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**Should Exams be outlawed in favor of another
Assessment?**

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DEDICATIONS

to all persons who gave meaning to my life, helped, and looked after me.

I dedicate this humble work , first and foremost to my maternal grandmother

“Mima” & my paternal grandfather “Baba Larbi”

To my parents,

*my wonderful Father “Ibrahim” and beloved Mother
“Wahiba” , for always loving and supporting me*

To my precious husband “Fadi” ,

for being always here for me .

To my dear brothers,

Ilyes kheirddine , Chafik & Talal lotfi

To my wonderful sister Ichrak

To all my big family “Aissahine” , “Moussani” & “Zerrouki”

To all my friends

To all those who wished me the best.

Aissahine Kholoud Rihab.

DEDICATIONS

I am dedicating this work to my most beloved people who has meant and continue to mean so much to me.

To my parents,

my wonderful Father and beloved Mother, for always loving and supporting me

To the best gifts I have ever been given my lovely brothers “Ahmed Khalil” & “Bensaada mohamed”

To my precious sisters,

Fella & Manel

To all my big family “Krouk” & “ Ben Abd Elmalek”

*To the four points of my compass:
Kholoud , Amina ,yassmin and Khadidja*

To all my wonderful friends old and new

*To my blessing heart my maternal grandmother
“mama kheira”.*

To all my beloved uncles and aunts especially “hayet ” and “khadidja ”.

Krouk Ichrak .

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To those who possess a precious place in our heart; to the ones who irrigated us with hope, care and love, to the persons who gave meaning to our living:

To our beloved mothers and dear fathers, we dedicate this humble work.

To our sisters and brothers

To all our families, friends and teachers

To all those who wished us the best and prayed for us to accomplish this paper

ABSTRACT

The present research work attempts to affirm the negative impact of examinations on students learning and personal life aspects, which urges for replacing exams via assessments implementation. Consequently, because of the positive impact of assessments in involving students in the learning process. In this respect, we hypothesize that if exams were outlawed with assessments, the learning experience would be developed. In order to check our hypotheses; the Descriptive Statistical Method has been relied on. As a result, a students' questionnaire has been published online as an instrument used in this investigation to collect data. The latter has been provided to a sample group of EFL (English as Foreign Language) students in the University of Djilali Bounaama (khemis Miliana). The aim of this questionnaires was to gather significant information about the damage students encounter in exams, in addition to the role, effectiveness, and importance of implementing assessments in developing the learning experience for EFL classroom

Key words: examination, assessments, EFL

ABSTRAITE

Le présent travail de recherche tente d'affirmer l'impact négatif des examens sur les aspects de l'apprentissage et de la vie personnelle des étudiants, ce qui incite à remplacer les examens par des évaluations. Par conséquent, en raison de l'impact positif des évaluations dans l'implication des étudiants dans le processus d'apprentissage. A cet égard, nous émettons l'hypothèse que si les examens étaient remplacés par des évaluations, l'expérience d'apprentissage serait développée. Pour vérifier nos hypothèses, nous nous sommes appuyés sur la méthode de la statistique descriptive. Ainsi, un questionnaire destiné aux étudiants a été publié en ligne comme instrument utilisé dans cette enquête pour collecter des données. Ce dernier a été fourni à un groupe échantillon d'étudiants EFL (English as ForeignLanguage) à l'Université de Djilali Bounaama (khemis Miliana). L'objectif de ce questionnaire était de recueillir des informations significatives sur les dommages que les étudiants rencontrent dans les examens, en plus du rôle, de l'efficacité et de l'importance de la mise en œuvre des évaluations dans le développement de l'expérience d'apprentissage pour la classe EFL.

Mots clés : examen, évaluations, EFL

نبذة مختصرة

يحاول العمل البحثي الحالي تأكيد التأثير السلبي لامتحانات على تعلم الطلاب وكذا حياتهم الشخصية، والتي تحث على استبدال نتيجة لذلك، وبسبب التأثير الإيجابي للتقييمات في إشراك الطلاب في عملية التعلم، نفترض. الامتحانات من خلال اعتماد التقييمات من أجل التحقق من فرضياتنا؛ تم الاعتماد على الطريقة. أنه إذا تم استبدال الامتحانات بالتقييمات، فسيتم تطوير عملية التعلم الإحصائية الوصفية. كنتيجة لذلك، تم نشر استبيان الطلاب على الإنترنت كأداة تستخدم في هذا التحقيق لجمع المعطيات اللغة الإنجليزية كلغة أجنبية في جامعة جيلالي بونعامة (خميس مليانة) EFL تم تقديم هذا الأخير إلى مجموعة عينات من طلاب كان الهدف من هذه الاستبيانات هو جمع معلومات مهمة حول سبلينات الامتحانات على الطلاب بالإضافة إلى دور وفعالية وأهمية تنفيذ التقييمات في تطوير تجربة تعلم اللغة الانجليزية كلغة أجنبية (EFL)

الكلمات المفتاحية: امتحان، التقييم، (اللغة الانجليزية كلغة أجنبية EFL)

LIST OF ABBREVIATIONS

- EFL:** English as a Foreign Language
- LLA:** Learning Language Assessments
- AfL:** Assessments for Learning
- WBBSE:** West Bengal Board of Secondary Education

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INTRODUCTION

General Introduction

Through decades, educators and instructors were mainly interested in investigating the significant role of exams in the process of teaching and learning. However, the negative effects of examinations have been a recurring theme in history, from its early days in Imperial China, through the period of their introduction in the eighteenth and nineteenth centuries, to the present day. In this context, Su Dorlano stated that “some students get stressed out and anxious thinking about exams. Either in the lead-up or during the exam, or even the post-exam period”. This on-going statement makes it obvious that EFL (English as a Foreign Language) teachers should manage to find another tool to outlawed exams.

Therefore, researchers recommend EFL teachers to use multiple LLA (Language Learning Assessments) which may reduce some of the learners’ fear. The reason behind this suggestion is that assessment refers to a wide variety of methods and tools that educators use to evaluate, measure and above all find remedies to enhance the learning process, which makes it the best solution for outlawing exams.

1. The Aim of the Study

The basic aim of the present study is to spot the areas of difficulties in using exams for EFL learners. The study also investigates the possibility of implementing the assessments as possible alternatives as suggested by experts to outlaw exams.

2. Statement of the Problem

Recently, it has been proved that exams are no longer in favor of students in general, and EFL students particularly, due to the massive anxiety learners encounter before/during/after an exam. For that, we supported the idea of substituting exams by other types of assessments due to the possibility of diminishing learners' fears and maintaining a positive status in contrast to exams, as well as improving the learner’s level.

3. Research Questions and Hypotheses

When it comes to examinations, students may encounter certain problems. Consequently, it is very important for teachers to utilize different teaching strategies that provide learners with adequate amount of input for better output via actively involving them in the class procedures, and encourage them to be more creative in the learning process. These assumptions have led to the deduction of the following questions:

- 1) What is the negative impact of exams on learners' achievements?
- 2) Which type of learning assessments may commonly be used by EFL teachers to replace exams?

In order to provide answers for these questions, the suggested hypotheses are what follows:

- We believe that exams may truly damage the psychological situation of students. Besides it may fail to stimulate the learners' imaginations or curiosity properly.
- We hypothesize that EFL teachers may use the summative and formative assessments and many more... that can truly be guaranteed as replacements to exams.

4. The Structure of the Study:

The study is divided into three chapters. The first one is devoted to the theoretical framework about the examination system including its definitions, purposes, In addition to both the disadvantages as well as the types of examinations. The second chapter will outline and discuss assessment locating its definitions, types and examples as well as some characteristics of each type, in addition to the purpose of assessments' variety in language learning.

Otherwise, the last chapter describes the research design, procedure, research method, sample and setting, data collection instruments, description of EFL students' questionnaire, and the rationale behind it. Paired with the data analysis, discussions of the findings as it includes a set of suggestions and recommendations.

5. The Study's Problems and Limitations

The issue that is being tackled in this research is measured by some obstacles, limitations and problems. One of the barriers that obstructed this study was the crowded schedule, finding time for reading and exploring from different sources as EFL learners in the University, and teachers in middle school was not an easy task at all. Furthermore, such difficulties were faced in the trial of finding enough resources, and understanding some pieces of information that included complicated language use.

6. The Setting of the Study

The current research is a case study that uses the quantitative approach. It takes place in The university of Djilali Bounaama (Khemis Miliana) . This research on "Whether Exams should be outlawed in favor of another Assessment" for the degree of Secondary School Teacher . It was announced to begin in January 2022, and supposed to be completed by the end of the academic year 2021/2022

7. Tool of investigation:

Our data collection has been based on online published questionnaire entitled The Students' Questionnaire given to a sample of EFL students in the University. The answers have been treated to get information about their thoughts, honest feelings, opinions, assumptions, and attitudes towards the study's subject.

