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**The Use Formative Assessment to Assess Students' Abilities to Face the  
Challenges of the Professional Life:**

*The Case study of Master II Students in Language and Communication at  
at the department of English at MMUTO*

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# *Dedication*

*This humble work is dedicated;*

*To my dear parents, LOUNES and OURIDA who did everything to see  
me succeed.*

*To my brothers, NAIM who was more than a brother and a friend for  
me and his wife MALHA, to RABAH, JUGUTHA, JUBA and SIPHAX.*

*To my sisters Lynda, kahina and her husband .*

*To my uncle ESSAID and his wife SAMIA, and my cousins KENZA,  
TINHINANE and WALI.*

*To all my friends with whom I shared the university life.*

*To my closest friends especially, MERIEM, KAISSA, YAMINA, SYLIA,  
FATEMA, SABAH,*

*To my love SIPHAX KECILI.*

*To all those who love me...*

*Fariza TIDMIMT*

- To my dear parents, sisters and brothers.
- To my future wife Tchatchi Lynda.
- To my friends Dyhia, Nasser, Tarik, Rafik, Omar,  
Mouloud, Slimane and all the others.
- To all those who helped me and supported me all along  
the way.

Nasser sid idris

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## **Abstract**

The present study is mainly concerned with the implementation of formative assessment at the level of the Department of English at Mouloud Mammeri of Tizi-Ouzou as well as its implementation to prepare students to face the challenges of the professional life. It is attempted to determine the extent to which teachers rely on formative assessment to assess their students understanding during the instructional process, then to check out whether students are assessed regularly to be able to enter the job market. The experiment was conducted in the MMUTO following the works of Cizek (2008:8) and (CERI) the Center for Educational Research and Innovation (2008:6) and using a mixed method research. Thus, two questionnaires were distributed to forty two students of Master II Language and Communication and eight teachers. SPSS (Statistical Package for Social Sciences Version 21) was used for statistical data analysis while Qualitative Content Analysis helped us to interpret the results of the interview. On the basis of the results of the study, despite the awareness of the importance of formative assessment in both teaching and learning process, teachers and students role do not correspond exactly to what is mentioned in the framework. The results also reveal that there are many inhibiting factors that our participants met when implementing Formative assessment during the instructional process and when assessing students to prepare them for the professional life. Therefore, as far as we are concerned, to improve the implementation of formative assessment at the level of the department of English we have deduced some solutions at the end of this dissertation.

## List of Abbreviations

- AGR: Assessment Group Reform
- CBALT: Competency Based Approach to Language Teaching
- CBE: Competency Based Education
- CERI: Center for Educational Research and Innovation
- F.A. : Formative Assessment
- H: Hypothesis
- ICTs: Information Communication Technologies
- LMD: License, Master and Doctorate or Bachelor's- Master's-Doctorate
- MMUTO : Mouloud Mammeri University of Tizi-Ouzou
- OECD: Organization for Economic Co-operation and Development
- Q: Question
- QCA: Qualitative Content Analysis
- SPSS: Social Package for Social Sciences

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## ***General Introduction***

### **General Overview**

The introduction of the License-Master-Doctorate (LMD) system in our country for higher education deemed to face the growing failures the sector of education knew with the classical system. The LMD system attempts to foster learners' skills and competences and prepare them for professional careers as well. Indeed, these thorough reforms included the way of assessing learners. Previously, assessment was basically summative; it means assessment was used mainly for grading. However, The LMD system gives an extreme importance to the ongoing assessment which refers to the continuous assessing of learners' progress. Formative assessment is meant to help learners to cope with the fast social and economic changes the world is witnessing. At this level, learners need to be assessed continuously in order to make sure that they progress effectively. Knowing the importance of formative assessment in promoting teaching/learning process, almost all universities over the world integrate formative assessment as a crucial element in their teaching/learning processes.

Although the importance of formative assessment in meeting learners' goals is clearly shown by several scholars, there still universities where it is given little importance or totally neglected. For this reason, we will attempt throughout this work to investigate the implementation of formative assessment under the Competency Based Approach to Language Teaching (CBALT) at the level of the department of English at Mouloud Mammeri University of Tizi-Ouzou.

### **Aims and Significance of the Study**

The present work seeks to examine the issue of formative assessment in relation to CBALT under the LMD system. First and foremost, it aims at checking and evaluating critically the implementation of formative assessment in the Department of English at the MMUTO when teaching Master Two students Language and Communication. Moreover, it

seeks to check the role formative assessment plays in endowing learners with the necessary skills and competences to be active participants in the social and economic world which is daily changing due to the new standards established by the globalization of the job market.

One cannot think of an effective teaching/learning process unless formative assessment is part of that process. Therefore, an investigation about such issue at the level of MMUTO which started to adopt the LMD system in 2009 is unavoidable. This dissertation aims more at fostering the implementation of formative assessment at the level of the department of English at MMUTO than presenting data.

Nowadays, the university has become a bridge between the learning and the professional career hence the objective of this research paper is to achieve a critical evaluation of the extent to which formative assessment is put into practice during the instructional process at the department of English in Tizi-Ouzou. In addition, it seeks to present some clarifications through the explanation and interpretation of the results.

### **Statement of the Problem**

The recent reforms adopted in the Algerian higher education consider formative assessment as a vital component of the teaching/learning process. However, its implementation on the ground should be questioned. The case of the department of English in MMUTO is taken into consideration in the present work. Nevertheless, dealing with such issue raises two fundamental questions:

- 1- To what extent formative assessment is implemented at the level of the department of English in the university of Tizi-Ouzou?
- 2- Does formative assessment train master II students at the department of English at Mouloud Mammeri University to face professional careers?

### **Hypotheses**

In order to answer these two questions we have put forward the following hypotheses:

**H1:** Formative assessment exists in accordance with CBALT and it is highly implemented for Master II students' Language and Communication at the department of English at the University of Tizi-Ouzou.

**H2:**Formative assessment is poorly implemented and does not help Master II students' Language and Communication at the English department of MMUTO to face the challenges of the professional life.

### **Research Techniques and Methodology**

To conduct the investigation, we adopt the Mixed Research Method. We combine qualitative and quantitative methods for data collection and data analysis. The research data will be collected using two questionnaires designed for both teachers and students. The quantitative method will help us to obtain statistical and numeral data, while the qualitative method will serve the interpretation and explanation of the data(reasons, justifications, and may be remedies).

### **Structure of the Dissertation**

This dissertation follows the traditional simple model. It consists of a general introduction, four main chapters, and a general conclusion:

The General Introduction presents the background of the study, the importance of the issue dealt with throughout this dissertation. The research techniques relied on to fulfill the investigation, and the organization of the whole work. Meanwhile, the Review of the Literature is divided into three parts. The first part deals with the previous studies carried out

on the issue tackled in the present work, namely, it is intended to review the studies related to formative assessment and its tenets. In the second part we tackle CBLT in order to provide some of its definitions, and principles. The third part is concerned with the LMD system. Throughout this chapter we intend to show the importance of formative assessment in the implementation of the instructional process. Furthermore, it seeks to expose its impact on teachers and learners. The second chapter is named Research Design. It consists of providing a clear vision about the structure of the dissertation; it shows the tools used for data collection and also the way of analyzing those data. As for the third chapter which is called Presentation of the Findings, it is related to presenting the findings of the investigation accurately and clearly. Discussion of the Findings is the chapter where the results are discussed in the light of the theoretical framework and the one which help us to check the validity of our hypothesis. The present dissertation ends with a general conclusion. It is intended to sum up the work and provide answers to the research questions raised previously. It is worthy to mention that this dissertation follows the Harvard referencing system.

## ***Chapter 1: Review of the Literature***



## Introduction

This chapter attempts to shed the light on the theoretical side of formative assessment, Competency Based Approach to Language Teaching and License, Master and Doctorate or Bachelor's- Master's-Doctorate system henceforth abbreviated respectively as F.A./CBALT and LMD. It is divided into three main sections each one tackles one of these elements following the same order.

## Section 1: Formative Assessment

It might be of interest to leave the review of the studies carried on F.A. or 'assessment for learning' as it is called by different scholars such as Black and William (cited Paul et al: 2003) to the end of the first section of this chapter. Yet, it is necessary to start by providing a general overview of assessment in order to confirm its importance in the teaching/learning process. Besides, whenever talking about F.A. different concepts come to mind such as: measurement, evaluation, testing, self assessment, and peer assessment. Therefore, an explanation of the different concepts related to F.A. is necessary to avoid confusions in readers' minds.

### 1-1-1- Definition of Assessment

Assessment has been always a difficult task for researchers to give an accurate and a unique definition of assessment. Therefore, it is worth providing some definitions about it. Greenstein (2010) claims that assessment originates from a Latin word; *'the word assessment comes from the Latin root assidere, which means 'to sit beside another'.* (Greenstein, 2010:1-2) *Our best assessment experiences are usually the ones that reflect the words roots most closely; they are the times a teacher sits beside us to gather information about progress and support our learning'.* Palomba and Banta (cited in Madani, 2011/2012: 8) define assessment as *'the systematic collection, review, and use of information about educational programs and development'.* This definition suggests that assessment serves as a tool to check the accomplishments and the failures of the educational programs. However, Gibbs and Simpson (2004) view that

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*“assessment is seen to exert a profound influence on students learning: on what students focus their attention on, on how much they study, on their quality of engagement with learning tasks”, for them assessment can be conducted at different levels depending on the objectives to be achieved. As for Cunningham (2005:10) assessment is regarded as an important tool which helps teachers in making decisions about the teaching/learning process “assessment, both formal and informal, plays an important role in decision-making.”*

Many people use the concepts assessment, measurement, and evaluation interchangeably and some scholars make use of the three terms to refer to the same thing. Cunningham (2005: 10) remarks that *“In many publications on the topic it [assessment] has replaced the use of the terms measurement and evaluation.”* However, Bloom as cited in Cizek (2009: 6) stresses the importance of the distinction between these terms since according to him each one has its own characteristics that distinguish it from the other.

### **1-1-1-1- Measurement**

Measurement is largely known by its specific characteristic which is the use of numbers to represent the findings. Greenstein (2010) affirms: *“The process of quantifying human characteristics by using numbers to indicate the degree to which an individual possesses a given traits is called measurement.”* (Greinstein2010:10). Nevertheless, measurement is deemed to be similar with formal assessment *‘measurement is usually associated with formal assessment techniques...’* *ibid.*

### **1-1-1-2- Evaluation**

The meaning of evaluation has changed over time. Many years ago the word evaluation used to be associated to the term measurement which was used to refer to individual evaluation. Now, its use stands for ‘program evaluation’ which is a formal assessment of programs, projects etc... *ibid.* Madani (2011/2012) views evaluation *“as a process of using methods and measures to judge the learners’ achievement for the purpose of*

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*grading and reporting*” (Madani, 2011-2012). That is, evaluation serves as a tool for ranking learners according to their marks.

### **1-1-1-3- Testing**

It is not everyone who is able to make a clear distinction between testing and assessment. Most people take them for synonyms, while they denote different things. Brown Douglas (2000) states: *‘a test is a method of measuring a person’s ability, knowledge or performance in a given domain’* (Brown Douglas, 2000: 384). This definition suggests that testing is constituted of four elements. The first one is method; it refers to all the activities, and the procedures which are structured by the teacher in order to evaluate the learner’s skills and competences. The second element is measurement, it refers to the checking of learners’ acquisition of the skills intended to be achieved, these can be writing a coherent paragraph, understanding a conversation between native speakers of the language studied, or reading a passage from a book. As for the third element which is knowledge, it refers to the individual’s background knowledge about the domain on which he/she is being tested. The last element refers to the ability of the test taker to respond effectively to the activities either by: reading, writing, speaking, or listening, this element is named performance.

### **1-1-2- Types of Assessment**

#### **1-1-2-1- Informal and Formal Assessment**

Brown (2003) considers informal assessment as a term used to cover any kind of unplanned remark or expression used by the teacher about the students’ work in classroom such as ‘Good’, ‘Carry on’... and formal assessment as a kind of assessment concerned with all the planned techniques or method used by the teacher to assess the students’ achievement (Brown, 2003).

### **1-1-2-2 Summative assessment**

This type of assessment is labeled ‘assessment of learning’ Black and William (1998) (cited in Sarah B. 2010:27) because it provides evidences of what learners developed at the end of the instructional segment. Trumbull and Lash (2013) argue that Summative assessment is a type of assessment used by teachers to determine students’ progress (Trumbull and Lash, 2013: 1).

Previously, and even now in some countries, summative assessment is the most frequent type of assessment taken into consideration during the instructional process at the universities. In fact, this type of assessment involves the exams that take place at the end of a unit, a semester, or a year. Summative assessment aims at judging learners’ performances and allows the administration to make the ranking of students. Irons (2008) states it clearly ‘*any assessment activity which results in a mark or grade is subsequently used as judgment on a student’s performance*’ (Irons, 2008:7).

Assessment serves a set of functions which are important for the enhancement of learners’ capacities. Simultaneously, assessment of learning is used in order to measure learners’ achievements in the objectives expected to reach as Black (1999) argues ‘*summative assessment serves to inform an overall judgment of achievement, which may be needed for reporting and review*’. Moreover, summative assessment plays an important role in making decisions about the instructional process; this means that this kind of assessment provides information to the teachers, parents, administrators, and learners to evaluate the degree of success and process.

### **1-1-2-3- Formative Assessment**

Assessment Group Reform (AGR) defines F.A. as an ongoing and a regular assessment of the learning process. Heritage 2007 (cited in Greenstein 2010:29) argues that formative assessment is “*a systematic process to continuously gather evidence about learning*

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*and learning strategies*”. (Greenstein, 2010:29) In fact it is, since formative assessment is a procedure that allows both teachers and students to gather information about their work.

Moreover, Cizek (2010) argues that assessment can be formative if it occurs during the instructional process and aims at identifying students’ strengths and weaknesses (Cizek, 2010: 4). It is worth to mention that formative assessment is crucial in modifying the teaching/learning process so as to meet learner’s needs. This importance is shown by Paul Black (2003) in his work:

An assessment activity can help learning if it provides information to be used as feedback by teachers, and by their students in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Such assessment becomes formative assessment when evidence is used to adopt the teaching work to meet learning needs.

(Paul Black, 2003: 2)

Accordingly, F.A. is any assessment that takes place during the instructional segments. Students and teachers sort out results that would be used in the improvement of the teaching/learning process. Furthermore, Paul Black argues that this type of assessment can occur several times in every lesson, following different methods. (ibid)

### **1-1-2-3- 1- Characteristics of Formative Assessment**

A particular list of elements has been grouped by Cizek (2008) from the work of different researchers such as: Shepard, Sadler and Atkin, Black and others.

1. Requires students to take responsibility for their own learning.
2. Communicates clear, specific learning goals.
3. Focuses on goals that represent valuable educational outcomes with applicability beyond the learning context.
4. Identify the student’s current knowledge/ skills and the necessary steps to follow for reaching the desired goals.
5. Requires development of plans for attaining the desired goals.
6. Encourages students to self monitor progress toward the learning goals.
7. Provides examples of learning goals including, when relevant, the specific grading criteria or rubrics that will be used to evaluate the student’s work.
8. Provides frequent assessment, including, when peer and student self-assessment embedded within learning activities.
9. Includes feedback that is non-evaluative, specific, and timely, related to the learning goals and provides opportunities for students to revise and improve work products and deepen understandings.
10. Promotes meta-cognition and reflection by students on their work.

