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**SECTION OF ENGLISH**



**The Impact of Assessment on EFL Pupils' Performance within Competency Based Approach**

**The Case of The 3$^{rd}$ grade EFL Pupils at Mohamed Al Arbi Hadj Djeloul middle school, Mecheria**

**Dissertation Submitted to The Department of Foreign Languages for The Requirement of The Master Degree in Linguistics.**

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# Dedication

First of all, to the memory of the strongest woman in the world my grandmother, '' Hadja OumRicha '' Who always believed in my ability to be successful in the academic arena. I dedicate this humble research work, You are gone but your belief in me has made this work possible.

I owe a debt gratitude to my source of my happiness and success in life; my parents,  for their understanding and endless love. To my father who taught me the value of education and supported me to realize the person, I am today. To my mother who is my source of encouragement and inspiration. Thank you, mom and dad.

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# Abstract

Enhancing pupils' performance has become more challenging than ever to educators and teachers. In Algerian EFL classes, pupils' performance is mainly affected by the implementation of CBA and its new changes at the level of assessment in the classroom. Thus, the aim of this research work was to investigate the impact of assessment on EFL pupils' performance. Accordingly, it examines the teachers' attitudes towards the different uses of assessment within CBA. To assess this target the researcher has opted for a certain methodology which entails the use of exploratory case study. In view of this, two chapters are brought into play; the first chapter introduces a literature review while the second chapter attempts at analyzing the data collected and discussion of the main results. This research work is conducted with the 3$^{rd}$-year grade at Mohamed Al Arbi Hadj Djeloul middle school in Mecheria. In order to collect data, the researcher used an interview for EFL teachers and classroom observation for the 3$^{rd}$ year in Mohamed Al Arbi Hadj Djeloul middle school in Mecheria. The results revealed that assessment improves the pupil's performance by which the teacher studies the weakness and strength of pupils. Accordingly, the investigator suggested some recommendations concerning the effective use of assessment in the EFL classroom for the sake of improving pupil's outcome.

**Keywords:** CBA, Assessment, learners' Performance.

# List of Acronyms

♦ EFL: English as a Foreign Language

♦ CBA: Competency-Based Approach

♦ CBLT: Competency-Based Learning and Teaching

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# General

# Introduction

# General Introduction

The world has recently witnessed rapid changes because of the globalization which increases the mobility of individuals and thoughts that was rendered the world as a small village. Education, as the other fields, was influenced by these changes. Consequently, a recent approach is known the Competency-Based Approach was imposed in some educational systems. Algeria, as well as all the countries, have responded to these global changes by reforming the educational system in 2003 and has adopted the Competency-Based Approach as the first step of change. The new approach aims to enhance pupils' competencies in order to use them in real life. Moreover, it focuses on learning and pupils' activities rather than the teacher's role.

Therefore, Teaching English nowadays has become more challenging than ever in Algerian EFL classroom, in order to help the pupils mastery of language skills and enhance their performance, teachers have to provide quality teaching methods that will be engaging to improve performance of EFL pupils. Among those methods, assessment is the most important aspect of teaching a foreign language.

The assessment in the new pedagogy is quite different from that of traditional pedagogy. It was originally based on an assessment of the knowledge, so it was necessary to test the pupil in situations that required knowledge, while the assessment under the new approach was based on competence. And therefore it does not require the extraction of knowledge as well as the employment of such knowledge and good use of it in any situation of a complex problem.

Assessment is an essential part of teaching the English language, over time it has been developed. Its tools and methods are no longer limited to examinations performed at the end of the trimester but rather it covers

and comprises all aspects of the pupil's personality, knowledge, identity, strength, and weakness. And as considering classroom assessment as the key of measuring the success of the learning process and a way to correct and improve this learning, the research has raised the following problematic of to what extent do the assessment affect EFL pupils' performance?

The latter is divided into two sub-questions:

1- How EFL teachers do assess their pupils within the classroom?
2- To what degree the use of assessment enhances EFL pupils' performance?

For these questions, the following hypotheses are proposed:

1- English language teachers use many types of assessment in the classroom, especially formative, summative, diagnostic assessment.
2- The assessment helps to identify the cognitive deficits of the pupils in order to enhance it; moreover, it helps the teacher to know the necessary methods to use for the sake of correct those errors.

Middle school teachers and 3rd-grade class were chosen as sample population using a mixed-methods approach, which includes the use of both quantitative and qualitative approaches for the sake of collecting complementary data.

Therefore, teachers' interview was utilized as a research instrument to find out about the impact of assessment on pupils' performance and the main ways of assessing pupils. Furthermore, classroom observation was used to observe the performance of pupils' under the use of assessment during the lesson. The main reason for choosing middle school pupils and teachers is that pupils' performance is the most targeted from both the teacher and the syllabus.

# General Introduction

For the purpose of assessing the impact of the use of assessment on EFL pupils' performance. The study is divided into two chapters. The first chapter, an overview of CBA; contains the definition of CBA and its implementation in Algeria. The latter discusses the purpose of its implementation in Algeria. In addition, it includes the different definitions of assessment and also it concentrates on its types.

The second chapter focuses on the data collection procedures. It includes the case study, the research approach (a combination of qualitative and quantitative methods), sample population and instruments of data collection which are teachers' interview and classroom observation. In addition, this part includes the presentation of the collected data, the analysis, and interpretation of the results obtained from every data collection method.

# Chapter One :

# Literature Review

# Chapter One: Literature Review

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### 1.1 Introduction

The Algerian educational system has noticed the application of many approaches. The implementation of the competency-based approach was done in 2002 at different education levels mainly primary, middle and secondary schools. It concentrates on developing its tools of measuring the pupils' competencies such as assessment in order to enhance it. The assessment in this new pedagogy requires determining the conditions that should be provided in it and its use of successful educational methods. It is considered as a means to improve the teaching and learning processes and derives its importance, it plays in guiding the educational process, and thorough assessment, it is possible to identify the effectiveness of educational programs.

In the first chapter, the study shed light on CBA and the meaning of competency-based teaching and learning. In addition, it covers the teacher and pupils roles in this approach. It also covers the implementation of CBA in Algeria and the purposes behind this implementation. This chapter will be an attempt to review deeply assessment within CBA and it discusses its different types.

### 1.2. Competency-Based Approach (CBA)

Competency-based approach is an approach to teaching and learning more often used in learning concrete skills than abstract learning. The competency-based approach is a very popular approach which focuses on measurable and useable knowledge, skills and abilities.