8. Population of the Study:

The sample population under this study are the EFL students at the University of Djilali Bounaama. The rationale behind choosing students of this level is that they are supposed to be more aware of the importance of this subject. Consequently, to make a considerable amount of change in the future in their profession as EFL teachers. In order to collect the data for this study, an online questionnaire was published for the targeted population as mentioned above.

CHAPTER ONE:

Examinations

Introduction

Exams, or examinations are a long-standing practice that dates back to prehistoric times. History recorded many acts of examinations in numerous ancient civilizations. It is believed that the first time a form of an examination has taken place was in China. The ancient Chinese's examination was under a form worked out by ability. In addition, public speeches and debates, or demonstrations of abilities acquired in a given domain was a common practice that The Romans and Greeks have also practiced during their golden age, and many other forms, or acts of examinations that our ancestor had practiced during their times. However, the current exam format in today's academic setting has been massively evolved from the basic ones ages ago. The chapter provides some definitions as well as the purpose of exams. The disadvantages of the examination system are the central point in this chapter and are widely presented. In addition, the chapter supplies a brief overview about the types of examinations.

1. Definition

The term 'Examination' derives from the Latin word 'exāmen' which literally means 'the tongue of a balance' which means 'the balance holding the scales implies method or methods of assessment and estimation' (Mukhopadhy, D. 2015).

Exams from the word 'examination' means a series of systematic tests of knowledge, skill(skills), or of special ability to be carried out by an individual or an authority. (Giri, Ram Ashish.2010). In this context, the word 'examination' means the assessment or the ascertaining of a learner's acquired knowledge and skills on the basis or in terms of a definite standard or a benchmark. (Mukhopadhy, D. 2015).

In the field of education, in the oxford dictionary, the word Exam is defined as a 'formal written, spoken or practical test, especially at school or college, to see how much you know about a subject, or what you can do'. (Oxford Learner's Dictionary). Furthermore, "Examination in education is a process by which one attempts to measure the quality and

quantity of learning and teaching using various techniques such as objective type tests, final examinations and standard tests". Page, G.T. & Thomas, J.B. & Marshall, A.R. (1978).

Related to education, an exam or examination is an official test that shows a learner's knowledge or ability in a particular subject, or to obtain a qualification. Examination is more formal and is used mainly in written English (Collins English Dictionary, 12th Edition 2014). In the context of English, testing has always been an integral part of any English language teaching (ELT).

2. The Purpose of Examination

- Measurement of the learner's acquired knowledge and skills: A principal aim of examination is to measure how much knowledge and skill has been acquired by a learner at a certain level of education within a stipulated time frame (trimester, semester...etc.).
- Helping identify learner's defects: With the help of examination, teachers can identify their learner's defects via the results, in order to create corrective measures.
- Measurement of desirable merits and personality of learner: Measurement of acquired knowledge apart, examination also measures the development of qualitative aspects such as learners' mentality, patience, tolerance, concentration, sense of discipline, ability to practice, etc.
- Motivation to move on to the next stage: Based on examinations' results, the learners can get an idea about their status. Similarly, they derive motivation from this idea to get on to the next stage.
- Promotion to the next higher level or class: Examination results are measure for success and promotion. Candidates who have succeeded in examinations are promoted to the next higher class.
- Forecast of a learner's future progress: By analyzing the examination results, a teacher can often ascertain the direction of the learner's tendencies and inclinations, which and guide the learner accordingly and also forecast learner's inclination towards or ability to acquire higher education, if any.
- Measuring a teacher's fitness and efficiency: When a learner is examined, the teacher's fitness and efficiency is also examined because the results are a reflection on the teacher's fitness and efficiency as well.

- **Assessing teaching methods and curriculum:** Through examinations it is also possible to assess the effectiveness of the methods used by a teacher in the class while teaching and the adequacy of the material of the curriculum pursued.
- **Vocational guidance for learners:** A learner's future vocation or professional life is just as important as the subjects which he/she will study in their future educational career. This depends on the learner's own intellectual capacity or ability and specific inclinations or propensities. The learner can be given educational and vocational guidance based on the assessment of their ability, aptitude and inclinations reflected in the examinations.

3. Disadvantages of Conventional Examination System

Examinations have come to play an important part in an individual's educational career. The importance of examinations is so high that most students are afraid of them. The examinations are likely to be avoided by many students for some reasons such as :

- **Source of Stress and Pressure:** Some people are burdened with stress with the onset of Examinations. The Stress of Performance creates Pressure for many.
- **Health Problems:** Examinations also lead to various health problems like Headaches, Nausea, Loose Motions, Vomiting etc.
- **Loss of Confidence:** Failure in Exams leads to loss of confidence for many.
- **Breaking of Companionship:** Competitive traits during Examinations sometimes leads to Peer Problems like ruined friendships, bonds etc.
- **Exams are a Formality:** Students are unable to identify the real purpose of Examinations. For them passing their examinations is a formality for entering into good schools. Therefore, they all are all learning just for the sake of a formality.
- **Pressure Creates Disinterest in Studies:** Exhaustion, stress and other problems related to examinations create fear and hatred which in turn leads to loss of interest and faith in studies.
- **Examinations are not the Real Test:** Examinations measure relatively superficial knowledge or learning which totally defeats the purpose of Examinations. A person with less grades may turn out to be a successful person while a good grader may end up unsuccessful in life. Some

students do not score well even if they know the material, poor reading skills can handicap a student, questions on examination might not test progress as well as they could.

In addition, Thomas Kellaghan and Vincent Greaney, asserted in their book 'Public Examinations examined' (2019) around thirty (30) disadvantages about the current system exams, some of these disadvantages were the followings:

- Focus on Topics Examined
- Underrepresentation of the Domain
- Focus on Achievement at a Low Taxonomic Level
- Focus on Examination-Taking Skills
- Impact on Reform
- Focus on Students Likely to Succeed in the Examination
- Anxiety
- Malpractice
- Narrowing of Cognitive Processes
- Motivational Effects

On another hand, the critique of this exam-centered system and its excessive importance attached, comes due to the fact that it has crystallized at various levels with a degree of intensity at once visible. Naturally, questions are raised about the demerits of the conventional examination system which are briefly mentioned below:

- The conventional examination system inflicts considerable physical and mental stress on the learners who are anxious about failure or bad results in examination. Thus finding themselves vulnerable to pressures exerted both by family and society.
- this kind of examination system does not much help learners cope with the competitive examinations which may provide a gateway to employment and occupation.
- Many teachers and educationists complain that school education achieves little owing to the pressure of the examination system.

4. Types of Examination

Examination can be divided into two (02) parts:

1. Depending on the characteristics of the learners' answers, examinations are divided into the followings:

- Oral Tests.
- Written Tests.
- Practical Tests.

2. From the administrative point of view, there are:

- External Tests.
- Internal Tests.

Oral Test

In this type of test, the examiner orally puts certain questions to a learner (examinee). The examinee also answers these questions orally. The learner's ability to read, to express himself/herself cogently, correctness of pronunciation, memory, ability to explain, taste and temperament are assessed along with the learner's knowledge of subjects taught through a test of this kind.

Written Test

In a test of this kind, the examinee (learner) or the test-taker responds to specific items of written/printed questions by writing or typing within a given space of the test or on a separate form or document, depending on the nature of questions relating to the subjects. In this method, teacher or examiner assesses the quality of the answer scripts. The questions here can be either: an essay type, a medium type, a short type, or an objective type.

Practical Test

Practical tests are conducted to assess the applicability of the learner's theoretical and textual knowledge. Such tests are in vogue to measure the learner's knowledge of subjects in science, technology and the applied sciences. In a test of this kind, the examinee has to answer oral questions, as well as performing tasks manually (using hands).

External examination

The External exam is an examination prepared by someone outside the faculty of the school. Or, an examination conducted by an organization or an institution outside the school is an external examination. At the end of each level or stage of education, the learner proves his proficiency and knowledge acquired on the basis of the curriculum through an examination conducted by an external agency. The external agency is responsible for paper setting, evaluation of answer scripts, results, and the award of certificates on the basis of results. Famous external examinations in the world are the ‘Madhyamika Examination’ conducted by the West Bengal Board of Secondary Education(WBBSE) , and the Higher Secondary Examination conducted by the West Bengal Council of Higher Secondary Education.

Internal Examination

When an examination is conducted by the institution or school where the learner studies with the help of its own teachers, it is called an Internal Examination. Based on its specific curriculum, the school conducts several kinds of internal examinations either weekly, fortnightly, monthly, quarterly, half-yearly, yearly, or via annual tests according to the school’s policy. These tests are conducted to measure the learner’s acquired knowledge at regular intervals.

