their skills and competencies with emphasis of helping learners to continue growing their learning process.

1.4.4 Summative assessment

Irons (2008) defines summative assessment as any assessment activity that provides an outcome, a grade or a mark that is used to measure learners success. According to Wikipedia, the goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark. For Brown (2004), summative assessments aim to summarise or measure the grasped information at the end of unite of instruction or a course. Summative assessment differs from formative assessment, in which it carries a grade and evaluate learners through a grading system.

1.5 What is feedback?

Feedback is generally the teachers' reaction to learners' performance. Oxford (2012) defines feedback as advice, criticism, or information about how good or useful something or someone's work is. Burt, Duly, and Krashen (1982) offer another definition, "Feedback generally refers to the listener or reader's response given to the learner's speech or writing" (p. 34). This means that feedback is a response to learners' outcomes or their outputs that can be in written or oral form.

Furthermore, Wiggins (1993) defines feedback as the information or knowledge that gives the performer clear, actionable insights into actual success based on visible differences in current and desired performance. Feedback helps learners' to have a clear image about their finished performance or work, or to put it in another way, whether their success was acceptable or not, and, if not, what should be done to improve it. Moreover, Ur (1996), reports that feedback is a comments on learners performance that can take different forms; verbal such as; " Yes, Right!" that said to a learner after answering a question, or in physical action, " raised

eye bow'' to a mistake or error in grammar on a grade of 70% of exam, or leaving a note or comment on the margin of an essay. In other words, teachers' feedback can take two different forms, Non-verbal such as; facial expression or body gestures, Verbal feedback that can take oral or written form.

1.6 Types Of Feedback

There are several types of feedback. Yet, the most important types are: oral feedback, written feedback, and Peer feedback.

1.6.1 Oral feedback

Oral feedback is presented in a spoken format, implying that the teacher orally evaluates his or her learners' performance. However, providing oral feedback to students is not an easy task; teachers must consider a number of factors before providing oral feedback in order for their input to be constructive and have a positive impact on students' speaking skills (Sárosdy et al., 2006). Frey and Fisher (2011) suggest that teachers should consider the following in oral feedback; setting, structure, and tone when it comes to providing feedback for the language learners'.

- **Setting**

Setting means that teachers should choose a suitable location for providing input (Feedback). Frey and Fisher (2011) state that setting is to select a place in the classroom that is physically removed from the larger group. This gives learners a place to focus on what is being said and to determine the tone in which it is delivered.

- **Structure**

This means that when teachers provide input, they must be accurate and allow the learner to understand his or her oral production, i.e., what is accurate and what is not, in order for the feedback to be constructive and efficient. Moreover, as cited in (Frey and Fisher, 2011, p.78) Jeff Zwiers (2008) points out three parts of the teacher feedback:

1. Describes the outcomes of a learner's achievement.
2. It instructs the learners on what is correct and what needs to be adjusted.
3. Encouraging learners to keep going (p.78).

- **Tone**

When delivering oral input, it is critical for teachers to use an acceptable tone. In other words, when correcting their students' errors, teachers should not use a harsh or sarcastic tone. The tone of the feedback has a significant influence on the outcome. As a result, instructors should still use a positive and encouraging tone with their learners, a motivating tone is used so that students are not prevented from participating in class (Frey and Fisher 2011, p. 78). However, oral feedback is more efficient than written feedback. From this respect, Frey and Fisher (2011) assumes that oral feedback is immediately than written feedback. It also gives you the option of combining feedback with nonverbal behaviors that can help you communicate more effectively.

1.6.2 Written Feedback

Konold et al, (2004, p. 68) points to written feedback, "Written feedback can be used for any type of work product and is an especially efficient method to give individualized feedback when large class size or lack of time prevents one-to-one conferences with students". For these factors, teachers prefer to use written feedback so that they can devote more time to learning, making it the most widely used type of feedback. According to Li Waishing (2000) (Cited in Lounis, M. 2010, p. 22-23), in order to provide efficient written feedback, the following principles should be followed:

- "Feedback must be integrated within the process of writing."
- "It must be presented as an input and impetus for revision of writing".
- "It must be formative (detailing the writer's strengths and weaknesses as well), not summative (taking the form of grades, marks, or global comments such as good, bad, etc...)"
- "It must be appropriate: corresponding to the student-writer's background knowledge, level of learning, and abilities".

1.6.3 Peer and Self-Feedback

Sackstein (2017) asserts that providing feedback is not solely the responsibility of the teacher; students may also provide feedback. Student-to-student feedback, he argued, is more conducive to learning than teacher-to-student feedback, and it is viewed more positively. Peer feedback empowers students to give input to other learners, enriching their learning experiences.

According to Alvarez and Munoz (2007, p.2), 'Self-assessment as a way to bridge the gap between teacher and student perception of the evaluation process and as a way to foster student autonomy and improve student learning'. Self-assessment as a means of closing the gap between teacher and learner perceptions of the evaluation process, as well as fostering learner's autonomy and improving learners learning process.

1.7 The importance of feedback and assessment on the learning process

Assessment and feedback are fundamental parts in teaching and the learning process; many research have been conducted to study the impacts and roles of teaching and learning processes on the development of EFL learners' learning capacities. Dornyei (2001) reports that "feedback is not just a decoration on the cake or an additional asset that's worth having. It is an essential ingredient of learning" (p. 123).

Furthermore, effective teaching entails not only imparting information and understanding to learners (or offering constructive assignments, contexts, and learning opportunities), but also assessing and evaluating their comprehension. This information would be used to compare the next teaching act to the current one. The teachers' comprehension, the feedback part is the "second part" (Hattie, J. & Timperley, H. 2007, p .96).

Conclusion

Teachers' assessment literacy can be considered as the effective element that enhance teaching and learning process. This chapter defined assessment literacy and language assessment literacy, as well as to assessment and its types. Moreover, this chapter sought to give a clear difference between assessment types and their usage in teaching, learning processes. Finally, this chapter highlighted the importance of assessment in learning and teaching process. The next chapter, will introduce a general overview on methodology, therefore, insisting on the methodology used in the present research work.

Research
Methodology for this
Study

Introduction

The current chapter begins with an overview of the widely known methodological aspects, such as paradigms, approaches, designs, data collection methods, data analysis procedures, and sampling techniques, that form the foundation for any systematic research study. It also specifies and explains these elements in relation to the present investigation's intent and methods, as well as the rationale for choices. The current chapter further seeks to survey the processes, from which statistics is gathered, as well as the steps of care execution, as the problem under review was put into effect.

2.1 Research methodology: Theoretical background

In the following sections, the main components of research methodology, such as research paradigms, approaches, designs, data collection methods, data analysis procedures, and sampling techniques, will be presented and discussed.

2.2 Research paradigms in educational research

For the majority of scholars, undertaking a research project can be exceedingly elusive, boring, and demanding, since they do not only contend with the study itself but also with the participants. Not just to explain methodological decisions, but also to build a broad body of information, in general, and the above discusses the choosing of a research methodology and approaches for multiple researchers. Although the analysis paradigm remains a mystery.

The word paradigm has a Greek origin where it means a pattern. Thomas Kuhn (1962) coined the word paradigm as philosopher way of thinking. Paradigm as a term is used in educational studies to describe a researchers 'Worldview' (Mackenzie & Knipe, 2006).

According to Lather (1986), a research model represents the researchers' views about the society in which s/he lives and wishes to live in. It is made up of abstract beliefs and values that influences how a researcher perceive the universe, as well as how s/he interprets and behave in it. When we suggest that a model represents a researchers' worldview, we are referring the abstract values and concepts that form how a researcher sees the universe, interprets it, and behave within it. A scholar examines the universe from the frame of reference. It is the intellectual perspective by which the researcher explores the scientific implications of their research project in order to evaluate the research techniques to be used and the evidence to be analysed.

To Guba and Lincoln (1994), a paradigm is a model of simple collection of values or worldview that determines research action or an investigation. The experts of qualitative analysis, Denzin and Lincoln (2000) describe paradigms as human constructions that deal with first concept or ultimate that signify where the research coming from while constructing meaning from data or results. Thus, paradigms are significant because they include beliefs and guidelines that influence what should be studies, as well as how the findings should be interpreted for scholars in a specific discipline.

These paradigms consist of elements that compromise of beliefs, norms and basic assumptions and values that each paradigm maintains. Firstly, according to Wikipedia ontology, a paradigm is the branch of philosophy that studies concepts such as existence, being, becoming, and reality. It includes the questions of how entities are grouped into basic categories and which of these entities exist on the most fundamental level. Epistemology, secondly, is the branch of philosophy concerned with the essence of knowledge and the methods for acquiring and validating it (Gall, Gall, & Borg, 2003). Epistemology is the meaning and forms of [knowledge], how to learn it, and how to transmit it to other people (Cohen, Manion, & Morrison, 2007). In fact, there is a number of paradigms to consider. Such as, Positivism, post-positivism, interpretivism, and pragmatism.

