

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



Catalysing EFL Outcomes on the Basis of Upsurge Assessment to Promote Student-Centredness at Abdelhamid Ibn Badis University

Dissertation submitted in partial fulfilment for the requirement of a master degree in didactics
of foreign languages

Board of examiners:

Submitted by Mekdad Amel Halima

President: Mrs. Hairech Faiza

Examiner: Mrs. Maroufi Soumia

Supervisor: Ms. Bentamra Soumia

Academic year: 2018-2019

Dedications

I would like to dedicate this work to my parents who have supported me all along my learning journey. I feel really lucky to be surrounded with such a loving family.

I would like to thank my cousin Ameer Messafah Imene Selsebile and my friend and classmate Silarbi Halima for their help and support.

Acknowledgements

I would like to express my sincere thanks for my supervisor Soumia Bentamra for all the support she offered me. I am deeply appreciative for your assistance and patience in the fulfilment of this research and I feel lucky to have the opportunity to learn from you.

I would like to express my thanks and appreciation to the jury members, Mrs. Hairech Faiza and Mrs. Maroufi Soumia for taking the time to evaluate my work.

I am really thankful for the teacher participants who kindly accepted to take part in this research and provided me with data and without whom the fulfilment of this work would not have been possible.

I express deep gratitude for all my English language teachers who offered me guidance and embellished my learning journey.

Abstract

Nowadays, assessment carries a significant role as it witnessed a shift from being a means of evaluating learning at the end of a course to a factor that contributes to the promotion of academic performance and the shaping of principled citizens. Therefore, great attention started to be drawn on assessment practices and procedures. The need to make students more active and contribute to their learning included assessment too, resulting in the development of new modes of assessment namely, self-assessment. The growing awareness concerning assessment raised questions about the English language standardisation and generated doubt about whether the selection of those standards that students are taught and assessed on was not founded on bias. English language standardisation needed to be rethought as English became a universal language and several varieties of the language emerged. To this end, the present work aims to investigate *English language teachers' attitudes toward the effectiveness of alternative assessment modes at Abdelhamid Ibn Badis university*, namely self-assessment and seeks to have insights on their assessment criteria in order to determine their position in current academic debate about assessment and of English as a universal language. The research holds both a quantitative and qualitative nature as it addresses attitudinal questionnaires to a sample of twelve teachers. The first chapter in this dissertation offers insights about the previous literature in the field of assessment and the second chapter presents the description and explanation of the practical side of this research. In the third chapter the results of this study are demonstrated as it displays the teachers' positive attitudes about the implementation of self-assessment and its effectiveness in improving the students' academic performance. It can also be concluded that although the participants had a preference for British English when assessing students, they still seek middle ground with the celebration of English varieties. The chapter, then, ends with the recommendation among which is a starter level student self-assessment sheet for Abdelhamid Ibn Badis university students.

Key words: assessment, self-assessment, standardisation, universal language.

List of Tables

Table 2.1 Features of the 21 st Century English Language Assessment Order.....	41
---	----

List of Figures

Figure 2.1	34
Figure 2.2.....	35
Figure 2.3.....	36
Figure 2.4.....	36
Figure 2.5.....	37
Figure 2.6.....	38
Figure 2.7.....	38
Figure 2.8.....	39
Figure 2.9.....	40
Figure 2.10.....	42
Figure 2.11.....	43
Figure 2.12.....	43
Figure 2.13.....	44
Figure 2.14.....	45
Figure 2.15.....	45
Figure 2.16.....	46
Figure 2.17.....	47

List of Accronyms

LMD : Licence master and doctorate system

RP : Received Pronunciation

ELT: English language teaching

Table of Contents

Dedications	2
Acknowledgements	3
Abstract.....	4
List of Tables	5
List of Figures	6
List of Abbreviations	7
Table of Contents	8
General Introduction.....	12
1.Chapter One : Literature Review.....	16
1.1 Introduction	16
1.2 The Historical Background: From Testing to Assessment	16
1.3 The Definitions of Assessment	17
1.4Types of Assessment.....	18
1.5 Testing and Assessment	19
1.6 The Diversity of Current Assessment Tools	19
1.7 Assessment and Learner Autonomy	20
1.8 The Definitions of Self-assessment	21
1.9 Formative and Summative Self-assessment	22
1.10 The Teacher’s Role in Student Self-assessment.....	22
1.11 The Impact of Self-assessment on Students	24
1.12 The Mission of Education and Assessment	24
1.13 The Spread on the English Language	25

1.14 The Status of English and its Impact on ELT	26
1.15 Celebrating the Diversity of English	26
1.16 The Need for the Restandardisation of English	27
1.17 Conclusion	28
2. Chapter Two: Methodology and Data Analysis	29
2.1 Introduction	29
2.2 The Context	30
2.3 The Participants	30
2.4 The Method of Enquiry	31
2.5 Data Collection	31
2.6 Data Collection Tools	32
2.7 The Description of the Questionnaire	33
2.8 Questions and Data Analysis	34
2.9 Conclusion	48
3. Chapter Three: Discussion of the Results and Recommendations	49
3.1 Introduction	49
3.2 The Interpretation of the Participants' Answers	49
3.2.1 Question number 1	49
3.2.2 Question number 2	50
3.2.3 Question number 3	51
3.2.4 Question number 4	52
3.2.5 Question number 5	53
3.2.6 Question number 6	53

3.2.7 Question number 7	54
3.2.8 Question number 8	54
3.2.9 Question number 9	54
3.2.10 Question number 10	55
3.2.11 Question number 11	55
3.2.12 Question number 12	56
3.2.13 Question number 13	57
3.2.14 Question number 14	57
3.2.15 Question number 15	58
3.2.16 Question number 16	59
3.2.17 Question number 17	59
3.2.18 Question number 18	60
3.2.19 Question number 19	60
3.3 Findings	61
3.4 Recommendations	62
3.4.1 The description of the self assessment sheet	62
3.4.2 Section One: Reflections on Language	62
3.4.3 Section Two: Reflections on One's Performance in the Module	63
3.4.3.1 Strengths and Weaknesses in the Module	63
3.4.3.2 Participation and Contribution	63
3.4.3.3 Pace and Time Management Skills	64
3.4.3.4 Addressing Previously Stated Weaknesses	64
3.4.3.5 Overall Performance Report	64

3.5 Conclusion	65
General Conclusion	66
References	69
Appendices	71

General Introduction

Recent debate in education has been characterised by the need to consolidate teaching, learning and assessment which came to be regarded as interconnected and interdependent processes. In the sense that, assessment is no longer regarded as a means of gauging students' achievements at the end of the course but it has been adopted as a support for students in their learning process that aids to demonstrate their strengths and weaknesses in order to help them monitor their learning and ensure higher educational performance. Moreover, education nowadays transcends aiming to enhance students outcomes to have the mission to foster responsible, principled and openminded citizens. Consequently, student centredness and the promotion of learning autonomy expanded to include learning as well as assessment which resulted in the development of modes of assessment that are characterised by learner contribution namely, self assessment.

Due to the constant spread of English over the world and its adoption as lingua franca and to be able to achieve the previously mentioned educational objectives, it was seen necessary to rethink the content and the assessment of the English language. Theoreticians questioned whether it is considered right setting a particular speech variety as a reference while English is considered the language of the world. Thus, Many questions raised with regards to the chosen English language varieties set for teaching and assessment purposes and the nature of the reasons behind those choices. English language education aims at adopting more ethical practices and procedures free of prejudice and discrimination to instill tolerance and openmindedness in individuals and henceforth, current debate is split between the application of two oppositional demands namely, the appropriate standardisation of the language for assessment purposes or the celebration of English language varieties in the world and their acceptance in the classroom.

The present study attempts to investigate *Abdelhamid Ibn Badis* university teachers' attitudes towards the effectiveness of the current assessment modes and enquire about the teachers' judgements on the consequences of implementing alternative assessment methods that are more student-centred and transcend grading. Student centeredness in assessment was suggested in TD's to contemplate whether it is likely to succeed at *Abdelhamid Ibn Badis university* and generate better outcomes for students through responsabilising them and developing their self-reflexion. Moreover, this work questions the effectiveness of scoring in TD's assuming that scores tend to distract students from taking notice of their actual strengths

and weaknesses in the language. In the sense that a number might not provide the learner with the feedback that promotes reflexion on ones' achievements and defficiencies in the language. Furthermore, the study includes an invitation to rethink the standards English language assessment is based on. This is grounded on the assumption that the English language now belongs to the whole world and not just to its native speakers; therefore, idealising native proficiency is assumed to be more of an obstacle than a motive. This piece of research aims at situating *Abdelhamid Ibn Badis* university teachers in current debate about the mentioned issues and evaluate current assessment to propose a change with the help of teachers.

This research is founded on the following questions:

- How can assessment at Abdelhamid Ibn Badis university be suitable for a 21st century English language requirements and principles?
- What are teachers' thoughts on the effectiveness of more student-centred assessment modes at Abdelhamid Ibn badis university ?
- What attitudes do teachers at Abdelhamid Ibn Badis hold towards the current debate about the standardisation of English and the celebration of English language varieties?

This work is based on the following hypotheses:

- Assessment at abdelhamid university may need an update to include more student centred assessment engaging students in their learning process as marks seem to be the students' only concern.
- Teachers at Abdelhamid Ibn Badis university might be welcoming to change especially one that generates more students' involvement.
- Teachers at the university advocate the standardisation of the language as they have a preference for British English.

To conduct this study of qualitative and quantitative nature, English languag teachers at *Abdelhamid Ibn Badis* university were handed questionnaires in which they were asked to express their impressions and views on some proposed assessment modes and suggest a change at the level of assessment practices they expect to enhance students' outcomes at the level of university where they work. English being a global language suggests significantly different contexts that it would be too vague to assume that what has been advanced works worldwide. To that end, The questions addressed to teachers tackle mainly the feasibility and

effectiveness of assessment in one particular context. Addressing the questionnaires to teachers intends to have more reliable data as the latter are more aware of the context, the needs and the attitudes of their students.

The work is divided into three chapters. The first chapter discusses previous literature in the field of assessment including a brief history of the shift of the aim of assessment from gauging students' final outcomes to being a means to promote students' continuity of learning and psychological and sociological growth. Additionally, it includes the emergence of self-assessment processes to which theorists react differently. Self-assessment is regarded as an effective assessment mode that contributes to critical self-reflection by some and as an informal inaccurate way of assessment by others. Following the idea that education and assessment have an impact on students' growth and future, an increasing amount of research took place questioning the impact of these latter. This chapter, thus, interprets current debate on the theories underlying English assessment criteria and their implications such as the decisions made about which variety to teach and assess on and whether this choice is based on prejudice. Thus, the debate raising between opponents of the standardisation of the language and its proponents who propose embracing the linguistic richness of the language in its teaching and assessment practices.

The second chapter consists of the practical side of this research. It starts by clarifying the aims of the research which include the investigation of current assessment at *Abdelhamid Ibn Badis* university and enquiry about their positions regarding the latest issues related to alternative assessment and the rethinking of the teaching and assessment of a lingua franca. This section of the research also comprises the assumptions that have driven this investigation, namely that assessment at *Abdelhamid Ibn Badis* university, which represents the context where the investigation took place, needs an update. The reasons for the choice of the populations and the sampling method are then stated together with their practicality for the qualitative quantitative nature of the enquiry. The data collection tool selected is questionnaire that incorporates nineteen attitudinal questions that vary from open to close ended to obtain insights about teachers' views together with the reasons behind holding such views. The questions are described individually in this chapter before the data analysis of each advanced and presented in charts and tables.

The third chapter discusses the implications of the data collected. The answers of every question are analysed then followed by the overall implications of the questionnaire answers

which demonstrate the acceptance of alternative assessment methods namely, self-assessment. Moreover, teachers' attitudes towards the status of the English language, its teaching and assessment are then interpreted. This chapter also includes a recommended standard sheet for student self assessment that is developed taking into consideration the data collected from teachers.

Chapter One

1.1 Introduction

This chapter presents literature that demonstrates the change in the role of assessment in education in general and in English language teaching in particular. In the sense that, the chapter tackles the comparison between testing, as the first instance of assessing students, and the current alternative assessment as well as its aims. The need for student centredness in the classroom is then highlighted and the necessity of learner autonomy in their learning process and assessment is discussed with the advocates of learner autonomy and self assessment as being part of educational requirements. The chapter then presents the current debate on the status of the English language and the oppositional demands in ELT namely, the standardisation of the language for assessment purposes and the celebration of its varieties which raises many questions in assessing English.

1.2 The historical Background: From Testing to Assessment

The journey of language teaching and learning witnessed a significant change that Gipps (1994) and Shepard (2000) depicted as the movement from the testing culture to the learning culture (cited in Tierney, 2013, p.126). Testing in foreign language teaching emerged to appoint the students who deserve further opportunities in their education or careers based on their test results (Torrance, 1995 cited in Birjandi and Sarem, 2012). In the early 20th century, testing and scoring were still the central focus of academic research namely, standardised tests (Finklestein, 1913, cited in Tierney, 2013). It was not until the second half of the 20th century that more attention started to be drawn to different methods of assessment due to the developments in the fields of politics, sociology, and the emergence of new theories in education (Bredo, 2006; Giordano, 2005; Gipps, 1999, cited in Tierney, 2013). The 1960's and 1970's were characterised by the increasing awareness that students do not simply receive information from teachers and apply them, but engage in processing and building up information using different strategies. Therefore, the effectiveness of traditional assessment started to be questioned noting that it deals with the measurement of the final output of students while their learning journey is not taken into account. Consequently, the attention shifted towards designing an assessment that ensures providing students with sufficient support and guidance in their learning process to generate optimum results (Torrance, 1995, cited in Birjandi and Sarem, 2012).

The aim of assessment has changed from gauging the students' achievements to an assessment that promotes more learning and aims at boosting its quality. This led to the emergence of the 'assessment for learning' concept that Lee (2007) describes as a process that is interconnected and complementary with the teaching and learning processes. To this end, the three processes have a common aim which is to promote learner development (cited in Baleghizadeh and Zarghami, 2012). However, with the coming of this change in assessment methods some practitioners dismissed traditional assessment, Gipps (1994) expressed his rejection of traditional assessment claiming that it handicaps the learning process and generates unfavourable results. He expresses that traditional assessment is segregating; therefore, it should be replaced by an assessment that celebrates the diversity of learners aptitudes and aims at offering them favourable feedback to support their progress (cited in Birjandi and Sarem, 2012). While Gipps rejects the old mode of assessment other theoreticians like Brown and Husdon (1998) believe that alternative assessment is built upon the traditional one. For them, current assessment consists of the continuity of traditional assessment that has been updated and aligned with the new theories. Therefore, they draw attention to the misunderstanding that can result from naming it 'alternative assessment' as this designation suggests that it is separate and distinct from traditional assessment (cited in Baleghizadeh and Zarghami, 2012).

1.3 The Definitions of Assessment

The definitions of assessment can vary from a scholar to another. Brown (2004), for instance, describes assessment as a spontaneous natural process of giving feedback on various students' performances which can be as simple as a piece of advice on how to remember the spelling of a word. He also depicts assessment as being a continuous process that is automatically established in the classroom whether deliberately or unintentionally. For Chen (2003) and Wishon et al. (1998), the systematic side of assessment is rather tackled stating that it is a procedure for documenting students' progress to estimate the extent to which they have met the set goals (cited in Chan, 2008). This understanding disregards the fact that students' progress is constantly tracked in order to receive feedback that helps every student work on what has been missed in order to improve their academic performance. Lamprianou and Athanasou express another understanding of assessment describing it as "the process of collecting and organising information from purposeful activities (e.g., tests on performance or learning) with a view to drawing inferences about teaching and learning, as well as about persons, often making comparisons against established criteria" (2009, p.3). It can be noted

that the latter definition considers that assessment cannot randomly take place in the classroom. It is by contrast, a methodical process that aims at carefully gauging students' performance referring to a set of standards that the task used for assessment is founded on. The definitions addressed tend to have distinct focuses, for Brown, assessment is an umbrella term including both planned and unplanned assessment instances which seems to give a more spontaneous nature to assessment. On the other hand, Chen (2003), Wishon et al. (1998) and Lamprianou and Athanasou (2009) advance an understanding that is limited to the deliberate, careful side of assessment, thus they cover only one of the two types advanced by Brown, namely formal assessment.