Conclusion

Exams are nowadays most controversial topic in educational circles. Many experts believe that an examination harm more than its benefit. Whereas many educators argue that exams are not

always suitable for all types of learners. The thing that urges the necessity of implementing other kinds of assessments in EFL classes as replacements to exams.to reach the desired objective which is having a complete written work

CHAPTER TWO:

Assessments

Introduction

Successful teachers engage students in all aspects of learning. Thus, assessment is the best way for accomplishing this objective. The term **assessment** has been widely used in education circles around the world as well as in Algeria. In education, the term assessment refers to the wide variety of methods that educators/teachers use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of their students. This chapter aims at providing theoretical background through reviewing assessments' definition, types, and examples of each type, it will also provide a clear cut about the characteristics of the types mentioned. The chapter then ends up with the purpose of assessments' variety in language learning.

1. Definition of Assessment

The word "assessment" comes from the Latin verb "assidere," meaning "to sit with." This word origin implies that in assessments, the teacher sits with the learner. Also, assessment is something teachers do with and for students rather than to students (Green, 1998).

In the field of Teaching English as a foreign language (TEFL) many scholars attempted to define the term 'assessment' differently, each according to its perspective. For instance, Sommer (1989) defined assessment as "the process of finding out who the students are, what their abilities are, what they need to know and how they perceive the learning will affect them. Validity and reliability represent two key requirements in assessment which places the needs of the students at the center of the teacher's planning". Then, Black and Wiliam (1998b, cited in Carol Boston, 2002, p. 2) defined assessment broadly to include all activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning.

According to Peter Airasian, (1997; cited in James H. McMillan, 2000, p.4): "assessment is the process of collecting, synthesizing, and interpreting information to aid in a decision making" (p.3). In the same context Brindley (2001, p.137) referred assessment to "a variety of ways of collecting information on a learner's language ability or achievement".

Recently, as put by Barry O’Sullivan of the British Council (2018, p. 10) who claims that “in language education, assessment refers to the systematic process of evaluating and measuring collected data and information on students’ language knowledge, understanding, and ability in order to improve their language learning and development”.

2. Types of Assessments

Scholars state there are two types of assessments that are commonly used in the pedagogical approaches, which are: **Formative** assessments, and **Summative** assessments.

Formative Assessments

Formative assessment, often referred to as Assessment for Learning (AfL) in Language Learning (LL), has been defined as “activities undertaken by teachers — and by their students in assessing themselves— that provide information to be used as feedback to modify teaching and learning activities” (Black and Wiliam, 1998a). Moreover, there are many definitions of formative assessments. Carol Boston (2002) explains that it is ‘the diagnostic use of assessment to provide feedback to teachers and students over the course of instruction’ (p.1). Margaret Heritage (2007) describes it as “a systematic process to continuously gather evidence and provide feedback about learning while instruction is under way” (p. 140).

In addition, formative assessment is often defined by its purpose or usage, qualifying any set of activities or tools as “formative” when the information is used to inform or adapt instruction (Marianne Perie, Scott Marion, Brian Gong, and Judy Wurtzel, 2007).

Furthermore, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Trumbull and Lash (2013) referred **formative assessment** to tools that identify misconceptions, struggles, and learning gaps along the way and assesses how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students’ abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks.

Examples of Formative Assessment

Deborah Blaz (2008) considers teaching and learning must be interactive. In the process of interaction, students perform activities. The English author encourages teachers to use questioning and classroom discussion to increase their students' knowledge and improve understanding. In order to involve everyone, she suggests strategies such as the following:

- Conference.
- Conversation.
- Notebook check.
- Observation.
- Peer evaluation.
- Self-evaluation.
- Performance task.
- Physical movement.
- Questioning session.
 - Quiz.

Summative Assessment

Summative assessments have been defined as ‘cumulative assessments that intend to capture what a student has learned, or the quality of learning, and judge performance against some standards’ (Dixson and Worrell, 2016).

Also, Barry O’Sullivan of the British Council (2018, p. 39) finds that ‘summative assessment refers to the processes and instruments that provide a general and final assessment of student’s learning within a given course or learning unit. Due to this, summative assessment is also formal in nature, and can include instruments that measure broadly the skills and content areas developed in a course’.

While, Hay and Penney (2013) view summative assessment ‘as a task or programs that provide or contribute to an account of learning (p.07).

Comprehensively, Gardner (2010) thinks that summative assessments are generally high-stakes assessments and used to get a final assessment of how much learning has taken place—that is, how much does a student know. in this context Harlen & Gardner (2010) point

out that summative assessments also used to assess if a student should advance to the next grade level, to provide career guidance, or to assess qualifications for awards. Furthermore, formative assessments as Erin D. Caffrey (2009) mentioned are tests given at the end of a lesson, semester, or school year to determine what has been learner says (p.6).

On the other hand, Assessment Reform Group (2006) asserted that summative assessment should have the following qualities:

- **Validity:** Validity is a measure of how well an instrument gauges the relevant skills of a student. The research literature identifies three basic types of validity: construct, criterion, and content. Students are best served when the teacher focuses on content validity, that is, making sure the content being tested is actually the content that was taught (Popham, 2014).
- **Reliability:** defined as, and measured by, the extent to which the assessment, if repeated, would give the same result' (Harlen, 2007, p. 18).
- **Impact (Effectiveness):** the assessment must consider the effect of the assessment on students' learning behavior and outcome, aligns to the learning outcomes and curriculum, provides and explains the structure of the assessment for their course, and provides feedback afterward (Swanson ,2002)
- **Practicability (Practicality):** the specification of the assessment taken can be met within the limits of time and existing human and material resources, it can be concluded as practical assessment (Bachman & Palmer, 2009)

Examples of Summative Assessment

According to Erin D. Caffrey (2009, p.6) 'summative assessments are used for diagnostic or evaluative purpose, some forms of summative assessments are considered 'high stakes' assessments because they have rewards and consequences attached to performance, however, not all summative assessments have high-stakes consequences'. For example:

- International assessments
- State assessments
- State exits exams

- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams

3. The Characteristics of Formative and Summative assessments

The key characteristics of both assessments were discussed by McMillan, (2007; cited in McMillan, 2008, p.8), and presented in the following table:

Characteristic	Formative assessment	Summative assessment
Purpose	To provide ongoing feedback and adjustments to instruction	To document student learning at the end on an instructional segment
When conducted	During instruction and after instruction	After instruction
Student motivation	Intrinsic, mastery-oriented	Extrinsic, performance-oriented
Teacher role	To provide immediate, specific feedback and instructional correctives.	To measure student achievements and give grades
Level of specificity	Highly specific and individual	General and group oriented
Techniques	Informal	Formal
Structure	Flexible, and adaptable	Rigid, and highly structured

Table 1. 1: Characteristics of Formative and Summative assessments. McMillan, (2007; cited in McMillan, 2008, p.8).

4. The Purpose of Assessments' Variety in Language Learning

Researches have proved that the effective use of assessment leads to successful teaching. Popham (2011, p. 2) states that ‘recent reviews of more than 4,000 research investigations show clearly that when [formative assessment] is well implemented in the classroom, it can essentially double the speed of student learning . . . it is clear that the process works, it can produce whopping gains in students’ achievement, and it is sufficiently robust so that different teachers can use it in diverse ways, yet still get great results with their students’. In contrast, “summative assessment is used to determine how much students have learned, with little or no emphasis on using results to improve learning “(McMillan, 2007, p. 7).

Moreover, the use of both assessments is crucial for the learning process, in which the process cannot be executed correctly. In this context, The National Research Council (2001) put that ‘formative assessment helps teachers adapt their instruction to meet students’ needs and assists students to determine what learning adjustments they need to make. Summative assessment helps determine whether a student has reached a certain level of competency “after completing a particular phase of education, whether is it a classroom unit, or 12 years of schooling”.

James H. McMillan (2000, p.5) also declared that assessments have the following purposes:

- To identify if students have mastered a concept or skill.
- To motivate students to be more engage in learning.
- To get students to learn the content in a way that stresses application and other reasoning skills.
- To help develop a positive attitude about a subject.
- To communicate to parents what students know and can do.
- To communicate expectations to students.
- To give students feedback about what they know and can do.
- To show students what they need to focus on to improve their understanding.
- To encourage students’ self-evaluation.
- To determine report card grades.
- To evaluate the effectiveness of instructional approaches.

Conclusion

The importance of assessment is crucial in the course of teaching. The present chapter has provided relevant knowledge about assessments, and that in any stage of instruction, the learners' attitude must be controlled and assessed in order to increase the learner's progression.

CHAPTER THREE:
Research Methodology

Introduction

This chapter is devoted to the research methodology, data collection and analysis tools. A descriptive method is used in this study with The Students' Questionnaire as an instrument to collect data from the participants. This chapter includes the aims, the description, and the analysis of the questionnaire. Data analysis will be reported in charts & diagrams' design presentations so that results will be clearer. Also, the present chapter provides discussions of the analysis of the students' questionnaire. Besides, it recommends some strategies and techniques for achieve effective teaching and learning through outlawing exams with assessments.