(Cizek, 2008:8)

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In fact, these key principles will help us to examine the implementation of Formative assessment in MMUTO.

### **1-1-2-3-2- Key Elements of Formative Assessment**

Accordingly, (CERI) the Center for Educational Research and Innovation (2008:6) working on the improvement of assessment for learning all around the world grouped six important elements:

1. Establishment of a classroom culture that encourages interaction and the use of assessment tools.
2. Establishment of learning goals, and tracking of individual student progress toward those goals
3. Use of varied instruction methods to meet diverse student needs
4. Use of varied approaches to assessing students understanding
5. Feedback on student performance and adaptation of instruction to meet identified needs
6. Active involvement of students in the learning progress

(CERI, 2008:6)

In the first element, CERI suggests that there should be a good atmosphere in the classroom that encourages learners to interact frequently and make use of the different types of F.A. CERI second point is about the necessity of establishing the objectives of the course and help students individually to meet them. As in the third element, teachers must make use of different training methods that are necessary to meet the varied learners' goals. From the fourth element we understand that CERI encourages the teachers to use various approaches when assessing the students because each approach is used to assess a different aspect of the course. In the fifth element, CERI points that feedback is a vital element in formative assessment, but teachers have to select it effectively to guide their students toward the learning goals: *"The intention of feedback is to be formative, to help students learn"*. (Brookhart, 2008:44). In the last element, CERI argues that students should actively participate in the learning process.

### **1-1-2-3-3- Self Assessment**

Andrade (2010) defines self-assessment as' *Self assessment is a process of Formative Assessment during which students reflect on the quality of their work, judge the degree to which it*

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*reflects explicitly stated goals or criteria, and revise accordingly*'. (Andrade, 2010:92)

Accordingly, Self- assessment is a process of formative assessment used by students to evaluate their work and check whether it fits the goals stated. Self assessment engages the learners in self reflection by assessing their own work.

### **1-1-2-3-4- Peer Assessment**

Topping et Ehly 2010 (cited in Topping 2010 62/63, quoted by Aouine 2011/2012:25) define peer assessment as *'an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners'* In brief, we can say that peer assessment is a technique used by learners to judge and evaluate their peers' works. It is beneficial because it helps students to sort out their strengths and weaknesses.

### **1-1-2-3-5- Benefits of Formative Assessment**

Formative assessment is beneficial for curricula, teachers, and students as well. First, the benefits of formative assessment on curricula have been mentioned by (Laura Greenstein, 2010: 30) *'formative assessment can support all kinds of curricula by providing essential feedback about what students are learning and how well they are learning it'*. This definition suggests that thanks to its results formative assessment provides a clear idea about the strengths and weaknesses of any curriculum.

Second, formative assessment serves as an important tool which helps teachers in making decisions about the teaching/learning process and most importantly it makes teachers aware about their work. (Stiggins, 1992:35) claims: *'Teachers who gather accurate information about student achievement through the use of sound classroom assessment contribute to effective teaching and learning.'* That is; teachers who make use of formative assessment to gather information about their students' progress achieve the intended teaching and learning objectives. Additionally, F.A. helps teachers to adjust their way of instruction and most importantly it helps them to make the necessary decisions about the learning process. Indeed, this can be achieved if teachers take into consideration the key points that have been sorted

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out by one Assessment Reform Group (2002) (cited in Mary James and David Pedder in their part of the book namely “Assessment and Learning” 2006:29):

Assessment for learning should be regarded as a key professional skill for teachers. Teachers require the professional knowledge and skill to: to plan for assessment; observe learning, analyze and interpret evidence of learning give feedback to learners and support learners in self-assessment. Teachers should be supported in developing these skills through initial and continuing professional development.

Last, it is beneficial for students in different aspects. First, it helps learners to diagnose their weaknesses. (Looney, 2011:7) views that formative assessment ‘*encompasses classroom interactions, questioning, structured classroom activities, and feedback aimed at helping students to close learning gaps*’. Additionally, it trains learners for their examinations. Lastly, it leads learners to be active participants in the social and economic world.

### **1-1-2-3-6- Feedback**

SADLER (1989) states that “*feedback is a key element in Formative assessment, and is usually defined in terms of information about how successfully something has been or is being done*”. (SADLER, 1989:120) That is to say feedback is a crucial element of F.A. (Sturgis and Patrick, 2010: 9) affirm that students should receive immediate feedback after the assessment which allows them the immediate correction, fast progress and mastery... Aouine (2010/2011:18) sees feedback as ‘*any written and oral comment that teachers deliver to students about their work*’ it is used by teachers to correct students, and students in their turn use it to assess themselves and other peers. Accordingly, feedback refers to any information provided for the sake of improvement as it is mentioned by (Stewart, 2011: 34).

## **Section 2: Competency Based Approach to Language Teaching**

### **1-2-1- CBE’s Names**

Prior to dealing with the Competence Based Approach in details, it is worth to mention that this approach is named differently as Sturgis and Patrick (2010) clarify ‘...multiple phrases are used by foundations, innovators and state policy to capture the



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*practice of students progressing upon mastery: Standards-based, Outcomes-based, Performance-based and proficiency-based*'. (Sturgis and Patrick, 2010:6)

### 1-2-2- Definition of CBE/ CBALT

According to Bowden 2004 (cited in W.I. Griffith and Hye-Yeon Lim vol.38, 2004:2) CBALT is implemented in many different part of the world in order to '*measure the professional skills*'. Findley and Nathan cited in Riyandari article called '**Challenges in Implementing Competency-based English Language Teaching at University Level**' argue that CBE is a philosophical approach to educational systems where '*competency is the specification of capability in designated areas of knowledge, assessed through student performance*'. The competency that Findley and Nathan made reference to is the one required in societies such as being able to face the challenges and be a competent citizen. On the other hand, Richards and Rodgers (2001) consider CBE as being a system that is based on students' outputs and confirm that the outcomes should be observable and measurable:

...CBE by comparison is an educational movement that focuses on the outcomes or outputs of learning in the development of language programs. CBE addresses what the learners are expected to do with the language; however they learned to do it... that advocates defining educational goals in terms of precise measurable description of the knowledge, skills and behaviors students should possess at the end of the course of study. (Richards and Rodgers, 2001:141)

Indeed, the competencies referred to are crucial for learners in real life situations. On the other hand, Richards and Rodgers have developed another key point in CBE which is the focus on what students are able to do with language rather what they know about it which is the focus on what students are able to do with language rather what to know about language. Whereas, Richards and Rodgers define Competency Based Language Teaching (CBLT) as being: '*an application of the principles of competency Based Education*'. (ibid) The above definition claims that CBALT is the practice of the principles of CBE. It was first used in the late1970's in the adult survival language programs for immigrants. Later on, in the 1990's,

this operation was adopted by US for refugees and immigrants to survive and learn some functions in society.

### **1-2-3-Definition of Competency/Competence**

Before considering CBE, it is important to mention that the concepts ‘Competency’ and ‘Competence’ are used interchangeably. Dubois 1998 (quoted in Islam H. Abu Sharbain, Kok-Eng Tan Vol. 1.No. 3. August 2012) assumes that ‘*competency refers to a knowledge, skills, mindsets, and thought patterns, that when used whether singularly or in various combinations, results in a successful performance*’. Competence refers to a set of knowledge, way of thinking and skills which are used individually or in group that ends with a performance.

Docking (1994 cited in Richards and Rodgers, 2001:145) considers competence as the description of the most significant and essential skills, knowledge, attitudes, behaviors and thinking process that individuals need to require participating in society. This definition suggests that competence entails the mental processes such as thinking, attitudes and the physical performances. In short, the two concepts stand for the same meaning which refers to the knowledge of grammar, vocabulary and other aspects of language

### **1-2-3-1-Key competencies**

Mrowicki (1986 quoted Richards and Rodgers 2001:144-145) mentioned the most key competencies that one needs for keeping engaged in one’s service. More precisely what they named ‘*competencies for retaining a job*’, and the most required from students are:

- Follow instructions to carry out a simple task.
- Respond appropriately to supervisors’ comments about quality of work on the job, including mistakes, working too slowly, and complete work.
- Ask where objects are
- Follow oral directions to locate an object
- Follow simple oral directions to locate a place
- Read charts, labels, forms or written instructions to perform a task
- State problem and ask for help if necessary...

All these competencies are required during the work therefore they should be already developed in the individuals during their learning process especially at the university level

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because this stage is regarded as a bridge between the learning process and the professional life.

Organization for Economic Co-operation and Development with the collaboration with experts and scholars support this view and deduced the basic elements that must be covered by individuals when developing a competence. This means that competence has to contribute in the development of societies and persons, as well as help the latter to adapt to different contexts and be beneficial for the whole.

- a) Contribute to valued outcomes for societies and individuals;
- b) Help individuals meet important demands in a wide variety of contexts; and
- c) Be important not just for specialists but for all individual

(OECD, 2005: 4)

In 1980, the applied linguists Canale and Swain (1980) coin the notion of Communicative Competence (CC) that is defined as: *'the relationship interaction between grammatical competence, or knowledge of the rules of grammar and sociolinguistics competence of the rules of the language use.'* in the same article Canale and Swain deduced the four sub-competencies that are required when communicating in real situations:

- ✓ Grammatical Competence: is the ability to create and produce accurate and correct text.
- ✓ Sociolinguistics Competence: it refers to the ability to speak and reflect the context you are in.
- ✓ Discourse Competence: it means the ability to encode and decode a piece of spoken, written and visual texts.
- ✓ Strategic Competence: it is the knowledge of both verbal and non-verbal communication strategies to solve communication problems as they arise.

(Canale and Swain, 1980:6).

### 1-2-4- Features of CBALT

The effective functioning of CBALT requires the application of the fixed principles of this approach. Auerbach (1986) (cited in Richards and Rodgers2001:146) deduces eight features for the CBLT programs. They are the following:

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1. *'A focus on successful functioning in the society the goal is to enable students to become autonomous individuals capable of coping with the demands of the world'.* That is to say the aim behind the language teaching process is to prepare students for the challenges of the real world.
2. *'A focus on life skills: rather than teaching language in isolation, CBAE/ESL teaches language as a function of communication about concrete tasks. Students are taught just those language forms/skills required by the situations in which they will function. These forms are determined by empirical assessment of language required.'* Findely and Nathan (1980, p. 224). That is to say, CBE and CBALT consider language as a means of communication used in real situations to get concrete things done for persons.
3. *'Task or performance centered orientation: what counts is what students can do as result of instruction. The emphasis is on overt behaviors rather than knowledge or ability to talk about language and skills.'* According to what is claimed here CBE or CBALT is based on what students can do with language rather what to know about language.
4. *'Modularized instruction: 'language learning is broken down into manageable and immediately meaningful chunks. (Center for Applied linguistics,1983,p 2) objectives are broken into narrowly focused sub-objectives so that both teachers and students can get a clear sense of progress.'* It means that, the competencies to be taught must be divided into separate and organized parts in order to help both teachers and students to recognize their role and evaluate their progress.
5. *'Outcomes which are made explicit a priori: outcomes are public knowledge, known and agreed upon by both learner and teacher. They are specified in terms of behavioral objectives so that students know exactly what behaviors are expected of them.'* However, the behavioral objectives around this approach is based are only manifested and observable behaviors that students have to show as a mastery learning, cause the reduction of the cognitive abilities and the critical thinking of students.

6. *'Continuous and ongoing assessment: students are pretested to determine what skills they lack and post tested after instruction in that skill. If they do not achieve and the desired level of mastery, they continue to work on objective and are retested. Program evaluation is based on test result and, as such is considered objectively quantifiable'.* It means that the students are assessed before the course to determine their needs and after they have had instructions in that skill they are again assessed to make sure whether they have achieved the objectives (skills) or not yet.
7. *'Demonstrated mastery of performance objectives: rather than the traditional paper and pencil tests, assessment is based on the ability to demonstrate pre-specified behaviors.'*
8. *'Individualized, student-centered instruction. In content, level and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula. Instruction is not time based; students progress at their own rates and concentrate on just those areas in which they lack competence'.* Teachers do not base their instructions on time are but the focus is on the progress that each individual student make at his/her own rate. Therefore, teacher has to concentrate on each individual in order to remediate his/her mistakes and support his/her progress or mastery of the competence.

In brief, the eight elements suggested by Auerbach (1986) turn around the aim of CBALT which is preparing learners to face the challenges of the real world through assessment during the instructional process.

### **1-2-5- Theory of Language and Theory of Learning**

According to Richards and Rodgers (2001) CBLT's framework started from the assumption that this approach is based on *'functional and interactional'* prospect. This means that, whatever, the purpose is, language must not be used in isolation because the former is used in the society to perform communication. Consequently, CBALT is used in educational frameworks where a set of performances and demonstrations are estimated from learners at

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the end of course of study. As regard the learning theory, they argue that this approach (CBALT) is based on the behaviorist view. Since the main objective is to get the deserved outcomes of the students regardless the time it takes (Richards and Rodgers, 2001:143)

### **1-2-6- Under CBALT**

#### **1-2-6-1-Syllabus**

A syllabus under the CBALT framework is organized around the notion of competence as its name suggests. Therefore, the focus is on how learners will use the language in real life context. W.I. Griffith and Hye-Yeon Lim (adopted from Griffith and Lim, et al Vol. 38 No. 2, 2014:2) argue:

Rather than being organized around specific language topics, CBLT courses are developed around competencies and skills necessary for mastery. Each day and each unit focus on the skills necessary to move students along the path toward mastery. Syllabi must include performance activities that allow the student to practice the requisite skills.

The inferred idea entails that the syllabi must include the performances activities which would help students to practice all the tasks as they can be in real life.

#### **1-2-6-2- Learning Activities and Materials**

The learning activities in this approach are based on domains of real life situations that need a specific set of knowledge, and skills Auerbach (cited in Richards and Rodgers, 2001:148) claims that the focus on competencies when designing activities is not enough because language is a complex system that has to deal with the whole not only parts.

Indeed, the most effective materials that fit CBALT are the authentic materials that aim at helping to develop students' skills and knowledge. Among these materials we find videos, records, interviews...etc picked up from real life situations. In fact these materials lead students to limitation, since they prevent students' capacities to create new things. Auerbach cited in Riyandari rejected this idea because for him it supports the socio-economic classification in reality (Auerbach cited in Riyandari, 1986:416).

### **1-2-6-3- Teachers' and Learners' Roles**

With the introduction of CBALT in education in different parts of the world, teaching has shifted from a teacher-centered pedagogy to a learner-centered pedagogy which means that the teacher's role has been reduced from a knowledge-provider to a facilitator of instruction.

In fact the implementation of CBALT requires from teachers training in order to foster the teaching/learning process. Kilic (2010) Sisman and Acat (2003) (cited in Islam H.Abu Sharbain, Kok.Eng Tam (2012:16) note that *“Pre-service teachers should possess a number of particular competencies that enable them to teach effectively. To be equipped with these competencies, teachers should be exposed to special training before starting the profession.”*

As regards learners' role Richards and Rodgers 2001, Sturgis 2012 (cited in W.I. and GriffithHye-Yeon Lim (MEXTESOL Journal, Vol. 38, No. 2, 2014) see that students take an active part in their own learning and work toward being autonomous learners. They learn to think critically, and to adopt and transfer knowledge across a variety of settings. Additionally students have to be committed to working on each competency till mastery, then moving to another.

