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*Baccalaureate Exam Scores as Predictor of First Year EFL  
Students' Achievement  
The Case of First Year Students at M'sila University*

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Requirements for the Degree of Master

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## ***DEDICATION***

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*Thank you all for the joy that you bring to my life each and every day and I love you all.*

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## **Abstract**

The present study investigates students' perception of their scores and the transition they undergo from high school to college in FL classes in the Department of English at M'sila University. Assessment is a vital instrument for enhancing teaching and learning. In order to test our hypotheses, the researcher used correlational survey research. The data is gathered through the use of one questionnaire administered to forty (40) students of English in order to collect their attitudes and responses about assessment, Educational transition and its relationship with scores. The sample is chosen randomly. The results of analysis indicate that students have no idea about assessment although they have chosen English as personal choice to study at university; they did not know even how the curriculum is working. Moreover; they did not know exactly their purposes of studying English. The results show that students have faced different levels of psychological and academic problems. Multiple changes have to be introduced at both high school and freshmen years to help learners adapt to the requirements of higher education.

**Key Terms:** Assessment, Transition, EFL

## LIST OF ABBRIVIATIONS

**2L:**Second Language.

**A:**Average.

**BAC:**Baccalaureate.

**EFL:** English as Foreign Language.

**EFL:**English Foreign Language Learner.

**LEL:**Learning English language.

**SPSS:**Statistical Package for the Social Sciences.

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# *Introduction*

## **1. Background of the Study**

Some may notice that baccalaureate exam is a crucial point in students' lives. Such point of transition may help students move from being under the role and the responsibility of a teacher to another stage which is being an independent learner. In this case, they may become more responsible on what they may achieve. So, one of the most important issues that can be in concern of scholars is the relationship between the scores gotten in the baccalaureate exams and the level the students may acquire in their first year. In such research, assessment may play a major role, since it can be considered as a systematic process that can focus on three main points which are; what students may know, which ability they have to do and what are learning to do (Victoria Bernhardt, 1998).

L'amprianou and Athanasou (2009) points out that assessment is connected with education goals of diagnostic, placement, evaluation, selection, guidance and administration. Usually, assessment is a continuous process that can be guided by a teacher, who is responsible to give certain instructions not only at the beginning or the end of the unit. But also before during and after the designed course. Some other scholars like Biggs may consider assessment as a critical process that may provide valuable information about how teaching may appear effective and how these students may achieve progress in certain points, where the teacher himself can have a clear view about what he really expects from students.

Assessment is based on three major types. These types are Diagnostic Assessment, approximately defined as an assessment that plays an important role in identifying students' strengths and weaknesses towards the subject being learned (Zhao, 2013). It happens at the beginning of the unit of study. Mainly, it has different subsequent types such as, journals, tests and performance based assessment. Through this the teacher may find out most important students' strengths that help him to plan the appropriate instructions that will meet the desired goals of teaching, and may suit each individual learner's learning. Formative Assessment is somehow defined as diagnostic test but the difference between them lies on the point that formative assessment provides ongoing feedback to the teacher the usefulness and the effectiveness of instructions. Such type of assessment can be used to accomplish certain purposes. For example, identifying the major areas of growth, where there must be a strong focus on attention and efforts. Another type can be called as Summative Assessment, usually, that type occurs at the end of the study.

The reason behind that is to determine the knowledge, the skills, and attitudes that have developed over a period in order to summarize student's progress and growth. Mainly, formative assessment doesn't take into consideration a form of particular instrument or task (Moss, 2008). Erickson has used what can be called as proximal formative assessment to show how this type of assessment is actively related to instruction. In one hand, assessment can not only be the only thing that plays a role that can affect learner's achievement because there is what can be called Testing. In foreign language learning, testing has three main functions: definition of the course objectives, stimulation of student's progress and evaluating classroom achievement. The previous mentioned purposes tend to be helpful in the way they define and determine course objectives and offering different opportunities for the learner to measure how well he may master specific linguistics items of the target language. Hence; in educational terms, giving tests is based on any procedure for measuring ability, knowledge and performance.

Richards et al (1985, p.291) In fact, argued that there are various sorts of testing such as: Achievement Test, Progress Test, Psychometric Test, Competence Test, Performance Test and Discrete Point Tests. Achievement Test can be defined as a test that focuses on the point whether the individual learner has mastered the content of the course and how this should be done and preceded. That is to say achievement test is very important since it emphasizes on the value of mastering the course content.

Progress Testing is used at various stages throughout the language course in order to determine the level of progress that the learner reached and what they learn. Proficiency Test generally focuses the point of measuring general linguistics knowledge and major abilities or skills without referring to any specific course. Psychometric Test has an important aim which is measuring psychological traits such as personality, intelligence, aptitude, ability, knowledge skills. All these traits may have and make assumptions about the nature of the ability that is going to be tested. Competence Testing can be helpful in the way it measures the candidates acquires capability to understand and produce certain level of foreign language. It can be defined by the psychological, lexical, grammatical, sociolinguistics and discourse components. Performance Test which may include direct and systematic observation of the actual student performance, where this later can be rated basing on pre-established performance criteria. Integrated Test may include variety of activities that assess skills and knowledge in an integrated manner. Moreover Discrete Pint Tests, as another important type

of testing, it contains items that show the candidates' ability one level of language and one element of both either the receptive or the productive skills.

