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Title

**Exploring the Role of English as Foreign Language Teachers' Self-Efficacy
in Implementing Appropriate Formative Assessment: Perceptions and
Challenges**

The Case Study of Hafidi Tahar Middle School Teachers, Zeribet El Oued,
Biskra

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the Requirements for the Degree of Master in Sciences of Language

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Declaration

I, **Imane BEN MEBROUK**, do hereby declare that this submitted master dissertation is my original work and the result of my efforts. I also declare that except where there are references and citations, all the words in this work are my own and has not been previously submitted to or published by any other person, institution, or university for the completion of any degree or whatsoever.

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Dedication

To my parents for their blessings, love, and encouragement

To my precious sister for her unconditional support and patience

To Ben Mebrouk, Boudjadi, Dridi, Ghwalem families, and to anyone

who offered any kind of support during my academic journey

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Abstract

Formative assessment is considered as an essential teaching approach that allows teachers to get insights about their students' level of comprehension. This concept had been studied from all angles and linked to a variety of elements, yet the aspects that would contribute to its appropriate implementation has not been thoroughly investigated. This research study seeks to explore the role of teachers' self-efficacy in implementing appropriate formative assessment. Also, it attempts to investigate EFL teachers and learners' challenges and perceptions. Methodologically, an exploratory qualitative research approach was adopted to answer the posed research questions. To obtain data, a semi-structured interview was conducted to four EFL teachers at Hafidi Tahar middle school in Zeribet El Oued. Additionally, a semi-structured questionnaire was administered to 20 pupils from the same middle school. The data collected from both instruments were analysed using thematic analysis and descriptive statistics where required. The findings revealed that due to experience and self-education teachers develop a high level of self-efficacy regarding the implementation of formative assessment and its techniques. Additionally, some of the challenges that teachers encounter when using this approach are time constrains, lack of interest in the English language, the subject's coefficient, and the classroom size. Based on the pupils' perceptions, they were exposed to adequate presentation of teaching instructions and developed a feeling of conformity regarding the classroom environment. Finally, the conclusions drawn from this study recommends organizing training programs lead by competent inspectors to rise experienced and novice teachers' awareness regarding the integral part that their self-efficacy takes in facilitating the teaching process and the implementation of formative assessment.

Keywords: self-efficacy, formative assessment, formative assessment techniques, perceptions, challenges.

List of Acronyms

EFL: English as Foreign Language

FLT: Foreign Language Teaching

TEFL: Teaching English as a Foreign Language

CSC: Classroom and School Context

FACTs: Formative Assessment Classroom Techniques

SMART: Specific, Measurable, Achievable, Relevant, and Time-Related

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General Introduction

English as a foreign language (Henceforth, EFL) learners gravitate towards developing a representational level of understanding and native-like proficiency in the target language. Attaining these targets is affiliated with the teaching process that is inseparable from another essential activity, namely, assessment. Getting daily insights about learners' progression in learning can be compassed via implementing formative assessment. The latter permits English as a foreign language (Henceforth, EFL) teachers to adjust learners' sets of facts that are interconnected to their subject matter through logically designed instructions.

Formative assessment plays an influential role in graduating the teaching process from a certain level to an advanced one. Still, an insignificant number of middle schools EFL teachers in Algeria pay attention to the pivotal part formative assessment have in constructing linguistic competencies and communicative skills. They receive an insubstantial amount of training programs related to assessment which results in lacking several skills that boosts their effectiveness as foreign language teachers.

Indeed, self-efficacy is one of these skills that makes teachers sense that they are capable of accomplishing specific actions and goals. The confidence that teachers feel while teaching allows them to locate any gaps of knowledge and monitor students' comprehension appropriately. Consequently, the complications associated with the application of effective formative assessment in Algerian middle schools could be solved when EFL teachers acknowledge their self-efficacy.

1. Statement of the Problem

Competent EFL teachers tend to contemplate assessing learners' understanding and determining whether a student grasped the provided knowledge correctly as their duty. Admittedly, this can be actualized through formative assessment that permits teachers to collect

learner-related data to select accurate teaching procedures, along with creating fitting instructional decisions. However, EFL teachers tend to unintentionally exhibit inadequate attitudes when attempting to accomplish the act of teaching.

Teachers' control of their actions and awareness of the ways of continuously assessing students' comprehension of the English language components and structures is an essential convention to validate their strategies. Doubtfully, this may not be feasibly managed by Hafidi Tahar middle school EFL teachers in Zeribet El Oued, due to the noticeable lack of online or offline assessment-training programs and time constraints. Nonetheless, EFL teachers are anticipated to develop self-efficacy which serves metacognitive thinking that is centred around teachers' believing that they are able to succeed in particular educational situations (Küçükaydın, 2023). The belief in one's own abilities results in maximizing teaching, proper delivery of information and discovering learning-related problems that students face.

Therefore, when EFL teachers develop self-efficacy and have a certain vision with regard to formative assessment, they would be able to collect data in terms of their learners' status of understanding to compose proper teaching instructions and ensure a well-managed classroom. In this light, this study aims to investigate the role of EFL teachers' self-efficacy in implementing appropriate formative assessment, in the case of Hafidi Tahar middle school EFL teachers in Zeribet El Oued.

2. Research Questions

This research seeks to answer the following questions:

RQ 01: What level of self-efficacy do Hafidi Tahar middle school EFL teachers have with regard to formative assessment?

RQ 02: What challenges do Hafidi Tahar middle school EFL teachers face when implementing formative assessment?

RQ 03: What are the pupils' perceptions towards the use of formative assessment?

3. Research Aims

This study aims to investigate and explore the role that Hafidi Tahar middle school EFL teachers' self-efficacy plays in implementing practical formative assessment.

More specifically, this research intends to:

- 1- Highlighting the challenges that EFL teachers' encounter regarding formative assessment.
- 2- Rising EFL teachers' awareness regarding the role that self-efficacy plays in carrying out classroom formative assessment.
- 3- Exploring pupils' opinions on the use of formative assessment tools to higher their level of assimilation to the materials.

4. Research Methodology

4.1 Research Approach

Considering the exploratory nature of the current research and supporting its aims and questions that concentrated on investigating the role of EFL middle school teachers' self-efficacy in applying appropriate formative assessment; This study was positioned under a qualitative approach.

4.2 Population and Sampling Techniques

To gather information on EFL teachers' self-efficacy that enables them to deal with setting formative assessment techniques, a sample of four EFL middle school teachers, in addition to (20) fourth year middle school pupils was selected. A non-probability convenience sampling technique was used. Teachers who were interviewed and pupils who provided answers to the questionnaire to collect the necessary data were recruited based on their

availability and accessibility. Therefore, it is worth mentioning that convenience sampling was applied.

4.3 Data Collection Tools

To obtain the necessary data and answers to the research questions, two data collection instruments were chosen to reach the objectives. More precisely, a semi-structured interview was administered to four EFL middle school teachers with the intention of determining their attitudes and evaluating the level of their self-efficacy with regard to performing formative assessment and choosing suitable techniques of teaching. Additionally, a semi-structured questionnaire was handed out to (20) fourth year middle school pupils in order to explore their perspectives on their teachers' self-efficacy and the use of formative assessment and its techniques to strengthen their assimilation to the English subject.

4.4 Data Analysis Procedure

A thematic analysis method was used in order to interpret the qualitative data collected from both EFL teachers and learners. The data gathered was organized into an intelligible and analysed format. Consequently, the identification of the required patterns, concepts, and themes was accomplished. Additionally, quantitative data collected using both the interview and the questionnaire was analysed using descriptive statistics. In doing so, the raised questions were answered.

5. Significance of the Study

There is increasing evidence that succeeding in presenting suitable instructional directions is related to the teachers' ability to deal with the various teaching obstacles. Skills such as self-efficacy allows educators to differentiate the types of teaching strategies and methodologies that they might be using on daily basis in order to enhance students' learning. The process of teaching does not only affect students' academic performance, but it has also to

do with shaping standards and skills that they would use at some point in their lives to make decisions. Teachers need to develop a sense of belief in their capabilities to carry out classroom formative assessment techniques correctly, because if English is taught improperly, it cannot be learned effectively.

The present study aids in raising middle school EFL teachers' awareness regarding their self-efficacy and how it could assist them as knowledge providers to consider their actions and acknowledge certain necessary skills and foundations within teaching. It is believed that this study will be of interest to both EFL teachers and EFL learners, as it attempts to enrich teachers' minds with practical and creative tools that ensure students' perception of knowledge, as well as, encouraging students who may be future teachers of English to consider their knowledge regarding teaching procedures and methods in general and formative assessment in particular. This work seeks to highlight challenges that teachers face when conducting formative assessment and the role of teachers' self-efficacy in implementing adequate formative assessment which may be the source for them to generate teaching directions.

6. Structure of the Dissertation

This study includes two main parts, a theoretical part which consists of two chapters, and the fieldwork part which includes one chapter. The following outline will show the precise structure of this dissertation:

Chapter One sheds light on the first variable; namely, self-efficacy. It discusses the history, definitions, dimensions, sources, levels, and models related to this notion. Additionally, this chapter explains characteristics related to the skill of self-efficacy that would make changes in one professional experience. Lastly, the first chapter emphasizes the importance of EFL teachers' awareness of their self-efficacy and how it could result in beneficial or harmful instructional decisions that may or may not suit their learners.

Chapter Two covers the second variable, which is formative assessment. This chapter includes the foundation, definitions, and purpose of formative assessment, as well as an explanation of its process, techniques, and moves. Moreover, Chapter Two highlights how formative assessment is the first step for making suitable instructional decisions in a teaching English as a foreign language (Henceforth, TEFL) context. Finally, this section spotlights the necessity of having systematic knowledge with regard to this approach and how to use it properly due to its rational function that informs teachers of their students' level of understanding, and its unconscious assistance to learners to grasp knowledge.

Chapter Three provides details related to the rational selection of the methodological procedures, along with the analysis and interpretation of the results obtained to come up with reliable findings.

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Introduction

The proper fulfilment of the act of teaching entails determination in performing or delivering traits and actions related to knowledge. EFL teachers are required to reach a certain level of expertise and have reliable qualifications considering that they can control what would be presented and modify any kind of existing mistakes in learners' minds. Due to this established idea, teachers are expected to have a certain level of self-efficacy that can help them to evaluate, understand and treat teaching struggles using the appropriate techniques. This chapter provides an integral view of self-efficacy and its main and sub-conceptions. The history, definitions, dimensions, sources, levels, models, construction, and development of self-efficacy will be displayed by linking it to different notions. Finally, the chapter sheds light on the importance of awareness concerning teachers' self-efficacy and how it could affect learners' achievement.

1.1 History and Development of the Self-Efficacy Theory

The emergence of the concept of self-efficacy can be traced back to the works of the psychologist Albert Bandura on his social learning theory in the 1960s (Lippke, 2017). Additionally, in 1963, Bandura and Walters authored a collaborative book in which they did not tackle the notion of self-efficacy directly; however, they provided some of the basic characteristics which were related to social behaviour and self-control. In the 1970s, Bandura presented the self-efficacy theory along with his social cognitive theory. Furthermore, self-efficacy was considered as a core element in the social cognitive theory, despite the fact that the two concepts were used interchangeably. The distinction between these theories was made by clarifying that the social cognitive theory is a vast notion with unlimited constructs and new expected foundations (Lippke, 2017).

In 1977, the concept of self-efficacy was described by Bandura in his published paper entitled "Self-Efficacy: Toward a Unifying Theory of Behavioural Change" in which he

provided an integrative theoretical framework to explain psychological changes and procedures related to the level of self-efficacy (Bandura, 1977). The discussion started by emphasizing the role of cognition in acquiring regulated behaviour. In addition, motivation was considered as a part of cognitive activities and explained as the notion that deals with the activation of behaviour. The linkage that was later made between both motivation and cognition resulted in the idea that the ability to get future consequences is based on cognitive-based sources of motivation. In the same line, reinforcement was one of the fundamental motivational devices that was tackled in this article in addition to a variety of other cognitive sources of motivation such as setting goals and self-evaluative reactions. After a thorough clarification of the reconceptualization of motivation in terms of cognition; self-efficacy was introduced as a mechanism called efficacy expectation. This introduction included a distinction between the process of efficacy expectation and outcome expectation with regard to behavioural change (Bandura, 1977).

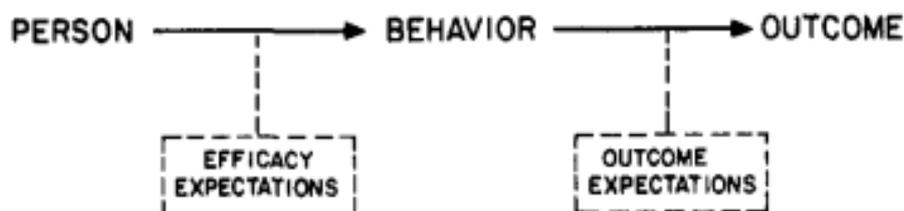
1.1.1 Efficacy Expectation VS. Outcome Expectation

The theory of efficacy expectation is based on the idea that any form of psychological procedure serves as a tool for strengthening personal efficacy. In other words, an efficacy expectation means that a person can eliminate the behaviour required to reach the outcome. On the other hand, outcome expectation is related to the idea that certain human behaviour will lead to a specific outcome. The two theories were differentiated in order to defend the thought that a particular outcome is not necessarily produced due to a certain course of action, especially that the spread of facts, research, and peripheral mechanisms at that time confirmed the opposite to what Bandura presented concerning social behaviour change (Bandura, 1977).

Figure 1.1 demonstrates the difference between efficacy expectation and outcome expectation and how it works with relation to behaviour as the centre notion.

Figure 1.1

Diagrammatic Representation of the Difference between Efficacy Expectations and Outcome Expectation



Note. From Self-efficacy: Toward a unifying theory of behavioural change, by Bandura. A. (1977). *Psychological Review*, 84(2), p. 193. doi:10.1037/0033-295x.84.2.191

1.2 Definitions of Self-Efficacy

Numerous research has been conducted to further explore the concept of self-efficacy. Diverse definitions were presented by different scholars to explain individuals' belief in their capabilities to cope with social, academic, and professional situations.

To start, the essential meaning of this hyphenated compound term can be found in dictionaries. Therefore, in the Oxford Dictionary, the noun *self* is defined as the way a person looks, feels, or normally behaves, and the term *efficacy* is explained as “the ability of something to produce the results that are wanted”. Combining the two terms results in the concept of *self-efficacy* which according to the Oxford Dictionary “refers to a performer's belief that he or she can execute a behaviour required to produce a certain outcome successfully”.

Bandura (1977) declared that self-efficacy is the belief that individuals hold about their strength to cope with certain intermediate situations. Addedly, Bandura (1977) asserted that self-efficacy is related to how individuals select activities, how much effort they spend when struggling, and their ability of persistence when enduring threatening experiences.

Kodden (2020) emphasized that individuals' obtained competences that would result in a high level of achievement, well-being, and work situation engagement indicates an existing self-efficacy. Moreover, Bandura (1997) revealed that self-efficacy "refers to beliefs in one's capabilities to organize and execute the courses of action required to manage perspective situations" (p. 2). To clarify, this theory is conceived as a system of beliefs that affects the way individuals think, feel, and act. Furthermore, Schwarzer (2014) declared that self-efficacy is concerned with the ability to actively cause an event to happen with a sense of determination and personal action control in one's surrounding environment.

Overall, self-efficacy is a motivational theory that encompasses multiple human cognitive processes that enables individuals to feel a stream of confidence when performing certain actions and dealing with life experiences.

1.3 Dimensions of Self-Efficacy

Explaining the measurement or how individuals believe they can perform certain tasks is related to various dimensions. According to Maddux (1995) the dimensions of self-efficacy are as follows:

1.3.1 Magnitude of Self-Efficacy

This dimension deals with the individual's capability to accurately perform an action or a behaviour under a certain difficulty. For further explanation, this notion deals with individuals' belief to act upon tasks that are characterized with a specific level of complexity (Maddux, 1995).

1.3.2 Strength of Self-Efficacy

The strength of self-efficacy refers to the level of certainty or confidence that individuals hold about their ability to perform a course of action with taking into consideration magnitude and questioning its possibility to happen (Maddux, 1995).

1.3.3 Generality of Self-Efficacy

This notion is related to extension of certain behaviours to diverse contexts. In other words, generality of self-efficacy deals with how specific behavioural manners or strategies can extend and work effectively in similar contexts (Maddux, 1995).

1.4 Sources of Self-Efficacy

Approaching the sources of self-efficacy is related to the way it develops within human beings' mechanisms. According to Bandura (1977) this theory detects the following four sources of information that determine self-efficacy judgments.

1.4.1 Performance Accomplishment

This source of self-efficacy is based on individuals' quality of experience that they have been through. Positivity or negativity of experience influences individuals' ability to perform courses of action; however, repeated successful experiences which develop a high level of self-efficacy tends to reduce the impact of failure on human persistence. In the same line, failing to accomplish specific tasks can strengthen one's motivation which might make difficult activities seem unchallenging due to the doubled efforts of the performer. Moreover, acquiring skills that assist in coping with complicated events is an essential matter that can be achieved through modelling. The latter intensifies personal capabilities by transmitting the behavioural conception into an adequate form. Another element that takes part in this source is the elimination of defensive behaviour. In other words, desensitizing performances produces behavioural change and exposure that enhances an individual's ability to regulate their anxiety in difficult situations boosts the appearance of positive performance. By the end of these steps, individuals would be able to self-instruct their actions regardless of the type of experience they are facing (Bandura, 1977).

1.4.2 Vicarious Experience

The second source tells that the derivation of self-efficacy is related to vicarious experience. To elucidate, this means that people can rely on other people's experiences and make inferences from social interactions to develop a high or low level of self-efficacy. This can be done through making expectations based on a series of observations to decide whether extra effort is required in certain situations or not. In fact, by observing others' victorious experiences individuals start to persuade themselves that they are capable of passing the same obstacles and improve the level of their performances. Similar to the first source, modelling is an important factor since observers tend to benefit most when seeing models overcome situational stress. Then, existing similarities between models and observers ameliorates the individuals' ability to obtain new skill, notice change in behaviour, and enhances symbolic modelling which has to do with the use of symbols and metaphors to facilitate the changing process. Therefore, the process of comparison of behaviours that observers administer increases their awareness regarding their capabilities (Bandura, 1977).

1.4.3 Verbal Persuasion

The next source is concerned with the use of verbal signs to cause change in behaviour. Strategies like external suggestions of encouragement influences individuals' belief in their capabilities. However, the performance that results from the act of suggesting is weaker than the one that arouses from one's own experiential obstacles. It is true that social persuasion is limited when it comes to personal efficacy; however, some individuals tend to get persuaded by an external verbal aid that they would cause change to certain issues, come up with beneficial solutions, and be active members of society (Bandura, 1977).

1.4.4 Emotional Arousal

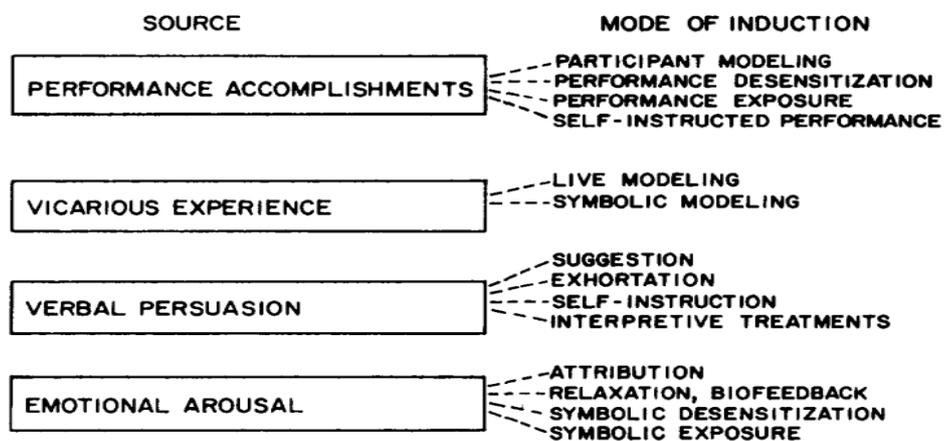
Another constituent source that affects the perception of self-efficacy is emotional arousal. People tend to link their physiological state to their psychological status since feelings

such as stress and anxiety affect their performance. Failure to perform certain activities adequately can be a result of an individual's state of mind. For further clarification, having thoughts that raises fear regarding their capability to perform a certain action may reduce the level of personal efficacy. As mentioned before, desensitization and exposure play a significant role in the reduction of efficacy and performance failure. Avoidance of stressful situations leads to lowering the level of self-efficacy in addition to increasing the possibility of not performing the required actions. Arguably, diminishing emotional arousal can help in decreasing behaviour avoidance. By attributing that this arousal is both informative and motivating to resolve behavioural change issues. Bandura stated in his paper that disacknowledging emotional arousal can help in fixing fearful behaviour by making people feel more relaxed regarding their irrelevant source of fear. Accordingly, controlling emotional status raises the chances to develop self-efficacy and successfully pass challenging circumstances (Bandura, 1977).