1. The Students' Questionnaire

Aims of the Questionnaire

This instrument is used in this study because it is the most appropriate means to investigate learners' views and honest opinions about examinations and assessments in their learning process. In fact, The Students' Questionnaire aims to emphasis the massive anxiety learners encounter before/during/after exams, as well as to identify their reaction towards LLA.

Description of the Questionnaire

The Students' Questionnaire is wholly made up of sixteen (16) closed-ended questions. It involves two (02) yes/no questions, while the rest (14) are multiples choices questions, all classified under three sections. The first (1st) is a two (02) questions section about students' personal information. The second one is composed of nine questions about students' relation with examinations. The third section is concerned with students' reaction towards both assessments and previous experiences with assessments. Data analysis will be reported in tabular presentations so that results will be clearer.

2. Analysis of the Questionnaire Results

Section I: General Information

Question one: What is your gender?

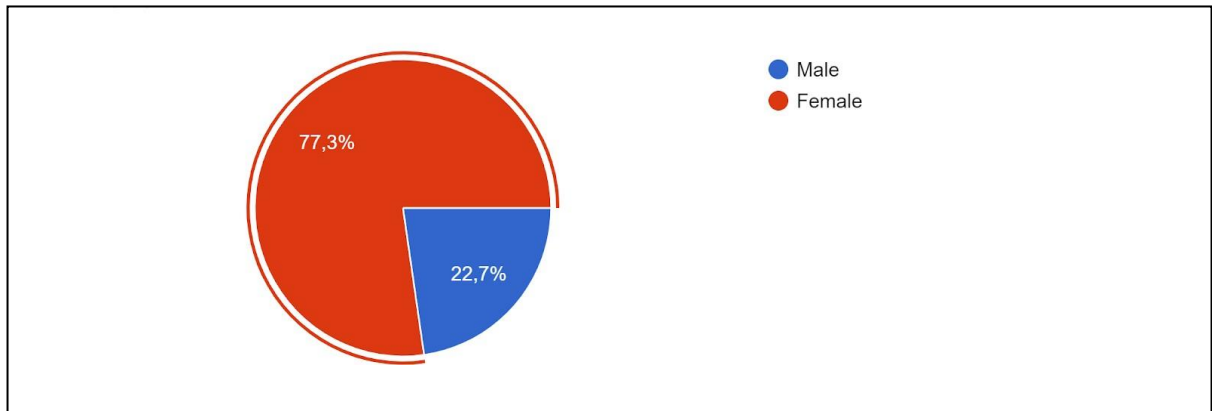


Figure 3. 1: Students' gender.

➤ This question is used to know the sex of our participations. The overwhelming majority of our sample 77,30% is females. While, males represent only 22,70%.

Question two: What year are you in?

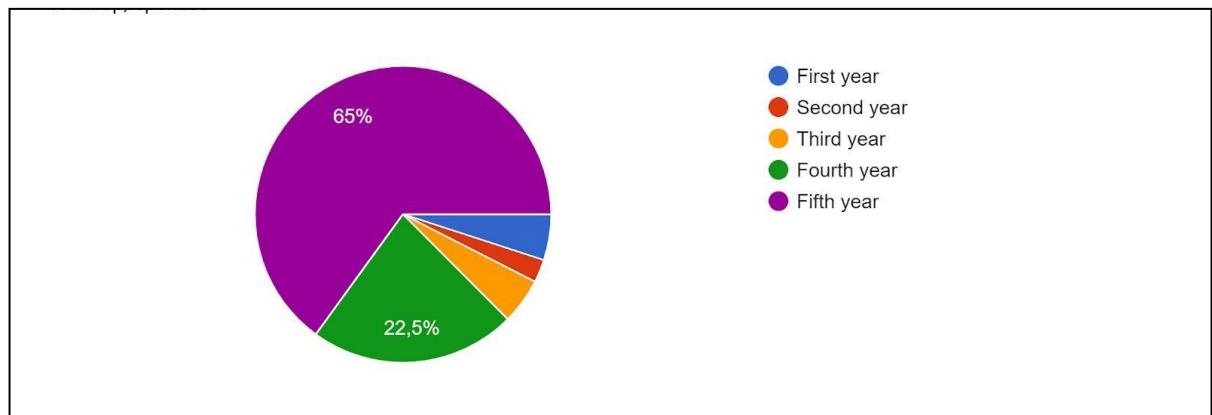


Figure 3. 2: The questionnaire's targeted group.

➤ From this question, we needed to know the targeted group of the participants. All five (05) years EFL students participated in this questionnaire, with the majority being for fifth (5th) years seniors.

Section II

: Exams & stress

Question one: Do exams cause you stress and anxiety?

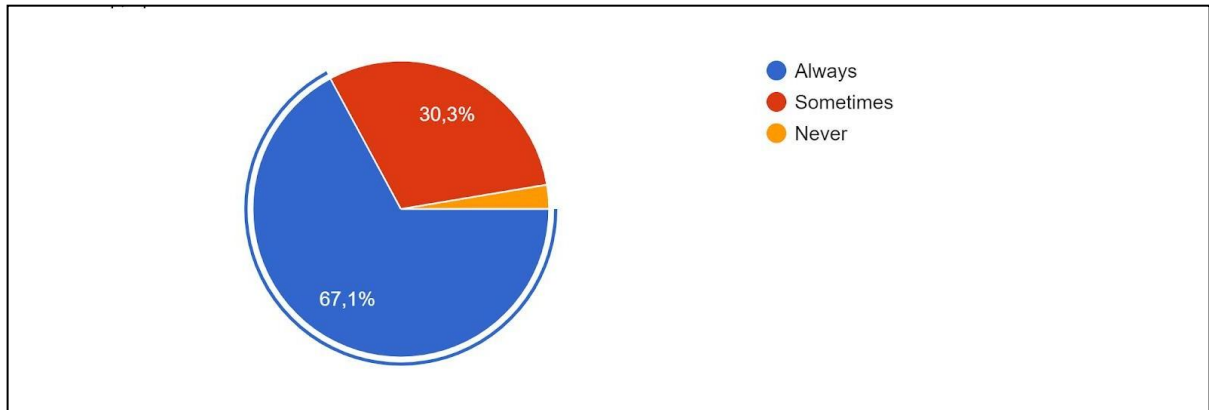


Figure 3. 3: exams relationship with exams & anxiety.

➤ As it is shown in the figure above, over 67% of our participants admitted **always** feeling stressed and anxious due to exams.

Question Two: Do you make simple mistakes in your exams because of stress?

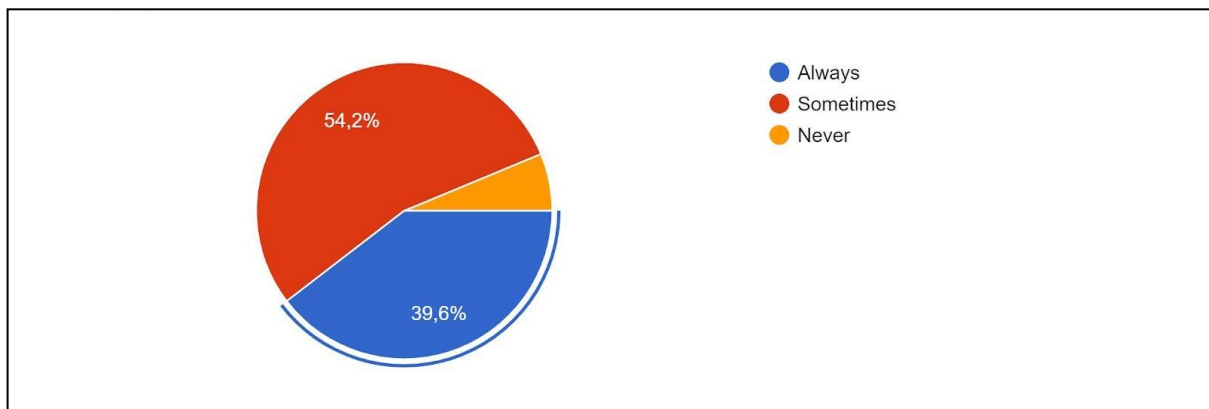


Figure 3. 4: Exams' stress and simple mistakes.

➤ Figure 3.4 indicates that exams' stress **always** bring 39,60 of students into making simple mistakes as well as making more than 54% of students to commit simple mistakes **from time to time**.

Question three: What is/are the stressful things about examinations (you may choose more than one option)?