1.4 Types of Assessment

Brown (2004) breaks assessment into various polarities to depict the different types of assessment that occur in the classroom. He argues that assessment can consist of arranged and well calculated procedures such as tests which fall under the category of formal assessment as well as informal procedures that are not necessarily scored or documented. In fact, any comment or correction from the teacher, a classmate, or even the self falls under the umbrella of assessment. This latter seems to be disregarded in the previously expressed views on assessment. Brown also distinguishes between formative and summative assessment. The former aims at ensuring continuity and advancement in the learning process as students along their learning journey consider the teacher's constant feedback (observations and comments) on their classroom practices. Moreover, formative assessment enables teachers not only to pursue learners' study journey, but also act as a motive in the evolution of their language proficiency.

While formative assessment is process oriented, summative assessment is rather product oriented. This type of assessment acts as a means to gauge the students' outcomes at the end of the course to estimate the extent to which the objectives set for them were achieved (Brown, 2004). However, Brown argues that summative assessment also contributes in the enhancement of learning. In the sense that it must not signal the end of the study journey in which students can safely forget what they were, for instance, tested on. Brown emphasises on the importance of fruitful feedback in summative assessment and argues that test-takers are to be provided with 'generous comments' not just grades or scores (Brown, 2004, p. 29). He articulates, "In reality, letter grades and numerical scores give absolutely no information of intrinsic interest to the student. Grades and scores reduce a mountain of linguistic and

cognitive performance data to an absurd molehill”. Brown also adds that this type of assessment feedback “gives formulaic judgement of performance as compared to others in the class_ which fosters competitive, not cooperative, learning” (Brown, 2004, p.29). It can be concluded that assessment promotes learner growth and encourages life long learning as brown (2004) emphasises, where a learning journey ends another one begins.

1.5 Testing and Assessment

The innovations in the field of assessment helped to raise various assessment tools however this does not mean that former assessment tools were dismissed. Under the category of formal, summative assessment, tests are considered an effective tool. For Brown tests are a ‘subset of assessment’ (2004, p.4). In the sense, that tests are not regarded as traditional assessment that no longer functions. However, the effectiveness of a test is linked to the degree of its reliability. He addresses in his book factors that might shake the reliability of tests and test scores. First, he addresses some student-related issues arguing test-takers might not be able to demonstrate their ultimate performance due to private life factors, fear of examination, or sickness which results in scores that do not accurately reflect their actual level. Second, Brown sheds light on the various issues that might face teachers while correcting tests. The attribution of grades might be influenced by teacher bias towards the students and their previous performances or tiredness that is also a factor that may cause raters absence of concentration thus inconsistent rating. Third, Brown also mentions the role of the conditions in which the test is administered stating that many factors like noise, the untidiness of the classroom, and even the weather can affect student’s performance on a test as it lowers their concentration. Despite these issues in testing that make the reliability of tests questioned in some cases, tests still have many advantages and represent one of the instrument options an assessor can employ. Brown states that “Tests can be useful devices, but they are only one among many procedures and tasks that teachers can ultimately use to assess students” (2004, p.4). This suggests that the reliability of test result can be verified through the employment of other assessment instruments.

1.6 The diversity of Current Assessment Tools

Lamprianou and Athanasou state that assessment allowed “more liberal views in education” (2009, p.3) which entails that current assessment offers diverse instruments to document students’ performance and assess it. Moreover, paper and pencil tests are not the only option anymore, recording and filming student while they perform tasks are few of alternative

instruments (Brown, 2001 cited in Chan 2008). Furthermore, assessment provides broader room for diversity of methods and processes in which the assessor is not only the teacher but the classmates and even the self (Brown, 2001 cited in Chan 2008), an aspect that seems to be missing in traditional assessment. With this multiplicity in current assessment, generous opportunities are offered unchaining both teacher and students' creativity. As Shohamy (1994) argues, assessing a language requires the consideration of aspects such as skills, language areas and competencies that cannot be investigated using a single instrument (cited in Chan, 2008). The richness of current assessment allows language teachers to employ multiple tools in order to tackle different points in assessing their students, thus collect multiple data about their performance and progress. To this end, a holistic view of the student's progress and achievements would be obtained.

1.7 Assessment and Learner Autonomy

Despite all the innovations that happened at the level of how language is assessed to keep aligned with the new emerging theories in education and in language teaching, assessment still needs more alteration to further consolidate with the processes of teaching and learning (Kostopoulou, 2009). Current assessment is characterised by the need to make assessment target common aims with the teaching-learning process as a result of the growing awareness that the effectiveness of assessment lies in its consolidation with the the mentioned processes (Kennedy, 2007, cited in Kostopoulou, 2009). In the same line of thought, zahork (1995) states the need of assessment to support and solidify the desired objectives behind education (cited in Chan, 2008). As kostopoulou states, the goal of education has long been advanced by Aristotle in his book 'the politics' in which he stated that the duty of education is to foster learners and make them principled citizens. From this view, it can be concluded that the mission of education is not only to provide knowledge but to prepare learners for life in society. In other words, students in language classrooms, for instance, are encouraged to develop not only language related skills but life related skills as well which implies that the learner would be able to operate by himself in the society and be in charge of learning and decision making where no guidance from the part of teachers is provided, thus achieve autonomy, a concept that was first introduced in language classrooms by Holec (1981). Holec defines learner autonomy as the ability to take control of ones learning process by setting goals, choosing techniques to achieve them, and estimating the extent to which the goals set are achieved (cited in Little, 2012). Given that assessment needs to consolidate the

teaching and learning processes, the latter takes the mission of contributing in raising learner autonomy to shape valuable future citizens. Kostopoulou (2009) articulated that

Language assessment should also promote learners' holistic growth and learner autonomy which can be identified as two principle aims of second/foreign (L2) education, given the shift to more learner-centred and humanistic pedagogies and the need for lifelong learning in the knowledge society. (p.264)

This quote clarifies the significant aims of education that assessment needs to take part in namely, forming knowledgeable individuals that positively function in society and monitor their process in seeking more knowledge. O'shea (2003) states that an assessment method that promotes learner autonomy, improves educational performance, and creates citizens that are able to make good judgements is student self-assessment (cited in Kostopoulou, 2009). For O'shea the implementation of self assessment in the classroom responsabilises learners and instills in them the habit of careful reflexion on the self and problem solving skills that would shape responsible and conscious future citizens.

1.8 The Definitions of Self-assessment

To provide a clear understanding of self-assessment one needs to start by erradicating some misunderstandings that might form about its appellation. The designation of student self-assessment might not be directly understood as Kasanen and Rätty (2002) claim that the naming 'self assessment' might make students assessment of their work confused for the assessment of the students themselves (cited in Andrade and Brown 2016). Moreover, student self-assessment can be defined as the capacity of students to gauge the quantity of their own work and situate how far they are from achieving the objectives they set (Brown, 1990, Satterly, 1989 cited in Kostopoulou, 2009). Another definition advanced by Brown and Harris (2014, p.22) states that "Student self-assessment is an evaluation of a student's own work products and processes in classroom settings." In the latter definition self-assessment is portrayed as the process in which students depict and gauge their achievements as well as their learning journey which suggests that selfassessment is not only made to evaluate one's achievements at some point in the learning journey but also to reflect on the process that was involved in reaching those achievements.

1.9 Formative and Summative Self-assessment

From the previous point it can be discerned that self-assessment can be divided into two processes. First, formative self-assessment which Andrade (2010) depicts as the kind of assessment that takes place along the learning process aiming at estimating whether learning is going towards the right direction, and thus make adjustments or revisions (cited in Andrade and Brown, 2016). Andrade adds that formative self-assessment requires much effort as it aims to reflect on and gauge the qualitative side of the learning which requires multiple instruments to get a holistic view of one's academic progress. Second, Andrade and Brown (2016) define summative self-assessment as an approach which consists of students judging their own academic work at the end of the course to evaluate what they have accumulated and translate it in the form of grades or rating scales. It can be concluded that for Andrade and Brown (2016) summative self-assessment can be graded; however, Panadero, Brown, and Strijbos (2014). disagree stating that handing the students the responsibility of attributing grades or rates to their own performances in a summative approach does not fall under self-assessment (cited in Andrade and Brown 2016). Similarly, Boud (1995) supports the rejection of summative self assessment identifying the reasons behind its ineffectiveness. He argues that self assessment engages students in two steps which are first the identification of important standards and then evaluation one's work to gauge the extent to which those standards are present. For him, the problem with summative self-assessment is that it tends to influence students to neglect the first step that is considered as the basis (cited in Andrade and Brown 2016). As a result, students would not evaluate their work effectively as they do not have a clear idea of the criteria that are supposed to exist in their academic work. In the same line of thought, Oskarson (1997) highlights the significance of providing students with attainable assessment criteria that are consonant with the the students needs (cited in Kostopoulou, 2009). This sheds light on the significance of the teachers' roles in applying self-assessment.

1.10 The Teacher's Role in Student Self-assessment

current learning is founded on theories of student-centeredness and student autonomy; however, the teacher still has a significant impact in the classroom. The effectiveness of self-assessment in the classroom relies on how teachers implement it. Schön (1983) states that teachers would be able to aid students to develop self-assessment skills if the teacher himself disposes of these skills. Moreover, these skills require a high level of expertise. Teachers need

first to critically reflect on their teaching and be welcoming to change (cited in Kostopoulou, 2009). The responsibility of teachers to provide an environment that promotes successful self-assessment also comprises, as Brown (1990) and Satterly (1989) stated, teacher assessment. In the sense that student assessment did not emerge to replace teacher assessment, on the contrary, the two processes were regarded as an effective combination. The overlap of teacher and student assessment is regarded as a means to obtain an integrated view of the student's academic performance (cited in Kostopoulou, 2009). However, the combination of the two assessments is not to be done randomly. To ensure students are having opportunities of autonomy it is favourable for teachers not to assess the students on the same tasks they employed self-assessment in. Consequently, teacher assessment would not come across as a correction to students self-assessment (Council of Europe, 2006 cited in Kostopoulou, 2009) one other way that teacher assessment can guide students and support their self-assessment is to assess them on a similar task. Kostopoulou (2009) advances that teacher feedback on students performance should not precede self-assessment. that is to give students a chance to put their self-assessment skills into function. Teachers are responsible of offering guidance to students so as to develop their self-assessment skills and attempt to achieve accuracy and reliability.

Student self-assessment skills require guidance and aid from teachers; however, when self assessment is used as a diagnosis of students level and needs to make alterations in the course, for example, in order to modify syllabus, it needs to be carefully done. Self-assesment of such importance has to be trusworthy in the sense that students would accurately and objectively assess their work (Messick, 1989 cited in Brown and Harris, 2014); however, not all teachers and practitioners believe in features of accuracy and objectivity in self-asesment. Brown and Harris (2013) states that research aiming at gauging the accuracy of self-assessment employed teacher score-focused assessment, the results of the study have shown that the the compatibility of the two assessment processes was moderate (cited in Brown and harris, 2014). The self-assessment incompatibility with teacher assessment might be due to the feeling of tension that pushes students to alternate their results and hide their mistakes from their classmates (Brown and Harris, 2013 cited in Brown and Harris, 2014). Even when not worried about others' judgement, students might unintentionally provide inaccurate evaluation on their work due to optimism (Dunning, Heath, and Suls, 2004 cited in Brown and Harris, 2014).

1.11 The Impact of Self-assessment on Students

Self assessment enables student to be in charge of their learning process being partly attributed the responsibility of their learning. This engages learners in critical thinking which aids them to practice self-reflexion as objectively as possible. Given that students have the skills to monitor their own learning, these latter can continue doing so which would make them life long learners. The self-reflexion, strategies they develop and the responsibilities they learn to take serve them as students and citizens (Kostopolou, 2009).

1.12 The Mission of Education and Assessment

Current language assessment does not only aim at improving the quality of academic outcomes but also promoting autonomy, democracy and equality via making sure that assessment methods and procedures keep in parallel with the student's right to be different and prepares him or her to function in a culturally diverse societies (McNamara and Shohamy 2008 cited in Kostopolou, 2009). For instance, self assessment fosters the ability to notice both one's strong and weak points in academic performance; however, it trains students to reflect on themselves and be aware of one's negative points and weaknesses as much as one is aware of his or her strengths. This promotes tolerance towards other individuals and cultures. Self assessment; therefore, contributes to the holistic growth of the student (Kostopolou, 2009).

As self assessment reinforces critical thinking and awareness, language student would be more drawn to reflect on the culture of the target language and his or her own culture. Recognise the differences in expression as well as in thinking which make them more conscious about diversity in the world and embrace the differences between people. Self reflexion enables one to notice positive and negative points in both his culture and the target language culture, thus one considers himself as neither superior nor inferior to the other cultures. Kostopolou states that "the redistribution of educational power and the more democratic relationships between teachers and learners necessitated by the practice of self-assessment result in an interface between pedagogic democracy and societal democracy" (2009, p.273). In the field of education, the central aims shifted to making students embrace democracy and diversity; however, some educational practices in teaching and assessment might seem to show the opposite.

1.13 The Spread of The English Language

The English language has known a linguistic evolution as it does not only have a large number of native speakers but it is also widely used among non-natives (Mckay, 2002). Kashru (1989) describes the position English occupies in different parts of the world and the reasons behind its spread. He starts by dealing with the first instances of the spread of English referring to the United States of America, Canada and Australia as inner circle countries where English is the first language due to the native English speakers' settlements. Thus, several varieties of English language emerged due to this move. Second, Kashru addressed countries that witnessed colonization from English speakers attributing them the name of outer circle countries. For Kashru, outer circle countries developed English language proficiency as they were exposed to the language. However, Kashru notes that English does not only exist in countries where English language speakers settled referring to these countries as expanding circle countries. Unlike outer circle, expanding circle countries did not experience colonization thus does not have much contact with native speakers. Therefore, their proficiency in the language is not as advanced. In Expanding circle countries the spread of English resulted from foreign language teaching only due to the growing importance of the language. As Crystal (1997) notes, international languages have a special position as a globally required language in education (cited in McKay, 2002). This global spread of English brought many language varieties that were manifested in variation at the level of phonology, morphology, lexis as well as pragmatics (Taylor, 2009). It was already set that countries where English is the first language have differing Englishes such as American and British English. However, the phenomenon of language variation even exceeded inner circle countries to take place in both outer and expanding circle countries.

Mckay (2002), highlights the surprising changes that happen at the level of English, yet she notes that it is predictable for a linguistic revolution that the language witnessed results in alteration. However, concern is still expressed regarding whether this change will threaten the role of intelligibility that English plays across linguistic and cultural boundaries. Crystal addresses language change noting that languages used to be influenced by neighbouring varieties. Nevertheless, with the existing information and communication technologies, boundaries are omitted and distance is non-existent (cited in Taylor, 2009). Individuals can

be exposed to different varieties of English that can influence their language use which maximised language change.

1.14 The Status of English and its Impact on ELT

The wide spread of English, the existence of diverse varieties, and the constant change of the language has a large impact on English language teaching and assessment. Crystal (1987 cited in Taylor, 2009) depicts the difficulty of teacher decision making regarding the teaching and testing of the English language. Elder and Davies (2006) specify that the current state of English language causes concerns among teachers and testers as to what to include in an English language course and what should students be assessed on (cited in Taylor, 2009). Due to the existence of diverse varieties of English, teachers might be confused about which English is considered appropriate in teaching and assessment and what makes it so. Taylor (2009) highlights that careful reflection is to be made in classroom decision-making so as to select materials for the course and set standards according to which students would be assessed so that prejudice and irrational foundation. For her, a teacher or a tester should not stop at decision making but needs to reflect on the reasons behind his decisions.