Figure 1.2 summarizes each source of self-efficacy through a diagrammatic representation that is divided into the source and the mode of induction.

Figure 1.2

Major Sources of Efficacy Information and the Principal Sources through which Different Modes of Treatment Operate



Note. From *Self-efficacy: Toward a unifying theory of behavioural change*, by Bandura. A. (1977). *Psychological Review*, 84(2), p. 195. doi:10.1037/0033-295x.84.2.191

1.5 Self-Efficacy VS. Self-Esteem

Most often, self-efficacy gets confused with the concept of self-esteem. It cannot be denied that both of them play a significant role in the development of effective human character. These two personalities changing conceptualizations aid in displaying positive behaviour that emerged as a result of the sense of maturity, independence, and a stable mental status. When individuals are dealing with situations in which self-efficacy works with self-esteem, the result is the construction of self-confidence. Although there are numerous similarities existing among both notions, there are plain distinctions between them.

It is approved that self-efficacy has to do with the confidence that individuals have in their ability to perform certain tasks successfully. However, Vallejo (2024) stated that self-esteem is the manner in which individuals judge their worth or view themselves in general. The following table displays the difference between self-efficacy and self-esteem.

Table 1.1

Self-Efficacy vs. Self-Esteem

Self-Efficacy	Self-Esteem
Belief in capabilities	Individuals' feeling about themselves
Self-control	Self-worth
Develops through exposure to events	Develops through personal experience
Confidence in one's skills	Confidence in one's feelings

Results in success

Results in a sense of uniqueness

Note. From Chapter 7 personality, lifestyle, and self-concept, by Moretta, Z. (2014, August 24). SlideServe. <https://www.slideserve.com/zamora/chapter-7> & Self-efficacy and why believing in yourself matters, by Cherry, K. (2023, February 27). Verywell Mind. <https://www.verywellmind.com/what-is-self-efficacy-2795954>

1.6 Self-Efficacy in Education

There are several factors that indicate the virtue of educators. It is a fact that getting employed as teachers in the field of education demands being certified and qualified. Reaching this level signals the capability of these individuals to serve as teachers and help students to acquire knowledge. Addedly, being an effective teacher requires certain cognitive, hard, and soft skills that would make the teaching process seem accessible. It is crucial to note that teachers need to be characterized with a sense of self-confidence and self-control that enables them to tolerate classroom management obstacles. The previous characteristics can be put under the umbrella term teachers' self-efficacy. Hussain and Khan (2022) stated that teachers' success in accomplishing learning goals hints that they have a high belief in their ability of teaching. Well, a high-level self-efficacy shows that teachers are active parts of society since they would have the idea of success in their mind whatever was the situation they face.

1.6.1 Teacher Self-Efficacy Definitions

Teacher self-efficacy plays a significant role in enhancing both the teaching and learning processes, as a result of that, many researchers provided explanations to this theory that took part in the academic context.

Barni et al. (2019) said that “teachers’ self-efficacy, namely teachers’ beliefs in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity, plays a key role in influencing important academic outcomes” (p. 1).

Moreover, one of the factors that duplicate the chance to create a motivational classroom environment that can lead to intensifying the academic performances of students and results in positive teaching and learning outcome is the high level of self-efficacy that teachers acquire by passing through different constructional steps (Hussain & Khan, 2022).

According to Jenlink (2020) teacher self-efficacy is not innate, nevertheless, it develops over time in specific contexts, like during the lessons preparation time or living an actual teaching experience. Furthermore, Klassen et al. (2009b) declared that “teachers’ self-efficacy (TSE)— beliefs teachers hold that they can positively influence student learning—has been shown to demonstrate a profound influence on the daily lives of teachers and their students” (p. 67). Meaning that the sense of self-efficacy that an individual may hold extends its effects outside the classrooms into the teachers and students’ personal life.

Clark and Bates (2003) stated that self-efficacy “is a task-specific belief that regulates choice, effort, and persistence in the face of obstacles and in concert with the emotional state of the individual” (p. 13). Wah (2007b) admitted that teacher self-efficacy is a construct that is utilized to explain the teachers’ classroom behaviour, students’ outcome, teachers’ collaboration, and satisfaction.

Ultimately, teacher self-efficacy can be considered as a talent that enables educator accomplish teaching related actions in a confident manner and a stable state of mind.

1.6.2 levels of Teacher Self-Efficacy

The beliefs that teachers hold about their competencies when teaching differs from one person to another, as a result of this fact, the following levels of teachers' self-efficacy shows the difference among teachers in achieving positive outcomes.

1.6.2.1 High Level of Self-Efficacy

teachers who possess a high level of self-efficacy tend to provide a high-quality teaching style. According to Klassen and Tze (2014) the following characteristics signals an increased level of educators' personal efficacy regarding teaching:

- Intense persistence when students are facing difficulties to understand the content of a course or a lesson.
- Teachers with a high level of self-efficacy tend to be enthusiastic and competent when it comes to teaching.
- Adaptive to new ideas and acceptance towards the implementation of new teaching approaches and strategies to enhance their teaching.
- The ability to commit to the goals of the teaching profession and discipline when it comes to the classroom organization.

Equivalently, Gibson and Dembo (1984, as cited in Martínez et al., 2015) presented traits that relate to teachers with a high level of self-efficacy, which are:

- Assured about their capability to deliver a course's content successfully.
- Assumes that effective teaching boosts students' motivation and affects their learning process in general.
- Gives the appropriate amount of time for practicing enhancing learners cognitive and metacognitive abilities.

- Adopting complex instructional methods to help students acquire skills such as problem-solving.
- Monitors students' progression through analysing their level of comprehension.
- Provides orientation and praises students for their performance during the learning sessions.

1.6.2.2 Low Level of Self-Efficacy

Teachers with a low level of self-efficacy tend to view challenging tasks as a threatening situation that they cannot handle and the only solution for them is avoidance. In addition, these teachers believe that they do not have the ability to face complicated classroom issues, hold captive to their emotions, and take a long time to recover (D, 2021).

Allinder (1994) confirmed that the subsequent actions presented what teachers with a low sense of efficacy would do.

- Do not make efforts while teaching because they doubt the students' abilities to learn.
- Weak level of persistence against students with oppressive attitudes.
- Avoid implementing new teaching methods even when students have the capabilities to learn.
- View the teaching profession as a complex process that they are not skilful enough to perform.
- Focus on personal experiences failure, so they do not give themselves a second chance to try and succeed.
- Weakness in managing their time and dividing the session into logically organized sequences to guarantee the comprehension of the teaching materials.

1.7 The Classroom and School Context (CSC) Model of Teacher Self-Efficacy

In their study, Friedman and Kass (2002) introduced the classroom and school context (Henceforth, CSC) model of teacher self-efficacy. The CSC model is concerned with relating the concept of self-efficacy to what teachers do inside the classroom (i.e., the range of tasks performed by the teacher) and their relationship with the school staff. According to these researchers, this model maintains two vital components for teachers in their careers, which are classroom and school. More precisely, this model deals with aspects related to the teaching profession, such as, the connection with students, parents, colleagues, teaching practices and so on. According to Friedman and Kass (2002) the CSC model is based on three shaping pillars which are: the role of the teacher as a leader and an employee, teachers' engagement in the classroom and school, and the function of teachers at the level of the two systems.

1.7.1 Teachers as Leaders and Employees

Due to the nature of the classroom context that consists of two essential contributors with two different roles and a set of regulations to follow, it is indisputable that teachers serve as leaders inside the classroom. However, at the level of the school teachers function as employees who have academic duties to be fulfilled (Friedman & Kass, 2002).

1.7.2 Teachers' Engagement in the Classroom and School

Teachers' engagement in the classroom is related to the bond that connects them to their students in terms of adequately performing their roles as knowledge providers and instruction creators. Besides, what concerns the engagement of the teacher in the organizational context of the school is the association between them and their colleagues, parents, or the school staff (Friedman & Kass, 2002).

1.7.3 The Function of Teachers at the Level of The Two Systems

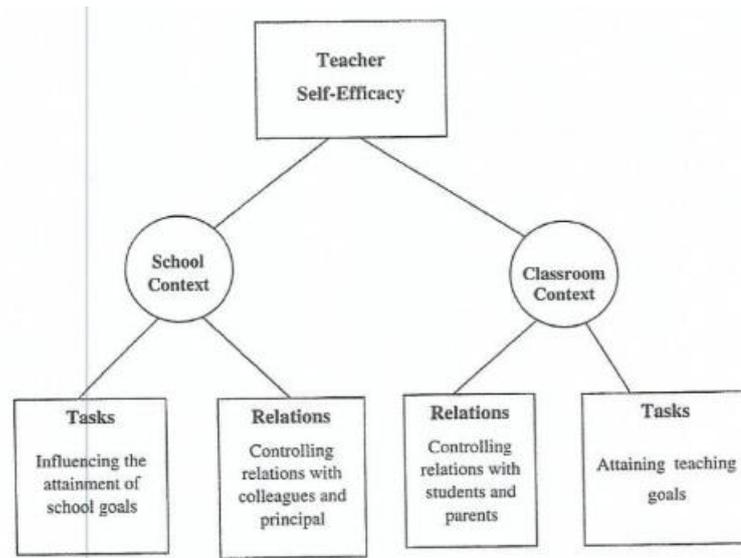
At the level of the classroom, teachers are required to work on accomplishing learning objectives and properly fulfil their roles as educators (Jackson, 1968; Lortie, 1975, as cited in Friedman & Kass, 2002). On the other hand, at the level of the school teachers need to serve the social policy and improve the schools' organization.

For further explanation and visualization of this notion that concerns teachers' self-efficacy, the researchers presented a schematic presentation of the CSC model. Based on Friedman and Kass's ideas (2002), the presentation signifies that the conception of teacher professional self-efficacy is interconnected to the two systems (i.e., classroom and school). The schema consisted of the functions of teachers in classrooms as the essential contributors, controllers, leaders, knowledge providers and assessors were. Also, it involved the functioning of teachers in the organizational school context. The coming figure displays the schema of the CSC model of teacher self-efficacy.

Figure 1.3 graphically shows the CSC model of teacher self-efficacy. The roles that teachers play in both school and classroom contexts, their influences, attainments, and relations are displayed with an explanation.

Figure 1.3

The CSC Model of Teacher Self-Efficacy



Note. From Teacher self-efficacy: Classroom organization conceptualization, by Friedman, I.A., Kass, E. (2002). *Teaching and Teacher Education*, 18, p, 678. DOI:10.1016/S0742-051X(02)00027-6

1.8 Building Teachers' Self-Efficacy

It is safe to claim that self-efficacy is an essential key for effective teaching. Devoting time for building this notion as a skill embodied within individuals mechanisms develops operative teachers. In truth, constructing teachers' self-efficacy can be achieved by efforts made by two contributors. Teachers are the first source that could help in building self-efficacy. When teachers have a high level of awareness regarding their role as knowledge providers and important social units, they would work on levelling up their sense of self-efficacy through developing relatable competencies. The second source that can play a major part in establishing teachers' self-efficacy is the government, more precisely, the educational ministries. The availability of pre-service-and in-service training programs that involve items that aim to strengthen teachers' psychological status leads to positive outcomes at the level of students' achievements and progression at the level of the quality of education.

1.8.1 The Role of Teachers in Building Self-Efficacy

A high level of self-efficacy becomes crucial when it comes to teaching. Every teacher embraces the self-efficacy set of beliefs; however, the level of this efficacy differs from one to another. By following some strategies and thriving a set of competencies teachers can be the reason behind developing their self-efficacy. Celestine (2019) proposed the following strategies to build self-efficacy in the educational context.

1.8.1.1 Quitting Comfort Zones

Trying new teaching strategies that involve creativity might be a challenging task for some teachers. This idea resulted from the teachers' fear to take the risk and apply novelty to their teaching practices in order to avoid dealing with miscomprehension issues. Indeed, teachers develop self-efficacy when they choose to urge themselves to adopt new and beneficial teaching approaches to improve their learners' performance (Celestine, 2019).

1.8.1.2 SMART Goals

Teachers should have a clear vision about what needs to be taught. It is true that teachers are supposed to follow a certain teaching approach selected by ministries of education or a coursebook that is designed by some experts of the field. Nonetheless, this does not hinder teachers from creating a list of achievable learning goals that suits their capabilities and skills. Setting reasonable learning objectives aids in sustaining self-efficacy (Celestine, 2019). The SMART framework or that was primarily founded by George T. Doran in 1981 helps educators to set focused, clear, and attainable goals to facilitate the teaching process. The five key aspects of this goal-setting approach (i.e., specific, measurable, achievable, relevant, and time-related) allows educators to have effective teaching plans (Haughey, 2014). Obtaining a worksheet that contains this framework might guide teachers and boost their energy to progress.

To demonstrate, figure 1.4 elucidates what each letter in the SMART framework stands for, in addition to a question that is related to each aspect of this strategy to facilitate its application when working.

Figure 1.4

SMART Goals Setting Worksheet

S	SPECIFIC	What outcome would you like? _____
M	MEASURABLE	How will you know when you've reached it? _____
A	ATTAINABLE	On a scale of 1-10, how confident do you feel that you'll do it? _____
R	RELEVANT	How meaningful is this goal to you on a scale of 1-10? _____
T	TIMED	When do you intend to reach your chosen end point? _____

Note. From Smart goal setting worksheet, by Stevenson, J. (n.d.). Wise Goals.

<https://www.wisegoals.com/smart-goal-setting-worksheet.html>

1.8.1.3 Vicarious Modelling

Modelling is one of the main components when building self-efficacy. Being exposed to some successful models in their fields, teachers can accelerate the development of their efficacy. Observing the way the selected models act and think would inspire educators to change their behaviour unintentionally and look forward to engaging in new experiences. In this case, the motivation level increases leading teachers to believe in their ability to teach adequately using a variety of teaching techniques (Celestine, 2019).

1.8.1.4 Self-Efficacy Worksheets

There are distinct worksheets on the internet that could help teachers in building self-efficacy. To exemplify, *the Great I Am* is a worksheet that was created by Franzen in 2013 and consists of sections which by filling them individuals discover their strengths and interests (Celestine, 2019).

For further clarification, figure 1.5 displays extracts from the Great I Am worksheet. It can be noticed that the examples are like affirmations that users write to boost their level of self-efficacy.

Figure 1.5

Examples from the Great I Am Worksheet

3. I am amazing at ...

Jot down the first three or four things that bubble into your brain-tank.

Circle the one that feels like something you'd like to be *known* for.

5. When you work with me, you can expect ...

Jot down the **benefits** that other humans receive, when they partner with you (or read your books, or see your art, or listen to your words, or get one of your legendary bear-hugs ...)

Note. From The great I am worksheet (pp. 4-5), by Franzen, A. (2013). The great I AM worksheet(alexandrafranzen.com)

1.8.1.5 Self-Efficacy Scales

These scales help teachers to know more about their beliefs. The content can be presented in a form of exercises that consists of a series of questions that starts with the phrase *I am able to* to assess individuals' beliefs in their capabilities (Celestine, 2019).

Figure 1.6 transmits a questionnaire that was designed for teachers to know more about the kind of beliefs they maintain about teaching and classroom management.

Figure 1.6

Teachers' Sense of Self-Efficacy Scale

Teacher Beliefs		How much can you do?								
Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.		Nothing		Very Little		Some Influence		Quite A Bit		A Great Deal
1.	How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
2.	How much can you do to help your students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
3.	How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
4.	How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	

Note. From Teachers' sense of efficacy scale (long form) p. 1, by Tschannen, M., & Woolfolk, H. (n.d.). Ohio State University. PDFfiller - Teachers Sense of Efficacy Scale (long form).pdf

1.8.2 The Role of Educational Authorities in Building Teachers' Self-Efficacy

It is proven that teachers with a high level of self-efficacy can be seen as models for their students, as a result for this cognitive foundation students attain superior achievements. Additionally, teachers are conceived as institution employees who work under the supervision of a certain educational authority. For this reason, it is significant to note that educational authorities can contribute to the development of teachers' self-efficacy.

1.8.2.1 Pre-Service and In-Service Training Programs

More emphasis should be dragged on the teachers' professional development. Involving elements related to the importance of self-efficacy in the teaching profession in pre-service and in-service training programs can influence the teachers' perception of their abilities. Including influential frameworks that focus on self-efficacy can assist in improving teachers' performance and learners' achievements (Clark & Bates, 2003). To demonstrate, the integration of Bloom's Taxonomy in these training programs can help educators to be creative and create instructional decisions that serve learners' needs and learning objectives (Nurmatova & Altun, 2023). When teachers are aware of some teaching strategies, techniques, models, and frameworks they would be able to have a sense of confidence regarding what they are bringing and implementing in their classrooms. The confidence that teachers can have regarding managing the practices and the atmosphere of the class raises the learners desire to learn and the teachers' passion to teach.

According to Nurmatova and Altun (2023) the coming table 1.2 explains the six cognitive skills of Bloom's Taxonomy.

Table 1.2

The Six Cognitive Skills of Bloom's Taxonomy

Cognitive Skill	Explanation
Remembering	Recalling what have been previously learned.
Understanding	Comprehension of the content's core.
Applying	Solving issues by implementing methods and ideas.
Analysing	Recognition of information and linking ideas.

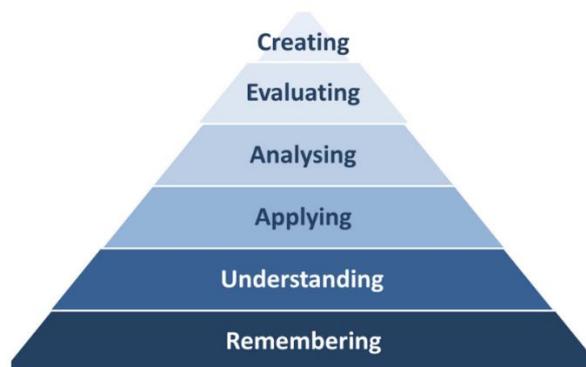
Evaluating	Judging information based on a basic principle.
Creating	Produce new ideas by combining prior and new knowledge.

Note. Form A comprehensive review of Bloom’s taxonomy integration to enhancing novice EFL educators’ pedagogical impact. Nurmatova, S., & Altun, M. (2023). *Impact, Arab World English Journal*, 14(3), 380–388. <https://doi.org/10.24093/awej/vol14no3.24>

To illustrate, figure 1.7 orders Blooms’ Taxonomy’s cognitive skills in the shape of a pyramid in its logical manner that allows educators to be creative.

Figure 1.7

Bloom's Taxonomy Pyramid



Note. From Bloom’s taxonomy, by Imperial College London. (n.d). <https://www.imperial.ac.uk/staff/educational-development/teaching-toolkit/intended-learning-outcomes/blooms-taxonomy/>

1.9 Self-Efficacy and Teachers’ Performance

Teachers who possess a high level of self-efficacy have a feeling that the thing they do is meaningful and impactful (Connolly et .al, 2011, as cited in Lang, 2014)). Conventionally,

the wellbeing of individuals increases the human's desire to discover, experience, and achieve. In consequence, the level of confidence that teachers maintain affects their performance in classrooms. Having this cognitive ability allows them as educators to select appropriate teaching approaches and strategies. As an example, teachers who implement classroom formative assessment appropriately are the ones who are confident regarding what they brought to class. To clarify, due to the fact that these educators know how formative assessment is performed, in addition to the beliefs they hold about their ability to assess students' level of understanding results in proper selection of instructional materials. Additionally, change, motivation, students' achievement, and teaching struggles are some of the issues that affect teachers' confidence when teaching. Therefore, openness to change and exposure to challenging situations allows teachers to grow their self-efficacy which enables them to acquire competencies that enhance their teaching performance and their ability to use formative assessment efficiently.