Pragmatism, for example, was commonly formulated to bring an end to the two opposing worldviews, namely positivism (and post-positivism) as one component and the other component is interpretivism. These philosophical positions generally resulted in what is now known as sometimes referred to as “paradigm wars” (Kivunja & Kuyini, 2017, p.29).

For pragmatists, the only way to discover the 'truth' about social phenomena is to relay question (s). Furthermore, they have emphasised on non-singular truth (no single reality) (Kivunja & Kuyini, 2017).

Therefore, positivism, post-positivism and pragmatism are widespread lately in the social sciences studies. In general, the term paradigm is very important, and it is regarded as the starting point for all analysis. It is fundamentally regarded as the basis upon which the analytical aspects of the research study, such as the research design, approach, and procedures, can be chosen. Simply put, in addition to its part in framing analysis, the right conceptual position (paradigm) directs the researcher's behavior, action and reaction toward research.

2.3 Research approach

The complexity of paradigms reveals that each paradigm is more generally associated with a certain research method than with others. Before we align any paradigm with its research approach, it is relevant to give an overview about what research approach represent.

2.3.1 Quantitative approach

For Marczyk, DeMatteo, and Festinger (2005), an approach, “studies that make use of statistical analyses to obtain their findings. Key features include formal and systematic measurement and the use of statistics”(p.17). The former shows research that depends on mathematical analysis to arrive at their conclusions. Formal and systematic calculation, as well as the use of statistics, are important aspects. It is important to note that quantitative and qualitative methods are not diametrically opposite viewpoints or separate groups, but as opposed to “different ends on a continuum” (Grover, 2015, p. 9). This declares that, if a research problem that does not fit for a quantitative approach, the qualitative approach should be used and vice versa. The quantitative approach is usually restricted to positivism and post-positivism.

2.3.2 Qualitative approach

Chelly (2016) defines the qualitative approach as “a process of inquiry with the goal of understanding a social human problem from multiple perspectives; conducted in a natural setting to build a complex and holistic picture of the phenomenon of interest”(p. 25). It is a method of investigation aimed at comprehending a social human dilemma from various perspectives; carried out in a natural environment to provide a comprehensive and holistic view of the phenomena of interest.

In qualitative analysis, rather than a broad survey, cases are studied, and evidence is collected in the form of words and descriptions from interviews, records, and findings. The extraction of patterns or generalizations from the data, as well as the arrangement of the data in such a way as to provide a clear, consistent description of the phenomena under investigation, are the approaches used by qualitative researchers (Symeou, 2008). Following that, scholars who take this path associate themselves with the constructivist paradigm.

2.3.3 A Mixed-methods approach

The real breakthrough in combining qualitative and quantitative research occurred in the 1970's. The mixed-methods approach was first introduced with the adoption of the concept of 'triangulation' into social sciences (Hoadjli, 2019). A mixed-methods is an approach that has come to birth by a combination of qualitative and quantitative approaches. The term "mixed methods" refers to an emerging research approach that promotes the systematic synthesis, or "mixing," of quantitative and qualitative evidence within a single investigation or long-term research program. The basic principle of this approach is that integrating quantitative and qualitative data collection and analysis allows for a more comprehensive and complementary use of data than independent quantitative and qualitative data collection and analysis (PCMH research method series, 2013, p.1).

According to PCMH, the core characteristics of a mixed-methods are;

- Collecting and analyzing both quantitative (closed-ended) and qualitative (open-ended) data.
- Using rigorous procedures in collecting and analyzing data appropriate to each method's tradition, such as ensuring the appropriate sample size for quantitative and qualitative analysis.
- Integrating the data during data collection, analysis, or discussion.
- Using procedures that implement qualitative and quantitative components either concurrently or sequentially, with the same sample or with different samples.
- Framing the procedures within philosophical/theoretical models of research, such as within a social constructionist model that seeks to understand multiple perspectives on a single issue (p.1).

This kind of paradigm suits best with pragmatism approach to clarify in order to answer the study question(s), the researcher must gather and analyze numerical data that was initially inserted in the qualitative method, as well as narrative data that is common in qualitative research.

2.4 Research Design / Strategy (ies)

In any study, relevant conclusions are limited not only by the researcher's knowledge of the research topic, but also, by his or her understanding of specific research measures. The first step is to choose a research design that, if wisely and practically chosen, would bring the highest results, provide appropriate and comprehensive responses to the research questions. Frequently, by a research design sometimes, it is referred to as research strategy. Hoadjli (2019) defines it as, "A strategy is a plan of action designed to achieve a specific goal..." (p.37). Moreover, Selltiz (1962) sees it as, "the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure" (2013, slide 5).

It is clear that a research design represents the study's decisions on different aspects; what, where, where, and how to conduct the research. A successful research design should include the data collection methods and analysis procedures, in addition the explanations and justifications. The research choices should, in particular, be in line with the objectives, the study's intent as well as the research requirements. To put it another way, it should be suitable, feasible, and ethical (Hoadjli, 2019). Regarding to research types and designs, they can be categorized into three types; qualitative, quantitative, and mixed-methods.

2.4.1 Qualitative research design

It should be acknowledge that the verity of research designs are originally categorised to fit the study needs. As categories, ethnography, grounded theory, case studies, phenomenology are designed to be used with qualitative research studies. As for this study is concerned with case study design, this type is well known among the various types of studies such as Law and business, and all tried to provide a clear definition for this strategy.

In other words, this design is compounded of two terms, to define 'case study' first, we must go through the definition of 'case'. In general, John Gerring defines a case as "a spatially delimited phenomenon (a unit) observed at a single point in time or over some period of time" (as cited in Hayes, Kyer, Weber, 2015, p.2). This explains that a case is a divergent single instance chosen for a specific reason at a specific time in a specific location. It may be an entity, a group of individuals, a company, a process, or a case.

It is critical to remember that the case study design employs a single, a few, or a significant number of cases. In essence, case studies analyse and examine current real-life

phenomena through contextual analysis of a small number of events or situations and their relationships (Zainal, 2007). In other words, in a case study design, the researcher would aim to investigate, comprehend, and present the experiences of the participants, as well as to get close to them in their natural setting (Harrison, Birks, Franklin & Mills, 2017). This type of research design is qualitative research, and it is capable of overcoming the quantitative approach's limitations. Such an in-depth inquiry into the behavior of social agents might rather confirm the quantifiable evidence and comparative findings.

2.4.2 Quantitative research design

Quantitative and qualitative research are intended for purposes that are significantly different, various research designs will be used. Normally, the quantitative research design would cover pre experimentation, quasi-experimentation, true experimentation, single-subject research design, descriptive research, causal-comparative research design, and correlational research design.

Most likely, true-experimentation is perhaps the most credible design in terms of accuracy and precision, which is based on computational and quantitative procedures. This is usually done to test the hypothesis (Rogers & Revesz, 2019). There are several experiments designs, each with special characteristics, yet True-experimentation at least the *controlled experiment* in laboratory conditions (the 'true' experiment): two or more groups, (one or more experimental groups, one or more treatments), manipulation of the dependent and independent variable, post and pre-test to see their effects on the variables (Cohen, Manion, & Morrison, 2007). Whereas, by dropping one of the true-experimentation features, we shed a light on quasi-experiment. To put it in another way, true-experimentation is not often used in social sciences research.

The key difference that distinguishes non-experiments from true-experiments is the absence of random assignments. Quasi-experiments are form of non-experiments that aim to imitate randomised, true-experiments in terms of rigor and experimental structure, but ignoring random assignments (Rogers & Revesz, 2019).

2.4.3 A Mixed-methods strategy (ies)

Both qualitative and quantitative research designs have already been defined. For the present time, if the essence of the study necessitates the use of a mixed-methods technique, the mixed-methods researches would be the most practical for the study. At the most basic form,

the Mixed-methods approach combines the best of all designs, necessitating the use of at least one quantitative design and one or more qualitative designs. Because of this synthesis, a variety of data collection techniques may be combined.

2.5. Data collection methods

Every research steps are fundamental, starting from that question in mind to reporting the research findings. However, researchers think that the data collection stage is the main pillar of any research. Data collection methods are tolls used to gather data from different participants. In particular, each research design relay on special data collection method in collecting data, quantitative research approach rely on closed questionnaires and testing, whereas, a qualitative approach employs wide tools such as: the interview, focus group, observation, journals, documentation, collection of narratives, think-aloud method, and open questionnaires. On the other hand, mixed methods approach brings or combine the best of both approaches qualitative and quantitative, yet mixed methods might rely on semi-structured questionnaire and interviews.