## **2.Statement of the Problem**

Assessment and testing are considered as two major aspects of learning languages, where the learner can work independently to be more achieved. This may help him to be aware sufficiently in order to shed light on the EFL. Through the role that can be played by assessment and testing in high school in both language learning and teaching fields, and basically on the influence that they may have on learners' scores, it has been seen that these two aspects have remarkable relationship between baccalaureate exam scores and the first semester university students scores

The possibility of finding a link between assessments and testing is still one among the most complex issues that attracts scholars' attention around the entire world. Hence, some scholars give much emphasis on the value of assessment; where they consider it as an important tool that can help teachers assess students to keep lifelong learning and achieve the desired goals of teaching. In this research, there is a critical issue that can be seen as problematic and confusing at the same time. This later focuses on the period of transition that the students may witness from baccalaureate until the first semester at college, where there is a focus on scores that will play an important role in students' progression. But how these scores can predict students' achievement results is what matters for us. Probably this issue seems to be confusing since it emphasizes not only on the link between students' score and their achievement, but also the important tools used to reach high level of progression during this period of transition. Among these tools, there is what can be called assessment and testing. Assessment is seen as a process that is used by teachers and students to recognize and respond to students learning in order to enhance that learning during the learning (Cowie& Bell, 1999 p.32).

Assessment can be also defined as a critical process that may contribute in providing information about how teaching can be useful in the way that helps in students' progression, there teachers can have clear view about the strengths and weaknesses about each individual student. Thus they can build their expectations. This idea has been supported by Biggs (1999) who said: *"Assessment is a critical process that provides information about the effectiveness of teaching and the progress of student and also makes clearer what teachers expect from*

*students*”. Moreover, assessment as abroad field of study can be defined as any process that provides information about the thinking, achievement or progress of students (Crooks, 2001). Assessment refers to all the activities undertaken by teachers and by their students in assessing themselves. It provides information used as feedback to modify teaching and learning activities. Such assessment becomes formative when the evidence is actually used to adapt the teaching to meet students needs (Black &William, 1998p.32). Apparently, this process can be undertaken under two major categories. These categories are self-assessment and peer assessment.

Self- assessment mainly is different from the peer's one. Self-assessment is considered as one of the most efficient ways to engage students in their learning (McMillan&Heam, 2008). In such sense, Spiller (2012) has focused on the point that assessment has a significant value in the way it provides motivation for further engagement in learning and also enhances learners’ responsibility and independence as they take control of their learning. The other category of assessment is peer-assessment. Boud and Falchikov (2007), both define assessment as a process of providing feedback on peer's work based on success criteria that the students may previously have established. While Topping (2009) has described it as learner’s agreements to examine and determine the quality of a product. Some scholars argue that peer assessment has some advantages.

Topping at al (2001) is one of them. Such scholar said that this type of assessment helps students to really understand the objectives of the course. The feedback that students get from their peers seems to enhance their motivation for improvement more than judgment. In addition, it helps students to work together and support each other to organize their learning, recognizing their strong points and their weaknesses identify parts that need improvement and finally develop a range of skills (Searby and Ewers, 1997). In fact, assessment has different functions such as being informative, corrective, prognostic, and motivational. Boud (1999) has focused on the point that assessment as a process shouldn't only think only as an instrument to give students a diploma, but it should also be as a process that leads up to students development and better learning conditions and applications.

Stiggins (2001) agreed upon the idea that assessment has different methods. Usually, teachers use some of them to measure their students learning papers and pencil tests, standardized tests, oral presentations and questions and answers activities. Therefore, teachers spend a great deal of their class time engaged in one type of assessment or another. According

to Grounoud (1990), assessment of students entails using a well-organized system namely tests. Testing can be defined as an event that especially setup to elicit a performance for the purpose of making judgment about a person's knowledge, skills or abilities. The test' takers response are mainly judged or scored according to a mark scheme. Rosnick and Rosnick (1992) have found that schools and teachers tend to use test format as a model of curriculum and instruction. Thus distancing instruction from direct needs of students and narrowing the curriculum. It is highly argued that assessment can have positive effects on learning. It also have negative impacts on students such as decreasing intrinsic motivation and self-efficacy for learning as well as reducing the effectiveness of feedback (Black&william,1998b; Crooks,1998; Hattie& Tumperly,2007; Klinger&Devisi,1996).

### **3.Aims of the Study**

The main purpose of this study was to investigate whether assessment and testing are an important aspect which helps students to work independently. In addition to that to highlight the most types of both assessment and testing that may be used in high school which has an important role for students' transition.This study aims to highlight the importance of assessment and testing in high school for and to check out if there are any indicators of the facilitation of learners transitional phase. Moreover to figure out the attitude of first year student of EFL vis-A-vis the transition from high school to university.