Conclusion

The present chapter discussed the notion of teacher self-efficacy in detail. A variety of concepts, source, models, and framework were put forward and clarified to show the influence that self-efficacy could have on teachers' performance and proper implementation of teaching strategies. The following chapter will review the second variable, namely, formative assessment to provide a comprehensive explanation of it.

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Introduction

Assessment is one of the fundamental organisms that is conceived as a necessary educational reform. Its implementation requires teachers to have a certain level of expertise and relatable qualifications. The reason behind this is related to the teachers' ability to construct and modify any kind of new or existing knowledge in learners' minds. Furthermore, using the different types of assessment enables teachers to gather and analyse information about students in order to get an overview about their levels. Formative assessment is one of the types that provides educators with continuous feedback about students' learning, informs teaching, and allows them to monitor their progression. Some teachers tend not to be aware of the formative assessment as they utilize it unintentionally. The presence of this consequence can be due to previous educational, academic, and administrative causes. The second chapter of this dissertation presents a holistic overview about formative assessment. The foundation, definitions, purpose, process, techniques, moves of formative assessment will be discussed. In addition, the contribution of this teaching approach to the TEFL context, its requirements and the skills needed for its proper implementation will be explained in detail.

2.1 The Foundation of Formative Assessment

The history of this abstraction was discussed in Andrade and Cizek's "Handbook of Formative Assessment" that was published in 2010. The emergence of this concept can be traced back to the "American Educational Research Association (AERA)" monograph series in which William Scriven invented the term formative evaluation in 1967. In the same line, the idea of this theory was not popularly recognized due to its limited connection to the context of school program and curriculum construction. However, in 1971, Bloom, Hastings, and Madaus's "Handbook of Formative and Summative Evaluation of Students Learning" that involved taxonomies of educational objectives fostered the recognition of this notion. According to them formative evaluation is the improvement of teaching, learning and

curriculum design using a systematic way of analysis (Bloom et al., 1971, as cited in Andrade & Cizek, 2010). For further clarification, it seeks to produce evidential and useful methods related to evaluation. The definition and the study of the formative approach was later expanded by Bloom who suggested linking this scheme to enhancing individual students' level and ameliorating the teaching process.

2.2 Formative Assessment Definitions

Innovation of theories and approaches requires documentation of critical thoughts about an area being studied. Formative assessment was developed gradually over time and a variety of definitions were proposed to explain this learning and teaching approach.

First, according to the Oxford Dictionary formative assessment is “assessment which is designed to provide feedback to the learner in order that they may improve their performance. In this sense it helps to ‘form’ the learner”.

Cullinane (2010) affirmed that “assessment only becomes formative in nature when either the teacher or the student uses that information to inform teaching and/or influence learning” (p.1). This signifies that formative assessment is an apparatus which can be manipulated by both teachers and learners to accomplish certain goals.

Moreover, the function of formative assessment is to provide teachers with evidence that would contribute to forwarding learners' level of achievement as the process itself is based on a deed that tutors do for and with students (Heritage, 2010).

In the same vein, Black and Wiliam (1998, as cited in Panizzon, 2020) referred to formative assessment as assessment for learning. The concept was explained as the gained insights from students' ongoing feedback that may guide teachers to implement level improving tasks.

Therefore, formative assessment is an approach that combines a number of characteristics and modification of instruction that emphasizes increasing the learners' performance and capabilities.

2.3 The Purpose of Formative Assessment

According to Brookhart (2010) there are various motives that intensify the occurrence of formative assessment. The points below outline the purpose behind using this approach in teaching:

- Monitoring of students' progression consistently before and during the instructional sessions.
- Emphasizing the importance of accomplishing learning goals by acknowledging the current situation and taking actions to achieve the objectives.
- Enhancing students' learning and attainment through effective lesson modelling.
- Allowing teachers to implement various teaching strategies and methodologies to avoid boredom.
- Giving low abilities students opportunities to enrich their weaknesses before being exposed to graded assessment.
- Raising students' awareness regarding the application of independent learning, more precisely, self-assessment.
- Increases students' motivation through proper practice of formative assessment.
- Assisting teachers to analyse students' needs and know more about students' styles of learning and differences between them in order to select suitable instructional decisions.
- Using feedback as the main tool to identify gaps of knowledge in learners' minds.
- Informing students with what they need to fix and improve using informational feedback, in addition to encouraging them to construct knowledge through socializing.

2.4 The Process of Formative Assessment

The set of events that teachers carry out inside the classroom is related to their selected way of teaching. The vital achievement that needs to be present by the end of a session, semester or an academic year is the attainment of at least some of the pre-setup learning objectives. The latter are considered as a shared contract between teachers and learners since both of them would end up with a certain consequence. Therefore, the study of all the aspects that are related to learning is a crucial step to be conducted by educators. Successful formative assessment is one of the teaching methods that represents an in-class process which requires taking into account a set of points. Knowing the process would uplift the chances to reach the intended purposes.

Research has shown that there is no exclusive process of managing formative assessment. Relying on what has been agreed upon, the essence of this process is creating tools that suit students' needs and classroom atmosphere. Brookhart (2010) proposed the following steps as the leading path for formative assessment:

2.4.1 Determination of the Focus Cycle

Setting the purpose that needs to be achieved using formative assessment is a tool shaping point. The process starts with the comprehension of the reasons behind learning or learners' demands, for instance, the ultimate goal of learning a foreign language is to use the target language fluently. After understanding the previous point, comes the step of content production and comparison to the targets that have been previously generated. Another step to consider is evaluating the produced work, in addition to identifying the actions to be performed and causing an improvement in learning. Finally, acting upon the selected activities that would magnify the occurrence of improvement (Brookhart, 2010).

2.4.2 Strategy Selection

There are a variety of strategies that fall into the cycle of formative assessment. Deciding on using a certain strategy requires involvement in critical thinking due to the fact that anything chosen should serve the learning targets. Indeed, these strategies can reflect students' learning and understanding of the materials and aid teachers in noticing students' strengths and weaknesses. As an important aspect, some of these strategies allow learners to acquire new skills as a result of using their previous knowledge, experiences, planning and so on (Brookhart, 2010).

2.4.3 Strategy Application

Creativity is the most important skill that teachers need at this level. Applying the selected strategy taking into consideration the objectives that needs to be achieved is a time and skill requiring work. Being creative with spotting students' abilities, necessities, wants, and expectations, as well as, generating instructions that would higher their desire to learn is an indication of actual employment of formative assessment (Brookhart, 2010).

2.4.4 Deciding the Intended Results

Teachers are highly concerned with the outcomes of using a certain formative assessment tool. Deciding what students have to learn from the used teaching strategy is a significant step. The last-mentioned point enables educators to provide more opportunities for students to utilize their acquired information and to estimate the achievement of the learning objectives (Brookhart, 2010).

2.5 Formative Assessment Classroom Techniques (FACT's)

There are multiple formative assessment methods that teachers may apply to gain more understanding regarding their students' abilities. There is no specific technique that guarantees having positive teaching or learning results. Groups of learners vary from one to another due

to an existing heterogeneity of levels among them, therefore, teachers take responsibility to select the most fitting technique that serves the subject matter and the learning needs. Cullinane (2010) believed that the following formative assessment classroom techniques can help students to make learning their own responsibility by engaging in several practices:

2.5.1 Think-Pair-Share Technique

According to the researcher, this technique focuses on developing students' way of thinking and communication among them. In other words, the activation of cognitive processes and functions in order to act properly when being exposed to certain tasks (Cullinane, 2010).

2.5.1.1 Think

The use of this technique starts by giving students open ended questions along which they are given a period of time to thoroughly think about the posed issue. In this situation, the expectations are that students start jotting down their thoughts relying on their prior knowledge, previous experience and by making connections between themes using their cognitive abilities and creativity (Cullinane, 2010).

2.5.1.2 Pair

The second step is to pair students with a partner. Depending on teachers' way of teaching, they can pair students randomly or purposively, as they can give students the freedom to choose the partners they can work with. The point behind this step is allowing students to listen to each other's pre-jotted ideas, engage in discussions, and finally collaborate to create new ideas together (Cullinane, 2010).

2.5.1.3 Share

The final phase includes sharing the created ideas that resulted from collaborative work with the whole class. Students are expected to briefly explain and clarify their assumed points.

This step will allow teachers to observe students' performance and spot any inexactness of thinking that needs an immediate correction. The whole class discussion with the pair of students who are trying to properly present their ideas can give teachers overall feedback about the group (Cullinane, 2010).

2.5.2 Pass the Question Technique

Similar to the previous technique, the question method requires working in pairs to respond to a given question, in addition to significant use of cognitive skills. The process starts by giving students from five to ten minutes to partially answer the question separately. When time is up, students exchange their partially completed responses with their partners who can modify, omit, or add answers if necessary. There might be some sort of disagreement among students over their responses since they are allowed to modify each other's answers. However, through the act of exchange teachers can have an idea about students' understanding of the subject being discussed by observing their oral performances. They can also have concrete evidence about the way they solve problems by collecting and examining their written responses (Cullinane, 2010).

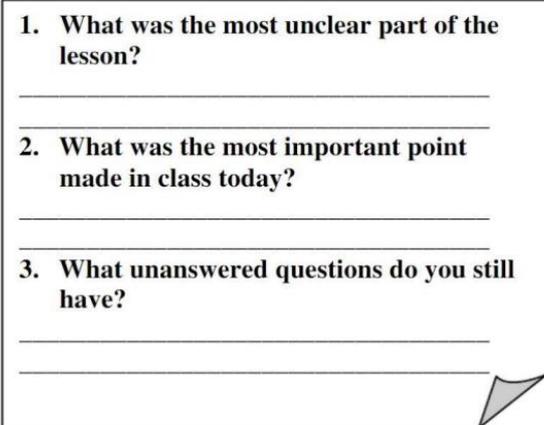
2.5.3 Muddiest Point Technique

This technique works on informing teachers and improving learning. The process of this method takes place at the end of a session and is centred around asking students to write the parts of the lesson that seem to be unclear or difficult for them. Students are given an opportunity to communicate the struggles they face while learning comfortably. Teachers can use different tools to apply this technique and collect information about students' learning complications. It can take an oral form where teachers ask some questions regarding the lesson then students answer them individually, or as the researcher suggested, this technique can be administered using index-card size pieces of paper that contain questions and empty space for students to describe the lesson (Cullinane, 2010).

To exemplify, figure 2.1 exhibits a card sample of the muddiest point technique. It shows three questions that can help teachers to implement formative assessment and get insights from their students.

Figure 2.1

An Example of an Index Card with Questions which Could be Used for the FACTs: the Muddiest Point and Minute Paper



1. **What was the most unclear part of the lesson?**

2. **What was the most important point made in class today?**

3. **What unanswered questions do you still have?**

Note. From *Formative Assessment Classroom Techniques*, by Cullinane, A. (2010). *Techniques, Resource & Research Guides*, 2(13), p. 2. *Formative Assessment Classroom Techniques* (researchgate.net).

2.5.4 Two-Tier Multiple Choice Question Technique

Objective tests are the alternative term for the two-tier multiple-choice questions. These tests are used to examine students' knowledgeability concerning the delivered content. The identification of misconceptions within students is the main target of this method. The tests contain a series of questions followed with multiple choices that are based on students' assumed misconceptions. Responding to the questions may require cognitive efforts from students due to the slight similarities that can be found within the purposively suggested choices. Moreover, after selecting the appropriate choice, students have to justify their answers through responding

to another multiple-choice question that contains different justifications for their first answer (Cullinane, 2010).

Figure 2.2 is an example of how two-tier multiple choice question technique can be used to assess students learning.

Figure 2.2

An Example of Two-Tier MC Questions Developed on the Topic of Photosynthesis

Water has an essential function in the reaction of Photosynthesis:	
A) *True <input type="checkbox"/>	B) False <input type="checkbox"/>
I know this because the function of water in Photosynthesis is to...	
(1) Combine with Oxygen.	<input type="checkbox"/>
(2) Absorb light energy.	<input type="checkbox"/>
(3) Water is not essential and has no function in the process of Photosynthesis.	<input type="checkbox"/>
(4) Transport H ⁺ ions in the light-independent (dark) reactions.	<input type="checkbox"/>
(5) Provide molecular oxygen for the light-independent (dark) reactions.	<input type="checkbox"/>
(6) *Supply electrons in the light-dependent reactions.	<input type="checkbox"/>
(Cullinane 2010)	

Note. From Two-tier multiple choice questions (MCQs)-How effective are they: A pre-service teachers' perspective. Two-tier multiple choice questions, by Cullinane, A., & Liston, M. (2011). IOSTE - NW Europe, p. 7. Two-tier Multiple Choice Questions (MCQs) - How effective are they: A pre-service teachers' perspective (researchgate.net).

Students can be exposed to this type of technique either by using a handout or a data projector. It enhances the possibility of having thorough discussions between teachers and students in which the misunderstanding issue will be solved.

2.5.5 Student Generated Test Questions Technique

This formative assessment technique is concerned with the level of questioning students hold in their mechanisms. The researcher argued that the multitudinous application of the student generated test questions can assist students to develop their levels in creating questions.

In addition, like other variations of formative assessment, this method supports working in pairs or groups. After that, each pair or group will be asked to generate questions to a specific topic given by the teacher. Answering these posed questions is the next step that students are supposed to do. The last step is to discuss the responses with the whole class to clarify any misconceptions and to correct any appearing mistakes (Cullinane, 2010).

2.5.6 What Are You Doing and Why? Technique

Unlike other formative assessment techniques, this one is entitled with a question. The name given to this method allows readers to make assumptions regarding its use. Its utilization is centred around asking students the practical question of what are you doing and why? at different stages in the lesson. It aids students to actively think about the purpose of any activity they are engaged in. Throughout this question-based technique, teachers can have a look at their learners' level of understanding when they activate their thinking about a specific part of the lesson. Some students might not answer the posed question properly which signals existing weakness. The latter can be considered as feedback creating more instructions and tasks to improve the weak abilities (Cullinane, 2010).

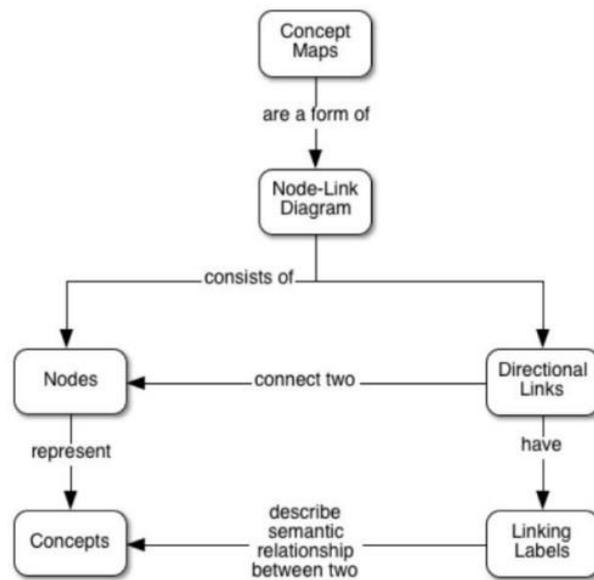
2.5.7 Concept Card Mapping

The concept card mapping technique is based on distributing cards which students are supposed to arrange relying on their own knowledge. These cards hold concepts written on them, meaning that learners are not expected to come up with answers to construct knowledge. This method assists them to link concepts in an abstract manner inside of their minds and a concrete manner using the cards. Teachers can stick the cards on the board and give students the opportunity to participate individually and create the concept map collectively, or they can assign groups and give them cards to allow them to explore the concepts and make appropriate linkages between them (Cullinane, 2010).

Figure 2.3 shows an exemplification of how to develop a concept map starting from the main concept, moving to defining the sub elements, till reaching the step of making linkages and connections between the ideas.

Figure 2.3

An Example of a Concept Map



Note. From Concept mapping. Encyclopedia of Science Education, p. 1. Schwendimann, B. (2014). 10.1007/978-94-007-6165-0_409-5

2.6 Formative Assessment Moves

Mastering formative assessment enables teachers to deal with the daily classroom events. Effective teachers who tend to develop and renew their knowledge concerning the deep classroom practices would be able to be updated with all the formative assessment moves that allows them to keep checking students' understanding of the materials as a priority. The coming series of paragraphs presents further explanation of practical formative assessment moves that signals teachers' effectiveness when performing professional academic practices.

2.6.1 Formative Assessment Moves Definition

Formative assessment moves can be defined as a variety of modes and useful adjustments that facilitate the integration of formative assessment and permit educators to have a complete comprehension of students' level of understanding and progression rate (Duckor & Holmberg, 2017).

2.6.2 The Seven Formative Assessment Moves

Duckor and Holmberg (2017) enlisted the following seven high moves of formative assessment to advance students' learning.

2.6.2.1 Priming

This aspect is concerned with allowing students to participate and act as contributors to the lesson with a spread amount of equity among the whole members of the class. Letting students engage in what is going to be discussed, where, and in what manner out spreads conformity in the teaching learning space. To demonstrate, to prime is when teachers start their lessons by asking learners to give answers to an inconclusive question which have no right or wrong solutions. In addition, priming is also when teachers ask students to review what they have dealt with in previous sessions. Noticeably, the priming move is similar to warm up activities which most teachers use to pave the way to new lessons or prepare the groundwork. Indubitably, priming aids students when being exposed to new conceptions and avoids getting confused or uncertain about a specific learning situation (Duckor & Holmberg, 2017).

2.6.2.2 Posing

This formative assessment move is related to asking questions with an objective to get new information. The act of posing questions empowers the cognitive construct of the learners. Whether the questions are open-ended or closed-ended they allow learners to actively engage in the learning process and ask questions themselves to validate the perceived knowledge.

Indeed, attentiveness to the choice of questions is a crucial point to be taken into account by teachers. The selection of questions needs to be based on a strategic decision which is concerned with effective decision making when it comes to posing questions, and it is based on gathering information, analysing it and getting results to be implemented in the form of a decision. It is important to note that any question or decision that teachers take affects the whole classroom's progress (Duckor & Holmberg, 2017).

According to Planellas (2019) developed a circle that embraces all the elements needed to make strategic decisions. Figure 2.4 shows the circulation of this strategy containing missions, visions, and values as the sources that leads to the appearance of the next steps which are: implementation, analysis, and decision.

Figure 2.4

The Circle of Strategic Decisions



Note. From The 3-stage process for making strategic decisions. Do Better By Esade, by Planellas, M. (21 November 2019). The 3-stage process for making strategic decisions (esade.edu).

To a certain extent, the way to maintain effective question-posing is highly related to focus on the explicit and implicit learning objectives, in addition to critically thinking and analysing what is worth posing to prevent the appearance of any complications.

2.6.3.3 Pausing

For some teachers pausing is hard to be handled and it requires time to be learned. To clarify, pausing provides an opportunity to better understand the content by using cognitive processes to move from an activity to another and forward the lesson. This move is equivalent to a transition time to think of what has been explained and compare it to per-existing files in the long-term memory. Another characteristic to pausing is that it assists in regulating students' attention inside the classroom. Silent time or creating short time gaps between activities grants students a chance to recapitulate and accommodate with the new notions of the lesson (Duckor & Holmberg, 2017).

2.6.3.4 Probing

This mode of formative assessment is associated with asking questions that calls for further explanation to the actual answer. To exemplify, teachers can pose questions like "Can you please explain more?" to encourage students' clarify their point and expand their thinking. Probing's main aim is to make both teachers' and students' thoughts detectable as it also supports them to rethink their first responses through the act of revision. For teachers, probing is a pivotal step to decipher students' thinking, examine their problem-solving abilities, and recognize their learning styles. Therefore, active listening may be a necessary skill in such teaching and learning situations (Duckor & Holmberg, 2017).

2.6.3.5 Bouncing

The target of these bouncing moves is to help teachers to be formative assessors by enlarging their cycle of observation to obtain detailed data about all students' progress without

considering only those who are always active in class. Bouncing paves the way for tutors to develop teaching instructions with a sort of dynamism and enthusiasm since they already have a systematic sample about their learners' way of thinking and attainment of knowledge. Along with this, bouncing is an act that is intentionally accomplished to collect students' responses to upgrade their performance in class. As a rule, this formative assessment move is concerned with conducting unbiased sampling operations on the learning space with a goal to track students' comprehension level and discover any misconceptions (Duckor & Holmberg, 2017).