CBA has become an opulent topic in curriculum discourses as it requires that pupils should mobilize their values, knowledge, skills, attitudes, and behaviors in a personal and independent way, to address challenges successfully. Challenges they can be academic, but also practical and life- oriented, they are presented everywhere. This new approach in education and learning requires a focus not only in input but also on outcomes or results. It is based on declared goals in the form of competencies, which are acquired based on the contents of previous activities or

situations, such as cultural support and the achievements of the previous stages, every individual skill or learning outcome (known as a competency) is one single unit.

Pupils work on one competency at a time, which is likely a small component of a larger learning goal. DeSeCo ( definition of selected competencies) defines competence as

> **A system of internal and external mental structures and abilities assuming mobilization of knowledge, cognitive skills and also social behavioral components such as attitudes, emotions for successful realization of activity in a particular context. (2001:7)**

In this respect competence can be understood as a dynamic characteristic, organizing the structure of activity characteristic allowing a person to adapt to various situations on the basis of gained experience and practice. This means that competency is strongly rooted in experience and situational practice. Through activities in various situations, a person constructs competency. Consequently, competency is a cumulative personal quality. In addition,  according to Hedge, **''competency is superior performance. It is a skill of a person which enables him or her to carry out specific or superior actions at a superior level of performance''**
 **(1996: 4).**

Therefore learning procedure in CBA involves a comprehensive process that requires the integration of acquired and practical information to help learners become more familiar with problem-solving. The aim of this approach is to unify the vision of education in terms of achieving objectives shaped in terms of content-based competencies, and its behavior to achieve the expected competence and performance at the end of the stage of any learning.

On the other hand, competency-based education (CBE) focuses on the outcomes of learning. It focuses on what the pupils are expected to do rather than on what they are expected to learn about. CBE refers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of

knowledge, skills, and behaviors. the learner should possess at the end of a course of study (Richards and Rodgers, 2001).

### 1.3 Competency Based Teaching and Learning (CBTL)

Competency-based teaching and learning may be defined as the educational capacity building process where competency and commitment have concurred in the teaching-learning process while at the same time pupil achieves real objectives and goals of the system. The process mainly focuses on the growth and development of competency and commitment within the pupil and teacher of the system. It is now regarded as one of the effective strategies for the sustainability of an effective educational system.

### 1.3.1 Teacher Role

In CBTL the teacher has to select learning activities and to design a syllabus according to the competency the pupils are going to acquire. The different competencies dealt with in class require specific instructions for the various learning activities. Thus, the teacher has to give clear orders and explanations to make sure that every pupil understands the task they are going to deal with. But the teacher does not push the pupils because the instructions are not time-based; instead, the pupil's progress is most important.

According to Richards & Rodgers ( 2001), in CBA the teacher has to provide constructive and positive feedback for the sake of helping the pupil to improve their skills. She/he needs to be aware of the pupils' needs so that everybody feels welcome in class.

### 1.3.2 Learner Role

Learners have diverse roles among which are represented as follow :

The learner should question his own teacher. This leads the learner to revise his prior knowledge and its scope to compare his own representations with those of

his classmates, to search for information and validate it by consulting various sources of documentation and people who have already that information.

In doing so, the learner will develop cognitive, affective and motivational strategies in order to set a balance between his previous knowledge and his newly acquired knowledge. The reflection of the learner will operate on his own learning processes, assure the quality of his acquisition and facilitate his retention. Therefore, the learner uses his achieved competencies from learning in real life.

## 1.4 The Implementation of CBA in Algeria

In Algeria, English language teaching has undergone a great movement of reform in 2003/2004. In a collaboration between the national commission for educational reform ( PARE) and  UNICEF, the competency-based curriculums have been introduced in Algeria's primary, middle and secondary schools.

Competency-Based Approach (CBA) involved fundamental pedagogical changes in the curriculum and instructional approaches. It implied an alteration from a content-based curriculum which encouraged the conceptual understanding of concepts on process-based approaches that promote collaborative co-operation in knowledge. The adoption of these new perspectives in Algeria emerged as a dominant force in an effort to understand and improve language learning.

The Algerian Ministry of Education has made a lot of efforts to make it effective and facilitate its implementation in Algerian schools. Serious financial efforts have been implied to retrain and support teachers, inspectors, and other educational professionals to make sure that they have the necessary competencies to implement and effectively handle the new pedagogical approach (CBA).

## 1.5 Purpose of the Implementation of CBA in Algerian Schools

The implementation of competency-based approach sets to achieve many educational purposes in order to realize success in the field of education. This program will allow the Algerian pupil to develop his capacity to think and act

according to a vision of a world that he will construct day by day. Therefore, initiating a program based on the logic that is centered on competencies fits in a set of instructions authorized by the Ministry of Education. Those instructions are based on research that highlights the importance of the links between learning and context of use, thus helping the learners in making learning meaningful.

Competencies have been used in the educational field since the emphasis is put on the pupil's social and personal development, the aim is to make him reinvest his knowledge while performing tasks at school level as well as at social and professional levels.

Furthermore, CBA aim is to prepare more competent pupils able to relate what they study at school to their everyday life. They should be able to solve their life problems relying on what they have learned in school. The goal is to train future citizens who can rely on themselves and have critical thinking. These goals are planned to be achieved through a special teaching method in which the teacher should not explain every detail or give readymade conclusions to the pupils. Through his learning, the pupil learns how to learn. In other terms, he learns how to master some cognitive and meta-cognitive strategies that enable him to learn by himself. The pupils, also, are encouraged to seek information relying on their reasoning. Learning in this method, thus, should not stop at the low cognitive levels of the pupil like merely knowing information, understanding them or applying rules, but should reach higher levels, mainly, analysis, synthesis and even evaluation.

EFL teaching is promoted in CBLT in the sense that the pupils should be able to use it to communicate and not to keep their linguistic knowledge passive. pupils are trained, since their first year of middle school education, to communicate orally as well as in the written form. They should master functions in which they need to use a set of linguistic forms. The English syllabus for the middle school four years aims at achieving linguistic, methodological and cultural objectives.

### 1.6 Assessment According to CBA

In language education, assessment is a term that encompasses complex concepts related to making quantitative and/or qualitative judgments about learning processes and their outcomes (Scriven, 1967). Therefore, assessment is the main way through which is possible to identify the extent of success in achieving the educational goals. It is determined to identify the weaknesses and strengths in the educational process with a view to improving and developing them to achieve the envisaged objectives.

Assessment is a daily observation of the learning process and it is about measuring achievements and learning process in which the teacher observers pupils errors and tries to fix them out.