### **Section 3: The LMD System**

#### **1-3- 1- Background**

Rabhi (2011) affirms that the origin of the LMD system goes back to the “Sorbonne – Bologna Process” with the participation of 45 European countries. It is a system designed for higher education. The LMD stands for License, Master and Doctorate or Bachelor's-Master's-Doctorate. This system is widely implemented in all the European universities, and recently it is adopted by other countries over the world such as Algeria (Rabhi, 2011:56).

### 1-3- 2- Aims of LMD

Among the aims behind adopting this system by the Algerian is that it offers new prospect for students since it '*aims at encouraging and promoting students mobility and improving the transparency of qualifications on the job market.*' (Rabhi, 2011: 56). In addition, Chelli (2009) adds other aims of the LMD system such as:

- ✓ To allow diplomas to be compared and become equivalent at the European level
- ✓ To develop the professionalization of higher education while preserving the general interest of teaching
- ✓ To strengthen the learning of transverse skills as fluency in foreign modern languages and computer skills.

### 1-3-3- Advantages of LMD System

From the aforementioned we can deduce that LMD system is beneficial for students since on one hand it offers them the chance to be equipped with necessary skills for the job market. On the other hand Riche in his article '*Teaching Study Skills and Research Skills in the LMD System: The Missing Link*' claims that:

The LMD system empowers teachers to work as a pedagogic team in the delegation of decisions related to what contents and skills to teach and for what purpose, how and when to do it , and what kind of assessment to administer for the evaluation of students progress and academic attainments.

We can notice that LMD is not only beneficial for students but for teachers too because it helps them to reflect upon the content and to take decisions about the skills, assessment and progress.

### 1-3-4- Why Adopting CBE in LMD System?

According to Chelli (2009) the adoption of CBE in the LMD system is necessary for different reasons. First, CBE is helpful in determining students or graduates readiness to face the challenges of the social life. Second, it develops the personal capacities of the students. It also allows the perfect control over technologies and knowledge for the benefits of societies.



### 1-3-5- The LMD System and Formative Assessment

The LMD system gives much importance to formative assessment and makes it a compulsory activity because of its benefits for the learners, the teachers, and the administrators as well, Rabehi (2011) clarifies *'its evaluation strategies are much more useful because of the importance given to continuous "formative" evaluation which is compulsory that new system whereas it is not in existent in the classic system but optional'*.

### Conclusion

This chapter is concerned with presenting the major works in the field of formative assessment like the ones done by William and Black and others to show its importance in the learning process as a whole. Additionally, it is concerned with reviewing the studies conducted on CBALT and LMD. This literature review served us to make a link between the three elements and to have a good command of them. Then, answering our research questions raised in the general introduction. Finally, this chapter clarifies all the elements needed for the discussion of our findings, that is, the six key elements of FA mentioned by CERI (2008), Cizek (2008) and the eight features of CBALT sorted out by Auerbach (1986) (cited in Richards and Rodgers, 2001).

## ***Chapter 2: Research Design***

## **Introduction**

This chapter describes the research design followed throughout the present study. It describes the techniques and procedures of data collection and data analysis used for the sake of answering the research questions mentioned in the general introduction. Our research design is divided into two main sections; the first one deals with the data collection procedures, and the second with the explanation of data analysis.

## **2 - 1- Data Collection Procedures**

### **2 -1- 1- Research Methods**

To collect data related to the present study, we have opted for the use of the Mixed Method Research. Creswell, J. W. (2006) claims that:

Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies.

(Creswell, J. W. (2006)

Its central premise is that the use of the Mixed Method is for the sake of better understanding of research problems, then coming up with an effective solutions or remedies. The MMR is based on the combination of the qualitative and quantitative method in the aim of collecting as much as possible information. In our investigation, Mixed Method Research is adopted as quantitative and qualitative data are gathered through the two questionnaires since they contain both closed items and open ended one. As far as the quantitative method is concerned, it involves numerical data which are later on analyzed statistically. On the other hand, qualitative research involves the data that are non- numerical which are analyzed using non-statistical methods. (Yassine, 2012:111)

### 2-2-1-Questionnaires

Questionnaire is defined as being a pre -defined set of questions designed to gather information from the informants. ‘...any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.’ (Dean Borwn, 2001:6). Colosi (2006) in her article **‘Designing an Effective Questionnaire’** asserts that: ‘questionnaires are the most used tools when gathering information concerning the evaluation of educational programs’. as it is the case of the present study. Colosi, 2006:1)

### 2-2-2- Setting and Participants

The investigation carried out in the department of English in Mouloud Mammeri University of Tizi-Ouzou during a period of 2 weeks from 14<sup>th</sup> to 25<sup>th</sup> Jun 2015. Our population is students and teachers of Master II Language and Communication at the level of the Department of English of MMUTO.

### 2-2-3-Sampling Method

Sixty (60) students were chosen randomly out of the whole population (80) to respond to the questionnaire. The concept of random sampling is defined by John Biggam (2011:132) as follow: ‘Random sampling is where you select, entirely at random, a sample of population.’ without taking into consideration any factor or consideration. While eight teachers were chosen to respond to the question designed for teachers (all the teachers of Master Two Language and Communication) since they are in charge of teaching Master students especially of the two classrooms of master Two Language and Communication.

### 2-2-4-Procedures

The questionnaire designed for students contains Twenty six items. It consists of three sections; students profile, CBLT section, and FA section. The participants are supplied with close-ended questions such as yes or no, multiple choice, scaled questions as it is clarified by Ellen Taylor- Powell (1998:5) who claims that close-ended questions are a list of answers from which the respondents have to choose one or more answer. In addition, some open-ended questions were designed to allow them to express themselves freely as Bidhan clarifies *'open ended are open for the answers'* (Bidhan, 2010:3)

Before we share out the questionnaire to our participants we piloted it by asking four students to answer the questionnaire and to provide us their opinions BRACE (2004:163) claims that: *'It is always advisable to pilot the questionnaire before the survey goes live. Whether it is a new questionnaire written to meet a set of specific objectives or a set of questions that have been used before and adapted or arranged for a new study, testing it out before committing to a large-scale study is an essential precaution.'* This is due to the fact that piloting plays an important role. It helps to check the clarity, the structure and even the mistakes made when designing the items. Then, we handed sixty copies on 14<sup>th</sup> Jun, 2015. After eleven days we collected only forty four, this is due to the fact that Master two students have finished their studies and actually they concentrate only on their dissertations, and most of them prefer to stay at home to do it (see limitations and problems).

Relating to the questionnaire for teachers, it contains two sections: background information and formative assessment. It is composed of twenty two (22) items, some of them are open-ended and the others are close-ended. First we handed it to two teachers to check the clarity of these items after that, we administrated for teachers in the same period of time with the questionnaire for students.

### **2-3-Methods of Data Analysis**

#### **2- 3-1 Quantitative Analysis**

For the analysis of the data collected using the two questionnaires, we opted for the use of the Statistical Package for the Social Sciences (SPSS) Version 21. This software is widely used for statistical analysis in the domain of social sciences. (SPSS) is a package that is most used in social sciences (Landau and Everitt, 2004). It is concerned with the statistical analysis and presentation of the quantitative data (ibid). Our results are presented and shown in tables, pie charts and histograms.

#### **2-3-2- Qualitative Analysis**

This study is evaluative in its nature because it aims at checking and evaluating critically the implementation of formative assessment at Mouloud Mammeri University of Tizi-Ouzou to equip the students of Master II Language and Communication with the necessary skills to face the challenges of real life.

In order to describe, analyze and interpret the qualitative data obtained from the open-ended questions of the two questionnaires, Qualitative Content Analysis is adopted (QCA). QCA is defined by Mayring (2014:31) as *“a systematic procedure of assignment of categories to portions of text”*. This means that QCA is intended to analyze texts. In the present work, it is used for the analysis of answers of our respondents to open ended questions. Indeed, QCA is *“a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns”* Hsieh and Shannon (2005: 1278). That is, QCA is concerned with the meanings of the texts. Furthermore, Hsieh and Shannon (2005:1279) state clearly that this method helps the researcher to get information directly from the sample of the investigation without

*“imposing preconceived categories or theoretical perspectives”*. Thus, it allows us to describe, explain and interpret the outcomes obtained from open-ended questions.

Concerning the analysis of the F.A. section is based on Center for Educational Research and Innovation (CERI) six elements of the effective implementation of formative assessment sorted out after different case studies done in different parts of the world such as Austria, Australia, Canada, Denmark, France, Germany... in 2005. The interpretive analysis is based on the theoretical framework explained in details in the previous chapter. On the other hand, the analysis of the elements related to Competency Based Language Teaching Approach are going to be analyzed according to the eight features of CBLT deduced by Auerbach (1986) cited in Richards and Rodgers mentioned and explained in the previous chapter.

### **2-4-Limitations and Problems**

Our research may be considered as a case study. Arsenault and Anderson 1998: 121; Flick 2004 (Cited in Cohen et al, 2007: 170) consider it as: *“[A]n investigation into a specific instance or phenomenon in its real- life context”* Furthermore, the case study *“provides an opportunity for one aspect of a problem to be studied in some depth”* (Bell, 2005: 10).

When caring out the investigation, we have faced a number of problems and some limitations that can be summed up as follows: first of all, we have succeeded only to collect forty two (42) respondents to our questionnaires submitted to students because students during the period of time we distribute the questionnaire were not all present at the level of the department since they were busy with doing their dissertations for the fulfillment of Master Degree and most of them do it home. Another limitation is the time frame. In fact, many obstacles have arisen during the research period, which really affected the natural progress of our investigation and the main one was the strike taken by our department for nearly three months. As a result, we were only able to give a questionnaire to eight (08)

teachers of Master Two Language and Communication instead of interviewing them. If we had chance to do an interview, there would have been more opportunities to get more data.

### **Conclusion**

This chapter has presented the data collection procedures which consist of a questionnaire. Then, it has outlined the methods used for the analysis of the data collected. The SPSS is used as a statistical technique to provide a percentage of the data obtained through a questionnaire meanwhile the Qualitative Content Analysis is used to interpret the open ended questions of the questionnaire. These analyses will enable us to evaluate critically the use of FA at the level of the Department of English of MMUTO to equip Master Two students with the necessary skills to face the challenges of the professional life.



## ***Chapter 3: Presentation of the Findings***

# Presentation of the Findings

## Introduction

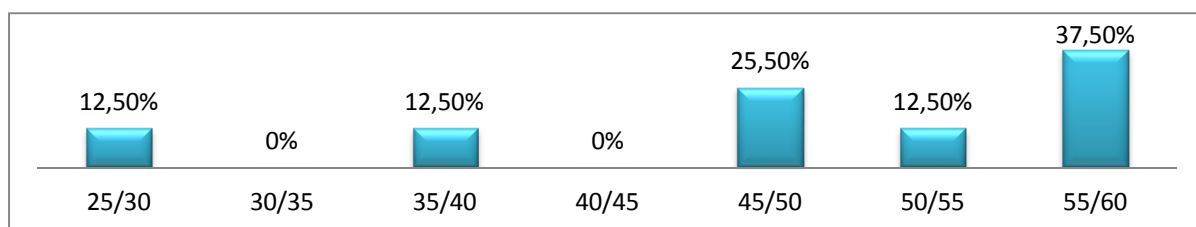
This chapter provides a description of the results attained through the two questionnaires administered to forty two Master II students Language and Communication of MMUTO and their eight (08) teachers. This chapter is divided into two main sections: the first deals with the presentation of data collected from the teachers while the second is about presenting data collected from the students.

### 3-1- Presentation of the Results of the Questionnaire for the Teachers

#### 3-1-1- Section One

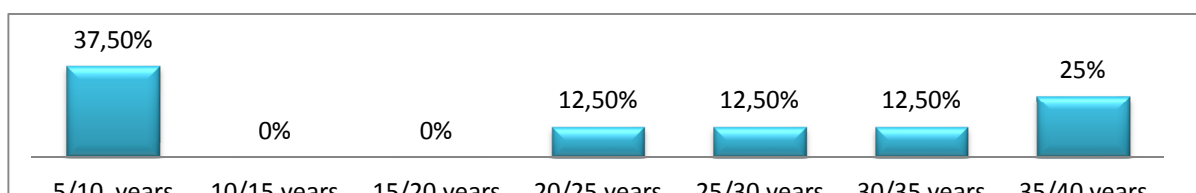
The first section of the questionnaire concerns the background information about teachers' age, years of experience, training, and aspects related to their teaching process.

#### Q1: specify your age/ years of experience



**Diagram1: Teachers' ages.**

The diagram (1) shows that teachers' age varies between 'twenty five' years old and 'sixty' years old.



**Diagram 2: Years of experience**

## Presentation of the Findings

As indicated in diagram 2, the teachers with '*five years*' to '*ten years*' of experience are the majority with 37.50%, whereas the teachers with '*twenty to thirty five years*' are the minority with 12.50%.

The following section concerns CBALT.

**Q2: Have you ever received training about how to teach under the competency based approach to language teaching?**

Categories	Number of answers	Percentage
Yes	4	50%
No	4	50%
Total	8	100%

**Table 1: Teachers training**

Table1 shows that only half of the respondents have received training about how to teach under the CBALT.

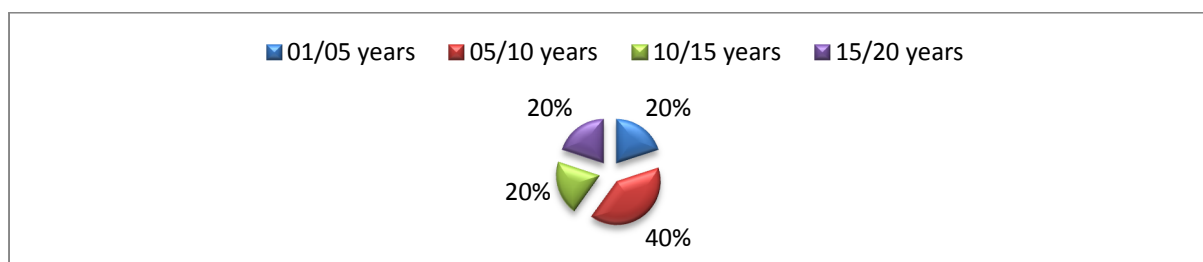
**Q3: Have you taught under the CBALT in middle or secondary schools?**  
**How many years?**

Categories	Number of answers	Percentage
Yes	5	62.50%
No	3	37.50%
Total	8	100%

**Table 2: teaching under the CBALT approach at the middle or secondary schools.**

The results highlighted in the table above show that most of the teachers have already taught at the middle or secondary school.

## Presentation of the Findings



**Diagram 3: Period of teaching at middle or secondary school.**

The diagram above highlights the length of teaching in the middle or secondary school. Indeed, the results show that the participants that have responded with 'yes' have at least one year of experience and most of them have experienced middle or secondary school for more than five years.

**Q4: Does the syllabus designed for master ii students fit the CBALT principles? Which competency does it aim at developing more?**

	Yes	No	Some of it	Total
Participants	4	3	1	8
Percentage	50%	37.50%	12.50%	100%

**Table 3: syllabus designed for master two language and communication**

From table (3) it appears that teachers have different views about the syllabus. Some of the respondents are satisfied with the syllabus in relation to CBALT, whereas other respondents are reluctant towards the syllabus.