2.6.3.6 Tagging

Preparing a tagging session enhances the engagement level in classrooms and shows students that their voice is prioritized regarding what is being taught. Tagging can be defined as the presentation of students' ideas publicly along with writing down what each one of them shared in a space where all the class can see it, such as the board. Students can also use tagging to scribe their classmates' contributions via sentences, drawing, diagrams and so on. The objective of this formative assessment move is to openly show and record the variation in learners' thinking regarding a particular part of a lesson. The implementation of tagging fosters participation among students, activates their thinking and allows them to share their thoughts without facing issues like shyness since the learning environment is supportive and learners' ideas are recognized. The appropriate appliance of the tagging strategy is to not violate students' answers and to keep it as it is without any interpretation or addition from the teacher. In this case students might rely on their prior knowledge in order to answer the posed question, thus, getting incomplete answers, short utterances, or unclear vision of the response are expected from the part of the learners. Tagging is a beneficial technique to uplift learning, aid students to be more spontaneous in class, and energize their cognitive mechanisms (Duckor & Holmberg, 2017).

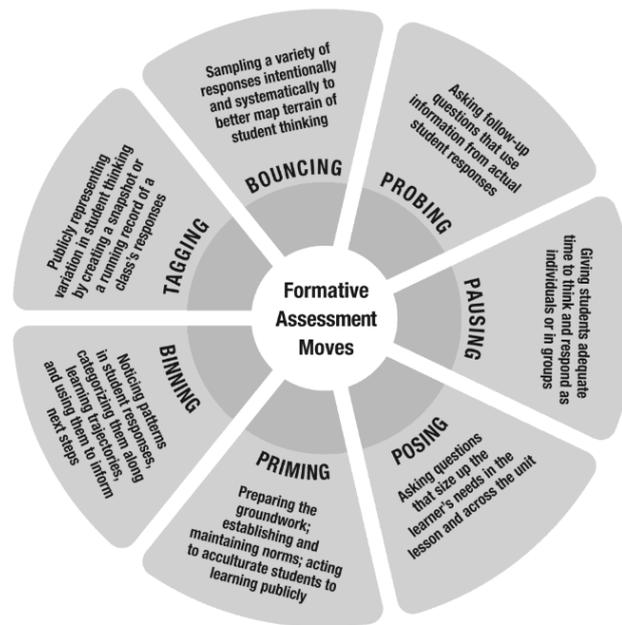
2.6.3.7 Binning

The definition of binning is to categorize students' work according to an organizing principle that teachers create. More precisely, binning is concerned with the interpretation and evaluation of students' comprehension using certain categories which are called bins. As an example, instead of grading students' essays, speech, and actions using numbers, teachers use letters which symbolize a certain level of achievement. Also, these grades can take the form of categories that are entitled with a simple word like right or a compound word such as careless mistake. By doing so, teachers can locate any misconceptions and know more about students' progression which would allow them to make appropriate instructional decisions. Furthermore, binning takes two different forms that are usually considered as types. Covert binning is the type that keeps students' responses private, and the strategy of binning is unknown for students. In contrast, overt binning is visible to all the classroom, meaning that the used bins are known by both teachers and students. Substantially, this move helps teachers to become efficacious formative assessors in particular and effective teachers in general (Duckor & Holmberg, 2017).

To summarize the moves in a more comprehensive manner, figure 2.5 presents the formative assessment circle that Duckor and Holmberg (2017) created. The circle contains each move's label and explanation.

Figure 2.5

Formative Assessment Moves for Teachers



Note. From (2017). *Mastering formative assessment moves: 7 High- Leverage Practices to Advance Student Learning*, p. 6 , by Duckor, B., & Holmberg, C. (2017). ASCD. *Mastering Formative Assessment Moves: 7 High-Leverage Practices to Advance ...* - Brent Duckor, Carrie Holmberg - Google Books

2.7 Formative Assessment in the TEFL Context

Learning foreign languages has become a tendency in recent years. This means that there is an extended availability of employment opportunities for individuals who are qualified in this area of study. As a matter of fact, due to globalization, the previous decade has witnessed an increasing percentage of the countries that are including the English language as a subject or a specialty in their educational systems. The English language that is learned at the level of governmental institutions like primary schools, middle schools, high schools, and universities follows certain academic procedures. Teachers receive pre-service training which assists them to acquire knowledge regarding the different teaching approaches that are associated with ELT. Assessment is one of the teaching approaches that is included in the content of the training sessions.

In EFL classrooms, teachers tend to use distinct types of assessment and evaluation strategies. However, formative assessment is considered a key method in the TEFL field as it works on monitoring the students' level when learning The English language through a variety of teaching techniques. The appropriate implementation of formative assessment enhances students' proficiency in the target language, allows them to strengthen their cognitive abilities and helps educators in accomplishing learning goals. It is worth noting that teachers' systematic knowledge regarding the strategies and techniques that are related to this type of assessment affects their abilities to perform accurately while teaching (Widiastuti & Saukah, 2017b). The distinction existing within the formative assessment techniques guarantees a settled teaching and learning environment, fosters EFL learners' motivation, and raises the teachers' capabilities in respect to the teaching profession.

2.8 Formative Assessment Implementation Requirements and Skills in EFL Classrooms

By the end of a certain course, semester, or academic year every EFL teacher expects to achieve the majority of the prearranged list of learning objectives. As mentioned above, the formative assessment approach consists of a variety of teaching techniques and moves that can help teachers to comfortably meet their academic aims. However, due to the interconnected nature of information and the systematic application that this teaching approach holds, there are certain requirements and skills that could facilitate the implementation of the formative assessment in classrooms.

2.8.1 Formative Assessment Implementation Requirements

This notion is concerned with what EFL teachers need to know and do to implement the process of formative assessment appropriately. The following requirements provides detailed explanation regarding this teaching approach:

2.8.1.1 Creation of a Teaching Contract

Knowing that the classroom regime is held by both the teachers and learners is a vital point to consider. The idea that has been approved over decades is that teachers control the classroom solely, however, the roles are distributed between the two main contributors in the classroom in order to share the responsibility of learning. To explain, teachers and students need to have a certain understanding regarding the culture of the classroom by having equally distributed duties. Keeping a safe and collaborative environment that motivates students to learn is one of the teachers' duties. Moreover, the establishment of classroom regulations that include multiple organizational norms like listening respectfully to others is an action anticipated from both teachers and learners. Being cultivated regarding classroom rules reflects the way individuals act in the academic environment and leads to positive teaching and learning outcomes (Heritage, 2010).

2.8.1.2 Teachers' Knowledge

For an effective use of formative assessment, the knowledgeableability of teachers is an essential requirement. Heritage (2010) asserted that knowledge about the content that needs to be taught is the first prerequisite to use formative assessment. Second, Heritage (2010) stated that teachers need to understand metacognition-related matters, meaning that they are required to know what increases the metacognitive abilities of students, for instance, problem-solving, concentration, self-reflection and so on. Third, knowledge about the pedagogical procedures to get detailed insights on the teaching processes and how to teach content is another aspect of efficient teachers. Fourth, taking into account the previous learning of students by acknowledging the depth of their understanding of concepts and the level of their skills regarding a certain study area is a vital element that teachers need to know. Finally, knowing

the different formative assessment strategies enables teachers to gather information about students' comprehension level and maximizes the opportunities to create suitable instructions.

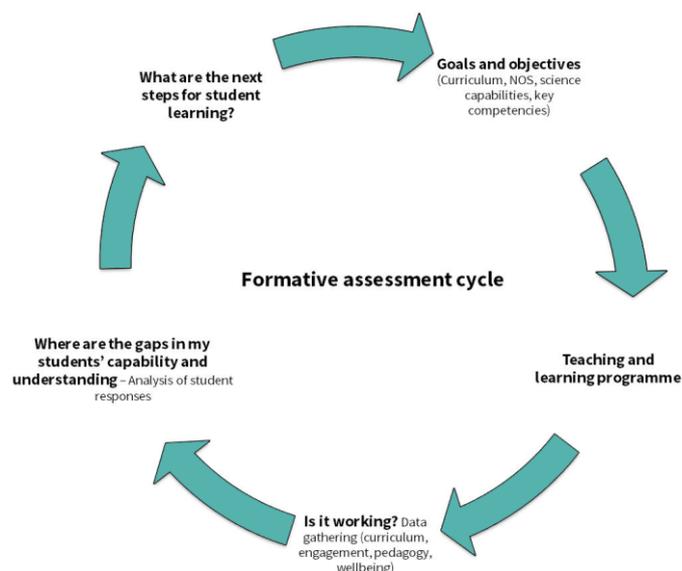
2.8.1.3 Awareness of the Formative Assessment Steps and Cycle

There are three main steps that tutors need to know when intending to implement classroom formative assessment. In order to start, teachers begin with getting insights about students' level through discussions and tasks. The next phase is concerned with setting the objectives that learners need to achieve by the end of a course, semester, or an academic year. The last step is to create a plan that leads to accomplishing these goals in the specified period. To do so, the identification of gaps, providing feedback for learners, and making fitting directions can help teachers to successfully implement formative assessment (Mayer, 2012). Indeed, the formative assessment cycle can facilitate the whole process for EFL teachers as the circular form simplifies and clarifies how this type of assessment is conducted starting from the gaps existing within the learners till creating a suitable teaching and learning program.

To simplify, figure 2.6 introduces the formative assessment cycle that was primarily developed by the New Zealand council for educational research. The figure contains essential elements that teachers may need when teaching, planning, and developing their materials.

Figure 2.6

The Formative Assessment Cycle



Note. From Formative assessment cycle, by New Zealand Council for Educational Research.

(n.d.). <https://www.nzcer.org.nz/formative-assessment>

2.8.1.4 Providing Formative Feedback

This type of feedback is based on interactive activities between teachers and learners (Bienstock et al., 2007, as cited in Moody, 2014). EFL teachers are required to provide formative feedback for their students to identify any misunderstandings and avoid motivation related problems. According to Stanford University teaching commons (n.d.):

Formative feedback helps students recognize gaps in their knowledge, areas to improve, what support resources they may need, and learning strategies they might change or adapt to meet the course outcomes. Without formative feedback, students may not be aware of their own misunderstandings. This can later lead to confusion and cause students to lose motivation. (para. 2)

2.8.2 Formative Assessment Implementation Skills

The selection of a formative assessment technique depends on the place, time, and the type of students. Consequently, having a set of cognitive and metacognitive skills enables

teachers to avoid teaching issues and to skilfully analyse situations, find solutions, as well as inspiring students to acquire generic skills.

2.8.2.1 Time Management

Teachers who are capable of allocating their time rationally during a teaching session are the ones who adequately perform the act of teaching. Time management is a skill that not all individuals can master due to its need for planning and use of critical thinking to remote classroom happenings and attain learning goals. Time is the specific duration that teachers are given to teach a course (Onuka et al., 2008). The reasonable manipulation of time in academic contexts aids teachers to accomplish a lesson's objective using a variety of formative assessment techniques since the events happening in the classroom were previously planned by the educators. Planning and categorizing the given amount of time per session into an organized phase of teaching allows teachers to implement formative assessment appropriately without facing any obstacles of time constraints.

2.8.2.2 Adaptability

This skill is related to the acceptance of change. In other words, being flexible and accepting novelty, uncertainty and change on a daily basis is part of the definition of a teaching work (Collie & Martin, 2016). When implementing formative assessment teachers need to consider the possibility of misunderstanding. The teachers' ability to adjust to unexpected classroom events by finding immediate solutions to issues or changing the formative assessment technique according to what the situation entails. Hence, flexibility and adaptability allow teachers to meet students 'needs and tailor instructions that enhance their engagement (Selby, 2024).

2.8.2.3 Emotional Intelligence

Teachers who are emotionally intelligent tend to have the ability to identify students' feelings. The latter can affect the learner's level of achievement positively or negatively

(Valente & Lourenço, 2020). Emotional intelligence enables teachers to understand students' emotions and create a supportive environment for them to share their thoughts. This skill creates better communication and connection between EFL teachers and their learners and signals the high level of awareness and self-control that teachers encompass.

2.8.2.4 Self-Efficacy

This notion covers all the previous requirements and skills that enables teachers to implement formative assessment appropriately. The improvement of the learners' level centres around the extent to which teachers accept novelty when teaching, patience when students misunderstand or make errors, and face struggles with a sense of control by finding immediate solutions. These are the characteristics of teachers who are highly self-efficacious. When teachers have a deep understanding of teaching in general and TEFL in particular, they develop a capability that enables them to deal with classroom issues in a logical manner. Self-efficacy springs from the teachers' belief in their competencies, desire, and commitment to their job as knowledge builders. Therefore, developing self-efficacy that emerges from engaging in different educational projects allows teachers to appropriately implement formative assessment that needs a sense of confidence from the part of the teacher due to the nature of its purpose and the creativity founded within its techniques and strategies (Dixon and Haigh, 2009, as cited in, Yan et al., 2021b).

Conclusion

From the set of information presented in this chapter, it can be inferred that formative assessment is an area that is rich to be explored. The detailed overview that concerns this approach at the level of education and the EFL context emphasized the importance of formative assessment as an essential teaching process. The manipulation of such effective techniques would lead to absolute prosperity at the level of all the domains and government sectors. After exploring the theoretical part that included the constituents of self-efficacy and formative

assessment, the coming chapter concerns the methodology used in this study, the analysis of the gathered data and the discussion of results.

Chapter Three:
Data Analysis and
Results
Interpretation

Chapter Three: Data Analysis and Results Interpretation

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Introduction

This chapter presents a detailed description of the theoretical and practical components of research methodology. It starts with the presentation and explanation of the adopted research paradigm, research approach, research design, population and sampling technique, data collection tools, and data analysis procedures. The choices and rationale behind choosing each component will be discussed. Eventually, the chapter supplies the analysis, discussion, and interpretation of the obtained results, accompanied with a comprehensive summary of this study.

3.1 Research Methodology: Choices and Rationale

Research is a process that aims to discover the veiled foundations through answering a pre-set number of questions and the application of scientific procedures. In addition, a considerable number of key components, concepts, and frameworks shapes the educational research methodology. This segment provides a full explanation regarding the current study's adopted methodological choices. For a comprehensive description, the research paradigms, research approaches, research designs, data collection tools are presented along with the analysis and interpretation of the results.

3.1.1 Research Paradigms

In the field of educational research, it is crucial that researchers have a deep understanding of the research paradigm of their undergoing inquiries. The latter is said to be the way researchers view their surroundings, their perspectives and standardized set of beliefs with regard to the real world (Kivunja & Kuyini, 2017). In the same sense, Khatri (2020) stated that “research paradigm refers to the theoretical or philosophical ground for the research work. It is viewed as a research philosophy” (p.1435). Ontology, epistemology, methodology, and axiology are considered the four essential constituents of the research paradigm.

To begin, ontology is one of the components of the research paradigm that is concerned with reality. It is a philosophical theory that centres around answering the question *what is reality?* In other words, ontology is a group of assumptions that humans use to make sense of reality and existence (Khatri, 2020). As to the field of educational research, this theory has to do with researchers' assumption in respect to the essence of the issue they are investigating (Scotland, 2012, as cited in, Kivunja & Kuyini, 2017).

Moreover, the second element of the research paradigm is epistemology. The latter is a philosophical discipline with a Greek etymology that combines both knowledge *epistēmē* and reason *logos* and is defined as inspecting the complexion, source, and confines of knowledge (Martinich & Stroll, 2023). Linking this philosophical vision to research leads to the way researchers grasp, understand, and use knowledge (Alele & Malau-Aduli, 2023).

Methodology is another important constituent of the research paradigm that guides researchers when conducting inquiries. This component can be defined as a systematic process of gathering knowledge or data regarding a certain phenomenon that exists within the world using the appropriate scientific research related conception and means (Pope, n.d.).

The last element of the research paradigm is axiology. According to Alele and Malau-Aduli (2023) this concept “refers to the researcher’s understanding of values and their role in research” (para. 14). In other terms, axiology deals with the consideration of ethical matters when working on research study (Khatri, 2020).

Based on these elements a set of characterized paradigms were developed. The following table describes the characteristics of research paradigms.

Table 3.1

Definitions of Research Paradigms

Research Paradigm	Definitions
Positivism	An empirical methodology that mainly deals with experimentation. It is based on the idea that knowledge is tested via generating hypothesis, asking questions, conducting tests, and analysis in order to get empirical evidence or numerical data.
Interpretivism	It deals with understanding a social phenomenon within a context. Interpretivism is based on collecting qualitative data to discover Patterns and themes related to the phenomenon under investigation.
Pragmatism	This paradigm accepts that there is single and several realities and it make use of empirical inquiries.

Note. From An introduction to research paradigm, by Adil, A.R., & Alharthi, K. (2016), *International Journal of Educational Investigations*, 3(8), 51-59. (PDF) An introduction to research paradigms (researchgate.net) & Pragmatism as a research paradigm and its implications for social work research, by Kaushik, V., & Walsh, C. A. (2019), *Social Sciences*, 8(9), 255. <https://doi.org/10.3390/socsci8090255>

Relying on the previous explanation, it is worth mentioning that some of the research paradigms go hand in hand with qualitative research. As for the current study, it fits most with the interpretivism paradigm since the objective of the research is to understand the phenomenon in hand and come up with certain patterns and themes that are based on real participants' perspectives.

3.1.2 Research Approach

A qualitative approach is used in this study due to its purposes and the nature of its questions. Cropley (2023) defined this approach declaring that:

qualitative research is that it examines the way people make sense out of their own concrete, real- life experiences in their own minds and in their own words and subsequently analyzes these understandings in the sense of a behavioural science such as psychology, sociology, politics, education, health sciences or, nowadays, business and management, decision making, or innovation (p.9).

In simple words, the qualitative approach is related to understanding individuals sets of standards, beliefs, and opinions with regard to a certain phenomenon with a goal to generate patterns and themes.

3.1.3 Research Design

Following a well-planned research design is a vital step in order to meet the study under investigation. McCombes (2021) defined research design as the overall research plan including the adopted approach, objectives, sampling techniques, and data collection and analysis procedures. Indeed, qualitative research encompasses different types of research designs that researchers follow to reach certain results. Indeed, exploratory research is one of the qualitative approach designs that attempts to discover new and interesting phenomena that have not been previously investigated (Swedberg, 2020). Additionally, this research design is flexible and provides plenty of opportunities including new ideas and problems for undergoing further research (George, 2023). Relying on what is mentioned above about the current research, the adopted approach, its objectives and questions that aim to discover challenges that face EFL teachers when implementing formative assessment, in addition to finding out the role that

teachers' self-efficacy plays when selecting formative assessment activities and techniques. Therefore, this study comes under the exploratory research design.

3.1.4 Population and Sampling Techniques

The term population refers to a set of units that can involve individuals, countries or objects and used as units of analysis in research (Van Haute, 2021). In order to answer the research questions, it is crucial to collect data from a specific population that is relatable to the undergoing study. Due to time constraints and lack of resources researchers tend to minimize the number of the population into a sample to reach the objectives of their research (Taherdoost, 2016). Researchers go through several stages when it comes to sampling starting from selecting a target sample, its size, and the technique used to collect data. Sampling techniques are defined as “a procedure to select a sample from individual or from a large group of population for certain kind of research purpose” (Bhardwaj, 2019, p.158). In the same vein, there are two categories when it comes to sampling; firstly, probability sampling is when all the units of the population have an equal chance of being selected. Second, non-probability sampling mostly deals with small samples that aim to discover a certain phenomenon and is mainly associated with qualitative research (Taherdoost, 2016).

Based on the nature of the study in hand, its questions, and targets; the sample was selected based on non-probability sampling technique. Relying on the accessibility and availability of the sample, four middle school EFL teachers were recruited to be interviewed regarding both self-efficacy and the implementation of formative assessment. Additionally, (20) middle school pupils were selected to provide answers to a semi-structured questionnaire which aims to get insightful understanding to the study under investigation through their perceptions. The characteristics upon which the sample was recruited shows that the type of technique used was convenience sampling.