In other words, assessment can be defined also as a planning process to obtain information, data or facts about the pupil (his weakness and strength ) in a scientific way. It aims to realize a judgment in order to achieve quantitative and qualitative estimates and guides to take part of making the best decision or choice to choose a way for the sake of improving or enhancing his/her weakness and reinforcing his/her strength.

An assessment carried out by teachers based on the learning that has taken place within the context of a classroom. It offers feedback to teachers and pupils on the quality of the learning performance supporting its ongoing improvement. According to Palomba and Banta, "**assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development" (1999: 4** )

In each of those definitions, assessment is concerned with the way of gathering information to different contexts and different purposes which is used by the teacher as means to get information about his/her pupils' achievement. Assessment is the process of knowing about how pupils are learning for the sake of making plan and design courses.

### 1.6.1 Types of Assessment within CBA

In CBA, assessment is a way of achieving what the pupil can do or not. Teachers can use a variety of assessment strategies in order to assess pupils' performance development as completely as possible this way of measuring pupils' achievement can be categorized into three types :

- Diagnostic. It is done before the teaching process to see what pupils already know.

- Formative. It is done during the teaching process if instructional techniques are effective.

- Summative. It is done after the learning process to see what pupils have learned.

### 1.6.1.1 Diagnostic assessment

It also referred to as pre-assessment which is done before the teaching process or the course takes place at the beginning of a learning cycle. This assessment is used to collect data on what pupils already know about the topic i.e., it assesses a pupil's current knowledge base or current views on a topic/issue to be studied in the course. It allows the teacher to determine pupils' individual strengths, weaknesses, knowledge, skills and prior to instruction. It is primarily used to diagnose pupil difficulties and to guide lesson and curriculum planning.

For example, at the beginning of a unit on Ancient Greece, a teacher may give a pre-test to determine if the class knows the basic geography, history or culture. The class' responses will determine where the teacher begins and how much time is dedicated to certain topics. The teacher may learn from this diagnostic assessment that many pupils already have knowledge on cultural aspects of Greece, but know little about its history. From this, they may adjust the lesson plan to spend a bit more time on the history and origins of Ancient Greece and slightly less on culture.

Though both diagnostic assessments and formative assessments aim to inform teachers to instruct more effectively, they emphasize different aspects. Formative

assessments are taken during a unit or course to assess how pupils are learning the material that the teacher has been teaching. Diagnostic assessments come before this, analyzing what pupils have learned in the past, many times from different teachers or classes.  Both are very helpful for the teacher, and the results are used to identify areas that need more attention in future instruction.

### 1.6.1.2 Formative assessment

In classroom learning practices, teachers generally conduct two main types of assessment. They are a formative and summative assessment

Formative assessment is considered as one of the most influential ways to improve teaching and learning processes. This type of assessment is conducted to assess pupils' understanding, learning needs, and learning progress concerning a particular unit of learning materials. The Teacher follows the pupils' efforts, and measure the difficulties encountered by the pupil during his learning, in order to find strategies that enable him to progress and improve. According to  Heritage,

**'' formative assessment is intended to give feedback to the teachers and the students related to instructional processes and to oversee the gaps between the learning process and the desired learning outcomes '' (2008:2)**

In other words, it aims to guide the pupil and facilitate his progress. This assessment focuses on learning processes, i.e., it is an assessment of pupils' performances and competencies.

The main objective of formative assessment is simply to collect detailed information about the teaching and learning processes that can be used for further instructional improvement to attain the highest learning standard needed by pupils to continue their learning.  Formative assessment is essential because it helps teachers to make a judgment on the pupils' ability and decide what improvement should be intensified in order that the pupils' learning achievement can reach the highest standard.

As mentioned above, the formative assessment takes place during the teaching and learning activities and the primary objective is to help teachers to

conduct more appropriate teaching and learning activities to enhance the pupils' learning achievement. In this case, it can be summed up that there are two important purposes of formative assessment:

**A-** Determining and modifying learning activities.

**B-** Choosing the most appropriate strategies to improve the pupils' learning achievement.

English teachers nowadays are required to have a good understanding of formative assessment. The understanding will certainly affect their ability in determining the follow-up actions that they need to do to improve their pupils' learning achievement and develop their professional teaching practices. Teachers' understanding of formative assessment includes their understanding of the nature of formative assessment, the characteristics and the principles of formative assessment, ability in giving feedback and ability in doing the follow up actions. It is essential that teachers provide feedback properly in order that the pupils know about their learning progress so that they can modify their learning styles to improve themselves. Teachers should be able to choose appropriate types of formative assessments to obtain certain detail information about pupils' learning so that they can make appropriate modifications with their teaching.

### 1.6.1.3 Summative assessment

Summative assessment is generally carried out at the end of a unit or learning process or project mainly to report what has been achieved at a particular time. In other words, it is done after the learning process to see what pupils have learned and to what extent they achieved the particular unit of learning, it is considered as judgments made about pupils' achievements and also to evaluate pupil learning and teachers teaching after a teaching period. Typically, it is represented in the form of grades, percentages, marks and/or comments which are used for a variety of purposes within the learning process.

Furthermore,  summative assessment is an assessment of the course, the education program's validity, and education research in order to classification,

identification, evaluation of progress after a teaching program or the end of the term. Summative assessment is that the teacher wants to find out what the pupil can remember about the course material so that a mark can be determined. It lets the teacher sum up of what the pupils have learned, or to make a judgment.

It aims at determining the degree and making judgments of to what extent the objectives of the learning process are achieved. The teacher will be aware of the goals achieved/ not achieved. pupils can be identified and evaluated after completing the teaching process.

As mentioned above, summative assessment is the evaluation conducted at the end of a unit to determine how well the pupils have learned the content and skills they have been taught, in that way the teacher will judge the pupil's performance.

The main objective of summative assessments is to let teachers and pupils know the level of accomplishment attained, the final exam is a classic example.

### 1.6.1.4 Self assessment vs Peer assessment

Self and peer assessment are other important aspects of 'assessment for learning' practice. Assessing their own work or that of others can help pupils to develop their understanding of the intended learning outcomes and the assessment criteria.

**A-** Self Assessment: it is considered as a measurement tool in the learning and teaching process. It is where pupils assess their own proficiency, rather than a teacher doing it. Self-assessment requires pupils to reflect on their own work and judge how well they have performed in relation to the assessment criteria. The focus is not necessarily on having pupils generate their own grades, but rather providing opportunities for them to be able to identify what constitutes a good (or poor) piece of work. Some degree of pupil involvement in the development and comprehension of assessment criteria is, therefore, an important component of self-assessment. This typically means more than pupils grading their own work; it means involving them in the process of determining what is 'good work'

Through self-assessment, pupils can identify their own skill gaps, where their knowledge is weak, see where to focus their attention in learning and also set realistic goals, therefore, revise their work and track their own progress. This process helps pupils stay involved and motivated and encourages self-reflection and responsibility for their learning. Therefore helping pupils take control of their own learning and assessment, and giving them the chance to manage their own learning and development more independently.