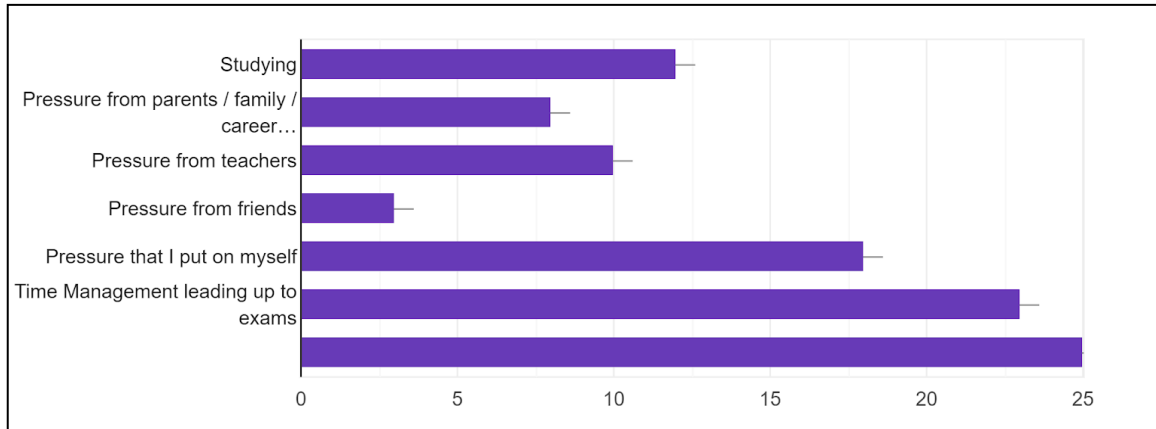


Figure 3. 5: The stressful things about exams.

➤ This question is put in order to know the exams’ stress causes for learners. The results reveal that students go through various stressful things about exams such as: lack of sleep during exams period, time management leading up to exams, pressure put from the students himself, his family and teachers along with studying...etc.

Question four: Do you take care of yourself by eating regularly, exercising, and getting plenty of sleep during exams period in comparison to non-exams period?

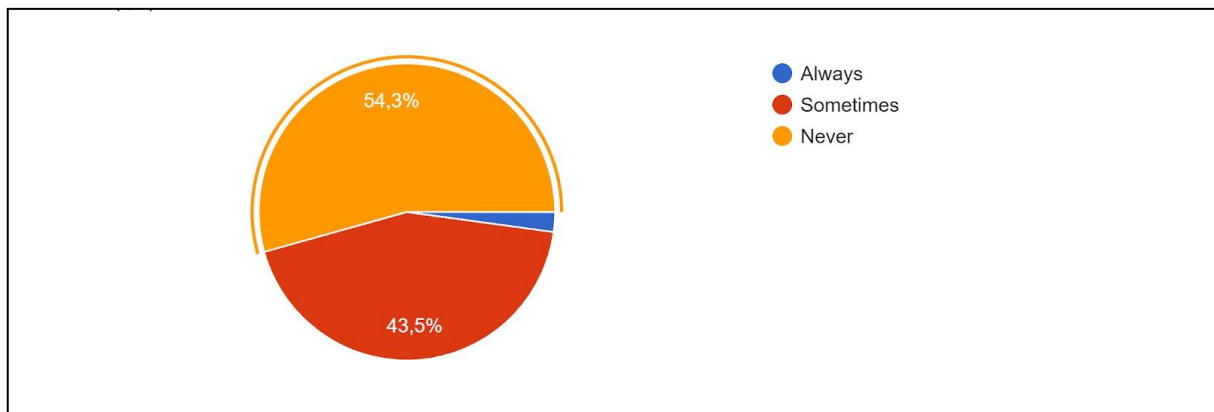


Figure 3. 6: The routine change in exams.

➤ Figure 3.6 shows some shocking results on how exams’ stress makes students undergo in a total different routine causing some bad doings such as quitting exercises and nutrition problems.

Question five: Were you ever satisfied with the scheduling of your exam timetable over your years of study?

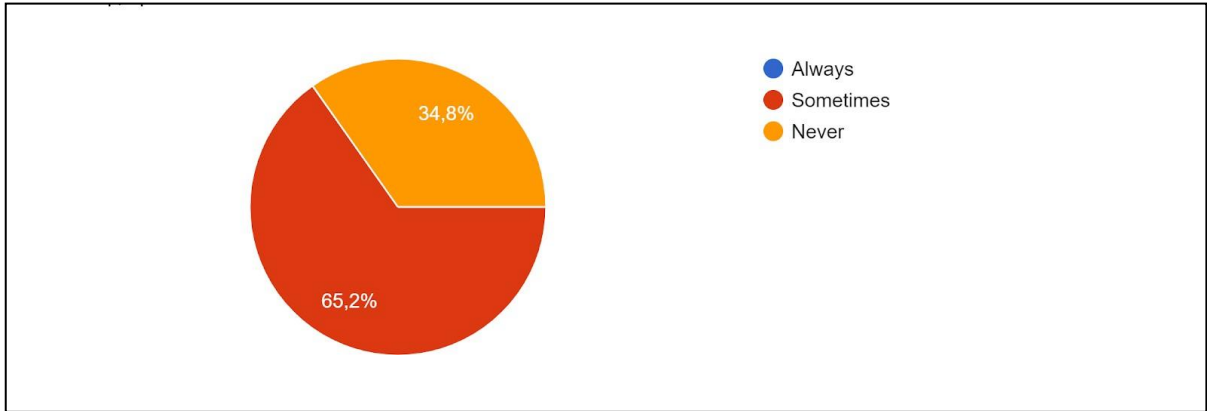


Figure 3. 7: The scheduling of exams timetable.

➤ As it is shown in the figure above, over 34% of students were never fully satisfied with their exams' timetable scheduling. While about 65% felt some with some satisfaction about the exams' timetable **sometimes** during their educational career, not all the time.

Question six: Are your exams convenient with the content you have studied the whole year?

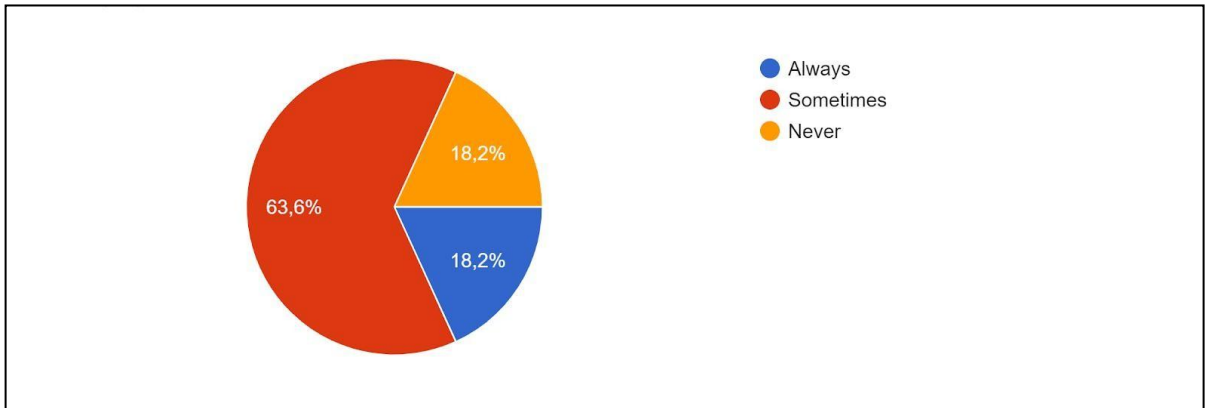


Figure 3. 8: Exams and Curriculum content.

➤ The figure above clarifies students' thoughts about whether exams are convenient with their curriculum content. Consequently, (63.60 %) of students **sometimes** supported that statement. 18,20% of students agreed on the convenience between Exams and the curriculum content. In contrast, same number of students believe that they are examined about a content they have never studied.

Question seven: After an exam is over, can you relax at all?

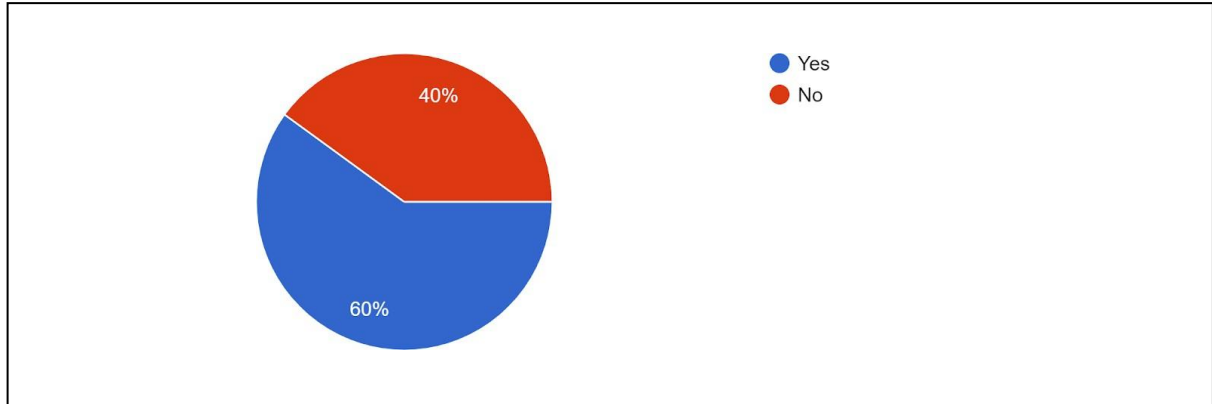


Figure 3. 9: Stress after exams.