3.1.5 Data Collection Tools

Data collection methods differ and vary from qualitative to quantitative research. According to Sajjad Kabir (2016) data collection is defined as the process leading to answering the pre-set research questions through gathering information using a variety of tools such as interviews, questionnaires, surveys and so on. This stage in research is a crucial step that cannot be inevitable since it might lead to the emergence of new concepts and ideas. The selection of the tools differs from one research to another and is based on the nature of the study, questions, and aims. With regard to this study, two research tools were used to gather the necessary data. A semi-structured teachers' interview and a semi-structured pupils' questionnaire.

3.1.5.1 The Teachers' Interview

Designing an interview for a certain study is determined by the objectives, questions, piloting, and validation in order to develop an adequate interview to be administered to the recruited sample.

3.1.5.1.1 Aim and Structure. As mentioned above, a semi-structured interview was carried out to gather information about the role of EFL teachers' self-efficacy in implementing appropriate classroom formative assessment, in addition to spotting the challenges facing EFL teachers when carrying out this kind of assessment. A semi-structured interview is a widely used research tool in the field of social sciences. The latter is defined as an interaction between two individuals in which the interviewer explores a phenomenon following a certain framework (Mashuri et al., 2022). Moreover, a semi-structured interview consists of structured and unstructured features, meaning that it combines both open-ended and closed-ended questions. Regarding this work, the interview started with a greeting and explanation to set the atmosphere and invite teachers to participate in the conversation. The questions were chosen

based on what studies have shown with regard to the notions of self-efficacy and formative assessment. Table 3.2 shows the sections and clarifies their objectives.

Table 3.2

The Description of Teachers' Interview

Sections	Items	Content	Objectives
Section One	1	Background Information	To discover the extent to which the participants have experience teaching the English language.
Section Two	2-7	Teachers' Self-Efficacy	To determine middle school EFL teachers' level of self-efficacy with regard to teaching in general and formative assessment in particular.
Section Three	8-10	Teachers' Perceptions Regarding Formative Assessment	To decide the extent to which middle school EFL teachers are aware of formative assessment and its techniques as an essential teaching approach to decide pupils' level of comprehension, in addition to highlighting the role of teachers' self-efficacy when involving this approach while preparing lessons and teaching
Section Four	11	Teachers' Challenges in Implementing Formative Assessment	To uncover challenges that faces EFL middle school teachers when implementing formative assessment

and its techniques.

3.1.5.1.2 Validation and Piloting. Checking the feasibility and consistency of the interview is an important step in research. To do so, the interview was sent in a form of PDF to the supervisor in addition to one teacher who was selected from the sample to evaluate its quality and validity. At first, the interview was sent to the supervisor who approved the questions, corrected mistakes, and suggested reordering the questions to get an organized form and content. Additionally, the respondent who was selected from the sample sent her opinion regarding the feasibility of the interview virtually. The teacher acknowledged that the interview is about teaching methods and asked for clarification regarding some terms such as implementation. At the end, the respondent stated that all the questions were direct and intelligible.

3.1.5.2 The Pupils' Questionnaire

As a data collection instrument, the pupils' questionnaire's content and form needs to be related to the objectives, questions, and the agreed upon methodological features that are relatable to the selected research approach. Like the previously discussed research tool, validation and piloting are used to check the quality of the questionnaire before administering it to the pupils.

3.1.5.2.1 Aim and Structure. In order to gather data about pupils' attitudes and opinions with regard to the use of formative assessment and teachers' self-efficacy a semi-structured questionnaire was administered to fourth year middle school pupils. Concerning the structure of the questionnaire, it begins with a brief introduction to invite pupils to respond to the questions following certain instructions. Besides, the development of this data gathering method resulted in the creation of four separate sections. Each section has a general title and

series of questions that relate to the main objectives of the study. Table 3.3 demonstrates in detail the items, content, and the objective of the sections of the questionnaire.

Table 3.3

The Description of Pupils' Questionnaire

Sections	Items	Content	Objective
Section One	1-2	Personal Information	To obtain better understanding of the participants' personal profile. More precisely, their gender and proficiency level.
Section Two	4-9	Teachers' Self-Efficacy	To determine the extent to which teachers' self-efficacy affects pupils' learning experience and the application of formative assessment.
Section Three	10-17	Teacher's Implementation of Formative Assessment	To decide whether EFL middle school teachers implement appropriate formative assessment by exploring pupils' opinions regarding the activities and the events that happens inside the classroom.
Section Five	18	Formative Assessment and Pupil's Learning	To display pupils' preferences regarding what teachers do in the class and what activities increases their desire and willingness to learn and achieve better performances.

3.1.5.2.2 Validation and Piloting. As piloting and validation are vital stages that ensures the effectiveness of a data collection tool, the semi-structured questionnaire that was used to gather information for this study went through these research phases to guarantee its applicability and validity. As a first step, after developing the content of the questionnaire, the supervisor evaluated the work in terms of the form, language use, and structure. The supervisor approved the instrument by acknowledging it as a well-designed questionnaire and recommended translating the questions into the pupils' mother language (i.e. Arabic). In respect to the piloting stage, 10 pupils were asked to judge and give comments concerning the questionnaire in terms of ambiguity, length, spelling, and translation. The pupils stated that the instructions were comprehensible, clear, and straightforward. However, the majority of them faced some difficulty when dealing with questions that consisted of technical terms such as critical thinking, intellectual questions and so on. Additionally, one of the participants reported that there is a missing word in the translated sentence in question 17. The remarks were taken into consideration and the edition took place at the level of translated sentences.

3.1.6 Data Analysis Procedures

Since the study in hand is qualitative in nature, the information gathered from the semi-structured interview and the semi-structured questionnaire were analysed using qualitative data analysis procedures. To be precise, a thematic analysis method was used to interpret the collected data. According to Kampira (2021) thematic analysis is a qualitative research analysis method that aims to develop diverse meaning related to a main idea or series ideas, in other words, this procedure is used to interpret pre-gathered data in order to identify, describe, and explain themes. Thematic analysis has different stages to be followed by researchers who intend to use it as an interpretation procedure in their studies. These steps are as follows: familiarization with the data, selection of keywords, coding, developing themes, reviewing, presenting and reporting the final themes (Naeem et al., 2023). To ensure adequate analysis,

quantitative data collected from both interview and questionnaire was analysed using descriptive statistics.

3.2 Data Analysis and Results Interpretation

This section will deal with presenting the analysis and interpretation of results of the gathered data starting by the teachers' interview moving to the pupils' questionnaire.

3.2.1 Results and Interpretation of the Teachers' Interview

The teachers' interview was audio recorded then transcribed to facilitate the analysis process. Hafidi Tahar middle school EFL teachers were asked to give answers to the questions of each section and the results are as follows:

Section One: Background Information

Item 1. How long have you been teaching the English subject?

Table 3.4

Teachers' Years of Teaching

Interviewee	Years of Teaching
A	23 years
B	13 years
C	16 years
D	15 years

Table 3.4 shows the participants answers to question one of section one entitled background information. The question mainly aims to reveal a part of teachers' professional profiles, more precisely, years of experience of each teacher. Teacher A holds 23 years of experience teaching the English subject which is the highest among all the interviewees. Additionally, teacher B has been teaching English at middle school for 13 years. Teacher C has been teaching for 16 years and teacher D holds 15 years of experience which makes them

approximately have the same insightful journey teaching English as a subject. It is important to note that this question was asked due to the fact that the teaching experience plays a vital role in shaping teachers' self-efficacy. The continuous and repetitious involvement in educational practices and projects that helps teachers to be self-efficacious is determined by the time a teacher has been practicing the teaching profession, so having a wealth of experience enhances teachers' performance in general and the implementation of formative assessment in particular (Dixon & Haigh, 2009, as cited in Yan et al., 2021b).

Section Two: Teachers' Self-Efficacy

Item 2. How much do you care for passive pupils?

Table 3.5

Teachers' Attention to Passive Pupils (Quotes)

Interviewee	Attention to Passive Pupils (Quotes)
A	<p>“I try to motivate them. I used to give them encouraging stickers. I sometimes try to create a supportive atmosphere or environment in which they can engage and participate and even write in the board. Also, I urge them to participate without worrying about making mistakes. So even if their answer is not correct; I show them that their participation is appreciated. Well, it all depends on their level”.</p> <p>“I pay extra attention to these pupils because you find them always hesitating and I try to break this bridge between me and them and boost their self-confidence by working on their weaknesses”.</p>
B	<p>“It is always tiring to deal with this type of pupils. I do not make extra efforts all the times to deal with passive pupils due to the shortage of time. For example, now I am dealing with sequence number four,</p>

and I still need tackle sequence number five, but I don't think I can make it and complete the whole program”.

C “Of course, we must care for them during the session and give them an opportunity to participate and express themselves, even if their answers are not correct”.

D “I really care so much for passive learners. I try to encourage them to love the subject and do their best”.

Table 3.5 displays the amount of attention teachers give to passive pupils during study sessions. One theme was extracted, and it is as follows:

2.1 Pupils Support

Relying on what most of the responses revealed that teachers pay extra attention to this type of pupils as they tend to focus on improving their level and make them enjoy learning the English language. Teachers A, C, and D had almost the same response as they all try to support the passive pupils and encourage them to participate without worrying about making mistakes. However, teacher B asserted it is not possible to always make efforts and focus on this type of learners due to the lack of time compared to the program.

Item 3. How do you deal with and control disturbative behaviour?

Table 3.6

Teachers' Strategies of Dealing with Disturbative Behaviour (Quotes)

Interviewee	Strategies of Dealing with Disturbative Behaviour (Quotes)
A	<p>“I try to balance between punishment and reward. So, depending on the situation, sometimes I add points for those who deserve a reward, and sometimes, I hit pupils who make noises”.</p> <p>“I always try to make them speak and engage in the classroom activities”.</p> <p>“Another point is that I do not like kicking them out of the classroom and writing rappers to punish them”.</p> <p>“I even ask them to change their seats to be closer to me when explaining”.</p> <p>“I use sentences such as ‘I want to see up close sit next to me my son’ and ‘You don’t make me angry I just worry about you’ to provoke them and absorb their anger and stress”.</p> <p>“I work on their psychological and emotional side just like a mother which requires being stress free and at ease”.</p>
B	<p>“I punish them. I decrease their marks and when the situation is over boundaries, I kick them and write rappers”.</p>
C	<p>“There are different strategies. The most important one is to establish clear rules in the class and to be more flexible during the session”.</p>
D	<p>“ I have to stay calm and be firm and serious in my comments and directions and try to be specific and set limits”.</p>

This question deals with teachers’ resistance ability. The interviewees had different ways to deal with disturbative behaviour. Table 3.6 shows the strategies that teachers utilize when having to control disturbative behaviour. The following themes are the main ones that were extracted from teachers’ quotes:

3.1 Punishment and Reward

Teachers A declared that punishment such as hitting pupils or changing their seats and reward like adding points are the best strategies to deal with this kind of situations; however, she stated that kicking learners out of the classroom is not her way to punish pupils. She added that she focuses on the psychological side of her learners using provocative statements assists in absorbing their anger and makes them feel like dealing with their mothers. On the other hand, teacher B uses punishment but in a different way. For her, the most appropriate ways to deal with these pupils is to decrease their marks or kick them out with writing rapports that would reach their parents.

3.2 Classroom Policy

Teachers C and D had another opinion, they believe that making clear and strict rules helps with controlling distributive behaviour as the limits would be already set, in addition to being calm, firm, and having a sense of flexibility. Creating a contract with pupils which is based on an agreement on certain classroom policies (routines) assists in facilitating both the teaching and learning process for all the parts included in the educational set-up.

Item 4. When you get asked a sudden intellectual question by the pupils, how do you feel and how do you react?

Table 3.7

Teachers' Flexibility (Quotes)

Interviewee	Teachers' Flexibility (Quotes)
A	"Due to experience, I don't feel stressed at all. Sometimes I do not even prepare the lessons, but the lesson steps already exist in my mind

and the session goes very well, even better than when I prepare it. I kind of feel confident concerning what I am doing and start working with pupils using sentences such as ‘let’s check together’ or ‘Why don’t you look for the answer and the discuss in the next session’”.

B “I feel happy. It’s better than speaking all by myself. In this case, I feel that the pupils want to understand and engage in the classroom which makes me enjoy the process, especially that pupils who are interested in foreign languages are very few”.

C “Sometimes I build a discussion and I share my insights with them. If I don't know the answer, I may say ‘it’s a good question I will look for it further’”.

D “I appreciate that there are such a kind of pupils who think and search for knowledge, then I answer right away if, I am sure. If no, I’ ll just tell the pupil that I am not quite sure of the answer, and I will check it, then come back to you”.

This question aims to investigate teachers’ flexibility in terms of their feelings and reactions when dealing with sudden pupils’ questions. Table 3.7 contains quotes from the interviews and shows how teachers feel and react when getting asked intellectual questions. The available responses were put into one theme entitled teachers’ flexibility and resistance.

4.1 Teachers’ Flexibility and Resistance

Due to their long experience, all teachers got used to the classroom atmosphere and developed a sense of flexibility and resistance to face classroom struggles. The teachers became

confident regarding their capabilities performing the teaching profession. All of the participants revealed that they have positive feelings (i.e. happiness, confidence, appreciation) towards these kinds of interventions made by their learners. Furthermore, the ways teachers react to this type of questions are quite similar. Teachers A, C and D tend to invite pupils to engage in discussions, tell them that they will bring the answer in the next session, and encourage them to do further research concerning the asked question. Additionally, teacher B revealed that she enjoys the process of helping pupils understand the ambiguous area.

Item 5. Do you only follow the content of the coursebook? Even in cases where pupils do not understand parts of the lesson?

Table 3.8

Teachers' Opinions on the Usage of the Coursebook as the Main Teaching Material (Quotes)

Interviewee	Coursebook Usage as the Main Teaching Material
A	“No, I am not a slave to these coursebooks. I try to prepare my documents and exercises selecting what suits pupils’ needs and interests”.
B	“No, I don’t. Some of the content I teach in the classroom is a result of my efforts and research”.
C	“No I don’t. The course book is just a book. It is not “the book” I don’t follow it all the time”.
D	“I don't follow blindly the contents of the coursebook, but I always try to find other resources and materials that fit my goals and the objectives set by the Ministry of Education”.

The reason behind asking this question is to check the teachers' level of acceptance to novelty and research abilities. According to table 3.8 all the interviewees affirmed that they do not follow the coursebook blindly; however, they have their own methods to prepare for the lessons with respecting the objectives set by the Ministry of Education.

Table 3.9

Teachers Use of the Coursebook

Options	Frequencies	Percentages
Yes	0	0 %
No	4	100%
Total	4	100%

As shown in table 3.9, (100%) of the respondents do not only rely on the coursebook when teaching. Based on the interviewees' clarifications and justifications, one theme was established, and it is as follows:

5.1 Teachers' Openability and Independency

Teachers A and B stated that they do not follow the coursebook and that the activities they tackle in the classroom are the result of their efforts and research taking into account the main objectives that the Ministry of Education provides. Besides, Teachers C and D tend to follow the coursebook from time to time, but they also search for better resources and materials. Being open to novelty in teaching proves teachers' independency in the classroom. This can be considered as a sign of a high level of self-efficacy because when individuals have a sense of

acceptance regarding change, avoidance of routine, and eagerness to search for innovations to be creative leads to nothing but acquisition of constructive skills.

Item 6. In what way do you make sure that the learners perceive the content of the lesson?

Table 3.10

Teachers' Techniques of Guaranteeing Pupils' Comprehension (Quotes)

Interviewee	Techniques of Guaranteeing Pupils' Comprehension (Quotes)
A	<p>“When I prepare the lesson, I follow certain steps. I start by precisising the target structure, I mean the objective of the lesson”.</p> <p>“I give them plenty of examples”.</p> <p>“Providing them with different situations using drills, I mean repetition”.</p> <p>“I use mechanical practice. I start by fully guiding the pupils when practicing, then I semi-guide them through the activities, and lastly, I leave them work individually without any assistance”.</p> <p>“I provide them with a picture and ask them to write a sentence to describe this picture”.</p> <p>“I kind of re-invest what have been learned I don't only rely on asking questions such as “have you understood?”</p>
B	<p>“I explain, give examples, I speak in Arabic sometimes, practices, I ask them if they have understood or not and so on.</p>
C	<p>“I check for understanding by asking more points in the questions”.</p> <p>“I asked them to write down what they have learned”.</p> <p>“Allocate the last few minutes of class for pupils to reflect on the listen”.</p>
D	<p>“I constantly check their understanding by asking questions, certain tasks, assessing their comprehension and mastery of the material being taught.</p>

Table 3.10 illustrates the techniques that teachers utilize or implement in order to check and guarantee their pupils' comprehension. This question deals with examining the level of importance teachers give to their pupils' understanding of the materials. As it is clear in the quotes above, all interviewees maintain the idea of checking pupils' level of understanding regarding a specific part of a lesson before moving to other elements. Teachers implement a variety of techniques to monitor and make sure that learners have perceived the lesson. Although the answers are different, they can be dragged under the coming themes:

6.1 Re-investment of Knowledge Through Practice

Teacher A insisted that re-investing what have been learned is the way that allows her to check and guarantee pupils comprehension. She uses drills, pictures, gives plenty of examples, and applies mechanical practices to help pupils avoid misunderstanding. The implementation of such teaching techniques like realia and repetitions enhances pupils' learning and facilitates teaching as it serves as a cooperative element to the teaching approaches (Ale Magar, 2022).

6.2 Reference to the Mother Tongue

Teacher B asserted that it is a necessity to use the Arabic language with pupils at this level (i.e. middle school pupils). It is important to note that using the learners' mother tongue from time to time is a technique that enables teachers to get insights about their pupils' level of understanding. It is a fact that the first language is a system that exists within individuals' mechanisms and it cannot be ignored, especially when dealing with young learners who are still perceiving knowledge provided in a foreign language by translating it into their native language than storing it in their memories.

6.3 Questioning

Teachers C and D revealed that they check pupils' understanding by asking questions. In addition to this teacher C highlighted the idea of reflecting with the pupils and listening to their opinions in the last five minutes of the session. The use of this traditional technique does not necessarily mean that it is not a successful one. It is true that it lacks creativity when teaching, however, teachers tend to find it helpful due to the pupils' level. Sometime the use of some of the comprehension checking techniques or formative assessment might not be helpful because it leads to confusion and misunderstanding if the learners' level is low or the teachers lack knowledge regarding its application in an appropriate way.

Item 7. How much would you rate your performance when teaching?

Table 3.11

Teachers' Confidence Regarding their Teaching Performance (Quotes)

Interviewee	Teachers' Confidence Regarding their Teaching Performance (Quotes)
A	"I humbly give myself a 10 out of 10".
B	"Teaching is about keeping up with the new techniques and updates. we keep learning even when we are teachers, and there is no perfect teachers So, I give myself an eight out of 10 it's enough.
C	"I would give my performance a 10 out of 10. I always work on providing helpful information and guiding my learners".
D	"I would give a seven out of 10 for my teaching performance as I am passionate about teaching English and try to improve my performance through looking for new methods and techniques".

Teachers' high level of self-efficacy is highly related to their confidence in their capabilities when it comes to teaching since it is their own profession. The objective of this question is to see if teachers have a sense of confidence regarding their teaching performance in general. Table 3.11 discloses marks on scale of 10 that teachers gave themselves in order to rate their performances. As shown in the table, all the interviewees gave a mark that is over the average five, which signals the existence of self-confidence as trait in their personalities, and it is the only theme that can be extracted from their responses.

7.1 Teachers' Self-Confidence

Teacher A and C gave their performances a 10 which is the maximum mark, teacher B gave her performance eight as a mark, and teacher D rated her performance by giving it a seven out of 10 which is quite close to the vertex assigned. It is important to note that the interviewees have developed the sense of confidence in their capabilities (i.e. self-efficacy) due to the long experience they have been teaching the English subject, but it cannot be asserted that it is not as a trait that exists within their personalities as a social entity.

Section Three: Teachers' Perceptions Regarding Formative Assessment

Item 8. Are you familiar with the concept of formative assessment and its techniques? If yes, would you please define the concept or give an example?

Table 3.12

Teachers' Familiarity with Formative Assessment (Quotes)

Interviewee	Teachers' Familiarity with Formative Assessment (Quotes)
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A	At first the teacher got confused between formative assessment and
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summative assessment but after providing a brief explanation she responded saying the following “Yes, I know the concept. It must be there when teaching. We deal with it automatically; it goes in parallel with the lesson. You can’t say that your lesson is successful. without using formative assessment”.