### **4. Significance of the Study**

This study is significant because it attracts the attention of many scholars and is still had a part of focus in many recent researches and studies. The aim behind that is to discover the importance of assessment and testing in high schools to check out if there are any indicators of transitions scores. In this study, there is a gap between the possibility and the impossibility of whether there is a link between assessment and testing and how they may work together in developing students' level when they move from secondary school to the first year of college, where new abilities, skills and knowledge will acquire.

## **5. Research Questions and Research Hypothesis**

To carry out this study, the following research questions are addressed:

1. Is there any relationship between baccalaureate exam and first semester scores?
2. Can we predict achievement of students based on that relationship?
3. What are the attitudes of first year students of EFL and their teachers vis-A-vis the transition from high school to university?

In the light of these research questions, the hypothesis states that, there is a critical issue that can be seen as problematic and confusing at the same time. Consequently; the results show that students have faced different levels of psychological and academic problems. Multiple changes have to be introduced at both high school and freshmen years to help learners adapt to the requirements of higher education. So there is relationship between baccalaureate exam and first semester exam scores.

## **6. Overview of Research Methodology:**

To better tackle the issue above, the method that we use in this research is the descriptive method. It is the best method that fits the outlined objectives. Concerning data gathering tool, I will use one questionnaire for students. I use this data gathering tool in order to achieve a more reliable and comprehensive picture in testing my hypotheses. The target population of this study is oriented towards Forty (40) first year students of English department at M'sila University, they are chosen by random. I provided a brief verbal introduction and explanation of the purpose of the study.

## **7. Key Terms**

**Assessment:** *“is a critical process that provides information about the effectiveness of teaching and the progress of student and also makes clearer what teachers expect from students”* Biggs (1999).

**Transition:** Transition is defined as a period of time that can draw students to achieve the coping skills and develop appreciated progress, this progress can be either positive or negative (Cited in a dissertation submitted for the degree of Doctorate, May 2011, p.20).

**English as a Foreign Language (EFL):** *“is used in contexts where English is neither widely used for communication, nor used as the medium of instruction.”* (Carter & Nunan, 2001, p.2).

## **8. The structure of the study**

The whole work is divided into two main chapters; the first chapter reviews the related literature. The second one is concerned with the practical part of the study.

Chapter one provides a better understanding of research variables. It is devoted to shedding light on giving general overview about educational system in Algeria, and I mention the definition of assessment and testing, its major types and how can they be given in certain points, where they participate in developing students' abilities, when they transited from college to university level. I try to focus on how to learn in term of college readiness, and on students' scores in term of transition.

Chapter two deals with research design including population, instrument and procedure. Besides, data analyses and limitations are included. Then the detailed analysis of student's questionnaire in order to know whether the hypotheses are proved or disproved.

## Introduction

This chapter is mainly devoted to discuss the main ideas that have strong connection with students' transition from High School to University, where there has been a strong emphasis on how students may develop a pre-understanding about the nature of the transitional period that they may witness during this stage. More importantly, this chapter will shed light on defining the most important factors that may interfere in such transition, and what important tools used at first year to achieve the desired goals such as; assessment, testing, and evaluation.

### 1. The Educational System in Algeria

It has been argued that there have been different reforms that touched the educational system in Algeria. These reforms tend to have more emphasis on increasing the efficiency and the effectiveness of schooling. In fact, the suggested reforms put into consideration particular problems and issues like enhancing the quality of teaching, adopting the curricula, and organizing the school setting. More importantly, it is highly known that after 1962 the Algerian Government decided to build its own identity away from the French colonial project that aims to destroy the Algerian identity. Clarck (2006) stated that it is very important to discuss the chronological development of the educational system, beginning with the curricula adopted and the socio-political changes that have been witnessed. The first change is seen through the replacement of French with Arabic in 1960 at the primary and the secondary levels. Whereas, the second change related to the compulsory education reforms that assigned 6 to 10 years as optimal age to start education with tuition –free instruction. Lakehal-Ayat-Benmati (2008) stated that *“An educational system is a large and multifaceted organization which involves the coordination of many components: personnel, students, parents, curriculum, and learning materials directed to a common purpose”* (p, 67).

The educational system in Algeria is subdivided into four levels: primary, lower secondary, upper secondary, and college. Generally, education in Algeria is founded by the Algerian government and categorized as public institutions (Clarck, 2006). Mundy et al (2016) stated that education system of nowadays is characterized by the fact of having globalized perspectives because the designed aims particularly attempt to serve the systems that are unified under specific aims, and which have the purpose of preparing effective learners and citizens.

## **1.2.The Status of English in Algeria**

The world of today witnessed different changes and developments in all domains of life. Among these changes the use of English as an international language. English becomes more useful in different fields such as science, technology, trade, business transport and tourism. More importantly it is used in many countries as a medium of high education. Cock (2003) argues that due to the accelerated expansion, English facilitates the speed and the quantity of international communication.