**B-** Peer Assessment: According to Falchikov (1995), peer assessment is the process through which groups of individuals rate their peers. i.e., peer assessment is the assessment of pupils' work by other pupils. They can, therefore, be engaged in providing feedback to their peers. Often used as a learning tool, peer assessment gives pupils feedback on the quality of their work, often with ideas and strategies for improvement. At the same time, evaluating peers' work can enhance the evaluators' own learning and self-confidence. Peer involvement personalizes the learning experience, potentially motivating continued learning.

Peer Assessment helps to have a deeper understanding of quality while asking pupils to make judgments about a wide range of work. It helps them gain a deeper understanding of the meaning of the criteria and standards and helps them to recognize the characteristics of quality work. This, in turn, helps them gain insight into their own performance which (should) lead to the production of better quality work themselves.

The use of peer assessment in class shed the light to encourage active learning & collaboration, it requires pupils to engage with the assessment task, think about the assessment criteria and use the criteria to make a judgment about another's work. It is by nature a collaborative process which requires pupils to interact with each other and assists each other to improve the quality of their work.

## 1.7 Conclusion

The first chapter covered deeply the changes made by the implementation of competency-based approach in curriculum formulation in education which takes the assessment as one of its most important components. As well as it defined assessment as an essential option for learning a foreign language. Nowadays methods have given great importance to it. Thus, assessment in the classroom plays a greater role to help teachers to determine the pupils' weakness and strength in order to enhance their outcomes.

As well as the study is exploratory research, it depends on methodological approach through this study investigates the impact of assessment on EFL pupils' performance. Thus it will highlight the research design and procedures of the present study.

# Chapter Two:

# Research Design and Data Analysis

# Chapter Two: Research Design and Data Analysis

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## 2.1. Introduction

Assessment is a teaching tool**,** as well as, it is not based primarily on knowledge alone, but rather on the overall development of the pupil. Moreover, it is based on placing the pupils in a situation where he is called to accomplish a personal work, employing a set of tribal gains which can enhance the pupils' performance and reinforce their strengths and fix their weakness.

Henceforth, this chapter is devoted to the description of the research design procedures, i.e., the ways in which the research is conducted in order to investigate the impact of assessment on EFL pupils' performance, involving the approaches utilized for collecting data, the sample population that has been chosen for the study and the research instruments. In addition, it analyses the gathered data.

## 2.2. Research Design

Research design is defined as a framework of methods and techniques chosen to combine various components of research in a reasonably logical manner so that the research problem is efficiently handled. Therefore, this study aimed at introducing exploratory research which is used to investigate the impact of assessment on EFL pupils' outcomes. It intends merely to explore the research questions. Therefore, it is conducted to have a better understanding of the existing problem.

### 2.2.1 Case Study

A case study is a research design that has long been used in the social sciences. It is a research strategy and an empirical inquiry that investigates a phenomenon within its real-life context. Case studies are based on an in-depth investigation of a single individual, group or event to explore the causes

of underlying principles. In fact, a case study can be descriptive or exploratory investigating a person, group or event. It is considered as the most frequently used qualitative methodology in the educational researches. Yin defines the case study research as

**An empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. (1984:23)**

The assumption underlying this definition is that other research strategies such as history, experiment and surveys are not capable of inquiring into the case that interests researchers.

Case study method includes data collection and analysis within the context of phenomenon, integration of qualitative and quantitative data, and also the ability to capture complexities of real-life situations so that the phenomenon can be studied in greater levels of depth.

### 2.2.2 The Research Approach

In educational research, it is possible to categorize the methodology of research as qualitative, quantitative or as a mixed method which is the combination of both qualitative and quantitative methods. The qualitative approach to research focuses on understanding a phenomenon from a closer perspective. While the quantitative research method is framed using numbers or entails the collection of numerical data and tends to approximate phenomena from a larger number of individuals using survey methods. In this research, methods that are generally used in each strand of research are broadly described. Each approach has its benefits and detriments and is more suitable for answering certain kinds of questions.

### 2.2.2.1 Qualitative Research

Qualitative Research is primarily exploratory research. It refers to non-numeric information such as interview transcripts, notes, video, and audio recordings, images and text documents. Therefore, it is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem. Qualitative data collection methods vary using unstructured or semi-structured techniques. Some common methods include focus groups (group discussions), individual interviews, and participation/observations. The sample size is typically small, and respondents are selected to fulfill a given quota.  It is defined by Creswell as:

**A means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem; this process involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data". (2009: 4)**

Qualitative method is used to understand people's beliefs, experiences, attitudes, behavior, and interactions. It permits the participants to share their experiences. This can open our eyes to new aspects of the study and help modify the design of the clinical trial. The qualitative study enhances the involvement of everyone related to the study. The researcher works on the social parameters in addition to the quantitative measures in the study.

### 2.2.2.3 Quantitative Research

Otherwise, quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data it is used to quantify data and performing statistical, mathematical or computational techniques. and generalize results from a sample to the population of interest and To measure the incidence of various views and opinions in a chosen sample. Sometimes followed by qualitative research which is used to explore some findings further. Therefore, quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon.

Additionally and according to Cohen (1980), quantitative research is defined as social research that employs empirical methods and empirical statements. He states that an empirical statement is defined as a descriptive statement about what "is" the case in the "real world" rather than what "ought" to be the case. Typically, empirical statements are expressed in numerical terms.

Though the quantitative approach is a more reliable method as it is based upon numeric and methods that can be made objectively and propagated by other researchers. It generates non-numerical data.

### 2.2.2.4 Mixed Method Approach

As a method, it is a methodology for conducting research; it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone.

Therefore, the present case study has been tackled for the sake of exploring the impact of assessment on EFL pupils' performance within CBA using the mixed

method approach that is a combinative feature and incorporates elements of both the qualitative method and the quantitative method.

### 2.2.3 The Sample Population

A sample is a process of taking a subset of subjects that is representative of the entire population. It is taken from a larger population for measurement. The sample must have sufficient size to warrant statistical analysis.