1.15 Celebrating the Diversity of English

Teachers and professional testing communities are invited to examine traditionally set standards of English. Taylor (2009) states that current language standards might dismiss the richness of the English language. In the sense that, it does not account for the variations of the language as it only idealises one particular variety most likely to be from an English native speaking community. Setting standards as such reflects neither the linguistic reality of the language nor the social reality. Society nowadays aims at celebrating its multicultural richness. In fact, language or language variety is closely associated to identity as having particular or different pronunciation or grammar use communicates the affiliation with a community or group. In fact, even non-native speakers of English do have a certain way they use language that is particular to them such as accents. Given that linguistic variation is related to identity, Taylor argues that standardising one variety and making its use compulsory in the classroom deprives students of an element that is part of them. The implication of disregarding diversity is against the mission of education, as Kostopoulou (2009) notes, education aims at shaping citizens that embrace the multiculturalism of society. Taylor (2009) notes that teaching and assessment should be carefully thought as they have an influence on the learners' thinking. She illustrates that the selection of native-speaker varieties

only might give student anti-multicultural ideas and drive them to idealise a variety based on prejudice. Moreover, the idealisation of native speakers it self generates issues of who has the the merit to be teacher. Consequently, effectiveness of being taught by a non-native would be questioned. For her, all English language teachers and assessors, regardless of what their first language might be, are to receive training as teacher nativeness doesn't necessarily relate to high teaching or assessment abilities. In the same line of thought, Lowenberg (2000), states that native or not, all teachers have to be acquainted with language variations. Taylor (2009) attempts to combat the dominance of a language variety because of power and states that the English language is no longer perceived to belong to inner circle countries.

1.16 The Need for the Restandardisation of English

It is important to note that the tension in recently emerging academic debate is not only due to finding ways to celebrate linguistic diversity in teaching and sssessment, more complex issues are due to the necessity to keep standards in English language teaching. Mckay (2002) argues that the role of English as an international language is to keep intelligibility in communication between speakers of different languages; therefore, she considers the need for standards to be a potential sollution. She expresses her concerns about the present interchange of languages and the way this might harm English as a lingua franca. Mckay (2002, p.49) states

Their use of English is influenced by these other languages. Hence, they are developing new lexical items, new grammatical standards, and their pronunciation is also being influenced by other languages. These changes lead some people to worry that English will vary to such an extent that it will no longer serve the main purpose of an international language, namely to provide a link across cultures and languages. Thus, it is important to examine what is ment by standards

Another reason for advancing English language standards is the offering of study and work opportunities across the globe which requires unification of standards to facilitate mobility. However, taylor (2009) clarifies that the set standards are to be carefully thought to be free of prejudice and avoid linguistic imperialism. In the sense that, it does not grant the merit to a variety over an other just because it belongs to a native speaking community.

Taylor concludes that language teaching and assessment fields are witnessing conflicts with regards to theory and practice. Teachers and professional test developers are faced with the

challenge to combine the ‘twin demands’ of celebrating linguistic diversity and the setting of objective standards (Taylor, 2009, p. 147).

1.17 Conclusion

This chapter presented the shift of the role of assessment from a means to gauge students’ performance to a way of providing the students with support in their learning journey and the promotion of higher educational performance. The consolidation of the teaching, learning and assessment was discussed as well as the need for these processes to target a common objective namely, autonomous and principled individuals. The chapter also highlighted the growing awareness of the necessity of student centredness in assessment and its role in raising students responsibility and problem solving skills. As the impact of decision making in education and assessment has on students was demonstrated it was seen significant to reexamine English language teaching and assessment. In the sense that, the reasons behind the choices of the standardisation of the lingua franca were questioned. Finally, the chapter dealt with the unresolved questions of the twin demands of current English language teaching that are manifested in either the appropriate restandardisation of the language that would facilitate the assessment of the language or the celebration and acceptance of English language varieties in the classroom.

Chapter 2

2.1 Introduction

After discussing and reviewing the literature on this topic, this chapter presents the description of the overall practical side of this study. First, the hypotheses are presented to demonstrate the expectation of the results of this study. Second, the aim behind conducting such research are listed and explained. Third, the chapter provides a description of the context in which the study is conducted, and information on the population sampling and size are stated together with the reasons behind those choices. Next, the chapter presents description and explanation of the method of enquiry selected as suitable. Data collection tools are, then, described and the data is analysed in details and presented in tables and charts.

This study is based on the assumptions that assessment at Abdelhamid Ibn Badis University is no longer suitable for current English language classrooms; therefore, it needs to be rethought and updated. The hypotheses generated is that assessment in LMD system did not meet its aim to make students more involved in the classroom. On the contrary, classes might still revolve around the teacher while the main concern of the majority of students is to get the average and validate the year. The need to question current assessment modes and bring adjustments to involve students more in their learning rather than scores via implementing self assessment and non scored TD's is postulated to bring better outcomes. The reconsideration of English language status as a lingua franca is also assumed to be absent. Consequently, the research speculates that teachers are welcoming alternative methods of assessment as they are dissatisfied with LMD assessment outcomes.

This research project attempts first to investigate Abdelhamid Ibn Badis university teachers' impressions and attitudes regarding the current modes of assessment and whether they think the latter should be rethought and questioned. Second, it enquires about teachers opinions on the effectiveness of the adoption of alternative assessment for our context, namely self-assessment and non-scored TD's. Third, this reseach proposes to inverstigate teachers views on the assessment of Egnlish regarding its status a lingua franca and the issues it implies. Consequently, it uncovers where Abdelhamid Ibn Badis university teachers stand in current academic debate about celebrating English linguistic variation or standardizing the language to have a reference.

The present study attempts to bring an update to assessment at Abdelhamid Ibn Badis University through investigating teachers' insights on current assessment methods and the ones suggested in this research. Moreover, it endeavours to analyse the teachers' proposed adjustments at the level of assessment modes that are found suitable for our context and keep up it to date.

2.2 The Context

This investigation took place during 2018/2019 academic year at Abdelhamid Ibn Badis University in Mostaganem, in the department of English language. The university has been working with the LMD system since August 2003 which is the most recent reform in Algerian higher education (Sarnou, 2012). LMD system consists of three years licence, two years of master, and three years doctorate. It is a system that consists of two semesters in the academic year and allows students to pass indebted when not having the full credit of a year. As cited in Sarnou (2012) one of the novelties that LMD system introduces to higher education is the incorporation of two modes of assessment final exams and going assesment that either or both are present in a module. However, a special consideration and more value is attributed to the latter. The students' module average is obtained by adding exam mark to ongoing assessment mark together and deviding the total by two.

2.3 The Participants

For this study the population targetted is English language teachers at Abdelhamid Ibn Badis university in the English language department whose identities are kept confidential. The sample consists of 12 teachers, males and females, novice and experienced, chosen regardless of their specilties, degrees, and professional experience. The random sampling was seen suitable to get an overview of opinions of the teachers in the English department as the goal was to select a sample that is likely to be representative of the rest of the population (Vanderstoep and Johnston, 2009). A random sample or a probabilistic sample is described by Vanderstoep and Johnston as "is a sample in which each member of the sampling frame has an equal chance of being selected as a study participant."(2009, p.27). Because this study deals with assessment, getting teachers' perspective instead of stuent's' was thought to be preferable, for the latters might not be sufficiently knowlegeable to provide the requested answers in this matter unlike teachers who are constantly engaged in reflecting and decision making to assess students.

2.4 The method of Enquiry

The selection of an appropriate approach to investigate the topic is deeply related to the nature of results the research targets. Vanderstoep and Johnston argue that, “In general, quantitative research specifies numerical assignment to the phenomena under study, whereas qualitative research produces narrative or textual descriptions of the phenomena under study” (2009, P.7). However, this does not mean that research has to be either qualitative or quantitative. In fact, Vanderstoep and Johnston articulate that combining both methods of enquiry results in higher quality research and even describe it as “ideal” (2009, p.8).

The research conducted aims at investigating teachers’ views and attitudes about assessment and the issues of current English language classrooms, and the population sample is expected to provide rich descriptive answers and explanations. Consequently, the present research automatically takes a more qualitative nature. As Vanderstoep and Johnston state “If a researcher desires a more narrative understanding, then a qualitative strategy would be preferred” (2009, P.8). However, this approach consists of strengths and weaknesses. The former is reflected in the richness of population sample answers and the details provided that allow the researcher to comprehend the data collected. The latter is reflected in the limited number of participants which means that although their answers can provide deep insights, they are still the answers of a small number of people compared to the size of the population. Therefore, the extent to which the result can apply to the rest of the population is questioned. (Vanderstoep and Johnston, 2009).

2.5 Data Collection

The data for present study is collected from 12 anonymous teachers selected via random sampling. They participated in the study by filling in hardcopy questionnaires that were individually handed to them. This data collection technique is known as self-report (Vanderstoep and Johnston, 2009). It represents a powerful strategy in the collection of attitude and behaviour of participants. This strategy is recognised as efficient ; however, self-reports are sometimes doubted as it is not guaranteed that participants are being honest in reporting their attitudes. As cited in (Vanderstoep and Johnston, 2009). Myers, a professor of psychology, states that people cannot objectively report information about themselves as one tends to be in favour of himself. Consequently, researchers do not expect all answers to be accurate. Despite this weakness Vanderstoep and Johnston (2009) argue that self-reports

remain a “powerful and flexible way to collect data that allows you to measure many aspects of human activity” (2009, p.67).

2.6 Data Collection Tool

As mentioned earlier, questionnaire is selected as a Data collection tool administered to the sample of 12 teachers at *Abdelhamid Ibn Badis* to collect qualitative and quantitative data on their attitudes and views regarding the current assessment applied and recently emerging academic debate on the issues of assessing English as a lingua franca.

Brown (as cited in *Dörnyei, 2007, p.91*) describes the questionnaire as “Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting among existing answers”. Moreover, *Dörnyei, notes that questionnaires can be referred to as ‘surveys’, ‘opinionnaires’, ‘studies’ among many other designations adding that questionnaires are inaccurately designated as the latter do not necessarily contain questions (Dörnyei, 2007, p.91). He states that questionnaires are one of the favored tools by social science researchers as they offer systematicity and diligence in obtaining results (2007).*

Questionnaires can be used to capture three kinds of information concerning the sample selected, first, factual information which consists of characteristics such as gender, age and degree. Second, behavioural information which deal with the participants’ achievements, current activities and routines. Third, attitudinal information that cover attitudes and points of views. To this end, questionnaires do not aim at testing participants knowledge but at collecting information about them (Dörnyei, 2007, p.90-91).

Questionnaire was chosen as a tool for data collection as it provides consistent results and is consonant with the qualitative and quantitative nature of this research. It enables both types of data to be collected (*Dörnyei, 2007*). In the sense that, close ended questions provide numerical data and the justifications required yield descriptive data. Moreover, Vanderstoep and Johnston (2009) articulate that questionnaires are suitable for the type of research that considers participants’ attitudes and judgments which is the case of this research project. Furthermore, the questionnaire is believed to be more likely answered by the sample, for it is more convenient. Questionnaires can be handed to teachers to complete whenever they are available and do not necessitate to set a specific time unlike other tools. Vanderstoep and Johnston mention that among the advantages of using questionnaires “is the efficiency with

which data can be collected” Adding that “data collection can be done with copies of the questionnaire, pencils, and a group of randomly selected participants” (2009, p.66-67). It was also taken into consideration that questionnaires are less personal and ensure more confidentiality, in the sense that, participants are neither recorded nor filmed, hence participants would not hesitate to participate in the study. To this end, the questionnaire was chosen for its practicality in this case.

2.7 The Description of the Questionnaire

The questionnaire designed for this study is composed of 19 questions and statements. As questionnaires do not necessarily contain only questions (*Dörnyei, 2007*). The number and aim of questions and statements is considered to be adequate for the purpose of the study. It yields a satisfactory amount of information on the attitudes and visions of teachers concerning the the current assessment applied at Abdelhamid Ibn Badis university and the adjustments suggested.

The questionnaire embodies different types of both closed-ended and open-ended questions and statements aimed at collecting attitudinal data about the the respondents. Closed-ended questions represent the type of questions in which respondents are offered items to select to answer the question. Items can be ticked or circled according to the instruction. These types of questions do not require participants to write out anything. 3 types of close-ended item questions are used in the questionnaire. First, Likert scales which provide different degrees to guarantee precision on the extent of participant’ agreement or disagreement on the statements, or the extent to which an element of assessment is perceived as important. The Likert scales in this questionnaire contain 5 point scales. For instance statements that ask about agreements are accompanied by, “strongly agree”, “agree”, “neither agree nor disagree”, “disagree”, and “strongly disagree”. Vanderstoep and Johnston recommend the 5 point scales as “ it provides enough response alternatives to reflect the various opinions” (2009, p. 81) in the sense that the precision of a 9 point items can be confusing and a 3 point is too limited to gauge the respondents degree of agreement. one of the issues this type of scale presents is that respondents can opt for the mid point to escape answering the question. If the midpoint is omitted, respondents are then obliged to tick the item that reflects their degree of agreement; however, respondents who genuinely neither agree nor disagree would not have an item describing their position. Despite this issue Likert-type scales have a crucial role in opinion and attitude surveys; therefore, this type of question is constantly employed in this questionnaire.

The second type of closed-ended item questions is multiple choice questions. This type is present with different instructions, in some questions, only one option can be ticked and in other multiple ones. To ensure flexibility and precision in the results, all multiple choice questions provide the chance to add an element that is not on the list of choices so as to avoid obliging participant to tick out of the available ones while they might not be convenient for him or her. In other words an open ended question accompanies multiple choice items using the option "Other" with blank space. The third type of questions present is the polarised yes-no question. *Dörnyei (2007) explains that yes no question only offer to options which can be seen as inflexible yet it is still considered reliable in particular cases where it is hard to position one self precisely in a 5 item scale, for example.*

Open ended questions do not offer in items to tick. Respondents are not supposed to select an already existent answer in the sheet, instead blank space is offered to be filled freely. It is important to note that Open ended questions are not a necessity in questionnaires, they are used when rich clarifications are needed (Dörnyei, 2007). This questionnaire contains types of open ended questions clarification questions and short-answer questions. Clarification questions, as mentioned before are used with close ended questions to permit participants to write their own answers. In this questionnaire, this type is used with all multiple choice items to ensure that respondents are not limited in options that might not be convenient for them. Short-answer questions are also used when needed to provide participants with a space to further explain their opinions and to justify their ticked items on closed-ended questions.

2.8 Questions and data analysis

Question number 1. The questionnaire starts with a general question aiming to investigate teachers general impressions on current assesment at Abdelhamid Ibn Badis university. The question offers 5 item Likert-scale to gauge the respondants degree of satisfaction with the mode of assessment applied. The question also aims to find the reason behind the respondants' answers, thus it provides space for justification. The data obtained from this question is presented in a circle chart in which it can be seen that 58% of the participant opted for 'neutral', 17% ticked satisfied and similarly 17% ticked dissatisfied. The lowest percentage is obtained in 'very dissatisfied' as it is 8%. Although the likert scale provided 5 items to tick from, only 4 were ticked. in fact, no participant opted for 'very satisfied'.

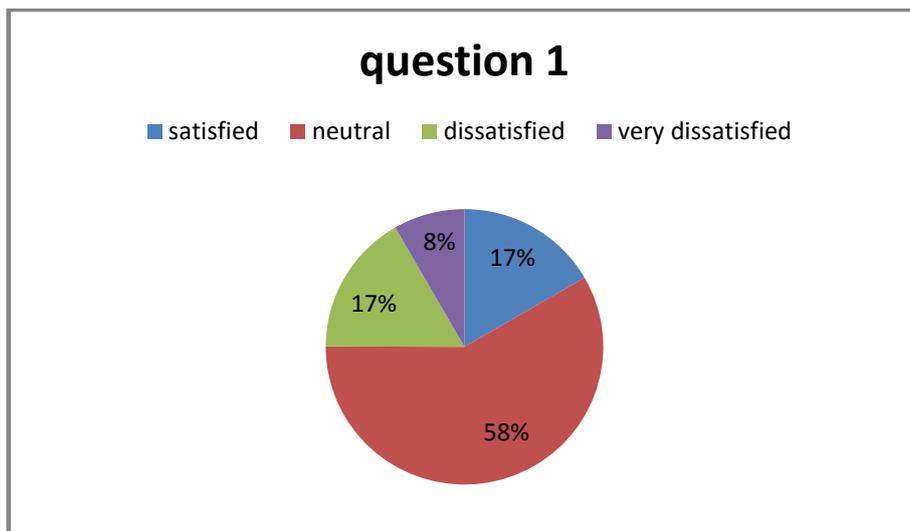


Figure 1. The participant's general impressions on assessment at the university.