In particular, a questionnaire is commonly used as data collection method that generally consists of a number of constructed questions or prompts that could elicit or seek information from the participants. Brown (2001) defines questionnaires as, "Any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (as cited in Dornyei, 2003, p.6). Questionnaire can be used in any type of studies regarding of its nature, and it relay on several items that can be true or false, multiple choice, ranking order, Likert scale, dichotomous, and checklist items.

Often, a questionnaire has three types: structured, semi-structured and unstructured type. Although there are several different types of questionnaires, yet there is a simple rule of thumb: the greater the sample size, the more formal, closed, and numerical the questionnaire must be; the smaller the sample size, the less structured, more accessible, and word-based the questionnaire must be (Cohen et al., 2007).

Another common method in collecting data is an interview, which is most likely used in social sciences studies. According to Burns (1997), an interview is "a verbal interchange, often face to face, though the telephone may be used, in which an interviewer tries to elicit information, beliefs or opinions from another person" (as cited in Kumar, 2011, p. 137). In other

words, an interview is any conversation that is held, either face to face or otherwise, between two or more individuals with a purpose of seeking information.

Extensively, there are three sorts of interviews that are frequently utilised in research. In a structured interview monitoring, the respondent's data is elicited very tightly and the interview is arranged when the researcher asks a predetermined series of questions in a predetermined order with a restricted range of answer options. This would be appropriate to use where interviews involve the interviewer to respond to each ordered question, and are often brief. The questions in a formal interview are similar to that in a job interview, in which the employer poses the same collection of questions about each candidate. Congruence is quite similar to a dramatic script in that it must be followed in a standardised and concise way (Heather, 2013). However, the unstructured interview is more likely to be open like a natural conversation, which helps the respondent to delve deeper in the conversation.

In a semi-structured interview, the interviewer creates an outline for the subjects discussed, but the interviewee's answers decide how the interview is guided. This is the most popular method of interview used in qualitative analysis. The semi structured-interview guide provides interviewers with a simple collection of guidelines that can provide accurate, and equivalent qualitative results (Heather, 2013).

Another popular way of data collection is testing, which refers to the realistic process of determining the validity of a problem or what someone knows. In research, it is generally necessary to determine if the independent variable correlated with the dependent. In terms of the effectiveness of testing in supplying mathematical results, Cohen et. al., (2007) claim that, "In tests, researchers have at their disposal a powerful method of data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind" (p.414).

The data collection methods should be dependent on the research nature. Therefore, it should be compatible to the research approach that is being chosen to research. Moreover, this will make research more credible and reliable in the research field.

2.6. Data Analysis Procedures

After collecting the necessary data, the researcher should clarify, describe, explain, and summarise the findings in the appropriate procedures, Brown (2001) refers to this process as the opposing side of the conflict (Dornyei, 2007). Scholars define data analysis differently.

However, they accept that, it is the method by which interpretation, perception, measurement, form, and order are added to a mass of collected data (Kothari, 2004).

This analysis is ultimately completed using a combination of particular protocols and techniques, which can be selected in accordance with the nature of the study, research aims/questions, and the collected data. As a result, quantitative and qualitative data will be analysed separately using quantitative and qualitative data processing techniques. In this regard, data processing in the Mixed-methods design will ultimately make use of a combination of both patterns. In other words, data will be analysed quantitatively and qualitatively.

Davidson (1996) remarks that it is surprising how few of statistics texts describe the “painful experience of going from a stack of disorganized hard copy to online that are trust worthy” (as cited in Dornyei, 2007, p.96). Quantitative data analysis must go through a preparation procedure that usually referred to “Data preparation”. This will follow certain principles for analysing that. First, it needs to be stored in a computer file, which requires systematic coding of data, creating data file, and then introducing the coded data. When our data is online, we must screen, clean, and possibly manipulate it before its ready for analysis (Dornyei, 2007).

In qualitative data analysis, content analysis, also known as text analysis, aims to analyse any written document, whether digital or physical. This could include everything from media items to interviews. Dornyei (2007) defines it as, “It actually originates from a quantitative analytical method of examining written texts that involves the counting of instances of words, phrases, or grammatical structures that fall into specific categories” (p. 245). Whereas, Cohen et. al, as, “a systematic series of analyses, including coding and categorisation” (p. 461).

Content analysis is a tailored, well-defined procedure for summarising, analysing, reviewing, and reporting written data by breaking it down into manageable pieces in the form of categories.

2.7. Sampling techniques

In terms of time, commitment, and financials, undertaking research on a large scale or utilizing a fully focused audience is unlikely possible. As a result, certain objects must be selected. This is referred to as sampling. The above refers to the process of selecting an appropriate small group or portion of the total population for research purposes. For Dornyei (2007), “The participants sample can fundamentally determine the success of a study” (p. 96).

In addition, he states that a good sample should be similar to the target population, reflect its general characteristics age, gender, ethnicity, educational background.

Two types of sampling are widely used. Firstly, a probability sampling is a method based on a probability theory. The size of a probability (random) sample can be determined in two ways. Either by the researcher taking caution and ensuring that the sample reflects the larger features of the population with the fewest number of cases, or by using a table that, based on a statistical formula. Probability sample shows the optimal size of a random sample for a given number of cases in the larger population (Cohen et al, 2007). Furthermore, a probability sampling technique insures that all participates have equal chances to be included in the study. This method aims to generalise its results by the end of every research that opt for such methods. This sampling technique suits best with quantitative studies (Representative).

Secondly, a non-probability sampling is also known as a 'non-random' sampling. The sample may be uncontrolled or limited based on element collection. When each survey factor is taken individually from the population at large, the sample is referred to as a 'unrestricted sample,' while all other types of sampling are referred to as 'restricted sampling' (Kothari, 2004). Non-probability sampling is a method that is mostly used with a qualitative or a mixed-methods research. It aims to collect participants with different ways. However, non-probability sampling does not aim to generalise its results. The non-probability sampling techniques are; convenience sampling, quota sampling, dimensional sampling, purposive sampling, and snowball sampling (Non-Representative).

CHART SHOWING BASIC SAMPLING DESIGNS

Element selection technique	Representation basis	
	Probability sampling	Non-probability sampling
Unrestricted sampling	Simple random sampling	Haphazard sampling or convenience sampling
Restricted sampling	Complex random sampling (such as cluster sampling, systematic sampling, stratified sampling etc.)	Purposive sampling (such as quota sampling, judgement sampling)

Figure 3. Chart showing basic sampling designs (Kothari, 2004, p. 59).

2.8 Research Methodology for this Study: Choices and Rationale

It is patently clear that the philosophical worldview is the primary variable used to shape science; the new inquiry's metaphysical focus helps to distinguish it from other research studies. It undoubtedly influences our ontological, epistemological, and methodological decisions. In this research, the choices that have been taken by the researcher was to serve the aim of evaluating the teachers' assessment literacy through their practices. Regarding the nature of our study, an interpretivist view urged us to use a pure qualitative method, which aims to enable us to give a descriptive overview for a better understanding of the researched social phenomenon. In this respect, we reiterate that an interpretivist paradigm is more suitable for the present study. In relevance, a qualitative approach has been chosen to be the adopted research approach.

2.9 Research approach

Considering the nature of our research, a qualitative approach could be applied to answer the research questions. Accordingly, the current research was based on the qualitative approach that served to collect the appropriate data. This research work is carried out under the auspices of the qualitative approach which attempted to provide a detailed explanation of the research issue. Essentially, this conveys the emphasis and attention on evaluating teachers' assessment literacy, as well as shading a light on their assessment practices.

2.10 Research design / Strategy

The present research was conducted under the qualitative approach; as a result, a qualitative strategy was used. A qualitative technique was employed in case study design to offer a clear and thorough picture of the research issue. This strategy was used for the purpose to give a descriptive overview on teachers' assessment literacy in terms of their classroom practices.

With respect of time, cost, availability of participants, which might have a fundamental effect on research result and credibility, a large-scale survey was inappropriate for the ongoing inquiry. As long as case study is limited to a certain number of participants, the latter chosen because it suits best for this research.

2.11 Data collection methods

In the case of the latest inquiry, two data collection methods were used: a teacher's questionnaire, and a teacher's interview.

2.12 Teachers' questionnaire. One of the data collection instruments that is chosen to collect the appropriate data to answer the research questions (See Appendix 2).

2.12.1 Structure and aim. This data collection method was meant to collect an accurate and concise data from the teachers. The latter was mainly developed in terms of assessment preparation that teachers have taken before or not. Critical to our research aims and purposes, this semi-structured questionnaire was designed by Fulcher (2012) and adopted and adapted to detail teachers' assessment knowledge; i.e., if they ever have taken any preparation in language assessment or not. In addition, this questionnaire aimed to gather information about teachers' attitudes toward language assessment literacy.