B The first response the teacher provided was “You mean diagnostic?”, then after explaining the concept, she replied saying “No, I didn’t. According to your explanation I am using it without me knowing that it is formative assessment”.

C “Yes. Formative assessment is the one of the most essential tools for the teacher. As an example, think-pair-share where pupils think individually, then they discuss, then they share their information with the others”.

D “Sure. I assess my pupils during the lesson using formative assessment and its techniques”.
 “I ask pupils to recall what they have learned (memorization)”.
 “I assess their knowledge through performance-based assessment.
 “I use authentic tasks and assist them to use the language in meaningful communications”.
 “Also, through giving feedback to students and peer assessment pupils review each other's work. And give feedback”.

Table 3.12 displays the teachers’ responses regarding their familiarity with the concept of formative assessment. It is apparent that some interviewees did not acknowledge this teaching approach.

Table 3.13*Teachers' Familiarity with the Concept of Formative Assessment*

Options	Frequencies	Percentages
Yes	2	50 %
No	2	50%
Total	4	100%

Table 3.13 shows that (50%) of the participants know the concept of formative assessment and its techniques, and (50%) of them are not familiar with it, got confused, or needed clarification. Two themes were founded based on the teachers' answers to the rest of the question and after providing explanation to the concept.

8.1 Confusion and Lack of Knowledge

Teacher A mixed between two types of assessment; however, she acknowledged formative assessment after giving some hints and explanations. In the same vein, teacher B was not familiar with the concept, but she discovered that she was using it without knowing. Both teachers did not respond to the second part of the question and did not suggest examples which signals a lack of perception regarding this notion which might be the results of the lack of training.

8.2 Awareness of Formative Assessment

In contrast, teachers C and D stated that they know what formative assessment and provided examples that they constantly use with their pupils. It is true that not all interviewees

were able to answer the question directly, but it can be inferred that they have a certain level of awareness regarding the use of formative assessment and its techniques.

Item 9. Did you have any previous training on the implementation of assessment and its types?

Table 3.14

Teachers' Opinions Assessment Training Programs (Quotes)

Interviewee	Teachers' Opinions Assessment Training Programs (Quotes)
A	<p>“This year I started working as a trainer for trainee teachers at secondary schools, so I learned a lot about these types of assessment”. The teacher was also asked if she had any training in pedagogical meetings and she said “Believe me inspectors are not doing their jobs these days. With all my respect, but they are not competent at all. Sometimes, teachers are more competent than these inspectors. You must educate yourself as a teacher, no one is there to help you or show what to do and what not to do”.</p>
B	<p>“No. Maybe when we used to have meetings, because it has been 2 years since we have had a meeting with inspectors. The last time we dealt with assessment was when they changed into the second generation. They did not call for meetings due to the entrance of English as a subject in primary schools.</p>
C	<p>“Inspectors usually organise workshops about the implementation of assessment and its types”.</p>
D	<p>“During my teaching career, we have had multiple workshops and And seminars led by inspectors dealing with teaching methodology and techniques. Also, now I'm taking a TESOL course where we deal</p>

with assessment and its techniques”.

This question was posed to uncover whether teachers are receiving support from the Ministry of Education or not due to the importance of pre-service and in-service training to teachers. The latter could help implicitly in enhancing teachers’ self-efficacy level since their knowledge would boost their energy and confidence regarding the ways they use to deliver information during study sessions. Table 3.13 reveals what teachers said concerning receiving assessment-related training programs.

Table 3.15

Teachers’ Assessment-Training Program

Options	Frequencies	Percentages
Yes	2	50 %
No	2	50%
Total	4	100%

As it appears in table 3.15, (50%) of the respondents approved on attending workshops that involved dealing with formative assessment, however, (50%) of the participants affirmed that they had not been exposed to any kind of training related to assessment. The latter lead to the extraction of the coming themes:

9.1 Unavailability of Training and Competent Organizers

Teachers A and B affirmed that there is a lack of adequate pedagogical meetings, in addition to the lack of competent inspectors who tend to guide the workshops they attend. They assume that these are the main reasons behind the shortage of information they have regarding

formative assessment. Training programs that are led by experts guides teachers through their careers and guarantees the improvement of the educational system.

9.2 Self-Education

Based on what teacher D revealed. Self-education can be the solution for teachers to replace the absence of training programs. By making extra personal efforts or enrolling in courses that includes assessment and its techniques enables teachers to be updated with any new strategies that aids in teaching English as a subject at school.

Item 10. Do you search up and implement formative assessment techniques to check and guarantee pupils' comprehension?

Table 3.16

Teachers' Ability to Conduct Research on Formative Assessment (Quotes)

Interviewee	Teachers' Ability to Conduct Research on Formative Assessment (Quotes)
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A	"Time does not help to search up these things, but as told you I learned about formative assessment when I started working with the trainees. The workshops or meetings are not fruitful anymore".
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B	"Of course, I help myself using social media platforms and groups that publish things related to teaching the English language".
---	--

C	"Of course, formative assessment should be taken into consideration in any lesson plan".
---	--

D	"I try to implement formative assessment into my lesson plan and can't move forward without assuring my pupils' comprehension and grasp of knowledge".
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Table 3.16 displays the interviewees answer to the question that aims to discover their capability to conduct research at this level in their career as teachers with a certain amount of experience. The ability to keep up with the updates in the field of TEFL is a crucial skill that not anyone can acquire especially if the case is teachers of primary, middle, and secondary schools.

Table 3.17

Teachers' Ability to Search for Formative Assessment

Options	Frequencies	Percentages
Yes	3	75 %
No	1	25%
Total	4	100%

Table 3.17 reports that (75%) of the participants search up and implement formative assessment techniques, and (25%) of the respondents stated that due to time constraints teachers stick to what is usually implemented in the class. The use of social media was the only theme extracted from the teachers' answers and justifications.

10.1 The Use of Social Media

Teachers B, C and D assured that they implement formative assessment when teaching and do search for techniques that could help them to ensure students' understanding. One of the interviewees revealed that she uses social media platforms to help herself with the teaching materials. Although social media is not an academic or reliable source of information to adopt from, however it can be supposed that teachers have other responsibilities than teaching and they select what is easier from them to search for new teaching approaches and strategies.

Section Four: Teachers' Challenges in Implementing Formative Assessment

Item 11. What challenges do you encounter when implementing formative assessment techniques?

Table 3.18

Challenges that Teachers Encounter when Implementing Formative Assessment

Interviewee	Formative Assessment Implementation Challenges
A	<ul style="list-style-type: none"> - Time constraints. - Crowded Classrooms.
B	<ul style="list-style-type: none"> - Lack of English fluency. - The need to explain in Arabic. - Lack of pupils' interest in the English language. - The subject's coefficient.
C	<ul style="list-style-type: none"> - Class size. - Time constraints. - Supporting materials. - Lack of knowledge related to assessment.
D	<ul style="list-style-type: none"> -The big class size.

This last question was asked in order to discover the challenges that teachers may face when trying to implement formative assessment. Table 3.18 reveals the interviewees answers to the posed question. It is noticeable that the answers are approximately similar, therefore, they are put into the following themes:

11.1 Time Constraints

Most of the interviewees insisted on the idea of the shortage of time. The number of units in the program that teachers need to complete during an academic year does not allow them to consistently implement formative assessment appropriately. Teachers do not usually deal with the last unit of the assigned program due to this issue. This limitation in time can affect the pupils' performance negatively, especially if they have to deal with elements that are included in the removed units in the upcoming academic years.

11.2 Lack of Interest in the English Language / Subject

Ignorance or lacking interest of the English language can lead to its failure as a subject at school. Most of the time pupils tend to lean towards the scientific stream which means that when they study, they mainly focus on subjects that are related to science and neglect subjects such as English. According to teacher C when pupils do not have the desire that urges them study the English language, they will not be motivated to increase their level of achievement which would be a struggle for educators who are teaching the English subject. The latter leads to facing difficulties in implementing formative assessment adequately due to learner-related problems such as being passive during the study sessions.

11.3 The Subject's Coefficient

In addition to the previous point, teacher C insisted on the idea that the low coefficient of the English subject (i.e. one) is the main reason causing all the teaching struggles and the implementation of formative assessment. Pupils tend to pay little attention to this subject due

to its value that does neither harm nor benefit their overall or general average by the end of a trimester. Urging pupils to use the language and engage in practices that improves their performance in the English subject has become a struggle for teachers because of the lack of interest in the subject that was primarily caused by its coefficient.

11.4 The Classroom Size

Another challenge that blocks the appropriate implementation of formative assessment is the classroom size. The big number of pupils in a classroom affects the way a lesson is presented. A variety of learner types and styles would be put into a single classroom, which would make it difficult for teachers to cope with all the pupils and select what suits their interests and needs. Crowded classrooms can be a point that leads to the appearance of other classroom related issues such distributive behaviour. Such problem impacts negatively both the teaching and learning process.

3.4.2. Results and Interpretation of the Pupils' Questionnaire

After the developing and translating the questionnaire into the Arabic language, it was distributed to fourth years pupils at the selected middle school who were asked to tick the appropriate choice and provide full answers when needed and the results are as follows:

Section One: Personal Information

Item 1. Gender

Table 3.19

Pupils' Age Distribution

Options	Frequencies	Percentages
Male	10	50 %
Female	10	50%
Total	20	100%

Table 3.19 shows equal percentages regarding the gender of the participants. It displays that (50%) of the respondents are males and (50%) are females. Meaning that 10 males and 10 females responded to the administered questionnaire.

Item 2. What is your English language proficiency level?

Table 3.20

Pupils' English Level of Proficiency

Options	Frequencies	Percentages
Beginner	2	10%
Pre-intermediate	1	5%
Intermediate	9	45%
Upper-intermediate	5	25%
Advanced	3	15%
Total	20	100%

Table 3.20 portrays the respondents' English level of proficiency. The question aims to know more about the participants' educational profiles regarding the English subject. As shown in the figure above, the majority of the pupils' (45%) have an intermediate level of English

proficiency which is acceptable with respect to their grade at school. The rest of the categories tells that (25%) of the participants are upper-intermediate, (15%) of them are advanced, (10%) are beginners, and (5%) think that they are pre-intermediate. Based on these percentages it can be suggested that the participants are not quite familiar with the meaning and grading of each proficiency level, and they responded according to their belief in their English language capacities or maybe their tests and exam marks.

Section Two: Teachers' Self-Efficacy

Item 3. Do you like the English subject session?

Table 3.21

Pupils Enjoyment of the English Subject Session

Options	Frequencies	Percentages
Yes	20	100 %
No	0	0%
Total	20	100%

This question was posed to discover teachers' level of self-efficacy through pupils' perceptions regarding the English subject session. According to table 3.21, The whole sample (100%) tend to like and enjoy the English subject session. This average can be considered as a component that signals a high level of a teacher 's self-efficacy because making pupils enjoy studying a certain subject means that the teaching approaches and techniques are adequately implemented.

Item 4. What kind of classroom atmosphere do you feel when learning?

Table 3.22*Pupils' Opinions Regarding the Classroom Atmosphere*

Options	Frequencies	Percentages
Boring atmosphere	0	0%
Noisy atmosphere	0	0%
Warm and relaxed atmosphere	2	10%
Energetic atmosphere	11	55%
Supporting atmosphere	7	35%
Total	20	100%

Table 3.22 showcases that the respondents mainly have a positive feeling when learning. The majority of pupils agreed on feeling that the atmosphere is energetic when learning (55%). In addition to this, (35%) of the participants believe that they feel supported by when learning and (10%) of them experience warmth and relaxation during study sessions. As shown in the table above, no one opted for the choices that suggests feeling boring or bothered when studying the English subject, meaning that the teacher is guaranteeing and ensuring the spread of conformity in the environment which is another component of having a high level of self-efficacy.

Item 5. How often do you receive motivating speeches from your teacher?

Table 3.23*Pupils' Exposure to Motivating Speeches from their Teachers*

Options	Frequencies	Percentages
Very frequently	14	70%
Frequently	5	25%
Occasionally	1	5%
Rarely	0	0%
Never	0	0%
Total	20	100%

Table 3.23 indicates that (70 %) of the respondents stated that they very frequently receive motivational speeches from their teachers. Moreover, (25%) of the participants said that they frequently get motivating dozes, in addition to (5%) who claimed that they occasionally get exposed to this kind of speech. Looking at the overall positive average of the results of this question that targets unveiling traits related to teachers' self-efficacy, a high level can be recruited from the results. To clarify, having a sense of responsibility towards learners' performances and boosting their motivation using a variety of techniques is a way leading to being efficacious teachers.

Item 6. How often do you get exposed to sudden questions that require you to think critically?

Table 3.24

Pupils' Perceptions Regarding the Exposure to Intellectual Questions

Options	Frequencies	Percentages
Very frequently	7	35%
Frequently	10	50%
Occasionally	1	5%
Rarely	2	10%
Never	0	0%
Total	20	100%

Table 3.24 illustrates the participants' perceptions regarding their exposure to questions that require them to engage in critical thinking. The table reveals that (50%) of the pupils agreed that they frequently get asked this type of question, in addition to (35%) of them who said that they very frequently engage in critical thinking to answer questions posed by their teachers. The rest of the results show that (10%) of the respondents think that they rarely think critically to respond to questions and (5%) of them claim that they occasionally get asked this type of intellectual questions. Taking into account where the supremacy of results is located, efficient teachers are the ones who always try to create opportunities to help students think critically and acquire skills that assist them during their academic journey.

Item 7. What is the source of the activities you see during study sessions?

Table 3.25

Pupils' Opinions Concerning the Source of Activities

Options	Frequencies	Percentages
Activities that are found in the English Book	0	0%
Activities that the teacher prepares	20	100%
Other	0	0%
Total	20	100%

This question aims to discover teachers' openness to change and their searching abilities via pupils' opinions and observations during study sessions. Table 3.25 displays that (100%) of the respondents stated that the activities they tackle in the classroom are the ones that the teacher prepares and not the ones found in the English book that is created by the Ministry of Education.

Item 8. Does your teacher inspire you to work hard when learning?

Table 3.26

Pupils' Opinions Concerning Viewing their Teachers as a Source of Inspiration

Options	Frequencies	Percentages
Yes	19	95 %
No	1	5%
Total	20	100%

According to table 3.26, (95%) of the participants see their teachers as a source of inspiration. This question has to do with the notion of modelling which takes a part in composing teachers' self-efficacy. Based on the results, pupils tend to see their teachers as their

role models when learning. However, (5%) of the respondents stated that their teacher does not inspire them when studying.

Item a. Justify your answer, please.

Table 3.27

Some of the Pupils Justifications to Question Eight Section Two (Quotes)

Respondent (Yes)	Justifications (Quotes)
A	“She inspires me to be a teacher of English someday”.
B	“The teacher motivates, supports, and directs us towards success”.
C	“ The teacher always organizes competitions and encourages us to do our best”.
D	“ Her personality is very inspiring. She is lovely and motivated”.
E	“ The teacher loves us and treats us like her own kids”.

Table 3.27 shows some of the quotes that were retrieved from the participants' answers to the second part of question eight in section two. The quotes that represent pupils who answered *yes* were selected based on the most repeated justification. On the other hand, only one pupil answered with *no* and his/her response is as it is shown in the table. Two themes were extracted from the quotes, and they are as follows:

8.1 Teachers' Encouragement

Most of the respondents see their teachers as a source of encouragement and motivation. Being a role model to pupils at their level is very crucial as it would help them to easily acquire the English language. It is true that it is not an easy mission for teachers to do so, but in order to guarantee learners' high level of motivation when learning it is important to pay attention to this point. Based on the participants' justifications, efficacious teachers utilize modelling to enhance pupils' learning by establishing a stable relationship with them and creating a supportive environment.

Item 9. Do you like the teaching method of the English subject?

Table 3.28

Pupils' Opinions Concerning the Teaching Method

Options	Frequencies	Percentages
Yes	20	100 %
No	0	0%
Total	20	100%

Table 3.28 illustrates that (100%) of the respondents tend to like the teaching method adopted by their teachers. Relying on the results, teachers need to pay attention to this point because learners might be attentive to everything happening in the class and it can affect their performance and interest in the subject matter. The implementation of the appropriate teaching strategies and techniques leads to increasing the learners' level of achievement.

Item a. Say why.

Table 3.29*Some of the Pupils' Justifications Regarding the Teaching Method (Quotes)*

Respondent	Justifications (Quotes)
A	“ I like the teacher’s way of presenting the lesson and her accent, It makes me dream of becoming like her”.
B	“ I am always active in class and I never feel bored when studying”
C	“ I like it because the teacher always brings cards and pictures To clarify the misunderstood parts in the lessons”.
D	“ The language is easy and the teacher is good at her job.”
E	“The teaching method is very simple and not complicated at all it makes everything seem easy to learn”.

Since all the respondents have similar opinions regarding the teaching method adopted by their educator, the adequate selection of the teaching method is the only theme found within this data set.

9.1 The Adequate Selection of Teaching Methods

When the activities, strategies, and classroom management techniques are adequately selected by teachers to suit learners’ needs and interests, both the teaching and learning process would improve. The teaching method can affect the learners’ performance implicitly as they only see the teachers in the picture, and they focus only on what they are doing and not what

their intentions are. Therefore, the appropriate selection of teaching methods and approaches is one of the skills that efficacious teachers master.

Section Three: Teachers' Implementation of Formative Assessment

Item 10. During study sessions, do you understand what your teacher is or was explaining?

Table 3.30

Pupils' Comprehension Level during Study Sessions

Options	Frequencies	Percentages
Yes	19	95%
No	1	5%
Total	20	100%

This opening question to section three targets discovering pupils' opinions regarding their teachers' explanations to implicitly know about their implementation of continuous assessment. As table 3.30 shows, (95%) of the respondents stated that they understand their teachers' explanations during the session. In contrast to this high percentage, (5%) of the participants stated that they do not get what their teachers say. Respondents who selected the *no* box were asked to answer the second part of the question by justifying their selection in the first part of the question.

Item a. If 'No', please say why.

There was only one respondent who selected the *no* box. The following quote was the justification provided by the participant:

"The language is difficult, in addition to the lack of English vocabulary".

Considering the high percentage of pupils who understand their teachers' explanation of the lessons, the justification of the respondent may not be due to a teacher's ignorance or recklessness when teaching. Pupils need to consider taking responsibility for their learning and support themselves using the various available learning resources. Mastering the English language does not rely only on focusing during study sessions; however, it requires extra effort and exposure to materials related to the target language.

Item 11. How often does your teacher ask you if you have understood what he/she was explaining?

Table 3.31

Pupils' Opinions Regarding Being Asked about their Level of Understanding

Options	Frequencies	Percentages
Very frequently	14	70%
Frequently	3	15%
Occasionally	1	5%
Rarely	1	5%
Never	1	5%
Total	20	100%

This question aims to investigate whether teachers implement formative assessment adequately by targeting the number of times they tend to check their learners' level of understanding. Table 3.31 reveals that (70%) of the respondents stated that their teachers very frequently ask questions regarding their understanding to the materials being taught. Additionally, (15%) of the participants said that they frequently get asked this question, (5%)

believe that their teachers occasionally ask them if they understood parts of the lesson, (5%) think that teachers rarely check their level of understanding by directly questioning it, and (5%) claimed that they never get exposed to question that aims to monitor their understanding. Respecting the highest percentage, one of the basic but essential formative assessment techniques that would aid students and inform teaching is to directly question the learners' level of understanding.

Item 12. During study sessions, does your teacher ask you 'why' and 'how' questions?

Table 3.32

Pupils' Perceptions Regarding their Exposure to Intellectual Questions

Options	Frequencies	Percentages
Yes	18	90%
No	2	10%
Total	20	100%

To get further insights about whether teachers implement formative assessment appropriately, this question was posed to the pupils who responded to the questionnaire. The act of repetitively checking learners' understanding by asking intellectual questions is another technique of formative assessment that would contribute to the improvement of both teaching and learning. Table 3.32 exhibits that (90%) of the respondents declared that they get asked why and how questions from their teachers, however, only (10%) of them affirmed that they do not get exposed to this kind of questions. Indeed, these questions allow pupils to develop cognitive skills and assist teachers in assessing their learners.