Question number 2. The second question enquires about the respondents' opinions on the current mode of assessment used in the calculation of students' module averages in which exam and TD mark are assigned equal percentage. Participants are required to tick one of the 5 items in the likert-type scale that describes the extent to which this mode of assessment reflects students' achievements in the semester and to justify their choice. This question seeks to determine teachers' attitudes to TD marks being attributed equal importance, thus equal percentage to exam mark. It attempts to reveal whether the way of combining the two marks provides an accurate picture of the student's level. The answers are expected to reflect teachers' insight about the assessment types and procedures employed to obtain each mark then to reflect on which types and procedure have the merit of being higher in percentage. As manifested in the chart, 42% ticked 'to a moderate extent' and the two options 'to a small extent' and 'to a very large extent' obtained the same percentage, 25%. The least ticked option is 'to a very small extent' with 8%.

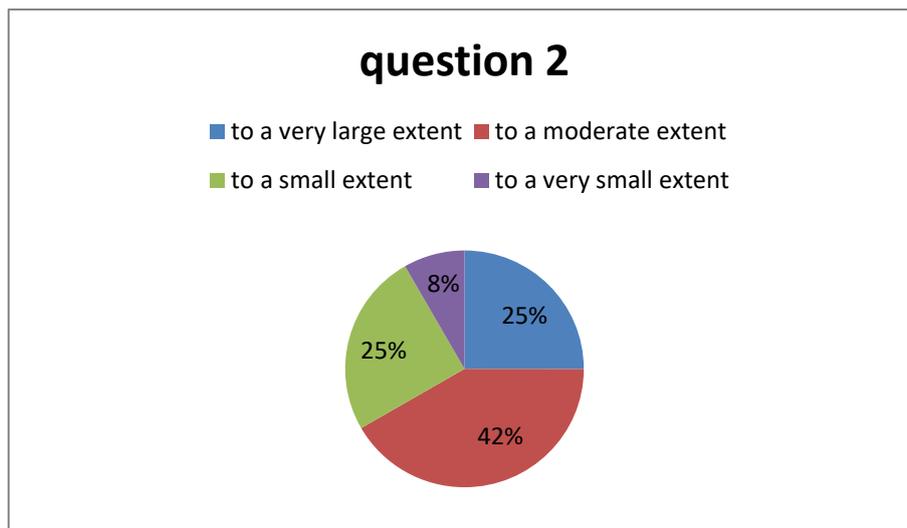


Figure 2. The extent to which equal percentage assigned to TD and exam marks reflects students' level.

Question number 3. The third question aims at seeking more information about the matter addressed in question 2. In the sense that, it attempts exploring respondents' views and the reasons for which they think equal percentage is or isn not reflecting the students' achievements during a semester. In fact, the answers to this question are expected to reveal teachers' positions concerning which of formative or summative assessment methods offer a proper idea of a student's level. Three options were offered to select from the first suggesting fairness in providing exam mark with higher percentage. The second, suggests that fairness lies in assigning exam and TD marks equal percentage. Finally, the third option that relates fairness to assigning higher percentage to TD marks. Similar to other multiple choice questions, This one offers 'other' section in which the participants can express freely their points of view if they are not already portayed in the suggested options. As manifested in the chart, option number 1obained 16%, the second option got 50%, the third option 17% . 17% of the participants rather expressed their own view in the 'Othe' section.

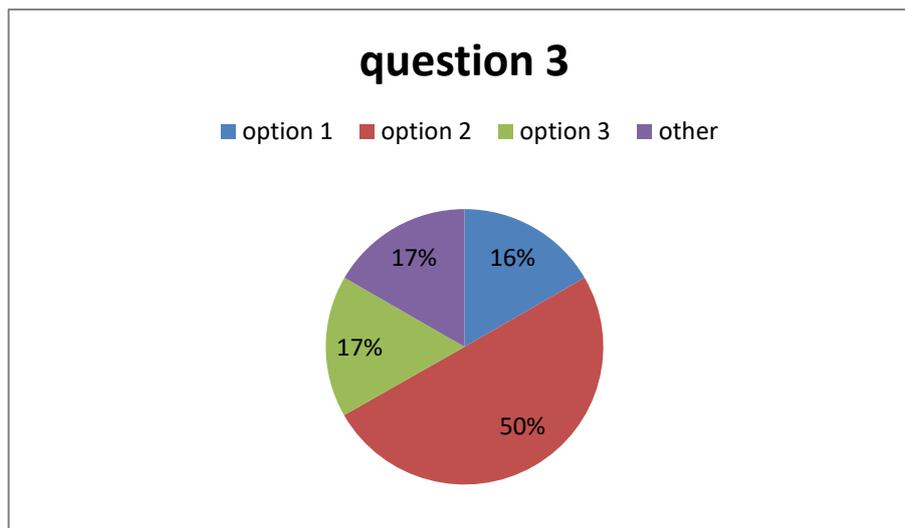


Figure 3. the appropriate Percentage distribution on TD and Exam marks.

Question number 4. This question enquires to discover whether teachers think assessment at our university needs to be updated. Participants are then expected to tick one of the options 'yes' or 'no' and to illustrate proposing adjustments in case they do perceive that change is necessary. The data show that most participants do consider that current assessment requires readjustment. As 75% had affirmative answers. The remaining percentage belongs to negative answers that obtained 17% and to 8% of unanswered questions.

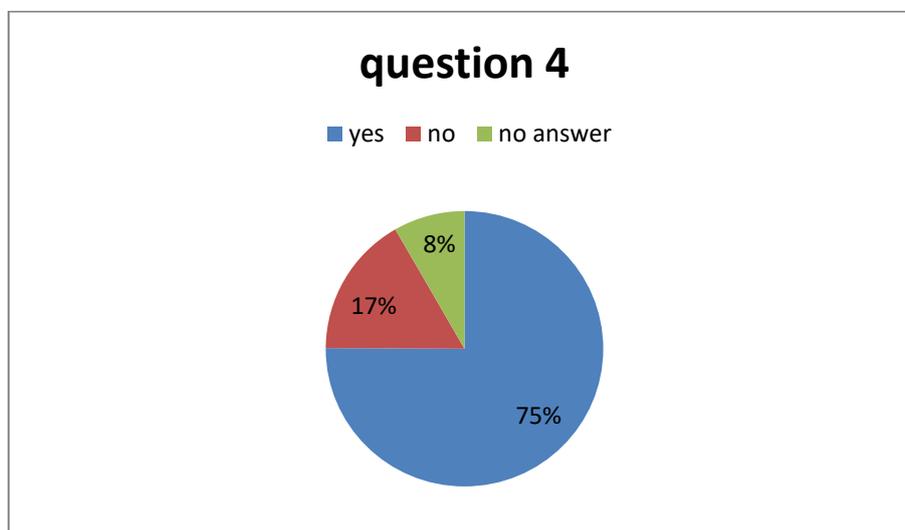


Figure 4

Question number 5. This question targets one specific method of alternative assessment namely, self-assessment. Teachers were asked to express their extent of agreement with the statement that self-assessment would result in better learning at Abdelhamid Ben Badis university in particular. The respondents would answer the question ticking one of the 5

items in the likert-scale of agreement and disagreement and to provide justification in blank space. The data collected from this question demonstrate that 33% 'strongly agree' and 33% 'agree' on the statement. Participants who disagreed represent 17% of the total number and a remaining 17% who 'neither agree nor disagree'.

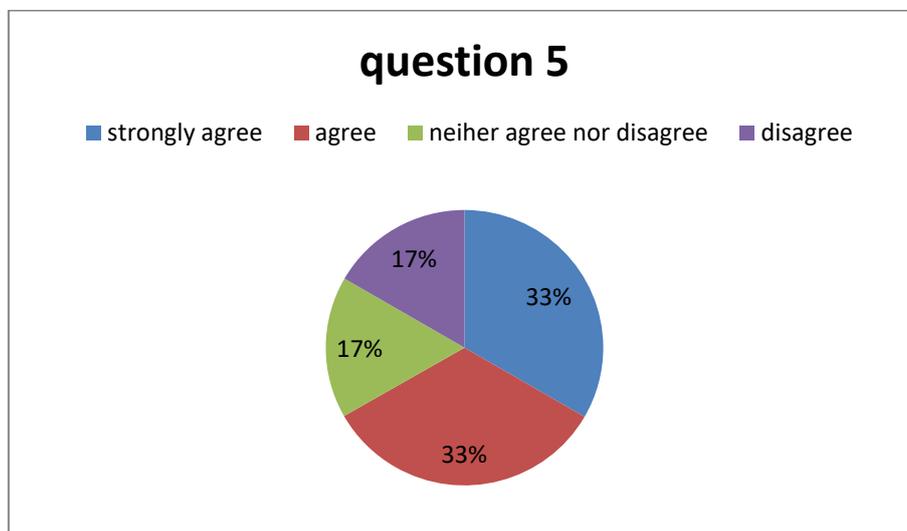


Figure 5

Question number 6. This question addresses teacher attitudes towards the effectiveness of making self-assessment the core assessment method of TD's. although similar to the previous question, this one does not address Abdelhamid Ibn Badis university students in particular, thus one of the aims behind this question is to compare how teachers react to selfassessment in both our and another context. It consists of the statement that self-assessment enables student to enhance their performace as they keep track of their learning. The answers to this question are obtained through ticking one of the 5 item likert scale about degrees of agreement and disagreement. The data obtined are manifested in the chart below. As demonstarted in the chart, 50% agree on the statement and 17% strongly agree. The lowest percentage 8% was the resut of the number of disagreements. The remaining percentage belongs to the participants who ticked 'neither agree nor disagree'.

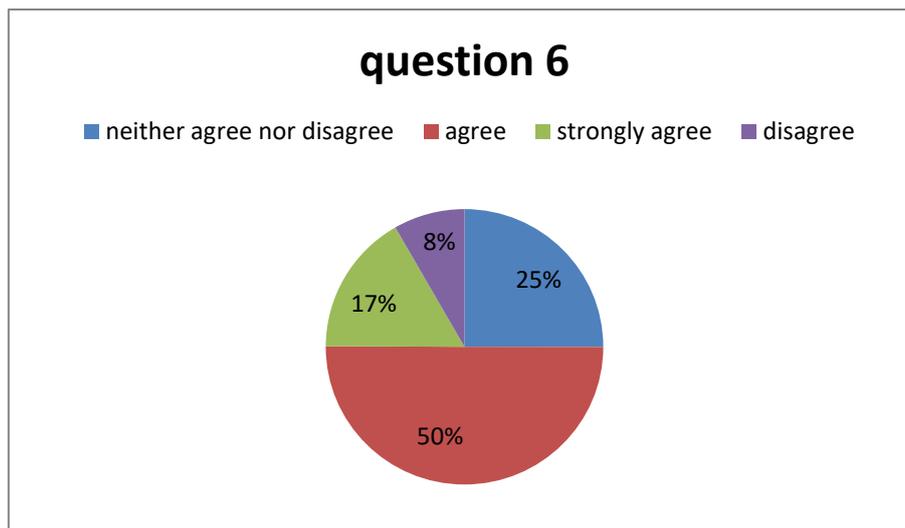


Figure 6

Question number 7. The seventh question addresses the same mode of assessment suggested in questions 5 and 6. It enquires about teachers attitudes about the issue of students comparing themselves to their classmates and suggests that involving students in self-assessment lowers the degree of comparison as in makes students concentrate on their learning process. Respondents are asked to express their degree of agreement or disagreement on this statement by ticking a five item likers scale. The data is manifested in the chart below in which the ‘strongly agree’ option obtains 25% and the ‘agree’ option gets 59%. The data also demonstrate that 8% ‘disagree’ and the remaining 8% opted for the option ‘neither agree nor disagree’.

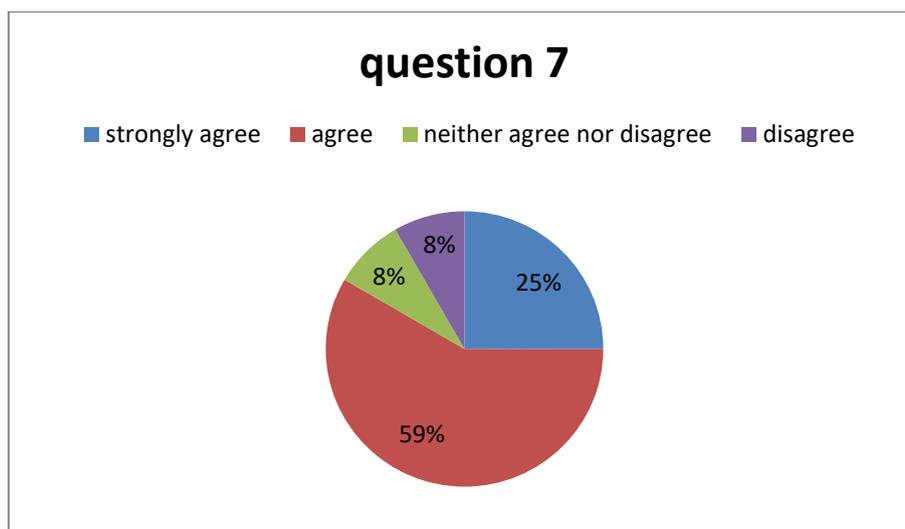


Figure 7

Question number 8. In the eighth question, teachers are asked to describe their level of agreement or disagreement on the statement that grading can have some negative consequences like making students care more about number than they do about their actual achievements. This question serves to analyse whether teachers regard marks as a motive for learning or as a distraction from knowledge. Participants responded to this question by ticking their degree of agreement and disagreement on a 5 item likert scale. The data collected from this question demonstrate that agreements outnumber disagreements. In fact, 67% ticked 'agree' and 17% ticked 'strongly agree' whereas 8% 'disagree'. The remaining 8% left the question unanswered.

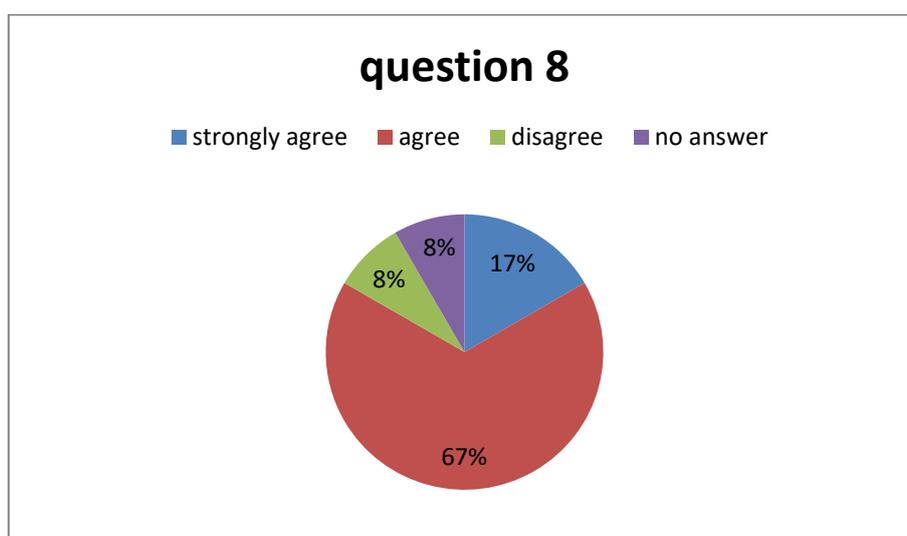


Figure 8.