2.12.2 Piloting and validation. Piloting and validation are essential components of any research because they guarantee the study's feasibility and the integrity of the findings. Therefore, they seek some enhancement that will most likely result in a robust and relevant final version of the data collection instrument. Two specialist- teachers in the field of research validated the questionnaire. In attempt to get a well formulated questionnaire, the teachers had given some remarks. However, these remarks could not have been taken into consideration due to the nature of research that relied on the adoption of Fulcher questionnaire. Hence, the piloting stage was taken by three teachers. None has shown any irrelevance.

2.13 Teachers' Interview. The interview was the second data collection method that was meant to delve deeper in collecting data.

2.13.1 Structure and aims. Under the oversight of our supervisor, four face-to-face meetings were scheduled to interview four teachers who expressed interest in the subject of our investigation and agreed on to cooperate and be recorded. The ultimate focus of the interview was to gain a better understanding of the phenomenon under research. In particular, it answered the third research question (In what way / how do EFL teachers evaluate and assess their learners'?). Significantly, since the interview was unstructured, the participants had the chance to express their thoughts freely.

2.13.2 Piloting and Validation. This data collection method, too, had to be validated in order to reduce obscurity, incoherence, and redundancy that can arise from the interview items. It was emailed as a word document to a teacher, and tested in a face-to-face interview with another teacher who was purposefully chosen to pilot it because one is expected to be an expert teacher. Yet, both teachers did not suggest any changes.

Table 1. Teachers' interview and its objective.

Item	Objective
1	General knowledge about assessment
2	To inspect teachers' assessment practices if there is any.
3&4	To inspect teachers' background in developing their assessment tools.
5-7	Inspecting teachers' proficiency level in terms of assessment literacy.
8-10	Inspecting teachers' language assessment skills, in addition to requesting suggestion to better teachers' assessment skills.

Table 2. Teachers' questionnaire and its objectives.

Item	Objective
1&2	To reveal if teachers' have taken any preparation class in language assessment or not.
3	To distract which skills teachers' lack or would they be interested in to develop in terms of their assessment skills.
4	To rate teachers' satisfactions about their assessment knowledge and language testing.
5&7	Questioning teachers' interests about which topic would they like to cover assessment courses. Requesting their comment or advice for the coming teachers' about language assessment literacy and testing.
6	Rating their knowledge of preparation and overall knowledge understanding of language assessment.

2.14 Data collection procedures

Based on legal, ethical consideration and research requirements, the current research had to be proven by signed consent. Due to some constraints, the latter was firstly emailed to our supervisor who expressed his consent and permission to carry on the research. Secondly informed consent letters were sent to the teachers that participated in this research. The latter included a short description on the topic with brief information that illustrate the purpose of study, especially privacy and anonymity.

The setting of this study was, throughout interviews, and questionnaires, static. The study took place in Ceil, teachers' meeting room. Timing was changing according to the availability of the teachers. The design for this study took two phases: one was for interviews and the other for questionnaires. Face to face interviews were arranged with the guidance of the supervisor; yet, the questionnaires were sent by emails. However, more than 25 emails were sent to teachers. Unfortunately, we received only one answer out of 25 in the Google form questionnaire. Most of teachers' were against answering any of the questions. Thanks to the guidance of our supervisor, we found a suitable solution. This urged us to opt for a second plan, which consisted in handing the questionnaires to the targeted respondents. This was a difficult task due to time constraints and due to the wave teaching procedures of Covid-19. However, we contacted the teachers' in their personal Facebook accounts, emails, and phone numbers to collect as much as possible the required data.

2.15 Data analysis procedures

Under the interest to understand the complexities of the phenomenon under consideration, a qualitative approach was the essence of this study. The data analysis phase was conducted using the qualitative Content and Descriptive analysis methods. The content analysis method was adopted to analyse. This study opted for these analysis methods due to its nature since dealing with textual and verbal data, especially from interviews are the main analysis tasks. Dornyei (2007) corroborates this assumption. In his words, he expresses this as a , "...Method of examining written texts that involves the counting of instances of words, phrases, or grammatical structures that fall into specific categories" (p. 245).

2.16 Population / Sampling Technique

Since the aim of our study was not to generalise the findings to a larger scope, we selected an appropriate small group or subset of the total population to conduct our research.

Accordingly, the current study population is made up of teachers' of English foreign language at Biskra University. In accordance with the study's intention, four teachers were purposefully selected to be interviewed, so that we can have a deeper understanding of the phenomenon being investigated.

Our targeted sample was selected up on the non-probability purposive sampling method; this means that we did not pick participants at random selection. According to Hoadjli (2019), "The main idea is to pick out the sample in relation to some criteria" (p.61). Within this design, the total number of 14 teachers were purposefully chosen because they have been teaching EFL at Biskra University at least for seven years. This brings the idea that they should be experienced in teaching EFL, and they have considerable knowledge about assessment and language assessment practices.

2.17 Study Description and Rationale

The current inquiry endeavoured to evaluate teachers' assessment practices as a strategy to examine their language assessment skills. As noted earlier, a qualitative approach was adopted to describe and explain the phenomenon that is expected to meet the general and specific aims of the study. Fundamentally, and before delving into details of the description of both interviews and questionnaires, it is important to note that the researcher himself chose the sample. We tried as much as possible to establish a welcoming, pleasant, and non-threatening environment during all the interviews or questionnaires by putting the participants at ease and allowing them to select the right time for them.

2.17.1 Interviews

As far as the interview is concerned with the recording of verbal interactions, with the guidance of the supervisor, we strived to design well elaborated questions that server the aim of the study. Because of time limitation, and some difficulties that faced us during research, in congruence with the supervisor, we designed the suitable instructed interview that served the nature of study (See Appendix 3).

2.17.2 Questionnaire

The questionnaire is concerned to collect the second part of data, in which the teachers attempted to share their experiences and interests, accordingly. The questionnaire was adopted and adapted from Fulcher (2012) through which we sought to diagnose teachers' assessment literacy, in particular to evaluate their assessment practices (See Appendix 2).

Conclusion

This chapter attempted to highlight the fundamental methodological aspects needed to properly ground every research task in our research study, beginning with research paradigms and reaching the selected sampling technique. Following that, the present chapter elicited information about the suitable methodological choices for this study. In order to convey a more accurate depiction of the studied phenomenon, this chapter depicted a set of steps and procedures that were carried out by the researcher in collecting and analysing the data. Moreover, the following chapter will introduce the results that have been found and elicited by the researcher for the present inquiry.

Analysis and Synthesis of the Findings

Introduction

The current chapter aims to report the results of the current inquiry, especially the depiction of the various methodological aspects corresponding to this research, which was accomplished systematically in the previous chapter. This includes both numerical and verbal evidence gathered from the teachers' questionnaire and interview. Consequently, and following the analysis of each data collection method, this chapter aims to include a concise discussion and summarisation, as well as a synthesis of the results by referring to raised research questions.

3. Results of the Study

3.1 Results of the teachers' Questionnaire

This study has adapted Fulcher (2012) teachers' questionnaire about language assessment literacy to gather the current data (See Appendix 2).

Item 1. Did you ever take an entire course on language assessment as part of your teacher preparation programme?

Table 3. Teacher's preparation programme.

Option	Number	Percentage
a) Yes	4	40%
b) No	6	60%
Total	10	100%

It is common to include such question since there is a chance that some teachers' have taken a preparation course in language assessment. More precisely, this question was raised to elicit how many teachers' are familiar with language assessment literacy in the study under investigation. Table 3 indicates that out of 10 teachers, only four have taken an entire course of language assessment as a part of their teacher preparation programme. On the other hand, six teachers did not take any. That clearly indicates that the former outnumbered the latter, or simply that teachers' enrolment in language assessment was not sufficient. This shows that language assessment preparation courses were not very preferable by the teachers'.

This question was followed by a sub-question that attempted to elicit information about which topic or aspect did the course emphasise on (If so, what aspects or topics did the course emphasise?). The answers were varied between, no and some phrases that showed that some

teachers took some preparations. One of the respondents stated, "Testing criteria, types of evaluation, grading and feedback".

Item 2. When you last studied language testing, which parts of your course/ module did you think were most relevant to your teaching?

This question was simply included to inquire about whether the respondents' application for assessment courses had any relations to their field of specialty or not, or its relevance and usage in their teaching process. The responses were varied, yet all under the umbrella of assessment and language assessment. The respondents did not show any irrelevant answer in this question. The responses indicate that the teachers took an assessment courses indirectly or applied to fulfill their needs in some aspects of teaching, or field of research. One of the respondent clearly reported that, "We had several workshops in language testing while preparing a magister dissertation on textbook evaluation."