Additionally, the sample used to represent the entire group as a whole to ensure that we can generalize the findings from the research sample to the population as a whole. It is often impractical when doing research, to survey every single member of a particular population because the sheer number of people is simply too large. Hence, pupils from one Middle School selected randomly and teachers from different middle schools are the sample population. Indeed, middle schools in Algeria consists of four (4) successive levels where English is taught as a foreign language. The dissertation turns around the 3$^{rd}$ grade class at Mohamed Al Arbi Hadj Djeloul  in Mecheria ,in the academic year 2018/2019. The main reason for choosing a middle school is that pupils' performance in that period is the most targeted from both the teacher and the syllabus.

### 2.2.3.1 Teachers' Profile

Seven (7) English teachers of different middle schools in Mecheria were chosen randomly in order to get real varied data about their opinions concerning the impact of assessment on EFL pupils' performance. Their teaching experience ranges from 3 to  23 years.

### 2.2.3.2 Learners' Profile

In an educational context, it is important to know as much as possible about the pupils' needs, their wants, their attitudes, and behaviors. Classroom observation

can serve the researched context. Hence, the sample informants observed in this case of study are the 3$^{rd}$-grade class who belong to Mohamed Al Arbi Hadj Djeloul middle school in Mecheria, the number of the pupils' within the class observed is 32, it contains 20 girls and 12 boys, their ages turned around 14/15 years old.

### 2.2.4 Research Instruments

The main instruments used in this research work are classroom observation conducted by the researcher and teachers' interview. These tools of gathering information can supplement each other and hence reinforce the validity and dependability of the data.

### 2.2.4.1 Teachers' Interview

Interviewing is one of the most common methods of collecting information from individuals, it can be defined as a qualitative research technique. A research interview involves an interviewer who asks questions, and an interviewee, who responds to those questions. Interviews can be conducted face-to-face or over the telephone. The internet is also emerging as a tool for interviewing.

There are various types of interviews that can be used to collect data. These include structured, semi-structured and unstructured interviews.

A- Structured interviews: These are more or less like questionnaires since they consist of closed-ended items. In this kind of interview, the respondents must choose from a limited number of answers that have been written in advance.

B- Semi-structured interviews: These are flexible kind of interviews in which the interviewer asks important questions, in the same way, each time but is free to alter the sequence of the questions and to probe for more information.

C- Unstructured interviews: These are a wholly open-ended instrument in which interviewers have a list of topics they want respondents to talk about but are

free to phrase the questions as they wish. The respondents are free to answer in any way they choose.

For the present research work, the structured interview was used in order to gather data. It was designed for English teachers. It was used for the sake of highlighting the teachers' evaluation of using assessment within CBA in class in order to enhance the pupils' performance. It contains a series of questions exactly 09 questions. As follow

The first two questions are factual questions asked about the teachers' experience in teaching English in general and teaching English within CBA in particular.

The third question is to addresses the teacher's opinion about the effectiveness of CBA. The fourth and fifth questions represent the teacher's way of assessing learners' performance using different types of assessment. Whereas, the sixth question concerns the possibility of using all assessment types in every English lesson. The seventh question is about the relation between the course's time and using the selected assessment's type. The eighth question demonstrates the impact of the number of pupils on the use of assessment within CBA. Finally, the last question highlights the impact of assessment on EFL pupils' performance.

## 2.2.4.2 Classroom observation

Observation, as its name implies, is a way of collecting data through observing. Observation is a data collection method that is classified as a participatory study because the researcher has to immerse herself in the setting where her respondents are while taking notes and/or recording.

Therefore, observation as a data collection method can be structured or unstructured. In structured or systematic observation, data collection is conducted

using specific variables and according to a pre-defined schedule. On the other hand, unstructured observation is conducted in an open and free manner in the sense that there would be no pre-determined variables or objectives.

Moreover, a classroom observation is a pre-planned research tool which is implemented for the purpose of serving research questions and objectives. When using this method, the researcher observes the classroom interactions and events as they naturally occur.

In addition, observation can be involved through two methods, nonparticipant and participant. In participant observation, the observer joins a group and observes their activities, while at the same time taking part and care to observe what is going on. Whereas in non-participant observation, the observer simply observes the activities but doesn't take part in them. Goode and Hatt define participant observation as "**the procedure used when the investigator can go disguise himself as to be accepted as a member of the group". (1952: 68)**

In the present study, a classroom observation was selected to measure the teacher's use of assessment during the lesson and the effects of assessment on pupils' performance and actions that occur when any type of assessment is integrated. To collect the required data, the researcher as non-participant observer has attended 2 lessons at Mohamed Al Arbi Hadj Djeloul 3$^{rd}$ level pupils. For this aim, a checklist as an observation strategy was designed to identify the presence or the absence of the use of assessment during the course and its impact on pupils' performance.

## 2.3 Data Analysis

After data collection, This part of the research will deal with the quantitative and qualitative methods to analyze the gathered data from the two

research instruments used. The interview was selected and used for middle school teachers from different establishments. Additionally, classroom observation was used for the reason for exploring the pupils' performance while being assessed. Furthermore, this part of the study determines the relationship between the results and the raised hypotheses.

### 2.3.1 Teachers' interview analysis

The first instrument for data collection was interview; it was addressed to seven English teachers from various middle schools in order to explore the teachers' ways of assessment in teaching English and its impact on EFL pupils'.

**Item 01**: For how long have you been teaching English?

| Teaching Experience | Number of teachers | Percentage |
|---|---|---|
| 1 – 5 years | 2 | 28% |
| 5 – 10 years | 1 | 14% |
| 10 – 20 years | 1 | 14% |
| More than 20 years | 3 | 42% |
| Total | 7 | 100 % |

**Table 2.1: Teachers' Teaching Experience.**

This question aims at knowing the teaching experience of the EFL teachers. As it is represented in the above table, teachers who teach more than 20 years got higher percentages among the selected sample with 42 % and 14 % represents teachers who teach more than 10 years, and 14% for the ones who have more than 5 years in teaching, and 28% for others whom have teaching experience between 1 – 5 years.

**Item 02:** For how long have you been teaching English using CBA?

| Teaching Experience Within CBA | Number of teachers | Percentages |
|---|---|---|
| **1 – 5 years** | 2 | 28,57 % |
| **5 – 10 years** | 1 | 14,29 % |
| **10 – 16 years** | 4 | 57,14 % |
| **Total** | 7 | 100% |

**Table 2.2: Teachers' Teaching Experience within CBA**

As it is mentioned above the higher percentages goes to teachers who apply CBA in teaching English more than 10 years with 57,14% which indicates that the teachers who have more experience in teaching with CBA take the biggest place in the sample. In addition, teachers who teach within this approach more than 5 years represent 14,29 %, and more than 1 year represent 28,57 % from the sample.