Question number 9. This question suggests that changing how TD's are assessed to make it non-graded can make students more aware of their achievements. The respondents are asked to describe their level of agreement on this suggestion by ticking a 5 item likert scale, and to explain the reasons for their attitude. This question aims to investigate to what extent teachers think marks are contributing in students' learning process and whether they perceive marks as a primordial aspect in assessment. The data collected from respondents is portrayed in the chart below which demonstrates that 59% of the participants ticked 'agree' and 8% ticked 'strongly agree'. Participants against the statement consist of 17% that 'disagree' and 8% that 'strongly disagree'. The remaining 8 percent represents participants who 'neither agree nor disagree'.

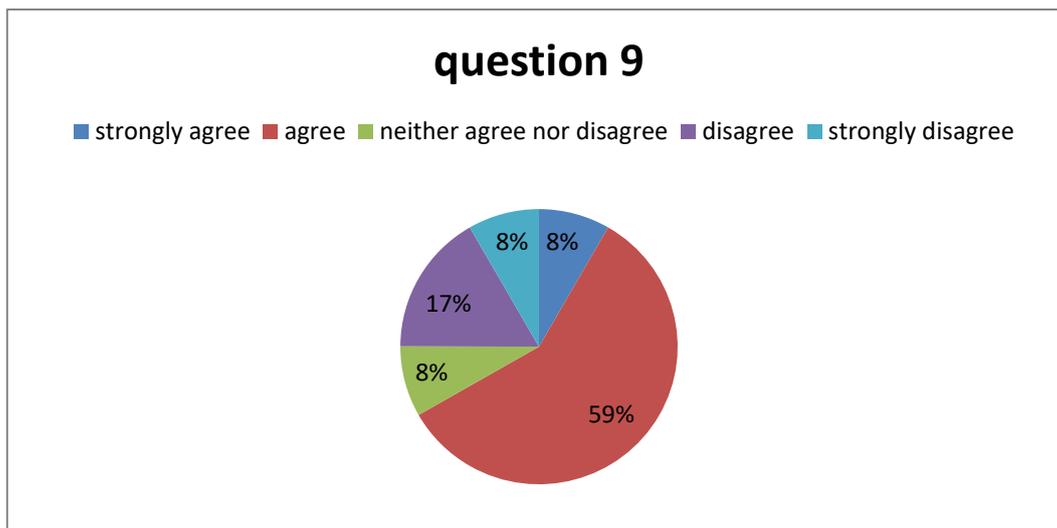


Figure 9.

Question number 10. Question number 10 seeks to explore teachers' attitude about the previously suggested adjustments regarding TD's namely, self-assessment and non-scored assessment. Teachers are asked to tick as many options as they think is convenient from the multiple-choice items provided. This question aims to discover whether teachers have positive or negative attitudes to this alternative assessment modes and whether they judge it as being appropriate for Abdelhamid Ibn Badis university students.

The question addressed enquires about teachers thoughts on non-scored, student-centred assessment. The offered options are ordered here from the most to the least ticked. The most ticked item is 'It shapes autonomous learners and responsible citizens' then in the second position comes 'It risks not to be taken seriously by students' and 'It is worth trying'. In the third position, 'It promotes learning, not just judges its quality'. Next, 'It gets rid of scoring issues' as well as 'Not suitable yet for our university'. Then, 'It encourages life long learning'. In the final position, 'cannot be as accurate as teacher assessment'. The implications of this order are stated in the following chapter.

Question number 11. This question enquires about the characteristics of assessment that are compatible with a 21st century English language classroom. The question consists of multiple-choice answers offering 9 features for respondents to choose from together with the 'Other' option that allow freedom in adding comments or other features. The answers obtained from this question are described according to the frequency of each option and then ordered in a list from the most to the least frequently ticked. The most ticked feature of 21 century English language classrooms is 'It raises responsibility' then followed by 'It prepares

students for their career' together with 'It raises critical thinking'. 'It promotes creativity' is the third most ticked item followed by 'It encourages student centredness'. The fifth position consists of the two options 'It prioritises process over product' and 'It enables communication with natives and non-natives'. In the last position, 'It demonstrates student assessment' as it is the least frequently ticked. The next chapter presents the interpretation of this order

Table 1.

Features of the 21st century English language assessment order.

Rank According to Frequency	Features of 21 st Century English Language Classroom Assessment
First	-Raises responsibility
Second	-Prepares for a career -raises critical thinking
Third	-promotes creativity
Fourth	-founded on student centredness
Fifth	-prioritises process over product -demonstrates authenticity -enables communication with both natives and non-natives
Sixth	-demonstrates students uniqueness

Question number 12. The twelfth question seeks to discover teachers' views as assessors about students who have an Arabic accent when speaking English. This aims to have an idea of what teachers consider as assessment criteria when dealing with speaking and pronunciation. In other words, this question investigates whether the influence of one's first language on the pronunciation of English considered as a failure to attain a native speakers pronunciation. The respondents answers on this question are expected to situate Abdelhamid Ibn Badis university teachers in the current debate concerning English as an international language. The data analysis of this question is expected to situate the participants with one of the two existing groups, proponents of the native speakers reference and the advocates of the celebration of the diversity of native and non native varieties of English.

Participants responded to this question by ticking one of the three options offered or by writing their own answers in the 'Other' section. The first option suggests that accents are not

a problem thus students are not penalised about this aspect when assessed and this was the choice of 50% of the respondents. The second option states that accents are barely acceptable, thus students are penalised for them when assessed and the respondent that opted for this option represent 17%. The third option suggests that accents reflect the students failure in grasping the language aspect of pronunciation, hence students are penalised when assessed.

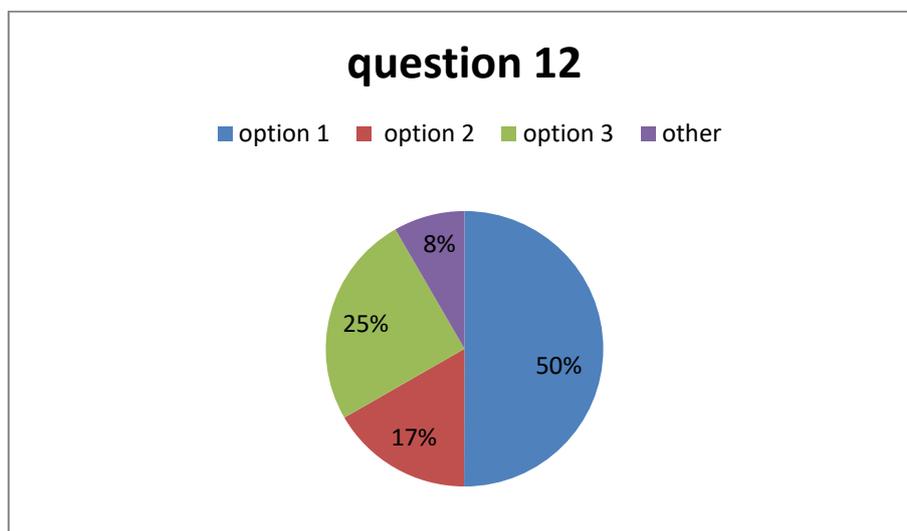


Figure 10

Question number 13. This question is considered as an investigation of the same matter in question 12 namely, the debate about English as a lingua franca. This question is addressed in order to reveal teachers attitudes regarding native proficiency and the celebration of the richness of the English language as it spread worldwide and changed. This question also covers whether the English variety matters. In the sense that, it investigates whether students are expected to follow one variety and be consistent or whether consistency is considered insufficient and a specific variety is advocated. Moreover, whether variety matters at all.

This question tackles the use of mixed varieties in the English language and whether the teacher as an assessor regards it as a weakness in students that should be penalised. The participants answer the question by ticking the options 'Yes' and 'No' and then justify their answer in the provided space. As shown in the data description chart, 75% of the participants are affirmative and 25% are negative.

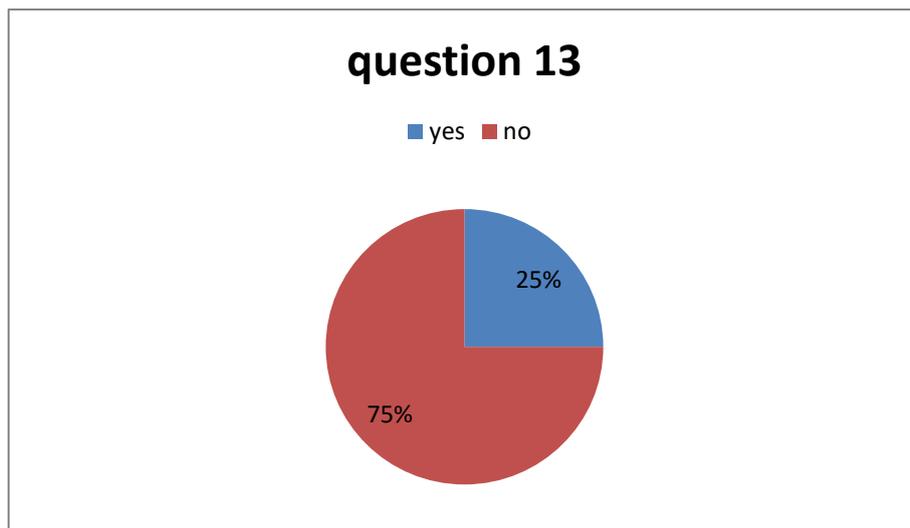


Figure 11

Question number 14. This question has got a similar aim to question number 13; however it targets written instead of oral expression. The question is addressed to compare the reactions on the same issue but in 2 different modes in order to reveal whether there is fluctuation in the assessor's tolerance of variety and variety mix. This question tackles the differences that exist among different Englishes in lexis, spelling, and grammar, and seeks to collect assessors' points of view on how important it is to stick to one variety when writing.

The question enquires whether mixing varieties is a weakness that students are penalised about in writing. The participants' answers were obtained by ticking 'Yes' or 'No'. In fact, 42% expressed affirmative answers while 58% expressed negative answers.

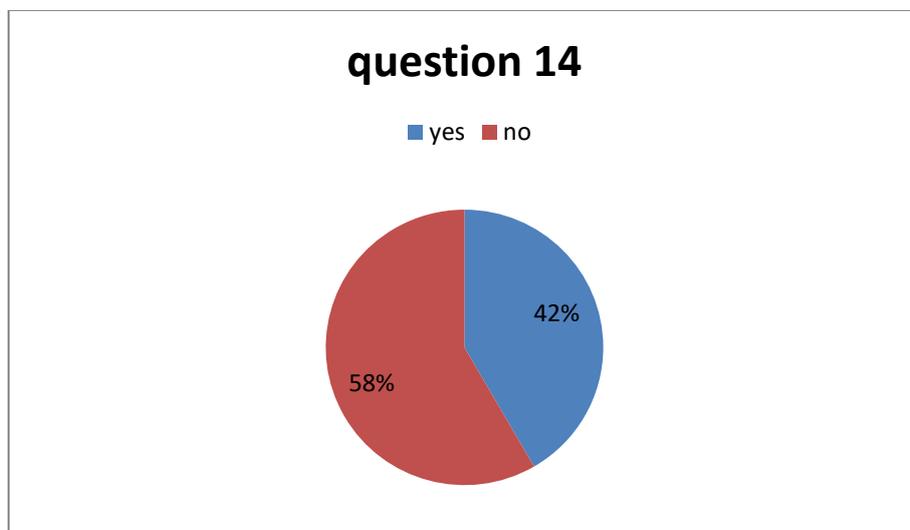


Figure 12

Question number 15. This question addresses whether teachers approve of Received Pronunciation (RP) being a reference in English language phonetics module at our university. The aim behind this question is to investigate the predominance of this British accent and enquire about teachers' attitudes toward this selection. The answers for this question are expected to bring insight on teachers' position in the debate of which variety to use and the setting of appropriate standards for teaching and assessment purpose. This question also addresses the reasons why RP should or should not be a reference in English language phonetics teaching at our university. The data show that 75% approve of RP being the reference and 17% do not. The remaining 8%, however, left the question unanswered.

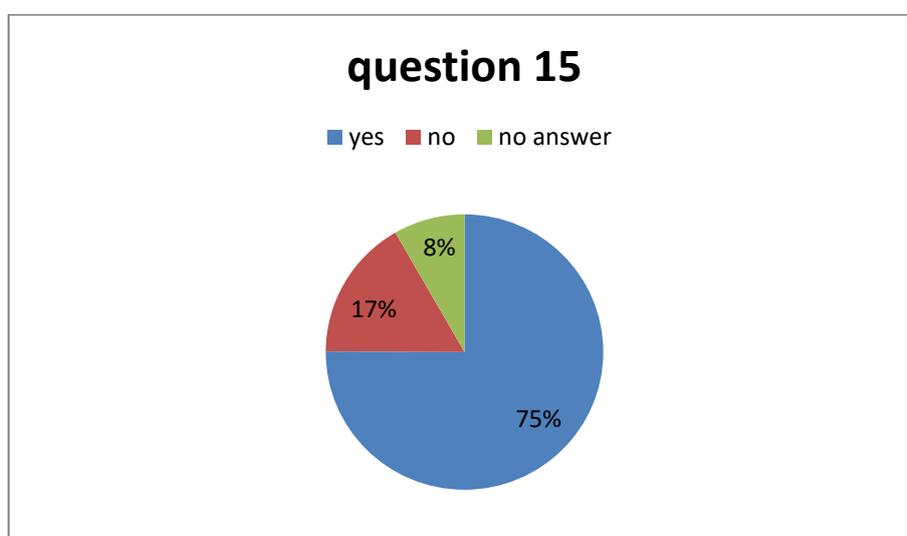


Figure 13

Question number 16. This question enquires about the Teachers' attitudes about the use of British English. The answers obtained are expected to demonstrate the degree of importance of this variety when assessing student's performance. The data is provided via ticking one of the 5 items in the likert scale. The question also offers a space for teachers to explain and illustrate their answers. As portrayed in the data description chart the vast majority of participants assign a certain degree of importance to British English in the sense that only 8% expressed his or her indifference towards British English which leaves the rest of the population attributing importance to British English at different degrees. In fact, 17% expressed that the variety in question is 'very important' and 50% expressed ticked the option 'important'. Moreover, 8% ticked the option 'fairly important' and the remaining 17% ticked 'slightly important'.

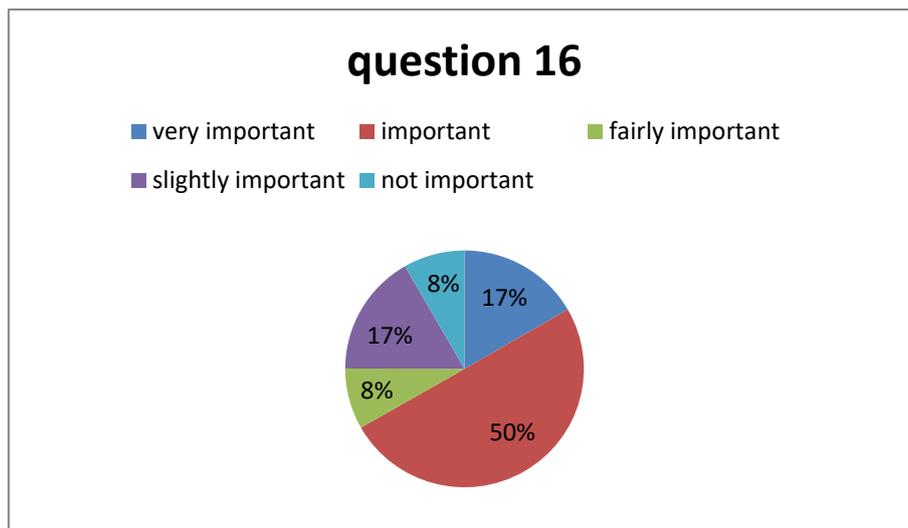


Figure 14. The importance of British English for the participants.

Question number 17

This question addresses British English and the selection of it as a reference. It enquires about the importance attributed to it while assessing students at Abdelhamid Ibn Badis university. What this question seeks to reveal is whether teachers think that a privilege is assigned to this English variety at our university. This question is closed ended offering two options ‘Yes’ and ‘No’ as well as space for further comments in order to collect data about teachers attitudes. As the data show, 59% of the respondents had affirmative answers and 33% negative ones whereas 8% left the question unanswered.