As far as the second part of the question is concerned, all the respondents agree that the syllabus aims at developing more the '*Academic competency*'.

## Presentation of the Findings

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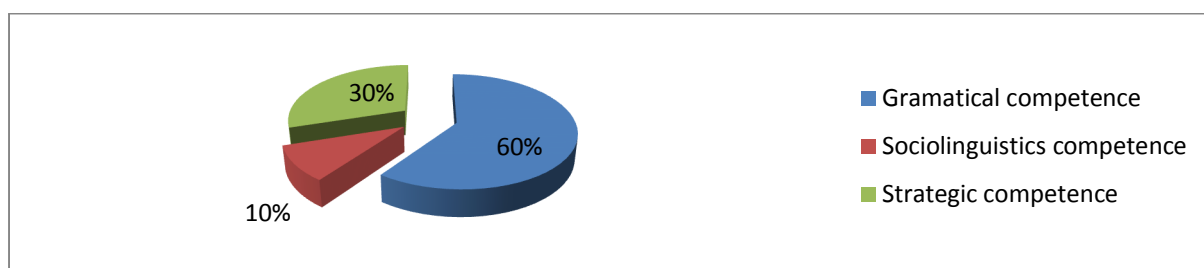
### Q5: How would you define the Competency Based Approach to Language Teaching?

Based on the results, the majority of the respondents argue that '*CBLT is an approach that focuses on what students can do with language in real life situations*'. They claim also that '*it aims at training learners to face the professional life*'.

### Q6: According to you what are the types of tasks that match best CBALT principles?

The most frequent answers for this question are the following: '*role playing*', '*problem solving*', '*project work*', '*debating*' and '*field research*'.

### Q7: What Kind of Competencies Do You Stress in the Classroom?



**Diagram 4: Most stressed competence in the classrooms**

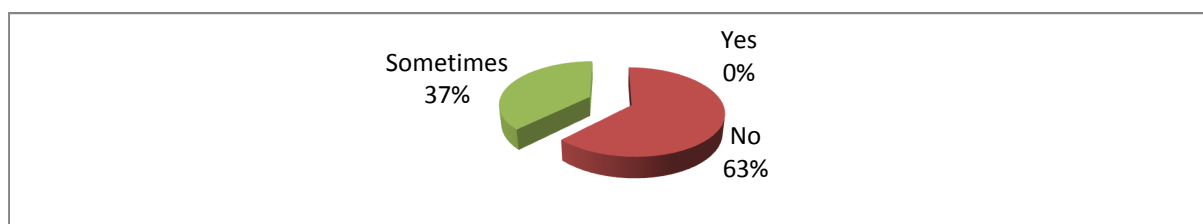
The results displayed in this diagram show that the majority of the participants (sixty percent) affirm that the '*Grammatical competence*' is the most stressed competence in their classes.

### Q8: What role should teachers assume in the classroom?

Based on the results obtained, the majority of the respondents have said that teachers should assume the role of a '*guide*', '*facilitator*', and '*inspirer*'; in addition, he/she is responsible for '*creating comfortable, supportive, and collaborative environments for students*'.

## Presentation of the Findings

### Q9: Do your students take part in defining assessment criteria? How?



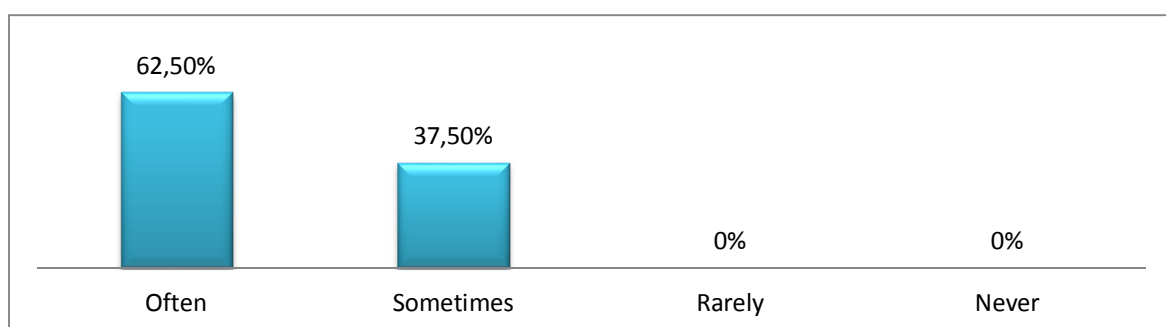
**Diagram 5: Rate of students taking part in defining assessment criteria**

This diagram demonstrates that more than half of the teachers disconfirm the participation of students in defining assessment criteria. It is worth to highlight that no teacher answered with 'yes'.

### Q10: What are the competencies that future graduate students should develop before entering the challenges of professional life?

When it came to answering this question the majority of the participants agree that before entering the professional life students need to develop the following competencies: '*communicative*', '*strategic*', '*sociolinguistic*', '*academic*', '*productive*', '*interpretive*', '*ICTs*', and '*linguistic competence*'.

### Q11: Do you focus on students' ability to develop appropriate skills adapted to communicative situations?

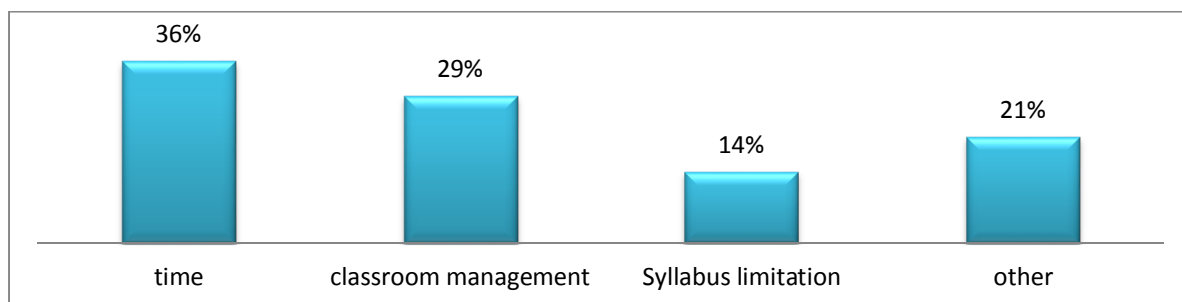


**Diagram 6: Communicative situations in classrooms**

## Presentation of the Findings

It is clearly shown in the above diagram that all the respondents aim at developing skills adapted to communicative skills.

**Q12: What are the obstacles that you meet when teaching? How do you manage to overcome them?**



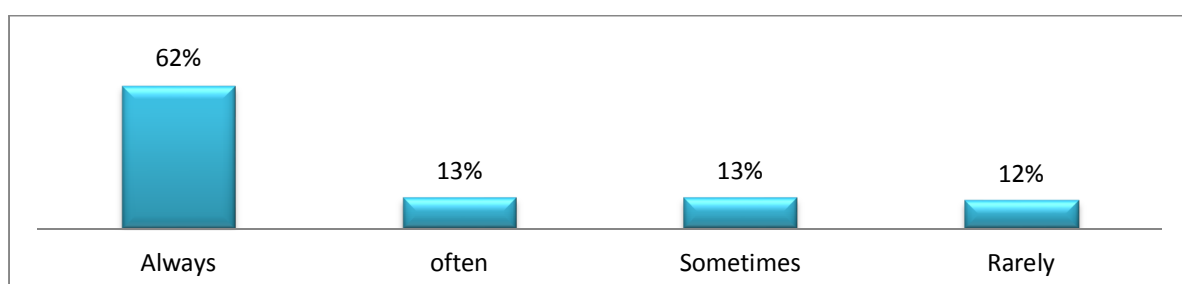
**Diagram 7: Obstacles Met When Teaching**

As we can notice in this diagram, the major problems that teachers meet when teaching Master II students Language and Communication are '*time*' and '*classroom management*'.

According to the results obtained most of the teachers rely on '*extra sessions*', '*group work*', '*project work*' to overcome the obstacles.

### 3-1-2- Section Two: Formative Assessment

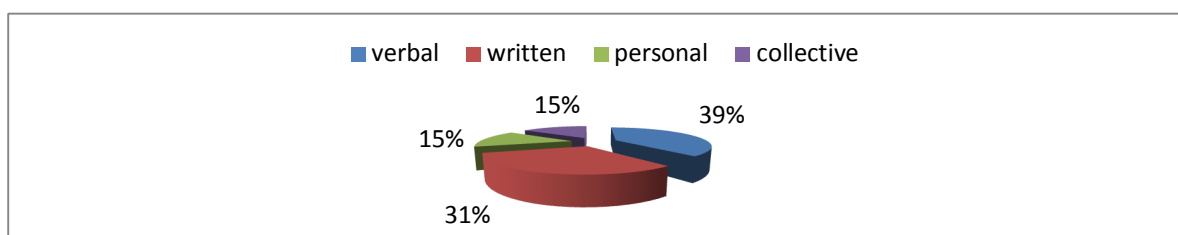
**Q13: Do you rely on formative assessment when teaching language? What form does it take?**



**Diagram 8: Use of formative assessment**

## Presentation of the Findings

As observed in diagram (8), the majority of the respondents use formative assessment frequently during their classes.



**Diagram 9: Forms formative assessments take**

The diagram presented here displays that '*verbal assessments*' are recurrently used by teachers to assess their students, and then comes the written assessments.

**Q14: Formative assessment is vital in the teaching/learning process. Say why?**

Categories	Answers	Percentage
Agree	2	75%
Strongly agree	6	25%
Disagree	0	00%
Strongly disagree	0	00%

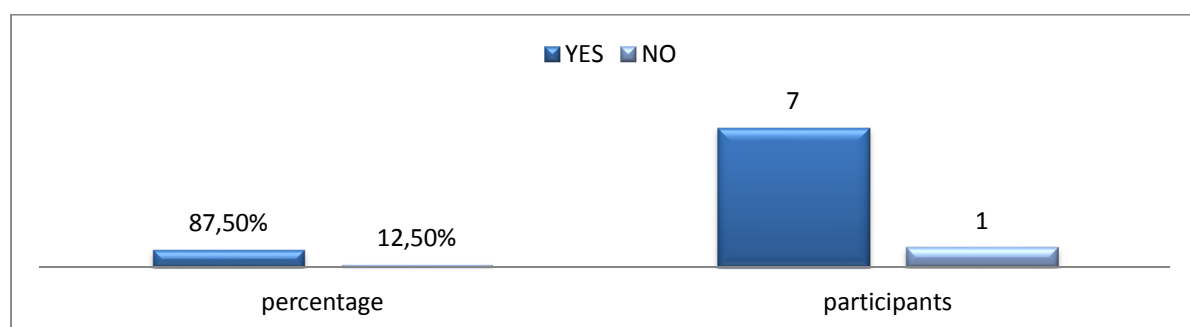
**Table 4: Importance of formative assessment**

The results of table (4) confirm the crucial importance formative assessment in the instructional process. The respondents claim that it enables both teachers and students to evaluate their progress.

**Q15: Do you provide your students with scoring rubrics to evaluate their works?**



## Presentation of the Findings



**Diagram 10: Evaluation with Scoring Rubrics**

From this diagram it appears that the big majority of the teachers provide their students with scoring rubrics to allow them correct their works.

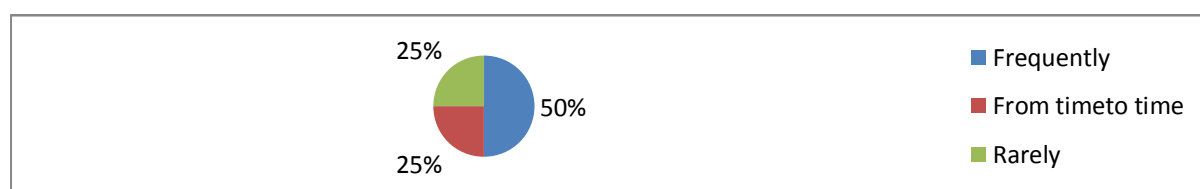
### Q16: Do you encourage your students to correct themselves? How?

Answer	Percentage	Participants
YES	87,50%	7
NO	12,50%	1

**Table 5: Teachers' encouragements to their students to correct their work**

Table (5) indicates that almost all teachers encourage their students to make self assessment. However, the way of doing it differs from one teacher to another.

### Q17: How often do you use formative assessment in a single lesson? What form does it take?



**Diagram 11: Use of formative assessment in a single lesson**

This pie chart shows that half of the informants rely on FA in a single lesson just from time to time.

## Presentation of the Findings

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**Q18: Do you think that feedback plays an important role in language teaching classrooms?**

Categories	Percentage	Participants
Difinitly yes	100%	8
Possible	0%	0
Definitly no	0%	0

**Table 6: Importance of feedback**

The above table proves that all the teachers consider feedback as an important part during language teaching classes.

**Q19: Do you rely on group work?**

Categories	Percentage	Participants
Yes	100%	8
No	0%	0

**Tab e 7: Group Work**

Table 8 displays that all the teachers (100%) rely on *group work* when teaching.

**Q20: When teaching, do you focus on individual or group progress? Why?**

The majority of our participants have answered that they mostly focus on '*individual progress*' rather than '*group progress*'. The focus on individual progress according to the informants is in order '*to be aware of each individual needs*'.

**Q21: During Your Classes are the Students:**

## Presentation of the Findings

Categories	Percentage
Highly active	0%
Active	50%
slightly active	35%
Not active	15%

**Table8: Student's Motivation**

According to the results of this table student's motivation is never highly active. Half of the respondents claim that it is just *active*, whereas 35% of teachers find students *slightly active*. Then, comes the teachers who find their students *not active* with 15%.

### **Q22: What are the obstacles that prevent the implementation of formative assessment?**

All the respondents argue that the problems that prevent them from implementing formative assessment correctly are both '*classroom management*' and '*time*'.

**We would greatly appreciate if you add further comments in relation to formative assessment.**

The comments that the teachers have provided us with at the end of this questionnaire was mainly related to the importance of formative assessment and the factors inhibiting its implementation.

### **3-3- Presentation of the results of the questionnaire for the students**

#### **3-3-1- Section One: Background Information**

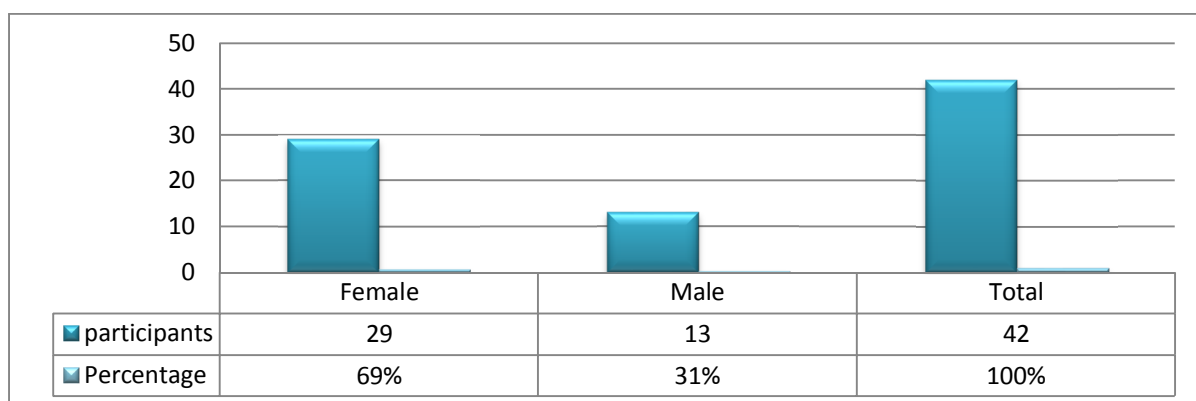
This section is concerned with background information about students' age, gender, , and the learning process.