➤ This question is put in order to know students feeling after exams. The results obtained denote that 40% of students feel anxious even after an exam. On the other hand, 60% of students can feel relaxed when exams are over. These results point out to the fact that examinations can cause anxiety even after there over. Also, the fact that a lot of students may feel relieved because exams are finally over.

Question eight: The more important the examination, the less well you do?

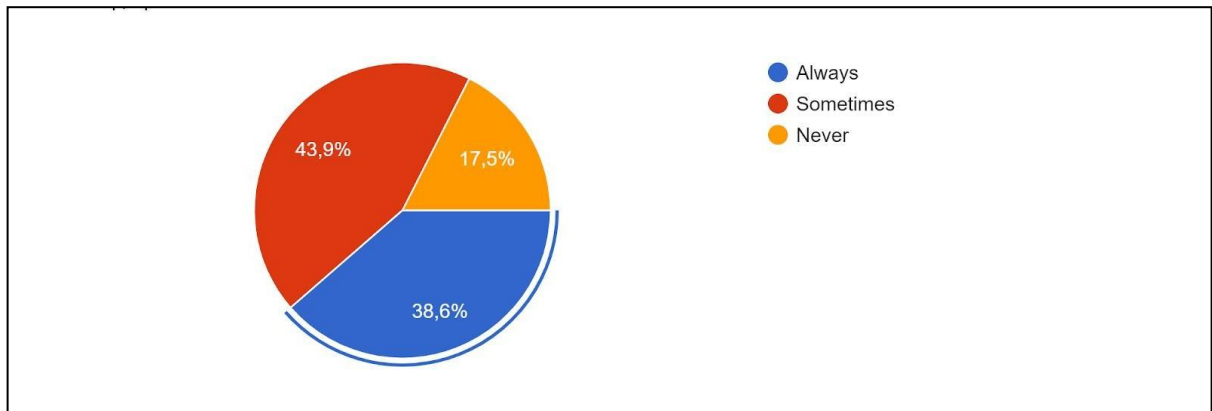


Figure 3. 10: The relationship between the output of the student and the exam's importance.

➤ The more important the exam was the higher anxiety was. The objective of this question was to figure out the relationship the output of students during important exams. The results confirmed that most students either **always**, or **sometimes** perform badly in high-stakes exams.

Obviously, the reason for the disturbance in students' output is because of the enormous anxiety and stress high-stakes and final exams cause to students. Nonetheless, over 17% see that their output has no relation with the two elements.

Question nine: Do you look forward to exams?

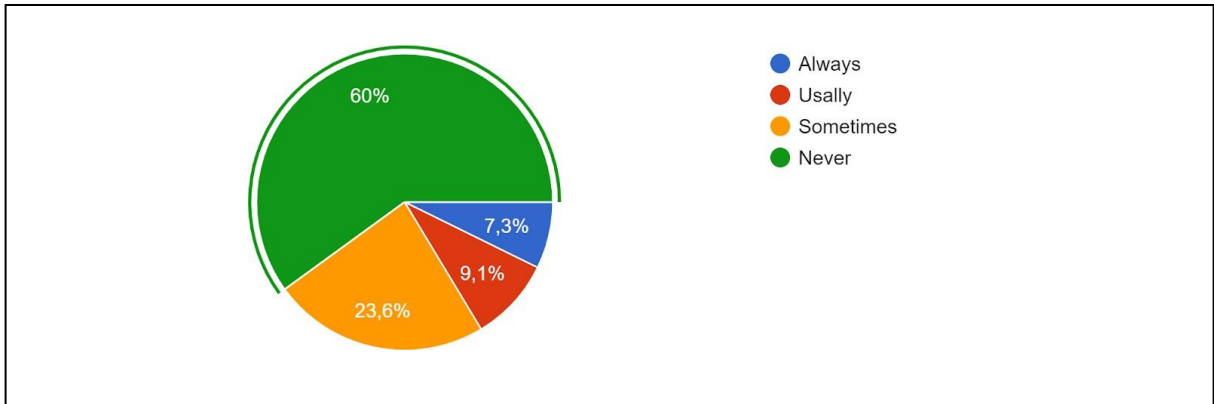


Figure 3. 11: The students' awaiting frequency for exams.

➤ A large number of students (60%) state that they never look forward to exams. In this context, it is obvious that the anxiety and stress before/during/after exams is the main reason for students to non-anticipate examinations.

Section III: Assessments

Question one: Have you been taught to assess your own work?

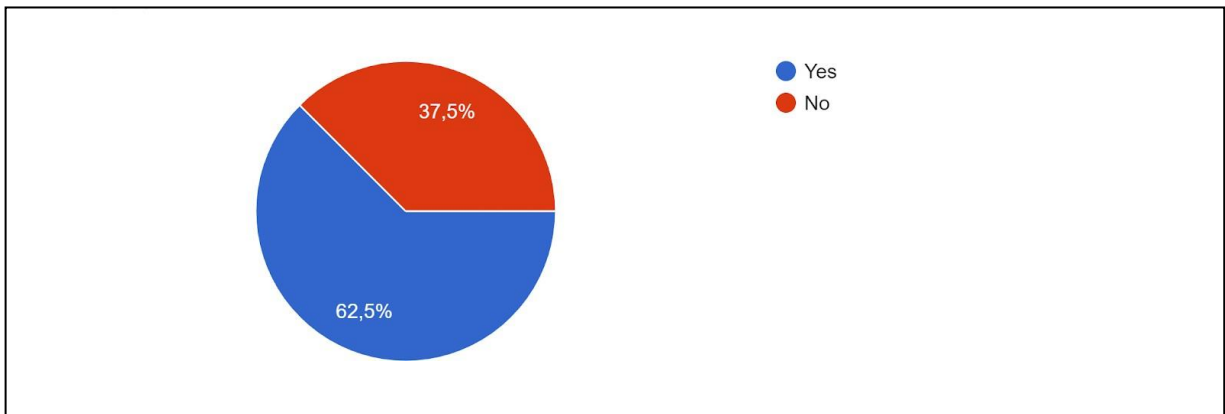


Figure 3. 12: Students self-assessing.

➤ From this question, we have known that a considerable number of students experienced the process of assessing their own work during their educational career, the majority of student

(62,50%) answered with **yes** However, 37,50% have said **no**. The results obtained is definitely a good sign for future easy implementation of assessments in educational courses.

Question two: If you answered "Yes" to the above question, please tick by whom?

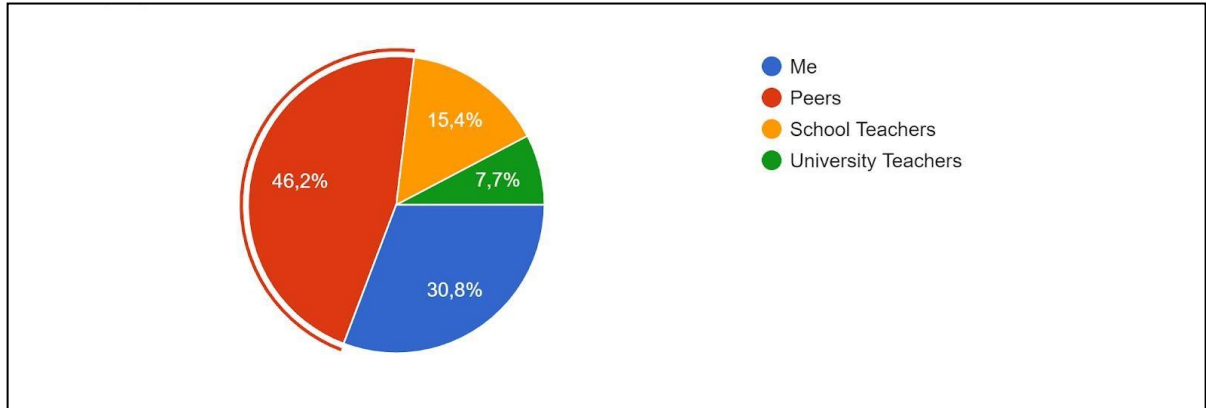


Figure 3. 13: self and peer assessing

➤ The figure above shows students' tendency to self-assessing and peer-assessing. In addition, lower percentages were for teachers-assessing.

Question three: How often do you have opportunities to assess your own work?