**Item 03:** Does this approach make teaching effective?



**Chart 2.1: The Effectiveness of CBA**
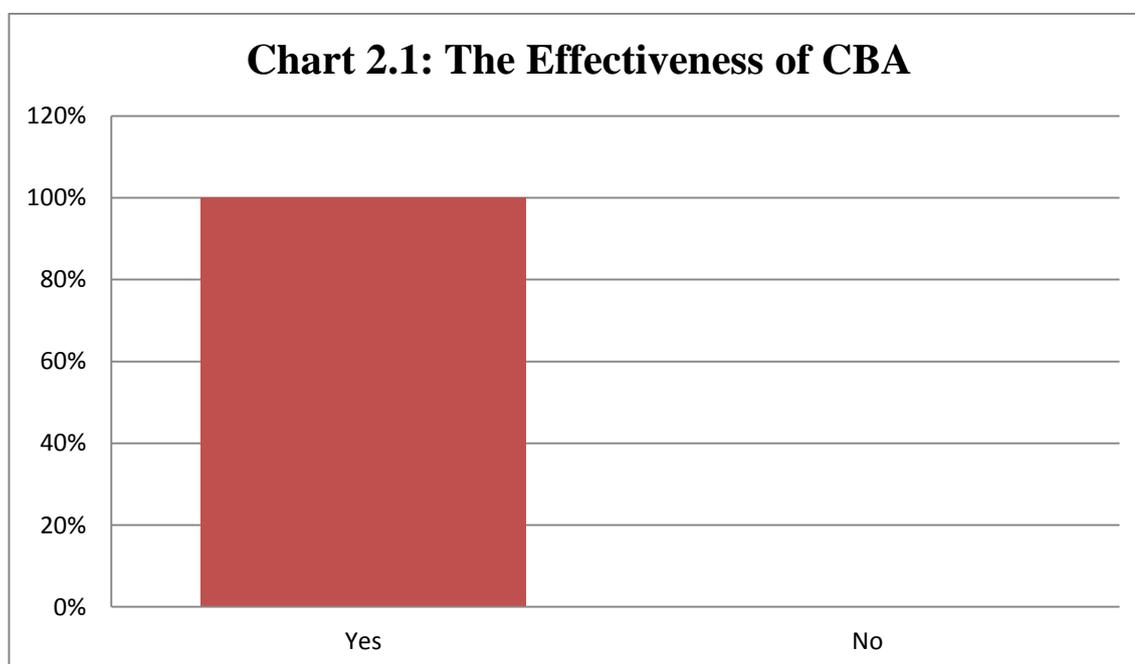
From the chart, it is noticeable that all teachers 100% affirmed that CBA is effective in teaching because teaching within CBA is built on the pupils' competencies which facilitate the learning/ teaching process. In addition, the teaching materials (lesson plan) are designed to this approach should always be competency focused. While some of them stated that, it is effective if it will be applied in the right way. Therefore, they stated the number of learners in the classroom constitutes a handicap for the success of CBA. They affirmed that CBA cannot succeed in classes of over than 40 learners, they confirmed that teachers try their best to incorporate this approach but they never succeed in such an environment.

**Item 04:** How do you assess your pupils' performance?

Concerning this question, teachers provided various answers, the most of them They stated that they used different types of assessment among those types the most stated ones were diagnostic and formative, summative assessment, thus using tasks and projects. While others affirmed that each skill is assessed differently, reading and listening are assessed through reading comprehension tasks writing is assessed through written expression assignments, therefore, the speaking skill is the one that is not assessed as it deserves due to the lack of time and the number of learners.

**Item 05:** Which type(s) of assessment do you consider as the most useful and effective?

| Assessment's Type | Number of teachers | Percentages |
|---|---|---|
| **Diagnostic** | 7 | 100 % |
| **Formative** | 5 | 71 % |
| **Summative** | 6 | 85 % |
| **Self-assessment** | 0 | 0% |
| **Peer-assessment** | 3 | 42% |

**Table 2.2 The Most Effective Assessment Type.**

As shown in the above table all the teachers have chosen more than one type as an effective ones, as well as  all the 7 teachers argued that diagnostic assessment is the most useful and effective with  the percentages of  100%  and 71%  represents 5 teachers who see that  formative is effective type, while 85% goes to the 6 teachers who argued that summative is the most effective type. As mentioned above it means that the most of the teachers considered the diagnostic and formative, summative as the most useful and effective assessment in teaching English, it was affirmed through teachers' answers that each type has its importance in teaching and learning processes. Those types of assessment take a huge role in enhancing learner performance by studying the learners' weakness in order to fix it. While 42% represents 3 teachers who affirmed that peer assessment is considered as the most effective because learners can improve his knowledge with the help of their classmates. In some cases, the pupil is aware of his mistakes by the constructions provided by a colleague. Maybe those pupil constructions can be more comprehensible than the teacher's constructions. While the absence of self-assessment is clearly observable, it may due to the less understanding of this kind of assessment and the lack of time allowed in the course.

**Item 06:** Are all types of assessment done in every English language lesson?

Some teachers see that it is possible to apply all assessment types in every English lesson but the teacher has to decide the suitable kind for his aims and plans the timing. Others argued that it is difficult to apply all of them in every lesson due to the time of the course and depends on the number of pupils that plays a big role. Furthermore, they affirmed that it depends on the teaching phase and pupils' need.

**Item 07:** Does the time allotted for the course permit you to apply your selected types of assessment?

The teachers affirmed that if the teacher knows how to manage his lesson, it will be possible to assess pupils' as planned in the course as the CBA lesson plan is based on the 3 types of assessment. However, some of them argued that it is impossible to practice all the assessment types mentioned within the course due to the lack of time and the number of pupils within the classroom.

**Item 08:** Does the number of pupils  within the class allow the assessment process to be performed under  Competency-based approach ? can you explain

The entire sample argued that the number of pupils plays a big role in allowing the assessment process to be performed under competency-based approach. Teachers affirmed that the overcrowded classes make it hard and difficult to apply CBA and appropriately assess pupils'. Teachers stated that the huge number of pupils within the class does not permit to work collaboratively. Thus, it would prevent the learning-centered process as the most important principle of CBA, to occur during the lesson.

**Item 09:** What is the impact of assessment on EFL pupils' performance?

The answers for this question were the same in which all teachers agree on that assessment provides the teacher with a lot of information about the pupils' on which he/she can decide his next step and the suitable strategy to teach with. Additionally, when pupils' know that they will be evaluated they tend to do better and be more serious so it affects their performance directly and indirectly.