Item 3. Are there any skills that you still need to develop?

This item appeared to give the opportunity to the respondents to express which skills they would like to develop concerning language assessment. The respondent were very interested in such a question. One of the teachers affirm "As non-native speakers and writers (and users) of a foreign language and as continuous and everlasting learners of that language, we always need to develop its four skills", while another "Overall, I'm mostly concerned about the washback effect. I would like to create tests that genuinely help students' learning rather than having students focus only on achieving a passable mark". Each teacher see this question from different perspective; however, all the answers were under the same umbrella which tackles all the aspects of assessment. The respondents were precise in their answers, which indicate their engagements in the study.

Item4. Please look at the following language testing and assessment related topics and rate your level of satisfaction with your knowledge of them?

This question discussed a 28 items in a form of rating scale. The aim of this question is to rate teachers' satisfactions about their knowledge of each topic and element. The respondents had varied choices in their scales. Yet, several answers were recognisable to each other, as seen in the chart below.

The following chart gives a full description about the respondents' answers in scale from very-dissatisfied to very-satisfied. The aim was to diagnose teachers' knowledge and to delve deeper for better understanding of their difficulties.

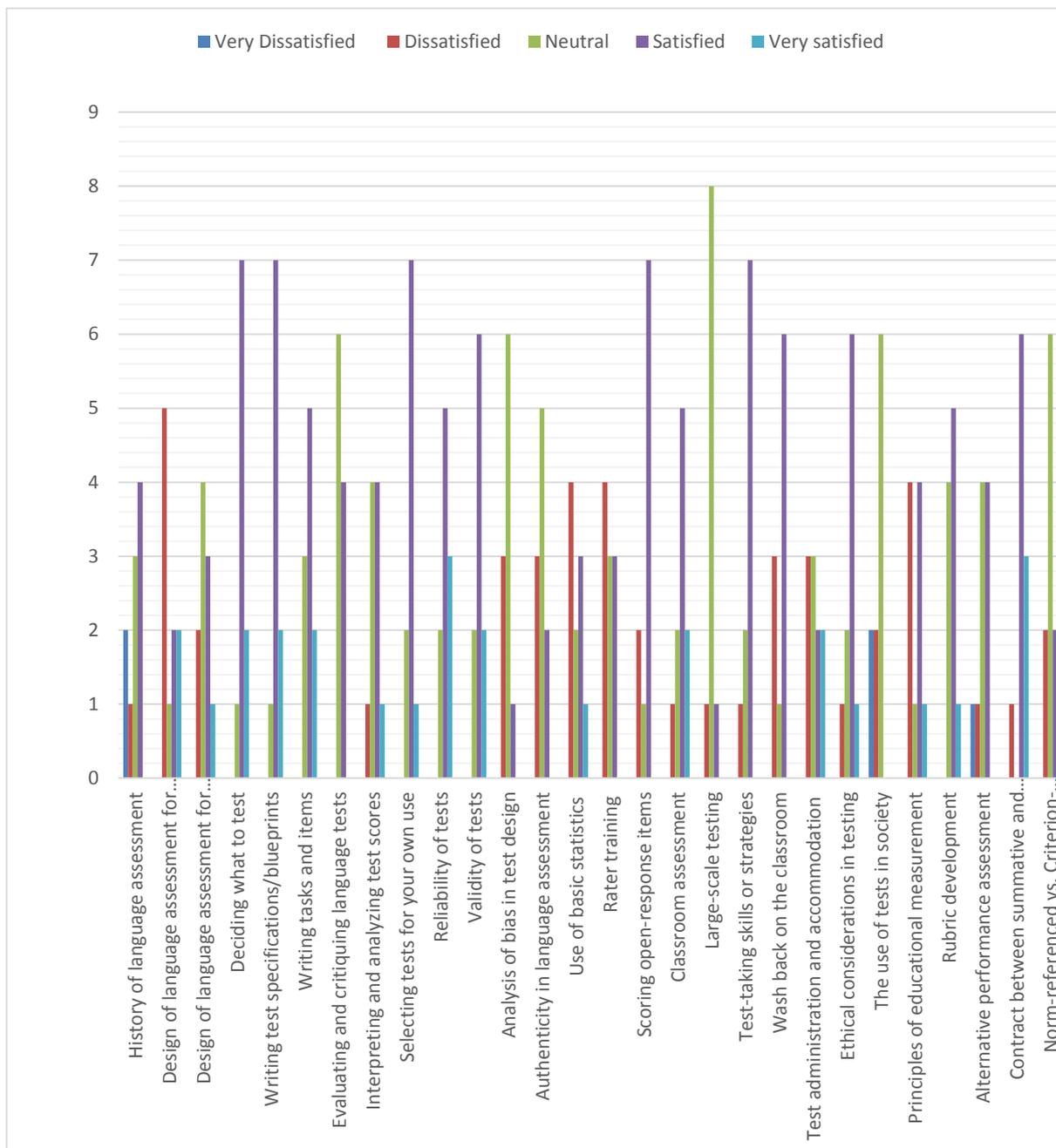


Figure 4. Level of satisfactions of teachers' knowledge.

Items 5. If you were to take a course in language assessment, what topic should be covered?

This question aimed to give a chance for teachers to express their thoughts, to share which topic they would be interested in to be covered, in case they are interested in taking

assessment courses. The respondents chose full engagement in this question. One of the teachers declare, "Textbook evaluation and development, testing productive skills", and another teacher said "Reliability and validity of/in tests". This clearly indicates that the respondents are aware which topic they mostly need in their teaching curriculum, or most importantly, which topic would fit their needs in teaching EFL.

Item 6. Which of the following best describes your perception of your overall knowledge understanding of language assessment.

From the previous questions, we should go through this question. The latter describes the teachers' perception of their overall understanding of language assessment. The question aimed to gather information about how well the respondents are prepared for language assessment.

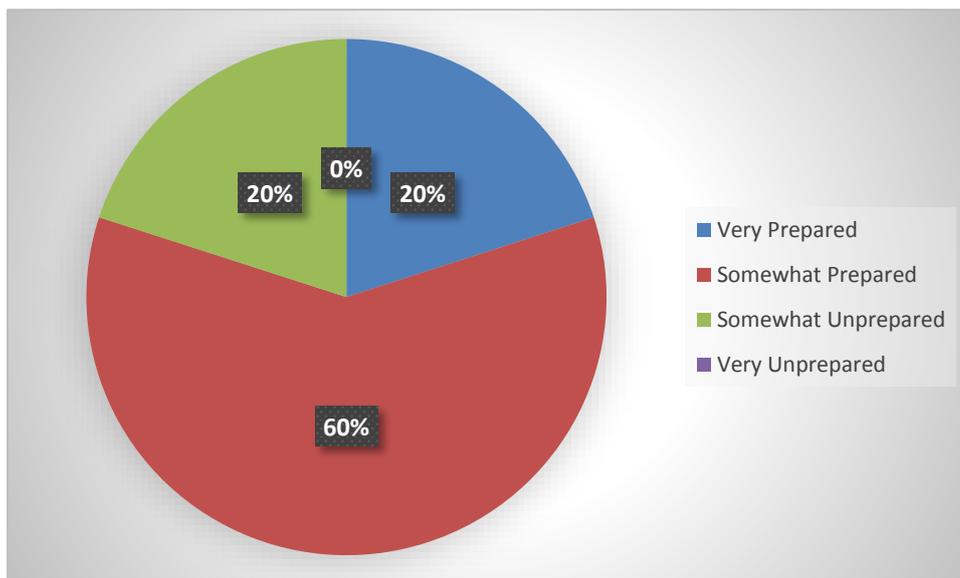


Figure 5. Pie chart describing teachers' perception.

The pie chart describes with percentages of the verity of teachers' perception on their overall knowledge. The pie chart indicates 20% with very prepared for language assessment, by this it means that the respondent are very familiar with the present study. On the other hand, we depicted 0% at the level of very unprepared, which results that all the respondents are still under development. Moreover, on the level of "Somewhat prepared," we found most of the answers rely on that scale due to teachers' experience in teaching. They have chosen it as most relevant answer for their case. However, the others as, "Somewhat unprepared" this 20% have doubts about their ability and understanding of language assessment and assessment literacy.

Item 7. Do you have any other comments that would help to understand your need in language assessment?

It is very common to conclude such questionnaire with a question that results in leaving a comment by the end. The aim of this question to elicit teachers' attitudes towards assessment literacy and language assessment. The respondents were asked to leave a comment that would result in better understanding of the current study or to have futuristic perspective towards assessment.