The ministry of education in Algeria gives more importance to the usage of English language and supported the teaching and learning of foreign languages. After the independence, Algeria started to make an educational system that is based on high quality of teaching and learning, where the issue of effective teaching is regarded as a step that leads to well developed and improved achievement using the valuable outcomes that matter for their future success (Coe et al,2014). In this regard; English is taught for seven years, from first year in the middle school until the last year at secondary school.English is mainly used as a second foreign language after French .For higher education, it is known that English as a language is taught as a branch of study. Sometimes it is used as a supplementary module in different modules such as; Physics, Biology,Economics, and Sociology.

## **2. Educational Transition**

### **2.1. Definition of Transition**

Transition is defined as a period of time that can draw students to achieve the copingskills and develop appreciated progress, this progress can be either positive or negative(Cited in a dissertation submitted for the degree of Doctor, May 2011, p.20). But Gale and Parker (2012) agreed that although the drawn attention given to transitions in higher education by different researchers and institutions in the field alike, it remains largely underdeveloped concept. However; heargued that how we define transition often dictates and how manage it. To addressing the literature on transitions through the student life cycle, the concept of transition in higher education is discussed.

## **2.2. Students' Transition**

The shifting point of transition from high school to university is internationally seen as a matter of difficulty for most students. Students are faced different criteria that may interfere in such transition such as: academic preparation, financial preparation, college choices and so on. This fact is mainly supported by Hossler and Vesper (1999). St .John (1991) put emphasis on the fact, that academic preparation is a key predictor for college attendance. Other researchers put into account that economic needs is not the only thing that can be considered as a barrier to college entry but also low income students(Cited in Cabrera et al ,2003; ossler , Braxon ,& Cooper Smith ,1989).

Students are faced by the fact that they may witness some kind of shifting along their educational career. As they may immediately, they need to bear in mind different levels of preparation and understanding of the academic rigor required, ( Astin,1993).Usually, it has been seen that there is a difference between a students who live at home and attend a local college, and the ones who live in campus. The first category is remarked by the fact that they may experience less disruption in their daily lives.Whereas, the second category is going to be faced by travelling long distances and living in campus so far from their home.

According to Holmstrom, Karp, &Gray, (2002) when students chose a college, the transition and its subsequent influence on students begin. The magnitude of changes in the experience of students are affected by the living arrangements, the distance from home, and attending a school with a friend, to an extent, students understand the changes associated with transition, but the reality often surprises even the most attuned students (Cited in JSGE Summer 2006, pp. 211–221).

## **2.3.Transition as a Matter of Change**

Those students through their educational career may witness variety of transitions but the most important one is the shift from high school to college. In such transition, students should know well how they may develop pre-understanding about university, understanding the undergoing change and becoming students, in addition to experiencing the first year at college. Gale and Parker (2012) have agreed upon the point that a successful transition is characterized by the notion of how a student is capable of navigating change.In turn; this change is navigated depending on the institutional of interpretation.

Hisoy and Parker (2012) have emphasized on the fact that transition results in change. Usually, students may experience different transitions in which they may commonly share the fact that they are all vital events that will all lead to a remarkable change. Some scholars such as Gale and Parker (2009) have stated that there are three main concepts of transition in terms of literature and practice; induction, development and becoming.

Hussy and Smith (2010) have defined that the shift in student that may emerges as students move in and through university. More particularly, this may not be the same as induction which may put transition in fixed setting and aligns it in frequent way with first year of college. Gale and Parker (2012) have bare into account another categorization of transition which is becoming. They have stated that transition is an integrated part of normal student development and intellectual maturation. This may reflect the point that transition is not a standalone experience. So, transition is not a linear process that accommodates and includes the difficulties of contemporary student experience.

## **2.4. Factors Impacting Transition**

It is highly argued that when students move from one level to another, they may feel the sense of being surrounded by different challenges and opportunities in college environment. Such things may shape their development understanding the undergraduate students' college experiences has been examined in a large extent, in terms of students academic preparation (Brown,2010; Jamelske,2009, Kahn & Nauta,2001,Keup &Barefoot,2005;Noble,Flymn, Lee; &Hilton,2007; Starke; Harth ,&Sircanni,2001).

Various scholars have asserted that there are different factors of transition such as the development of survival skills that may include money and time management ,self-discipline ,responsibility for one's own physical, emotional ,financial ,and academic well being( Bakar, Nc Neil ,&Siryk ,1984).Hence, it has been argued that personal characteristics, family background are major influencing factors in first year and may affect the quality of students transition to higher education through two ways : distinctive features that influence initial commitment with the institution and a perceptions or expectations about the possibility of completing their undergraduate programmes (Tinto,1993) .

### **3.College Readiness**

#### **3.1.The Definition of College Readiness**

College readiness is associated with students' higher rates of college enrolment and achievement, as well as improved student engagement, self-efficacy, independence, financial responsibility, and reduced risky behavior (Hooker & Brand, 2009) as cited in (SSWJ 2015;Cassie M. Dinecola, Annahita Ball, and Steven Maberry p32). Student's readiness to college is very important for each individual one. Readiness as a means; student need to enrol and achieve success without remediation in a credit bearing in general education course at a post secondary institution that offers a baccalaureate degree of transfer of baccalaureate program(onley.2007).It has been associated with student's higher rates of college enrolment and achievement; as well as student engagement.