### 2.3.2 Classroom observation analysis

Classroom observation was selected as a $2^{nd}$ instrument for gathering data from $3^{rd}$-year middle school in two sessions, the class contains 32 pupils. It was observed in order to investigate the use of assessment in class and its impact on EFL pupils' performance. The observation results were as follow:

**Q01:** Does the teacher use the diagnostic assessment before starting the lesson?

**(Yes),** it was observed that the teacher used diagnostic assessment at the begging of the lesson, either by asking pupils' about the last lesson or showing them pictures that lead them to the next step of the lesson.

**Q02:** Do pupils' respond to the teacher's assessment?

**(Yes),** it was noticeable that all pupils' reacted positively. They were participating, they answered the question addressed to them correctly that facilitate the teacher to enter the lesson.

**Q03:** Is there any connection between the use of diagnostic and formative assessment?

**(Yes),** as it has been observed, the teacher used the correct answers or suggestions given by the pupils to start the lesson. Those pupils' answers were the connecting point between the diagnostic and formative assessment that is the lesson itself.

**Q04:** Does the teacher face any difficulties in using formative assessment?

**(No),** the teacher did not face any kind of difficulties when using formative assessment, because pupils were responsive with the lecture, they make the atmosphere easy for the teacher to explain in an easy way.

**Q05:** Do pupils show any interest and motivation during the lesson?

**(Yes),** it was obvious that pupils respond positively, they were interested in the topic. Additionally, they were motivated and most of them were participating and answering questions. It was clear that they were not bored.

**Q06:** Do pupils self-assess their performance during the lesson?

**(No),** during the session observed, the teacher did not integrate any kind of activities that allow for pupils' self-assessment during the course.

**Q07:** Is there any kind of peer assessment during the course?

**(No),** peer assessment was observed as absent as the teacher did not select assignments that allow the use of this type of assessment.

**Q08:** Does the teacher use a summative assessment at the end of the lesson?

**(Yes),** it was obvious that the teacher used this type of assessment at the end of the lesson, by using tasks and exercise in order to know to which extent the pupils understand the lesson and what they learned from the lesson.

**Q09:** Does the use of assessment affect the pupils' understanding of the lesson?

**(Yes),** it was noticeable that assessment affects the pupils' understanding of the lesson because the summative assessment's result was positive. Most of the pupils answer correctly the tasks given to them that means that they strongly understood the lesson.

**Q10:** Does the use of assessment affect the pupils' performance?

**(Yes),** It was clearly observed that the teacher's assessment of the pupils during the lesson affect the pupils' performance. As it was observed, the teacher was standing on weaknesses and errors done by pupils' in order to fix them and guide them to the right road of the lesson.

## 2.4 Data interpretation

According to the results obtained from the teachers' interview, it was noticeable that teachers strongly realize the importance of assessment on pupils' outcomes. Besides, as it was shown in the teachers' responses, the role of assessment was crucial. The process of enactment of assessment in the classroom to enhance learning has proven to be challenging to teachers. Additionally, most teachers use different types of assessment while teaching which leads to confirm the first hypothesis of the research work.

On the other hand, the results of classroom observation shown that assessment is applied in English classes. Teachers try to assess their pupils in order to get them involved in the lesson and reinforce their learning weakness during the lecture. From what it was observed, assessment facilitates to the teacher to enhance the pupil's diagnostic deficit, assessing what a pupil knows and how he learned it provides valuable information to both teacher and pupils in setting achievement goals.

To sum up, all the previously mentioned findings strengthened more of the background ideas of this research work. They strongly confirmed the two hypotheses which assume the development of pupils' performance through assessment. Also, the different use of assessment types and positive attitudes of EFL teachers towards assessment in the learning and teaching process have high effects on pupils' performance.

## 2.5 Suggestions and Recommendations

Using classroom assessment to improve both teaching and pupils learning is not a new concept. Its main goal is to improve learning, which does not provide only effective cognitive or achievement outcomes; but also improvements in pupil confidence, school attendance, and participation in class, attitudes toward learning, and a variety of other effective measures.

On the other hand, quizzes, tests, writing assignments, and other assessments teachers administer on a regular basis in their classrooms tend to be the assessments better suited to guide improvements in instruction and pupil learning. Teachers trust the results from these assessments because they relate directly to instructional standards in the classroom. In addition, results are immediate, relevant, and easy to analyze at the individual pupil level.

However, to use classroom assessment to make improvements, teachers must change both the way they view assessment and the way they interpret results. Specifically, they need to see their assessments as an integral part of the instructional process and as an essential element in their effort to help pupils learn.

Based on the previous result findings, it is considered very important to make some recommendations to the teachers as well. Hopefully, this set of recommendation will be taken into consideration:

## A-Use Assessments as Sources of Information for Teachers and students

Nearly every pupils have suffered the experience of spending hours preparing for an assessment only to discover that the material the pupil studied was different from that the teacher chose to emphasize on the assessment. This experience is a common one for pupils' because many teachers still mistakenly believe that they must keep their assessments secret.

Classroom assessments that serve as meaningful sources of information do not surprise pupils. Instead, they are well-aligned extensions of the teacher's instruction. Such reflects the standards the teacher emphasized in class, along with the criteria the teacher provided for how pupils performance would be judged.

Ideally, these concepts, skills, and criteria are also aligned with the state common core standards. Pupils see these types of assessments as fair measures of important learning goals. The results of the assessments facilitate learning by providing essential feedback on pupil learning progress and by helping to identify learning problems.

### B-Validity and Reliability of Assessment

A test or a pop quiz can both give the teachers a pretty good idea of a pupil's learning, but only if it is a valid and reliable assessment without bias. There are many assessments that are pretty flawed with ambiguous wording, unclear instructions, or obscure cultural references that are unreliable and possibly biased. So when designing assessments, the teacher should be aware of those pitfalls.

The dreaded homework, worksheets, and the answering of chapter questions may be considered "busy work" if it has no purpose. Any assignment or task with the purpose of teaching and learning is an assessment. Group work, projects, and reports, written or oral, are assessments. Any means of analyzing a pupil's knowledge, reasoning, or skills requires planning and forethought.

### C- Productive Feedback

Productive feedback is more than a score or marks, but it's also more than just a couple of words. Teaching pupils involves giving "corrective," timely, feedback that encourages them through their learning.

For example, "this is excellent" doesn't give the pupil anywhere to go from there. And if this pupil continues to get as without doing anything extra, they might become complacent and expect the '' Excellent''. Many times, the teacher also expects the ''Excellent degree ''  and bias can sneak into the assessment. Try giving that pupil productive feedback that will help them extend their learning, like, "You hit the mark on recognizing the main character's moral dilemma; nice critical thinking skills! Next time, I'd love to see you consider the antagonist's perspective."