## Presentation of the Findings

### 3-2-1- Q1: Specify your:

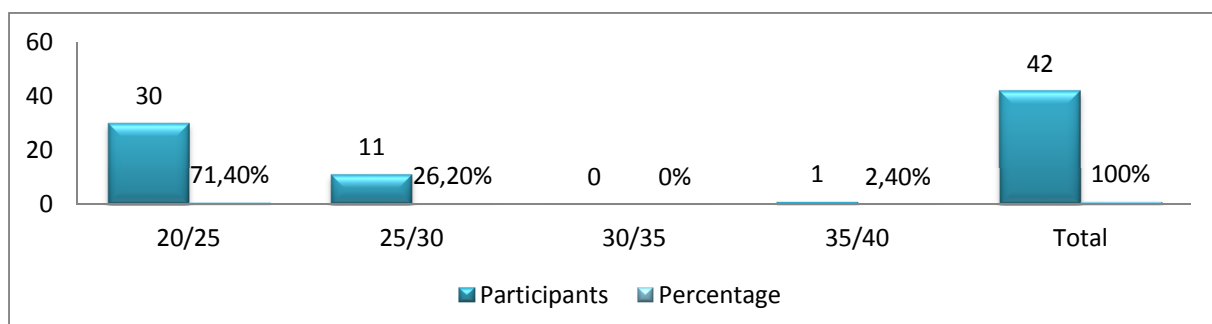
#### a) Gender

#### b) Age



**Diagram 12: Students' gender**

The results show that twenty nine of our participants are '*females*', and thirteen of them are '*males*' (31%).



**Diagram 13: Students' age**

We can notice that students' age varies from 20 years old to 30 years old for the majority.

### Q2: How many years have you been at the university?

Years	participants	Percentage
5	42	100%
6	0	0%
7	0	0%
8	0	0%

**Table 9: Years spent at the university**

## Presentation of the Findings

The results indicate that all the respondents have spent five years at the university.

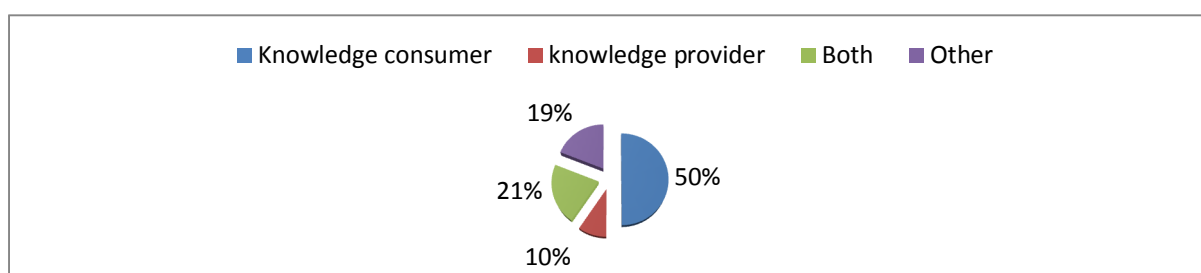
**Q3: Have you ever been taught under the classical system? How many years?**

Answers	Participants	Percentage
yes	0	0%
No	42	100%

**Table 10: Being taught under the classical system**

As table 10 shows, no participants have been taught under the classical system.

**Q4: What is your role during language teaching classrooms?**

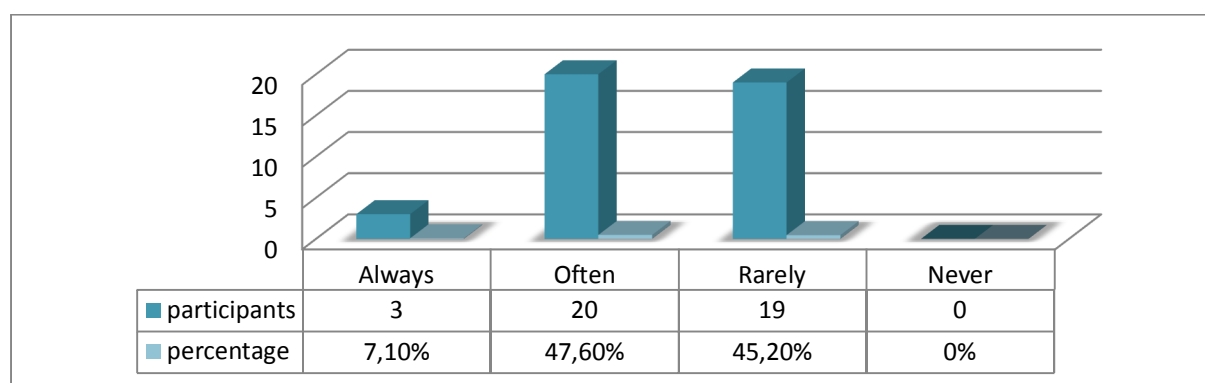


**Diagram 14: Students' role during language teaching classrooms**

The diagram above summarizes the findings of the question 4. we notice that only 10% of the participants are *knowledge providers*.

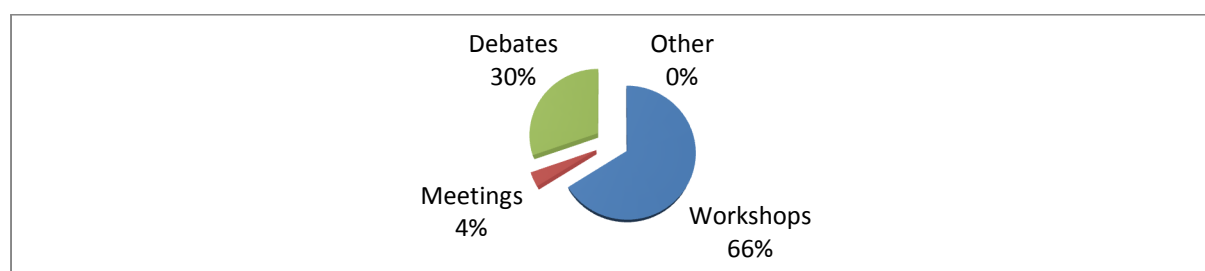
**Q5: Are you asked to perform activities in groups? what kind of activities do you perform?**

## Presentation of the Findings



**Diagram15: frequency table for group-work activities**

This graphic shows that the participants who are often or rarely asked to perform activities in group obtained roughly the same number. However, there is no teacher who neglects formative assessment totally.



**Diagram 16: Kind of activities asked to perform in group**

The above graphic demonstrates clearly the distribution of the activities that students are asked to perform in group. Most of the times they are asked to do '*workshops*', but rarely asked to perform *meetings*.

**Q6: Do you perform tasks that are related to your daily life situations? If yes or sometimes give an example.**

Frequency	Percentage	Participants
Often	12%	5
Sometimes	46%	19
Rarely	42%	18
Never	0	0
Total	100%	42

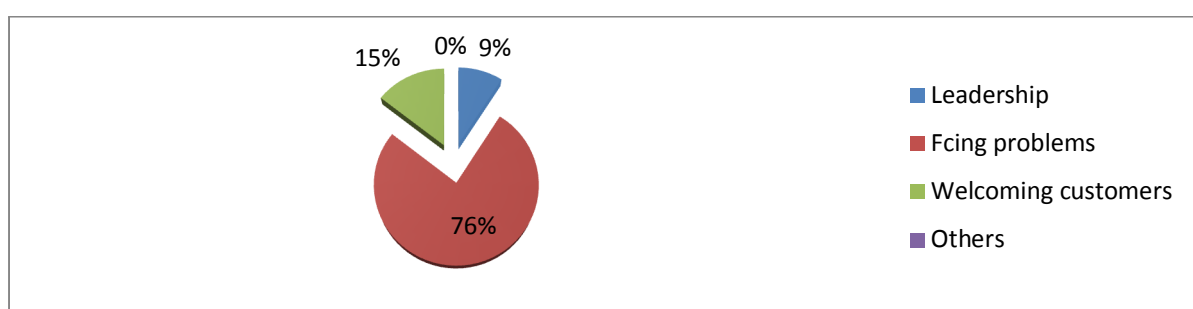
**Table 11: Daily Life related activities**

## Presentation of the Findings

According to the results displayed in this table we notice that the high frequencies stand for sometimes with 46% and rarely with 42%.

Accordingly, those who responded positively provided us with some examples of those activities such as '*role playing*', '*establishing relationships*', '*debates*' '*speaking with foreigners*'...

### Q7: What kind of job related activities do you meet in classrooms?



**Diagram 17: Job Related Activities Performed in Classrooms**

As shown in this diagram, the job related activities that are mostly asked to be performed in classes are facing problems.

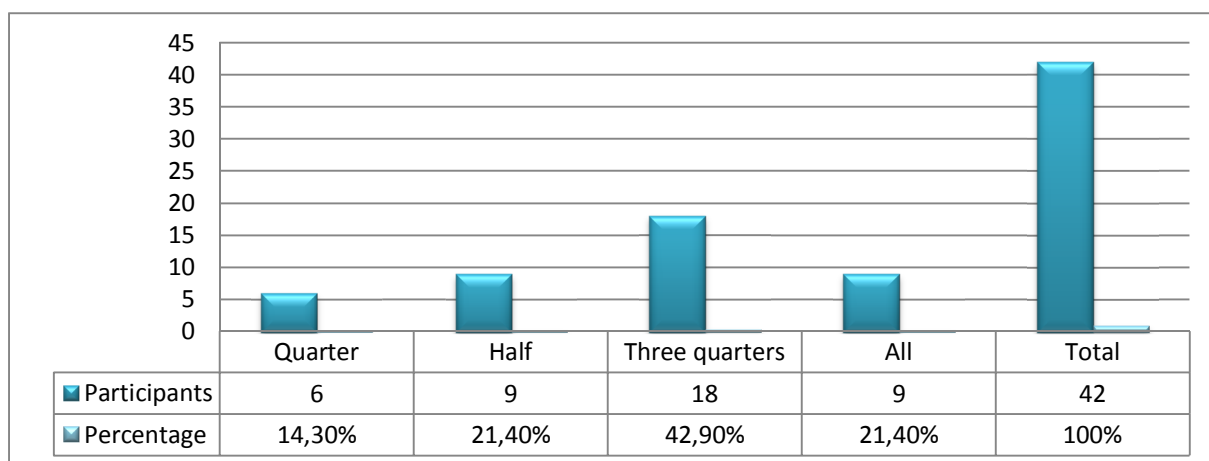
### Q8: Do your teachers speak more than necessary in classroom? How much time of the session do they consume?

Answers	participants	Percentage
Yes	25	59,50%
No	17	40,50%
Total	42	100%

**Table 12: Time consumed by teachers**

As it is shown in the table 12, 59.50% of the respondents affirm that their teachers speak more than necessary in the class, against 40.50% who affirm the opposite.

## Presentation of the Findings



**Diagram 18: time consumed by teachers in a single lesson**

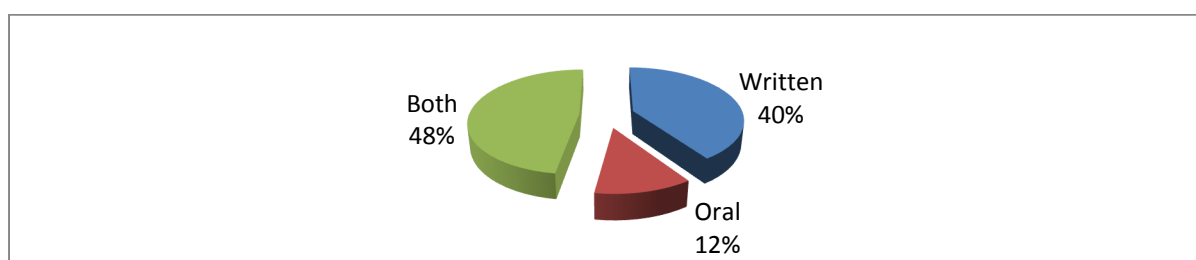
As the participants are asked about how much time of the session do teachers consume, the diagram indicates that a significant part of the responders that corresponds to 42.90% state emphatically that their teachers tend to consume more than a *'half of the session'*. Nevertheless, non-negligible number of them that stands for 57.10% state that their teachers consume *'Quarter', 'half' or 'all'*.

### Q9: Do you make project works? If yes what form do they take?

Answers	Percentage	Participants
Yes	95,20%	40
No	4,80%	2
Total	100%	100

**Table 13: Doing Project Works**

When students are asked if they do project works, they reply for the majority with *yes*.



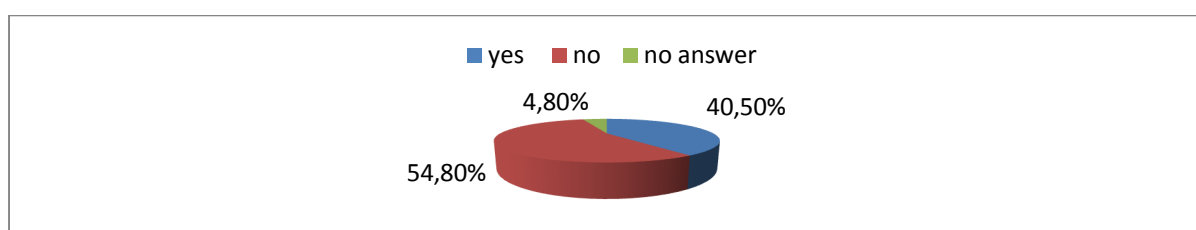
**Diagram 19: Form the project works take**



## Presentation of the Findings

the outcomes of this diagram state clearly that the majority of the participants (48%) tend to do their project works in '*both forms*' means that they tend to hand to their teachers written copies and to present the work orally in front of their class mates, Whereas, only 40% of them hand the '*written form*'. Insignificant number of the students (12%) tend to do it '*orally*'.

### Q10: Do the Tasks that you are asked to Perform Pave the Way to Autonomy?



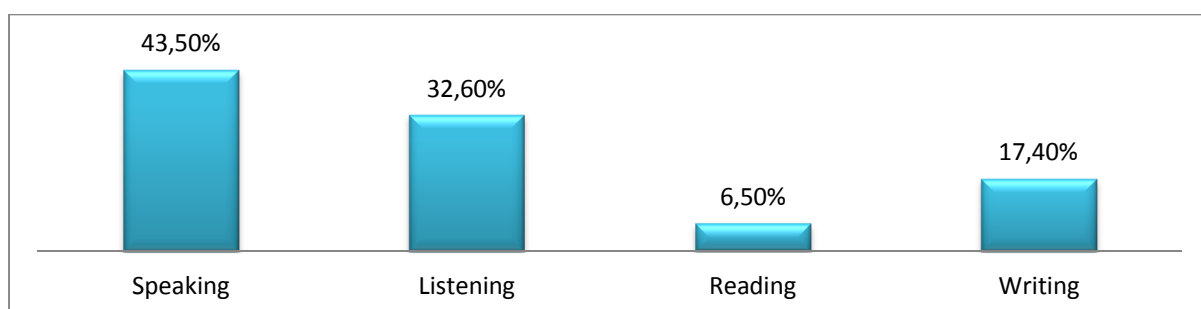
**Diagram 20: Towards autonomy**

The results gathered in question 10 show that more than half of the participants (54.80%) consider the tasks they are asked to perform not helpful in constructing autonomous students.