The respondents' answers varied but the one that the researcher highlighted is "Teachers should be encouraged to take part in workshops and training programs to develop and update their assessment skills." from his/her perspective teachers' should take part in training program and update their current skills of language knowledge and language assessment.

Nevertheless, Fulcher (2012) model of questionnaire, investigates whether teachers are aware of language assessment or not. Because it is considered as a fundamental skill in teaching a FL. One of the respondents, urge all teachers to attend the assessment course in order to enhance their levels; it is a key aspect in the teaching process, we infer that the respondent received a clear image of the significance of language assessment literacy from this perspective. Accordingly, the researcher encouraged instructors to improve their assessment skills. By this it is meant that we synthesised that this respondent had taken the essence of this questionnaire as should be.

3.2 Results of teachers' interview

Q1. What do these terms mean to you:

- (1) Language evaluation;
- (2) Language assessment;
- (3) Language testing?

In relevance to the aims of the present study, we thought it is necessary to include such questions in the teachers' interviews since the main concern of this study is assessment and language assessment literacy. The description of the questions is going to be detailed in the form of a table:

Table 4. Teachers' meaning of the terms.

Interviewers	Meaning of terms
A	Normally I know that language assessment and evaluation are synonymous in terms but there is kind of difference between them. Evaluation, concerns the whole process of assessment of the learner. Assessment is gradual. Testing is the tool to assess.
B	I always have that kind of confusion to make clear difference between this terms. But apparently, I think that evaluation is the extended frame work within which assessment and testing included. Evaluation; we can evaluate for example, an educational system in terms of positive and negative aspects, we can evaluate a curriculum, syllabus, its implications to see its weaknesses and strength. When it comes to language assessment we assess students' performance in period of time, it could be semester or year...testing is the real application of assessment, this could be done via tasks, exams, and it's the act of assessing students in order to give a grade.
C	They differ in meaning and use. Language evaluation means to evaluate the understanding of the learner in period of time, semester. Assessment is to assess how well students do during session, in class. Language testing, to test the level of students, level of understanding in particular time in order to assess their achievements for example exams.
D	Well I don't think I know the difference between them, because all the same for me, close in meaning.

Table 4 shows that the four teachers had diverse definitions of the terms. However, they shared some points. **A** and **D** declared that they are close in meaning. They emphasised on the word "Synonyms". **B** and **C**, delve deeper in the answer. They provided a definition of each term. Teacher's **B** definitions were so detailed. Yet, he declared he had a sort of confusion that might be the result of the lack of extended reading and deeper understanding. However, teacher **C** was direct in the definitions that we assume that teacher **C** had no confusion between each term. Teacher **A** highlighted an important point that assessment is gradual. Therefore, Teacher **D** did not provide any definitions of any term. However, he asserted they are close in meaning. From this, we can synthesise that teacher **A**, **B** and **C** are knowledgeable about language

assessment but they differ in their level of understanding. However, teacher **D** was completely unaware or illiterate in terms of language assessment.

Q2. How do you evaluate and assess your students? What assessment practices do you rely on to evaluate and assess your students?

The question sought to find which assessment practices and how teachers' would assess their learners' in every session or in every evaluation procedure.

Table 5. How and what assessment practices teachers' rely on.

Interviewers	How/ What assessment practices
A	It takes many forms. Common assignments, oral tasks (fluency, accuracy, mastery of certain aspect of language), homework.
B	Depends on the course itself. Oral interviewing, quiz, homework. It depend if course need to be graded or not.
C	Depend on the nature of module. Assignments, activities, tasks and sometimes homework.
D	Written tests, exams, participation, group work, homework.

Table 5 illustrates that the most common assessment practice that teachers' rely on is in terms of activities and homework, which were reported by the four teachers. Unsurprisingly, teacher **B** and **C** referred to the "how" in terms of "Depends on the course itself" or "Depend on the nature of module" i.e. the nature of that lesson can influence the manner of evaluation. Whereas, teacher **A** and **D** illustrated that it takes many forms, including oral tasks that examine special aspects in language (fluency, accuracy), group work and participations.

Q3. Do you follow any theoretical background when designing your assessment instruments?

This question aimed to gather information about whether teachers' have any prior knowledge about assessment while framing their assessment tools or not. The following table would show teachers' answers concerning their theoretical background.

Table 6. Theoretical background in assessment designs.

Interviewers	theoretical background
A	Generally I do not.
B	Yes, I test what I taught.
C	I adapt the American method.
D	Yes, but I would not say its theoretical background but it's something comes from experience.

Though the responses gathered are clearly varied, yet the respondents could be grouped into two. Teachers **C** and **D** rely on their experience, however, teacher **C** specified the background they are following "The American Method". Teachers **A** and **B** seem in contrast. Therefore, they do not follow any theoretical background. Simply, they did not grasp the idea of theoretical background nor they had any idea about which types of theoretical background would this question investigating.

Q4. Do you follow any systematic procedures when developing your assessment instruments?

The purpose of this inquiry was to see if teachers followed any stages or procedures while creating their assessment tools. And, if they considered it systematic or not.

Table 7. Teacher's systematic procedures.

Interviewers	Systematic procedures / stages
A	Yes, when I prepare the tests they should be obtainable, which means if any one revised his lessons he would answer. If the learners are low, I would assign two tests, if the first one easy, the second one would be difficult and vice versa.
B	Test start with vision, concept, make research to collect data from which I get inspired... I have to go through this procedure to design my tests.
C	I have an American program on how I design my tests, forming my exams.
D	Not really systematic but it's by doing, sometimes MCQ, sometimes open ended, closed ended.

Table 7 indicates that the teachers had a sort of diversity in their answers. Teacher **A** followed the principles of testing in what he taught, as he mentioned "...if any one revised his lessons he would answer". By this, it means that teacher **A** relies on textbooks when designing any of his tests or assessment tools. Whereas, teacher **B** would like to get inspired from others to make research and collect data. From the latter, teacher **B** might be challenging in his assessment tools. Hence, teacher **A** would provide them with the basic and essential questions that learners would tackle during their classes. Nevertheless, teacher **C** followed an American programme (Application) that could help her in designing assessment instruments. She stated in the interview, "I provide the program with the information or lectures and he helps me back with forming the appropriate questions for my learners". In contrast, teacher **D** did not follow any systematic procedures. According to teacher **D** it is all about experience and the act of doing.

Q5. Are you familiar with this concept 'language assessment literacy'? Why? Or why not?

Since the essence of this study is language assessment, it is very necessary to ask such a question. The purpose behind this is to check whether teacher are familiar with the concept of language assessment literacy and the reasons behind that.

Table 8. Teachers' familiarity with the concept 'language assessment literacy'.

Interviewers	Teachers' familiarity with the concept 'language assessment literacy'
A	No, new concept, strategy for me. Not familiar with the term at all. Because I never learned about it.
B	It's how much you know about assessment and how do you develop this knowledge. Yes, I am familiar with the concept I came across the term, but did not read a lot about it.
C	No, because I never read about it.
D	No, I don't have a reason why I am not familiar with that, I did not thought I needed it, I don't see the point why would I need it. I know how to do tests, and my marks are valid, assessment for me is marks and scoring.

The question strived to elicit information about teachers' familiarity with the concept. Therefore, (75%) three teachers vote as not familiar with the concept of language assessment literacy, and only one teacher (25%) asserted with yes. The answer that most highlighted for the researcher is that teacher **D** reported that "I don't have a reason why I am not familiar with that, I did not think I needed it, I don't see the point why would I need it" by this it means that teacher **D** is not interested in being assessment literate at all. From his perspective, assessment is all about scoring and grading nothing else. However, teacher **B** gave the appropriate definition of the concept in which he declared, "I came across the term, but did not read a lot about it".

Q6. As an EFL teacher, in your point of view, what makes a teacher competent in testing?

The question strived to give the opportunity to the respondents to share their thoughts concerning what makes teachers more competent in testing. All the respondents shared almost the same ideas. The essence was to read a lot about "language assessment" to be familiar with the level of the learners, to consult experienced colleagues, and to be frequent with language testing.

Q7. In your point of view, does a teacher need to have a background knowledge on language assessment? What assessment skills do EFL teachers need to develop?

The question sought to gather teachers' point of views about the background knowledge on language assessment, as well as to know which skills would EFL teachers' will mostly need to develop.

Table 9. Teachers' point of view / skills to develop.

Interviewers	Teachers' point of view/ skills they need to develop
A	Of course, they need to have a background. Testing skills.
B	It is necessary to have a background knowledge. To know how to construct a clear question to avoid ambiguity. To adapt your test to the time. Assess your students on the element they studied. The grading scale. Skill of evaluating the answer.
C	Generally yes, because I fall in the trap of LAL as an item. I need to revise my ideas about assessment. All the skills, the four language skills in terms of assessment and note taking.
D	I guess so from your questions, because I never cared about that, but since now you asked me a lot about it, I think I need to take a look. I don't know even what I lack; only with the interview I discovered that I lack many things.