This item has a second part in which the participants who ticked the *yes* box were asked to say whether it does not bother them to get asked this type of question with providing a justification.

Item a. If ‘Yes’, please explain if you like getting asked these types of questions and justify your answer.

Table 3.33

Some of the Pupils’ Justification Regarding the Intellectual Questions (Quotes)

Respondent	Justifications (Quotes)
A	“It doesn’t bother me to get asked this type of questions because The atmosphere is supporting”.
B	“These questions are really good because they helps me as a pupil To understand the lesson and learn from my mistakes”.
C	“I don’t mind getting asked these questions, I think that it activates our minds and creates a kind of competition between me and my classmates.”
D	“These questions help me in understanding the rules being taught”.
E	“When the teacher asks these questions, I feel confident regarding my capabilities to answer and always be the first”.

From the respondents' quotes, it can be inferred that most of them do not mind these intellectual questions, therefore the theme that can be express these similar opinions is the activation of understanding.

12.1 Activation of Understanding

The majority of pupils stated that such questions that begin with why and how does not bother them or make them feel incapable to answer. Instead, the respondents believe that it makes them think critically and more engaged in the learning process. It is crucial to note that this formative assessment technique also aids both learners and teachers in accomplishing educational tasks and duties.

Item 13. Do you engage in activities that require working in groups or in pairs?

Table 3.34

Pupils' Engagement in Group or Pair Work

Options	Frequencies	Percentages
Yes	20	100%
No	0	0%
Total	20	100%

Table 3.34 tells that (100%) of the participants tend to engage in activities that require them to work in groups or in pairs with their classmates. Practice that involves this kind of interaction between learners to improve their communication skills aids educators to gain knowledge concerning whether there is a need for any readjustments in the teaching instructions or not.

Item 14. How do you feel when you work in pairs or groups with your classmates?

Table 3.35

Pupils' Perception Regarding their Feeling when Engaging in Group or Pair Work (Some Quotes)

Pupils' Feeling	Some Pupils' Quotes
Comfortable And Energetic	<p>“I feel very active, especially if I am working with my friends”.</p> <p>“I feel entertained, and I learn new things from my classmates”.</p> <p>“I feel active and entertained”.</p> <p>“These activities change our mood and allows us to negotiate and eager to win the competition”.</p> <p>“It’s a beautiful feeling and it benefits me as it changes the whole class’s atmosphere”.</p> <p>“I feel very comfortable working with my friends, and I like it when we agree on certain ideas.”</p> <p>“I feel very excited when working with my friends”.</p>
Uncomfortableness and Uselessness	<p>“Sometimes I feel useless when because I don’ know that much of English vocabulary”.</p> <p>“I don’t feel comfortable working in this kind of activities. I like work alone and discover new things by myself”.</p>

Table 3.35 shows some of the pupils’ opinions regarding the feeling they get when working in a group work. Considering the previous item’s results (i.e. item 13), it is clear that most of them feel comfortable when working in groups or pairs and very few of them feel the opposite. The themes extracted are the following:

14.1 Comfort and Energy

Most participants revealed that they enjoy the type of activities that requires working with their classmates. They justified their feeling by stating that they like working with their friends, learning from others, negotiating and so on. When teachers create an environment in which learners feel comfort and solidarity when working with others, it allows them as educators to monitor their learners' performances in a logical manner by taking answers from the different groups or pairs.

14.2 Uselessness

Based on the quotes above, learners might not appreciate working in groups due to their weak level in the English language. In this case, the reason can be the lack of consistent exposure to materials in the target language. Furthermore, some learners might not like engaging in this type of activities due to their productivity and creativity working by themselves.

Item 15. When working in pairs, which of the following order do you follow?

Table 3.36

Pupils' Opinions Regarding the Order of Pair Work Steps

Options	Frequencies	Percentages
1-Work individually, 2- Exchange answers, 3- Discuss, 4-Share	10	50%
1-Work together on the question, 2 -Share the answer	10	50%
Other	0	0%
Total	20	100%

The reason behind asking this question is to discover the extent to which pair work which a one of the popular techniques of formative assessment is being implemented appropriately. Table 3.36 demonstrates that (50%) of the participants follow the first suggested answer to the question and (50%) of them follow the second suggested answer. It should be noted that the first order contains the appropriate steps of a pair work, therefore, learners need to have clear directions from their teachers regarding the steps that needs to be followed to solve the activities that requires working in pairs.

Item 16. When practicing, which of the following activities do you tackle?

Table 3.37

Pupils' Perceptions Concerning the Activities Tackled in the Classroom

Options	Frequencies	Percentages
Quizzes	0	0%
Multiple choie questions	2	10%
Matching	0	0%
Question and answer	1	5%
Fill in the gaps	1	5%
Concept card mapping	0	0%
All the above	16	80%
None of the above	0	0%
Total	20	100%

In order to gather information about the adequacy of the implementation of formative assessment, this question was posed for the participants. The suggested choices are some of the

widely used formative assessment techniques that educators use to examine their learners' comprehension of the knowledge being taught. According to table 3.37, (80%) of the respondents selected *all of the above* box, meaning that they deal with all the suggested types of activities during study sessions. Besides, (10%) of the participants said that they deal with multiple choice questions, (5%) said that their teachers use question and answer technique, and (5%) of them stated that they practice using fill in gaps technique. Based on the results, it can be deduced that teachers are using formative assessment.

Item 17. Does your teacher give you homework?

Table 3.38

Pupils' Opinions Regarding Homework

Options	frequencies	Percentages
Yes	20	100%
No	0	0%
Total	20	100%

Table 3.38 displays that (100%) of the participants asserted that their teachers give them homework. This formative assessment technique enables teachers to get pure insights about their learners' level of understanding since they would have dealt with activities at home independently. Based on these insights, educators can decide whether to proceed with the coming lessons or to provide further explanation regarding the misunderstood parts of the current lesson.

This item was divided into two parts. Participants who selected the *yes* box were asked to clarify the way their teachers correct or assess the pre-handed homework.

Item a. If ‘Yes’, please explain how your teacher assesses the homework.

Table 3.39

Pupils’ Perceptions Regarding the Assessment of the Homework (Quotes)

Respondent	Pupils’ Perceptions Regarding the Assessment of the Homework (Quotes)
A	“ The teacher selects a pupil randomly, then if he/she doesn’t know the answer, she asks the rest to help”.
B	“ The teacher starts by checking whether we did the homework or not. She punishes the ones who didn’t then we correct the homework together”.
C	“ Our teacher uses the list to select a pupil, then if he/she gets it wrong, she looks for volunteers to answer the questions of the homework”.
D	“The teacher tries to correct my mistakes and sometimes she re-explains the lesson when there are repetitive and common mistakes among the pupils”.
E	“ The teachers asks each pupil to read his/her answer and then we correct the mistakes collectively”.

Table 3.39 shows some of the participants’ quotes concerning the assessment of the homework. Based on their answer the following themes were founded.

17.1 Random Selection

Most of the respondents stated that their teachers randomly select a pupil either from the list or by pointing on someone in the class. This technique can be a very objective one since

teachers can know who did the homework and who did not, they would give opportunity for passive learners to share their answers, and most importantly they would get collected data related to the common misunderstandings among their learners.

17.2 Checks and Punishments

According to the participants opinions, the second technique used by teachers to assess homework is checks and punishments. Teachers start their assessment by checking whether all the learners have done the homework, and then they punish the ones who did not answer the questions, or the exercises provided by the teachers. Indeed, this strategy can be a proper one adopted by teachers because any assessment technique depends on the types of learners that educators are dealing with.

Section Four: Formative Assessment and Pupils' Learning

Item 18. Please select the appropriate checkbox to indicate your level of agreement or disagreement with the following statements:

1. I find it functional when the teacher starts the session with a brief explanation about what we will learn.
2. I find it effective when the teachers ask us to mention the topics that we did not understand.
3. When working in groups or in pairs, I find it difficult to collaborate with my classmates.
4. Teachers' Feedback motivate and urges me to make more efforts when learning.
5. I think it is better if the teachers ask us to write down the unclear parts of the lesson rather than asking.
6. I feel comfortable asking questions in class.

Table 3.40*Pupils' Opinions Regarding their Teaching/Formative Assessment Implications*

Statements	Options					Total
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Frequencies and Percentages (%)						
1	0(0%)	0(0%)	1(5%)	8(40%)	11(55%)	20(100%)
2	0(0%)	0(0%)	0(0%)	6(30%)	14(70%)	20(100%)
3	13(65%)	2(10%)	1(5%)	1(5%)	3(15%)	20(100%)
4	0(0%)	0(0%)	0(0%)	5(25%)	15(75%)	20(100%)
5	3(15%)	10(50%)	2(10%)	1(5%)	4(20%)	20(100%)
6	1(5%)	0(0%)	4(20%)	6(30%)	9(45%)	20(100%)

Table 3.40 demonstrates the participants opinions regarding some aspects related to the implementation of formative assessment. To start, (55%) of the respondents strongly agreed on the functionality of starting the lesson with a brief explanation, (70%) of them strongly agreed that they find it effective when their teachers ask them to share their misunderstandings. In addition, (65%) of the participants strongly disagreed on finding difficulties when collaborating with their classmates when it requires them to work in group or pairs, (75%) of them strongly

agreed on the motivation they feel when their teachers provide them with feedback, and (50%) of the respondents disagreed on the idea that their teacher asks them to write down unclear point of lesson because they do not find it difficult to share. Finally, (45%) of the pupils who responded to the questionnaire strongly agreed on feeling comfortable asking questions during study sessions. These results hold a positive impression regarding teachers' implementation of formative assessment and its effect of pupils' learning.

Conclusion

This terminating chapter was devoted to explaining the rationale and choice of the methodological procedures used in this study and dealt with the analysis and interpretation of data that was collected from the designed research tools. The interpretations were discussed, and results were presented in different forms depending on the data analysis requirements and prerequisites in order to reach the final findings.

General Conclusion

Exploring teachers' identity has become a rising topic of research these recent years. Due to the amount of responsibility that the field of education holds, teachers need to be qualified by understanding their obtained skills and personality traits in order to rationally contribute to the act of teaching. The selection of the appropriate teaching method may be seen as the core of teaching. Formative assessment is teaching approach that centres around the continuity in assessing learners' comprehension and aims to inform educators about any existing gaps in their learners' knowledge. To do so, teachers need a high level of self-efficacy to accomplish such tasks that necessitate an intense concentration on learners' related aspects. The two explained notions can cause significant positive or negative results to the field of education in general and FLT in particular. However, insufficient attention was given to the role that teachers' self-efficacy can play in providing adequate teaching to learners.

The study in hand's main aim was to explore the role of teachers' self-efficacy in implementing appropriate formative assessment. The variables of the study were independently reviewed in detail in in two different chapters. Chapter one was devoted to teachers' self-efficacy. The all-inclusive overview of this variable contained explanation related to history, development, definitions, dimensions, sources, models, the contribution of teachers' self-efficacy to the field of education and so on. Chapter two dealt with aspects related to formative assessment. The foundation, definitions, purpose, process, techniques, moves, its contribution to the field of FLT, requirements and skills were all tackled thoroughly to provide an overall clarification to the second variable. Furthermore, chapter three was concerned with explaining the selection of all the implemented methodological prerequisites. The research paradigm, design, approach, teachers' interview, students' questionnaire, and the data analysis procedures were described. Also, this final chapter provided a detailed analysis of the data obtained and presented the interpretation and results.

The current study holds an exploratory qualitative nature. Two data collection instruments that were piloted and validated were used to answer the pre-set research questions. A semi-structured interview was administered to middle school EFL teachers, and a semi-structured questionnaire was handed to fourth year middle school pupils to explore the role that teachers' self-efficacy plays in implementing formative assessment and its techniques.

The findings revealed that teachers' self-efficacy constructs over years and has a significant part in the implementation of formative assessment. Self-efficacy allows teachers acquire diverse skills to assess their learners, adopt a variety of techniques that suites their types and styles, and create policies to set an appropriate learning environment. As to the research questions, considering the predominant percentages and themes, the results showed that EFL teachers at Hafidi Tahar middle school have developed a high level of self-efficacy when it comes to the implementation of formative assessment. As mentioned above, the year of experience and the teachers' personal efforts plays a vital role in shaping a high level of self-efficacy for teachers. They become more confident, flexible, and resistant when implementing formative assessment and when dealing with unexpected classroom events over time. It is crucial to note that, the lack of basic knowledge regarding formative assessment does not necessarily mean the absence of its implementation or signals a low level of self-efficacy. In fact, there are other shaping factors which can be found within the results, which would replace the insufficient knowledge concerning this essential notion.

Regarding the challenges that EFL teachers encounter when trying to conduct formative assessment, it was revealed that time constraints, lack of learners' interest in the English subject, the subjects' coefficient, and the classroom size are the most frequent struggles that teachers experience. The questionnaire that was handed to the pupils disclosed that they are being exposed to an adequate implementation of formative assessment and that teachers pay attention to all aspects to appropriately adopt suitable techniques.

Teachers' self-efficacy reflects their attitudes and implementations in the classroom. The belief and confidence they have in their capabilities allows them not only to select the appropriate formative assessment techniques to monitor their learners understanding and readjust but to also create a more than a teacher and learner bond between them and their pupils. This research highlights the importance of self-efficacy in the domain of teaching. It holds a call for organizing training programs that would foster the teachers' self-efficacy and clarify the implementation of formative assessment. As a deduction from the study , novice teachers might not have a high level of self-efficacy due to the lack of experience and skills since the sample recruited asserted that experience plays a significant role in getting used to and facilitating the teaching process.

To conclude, awareness regarding self-efficacy in educational settings needs to be raised as it highly contributes to the adequate implementation of formative assessment. Also, educators can have a certain impact on their learners, therefore, it is crucial to ensure the existence of a high level of teachers' self-efficacy to guarantee the creation of skilful and successful generations.

Pedagogical Recommendations and Implications

Based on what the findings have revealed, the suggestions that were inspired by events that happened when conducting this study and the contribution of both teachers and pupils are put forward into the following recommendations and limitations.

- The appropriate implementation of formative assessment depends on teachers' level of self-efficacy.
- Fostering EFL teachers' self-efficacy in educational settings.
- Arranging training programs that would enhance teachers' self-efficacy.
- Organizing of training programs that would improve teachers' knowledge with regard to the implementation of formative assessment and its techniques.
- Working on the selection of competent inspectors to develop content that would assist teachers to gain appropriate knowledge about both self-efficacy and formative assessment.
- Raising teachers' awareness regarding the importance of self-education in case of the lack of workshops and training programs.
- Providing various online and offline academic resources to assist teachers to upgrade their knowledge concerning formative assessment.
- Increasing the English subject's coefficient to spread interest in the language among young learners.
- Creating educational and cultural events and workshops that would promote learners' interest in the English language.
- Encouraging learners to gain self-independency when learning to allow wider implementation of formative assessment techniques.
- Editing the academic program to suit the time available.
- Minimizing the number of pupils in one class.

- Spreading awareness regarding the role of teachers' self-efficacy in establishing a bond with learners and facilitating the implementation of formative assessment.

Limitations and Suggestions for Further Research

One of the limitations that faced the conduction of this study is the inability and difficulty to approach the recruited sample. The headmasters at middle schools did not accept the entrance and collection of data even with the presence of an internship request. Another limitation is the refusal of teachers to be interviewed due to low level of proficiency in the English language. Therefore, the sample's number was decreased according to the availability of teachers who accepted to do an interview.

Some of the suggestions for researchers are:

- Visiting the sample's institution and asking for the requests and papers required to allow the entrance and the collection of data.
- Examining the situation of the research from all angles and looking for competent teachers who would accept doing an interview.
- Setting an objective sample size to facilitates the flow of research.
- Conducting research that consists of self-efficacy as a variable on novice teachers to get more relatable insights on its effects on the field of teaching.

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Appendices

Appendix 1: Teachers' Interview

Section One: Background Information

1. How long have you been teaching the English subject?

Section Two: Teachers' Self-efficacy

2. How much do you care for passive pupils?

3. How do you deal with and control disturbative behaviour?

4. When you get asked a sudden intellectual question by the pupils, how do you feel and how do you react?

5. Do you only follow the content of the coursebook? Even in cases where pupils do not understand parts of the lesson?

6. In what way do you make sure that the learners perceive the content of the lesson?

7. How much would you rate your performance when teaching?

Section Three: Teachers' Perception Regarding Formative Assessment

8. Are you familiar with the concept of formative assessment and its techniques? If yes, would you please define the concept or give an example?

9. Did you have any previous training on the implementation assessment and its types?

10. Do you search up and implement formative assessment techniques to check and guarantee Pupils' comprehension?

Section Four: Teachers' Challenges in Implementing Formative Assessment

11. What challenges do you encounter when implementing formative assessment techniques?

Appendix 2: Pupils' Questionnaire

Dear Pupil,

You are kindly invited to provide responses to the following questionnaire that attempts to **explore the role of EFL teacher's self-efficacy in implementing appropriate formative assessment**. Please do thoroughly and carefully read the questions, as your answers are valuable and will aid the study in hand. Be assured that the anonymity of your responses is ensured and that will be used only for academic purposes. You are cordially requested to tick the appropriate answer (s) and provide a full statement whenever it is necessary.

Thank You for your time and contribution!

Section One : Personal Information

Q01: Gender / الجنس

Male / ذكر

Female / أنثى

Q02: What is your English language proficiency level? ما هو مستوى اللغة الإنجليزية لديك ؟

Beginner / مبتدئ

Pre-intermediate / دون المتوسط

Intermediate / المتوسط

Upper-intermediate/ المتوسط العالي

Advanced / متقدم

Section Two : Teachers' Self-Efficacy

Q03: Do you like the English subject session? هل تحب حصة اللغة الإنجليزية؟

Yes / نعم

No / لا

Q04: What kind of classroom atmosphere do you feel when learning?

كيف يمكنك ان تصف جو تعلم اللغة الإنجليزية في القسم؟

Boring atmosphere/ جو ممل

Noisy atmosphere/ جو صاخب

Warm and relaxed atmosphere/ جو دافئ ومريح

Energetic atmosphere/ جو نشط

Supporting atmosphere/ جو داعم

Q05: How often do you receive motivating speeches from your teacher?

إلى أي مدى تتلقى من معلمك خطابات محفزة؟

Very frequently/ كثيرا جدا

Frequently/ في كثير من الأحيان

Occasionally/ أحيانا

Rarely/ نادرا

Never/ أبدا

Q06: How often do you get exposed to sudden questions that require you to think critically?

إلى أي مدى تتعرض لأسئلة مفاجئة تتطلب منك التفكير النقدي ؟

Very frequently/ كثيرا جدا

Frequently/ في كثير من الأحيان

Occasionally/ أحيانا

Rarely/ نادرا

Never/ أبدا

Q07: What is the source of the activities you see during study sessions?

ما هو مصدر الأنشطة التي تراها خلال حصص الدراسة؟

Activities that are found in the English Book/الأنشطة الموجودة في الكتاب المدرسي

Activities that the teacher prepares/الأنشطة التي يعدها المعلم

Other/ أخرى :.....

Q08: Does your teacher inspire you to work hard when learning?

هل يلهمك معلمك للعمل بجد أثناء الدراسة ؟

Yes / نعم

No / لا

Justify your answer, please. / علل

.....
.....

Q09: Do you like the teaching method of the English subject?

هل تعجبك طريقة تدريس مادة اللغة الإنجليزية؟

Yes / نعم

No / لا

Say why / لماذا؟

.....

Section Three: Teachers' Implementation of Formative Assessment

Q10: During study sessions, do you understand what your teacher is or was explaining?

أثناء الدراسة ، هل تفهم ما يشرحه معلمك ؟

Yes / نعم

No / لا

If 'No', please say why./ إذا أجبت ب 'لا' ، علل.

.....

.....

Q11: How often does your teacher ask if you have understood what he/she was explaining?

إلى أي مدى يسألك معلمك عما إذا كنت قد فهمت ما كان يشرحه؟

Very frequently/ كثيرا جدا

Frequently/ في كثير من الأحيان

Occasionally/ أحيانا

Rarely/ نادرا

Never/ أبدا

Q12: During study sessions, does your teacher ask you ‘why’ and ‘how’ questions?