**Remark:** Two of our participants did not answer the question.

The respondents who consider that these tasks pave the way to autonomy assert that they help in '*developing self confidence*', '*developing research techniques*' and '*being responsible for their work*'.

### Q11: among the four skills which one is central in your classrooms?

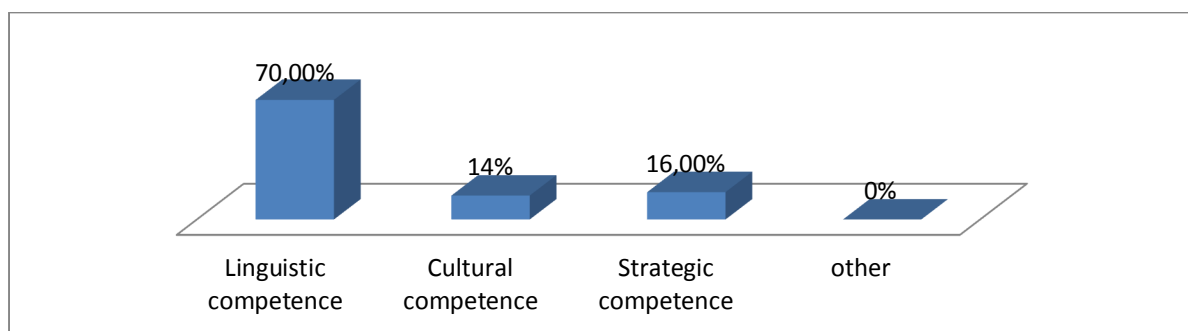


**Diagram 21: Stressed skill in the classrooms**

## Presentation of the Findings

As indicated above, the most stressed skill in master II classes Language and communication is speaking. Then comes listening, writing, and reading which is given the least importance.

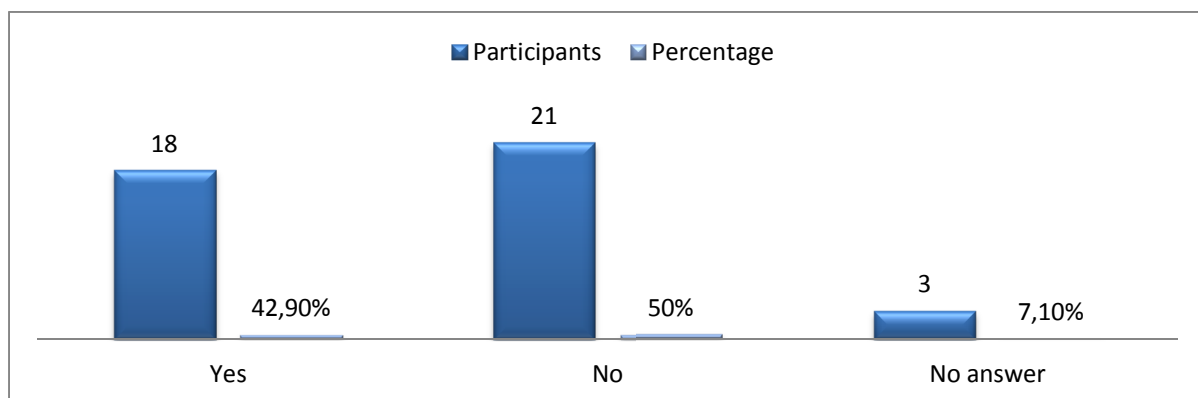
### Q12: What is the competence which is stressed in your classrooms?



**Diagram 22: Central competence in classrooms**

The statistics of the diagram 22 indicate that most respondents claim that the 'linguistic *competence*' as the most stressed competence in their classes. Whereas, the rest of the informants believe that either 'the cultural *competence*' or 'the strategic *competence*' is more stressed in their classes.

### Q13: Do you think that you will be able to lead a company? Why?



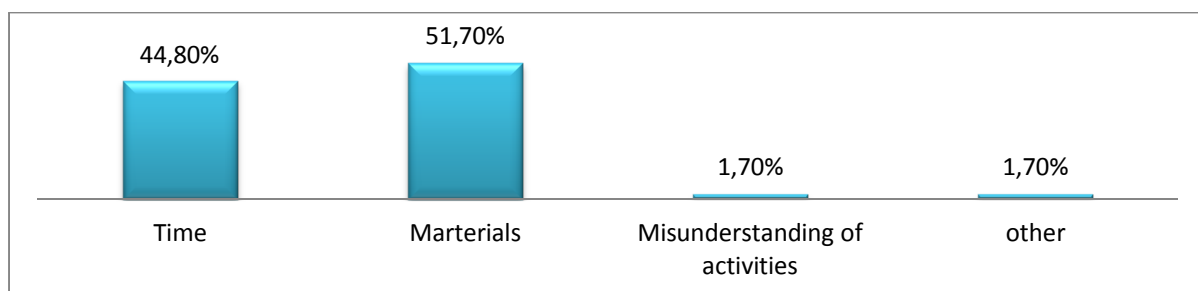
**Diagram 23: Students' ability to lead a company in the future**

Relying on the results, 50% of the participants believe that they will not be able to lead a company, against 42.90% who affirmed that they will do it.

## Presentation of the Findings

The informants that gave a negative answer think that they have not developed all the necessary skills for this task.

### Q14: Mention the problems that you face in performing activities/tasks in classrooms.



**Diagram 24: Problems students meet when performing activities/tasks**

The outcomes clearly show that the obstacles met when performing activities are mainly related to *time* or *materials*.

### Q15: What do you suggest to remedy these problems?

The respondents made various suggestions to remedy the aforementioned problems.

- ‘more *authentic materials*’
- ‘devote more time for practice than theory’
- ‘be selective when designing activities,
- ‘Teachers’ training in classroom management’

## 3-2-2- Section II: Formative Assessment

### Q16: Assessment is vital in the teaching/ learning process

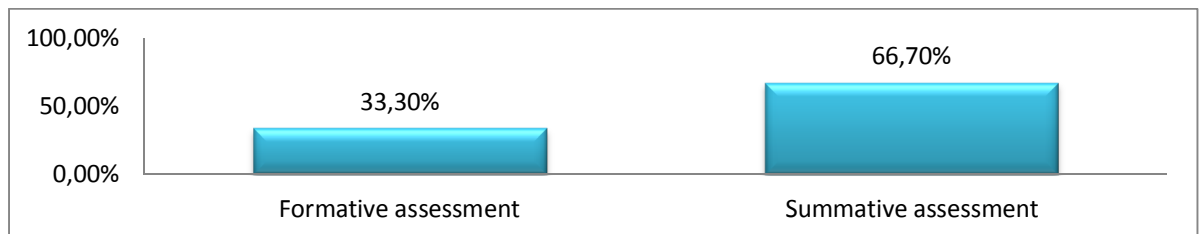
Answers	Participants	Percentage
Strongly agree	30	71,40%
Agree	12	28,60%
Disagree	0	0%
Strongly disagree	0	0%
Total	42	100%

**Table 14: Students’ opinion on the importance of assessment**

## Presentation of the Findings

The results clearly show that all the participants replied either with *agree* or *strongly agree* to the belief that formative assessment is vital in the teaching/learning process

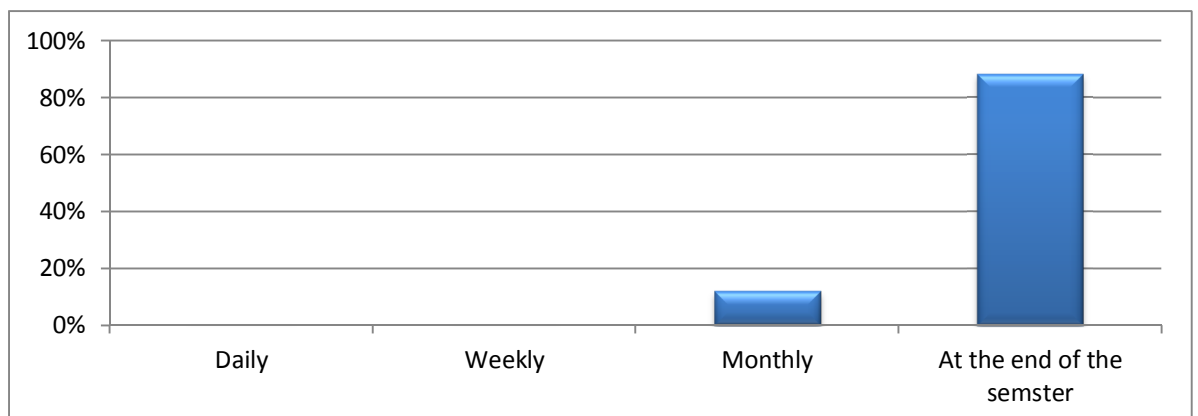
### Q17: Which type of assessment do your teachers rely on more?



**Diagram 25: Way of assessing students**

The question (17) which dealt with the type of assessment which is given more importance in classes obtained only 33.30% for formative assessment against 66.70% for summative assessment.

### Q18: Are you assessed regularly during the instructional process? What form does it take?



**Diagram 26: Frequency on which students are assessed**

The results in this diagram prove that formative assessment is given very little importance during the instructional process.

All the participants have said that their teachers rely on '*written forms*' when assessed; that is to say they are usually asked to '*write dissertations*', and '*project works*.'

## Presentation of the Findings

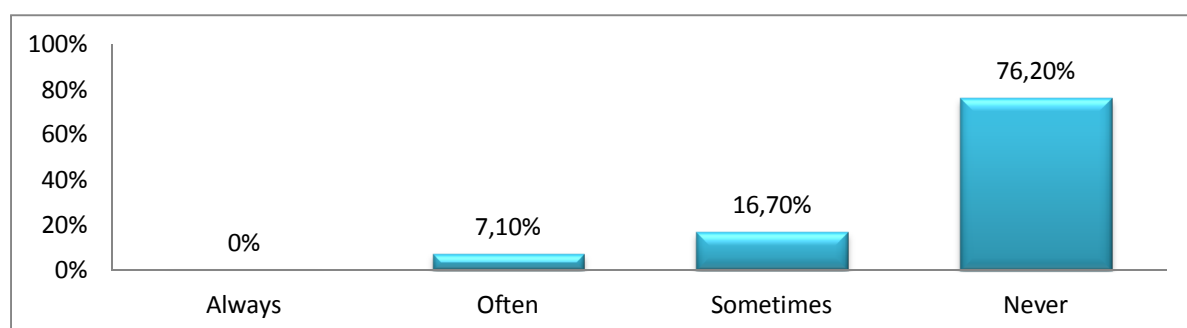
**Q19: Do your teachers provide you with remedial activities in case of weaknesses?**

Answers	Participants	Percentage
Yes	17	40,50%
No	24	57,10%
Sometimes	1	2,40%
Total	42	100%

**Table 15: Remedial activities in case of weaknesses**

Based on the data gathered, 57.10% of the students state that their teachers do not provide them with remedial activities in case of weaknesses. Meanwhile, 40.50% write that their teachers do it.

**Q20: Do you share in defining assessment criteria? How?**



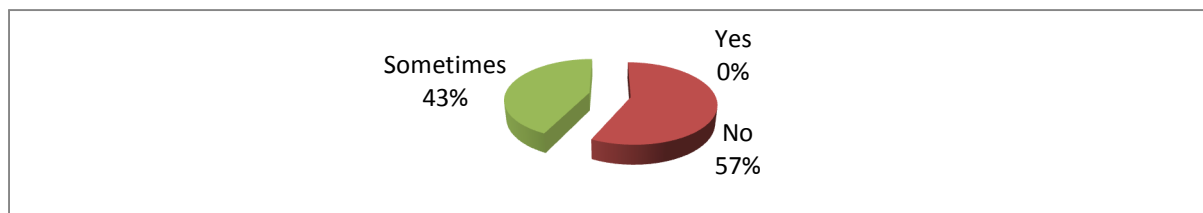
**Diagram 27: Students' participation in defining assessment criterion**

The results displayed in diagram 29 show that more than a half and a quarter of the participants assume that they do not take part in defining assessment criteria. In contrast, 16.70% of them assume that they sometimes share in that.

The majority agree that this type of activity is not their responsibility and it is *'the work of the teachers not ours'*

## Presentation of the Findings

**Q21: During a single lesson, do your teachers assess or evaluate your progress?**



**Diagram 28: Evaluation of students' progress in a single lesson**

According to the results shown in the diagram 28, many students, that is more than a half express clearly that they are not assessed regularly in a single lesson.

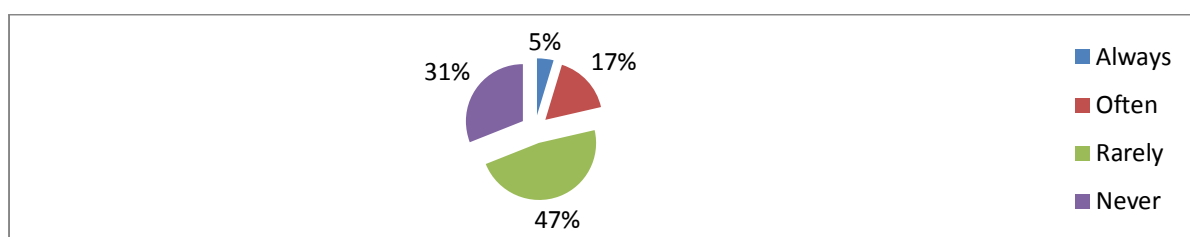
**Q22: Does feedback help you to improve your performances?**

Answers	Participants	Percentage
Strongly agree	32	76,20%
Agree	10	23,80%
Disagree	0	0%
Strongly disagree	0	0%

**Table 16: Feedback improves performances**

As underscored in table 16, the majority of the participants '*Strongly agree*' with the importance of feedback in improvement of students performances. It is worth to mention that none provide a negative answer.

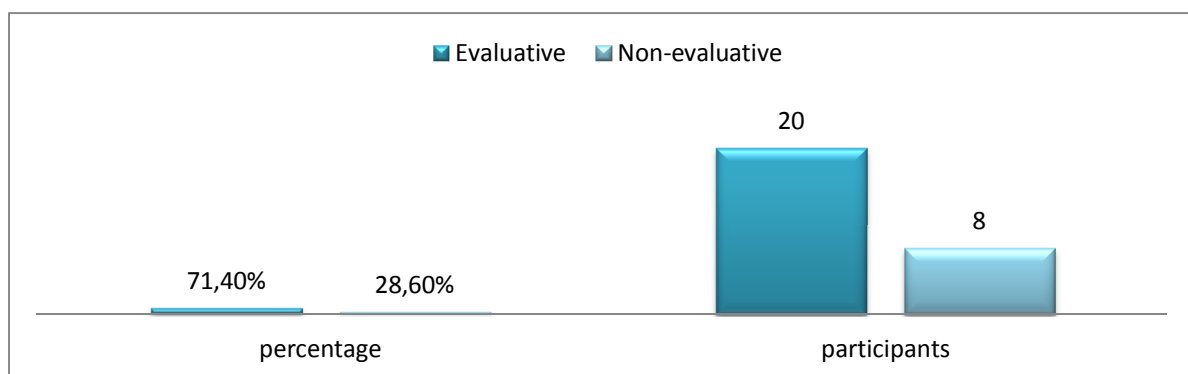
**Q23: Do your teachers provide you with feedback? If yes, what form does it take?**



**Diagram 29: Frequency of Providing Feedback**

## Presentation of the Findings

When the informants are asked if their teachers provide them with feedback, the negative answers obtain the high scores.