Conversely, the student who receives a bad grade and "much improved" has no idea what they still need to work on—or what they did well. Many struggling

pupils are unable to see the positive side of their work on their own. When that's the case, this pupil will eventually stop trying very hard if they see no possibility of improving. Then expectations exist, which leaves the door open to bias. Say something positive, but also give them clear instruction on what to work on.

### D- Motivate Pupils to Be Responsible and Active Learner

Motivating pupils to learn transfers the responsibility for learning to them, leaving the teacher as the knowledge base, resource, and facilitator. When they believe their success is the teacher's goal, not just to "get through the next chapter" or "proctor the test", they will be more inclined to ask for support, be creative, and want to learn more.

Assessing pupils and using that information to inform, empower, and motivate them in purposeful, productive ways is the key. It is more work, but it is also more rewarding to see the students improve and learn to challenge themselves every step of the way.

### 2.6 Conclusion

This chapter, aimed at explaining research procedures and analyzing data collected. Therefore, its main aim is to investigate the effectiveness of assessment on pupils' performance. The findings of this research clearly shown that assessment has a positive impact on EFL pupils' performance, it enhances their performance, it becomes a lens for understanding pupil learning, identifying invisible barriers, and helping the teacher to improve the teaching and learning approaches. Finally, it is important to be mentioned that both research hypotheses are confirmed.

# General
# Conclusion

# General Conclusion

Algeria like the rest of the whole world witnessed a wide spread of English language, especially at the educational level. It has adopted a new educational system called 'the Educational Reform' characterized by using the Competency-Based Approach (CBA). Its goal is to modernize and develop education to face globalization requirements. Thus, this new approach adopted new developments on different educational aspect among those aspects, assessment has an important change within this new approach.

Based on this, the assessment within the pedagogy of CBA is defined as the process of measuring and judging the efficiency and competence of the pupil that is in the process of growing and constructing through various educational activities.

This research work aimed to investigate the effectiveness of assessment on EFL pupils' performance in middle school since the performance of pupils is the most target in the learning and teaching process. Based on this, the work has been devoted into two chapters. The first chapter is a theoretical framework which deals with the main concepts related to CBA and its implementation in Algeria with its main purposes. then it tackled the main concept of assessment within CBA. In this concern, different assessment types are included.

On the other hand, the second chapter is the empirical phase of the work entitled Research Design and Data Analysis. It served both the design of the research as well as the analysis of the results. A combination of qualitative and quantitative data was used in order to reach the results assumed from the researchers' hypotheses. This included a teachers' interview and classroom observation. The sample selected was 3rd-year grade at Mohamed Al Arbi Hadj Djeloul middle school and teachers from various middle schools in Mecheria, for the sake of gathering information. The gathered data were analyzed and discussed and interpreted in order to prove or disapprove the hypotheses suggested. As a final step in this chapter, a set of

suggestions and recommendations were designed for EFL teachers to facilitate and improve the teaching/learning process by using assessment within CBA.

The findings, concerned with the effectiveness of the use of assessment on EFL pupils' performance and its role educational system revealed that teachers use different types of assessment while teaching. Thus through results obtained, it was observable that assessment affects the EFL pupils performance.

From the final findings, the two hypotheses were approved. The data obtained from the two instruments used confirmed the first hypothesis concerns the use of different assessment types. It was noticeable that EFL teachers use many types of assessment among them diagnostic, formative, summative and peer assessment. Besides, the second hypothesis concerning the impact of assessment on EFL pupils' performance was strongly approved. According to the results of teachers' interview and classroom observation, it was strongly clear that assessment affects the pupils' performance due to the function of assessment within teaching. In other words, all assessment types have an important role in enhancing pupils' performance, as diagnostic assessment, it is considered as a pre-assessment that allows the teacher to determine pupils individual background or pre-knowledge, strength, weakness, and skills in order to diagnose pupils difficulties. While formative assessment allows the teacher to evaluate pupils' work because of providing them with feedback. Besides, summative assessment's goal is to evaluate pupils' learning at the end of an instructional unit such as examinations.

This research, considerably, attempted to investigate the impact of assessment on pupils' performance. Based on the new meaning of assessment within CBA, assessment is not based primarily on knowledge alone, but rather on the overall development of the pupil. And it is based on placing the pupil in a situation where he is called to accomplish a personal work, employing a set of tribal gains.

## General Conclusion

Finally, it is worth noting that this research work opens the doors for further researches that may be handled in different ways and tackled from different angles and may conduct other new suggestions in attempts of raising pupils' performance using assessment.

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# Appendices

# Appendix I

## ( Teachers' Interview )

Dear teachers, This interview is a data collection tool for a Master Dissertation about the impact of assessment on EFL pupils' performance. Your contribution will be of great help to achieve research objectives. You are invited to answer the following questions. Thank you very much.

1- For how long have you been teaching English?

2- For how long have you been teaching English using CBA?

3- Does this approach make teaching effective?

4- How do you assess your learner's performance?

5- Which type(s) of assessment do you consider as the most useful and effective?

- Diagnostic

- formative

- summative

- Learner-centered assessment ( self- assessment)

- Collaborative assessment ( peer assessment )

6- Are all types of assessment done in every English language lesson?

7- Does the time allotted for the course permit to do your selected type(s) of assessment?

8- Does the number of pupils within the class allow the assessment process to be performed under Competency-based approach ? can you explain

9- What is the impact of assessment on EFL pupils' performance?

# Appendix II

## ( Classroom Observation )

| Middle school : | Academic year : 2018/2019 |
|---|---|
| Observer : | Level : |
| Session : | Date and time : |

| Criteria | Yes | No | Comment |
|---|---|---|---|
| 1. Does the teacher use the diagnostic assessment before starting the lesson? | | | |
| 2. Does the pupils' responds to the teacher's assessment? | | | |
| 3. Is there any connection between the use of diagnostic and formative assessment? | | | |
| 4. Does the teacher face any difficulties in using formative assessment? | | | |
| 5. Do pupils show any interest and motivation during the lesson? | | | |
| 6. Existence of pupils' self-assessment during the lesson? | | | |
| 7. Existence of pupils' peer assessment in the course? | | | |
| 8. Does the teacher use summative assessment at the and of the lesson? | | | |
| 9. Does the use of assessment affect the pupils' understanding of lesson? | | | |
| 10. Does the use of assessment affect the pupils' performance? | | | |