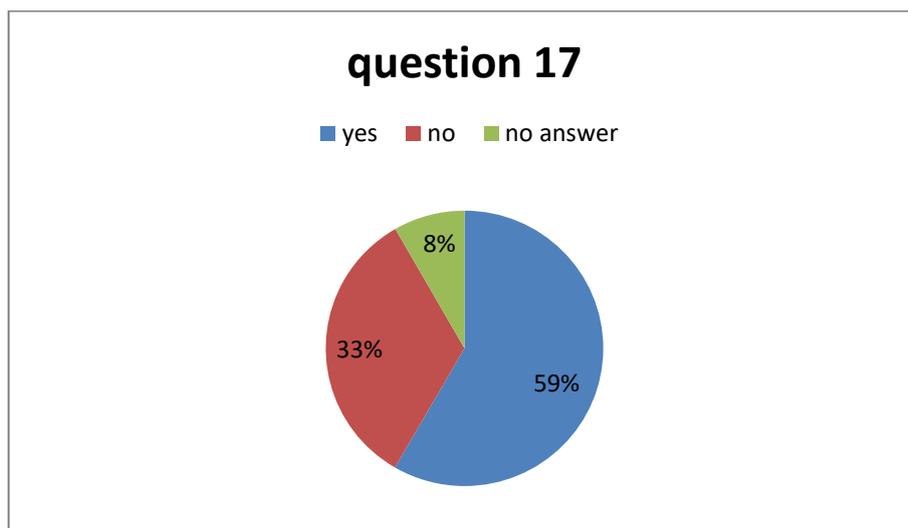


Figure 15

Question number 18. This question investigates the importance of native proficiency in learning a language. In other words, it aims to discover whether a high proficiency of a language implies mastering it like a native speaker. In this question teachers are asked to provide their thoughts on whether or not native proficiency should be one of the student's objectives. The participants are asked to select 'Yes' or 'No' and then elaborate more about their choice. As portrayed in the charts affirmative and negative questions have equal percentage.

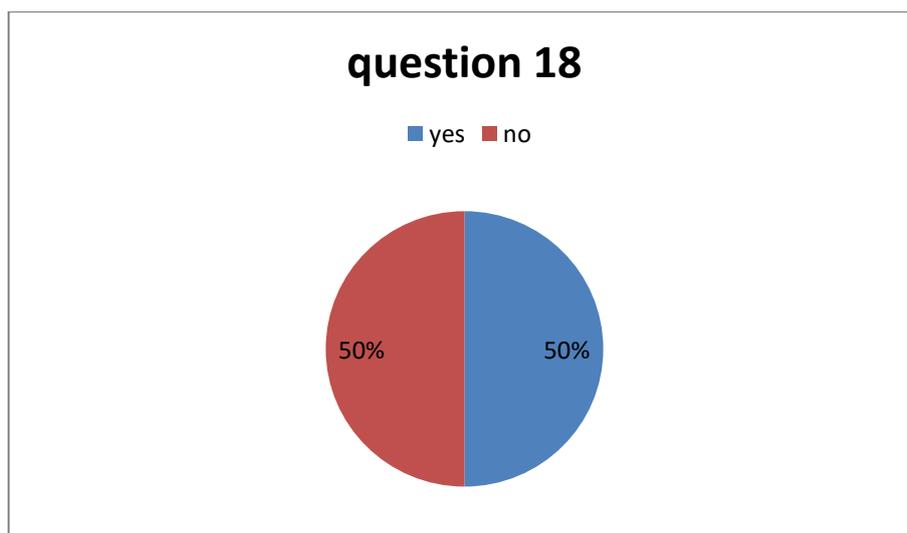


Figure 16

Question number 19. The last question in the questionnaire tackles whether targeting native proficiency can cause obstacles for students' linguistic creativity. This question seeks to discover whether teachers consider native proficiency as a positive element in language education and enquires about the idealisation of the native speaker. The participants were expected to provide data by ticking 'Yes' or 'No' and to provide explanations. As portrayed in the data description chart, most participants' answers were negative. 84% of the participants ticked 'No' and only 8% ticked 'Yes' while the remaining percentage represents unanswered questions.

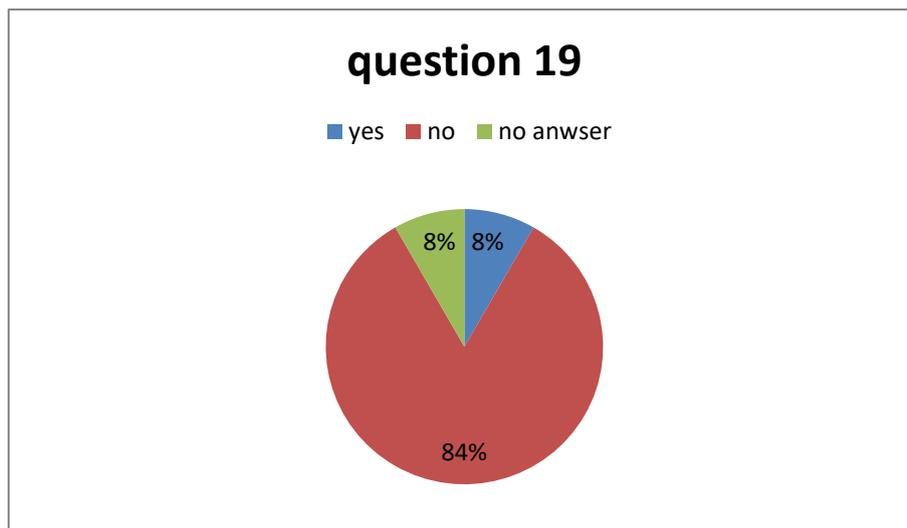


Figure 17

2.9 Conclusion

After the literature has been discussed in the first chapter, this thesis presented an expansive view on the practical side of this research.. First, the hypotheses were presented to demonstrate the expectations of the results of this study. Second, the aims behind conducting such research were listed and explained. The chapter, then, provided a description of the context in which the study is conducted, and information on the population sampling and size are stated and justified. Next, the chapter offered a description and explanation of the method of enquiry selected as well as the data collection tools employed. Finally, the analysis of the data were advanced together with their presentation in tables and charts for more precision and clarification.

Discussion of the Results

3.1 Introduction

After analysing the data and presenting it in charts and tables for clarity reasons, this chapter pursues with the interpretation of the data. The participants' responses are further investigated to reveal their implications to set the findings of this research. Next, the recommendations of this work are presented advancing a standard worksheet for student self-assessment as well as the arguments for this suggestion.

3.2 The interpretation of the participants' answers

3.2.1 Question number 1. The first question in the questionnaire addressed the general impression of teachers on current assessment and offered varying degrees of satisfaction. 7 out of 12 participants ticked the option "neutral". In other words, most teachers described their general impression as neither satisfied nor dissatisfied. Various reasons were stated in the teachers' explanation of their impression on current assessment at our university. The explanations included the failure of assessment to reflect students' level in some cases. Another participant with a similar view, illustrated the reasons why it is the case, mentioning the shortcomings that make assessment fail, referring to the lack of appropriate conditions like crowded classrooms and poor invigilation. Moreover, amongst the varying justifications, the role of teachers in assessment was mentioned as the participant suggested that assessment should also depend on teachers' individual strategies. Similarly, as expressed by another participant, although not as explicit, assessment depends on the module and the teacher. Some, although neutral and not necessarily satisfied, still mentioned the attempts of the current assessment to cover many aspects of students' performance. In the sense that presence, participation, homework, tests, presentations and exams are used to attempt to conduct real assessment.

Participants who expressed their satisfaction are not as numerous; they consist of 2 out of 12 participants. Moreover, only one participant explained his view. The latter mentioned that many aspects are taken into consideration in the assessment of students, like what is known as CC mark, that consists of participation and presence besides official exams, that make the overall assessment appropriate. On the other hand, teachers who are dissatisfied with current assessment. Their explanation expressed the failure of current assessment to portray the real picture of students' level and does not target students' competence. Another participant

explained his judgement being very dissatisfied as assessment lacks of what he or she judges as a significant aspect is intercultural communicative competence assessment. It was seen important to note that The 'very satisfied', unlike 'very dissatisfied' option remained unticked which implies that none of the participants thinks that the current system does not need adjustments.

3.2.2 Question number 2. For the second question participants were asked to tick the extent to which assigning equal percentage to exam and TD marks can reflect student's achievements in the semester. The option "to moderate extent" was the most selected as it was the choice of 5 out of 12 of the participants. The justifications behind that choice varied. some expressed that this mode represents a good combination of 2 different types of assessment formative (continuous) and summative. Another participant explained that in some cases this mode does not reflect students' achievements. In the same line of thoughts, another participant mentioned the particular case of persevering students and stated that this case in particular allows this mode of assessment to be suitable; however, for students who are not hard workers this mode might not reflect their level. Although not explicitly mentioned this justification implies that the accuracy of this mode of assessment in reflecting students achievements is also dependant on the students themselves. according to this participant's answers on other questions in which the appropriateness of assigning higher percentage for exams was mentioned we can understand that what's making persevering students final average reflect their level is because they work hard on both TD and exam and for others the facilities of getting a good grade in TD regardless of the effort make them cover their not so good marks in exams.

The option "to a small extent" was the second most ticked as 3 participants out of 12 opted for it. A participant in this category justifies his or her choice by doubting the way TD and exam marks are obtained. Similarly, another answer highlighted that the extent to which students' achievements are accurately reflected depends on how the TD mark was obtained, i.e., the criteria that were taken into consideration in the scoring, and it also depends on whether the student cheated in the exam. It can be inferred that this participant rather considers the shortcomings that are related to how the two marks are obtained which he or she probably thinks is the first step that contribute to a result that is consonant with a student's outcome. Another view expressed a complaint about marks not corresponding with students' level

denouncing that students surprisingly find a way to obtain good marks provided their little efforts and added that students' main concern is to pass the year and not to gain knowledge.

The two Participants for whom this mode of assessment reflects students' achievements during semester to a large extent justified their choice by expressing the importance of considering students' work during the semester via TD assessment. For the proponents of this view, the importance of TD is portrayed enough by attributing it equal percentage to exams.

The option to a small extent was ticked only once by a participant expressing his view on the shortcomings related to both exam and TD marks. For exams, the participant mentioned that students might not show their full aptitude due to issues of stress or health problems. Consequently, their score will not reflect their actual level. For TD, the participant continues, some succeed to get the average just by attending classes regardless of whether they participate in classroom discussions or not.

Another view expressed a complete rejection of this mode of assessment. Although this was not justified, but one can conclude that this participant mode of assessment in question does not reflect students' achievements at all.

3.2.3 Question number 3. In the third question participants were asked to give their opinions about the fairness of the 70% percent for exam mark and 30% for TD mark mode of assessment with three options advanced. The second option was the most frequently ticked. Participants that opted for it expressed that both exams and TD's are important; therefore, equally distributing percentage on their marks is more appropriate. Others added that the fairness of equal percentage lies in the fact that the TD mark could help students compensate their exam marks as the latter could be affected by internal and external factors. In TD's students are offered many opportunities as they are assessed on different performances during the semester. Consequently, This makes the equal combination of the two fair for students.

The first option suggested that the higher percentage should be attributed to exams. The Participants who opted for this mode justified their choice explaining that exams are formal and tackle most of what has been studied in the semester while TD are rather informal and might cover few aspects only. According to these participants exams demonstrate students' achievement in the semester as they cover most of it, whereas a test might deal with one lesson or two which doesn't represent the achievement of a whole semester. For another participant the exams are more decisive and should be assigned the higher percentage;

however, this participant suggests 60% for exam mark instead of 70% to achieve some balance. On the other hand, participants who support the third option explained that formative assessment should be prioritised over summative assessment (exams) as it provides learners with many opportunities to showcase their abilities. Therefore TD mark should be assigned the higher percentage.

The remaining participants had different views concerning this question. Therefore, in their questionnaires none of the 3 options were ticked the participants rather expressed their differing views in the “other” section. one answer suggested that the fairness and effectiveness of a mode of assessment rather depends on the organisation of exams and the way they are administered, and which of TD and exam marks is to be assigned the higher percentage is but a detail. Another answer expressed the unreliability of grades and issues it generates suggesting to substitute it for another mode like a project realisation. This implies that for this participant scores cannot represent accurately a student’s level regardless of the process of attributing them.

3.2.4 Question number 4. Concerning the question about whether LMD needs an update, most teachers think that it does. In fact, 9 out of 12 participants ticked “yes”. Some of the latter highlighted the shortcomings of current assessment. One stated that LMD does not need an update it rather needs to be applied properly as it is not the case. In the same line of thoughts, another participant stated that although we are dealing with LMD now, many aspects of the classical system are still present. Others expressed that new procedures of assessment should be adopted and suggested alternative, continuous assessment. In the sense that, modification at the level of assessment have to involve students more in the course. One participant even proposed students should be assessed at the end of every session. moreover, one answer shed the light on the problems that debts cause to the students’ learning process and suggested to drop it arguing that “ *a student who failed to get enough credit in a module cannot study the same module in a higher level*”. This participant continues taking the example of an L3 student having debts in linguistics module in L1 and still passed and is now dealing with holiday theories while he or she failed at having a full idea about what linguistics is. Further more, Out of the remaining participants 2 ticked “no” and 1 participant did not tackle the question.

3.2.5 Question number 5. The fifth question tackles the extent to which teachers agree on that self assessment would generate better learning at our university. The answers obtained from this question were mostly agreements as 8 out of 12 welcome this new mode of assessment and only 2 participants disagreed. The remaining 2 participants, however, neither agreed nor disagreed.

Participants who agreed on the statement explained that the integration of the students in the evaluation of their works develops their awareness of their strengths and weaknesses. Students are encouraged to practice metacognition by reflecting on their learning to develop strategies to improve it. A participant sharing the same view expressed that Needs analysis is not only the duty of a teacher, the involvement of students in doing their needs is highly advisable to improve the teaching-learning process

Participants who expressed strong agreement highlighted that self-assessment at our university would enhance students' sense of responsibility and awareness as well as promote their autonomy. As one participant stated in a participant's answer, self-assessment acts as a remedy to students' weaknesses. One answer even claims that students self assessment enables them to think critically about the information provided in the course as well. In the sense that, it develops their awareness on both the teaching and learning processes.

Participants who neither agreed nor disagreed with the statement explained that this is due to not being informed enough about this mode of assessment and the fact that learning depends on students' degree of commitment regardless of the mode of assessment.

2 out of 12 Participants who disagreed (2) argued that students do not have the skills and abilities to assess themselves effectively which makes it unreliable. Similarly another answer expressed that self-assessment makes students reflect on their learning ;however, it would not promote it as they lack objectivity. The participant adds that improving learning requires agreed for knowledge, curiosity and motivation. In other words It necessitates learning for the sake of learning.

3.2.6 Question number 6. The question addresses the teachers attitudes about the effectiveness of implementing self-assessment as the main assessment method in TD's. according to teachers agreement and disagreement degrees on the likert scale, the answers obtained were mostly positive. In fact only one disagreement was expressed. It is important to note that this question does not consider the case of our university in particular but tackles the

effectiveness of this mode of assessment without relating it to any context. Consequently the participants answers do not directly address the case of Abdelhamid Ibn Badis university students. Although the previous question addresses the university in question and this question is general the answers of teachers are approximately the same.

3.2.7 Question number 7. This question is related to previous questions (questions number 5 and 6). It tackles the issue of students comparing themselves to their classmates. The participants are given a statement to which they express the degree of their agreement and disagreement on self-assessment being the solution to make students focus on their own learning process. This question as well obtained more agreement than disagreement. It can be concluded that teachers do perceive self-assessment as a means of engaging students more in their journey of learning and quit having the urge to compare themselves to their peers.

3.2.8 Question number 8. This question consists of a statement of one possible negative consequence of grading which is manifested in causing students to care more about numbers than they do about their actual achievements. As the data description demonstrates, most participants seem to agree on the statement. It can be concluded that teachers do think that students focus more on marks than on what the strengths and weaknesses of their performance. Second, teachers do consider that the current mode of assessment is responsible for this phenomenon. Consequently, they might hold a positive attitude about considering another mode of assessment.