**Diagram 30: Kind of feedback provided to the students**

Concerning the kind of feedback students receive, it is evaluative for those who reply with *rarely* and non evaluative for the rest.

Answers	Percentage
Oral	36,50%
Written	30,80%

**Table 17: Form feedback should take to be helpful**

According to the results shown in the table above, the oral feedback is preferred by 36% of the participants against 30.80 who prefer it to be written.

### Q24: Do you correct your work? Why?

Answers	Participants	Percentage
Yes	32	76,20%
No	10	23,80%

**Table 18: Students' Self-correction**

The table 18 shows that the positive answer receives the highest frequency with 76.20%, while the negative answer obtained 23.80%.

## Presentation of the Findings

According to the participants, self assessment is important because it helps them in *‘avoiding the same mistakes’*, and to get *‘some autonomy’*.

### Q25: Do you make judgment on your peers’ works? Say how?

Answers	Participants	Percentage
Yes	23	54,80%
No	19	45,20%
Total	42	100%

**Table 19: Students’ judgment on their peers’ works**

This table shows clearly that 54.80% of the students comment on their classmates’ works whereas 45.20% of them prefer not to do it. The comments are generally very short and are positive in most of the times.

### Q26: Are you given specific attention by your teachers individually?

Answers	Participants	Percentage
Always	0	0%
Often	2	4,80%
Sometimes	19	45,20%
Never	21	50%
Total	42	100%

**Table 20: Frequency of giving students attention individually**

The results show that half of the informants assume that they do not receive any individual attention from their teachers. Whereas 45.20% claim that they receive this attention from time to time.

**If you have further comments in relation to formative assessment please feel free to make them!**



## Presentation of the Findings

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All the participants agree on the following points: *‘Formative assessment is good for students since it helps to evaluate and correct themselves and most importantly leads to autonomy. However, they all complain against the lack of implementation of such an important aspect of assessment.*

### **Conclusion**

This chapter provides results of the two questionnaires designed for the teachers and the students about the implementation of formative assessment with CBALT at the Department of English at MMUTO. It is important to mention that many answers obtained from the two questionnaires contrast each other. Therefore drawing anticipated conclusions from this chapter is difficult if not impossible. The coming chapter is intended to be interpretation and explanation of the results obtained in this chapter.

## ***Chapter 4 : Discussion of the Findings***

## Discussion of the Findings

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### Introduction

This chapter discusses the results obtained from the two questionnaires submitted to Master II students of Language and Communication and their teachers. Both questionnaires are discussed and interpreted in relation to the research questions and the literature presented in the chapter named 'Review of the Literature'. This is done in the aim of answering the questions raised in the 'General Introduction' by confirming or disconfirming the hypotheses put forward in the general introduction.

### **4- 1- Discussion of the of the results of the questionnaire for teachers**

#### **teachers training**

As shown in the previous chapter (Table 1), half of the informants have received training about how to teach under the CBLT approach. Whereas, the others have not received any training despite the vital role that training has in the sector of education as claimed by Kilic, 2010, Sisman and Acat 2003 (cited in Islam H. Abu Sharbain, Kok. Eng Tam 2012:16) who stress the importance of teachers training: *'Pre-service teachers should possess a number of particular competencies that enable them to teach effectively. To be equipped with these competencies, teachers should be exposed to special training before starting the profession'*.

The results displayed in the previous chapter have shown that the majority of our participants have already taught under the CBLT approach in the middle or secondary school. This evidence permits us to deduce that our informants can teach under CBALT since they are familiar with it in the middle or secondary school. Nevertheless, training should be ongoing in the university.

## Discussion of the Findings

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### **Syllabus designed for Master two students of Language and Communication**

The gathered data from the questionnaire for teachers have shown that four teachers are satisfied with the syllabus designed for Master Two Language and Communication whereas, the rest of the participants complain about it and claim that: *‘some parts of this syllabus need remedies’*. This may be a hindering factor for teachers’ motivation. Furthermore, all the participants assert that the only and unique competency that this syllabus aims at developing is the *‘Academic competency’*. This fact opposes W.I.Griffth and Hye-Yeon Lim (adopted from Griffith and Lim, et al Vol. 38 No. 2, 2014 : 2) view who asserted that courses should be organized around different competencies and skills necessary for students’ real life, not only the academic one and syllabi should include different activities that permit students the mastery of these skills. Accordingly, this syllabus does not fit CBALT objectives, therefore needs to be improved.

### **Defining competency based language teaching approach and types of tasks that match best its principles**

Most definitions provided by teachers about CBLT correspond to the definition provided by Richards and Rodgers (2001:141), that is *‘CBLT is an approach that focuses on what students can do with language in their real life and prepare them to face their professional life’*. This result shows clearly that, at the theoretical level, the participants are very familiar with CBALT. As we can notice clearly, there is a contradiction between the answer to the previous question and the present one. At the theoretical level, teachers are aware that students need to develop different skills and competencies needed for job market and when it comes to classrooms the unique stressed competence is the *‘Academic competence’*. Moreover, when asked about the tasks that match best CBALT principles, the participants suggested, *‘role playing’*, *‘problem solving’*, *‘project work’*, *‘debating’* and *‘field*

## Discussion of the Findings

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*research*'. Indeed, these suggestions help extremely the improvement of competences required in the professional careers.

### **The most stressed competence in the class**

The results in the previous chapter have demonstrated that the majority of the informants affirm the centrality of '*Grammatical competence*' (see diagram 5) in their classrooms. While, the other competencies such as '*Strategic and sociolinguistic competence*' are given little attention or totally neglected. This result opposes to Canale and Swain (1980:6) view who argue that in order to be a competent communicative individual the '*Grammatical, Sociolinguistics, Discourse, and Strategic competencies*' should be involved in the instructional process because there exists an interaction relationship between all these elements.

### **The role that teachers should assume in the classroom**

The results have shown that all the respondents without any regard agree that the teacher should be a '*guide*', '*facilitator*', and '*inspirer*', in addition to their responsibility of managing the class by '*creating a comfortable, supportive and collaborative atmosphere for students*'. Here again the participants have shown a good mastery of the theoretical aspects of CBLT Approach, these results correspond exactly to what W.I. Griffith and Hye-Yeon Lima (Vol. 38 No. 2, 2014:1-2) state but students' answers seem to contradict this.

### **Student's participation in defining assessment criterion**

The results in diagram 5 have indicated that more than half of the participants disconfirm the participation of their students in defining assessment criteria. Unfortunately, this fact opposes one of the central principles of CBALT. In fact the non-participation of students in defining assessment criteria prevents them from important aspects of formative assessment such as peer and self assessment and most importantly it prevents them from

## Discussion of the Findings

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acquiring autonomy. Looney (2011:7) claims that '*Students are actively involved in the assessment process through self and peer-assessment*'.

### **The competencies that future graduates should develop before entering the challenges of the professional life**

The results have revealed that most of the informants state that students, before entering the professional life, have to show a good mastery of the following competencies: '*communicative*', '*strategic*', '*sociolinguistic*', '*academic*', '*productive*', '*interpretive*', '*ICTs*', and '*linguistic*' competencies'. The participants show clearly their awareness about the required competencies to make from students active participants in the society.

### **Communicative situations in classes**

According to the results displayed in diagram 6 the majority of the teachers (62.50%) affirm that they often give importance to communicative situations during their classes. This entails that there is a tendency to prepare students to cope with the professional life through activities such as problem solving; project works, and debates. However, the participants in the question that followed complain about the obstacles that are frequently encountered during the trial to implement the CBLT principles. From the two replies of Q12 and Q13 we understand that the attempts of the teachers do not succeed in creating communicative situations. Therefore, the acquisition of the competencies required in the professional life is hindered. In fact, the respondents opt for some strategies such as dividing the classes in small groups and doing extra sessions to remedy the situation. However, these strategies cannot be effective for a long time due mainly to the increasing number of students.

### **The use of formative assessment and its importance**

As it is clearly shown in diagram 8, all of the participants rely on formative assessment during their classes regardless of the extent to which it is used. This fact can be explained by the awareness of the participants about the vital role formative assessment plays in improving

## Discussion of the Findings

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the instructional process. 39% of the informants assert that they rely on '*verbal statements*'. Indeed, relying only on verbal assessments in the detriment of other forms is not sufficient and cannot really help students to progress. Teachers consider the integration of other forms of F.A. as a solution to overcome the time restrictions and the overcrowded classes.

The results have demonstrated that none of the participants give a negative answer that is to say, the majority of the informants agree on the importance of FA in the teaching/learning process. It is important that the participants give such positive answers to this question because this fact has shown that in the case formative assessment is not sufficiently implemented in the department of English in MMUTO, the gap would be remedied easily.

### **The frequency of the use of fa in a single lesson**

The results presented in the diagram 11 in the previous chapter have shown that fifty percent of our participants stated that they use FA '*from time to time*' in a single lesson. This shows that there is no daily assessing of students' progress though they are aware of its crucial role. Consequently; we understand that formative assessment is not given the deserved attention. Indeed, Rabhi (2011: 56) claims that the LMD system gives more importance to formative assessment and makes it an obligatory activity due to its benefits contrary to the classical system in which it is optional. We conclude that despite the fact that FA is vital, teachers neglect it during the lessons, for this we suggest seminars between in the English department to talk about FA and the importance of implementing it.

### **Equipment of students with scoring rubrics**

The findings of the questionnaire distributed to the teachers have shown that seven out of eight that stands for 87.50% (diagram 10) of the respondents affirm that they provide their students with scoring rubrics. This can be explained by the fact that our informants encourage their students to make self and peer-assessment. Moreover, we deduce from the results that

## Discussion of the Findings

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our informants help their students to acquire autonomy. Accordingly, varied instruction methods are used by our informants to meet their students' needs. This aspect of formative assessment is developed by CERI '*Encourages students to self monitor progress toward the learning goals*' and '*Provides examples of learning goals including*, CERI (2008:6)

### **Feedback**

All the participants definitely agree on the importance of providing the students with feedback. This result entails that the informants give the necessary importance to feedback during the instructional process. However the form it takes should be reviewed by the informants because it does not correspond to what Cizek (2008:8) writes about the characteristics of formative assessment. Indeed, he believes that feedback should be '*non-evaluative, specific, timely, related to the learning goals*'. We suggest training for teachers in order to provide their students with the required feedback. .

### **Working in groups**

According to the results displayed in table 8, all the participants without any exception rely on group work. This can be explained by the awareness of the informants about the necessity of group work in training students to face the challenges of the professional life. It helps to correct each other and more importantly learn from each other as it is claimed by Topping et Ehly 2010 (cited in Topping 2010 62/63 quoted by Aouine 2011/2012:25).. In fact, through these activities students can develop social skills such as solving problems, leading companies, facing difficulties...etc.

### **Individual or group progress**

Most of the teachers state that they focus on the individual progress. We deduce from this result that students are well trained to face the challenges of the professional life. Indeed the teachers' replies correspond to Auerbach (1986) (cited in Richards and Rodgers 2001:146) views; who claims that the focus should be on the individual rather than on the group



## Discussion of the Findings

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*'Individualized, student-centered instruction'* in the aim of discovering the weaknesses and strengths of each individual.

### **Students motivation in classes**

The results of the table 9 have demonstrated that 50% of the respondents stated that students are *'active'* during classrooms. CERI (2008:6) considers the active involvement of students in the learning process as a crucial element of F.A. whereas, the other informants affirm that students are slightly or not active. This can be explained by the atmosphere that exists in the classroom. Indeed, when students feel they are involved in the lesson they participate and develop interaction. Therefore, the participants who affirm that their students are slightly or not active must review their way of managing the classroom.

### **4-1- Discussion of the Results of the Questionnaire for Students**

#### **Learner's role in classes**

Fifty percent of the students claim that they are *'knowledge consumers'* during the lessons, explicitly they are passive learners. This can be explained by the fact that the teaching/learning process has not changed at the level of application. Although, education today has become learner-centered pedagogy, but it still a teacher-centered pedagogy in the department of English of Tizi-Ouzou according to 50% of our informants. This means that students are not well trained to be active participants in the society. These results oppose the view of Richards and Rodgers 2001, Sturgis 2012 (cited in W.I. and Griffith Hye-Yeon Lim MEXTESOL Journal, Vol. 38, No. 2, 2014) who argue that students must be active in their own learning and work toward being autonomous learners. They learn to think critically and transfer knowledge.

#### **Students' work in group**

The diagram 15 has shown that Master II students of Language and Communication are often asked to perform activities in groups which are most of the time workshops. Indeed,

## Discussion of the Findings

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the results if faithful lead us to understand that Master II students of Language and Communication have at their proposal important competences such as the strategic competence, the interpretive competence, the sociolinguistic competence...etc. CERI (2008:8) deduced from their investigation that teachers should rely on group work since students can learn much more than they do individually.

### **Job related activities in classes**

The results of diagram 17 have shown that 46% of our participants are occasionally asked to perform activities related to daily life situations. This means that students are taught the language in isolation i.e. in the exclusion of the real context. We deduce from these results that Master II Students Language and Communication are not trained to face the challenges of the professional career such as ‘negotiating meaning, solving problems, leading a company... etc due to the lack of activities and tasks that pave the way to the development of such competencies at the level of the syllabus.

### **The length of the lesson consumed by teachers**

Table 12 has shown that 59.50% of the participants affirm that their teachers speak more than necessary in the class what opposes W.I. Griffith and Hye-Yeon Lima (Vol. 38 No. 2, 2014:1-2) view : teachers should be only facilitators.. These results also oppose the principles of CBLT Approach which gives three quarters of the session to the students to speak. This fact is not in students favor since it makes them become lazy and rely only on what teachers provide them. Moreover, it inhibits students training to cope with the professional life.

### **Project works**

The findings have demonstrated that 95.20% of our participants affirmed that they do project works and only 4.80% of them stated the opposite. This is a relaxing fact since when doing project works students develop many competences needed for their professional life

## Discussion of the Findings

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such as relying on themselves which guides in its turn to autonomy as claimed by Auerbach (1986) (cited in Richards and Rodgers 2001:146). These project works are performed by the majority of the students in both forms '*written and oral*'. Consequently, students develop self-confidence through writing and oral skills.

### **Autonomy**

The results displayed in diagram 20 have displayed that 54.80% of the students consider the tasks they are asked to perform unhelpful to be autonomous students, while, 40.50% of the students claim the opposite. This can be explained differently; it may be due to the restrictions of time or may be the lack of awareness of their teachers about the importance of autonomy at the university level and more importantly in the social life.

### **Skills and competencies that are stressed more in classes**

The outcomes in diagrams 21 and 22 in the previous chapter have demonstrated that the most stressed skill in classes is the '*speaking skill*' (see diagram 21) and the central competence in class is the '*linguistic competence*' (see diagram 22). According to these results we can say that not all the skills and competencies needed in the professional life are fostered in the class. In fact only 6.50 of the participants argue that the 'reading skill' is central in their classes. From their side Canale and Swain (1980:6) argue for the interactional relationship that exists between all the skills and competencies, that is to say between the '*grammatical*', '*sociolinguistics*', '*discourse*' and '*strategic competencies*'. For this reason during the classes, students should all be present.