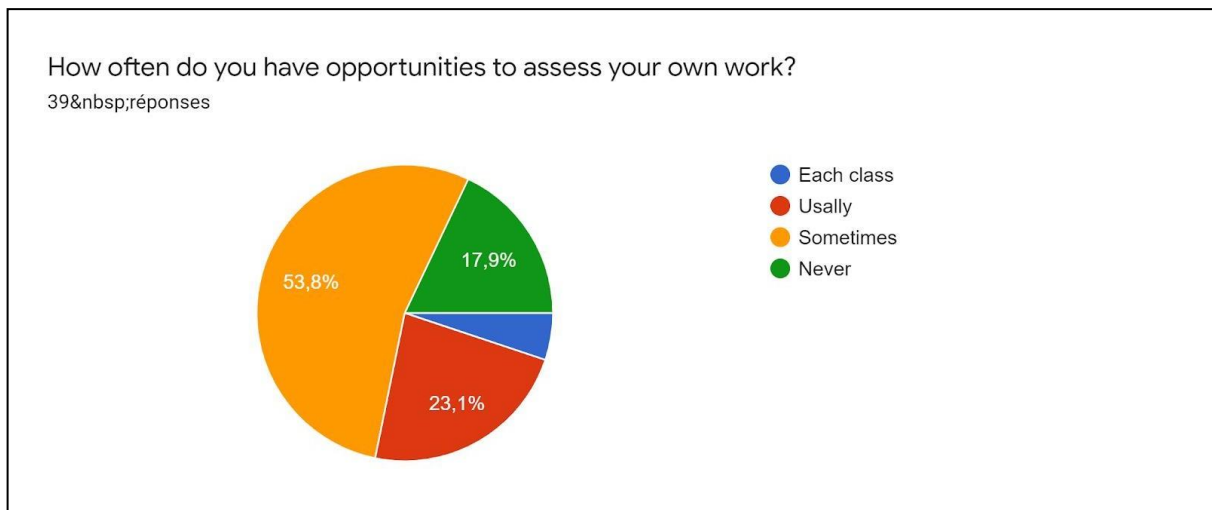


Figure 3. 14: The students' recurrence for self-assessing.

➤ This question is put to know the level of opportunities giving for students to assess their own work. Near 18% of students were **never** given the possibility for self-assessing, while over 53% and over 23% of them are **sometimes** and **usually** familiar with this process in order.

Question four: What factors do you think affect you having opportunities to assess you own work?

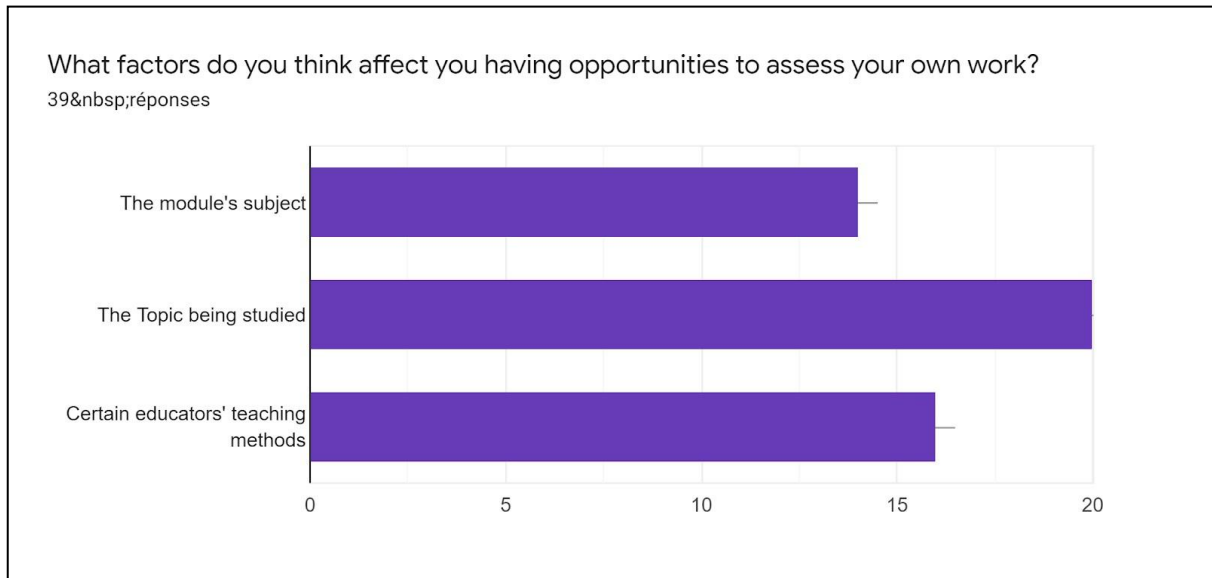


Figure 3. 15: Factors for assessments' possibility.

➤ From this question, we get to figure out the effecting factors that may mitigate students' opportunities to assess their own work. Nearly, all students agreed on the following factors: the topic being studied, certain educators' teaching methods, and the modules subject.

Question five: Do your teachers provide feedback that helps you to improve you learning?



Figure 3. 16: Rate of teachers' involvement in providing feedback.

➤ This question was raised to know teachers' frequency on providing feedback for their students' assessments. The results showed that 23,10% of teachers do not provide the feedback at all, whereas, over 74% of teachers provide feedback **sometimes** for their students. Mainly, teachers abstain on providing feedback due to several factors mentioned in the figure above.

Question six: For the teachers who provide feedback, does it help you to improve your learning (understanding)?

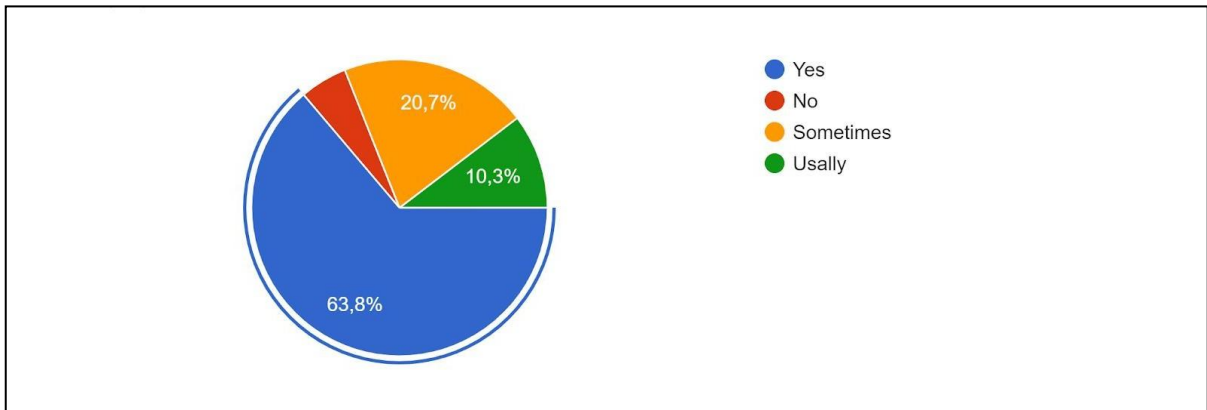


Figure 3. 17: Students' reaction towards teachers' feedback.

➤ More than 94% of students (the ones that answered with **yes**, **usually**, and **sometimes**) state that teachers' feedback on their assessments do improve their learning and/or understanding indeed. Inevitably, these results affirm the idea that assessments enhance the learners 'performance during the EFL learning process (see figure 3.15).

3. Data Discussion

The results collected from our research instrument 'The Students' Questionnaire' used in the present study show that examinations' anxiety **always/sometimes** affecting students' output. In contrast, the results showed the huge impact assessments offer to EFL students' learning outcomes.

Section I: General Information

The chosen sample in this study show that females (77,30%) are dominant over males (22,70), this may be due to the fact that girls have tendency to study foreign languages, especially

English, whereas males are often interested in scientific studies such as: petroleum engineering, architecture. and data processing...etc. Moreover, all our respondents (100%) are EFL learners. This implies that, they are proficient enough in English.

Section II : Exams & Anxiety

Section two results reveal the high level of anxiety and stress a huge number of our informants face before/during/after exams, causing them either simple side effects such as committing simple mistakes, or huge ones like bad results in important exams. The consequences of such anxiety goes beyond the educational range effecting students' learning and results. The examinations' stress results some considerable damage to the student's mental powers and body health due to factors such as: the huge pressure put on the student from his environment, lack of sleep, problems some areas in the student's personal life, and nutrition disorders...etc. In consequence, no wonder the majority of students **never** look forward to exams.

Section III: Assessments

The results achieved in section three (03) demonstrate learners' preference towards LLA strategies due the huge impact on developing students' learning. In this context, many students stated that they benefit from self-assessing and peers-assessing; which represent a new fun learning experience for them each time. Also, these techniques help students to exchange ideas, to increase motivation, to express their opinions, and to develop multiple English competences. In the same vein, students assume that both teacher's assessments and feedback affect their quality positively through making them identify learning problems. However, the topic being studied, and some teaching methods are obstacles that hinder the employment of LLA strategies in the Algerian educational system.