أثناء الدراسة ، هل يسألك معلمك أسئلة تبدأ بـ ' لماذا ' و ' كيف '؟

Yes / نعم

No / لا

If ‘Yes’, please explain if you like getting asked these types of questions and justify your answer. إذا كانت الإجابة هي نعم ، يرجى توضيح ما إذا كنت ال تمنع أن تسأل هذا النوع من الأسئلة مع تبرير إيجابتك./

.....

.....

Q13: Do you engage in activities that require working in groups or in pairs?

هل تشارك في أنشطة تتطلب العمل الثنائي أو الجماعي؟

Yes / نعم

No / لا

Q14: How do you feel when you work in pairs or groups with your classmates?

كيف تشعر عندما تنخرط في عمل ثنائي أو جماعي مع زملائك في الفصل؟

.....

.....

Q15: When working in pairs, which of the following order do you follow?

عند الإنخراط في أنشطة تتطلب العمل الثنائي، أي من الترتيب التالي تتبع؟

1-Work individually, 2- Exchange answers, 3- Discuss, 4-Share

1- العمل بشكل فردي ، -2تبادل الإجابات ، -3مناقشة ، -4مشاركة

1-Work together on the question, 2 -Share the answer

1- العمل معا على السؤال ، -2شارك الإجابة

Other/ أخرى:.....

Q16: When practicing, which of the following activities do you tackle?

عند ممارسة التمارين، اي من الأنشطة التالية هي الأكثر استعمال في قسمك ؟

Quizzes/ مسابقة ، معرفة ، اختبار

Multiple choice questions/ أسئلة متعددة الختار

Matching/ ربط

Question and answer/ سؤال و جواب

Fill in gaps/ املى الفراغ

Concept card mapping/ خرائط ذهنية

All the above/ كل ما سبق

None of the above/ لا شيء مما سبق

Q17: Does your teacher give you homework? هل يعطيك معلمك واجبات منزلية ؟

Yes / نعم

No / لا

If 'Yes', please explain how your teacher assesses the homework.

إذا كانت الإجابة هي نعم ، فيرجى توضيح كيف يقيم معلمك للواجب المنزلي.

.....

.....

Section Four: Formative Assessment and Pupils' Learning

Q18: Please select the appropriate checkbox to indicate your level of agreement or disagreement with the following statements:

حدد مستوى موافقتك أو عدم موافقتك على العبارات التالية:

The Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.I find it functional when the teacher starts the session with a brief explanation about what we will learn. أجد أنه من العملي أن يبدأ المعلم الدرس بشرح موجز حول ما سوف نتعلم.					
2. I find it effective when the teachers ask us to mention the topics that we did not understand. أجد أنه فعال عندما يطلب منا المعلمون ذكر المواضيع التي لم نفهمها.					
3. When working in groups or in pairs, I find it difficult to collaborate with my classmates. عند العمل في مجموعات أو ثنائيات ، أجد صعوبة في التعاون مع زملائي في الفصل.					

<p>4. Teachers' Feedback motivate and urges me to make more efforts when learning.</p> <p>تحفزني ملاحظات المعلمين و تحثني على بذل المزيد من الجهود عند التعلم.</p>					
<p>5. I think it is better if the teachers ask us to write down the unclear parts of the lesson rather than asking.</p> <p>أعتقد أنه من الأفضل أن يطلب منا المعلمون كتابة الأجزاء غير الواضحة من الدرس بدلا من السؤال.</p>					
<p>6. I feel comfortable asking questions in class.</p> <p>أشعر بالراحة عند طرح الأسئلة في القسم.</p>					

Thank you for your participation!

The researcher

Appendix 3 : The Internship Request

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

جامعة محمد خيضر بسكرة
كلية الآداب واللغات
قسم: لغة إنجليزية

الرقم: 82...
التاريخ: 24/04/2024

.../ن ع ك م د م م ط/...

السيد(ة) :

الموضوع: طلب إجراء تربص

في إطار التبرصات الخاصة بالطلبة في الوسط المهني و نظرا لما لها من أهمية على الصعيد العلمي و المهني يشرفني أن أطلب من سيادتكم الموافقة على إستقبال الطلبة الواردة أسمائهم من أجل إجراء تربص تطبيقي في وحدتكم :

رقم التسجيل : 35035836
إسم و لقب الطالب : بن مبروك إيمان
الإختصاص : علوم اللغة
السنة : 2023/2024
مكان التربص : متوسطة شرقي مكّي/ حفيظي الطاهر

الأستاذ المؤطر : مهران بولبع مسيرة
رئيس القسم : د. الطيب بن بوعزيز
رأي و ختم المؤسسة المستقبلة : عوز حفناوي

Appendix 4: Teacher A Manuscript

The interviewer: How long have you been teaching the English subject?

Teacher A: I started teaching the English subject in 2002.

The interviewer: Nice! You have a wealth of experience in teaching.

Teacher A: Yes! So, it has been 23 years. I taught at secondary school for almost 11 years. And believe its much easier to teach at secondary school because it just requires being competent, however, teaching at middle school means that we are dealing with pupils who are younger than 15 years and sometimes you find yourself playing the role of their mother not their teacher.

The interviewer: How much do you care for passive pupils?

Teacher A: I try to motivate them. I used to give them encouraging stickers. I sometimes try to create a supportive atmosphere or environment in which they can engage and participate and even write in the board. Also, I urge them to participate without worrying about making mistakes. So even if their answer is not correct, I show them that their participation is appreciated. Well, it all depends on their level.

The interviewer: So, you do not ignore them?

Teacher A: No, I pay extra attention to these pupils because you find them always hesitating and I try to break this bridge between me and them and boost their self-confidence by working on their weaknesses.

The interviewer: How do you deal with and control disturbative behaviour?

Teacher A: Here I try to balance between punishment and reward. So, depending on the situation, sometimes I add points for those who deserve a reward, and sometimes I hit pupils who make noises. I don't really like when students are silent and not participating, so I always

try to make them speak and engage in the classroom activities. Another point is that I do not like kicking them out of the classroom and writing rapports to punish them.

The interviewer: So, you kind of face students with this attitude rather than doing something that would just help you to continue the lesson.

Teacher A: Yes, I even ask them to change their seats to be closer to me when explaining and I use sentences such as “I want to see up close sit next to me my son” and “You don’t make me angry I just worry about you” to provoke them and absorb their anger and stress. I work on their psychological and emotional side just like a mother which requires being stress free and at ease.

The interviewer: When you get asked a sudden intellectual question by the students, how do you feel and how do you react?

Teacher A: Due to experience, I don't feel stressed at all. Sometimes I do not even prepare the lessons, but the lesson steps already exist in my mind and the session goes very well, even better than when I prepare it. I kind of feel confident concerning what I am doing and start working with the pupils using sentences such as “let’s check together” or “Why don’t you look for the answer and the discuss in the next session”.

The interviewer: Do you only follow the content of the coursebook? Even in cases where students do not understand parts of the lesson?

Teacher A: No, I am not a slave to these coursebooks. I try to prepare my documents and exercises selecting what suits pupils’ needs and interests.

The interviewer: In what way do you make sure that the learners perceive the content of the lesson?

Teacher A: When I prepare the lesson, I follow certain steps. I start by precisising the target structure, I mean the objective of the lesson. I give them plenty of examples or a passage. Also, some lessons need to be taught implicitly like grammar and lexis, so what I do here is providing them with different situations using drills, I mean repetition. There is also another way in which I use mechanical practice. I start by fully guiding the pupils when practicing, then I semi- guide them through the activities, and lastly, I leave them work individually without any assistance. Another example, when teaching grammar, I provide them with a picture and ask them to write a sentence to describe this picture. Here, I start to sense what level of understanding they have reached. So, I kind of re-invest what have been learned I don't only rely on asking questions such as " have you understood?".

The interviewer: How much would you rate your performance when teaching?

Teacher A: I think that the best way to judge a teacher's performance is related to his or her pupils' opinion.

The interviewer: True, but this is also related to the teacher's confident in his or her abilities.

Teacher A: Ok, out of 10, I humbly give myself a 10 out of 10.

The interviewer: Are you familiar with the concept of formative assessment and its techniques? If yes, would you please define the concept or give an example?

Teacher A: Yes, I am, however, I just confused between the one that it is done during the study sessions or the one that is done by the end of the semester. Which one is it?

The interviewer: Formative assessment is continuous assessment and it's done when teaching during the study session.

Teacher A: Yes, I know the concept. It must be there when teaching. We deal with it automatically; it goes in parallel with the lesson. You can't say that your lesson is successful without using formative assessment.

The interviewer: Did you have any previous training on the implementation assessment and its types?

Teacher A: This year I started working as a trainer for trainee teachers at secondary schools, so I learned a lot about these types of assessment.

The interviewer: During conferences, do you deal with assessment, or have you been trained regarding how to use its types?

Teacher A: Believe me inspectors are not doing their jobs these days. With all my respect, but they are not competent at all. Sometimes, teachers are more competent than these inspectors. You must educate yourself as a teacher, no one is there to help you or show what to do and what not to do.

The interviewer: Do you search up and implement formative assessment techniques to check and guarantee students' comprehension?

Teacher A: Time does not help to search up these things, but as told you I learned about formative assessment when I started working with the trainees. The workshops or meetings are not fruitful anymore. Since I started teaching, there is only one inspector who I really appreciate his work, I even used to travel to Tolga to attend his seminars. We need inspectors who know what they are giving teachers and most importantly inspectors who have a qualified level of understanding when it comes to didactics.

The interviewer: What challenges do you encounter when implementing formative assessment techniques?

Teacher A: Definitely, time constrains. Time is not sufficient at all. Also crowded classrooms.

Appendix 5: Teacher B Manuscript

The interviewer: How long have you been teaching the English subject?

Teacher B: I've been teaching English since 2011, so its 13 years.

The interviewer: How much do you care for passive pupils?

Teacher B: What do you mean?

The interviewer: I mean pupils who are always calm and do not participate.

Teacher B: It always tiring to deal with this type of pupils.

The interviewer: So, you it requires you extra efforts to engage them in the classroom activities.

Teacher B: It is always tiring to deal with this type of pupils. I do not make extra efforts all the times to deal with passive pupils due to the shortage of time. For example, now I am dealing with sequence number four, and I still need tackle sequence number five, but I don't think I can make it and complete the whole program.

The interviewer: How do you deal with and control disturbative behaviour?

Teacher B: I punish them. I decrease their marks and when the situation is over boundaries, I kick them and write rapports.

The interviewer: Does the rapport works in these situations?

Teacher B: Yes, most of the times it does because the problem reaches their parents.

The interviewer: When you get asked a sudden intellectual question by the pupils, how do you feel and how do you react?

Teacher B: I feel happy. It's better than speaking all by myself. In this case, I feel that the pupils want to understand and engage in the classroom which makes me enjoy the process, especially that pupils who are interested in foreign languages are very few.

The interviewer: Do you only follow the content of the coursebook? Even in cases where students do not understand parts of the lesson?

Teacher B: No, I don't. Some of the content I teach in the classroom is a result of my efforts and research.

The interviewer: In what way do you make sure that the learners perceive the content of the lesson?

Teacher B: I explain, give examples, I speak in Arabic sometimes, practices, I ask them if they have understood or not and so on.

The interviewer: For you what signals students' comprehension of the materials?

Teacher B: When I give them exercises or activities and they answer correctly, in addition to participation.

The interviewer: How much would you rate your performance when teaching? Out of 10?

Teacher B: What can I say. Teaching is about keeping up with the new techniques and updates. We keep learning even when we are teachers, and there is no perfect teacher. So, I give myself an eight out of 10 it's enough.

The interviewer: Are you familiar with the concept of formative assessment and its techniques? If yes, would you please define the concept or give an example?

Teacher B: You mean diagnostic?

The interviewer: No, it's continuous assessment or series of practices and teaching techniques to evaluate and know students' level of understanding.

Teacher B: Ok I see.

The interviewer: So, you didn't know about this concept before?

Teacher B: No, I didn't. According to your explanation I am using it without me knowing that it is formative assessment.

The interviewer: Yes exactly.

The interviewer: Did you have any previous training on the implementation assessment and its types?

Teacher B: No. Maybe when we used to have meetings, because it has been 2 years since we have had a meeting with inspectors. The last time we dealt with assessment was when they changed into the second generation. They did not call for meetings due to the entrance of English as a subject in primary schools.

The interviewer: Do you search up and implement formative assessment techniques to check and guarantee pupils' comprehension?

Teacher B: of course, I help myself using social media platforms and groups that publish things related teaching the English language.

The interviewer: What challenges do you encounter when implementing formative assessment techniques?

Teacher B: We have plenty of problems when it comes to teaching a foreign language. Sometimes I explain the whole lesson in Arabic, especially when practising, however, very few pupils answer correctly. There is also an emerging phenomenon where pupils say that if they

don't understand the language, they will not make efforts to learn it even for studying purposes. They even say that it neither benefits nor harm their averages because the English subject's coefficient is 1. So, the coefficient is causing a huge problem here. One of the pupils used to come to me and say that the subject I am teaching did not harm his performance because he got 3 in English, but 13 as a general average.

The interviewer: They don't even care for the subject.

Teacher B: Yes. Some pupils say that when they an English or French exam it's like a free day for them.

The interviewer: pupils are causing the problem here.

Teacher B: Yes. Pupils are part of the problem because I think that the coefficient plays a vital role in motivating and encouraging them to work hard. They only focus on subjects that has a coefficient of 2 or 3. Especially here in the south, all foreign languages are ignored, and they do not pay any attention for them.

Appendix 6: Teacher C Manuscript

The interviewer: How long have you been teaching the English subject?

Teacher C: I've been teaching for 16 years.

The interviewer: How much do you care for passive pupils?

Teacher C: Of course, we must care for them during the session and give them an opportunity to participate and express themselves, even if their answers are not correct.

The interviewer: How do you deal with and control disruptive behaviour?

Teacher C: There are different strategies. The most important one is to establish clear rules in the class and to be more flexible during the session.

The interviewer: When you get asked a sudden intellectual question by the pupils, how do you feel and how do you react?

Teacher C: There are several ways to answer these kinds of questions. Sometimes I build a discussion and I share my insights with them. If I don't know the answer, I may say it's a good question. I will look for it further.

The interviewer: Do you only follow the content of the coursebook? Even in cases where students do not understand parts of the lesson?

Teacher C: No, I don't. The course book is just a book. It is not "the book" I don't follow it all the time.

The interviewer: In what way do you make sure that the learners perceive the content of the lesson?

Teacher C: I check for understanding by asking more points in the questions. Also, I ask them to write down what they have learned. I try to allocate the last few minutes of class for pupils to reflect on the listen.

The interviewer: How much would you rate your performance when teaching?

Teacher C: I would give my performance a 10 out of 10. I always work on providing helpful information and guiding my learners.

The interviewer: Are you familiar with the concept of formative assessment and its techniques? If yes, would you please define the concept or give an example?

Teacher C: Yes. Formative assessment is the one of the most essential tools for the teacher. As an example, think-pair-share where pupils think individually, then they discuss, then they share their information with the others.

The interviewer: Did you have any previous training on the implementation assessment and its types?

Teacher C: Inspectors usually organise workshops about the implementation of assessment and its types.

The interviewer: Do you search up and implement formative assessment techniques to check and guarantee pupils' comprehension?

Teacher C: Of course, formative assessment should be taken into consideration in any lesson plan.

The interviewer: What challenges do you encounter when implementing formative assessment techniques?

Teacher C: We face many challenges as teachers when trying to implement formative assessment, such as the class size, time, supporting materials, lack of knowledge related to assessment.

Appendix 7: Teacher D Manuscript

The interviewer: How long have you been teaching the English subject?

Teacher D: I have been teaching the English language for more than 15 years now.

The interviewer: How much do you care for passive pupils?

Teacher D: I really care so much for passive learners. I try to encourage them to love the subject and do their best.

The interviewer: How do you deal with and control disturbative behaviour?

Teacher D: Disturbative behaviour is a common challenge for teachers, so deal with the situation during the lesson I have to stay calm and be firm and serious in my comments and directions and try to be specific and set limits.

The interviewer: When you get asked a sudden intellectual question by the pupils, how do you feel and how do you react?

Teacher D: When being asked to sudden intellectual question, first of all I appreciate that there are such a kind of pupils who think and search for knowledge, then I answer right away if I am sure. If no, I'll just tell the pupil that I am not quite sure of the answer and I will check it, then come back to you.

The interviewer: Do you only follow the content of the coursebook? Even in cases where students do not understand parts of the lesson?

Teacher D: I don't follow blindly the contents of the coursebook, but I always try to find other resources and materials that fit my goals and the objectives set by the Ministry of Education.

The interviewer: In what way do you make sure that the learners perceive the content of the lesson?

Teacher D: I constantly check their understanding by asking questions, certain tasks, assessing their comprehension and mastery of the material being taught.

The interviewer: How much would you rate your performance when teaching?

Teacher D: I would give a 7 out of 10 for my teaching performance as I am passionate about teaching English and try to improve my performance through looking for new methods and techniques.

The interviewer: Are you familiar with the concept of formative assessment and its techniques? If yes, would you please define the concept or give an example?

Teacher D: Sure. I assess my pupils during the lesson using formative assessment and some of its techniques. There are two. I ask pupils to recall what they have learned (memorization) and I assess their knowledge through performance-based assessment. I use authentic tasks and assist them to use the language in meaningful communications. Also, through giving feedback to pupils and peer assessment, students review each other's work. And give feedback.

The interviewer: Did you have any previous training on the implementation assessment and its types?

Teacher D: During my teaching career, we have had multiple workshops and seminars led by inspectors dealing with teaching methodology and techniques. Also, now I'm taking a TESOL course where we deal with assessments and its techniques.

The interviewer: Do you search up and implement formative assessment techniques to check and guarantee pupils' comprehension?

Teacher D: I try to implement formative assessment into my lesson plan and can't move forward without assuring my pupils' comprehension and grasp of knowledge.

The interviewer: What challenges do you encounter when implementing formative assessment techniques?

Teacher D: There are many challenges that blocks me from doing my job perfectly. One of them is the big class size, so it's difficult to give it back to all students and check for each one.

المخلص

يُعتبر التقييم المستمر (التكويني) منهجًا تدريسيًا أساسيًا يتيح للمعلمين الحصول على رؤى حول مستوى فهم طلابهم. وقد تمت دراسة هذا المفهوم من جميع الزوايا وربطه بمجموعة متنوعة من العناصر التعليمية، إلا أن الجوانب التي من شأنها أن تساهم في تطبيقه بشكل مناسب لم يتم البحث بها بشكل على نطاق واسع. وبالتالي تسعى هذه الدراسة البحثية إلى استكشاف دور الكفاءة الذاتية للمعلمين في تنفيذ التقييم المستمر (التكويني) المناسب. كما أنها تحاول أيضًا استقصاء التحديات والتصورات التي يواجهها معلمو و متعلموا اللغة الإنجليزية. من ناحية المنهجية، تم اعتماد منهج البحث الكيفي الاستكشافي للإجابة عن أسئلة البحث المطروحة. وللحصول على البيانات، أجريت مقابلة مع أربعة من معلمي اللغة الإنجليزية في متوسطة حفيظي الطاهر في زريبة الوادي. بالإضافة إلى ذلك، تم إجراء استبيان على 20 تلميذًا من نفس المتوسطة. تم تحليل البيانات التي تم جمعها من كلتا الأدوات باستخدام التحليل الموضوعي والإحصاءات الوصفية. كشفت النتائج أنه نتيجة للخبرة والتعليم الذاتي، اكتسب المعلمون مستوى عالٍ من الكفاءة الذاتية فيما يتعلق بتنفيذ التقييم المستمر (التكويني) وتقنياته. بالإضافة إلى ذلك، تتمثل بعض التحديات التي يواجهها المعلمون عند استخدام هذا النهج في ضيق الوقت، عدم الاهتمام باللغة الإنجليزية، معامل المادة، وحجم الفصل الدراسي. واستنادًا إلى تصورات التلاميذ، فقد تعرضوا لتدريس ذو صفة كفاءة. أخيرًا، توصي الاستنتاجات المستخلصة من هذه الدراسة بتنظيم برامج تدريبية يقودها مفتشون أكفاء لزيادة وعي المعلمين ذوي الخبرة والمبتدئين بالدور الأساسي الذي تلعبه كفاءتهم الذاتية في تيسير عملية التدريس وتنفيذ التقييم المستمر (التكويني).