Adelman(1999,2006) puts into account that the most important factors they play a major role in developing students to be ready to enter college in the strict high school curriculum. Adelman argued that success in college is influenced by the intensity quality of their high school course work. Moreover it has been argue that preparation is a key element that enhances transition to college. Also, there has been main focus on the point that tracking in high school,academic coursework, and social preparation are strong predictors of both college entry and subsequent performance (Nora &Random, 1990, St.John, 1991;Thomas,1998).

It is highly known that students are faced by the reality of entering different kinds of institution in higher learning with different levels of preparation and understanding of the academic rigor required (Astin, 1993). Students' readiness is also influenced by distance, where the ones who live at home and attend a local college are likely to experience less stress in their daily lives. But the other category that leaves the state and lives in campus. So is not the same.

#### **3.2.Major Challenges**

The view that has focused on the issue of transiting from high school is stressful; social and psychological event has been supported by many scholars (Bing 2003, Bernier, Larose, 7 Whipple, 2005).Many students may experience some kind of problems when transiting to university. This may include depression, loneliness, academic difficulties and substance abuse. Such problems may lead to dissatisfaction, disengagement, lower

achievements and activities (e.g.Caamano, Isorna, Corral, Parada & Cadaveira, 2008; Fiedlander, Reid, Shupak; Cribbie, 2007).

Previously mentioned difficulties are significantly experienced by students during the period of transition to college in connection with remarkable changing needs of students. There has been a strong attention to adjustment of first year university students and interest to improving graduation rates. More importantly, it has been said that students attrition, low academic yield and excessive amount persistence at university(Astin,1984;Bean& Eaton,2000). In addition, an adjustment to university is complex, multifaceted construct that involves an array of demands that vary in type and degree and requires a variety of coping strategies involving many factors other than academic performance (Baker& Siryk,1984).

### **3.3.Specific Components of (C.R)**

Students during the transition period from college into university are in need of making a sense of identity (Huon&Sankey, 2002; Leese, 2010; Scanlon, RowlingWeber, 2005). Such learners are in need of working autonomously and independently (Fazey, 2001). Hence, the focus on establishing a positive learner identity has been seen as a necessary factor of persistence and success of life in university (Briggs & Hall,2012). More importantly, Some researchers who have interest in college readiness say that successful college students may possess various skills and knowledge ( Act,2007; Bloom ,2010). Other scholars have outlined the specific components of college readiness (Conley, 2012; Connect Ed ,2012 ; McAlister& Mevs,2012).

College readiness has been seen as a preparatory step of students' needs for college entry and persists to graduation without needing remediation. Such readiness may include competencies such as; cognitive academic factors, non academic factors,and campus integration factors.

#### **3.3.1.Cognitive Academic Factors**

It may include the content knowledge and different cognitive skills that may lead to success in entry level college coursework (Barnett et al,2012; Poster &Polikoff, 2012). Usually, students must work on acquiring the content knowledge (Adelman,1999, 2006; Conley, 2010). They need the basics in the most important academic subjects in order to develop proficiency in different domains such as critical thinking, problem solving,

metacognition, communication skills, and system thinking which facilitates learning across discipline (Connected Ed,2012; NRC,2012).

### **3.3.2.Non-Academic Factors**

It may include non-cognitive abilities or mind sets and behaviors (Farrington et al,2012). Mind sets are seen as attitudes, beliefs, and emotions that students may have about themselves as well as schooling (Dweck, Walton& Cohen, 2011). For instance, this may include engagement, motivation, self-efficacy, and persistence (Robbins et al,2004). Academic behaviours may push students towards engaging with content and maximize learning (Conley, 2012; Kuch, 2007).

### **3.3.3.Campus Integrated Factors**

It is based on two major ideas which are college knowledge and the relationship to self and others. College knowledge generally refers to understanding the procedural requirement and cultural expectations of higher education (Conley, 2005; Hooker & Brand, 2010). The relationship to self and others is based on being aware of the post-secondary context, college readiness is highly known for developing a strong relationship to one's self and others. College ready students may identify their goals, recognize their strengths and weaknesses, and understand how they may fit into large campus community. More specifically, college ready students may possess social emotional skills that enhance positive relationship building and community engagement (Aries & Seides, 2005; Sedloak,2004).