Table 9 attempted to illustrate teachers' point of views about the background knowledge and which types of skills they need to develop. The interviewees varied their answers. However, teacher **B** spotted the light on some important elements that language assessment should cover. On the other hand, teacher **D** was so confused and could not even state which skills or knowledge he lacks as he expressed in his words; "The interview provoked me to learn more about assessment". Teacher **C** in simple words stated that she fell down in the trap of lacking knowledge about language assessment literacy as concept. However, she knew which skills she would like to develop. Never to mention, teacher **A** was direct to the point stating that he needs to develop his testing skills. From his perspective, assessment still under the umbrella of grading.

Q8. In your point of view, how can a teacher develop his/her language assessment skills?

The question attempted to know teachers' perspectives towards developing their language assessment skills and in which manner they would develop them.

Table 10. How can a teacher develop his/her language assessment skills.

Interviewers	how can a teacher develop his/her language assessment skills
A	To learn about them. To come up with logical gradation in assessment process. To make it step in learning process.
B	Reading a lot about assessment. Frequency of practices. Sharing with colleagues.
C	Read to be familiar with the LAL studies. Maybe need to get training concerning this.
D	Make research, action researcher, observing oneself. Reading about it.

Table 10 illustrates that the most common answer among the teachers was to read a lot about LAL. However, relying only on reading would not be efficient. Teachers' attitudes towards assessment were positive. For example, teacher **B** suggested sharing with colleagues by which the language assessment will better spread in the EFL community. While, teacher **A** attempted to make assessment as part of the learning curriculum, "To make it step in learning process". Therefore, assessment from teacher's **A** perspective remained about scoring and grading "To come up with logical gradation in assessment process". In addition, to teacher **C** which had a futuristic point of view, to take training concerning LAL (This going be illustrated in Q9.).

Q9. Is it necessary to train EFL teachers in language assessment? If yes, how?

Since any teacher is a valuable source of information, and the most knowledgeable member in EFL community, the four teachers were asked to answer this question to cover the whole aspects of language assessment literacy. The teachers' responses are demonstrated in the following table.

Table 11. Necessity of assessment training for EFL teachers.

Interviewers	Yes/No	How
A	Yes	To avoid working randomly. Come up with what suits them best.
B	Yes	It is necessary for some new teachers, not to fall in trap of “fairness” of grading.
C	Yes	To get knowledgeable.
D	Yes	Just because of your question before the interview I did not think its matter to at all, but now I think it important.

The results show that 100% of the respondents are with the need to be trained in language assessment. However, their answers varied in terms of reasons and the how. Teacher **B** highlighted an important point that most of teachers consider it. Nevertheless, For Teacher **B**, all his concern is grading and scoring. Language assessment is not only about grades, language assessment covers different aspects of language. Moreover, Teacher **D** provided negative replies in which he believed that evaluation was unnecessary, but after the researcher's questions, he began to see how vital it is. Teacher **A** showed a precise need of assessment. He clarified that assessment guides teachers and makes them avoid being random; as well as, he shared the same point of view of teacher **C** which to be well knowledgeable in this field.

Q10. What do you suggest to help EFL teachers become literate in language assessment?

Though the majority of teachers were not acquainted with the concept of language assessment literacy, we attempted through this question and the explanations the teachers provided to uncover their suggestions about its importance in order to promote teachers' literacy and knowledge, as well as reduce their difficulties. What emerged from their responses was that they had a positive attitude towards assessment and language assessment literacy. They viewed them as important skills for teachers and teaching, especially that it covers the whole idea of assessing and grading oneself and learners. In light of this, teacher **B** reported, “I suggest having more joining workshops done by experts and experienced teachers. We need to organise workshops for novice teachers...”

3.3 Synthesis of the findings

Unlike the previous section, which was only focused on the summarisation and presentation of data acquired from the two data collection methods, the teachers' questionnaire and teachers' interview, the present section includes a synthesis of the finds along with summary and conclusion. Therefore, it was necessary to go over the principles of the issue under inquiry once more.

This research was initiated as an attempt to evaluate teachers' assessment literacy in terms of their assessment practices at Biskra University. More specifically, it was undertaken to explore teachers' knowledge about language assessment and the reasons of their assessment difficulties and to determine their familiarity with language assessment. In addition, it attempted to identify the variables that prevent the instructors from having any background on language assessment. Within this framework, our study reflected a pure qualitative perspective; interpretivism was adopted as research paradigm. In accordance with this paradigm, a qualitative method approach was employed to address the research questions.

After the analysis of teachers' questionnaires, the responses depicted that three teachers are satisfied with their language assessment knowledge as well as their assessment practices. Since our sample has been somehow introduced to language assessment literacy for the first time, they are somewhat confused in terms of assessment. Accordingly, assessment was seen as grading and scores before this study. However, the study resulted in changing teachers' perspective towards that.

In addition to teachers' interview analysis, the responses were varied between very accepted knowledge of assessment to very negative responses. The respondents showed positive reactions towards the present inquiry. Their attitude towards is changing positive.

However, their familiarity with the concepts and studies were somehow negative, except for teacher B that showed full engagement in the interview and reported full familiarity with the concept and studies concerning assessment.

From this analysis, we have come to synthesise that will cover to answer the current research questions. Chapter 1 have covered the answer of the first research question (What is assessment literacy?). This chapter went through the steps of defining language assessment and its elements in details. The second research question delved in the analysis of teachers' interview and questionnaire, including the third and fourth question (What are the assessment

practices used by EFL teachers Biskra University to evaluate and assess their learners? In what way / how do EFL teachers evaluate and assess their learners'? What makes EFL teachers' literate in assessment?).

Therefore, the analysis highlighted an important point. Teachers are not aware about assessment. They rely on the experience, according to the respondents and the given analysis. Teachers see assessment only from the perspective of grading and scoring, which can result in one of the reasons why EFL teachers are somehow illiterate in language assessment and LAL. Being familiar with the concepts are not quite enough to tackle all the aspects of language assessment. The current inquiry describes the fundamentals that teachers' rely on in doing their assessment practices. In other words, teachers' emphasise only on the aspect of grading and giving marks in teaching. To sum up, we conclude that the majority of participants have shown serious involvement in the current research.

Conclusion

The present chapter strove to display, categorise, and to summarise the present data that were originally obtained by the data collection tools. Following that, and in order to present the results in light of the qualitative analysis techniques, the researcher's processes in providing a description for data obtained, analysing textual data, and devising various measures were emphasised. Finally, the mass of acquired data was subjected to a full debate and synthesis of the findings, as well as the formulation of conclusions.

General Conclusion

General Conclusion

This research emphasised the importance of LA and LAL in terms of teaching EFL. In any class, a teacher must assess his/ her students and this process do not occur randomly. It needs preparation and willingness for such engagement.

Having the necessary skills of LA, as well as the appropriate knowledge will improve teaching techniques, performance, and language teaching (Pedagogical language teaching skills). The latter would facilitate the process of teaching, also language learning.

In addition, in an attempt to secure a better understanding of the present inquiry, the majority EFL teachers at Biskra University have poor assessment knowledge. Practically, we suggest the use of the non-probability purposive sampling technique. Fourteen EFL teachers at Biskra University were chosen as a sample for the current investigation. Besides, four teachers were chosen for interviewing to ensure a better interpretations of data.

Philosophically, and depending on the nature of the study, to frame this research, pragmatism was chosen as the primary dimension and worldview. Correspondingly, the qualitative approach was the best fit for this case to gain deeper understanding of the research problem. To redound the aim of this research, which inquired about an evaluation of teachers' assessment literacy in terms of their assessment practices, as well as discovering teachers' attitudes towards language assessment, a case study was chosen.

Striving to provide a deep understanding of the research problem and to gather relevant data on the subject, two data collection methods, namely teacher's questionnaire, and teacher's interview were utilised. In order to ensure the reliability and credibility of the results. None of these tools were used without piloting and validation, which resulted in a complete and relevant final version of the data collection tool. In efforts to provide a full analysis of the acquired data, and because the current inquiry used the qualitative approach, a qualitative analytic approaches were used simultaneously. Descriptive statistics, and content analysis were all included.

It was shown through tabular and graphical presentations of the teacher's questionnaire findings that the Fulcher (2012) evaluation questionnaire was used for this study to explore the problems that instructors face when it comes to language assessment. In addition to teacher's interview, the participants showed negative results, in which we synthesised they referred to assessment as a grading procedure nothing more.