3.2.9 Question number 9. This question is aimed to be the continuation of question number 8. In the sense that, it seeks to discover whether teachers think that shifting to non-graded assessment in TD's would be likely to eliminate the previously stated problem concerning marks. According to the data description, the results of this question as well demonstrates mostly agreements.

In fact, participants who agreed on the statement argue that dropping graded assessment for TD's would be likely to cause students to perceive the quality of their work and focus on their competencies in the language. Another answer illustrated that marks are not the only motivation source for students, they can be substituted for appreciation and praising. Participant expressing strong agreements justifies their attitude expressing that non-graded assessment aids students to shifts from learning for grades which is temporary to learning for knowledge which is permanent. Moreover, one participant that neither agreed nor disagreed answer proposed a different assessment mode claiming that it draws more importance to

students learning process. The suggested mode consists of not allowing student to sit for the exam as long as their performance did not witness any improvement which makes students attend make-up sessions to compensate for their gaps.

On the other hand, participants who expressed disagreement with the statement justified their position stating that scores are important for students, thus the absence of scoring might create an atmosphere of laziness since not all students are serious about learning. For proponent of grading, the reasons behind their position is due to the importance that students attribute to marks. It can be concluded that, since teachers perceive that marks are what motivate most students to work, they fear that its absence might also put an end to their motivation.

3.2.10 Question number 10. The data collected from participants answers to this question are described and listed from the most to the least ticked item. the most ticked item, 'it shapes autonomous learners and responsible citizens' is an option that shows the positive attitudes of participants towards the suggested alternative assessment methods. The items taking the second position are 'worth trying' and 'It risks not to be taken seriously by students'. It can be concluded that, although teachers believe in the efficiency of these modes, they express concern about this change and fear that students, so used to scoring, would not perceive the usefulness of these new modes of assessment especially those students that are so attached to marks. In the last two positions, we have 'it encourages life long learning' and 'cannot be as accurate as teacher assessment', which suggest that teachers although having positive attitudes about these alternative modes of assessment and accepting the idea that they can make autonomous learners, teachers still not fully believe that a mode a assessment can influence students to be life long learners. the least ticked item was expected to be among the most ticked. In fact, teachers were assumed to be most worried about the accuracy and reliability of student self-assessment.

3.2.11 Question number 11. In Question number 11 The participants are offered a list of 9 features of assessment. This question aims at investigating which of assessment features are most significant for Abdelhamid Ibn Badis university teachers. In chapter 2, the data collected is provided in a list of features ordered from the most to the least ticked. The interpretation of the data is based on the obtained order of the features.

According to the data description the most frequently ticked option implies that for teachers the most significant feature in 21st century in English language education is that it contributes in shaping responsible students. This implies that current assessment engages students in the

classroom and expects them to be more active. Teachers might also be referring to the honesty of students in doing duties such as homework, projects, exams, in the sense that, cheating and plagiarism would be avoided. However, this does not necessarily entail that teachers refer to self-assessment since the option that suggests student-centeredness in assessment is among the least ticked. The data description indicates the value of critical thinking in assessment. For Abdelhamid Ibn Badis university teachers, assessment doesn't not only involve recalling information but analysis and reflection. Thus, in their view, students are assessed on their analytical abilities on thought provoking questions and instructions.

Creativity, too, is regarded as a key feature in current assessment. Teachers think it is important to promote assessment modes that involve students to think out of the box and do not chain their aptitudes. One other feature teachers regard as closely related to current assessment is that it prepares students for their careers which is a logical continuation after prioritising responsibility and critical thinking as key assessment features in 21st century classroom in . Since the participants value student responsibility which entails being in charge of one's duties and critical thinking which involves careful reflexion and decision making skills, students would be ready for employment/their professional life.

While responsibility, critical thinking, and creativity and preparation for professional life take can be deduced to be key features, communication, authenticity in the language and continuous assessment might be considered as secondary features for the participants. This might indicate that the participants view the current mission of assessment to transcend language objectives and focus on fostering individuals with life skills.

3.2.12 Question number 12. The results of this question demonstrate that 50% of the participants do not regard having an Arabic accent as a flaw that affects their assessment in speaking. Which demonstrates that accents or native like pronunciation is not one of the important elements in learning a language for BB uni teachers, thus it is not one of the assessment criteria. Teachers seem to be tolerating L1 influence on the target language pronunciation, English in this case. This means that these participants do not idealise the native speaker nor think that it is the target to be reached by students. For other participants, an Arabic accent is regarded as a weakness, thus some teachers as assessors choose to

penalise students because for it. An L1 accent when speaking English is considered by this second group as is barely tolerated, hence a student having an accent will get less than another one that does not. A third category of participants, for whom it is unacceptable to have an accent, chose to really show that in assessing students. For them, having an accent is synonymous with the lack of a significant element in language proficiency. For this category natives are taken as an example and alteration in the language is not positively perceived. A participant who did not tick any of the offered items clarified in the 'Other' space that expressed that whether this aspect of pronunciation matters is related and dependent on which module the teacher is assessing. He or she illustrates saying that in oral expression module a student's Arabic accent is taken into account when assessing; however, it does not part of assessment criteria in other modules like written expression.

3.2.13 Question number 13. Given the results of this question that were demonstrated in the previous chapter, most participants do not consider mixing between English language varieties as a weakness that affects the assessment of speaking. This demonstrates that the majority of participants do not consider variety or consistency in variety as an assessment criteria. It can be concluded that English language proficiency and effectiveness in language use do not revolve around a specific variety of English. Participants who advocate this view argue that pronunciation is just a vehicle, what matters is the things students can do with language. Moreover, they argue that intelligibility is what matters most. Others referred to world Englishes and expressed the richness of varieties not only native ones. In addition universal English was described as including all the existing varieties. Consequently, mixing varieties does not count as a weakness. For some, it is not obligatory to stick to only one variety but doing so is a plus for the student. On the other hand, Participants who do not accept language variety mix express the need to stick to one variety. The student can use the variety of his choice with the condition of mastering it to a certain extent. Other participants in the category express the importance of sticking to one category and state that it might not be possible for students to do so given their proficiency level is not sufficient to make the difference between varieties such as American and British.

3.2.14 Question number 14. The data description suggests that teachers have differing ideas on students mixing varieties when speaking and writing. In speaking more tolerance is shown whereas in writing toleration is less likely to take place. Most participants that mentioned the acceptance of variety mix emphasised that it is better to keep one variety in a piece of writing, yet they advocate one variety in particular namely, British English. Some

participants state that they accept variety as long as the language is clear and grammatically correct and the student has a good style. This means that, the use of another variety need to be accompanied with a high level of proficiency in the language to compensate the variety choice. It can be inferred from these comments that British English is regarded as the standard in writing, in the sense that, consistency when assessing student's writing is not sufficient, but a particular variety is advocated. The opposing participants refer to the importance of academic English in writing and that it necessitates consistency. They argue that writing is more standard and rule oriented than speaking. As they illustrate, grammar and spelling are two sensitive areas in academic writing thus the mixture of spelling and grammar rules is taken into consideration when students are assessed. It can be concluded that less tolerance is addressed to writing as teachers expect students to write in academic English. Because the latter requires consistency, the selection of one academic variety is advocated which makes it take part in assessment criteria teachers consider when assessing writing. However, a tendency to favour British English is observed.

3.2.15 Question number 15. This question addresses whether teachers approve of Received Pronunciation (RP) being a reference in English language phonetics module at our university. As demonstrated in the data description very few participants referred to the unnecessary to assign one English accent or variety the status of reference. The participants illustrated that English is a global language that consists of various dialects and accents. Another participant argued that if one variety of English had to be selected as reference in teaching and assessment, American English would be more convenient as it is the most spread in the world. These answers might imply that the selection of RP as a reference is what the participants of this category oppose. The first illustration points at the richness of the language as it evolved to be international and the second illustration points at the countless other options that can substitute RP referring to the reasons underlying this choice. For this participant, the selection of a reference should be based on convenience. Given that a reference is to be selected for a world-wide spread language, a widely spread variety is more suitable. Although these participants rejected RP, they suggested other varieties. In the sense that, for them the issue is in what to select as reference and not the selection itself. It can be inferred that the teachers' way of celebrating English language richness is through unlimiting the possibilities of different varieties to hold the status of reference in teaching and assessment.

Teachers who approve of received pronunciation being a reference in English language education, on the other hand, emphasise its role in unifying the learners and represents the

standard. Participants illustrate the convenience of RP as it is characterised by clear pronunciation unlike other varieties like Scottish or Irish English. As a participant states, RP is considered as a reference accent, for it is easily understood around the world; however, students should in parallel be informed about other varieties in English. Although these participants advocate the use of RP as a reference they attribute this choice to the clarity of the language and not to its origin or people.

3.2.16 Question number 16. Teachers' attitudes about the use of British English are investigated in this question. The answers obtained are expected to demonstrate the degree of importance of this variety when assessing student's performance. The data is provided via ticking a one of the 5 items in the likert scale. As portrayed in the data description chart the vast majority of participants assign a certain degree of importance to British English in the sense that only one participant expressed his or her indifference towards British English. 50% of the population expressed the importance of the variety in question.

As demonstrated in the data description present in the preceding chapter, British English seems to hold a significant status for BB university teachers and is regarded as important in assessment. In the sense that, participants who ticked the 'important' option represent half of their total number, while 'not important' option is only ticked once. Teachers who expressed their views about the importance of British English had differing arguments. One states that British English is preferred as it helps to unify students into having a common reference. Another participant advocates that British English is favoured for it is more suitable for academic language. In addition, a different reason consists of taking the British community as a reference in the teaching of both language and culture when English language education. Some participants elaborated that the importance of British English depends on the module. In the sense that for one British English matters only in writing and not at all when speaking, adding that in speaking the central aim is to convey a message which is what the assessor focuses on, while in writing many aspects are taken into consideration by teachers including British English. Another participant with a similar view argues that except for the assessment in phonetics module, all other modules should not grant importance to this variety in question.

3.2.17 Question number 17. This question addresses the selection of British English as a reference and the importance attributed to it while assessing students at Abdelhamid Ibn Badis university. What this question seeks to reveal is whether teachers think that a privilege is assigned to this English variety at our university and whether it presents a problem for them.

As portrayed in the chart of data description, most teachers express that British English does have privileges at Abdelhamid Ibn Badis university mentioning that the privileges are manifested in selecting this variety to be the standard as well as the selection of RP as a reference accent in phonetics module. It was also found that British English tends to be the variety English language teachers opt for unlike students who are most likely to lean towards American English. On the other hand, one of the participants that does not considerate British English to be privileged at Abdelhamid Ibn Badis university argues that the variety in question is only given importance in some aspects in English language education namely, in grammar. The findings convey that most teachers do perceive that British English has privileges, however, this fact does not present an issue.

3.2.18 Question number 18. In this question native proficiency is addressed. Teachers are asked to provide their thoughts on whether or not native proficiency should be one of the student's objectives. This question enquires about the teachers' attitudes about the degree of importance that should be attributed to natives. For this question affirmative and negative answers had equal percentage which shows that teachers differ and no general tendency exists. Participants who ticked 'Yes' explained that when students choose the English language as their major they need to seek proficiency especially because they would be the future generation of English language teachers. This answer, however, does not refer to proficiency as a whole and not native proficiency. Participants who ticked 'No' argued that indeed native proficiency should be one of the students' objectives but not the main objective. Moreover, the participants claim that natives represent a reference however both natives and non natives can be proficient. In other words, proficiency does not belong to natives only. An opposing view suggests that it is not convenient to target native proficiency as it is impossible to master every aspect of the language. Some participants also highlight that while native proficiency offers a reference, it is also advantageous to consider English as a lingua franca. It can be concluded from the participants answers, whether affirmative or negative, that native proficiency is not set as the absolute objective to reach and natives are not idealised.

3.2.19 Question number 19. The last question in the questionnaire addresses native proficiency. It suggests that the latter can present an obstacle to students creativity. This question seeks to discover whether teachers consider native proficiency as a positive element in language education and enquires about the idealisation of the native speaker. Most participants ticked the option 'No' and argued that, native proficiency can act as a motive to students. While being motivated to enhance ones proficiency in the language the student can

get more creative with it and can even learn on his own and set his own goals to reach a certain level that would make the student autonomous. another participants considers that creativity depends on the student's will.

3.3 Findings

It can be concluded from the data interpretation that the teachers' overall impression on assessment at Abdelhamid Ibn Badis university might not be favourable. In the sense that, there answers highlighted many shortcomings related to both the LMD system assessment modes and the conditions where assessment takes place. The data interpretation also demonstrates that teachers do not favour continuous assessment over summative one as they do not evoke trust for the former . teachers mentioned that dedicating Exam and TD marks the same percentage to calculate students' averages is more effective as it represents the combination of two assessment modes, and students can also compensate exam mark with the help of the TD's. Teachers expressed their doubt towards the criteria of assessment selected for TD and stated that it might not be as serious and formal as exams; therefore, they complained about the students obtaining TD marks easily despite their little efforts. Consequently, Teachers seemed to be welcoming to change in assessment that would make students care less about grades and focus more on enhancing their level. The suggested assessment modes in the questionnaire received rather positive attitudes, in the sene that, teachers did agree on the effectiveness of self-assessment at the university and expressed their expectations about raising students responsibility and autonomy. Concerning the assessment of English language, despite the accepted predominance of British English over other English language varieties at the university, teachers do seem to be searchig for a middle ground when assessing students. In the sense that, having an arabic accents is not consedered as a flaw as long as the student's pronunciation is comprehensible, and the mixing between English language varities is not perceived to penalise the assessment of speaking skills. However, when it comes to writing, teachers are more firm about consistency and highlight British English in particular.

3.4 Recommendations

Teacher in nowadays' classroom serve as a guide while education is student centred. Thus, students are encourages to be autonomous and it is the teachers role to guide them in their learning journey especially when dealing with methods that are newly introduced to them. Self-assessment, for example, is not an assessment mode that studens at Abdelhamid Ibn Badis university are familiar with. For this reason, teacher might attempt to introduce the students to starter level self-assessment methods that would awaken students' self-reflection and help them get more autonomous, accurate and inclusive in the assessment of their academic performance.

3.4.1 The description of the student self-assessment sheet

This work advances a standard student self-assessment sheet that can work for any module. This shsheet attempts to initiate students self reflexion at a beginner level and is expected to be handed regularly to students with teacher supervision. For instance, students can fill in this proposed sheet at the end of every unit in the syllabus. This sheet was designed to intill self-reflecion and learning autonomy in students while ensuring that it is being used appropriately via teacher's guidance.

3.4.2 Section one of the sheet: Reflection on language

The student self assessment sheet is subdivided into two parts. The first part deals with language in general. In the sense that, students are invited to reflect on their strengths and weaknesses in the language as well as the language varieties they use. This section aims at provoking a continuous reflection of students on their language learning journey as they can be aware that, for example, no impovement has taken place if everytime they fill in the sheet they write the same strengths and weaknesses. On the other hand, they can be aware of the progress they are making if the weaknesses written once are not repeated the next time. This part also encourages students to set personal objectives and keep track of their completion, a process that embodies student autonomy. This section also deals with students' awareness of English language varieties, namely standard English which was, according to the findings of this research, highlighted as important especially for written work.

3.4.3 Section two of the sheet: Reflection on one's performance in the module

Strengths and weaknesses in the module

Section two of this student self-assessment sheet addresses the module as the students are encouraged to reflect on their strengths in the module as well as points they would like to work on. Since this sheet is designed for students' continuous self-assessment and is expected to be regularly filled, one's progress in the module is intended to be clearly demonstrated. For instance, it can be easily noticed when students do not work on their weaknesses because the same weaknesses would appear in the coming self-assessment sheets of the same module. After highlighting strengths and weaknesses, this section addresses the unclear points of the course as students would give thought to parts that seem to be gloomy for them. Consequently, delimiting what exactly was not fully grasped is a good starting point in the resolution of this situation. Moreover, given that not all the hard parts of a course can be dealt with without receiving any help, students are in the next question asked to think about which of the points they stated require the consultation of a peer or the teacher. This was seen as a way of making students make decisions about their learning based on how they perceive their aptitudes in the module.