## **4.Assessment and Testing**

The terms assessment and testing; These interfere, can often be taken to mean the same thing, and hold distinctive overtones, 'testing' being strict, harsh, inflexible and narrow-minded, 'assessment' being fine, sensitive, and wide- or woolly-headed (Testing: Friend or Foe? . Paul J.Black 1998)

According to Linn (1989)

*The design of tests is useful for the instructional decisions made in the classroom require an integration of testing and instruction. It also requires a clear conception of the curriculum, the goals, and the process of instruction. And it requires a theory of instruction and learning and a much better understanding of the cognitive processes of learners.The structure of*

*assessment and testing policies is a complex one, including the intersection of sides of pedagogy, psychology, curriculum, professional competence statistics and status, budgets, political priorities and competing public (cited in Paul J.Black 1998p155).*

#### **4.1.The Definition of Testing and Evaluation**

Test is a specific form of assessment, it is considered as a subset for assessment (Hughes, 2003; Brown and Abeywickrama, 2010). Test is a way that is worked to evaluate the ability of student to performance in a specific field and time limit with some particular purpose. (Cited inKedar Prasad Sah. Academic Voices A Multidisciplinary Journal Volume 2, NO. 1, 2012p.29).

Valette (1977, p4) argues that *“the function of test is considered as a sort of the learning process if correction performance is directly affirmed”*. Richards et al., (1985, p. 291), sees test *“as any way for sampling ability, knowledge and performance”* while Brown (1994, p. 252) sees that a test is a method of sampling the ability of person or knowledge in a given area in educational terms. In very practical terms, tests yield scores that mirror features or characteristics of individuals (Allan, 1995). (Cited from The Impact of Assessment on Student Learning 2002 through UCD Connect).

*“The overall aim of any form of language testing is to measure the language abilities of candidates in such a way that a realistic representation of their average of skill in using language in non-test situations is provided” (Milanovic, 2002, p. 2).*

Evaluation points what follows assessment in decision making. It is a rule regarding the quality, importance, or worth of a response, performance based on established criteria and curriculum standards or product. Evaluation should reflect the purposed learning results of the curriculum and be harmonious with the approach used to teach the language in the classroom. But it should also be sensitive to the variation in culture, gender, and socio-economic background. Students should be given chances to prove their extent of knowledge, abilities, and skills. Evaluation is also used for giving progress to parents or guardians, and for making decisions concerned student’s prize and awards. (Manitoba Education and training and training, 1997. p3).

The evaluation of teacher is an essential element in developing student learning outcomes. It is regarded with combining evidence from several sources that is using to

support developments in practice and inform on teacher performance (Kedarn Prasad Sah. Academic Voices A Multidisciplinary Journal Volume 2, NO. 1, 201p01)

## **4.2.The History of Learning Assessment**

For today: Develop and justify a conceptual setting for college results and for assessing implementation and learning the history of learning assessment provides some important lessons. Shavelson(2007) put a definitive point that campuses committed to assessment know well: that assessment all by itself deficient condition for high learning and improvement.

The assessment of college learning saw four eras:

### **(1) The Origin of Standardized Tests of Learning: 1900–1933**

The Carnegie Foundation guide the movement; in 1916, William Learned examined students “in the experimental school at the University of Missouri in Arithmetic, penmanship, a statistical treatment, spelling, English composition utilizing recognized tests, reading and, procedures, scales that although comparatively crude was indicative” (Savage 1953, 284). The main study here concentrated on the learning of student, not simply on implementation in the senior year, by examined students during their senior year of high school and then testing them other time during their sophomore and senior years in college(Shavelson2007.p6).

### **(2) The Assessment of Learning for General and Graduate Education: 1933–47**

During this era a general education and general colleges in universities across the country;saw development situation, as well as the evolution of the Graduate Record Examination (GRE). The University of Chicago College program and the Cooperative Study of General Education are the most important examples of general education learning assessment era (for additional programs, see Shavelson and Huang 2003). The previous reflected thinking in the progressive era whereas the last had its roots in the Carnegie Foundation’s visualization of learning but also embraced progressive concepts of human expansion as well(Shavelson 2007.p7-8).

**(3) The Rise of Test Providers: 1948–78**

In this era, the precursors of today’s major learning assessment programs were expanded by testing organizations (Shavelson and Huang 2003, 2006). These 1960s and 1970s testing programs involved ETS’s Undergraduate Assessment Program, which incorporated the GRE, and ACT’s College Outcomes Measures Project (COMP). The previous developed via the Academic Profile into today’s Measure of Academic Proficiency and Progress (MAPP), and the last developed into today’s College Assessment of Academic Proficiency (CAAP)(Shavelson 2007.p10).

*The following table shows key terms and its features of the previous eras (Shavelson2007.p10-11-12).*

<b>ETS</b>	Studied Constructed-Response Tests that tapped Communication Skills, Social/Cultural Awareness, Analytic Thinking, and Synthesizing Ability.
<b>GRE</b>	Undergraduate Assessment Program that include the GRE tests.
<b>COMP</b>	Include film excerpts, tapped discussions, advertisements, music recordings, stories, and newspaper articles.
<b>MAPP</b>	Measures College-level Reading, Critical Thinking in the Context of the Humanities, Social Sciences, Mathematics and Writing.
<b>CAAP</b>	Measures, writing, science, reading, mathematics, and critical thinking to enable postsecondary institutions to assess and optimize general education programs.
<b>ACT</b>	Experimented with open-ended performance-based assessments.