Implications and Recommendations

The utility of the language assessment literacy was practically reflected in earlier sections, demonstrating that it produced unfavorable results in a number of areas, including prior knowledge, various testing methodologies, and assessment in language teaching. Inspired by the overall study findings, the following abbreviated list of suggestions was compiled to indicate some critical issues and guidelines that should be considered in order to enhance the status of language assessment for learning and instructional purposes.

- Direct language, in forming questions avoid ambiguity.
- Following a procedures in designing their assessment tools, not making random examination.
- To include assessment as part of their teaching preparation period.
- Consult experienced colleagues for sharing their prior knowledge concerning assessment.
- Joining work-shops or training that aims to enhance language assessment literacy.
- To get rid of the old fashion that assessment concerns only about grading and scoring.

Limitations and suggestions for further research

The limitations of every research work tend to represent the characteristics or difficulties that emerge as obstacles during the investigation, causing a thorough analysis of their relevance. These limits may be related to difficulties like as unavailability of sources, generalisability, and participant inaccessibility. Because the study's limitations may impact the interpretation of the final findings, they may contribute to the issue of developing a more valid set of recommendations or suggestions for future research. Although the present investigation's requirements have been achieved; thus far, its shortcomings must be acknowledged.

The first issue, which tuned out to be a real obstacle which represented the inaccessibility to research sample. According to the participants, the overloaded interviewing requests. The latter prevented the majority of them from accepting the invitation. On this account, out of 15 teachers only 4 accepted to be interviewed.

In addition, out of 30 emails or more, only one teacher could answer the questionnaire. The researcher put some efforts in contacting each teacher by his/her personal contacts, such as Facebook accounts, and phone numbers. The latter could only collect 10 answers, in which in

this case due to the small size of sample, the results of the findings won't be generalised nor would suit to make any law or theories.

Based on the limitations discussed above, it would be better for the future studies to conduct language assessment literacy from different aspects or to extend the period of time. Due to the pandemic and the time constrains, the researcher could not access more participants to generate better results. Besides, and for the sake of generalising the findings into a wider context, the current research study can be replicated with a larger number of participants.

Lastly, the current research, which focused on the language assessment literacy in terms of teacher's assessment practices, invigorate a wide variety of relevant research to investigate the efficiency of this unique methods of teaching in comparison to other academic areas, to integrate assessment in all classes, such as writing, public speaking, didactics...etc.

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List of Appendices

Appendix 1

Interview consent form

Teacher's Name:.....

Interview Date:.....

Research title

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.

Description of the research issue

This research attempt to evaluate teachers' assessment literacy through their classroom assessment practices, in which going investigate the difficulties that EFL teacher face in his/her assessment practices. In addition, this research aims to determine teacher's language assessment knowledge and the different ways to develop it.

Dear teacher,

You are kindly asked to participate in the present research, your experience and responses will be highly confidential in the present study. By signing this consent you are kindly accepting the following terms;

- My responses going be recorded and shared in the present research.
- I agree that the research might publish documents with direct quotations of my responses.
- I agree that the interview might last for more than 25 min.
- I agree that my responses will be confidential and my identity will remain anonymous.

By signing this form, I agree on the terms above.

Teacher's signature;

Research details:

BRAHIMI YUCEF

Date:.....

Youcef.brahimi.eng@gmail.com

Telephone Number: 0699459096

University of Mohammed Kheider Biskra

Faculty of letters and foreign languages

Department of foreign languages section of English

Appendix 2

Dear teachers,

This questionnaire attempts to gather information of master dissertation. We direct this questionnaire to make 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. Much appreciated, and thankful if you could sincerely answer the following questions, Please, be precise as much as possible. Be sure that the answers will remain confidential and only be used for research purposes.

Brahimi Youcef.

Supervised by: Dr. Hoadjli

Questionnaire for Language teaching

- 1- Did you ever take an entire course on language assessment as part of your teacher preparation program?

Yes

No

If so, what aspects or topics did the course emphasize?

.....

- 2- When you last studied language testing which parts of your course/ module did you think were most relevant to your teaching?

.....

.....

.....

- 3- Are there any skills that you still need to develop?

.....

.....

- 4- Please look at the following language testing and assessment related topics and rate your level of satisfaction with your knowledge of them

- 5- If you were to take a course in language assessment, what topic should be covered?

.....
.....

6- Which of the following best describes your perception of your overall knowledge understanding of language assessment.

Very Prepared Somewhat Prepared Somewhat Unprepared Very Unprepared

7- Do you have any other comments that would help to understand your need in language assessment?.....

.....
.....

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
History of language assessment					
Design of language assessment for speaking and listening					
Design of language assessment for reading and writing					
Deciding what to test					
Writing test specifications/blueprints					
Writing tasks and items					
Evaluating and critiquing language tests					
Interpreting and analyzing test scores					
Selecting tests for your own use					
Reliability of tests					
Validity of tests					
Analysis of bias in test design					
Authenticity in language assessment					
Use of basic statistics					
Rater training					
Scoring open-response items					
Classroom assessment					
Large-scale testing					
Test-taking skills or strategies					
Wash back on the classroom					
Test administration and accommodation					
Ethical considerations in testing					
The use of tests in society					
Principles of educational measurement					
Rubric development					
Alternative performance assessment					
Contract between summative and formative assessment					
Norm-referenced vs. Criterion-referenced testing					

Appendix 3

Dear teachers;

This interview attempts to gather information of master dissertation, we direct this interview **to evaluate Teachers' Language Assessment literacy through their Classroom Assessment Practices: A case study of English as a Foreign Language Teachers at Biskra University.**

Questions;

1. What do these terms mean to you:
 - (1) Language evaluation;
 - (2) Language assessment;
 - (3) Language testing?
2. How do you evaluate and assess your students? What assessment practices do you rely on to evaluate and assess your students?
3. Do you follow any theoretical background when designing your assessment instruments?
4. Do you follow any systematic procedures when developing your assessment instruments?
5. Are you familiar with this concept 'language assessment literacy'? Why? Or why not?
6. As an EFL teacher, in your point of view, what makes a teacher competent in testing?
7. In your point of view, does a teacher need to have a background knowledge on language assessment? What assessment skills do EFL teachers need to develop?
8. In your point of view, how can a teacher develop his/her language assessment skills?
9. Is it necessary to train EFL teachers in language assessment? If yes, how?
10. What do you suggest to help EFL teachers become literate in language assessment?

الملخص

ينظر إلى التقييم باعتباره مهارة تعليمية صعبة ولا غنى عنها، وذلك لأنه يحافظ على المعرفة التعليمية (المعرفة التقييمية)، فضلاً عن إمكانية الوصول إلى الاتساع في العديد من المجالات الأكاديمية. ومع ذلك، وكما هو الحال بالنسبة لأغلبية المدرسين "من اللغة الإنكليزية في جامعة بسكرة، فإن بلوغ الهدف النهائي المتمثل في التقييم -تقييم الأنماط- محو الأمية لم يكن مضموناً دائماً. ومن الملاحظ أنه نظراً لعدم كفاية مهارات التقييم، فإن أسئلة التقييم اللغوي اللاحقة قد عوملت بطريقة غير سليمة و/أو بشكل سطحي. وسعياً إلى إرساء الأساس اللازم لاتباع نهج فعال وعميق في تقييم اللغة، تمثل الدراسة الحالية محاولة لقياس تقييم لغة المدرسين من حيث ممارساتهم التقييمية، وهي عينة تتألف من 14 مدرساً تم اختيارهم استناداً إلى تقنية أخذ العينات الهادفة. ومن الناحية المنهجية، اعتمد نهج نوعي يشمل تصميم دراسة حالة إفرادية. وفي هذا الصدد، ولجمع البيانات ذات الصلة، تم استخدام استبيانات المدرسين إلى جانب مقابلات المدرسين. وكما كان متوقعاً، كشفت نتائج البحوث أن المشاركين أظهروا عدة صعوبات في تقييم اللغات يحتمل أن تعزى إلى عدد من الأسباب. وبالإضافة إلى ذلك، فإن الطابع العملي لتقييم اللغات ينعكس إحصائياً في نتائج الاستبيانات، التي كانت سلبية بشكل ملحوظ. وفي نهاية المطاف، أشارت النتائج أيضاً إلى أن أياً من المدرسين الذين أجريت معهم مقابلات لم يدمج على ما يبدو التقييم في تعليمه، بصفة عامة، وفي تصميم أدوات التقييم، بصفة خاصة. وعلى وجه التحديد، أبدى المشاركون اهتماماً غير لائق بهذا المفهوم المبتكر للتدريس، وكشفوا عن مواقف سلبية إزاء محو الأمية في مجال تقييم اللغة.

الكلمات المفتاحية: صعوبات تقييم اللغة، محو الأمية في مجال تقييم اللغة، تقييم اللغة، المعرفة التقييمية.