4. Recommendations

Noticeably, a wide range of students suffer from the negative impact of exams on their educational achievements, psychological conditions, and even body-health, which urge experts on the need to speed the process of substitute exams with assessments. However, assessments are not widely implemented in classes.

Implementing School-based Assessments in an examination culture is an issue of challenges. Nonetheless, in order for the implementation to occur a number of recommendations can be discussed for further investigation. David Carless (2005) asserted the following :

Domain Changes

- Change external sources of information or stimulus, such as an innovation (external domain).
- Change teacher knowledge, beliefs and attitudes (personal domain).
- Change professional experimentation, such as trialing of an innovation (domain of practice).
- Change salient classroom or pupil outcomes resulting from the experimentation (domain of consequence).

Structural changes

- Disconnections in assessment policy and practice.
- A view of assessment that occurs at the end of the education train, instead of something that influences learning and teaching.
- A range of bold reforms to improve learning and teaching without substantial assessment reforms.
- A gap between a philosophy of curriculum reforms for learning and the paradigm of assessment of learning.

Professional Development

- The development of school assessment policies, including more diversified modes of assessment and a reduction in tests and examinations.
- A focus on feedback to inform students of their strengths or weaknesses and how to address the weaknesses.
- Opportunities to do assessment collaboratively with students or to allow students to carry out peer or self-assessment.
- Sharing with students the goals of learning, so that they can recognize the standards they are aiming for.
- The use of assessments that probe higher-order thinking skills, creativity and understanding rather than rote memorization of facts.

Conclusion

In the present chapter, results collected by our research instrument (The Students' Questionnaire) used in this study confirmed student's total refusal regarding exams. In spite of that, it revealed students' positive attitude towards LLA. In addition, we recommend some strategies for the necessity of immediate implantation of LLA in our examination culture as soon as possible as replacement for exams. The purpose behind such implementation is to reach a positive conclusion, output and attitude in an EFL classroom.

General Conclusion

The current research is based on the actualization of the possible adaptation of LLA as a substitution for examination. in the teaching-learning process for EFL learners.

This study attempts to point out the negative effects that learners face before/during/after examinations, especially anxiety and stress, as well as to investigate the impact of assessments on EFL students. Furthermore, it suggests LLA as a mean to replace examinations.

The proposed hypotheses which were developed based on the research questions are definitely confirmed by this investigation, that if students are assessed, their production will be improved. In fact, implementing assessments in EFL classes can serve learning and make it more effective because it puts an emphasis not on the evaluation itself, but on its impact on the improvement of the learning process.

The reached findings from this study's data instrument (The Students' Questionnaire) has affirmed that the massive psychological, and physical damage examinations cause to learners, will surely lead to significant learning **losees**. In contrast, the results deducted have proved the impact assessments has on the progress of students in their learning on one hand. On the other hand, the questionnaire revealed that the implementation of formative assessment in EFL classrooms is necessary, because it will surely result significant learning **gains**.

In accordance with what have been seen, detailed recommendations are provided for an effective, graduated, and faster LLA implementation in our educational system EFL classes. It is necessary to implement assessments as fast as possible in our examination culture. However, the key for successful implementation in our school-based examination culture is to develop gradually, systematically, and even slowly but surely towards it in the near future.

To cut a long story short , we hope that all the tackled issued would be useful in the development of the teaching-learning process in all EFL environments in general, and EFL classes in Algeria in particular. Besides, this work opens issues for further development in which other investigations could take into account as a completion to this study, and as a further research. This area of study can precisely discuss the importance of EFL teachers' feedback in improving learning experience

for the students. The main subject matter before applying the different ways of developing EFL learners' learning experience through feedback is generating their background and qualifications. Also, take into consideration the individual differences between learner, differences such as: concentration, accommodation, memory, intelligence, and even the social-physical state...etc. In short, the theme of this research may arguably/possibly be: The Importance of Teacher Feedback in The Educational Environment

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Appendices

Appendix I

The Students' Questionnaire

Dear students

We will be very pleased if you accept to fill in this questionnaire.

The information you provide will be used in a research work (Dissertation) on "Whether Exams should be outlawed in favor of another Assessment" for the degree of Secondary School Teacher. We will be grateful if you could answer the following sincerely and truthfully. So we hope that you will give us your full attention and interest.

Thank you for your cooperation.

*Please put a tick on the appropriate box (es):

Section I: General Information

Question one: What is your gender?

1. Male
2. Female

Question two: What year are you in?

1. First year
2. Second year
3. Third year
4. Fourth year
5. Fifth year

Section II : Exams & Stress

Question one: do exams cause you stress & anxiety?

1. Always
2. Sometimes
3. Never

Question two: Do you make simple mistakes in your exams because of stress?

1. Always
2. Sometimes

3. Never

Question three: What is/are the stressful things about doing exams (you may choose more than one option)?

1. Studying
2. Pressure from parents / family / career to do well
3. Pressure from teachers
4. Pressure from friends
5. Pressure that I put on myself
6. Time Management leading up to exams
7. Lack of sleep coming up exams
8. Another (mention)

Question four: do you take care of yourself by eating regularly, exercising, and getting plenty of sleep during exams period in comparison to non-exams period?

1. Always
2. Sometimes
3. Never

Question five: Were you ever satisfied with the scheduling of your exam timetable over your years of study?

1. Always
2. Sometimes
3. Never

Question six: Are your exams convenient with the content you have studied the whole year?

1. Always
2. Sometimes
3. Never

Question seven: After an exam is over, can you relax at all?

1. Yes
1. No

Question eight: The more important the examination, the less well you do?

1. Always
2. Sometimes
3. Never

Question nine: do you look forward to exams?

1. Always
2. Sometimes
3. Never
4. Usually

SECTION III: Assessments

Question one: Have you been taught to assess your own work?

1. Yes
2. No

Question two: If you answered "Yes" to the above question, please tick by whom?

1. Me
2. Peers
3. School-teachers
4. University teachers

Question three: How often do you have opportunities to assess your own work?

Each class

Usually

Sometimes

Never

Question four: What factors do you think affects you having opportunities to assess your own work?

1. The module's subject
2. The topic being studied
3. Certain educator teaching methods
4. Another (mention)

Question five: Do your teachers provide feedback that helps you to improve your learning?

1. All of my teachers
2. Some of teachers
3. None of my teachers

Question six: For the teachers who provide feedback does it help you to improve your learning?

1. Yes
2. No
3. Sometimes
4. Usually

RÉSUMÉ

Le présent travail de recherche tente d'affirmer l'impact négatif des examens sur l'apprentissage des élèves ainsi les aspects de la vie personnelle, qui incite à remplacer les examens par la mise en œuvre des évaluations. Par conséquent, en raison de l'incidence positive des évaluations sur la participation des élèves au processus d'apprentissage. Donc, nous émettons l'hypothèse que si les examens étaient remplacés avec des évaluations, l'expérience d'apprentissage serait développée. Pour vérifier nos hypothèses, la méthode statistique descriptive a été utilisée. Par conséquent, un questionnaire destiné aux étudiants a été publié en ligne comme instrument pour collecté de données dans le cadre de cette enquête. Ce dernier a été fourni à un groupe échantillon d'étudiants universitaire de l'EFL (langue Anglaise) . Le but de ce questionnaire était de confirmer des informations sur les dommages subis par les élèves à cause des examens, en plus, de l'efficacité et de l'importance de la mise en œuvre des évaluations dans le développement del'expérience d'apprentissage pour et dans les classes EFL.

Mots clés : examens, évaluation, apprentissage, enquête.

ملخص الدراسة

يهدف البحث الحالي على تأكيد التأثير السلبي للاختبارات على التحصيل العلمي للطلاب و كذا بعض الجوانب الشخصية للحياة، مما يحث على استبدال الاختبارات عن طريق التقويمات نتيجة التأثير الإيجابي للتقويمات في إشراك الطلاب في عملية التعلم بجعله مركز العملية التعليمية. وفي هذا الصدد، نفترض أنه إذا تم استبدال الاختبارات باستخدام التقويمات، فبالإضافة إلى ذلك بنشر استبيان لتطوير تجربة التعلم لدى الطالب. ومن أجل التحقق من فرضياتنا، اعتمدنا على الطريقة الإحصائية الوصفية. وذلك بنشر استبيان للطلاب على شبكة الإنترنت كأداة تستخدم في جمع البيانات. وقد تم اختبار طلبة اللغة الانجليزية بالمدسة العليا للأساتذة بورقلة للإجابة على أسئلة اتبيان الطلبة. وكان الهدف من سير الأراء هذا هو جمع قدر كبير من المعلومات حول الضرر الذي قد يلحق بالطلاب في الاختبارات، بالإضافة إلى دور التقويم وفعاليتة وأهميته في تطوير تجربة التعلم لطلاب اللغة الانجليزية كلغة أجنبية.

الكلمات المفتاحية: الاختبارات، التقويمات، الطريقة الوصفية، استبيان الطلاب