**(4) The Era of External Accountability: 1979–present**

The study program and tests of this era are (Shavelson2007.p26)

- (ACT) Academic Profile and Measure of Academic Proficiency and Progress (MAPP).
- (CAE) largely objective tests College Assessment of Academic Proficiency (CAAP).
- (ETS) largely objective tests Collegiate Learning Assessment constructed response tests.

### **4.2.1.The Definition of Assessment**

Assessments may be conducted to serve several different purposes such as: how learning is assessed (Paul J.Black 1998,p23). Assessment is considered as the most important guider of student’s learning. It has been shown that the attitudes of student according to their studies are strongly affected by assessment’s nature and timing(Feargal Murphy. March 2009).

Assessments are not only measure learning’s outcomes achievement but they also assort or grade student implementation. They can have a strongly effect on how students approach their learning by Well-timed and well-designed. Essays and Essay Plans Presentations, Portfolios, Reports, Posters and Annotated Bibliographies can all be assessed by the students and are assessments styles amenable listed to peer or self-assessment(The Impact of Assessment on Student Learning.2002 p1).

Assessment includes all activities that students and teachers assure to get information that can be used to change teaching and learning. This contains teacher observation and analysis of student activity reports, tests, essays, homework, practical procedures and classroom discussion of issues (Dr.EkuaTekyiwa Amua-Sekyi.2016 p1).

## **5.Types of Assessment**

Assessment has three major types which they may differ from each other, and large scale high stake assessment type is considered as the most important type. These types are:

### **5.1.Large Scale High Stake Assessment**

It is highly important to know that large scale high stake assessment is very important in educational research. Such type of assessments can be defined as tests that can be administered to big numbers of students (Mountana Office of Public Instruction,2001). They are particularly used for many purposes such as; knowing how to test (Wiggins, 1993), measuring the success of schools and its systems for the responsibility to the teachers about their students’ educational results (Lander, 1999), and measuring the achievement of each individual student.

Large Scale High Scale Assessment can have a much appreciated affects on students’ learning. This can be viewed in many ways.Stecher (2002) stated that when the learning

achievement are identified below expectations and important information concerning students knowledge is given, large scale assessment results can play a vital role in motivating students to work hardly, effectively and in a smarter way. The results that can be viewed from the large scale assessment may allow teachers to have information about the most important strengths and weaknesses of students as well as the curriculum (Elliot & Branden,1997; Nagy,2000). Consequently; the teacher can use the gotten results in order to improve the diagnosis of each student's individual needs. In addition, Stecher (2002) confirms that effective use of assessment results by the teacher can help in making changes in teaching practices. Thus, a remarkable enhanced student learning and achievement will be noticed.

## **5.2.Formative Assessment**

It has been found that students bring to the work a scare of assessment from their experience of summative tests. Formative assessment has been confirmed and it takes some time for students to be more positive about formative work (Black and Dockrell, 1984; Black and Wiliam 1997).

Formative assessment is an important part of effective learning and teaching and its validity depends on learnings' models validity on which they are depended. Formative assessments' practice must be closely joined with pedagogy and curriculum and is central to perfect quality of teaching (Paul J.Black 1998 p123). According to McManus (2008, p. 3), Formative assessment is a way in which both teachers and students provide feedback during instruction to arrange the learning and teaching process in order to rise student achievement (Dr.EkuaTekyiwa Amua-Sekyi 2016,p87). Formative assessment includes three aspects of self-assessment, peer assessment, and teacher assessment.

### **5.2.1.Self-assessment**

Self-assessment is a meta-cognitive process of self-monitoring and general reflection of one's own thinking and it refers to inherent introspection of the individual learning of students (Salder,1989).

According to James H. McMillan and Jessica Hearn(p.4)as:

*"...a way which students 1) observe and estimate the quality of their thinking and behavior when learning 2) know strategies that develop their comprehending and proficiency. When*

*learners judge their own work to develop performance, self-assessment appears and they identify discrepancies between desired performance and current”.*

Boud (1986) supposed for developing self-assessment process that the learners are suggested to be able to identify standards that will doing to their work, and to make decision on how students’ work refers to this standards (cited in Divid. Nicol and Debra Macfarlane-Dick,2006).

### **5.2.2. Peer Assessment**

Peer assessment show the way to the students to learn better from successes, and weaknesses of other students. According to Sadler (1989), the following benefits will be provided to students’ work when they are working together or in groups: the practice is of the same sort, and learners react with many procedures to find solution.

Peer assessment has a vital role to play in formative assessment, in which learners comment and judge their classmates’ work (Michelle Schwartz). In addition, Weaver and Cotrell (1986) see it “as a mean by which skills can be enhanced and achieved”. (cited in Michelle Schwartz, p.01). In peer assessment, and in order to do oral activities (situation dialogue, group discussion...), learners are needed to work in group organized by four students. After the presentation, students are supposed to fill in the portfolio to evaluate the members of the group work in the level of speakers’ speed, coherence of dialogue and cohesion, intonation, and the choice of body language, suitable words and facial expressions (cited in Tingying Tang,2016).