Participation and contribution

One other aspect that a student can assess themselves on is the extent to which they participate in class and contribute to knowledge provision in the course. Thus, this sheet takes the initiative to make students reflect on whether one is active or passive in the classroom. It automatically generates thinking about what makes one not participate much and attempt to find a way to become more active. Similarly, students are invited to consider the amount of their contribution in knowledge provision in the classroom which was seen as a reminder for the student-centeredness of current education. In the sense, this serves to inform them that participation via answering questions might not be the only contribution expected from students. Therefore, the sheet also includes a part in which students ask themselves about the frequency of the extra research and work they do for the module. Furthermore, students are required to compare their participation and contribution to the last time the sheets were filled. Thus, a greater awareness of their path in the learning journey is generated through their detected ups and downs.

Pace and time management skills

Next, the sheet proposes to provoke students' reflection on their pace and time management skills concerning classroom tasks as well as the revision of previous lessons. First, pace and time management skills were shown to be one of the parts of one's academic performance that deserve attention as it may help in the diagnosis of other strengths and weaknesses of a student. This part aims at awakening students' self-reflexion on the reasons behind struggling to finish on time or leaving activities incomplete. It draws attention to two possible reasons namely, unfamiliarity with the required knowledge in the task and poor time management. Furthermore, this demonstrates that revision is not only needed for tests and exams, being up to date with revision even affects one's performance along the semester. It was seen useful to make students shed light on the source of their pace and timing problems in order to clarify the need to be up to date with course revision and to have a clearer idea of what is not fully grasped. Once student can diagnose their own issues, the latter become easier to treat.

Addressing previously stated weaknesses

Being up to date with the course does not only include revision, it also encompasses the achievement of one's personal goals in the module. As this sheet proposes a section where students are asked to write about the points they would like to work on, it was seen important for this continuous self-assessment sheet to include a question that reminds the students to consider their previously stated weaknesses and whether any effort has been made in order to treat them. In other words, students are asked about how many of the stated 'need to work on' points they have started to deal with. The advanced questions in this sheet serve to constantly generate students' self-reflection and encourage to have an over view of one's performance.

Overall performance report

After addressing all these questions, the students will write a short report explaining how their performance has changed since they last filled the sheet after stating whether their performance ameliorated, deteriorated or remained the same. This part of the sheet expects the students to give thought to their overall performance and compare and contrast it to the previous time the sheets were filled. This student continuous self-assessment sheet is not expected to be filled accurately by students from the first attempts. In other words, students might go through a phase of trial and error in order to be able to reflect on their learning process. Teachers during this phase can offer as much help and guidance as needed to train

student on getting an overview of their performance and consider strategies that work for them. although this work advances a standard sheet that can work for different degrees and modules in higher education, it is recommended to develop student self assessment sheets for every module and customised by teachers to fit their content and students.

3.5 Conclusion

This chapter presented the interpretation of the participants' responses and the implications they had. The answers of every question were investigated individually then synthesised to set the findings of this research. This chapter also presented the recommendation manifested in a standard student self-assessment sheet that falls under the category of continuous assessment and suggests for teachers to design student self-assessment sheets for every module to be more precise.

General Conclusion

The field of Assessment witnesses constant alterations to keep aligned with the emerging theories about language and language learning as well as the developments in applied linguistics, educational psychology and many other domains that were discovered to have an impact on education. Since assessment now is regarded as a process that is interconnected with the teaching and learning processes, it adopted new roles along with gauging students achievements. Assessment now carries the missions of promoting learning and encouraging its continuity. It has the responsibility to instill the greed of knowledge and to foster disciplined, knowledgeable citizens that contribute the wellbeing of a diverse society. The field of assessment knew a growing awareness related to reflecting on assessment practices and procedures and the rationale underlying them. Reflexion on what to assess and how started to be seen as a necessity especially when dealing with a world-wide spread language like English. As English spread over the world it resulted in different varieties within countries where it is the first language as well as other countries where it is a second or a foreign language. Information and communication technologies greatly contribute in the spread and the fast change of English. Since it has faded boundaries and shortened distances between countries allowing speakers of different languages to come in contact using English, the exposure to the language and its different native and non-native varieties is considerable. The spread and the fast change of the language called for more investigation in English language education. However, what works for a context might not work in another. Therefore it is assumed that the effectiveness of a teaching or an assessment method in a context cannot be generalised to the rest of the world.

For this reason, the present research explores assessment at the level of Abdelhamid Ibn Badis university English language department. It aims at investigating teachers' attitudes towards the effectiveness of the current assessment modes and their judgements on the feasibility of implementing alternative assessment methods that transcend grading and teacher-centredness. Student self-assessment was suggested in TD's as an initiative to responsabilise students at *Abdelhamid Ibn Badis university* and engage them more in their learning. Moreover, this work assumes that scoring tend to distract students from their actual performance in TD's as a number might not provide the learner with sufficient feedback. Further more, the study includes an invitation to rethink the standards on which English language assessment is founded which resulted from the reconsideration and the universal spread of English. In fact, this research is based on the assumption that the English language

now belongs to the whole world and not just to its native speakers; therefore, idealising native proficiency is assumed to be more of an obstacle than a motive. This piece of research aims at revealing *Abdelhamid Ibn Badis* university teachers' attitudes about current debated issues of standardisation and the embrace of the language varieties in teaching and assessment.

This research was undergone at Abdelhamid Ibn Badis University during the academic year 2018-2019. The investigation was realised through self-reports as questionnaires were addressed to a random sample of twelve university teachers. This study aims at investigating the participants' impressions and views on some proposed assessment modes and suggest a change at the level of assessment practices they expect to enhance students' outcomes at the level of university. The questions addressed to teachers tackle mainly the effectiveness of alternative assessment at university; therefore, to obtain more reliable data teachers not students were selected to gather data from.

The thesis is divided into three chapters. The first chapter discusses previous the literature in the field of assessment including the shift of assessment from being a means of gauging the students' final outcomes to being a means to promote students learning and their growth as individuals. Additionally, it includes the emergence of self-assessment that received both negative and positive attitudes from theoreticians. Self-assessment is regarded as an effective assessment mode that contributes to critical self-reflection by some and as informal inaccurate way of assessment by others. given that education and assessment influence students' growth and future, an increasing amount of research took place questioning the impact of these matters. This chapter, thus, includes insights in the current debate on the theories underlying English assessment criteria and their implications. For example, decision making about the standardisation of English for teaching and assessment purposes on and whether these choices have rationale foundation. Thus, The debate between opponents of the standardisation of the language and its proponents who propose embracing the linguistic richness of the language in its teaching and assessment is tackled in this chapter.

The second chapter encompasses the practical side of this research. It starts by stating the aims of the research which include the investigation of current assessment at *Abdelhamid Ibn Badis* university and enquiry about their positions regarding the latest issues related to alterative assessment and the rethinking of the teaching and assessment of a lingua franca. This section of the research also comprises the assumptions that have driven this investigation, namely that assessment at *Abdelhamid Ibn Badis* university , which represents

the context where the investigation took place, needs an update. the reasons for the choice of the populations and the sampling method are then stated together with their practicality for the qualitative quantitative nature of the enquiry. The data collection tool selected is questionnaire that incorporates nineteen attitudinal questions that vary from open to close ended to obtain insights about teachers views together with the reasons behind holding such views. The questions and their aims are explained in this chapter before the data is described.

The third chapter presents te interpretation of the data collected. The answers of every question are analysed then followed by the overall implications of the questionnaire answers which demonstrate the acceptance of alternative assessment methods namely, self-assessment. Moreover, teachers' attitudes towards the status of the English language, its teaching and assessment are then interpreted. The results in tis chapter demonstrate the way techers at Abdelhamid Ibn Badis deal with the assessmet of English and which elements they consider as important assessment criteria. This chapter also advances a standard sheet for student self assessmen that is based on the data collected from teachers and recommends to design students self-assessment sheets for every module for more precision.

References

- Andrade, H. L. & Brown, G. T. L. (2016). Student self-assessment in the classroom. In G.T. L. Brown & L. R. Harris (Eds.), *Handbook of human and social conditions in assessment*. (pp. 319-334). London, England: Routledge. Retrieved from: <https://www.routledgehandbooks.com/doi/10.4324/9781315749136.ch18>
- Baleghizadeh, S., & Zarghami, Z. (2012). The impact of conferencing assessment on EFL students' grammar learning. *Profile, 14*(2), 131-144.
- Birjandi, P., & Sarem, S. N. (2012). Dynamic assessment (DA): An evolution of the current trends in language testing and assessment. *Theory and Practice in Language Studie, 2*(4), 747-753. doi:10.4304/tppls.2.4.747-753
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. White plains, NY: Pearson Education.
- Brown, G. T. L., & Harris, L. R. (2014). The future of self-assessment in classroom practice: Reframing self- assessment as a core competency. *Frontline Learning Research, 2*(1), 22-30. Retrieved from: <https://journals.sfu.ca/flr/index.php/journal/index>
- Chan, Y. (2008). Elementary school EFL teachers' beliefs and practices of multiple assessments. *Reflections on English Language Teaching, 7*(1), 37-62. Retrieved from: <http://nus.edu.sg/celc/research/books/relt/vol7/no1/37-62chan.pdf>
- Dörnyei, Z. (2007). *Research methods in applied linguistics: quantitative, qualitative and mixed methodologies*. Oxford, UK: Oxford University Press.
- Kostopoulou, S. (2009). Democratising and enhancing the quality of institutionalised language assessment through the European Language Portfolio. In L. Taylor & C. J. Weir (Eds.), *Language testing matters; Investigating the wider social and educational impact of assessment* (pp. 263-277). Cambridge, UK: Cambridge University Press.
- Lamprianou, I., & Athanasou, J. A. (2009). *A teacher's guide to educational assessment*. Rotterdam, The Netherlands: Sense Publishers.
- Little, D. (2012). The European Language Portfolio: History, key concerns, future perspectives. In B. Kühn, & M. L. P.Cavana (Eds.), *Perspectives from th European Language*

Portfolio: Learner autonomy and self-assessment (PP. 7-21). New York, NY: Routledge. Books & Press Taylor & Francis Group.

Mckay, S. L. (2002). *Teaching English as an international language: Rethinking goals and approaches*. Oxford, UK: Oxford University Press.

Sarnou, H., Koç, S., Houcine, S., & Bouhadiba, F. (2012). LMD: New system in the Algerian university. *Arab World English Journal*, 3(4), 179-194. Retrieved from: <http://www.awej.org/>

Taylor, L. (2009). Setting language standards for teaching and assessment: A matter of principles, politics, or prejudice? In L. Taylor & C. J. Weir (Eds.), *Language testing matters; Investigating the wider social and educational impact of assessment* (pp. 139-157). Cambridge, UK: Cambridge University Press.

Tierney, R. D. (2013). Fairness in classroom assessment. In J. H. McMillan (Ed.), *SAGE Handbook of research on classroom assessment* (pp. 125-144). Thousand Oaks, CA: SAGE Publications.

Vanderstoep, S. W., & Johnston, D. D. (2009). *Research methods for everyday life: Blending qualitative and quantitative approaches*. San Francisco, CA: Jossey-Bass.

Appendix 1

This questionnaire aims at investigating current assessment issues at Abdelhamid Ibn Badis University and seeks to upgrade assessment with the help of teachers. The study does not include any personal information and the participants' identities will be kept confidential. Your answers are deeply appreciated.

1 What is your general impression of the current mode of assessment at our university?

- very satisfied
- satisfied
- neutral
- dissatisfied
- very dissatisfied

explain.....

2 In your judgement, does assigning equal percentage to the exam and TD marks accurately reflect a student's achievements in the semester ?

- To a Very Large Extent
- To a Large Extent
- To a Moderate Extent
- To a Small Extent
- To a Very Small Extent

Explain.....

3 What do you think about this mode of assessment (70% for exams and 30% for continuous assessment/TD) tick your answer

- It is effective and fair to dedicate the majority of the percentage to exams.
- It is Unfair. Exam and TD mark should be given equal percentage.
- It is unfair. The higher percentage should be dedicated to the TD mark.

Other.....

Justify your choice

.....

4 Does LMD mode of assessment need an update ?

- Yes
- No

-If yes what would you suggest to update?

.....

5 Implementing self-assessment (the involvement of students in reflecting on how far they went in achieving the necessary skills or knowledge of a module) at our university would result in better learning.

Strongly agree agree neither agree nor disagree
 disagree strongly disagree

Why.....

6 Grouping TD's on student self assessment helps upgrade students' level as they keep track of their learning process.

Strongly agree agree neither agree nor disagree
 disagree strongly disagree

7 Self assessment is more likely to make students track their progress instead of comparing their achievements to their classmates.

Strongly agree agree neither agree nor disagree
 disagree strongly disagree

8 Grading can have some negative consequences like making students care more about numbers than their actual achievements.

Strongly agree agree neither agree nor disagree
 disagree strongly disagree

9 Replacing scoring in TD's by non-scored assessment would demonstrate the importance of students' achievements.

Strongly agree agree neither agree nor disagree
 disagree strongly disagree

Explain.....

10 What are your thoughts on making TD assessment non-scored and student-centred? Tick more than one if needed

- Shapes autonomous learners and responsible individuals
- Encourages life long learning
- Promotes learning, not only judges its quality
- It risks not being taken seriously by students
- Cannot be as accurate as teacher assessment
- It is Worth trying
- Would get rid of the issues entailed by marks and scoring scales
- Not suitable yet for our university

Other.....

11 what characterises an assessment that is compatible with a 21st century English language classroom ? tick more than one

- Authenticity
- Creativity
- Student centerdness
- Critical thinking
- Prepares for the career
- Raises responsibility
- Demonstrates students uniqueness
- Enables communication with natives and non natives
- Prioritises process over product

Other.....

12 How do you deal with English language students who have an Arabic accent ?

- Not a problem as long as the student is understood so does not affect the mark.
- Having an Arabic accent is barely acceptable, so it affect the mark to a some extent.
- Definitely affects the mark, having an Arabic accent means the student failed to grasp the language aspect of pronunciation

Other.....

13 Is mixing between different English language varieties and accents a weakness that affects the student's mark in speaking ?

Yes No

Why.....

14 Is mixing between different English language varieties a weakness that affects student's mark in writing ?

Yes No

Why.....

15 Do you approve of RP being a reference in English language phonetics teaching at our university ?

Yes No

Explain.....

16 How important is the student's use of British English for you as an assessor ?

Very important Important Fairly important
Slightly important Not important

Why.....

17 Do you think that British English is given privileges over other varieties at our university ?

Yes no

Explain.....

18 Should native proficiency be one of the student's objectives?

Yes no

Explain.....

19 Can targeting native proficiency be an obstacle for student creativity ?

Yes no

Explain.....

Are there any points I find unclear?

.....

Are there any points I need help with?

.....

Participation and contribution in the classroom

How often do I participate in class?

- always
- usually
- sometimes
- rarely
- never

How is my contribution in class?

- an outstanding contribution
- above average contribution
- average contribution
- below average contribution
- little or no contribution

How often do I deliberately do extra work and research on the module?

- always
- usually
- sometimes
- rarely
- never

How is my participation and contribution in class compared to the last time I filled this sheet?

.....

My pace and time management

Do I manage to finish my tasks on time?

.....

Do I need to practise more to be able to fulfill tasks on time?

.....

Do I need to work on my time management skills?

.....

Am I up to date with my revision in this module ?

.....

.....

Have I adressed the points you last set as “need to work on” points?

- I have addressed all the points.
- I have addressed most of the points.
- I have adressed some of the points.
- I have not addressed any points.

Based on my self reflexion and my teacher’s feedback in this module I concluded that my performance has (ameliorated/deteriorated/remained the same) since I last filled this sheet. In the sense that,

.....

.....

.....

.....