### **Students' ability to lead a company**

The results have shown that half of the participants are incapable of leading a company and 42.90% of them consider themselves able to perform this task. In fact those who answer with 'no' think that they have not yet developed all the necessary skills to face the

## Discussion of the Findings

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difficulties of this task. This can be explained by the fact that students suffer from the lack of autonomy during the learning process that cause the absence of self confidence. Little (1991: 3-4) argues that *'Autonomy is a capacity - for detachment, critical reflection, decision making, and independent action. It entails that the learner will develop a particular kind of psychological relation to the process and content of his learning'*, if they were more autonomous in their classes certainly they would develop more self-confidence and would be able to lead a company.

### **The importance of assessment and the type of assessment students receive**

The findings presented in table 15 have demonstrated clearly that the majority of the participants (71.40%) 'Strongly agree' that assessment is important in the teaching/learning process. This means that they are aware of the vital role it plays in teaching/learning process. When it comes to the type of assessment they receive, the greater number (66.70%) of them say that the most frequent assessment they meet is the 'summative assessment'. This result entails that teachers in the department of English still teach under the principles of the classical system and use formative assessment at a very limited extent. This fact slows down the process of equipping students with necessary social skills.

### **Remedial activities in case of weaknesses**

We can notice in table 16 that 57.10% of the students which stand for 24 out of 42 of our participants affirmed that their teachers do not provide them with remedial activities in case they have not shown mastery of the objective targeted. This result opposes Auerbach (1986) (cited in Richards and Rodgers 2001:146) view who insists on providing students with remedial activities that allow them to remedy weaknesses, and 17 of our participants reply that they receive some activities to do in case of weaknesses. From this point we can affirm that the instructional process is time-based rather than competency-based.

## Discussion of the Findings

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### **Students' participation in defining assessment Criterion**

The revealed answers have shown that the larger number of students deny the participation in defining assessment criteria. This number is represented with 76.20% in diagram 27, whereas, 16.70% affirm that they sometimes contribute in the establishment of these criteria. Therefore, we can deduce that this activity is not given enough importance. Consequently, we realize that students at this level are not guided to autonomy. In fact, Looney (2011:7) claims that this participation is of a great significance: '*Students are actively involved in the assessment process through self and peer-assessment*'.

### **Evaluating Students**

Diagram 28 has demonstrated that 57% of the students deny that they are assessed regularly in a single lesson. This means that formative assessment is poorly implemented in the department of English at MMUTO. Cizek (2010: 4) argues that an assessment can be formative if it occurs during the instructional process and when it is done to identify students strengths and weaknesses and conduct them to self evaluation and to be autonomous students. Through the result, we deduce that students can neither be autonomous nor self-confident.

### **Feedback**

The results of table 17 lead us to say that students agree on the vital role feedback plays in the improvement of their outcomes. (CERI) the Center for Educational Research and Innovation (2008:6) affirms this point of view. As far as the kind of feedback students receive from their teachers is concerned, the results of diagram 30 have shown that 71.40% of the students are provided with '*evaluative feedback*'. Whereas 28.60% consider the feedback they receive as being '*non-evaluative*'. The answer that obtained the high score *opposes* Cizek (2008:8) view because he argues that students should be provided with '*non-evaluative, specific, and timely, related the learning goals*'. Therefore, teachers have to review the way of providing students with feedback. When it comes to the form it takes in order to be effective,

## Discussion of the Findings

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the students classified the '*oral form*' with 36.50% '*written*' with 30.80%, '*personal*' 21.20% and '*collective*' with 11.50%. Thus, we can say that each student prefers one form or two since for him/her in that form it is more effective. But according to the results the most preferred one is the '*oral form*'.

The results have shown that the majority of the students do correct their work after being corrected by the teacher since according to them it is a way of avoiding doing the same mistakes again and improve themselves. 10 participants (see table 19) argued the opposite; they do not correct their work, this is due to the fact that they are not assessed again on that point or aspect of the lesson which is an important aspect in F.A. under CBALT, and LMD Auerbach (1986) (cited in Richards and Rodgers 2001:146)

### **Making judgment on peers' work**

The majority of the respondents affirmed that they make judgments on their classmates' works. This corresponds to what Cizek (2008:8) developed concerning the point since it helps them to be actively involved, taking part in the learning process. However, a non-neglecting number (45.20%) claim the opposite, that is to say they do not comment on the work done by their classmates rather they prefer to be passive towards their classmates works. this may be due to the fact that they do not feel confident to express clearly their ideas in front of people.

### **Attention given to students individually**

The last table (20) has shown that half of our participants deny the fact that they are given attention individually. From this we can say that another aspect of the effective implementation of F.A. is neglected that is the focus on individual progress. In the same table, 45.20% claim that they sometimes receive this attention which should exist continuously and for each individual.

## Discussion of the Findings

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### Conclusion

The chapter has discussed the results obtained through the two questionnaires in order to answer the research questions of our study. While one hypothesis suggested in the general introduction is confirmed, the other is disconfirmed. Teachers' implementation of F.A. is considered to be poor and not sufficient for their students as well as for themselves. This is due to the fact that they are still the authority in classroom (consume almost the time devoted for a session). Students are not active in classes, they do not take part in defining assessment criteria, they depend on their teachers and they are not assessed regularly. Syllabus fosters more the '*Academic competency*' rather than the social skills. Most of the time, the feedback students receive is not effective. As far as the obstacles that inhibit the effective implementation are concerned, the teachers believe that it is related to '*time limitation*', '*overcrowded classes*' and '*noisy environment*'.

Students from their part consider '*time*' and '*lack of materials*' as the biggest problems encountered in classrooms. Thus, they recommend more '*authentic materials*', '*more time for practice since according to them it is neglected*', '*be selective when designing activities*', '*give much more time and importance to activities that pave the way to autonomy and self confidence*'.

## ***General Conclusion***



### General Conclusion

The point of focus of this study was to investigate the implementation of formative assessment in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. Its aim was to examine the extent to which formative assessment is implemented in that department under the LMD system. Moreover, it seeks to check whether students are assessed regularly so as to cope with the professional career.

The fulfillment of the investigation required from us to rely on the mixed research method for data collection and data analysis. Indeed, two different questionnaires have been handed out to both Master II students and their teachers. The informants were asked questions in relation to formative assessment, CBALT, and the LMD system. Then, the responses have been presented in the third chapter then, explained and interpreted in the discussion chapter.

The results, which were synthesized and interpreted in the discussion chapter, have shown that all the informants outright agreed on the crucial importance of formative assessment in improving the instructional process. Additionally, they totally agreed that formative assessment plays a major role in training students for the professional life. However, its implementation on the ground achieved a limited extent because of the continuous obstacles encountered in classrooms such as time restrictions, overcrowded classes...etc. Moreover, 66.70% of the student participants affirmed that their teachers rely on Summative assessment rather than F.A. In short, the awareness of teachers about the importance of F.A. in improving students' capacities is limited to theory. Similarly, the feedback teachers provide their students with should be reviewed since 71.40% of the participants replied that it is '*evaluative*' where it should be '*non-evaluative*'. When it comes to autonomy, 54.80% of the students claim that the activities they are asked to perform in classrooms do not pave the way to autonomy. In other words, they are not given the opportunity to be more independent and have self confidence so as to be active participants in the society. Next, students' involvement in the process of assessment is poorly motivated, in

## General Conclusion

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fact, 63% of the informants from the teachers' side stated that they do not integrate students in defining assessment criteria, Consequently, self and peer assessments are inhibited.

To overcome the obstacles the informants proposed some recommendations. First, they consider providing them with '*more authentic materials*' very helpful to develop the social skills. Furthermore, from their part students demand to '*devote more time for practice and avoid too much theory*'. Then, the participants suggested giving much more time and importance to activities that pave the way to autonomy and self confidence'. Last, they insist on '*teacher training*' since they consider that some of the teachers are well equipped to teach under the classical system rather than teaching under the LMD system.

Knowing the negative results deduced from our investigation, we have suggested some recommendation to a better implementation of formative assessment. First, we consider teachers training in classroom management extremely important for the appropriate implementation of this kind of assessment. Second, we recommend seminars at the level of our department about the importance and the implications of F.A. Indeed, seminars will help the participants to share their different strategies used in order to overcome the inhibiting factors to a well implementation of F.A. Third, we suggest a review of the usefulness of summative assessments in our department, i.e. relying on formative assessments for the administrative requirements (grading, certifications...). Last, authorities are invited to put authentic materials at the disposal of both teachers and students.

We expect that the results of our research will be taken into account in order to overcome the discrepancy between theory and practice F.A in the department of English at MMUTO. It is worth to mention that various issues in the same field could be the focus of future studies such as self assessment, peer assessment, and project-based learning.

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## *Appendices*

## ***Appendix 1: Questionnaire for Teachers***

## Appendices

Dear teacher,

This questionnaire aims at gathering information about the implementation of formative assessment at the level of the department of English at MMUTO. Your answers will be treated with complete confidentiality and anonymity.

Thank you for your contribution.

### Section One: Background information

1- Specify your :

Age: .....

Years of experience: .....

2- Have you ever received training about how to teach under the Competency Based Approach to language teaching?

Yes ☐

No ☐

3- Have you taught under the CBALT in middle or secondary school?

Yes ☐

No ☐

How many years? .....

4- Does the syllabus, designed for master II students, fit CBALT principles?

Yes ☐

No ☐

Some of it ☐

Why?.....  
.....

Which competency does it aim at developing more?

.....  
.....

5- How would you define the Competency based approach to language teaching?

.....  
.....  
.....

6- According to you what are the types of tasks that match best CBLT principles?

1. ....
2. ....
3. ....

7- What kind of competency do you stress in the classroom?

✓ behavioral competence ☐

✓ strategic competence ☐

✓ linguistic competence ☐

✓ sociolinguistic competence ☐

8- What role should teachers assume in the classroom?

.....

9- Do your students take part in defining assessment criteria?

Yes ☐

Sometimes ☐

No ☐

How?

## Appendices

10- What are the competencies that future graduates should develop before entering the challenges of professional life?

1. ....
2. ....
3. ....

11- Do you focus on students' ability to develop appropriate skills adapted to communicative situations?

Often ☐ sometimes ☐ rarely ☐ never ☐

12- What are the obstacles that you meet when teaching?

- Syllabus limitation ☐
- Time ☐
- Classroom management ☐

How do you manage to overcome them?

### Section Two: Formative Assessment

13- Do you rely on formative assessment when teaching language?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐

What form does it take?

- Verbal ☐
- Written ☐
- Personal ☐
- Collective ☐

14- Formative assessment is vital in the teaching/learning process.

Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐

Please say why?

15- Do you provide your students with scoring rubrics to evaluate their works?

Yes ☐ No ☐

16- Do you encourage your learners to correct themselves?

Yes ☐ No ☐ sometimes ☐

How.....

17- How often do you use Formative assessment in a single lesson?

Frequently ☐ from time to time ☐ rarely ☐

Which form it takes?

## Appendices

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.....  
18- Do you think that feedback plays an important role in language teaching classes?

Definitely yes ☐ Possible ☐ Definitely no ☐

19- Do you rely on group work?

Yes ☐ No ☐

20- When teaching, do you focus on individual or group progress?

.....  
Why?

.....  
21- During your classes are the students :

Highly active ☐ Active ☐ slightly active ☐ Not active ☐

22- What are the obstacles that prevent the implementation of formative assessment?

.....  
.....  
.....

**We would greatly appreciate if you add further comments in relation to formative assessment.**

.....  
.....

**Thank you very much for taking the time to answer this questionnaire!**

## ***Appendix 2: Questionnaire for Students***

## Appendices

Dear student,

This questionnaire aims at gathering information about the implementation of formative assessment at the level of the department of English at MMUTO. Your answers will remain anonymous as they will contribute to the completion of our research.

Thank you for your contribution!

### Section One: Background Information

1-Specify your:

Gender

Male ☐

Female ☐

Age: .....

2- How many years have you been at the University? 5 ☐ 6 ☐ 7 ☐ 8 ☐ or more ☐

3- Have you ever been taught under the classical system?

Yes ☐

No ☐

How many years?

.....

4- What is your role during language teaching classes?

Knowledge consumer ☐

knowledge provider ☐

Other, .....

5- Are you asked to perform activities in groups?

Always ☐ often ☐ rarely ☐

never ☐

What kind of activities do you perform?

-workshops ☐

-meetings ☐

-debates ☐

Others, specify.....

6- Do you perform tasks that are related to your daily life situations?

Often ☐ Sometimes ☐ No ☐ Rarely ☐ Never ☐

If yes or sometimes give an example

.....

7- What kind of job related activities do you meet in classes?

-Leadership

-Facing problems

-welcoming customers

Others.....

.....

8- Do your teachers speak more than necessary in class?

Yes ☐

No ☐

How much time of the session does he/she consume?

Quarter ☐

Half ☐

Three quarters ☐

All ☐

9- Do you make project works?

## Appendices

Yes No  
If yes, what form does it take?  
Written ☐ Oral ☐ Both ☐  
10- Do the tasks that you are asked to perform pave the way to autonomy?  
Yes ☐ No ☐  
If yes, please say how?  
.....  
.....

11- Among the four skills, which one is central in your class?

1. Speaking ☐
2. Listening ☐
3. Reading ☐
4. Writing ☐

12- What is the competence which is stressed in your class?

- Linguistic competence ☐  
Cultural competence ☐  
Strategic competence ☐

Other.....

13- Do you think that you will be able to lead a company?

Yes ☐ No ☐

Why?

.....  
.....

14- Mention the problems that you face in performing activities/tasks in the class.

- Time ☐
- Materials ☐
- Misunderstanding of activities ☐

Other, specify.....

15- What do you suggest to remedy these problems?

.....  
.....  
.....

### Section Two: Formative assessment:

16- Assessment is vital in the teaching/learning process.

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐

17- Which type of assessment does your teachers rely on more?

Formative assessment ☐ summative assessment ☐

18- Are you assessed regularly during the instructional process?

Daily ☐ Weekly ☐ Monthly ☐ At the end of the semester ☐

What form does it take?

.....  
.....

19- Do your teachers provide you with remedial activities in case of weaknesses?

Yes ☐ No ☐ Sometimes ☐

20- Do you share in defining assessment criteria?

Always ☐ often ☐ sometimes ☐ never ☐

How?

.....  
.....

21- During a single lesson, do your teachers assess or evaluate your progress?



## Appendices

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- Yes ☐ No ☐ Sometimes ☐
- 22- Feedback helps you to improve your performances.  
Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐
- 23- Do your teachers provide you with feedback?  
Always ☐ often ☐ rarely ☐ never ☐

What kind of feedback?

Evaluative ☐ non-evaluative ☐

To be helpful what form should it take?

Oral ☐

Written ☐

Personal ☐

Collective ☐

24-Do you correct your work?

Yes ☐

No ☐

why?

.....  
.....

25-Do you make judgment on your peers' works?

Yes ☐

No ☐

If yes how?

.....  
.....

26-Are you given specific attention by your teachers individually?

Always ☐

often ☐

sometimes ☐

never ☐

**If you have further comments to make in relation to formative assessment please feel free to make them.**

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**Thank you very much for taking the time to answer this questionnaire!**