### **5.2.3. Teacher Assessment**

Teacher assessment is an important way of formative and ongoing assessment process;teachers are suggested to find out the learning’s activities effectiveness (Cowie andBell,P.539). Ruben (2016,p.97-100) supposed phases with elements that let the teachers allow teacher to evaluate proficiency speaking. Those steps are as follow: performance assessment and assessment use, assessment task, planning and developing, and assessment need and purpose.

### **5.3. Summative Assessment**

The difference between assessment for the formative purpose and for the summative might be actually small (Paul J.Black 1998p28).

(Biggs, 2003) Argued that Summative assessment creates marks, academic reports, tests, and qualifications which are socially highly valued. Its' events are usually designed to aid make a (final) judgement about the achievement of learners on a programme and prospect subsequent achievement; certify implementation and award a qualification; provide information in helping the other for making decisions; aid make resolution about entry to other learning programmes; and give a formal proof of a learner's competence (Awoniyi& Fletcher, 2014).(Cited in Dr.EkuaTekyiwaAmua-Sekyi 2016p02).

Summative Assessment includes a several types which are; Examinations (major, high-stakes exams), Final examination, Term papers, Projects, Portfolios (could also be estimated during its development like a formative assessment), Performances, the course's student valuation (teaching effectiveness) and Instructor self-evaluation.

### **5.4. Diagnostic Assessment**

Diagnostic assessment helps teacher to identify his students' current knowledge and information of a subject, their skill sets and capabilities, and to clarify misunderstanding before teaching takes place. It helps the teacher to know the strengths and weaknesses of students and help him better plan what to teach and how to teach it (Hanna, G. S, &Dettmer, P. A, 2004).

Diagnostic Assessments includes a several types which are (Hanna, G. S., &Dettmer, P. A. (2004) :

- Pre-tests (on content and abilities).
- Self-assessments (identifying skills and competencies).
- Discussion board responses (on content-specific prompts).
- Interviews (brief, private, 10-minute interview of each student).

## **6.Assessing Methods**

There are a large range of methods available to assess the learning performance of student we will mention them as follow: (Testing: Friend or Foe?.. Paul J.Black 1998p81).

- Fixed response questions are a set of options that student has to choose such as multiple-choice, they have many benefits , notably in coverage and reliability of scoring, but can have bad feedback impacts on learning habits.

- Closed response questions are based on a structured sequence. They bring more feedback about student's thinking and can yet take a few times and use well observed marking procedures.

- Essay questions are the response of a student in writing an essay and are a unique in finding a complex knowledge and reasoning structure; the intended requests have to be fixed to student in some detail.

- Authentic assessments can be made of a set of classroom practices and automatically meet some of the requirements for validity; however, the indication of a suitable tasks, both of teachers and tasks require careful attention and the procedures for providing reliability across different in assessment.

- If cost and time can permit the distribution of a range of methods, test's reliability and validity result can be promoted so that the results that they supply can be gathered.

- A variety of approaches are graded assessment, portfolio assessment, modular assessment and records of achievement have enriched them to testing by breaking away from the dominance of the single terminal test and by enhancing a wide range of student's characteristics that can be valued and certified. (Testing: Friend or Foe?.. Paul J.Black 1998p100-101).

## **7.Teachers' Role in Assessment and Testing**

Assessment by teachers can make a powerful contribution to beating some serious problems of gaining right assessments for both degree and responsibility (Paul J.Black. 1998.p104).Insofar as teachers have to be included two roles which are formative and summative assessment, Teachers are obliged to experience some stress between their roles. The first is private, concentrated on the learning needs of their students, which it must be their

first interest to serve. The other has to think with stress and the bonds that come from outside (Paul J.Black.1998 p121).

### **7.1.Tools to use in Assessment ( Observations and Checklists )**

Teachers have made instructional resolutions related to how they have always controlled and observed students in the classroom. Too often, these notes have not been documented and have been informal in the foreign language class. There are a lot of probabilities for registering information to help guide the observations and ensure that they are consistent for all the students involved. (Cited in, Assessment, Articulation, and Accountability, 1999 p63).

Checklists are used for formative assessment to observe the behavior of students and proceed towards reaching stated aims. Teacher observation checklists and checklists for self- and peer assessments are two kinds of checklists.

According to Burke (1994):

*“Observation checklist is “a strategy to observe particular skills, behaviors, or arrangement of individual or all students in the class.” She proposed that teachers use it for “formative assessments by concentrating on specific thinking, behaviors, speaking skills, social skills, writing skills...” (Cited in, Assessment, Articulation, and Accountability,1999. p64).*

While checklists provide many advantages for registering teacher observations, they are also beneficial device to guide students in self- and peer-assessment. In this case, students check off the objectives as they are able to meet them and the checklists clearly state the unit objectives. Checklists can be adapted to permit for answers such as: Rarely, Never, Always, Frequently, Sometimes or Yes, No, Not Yet. Another column can be put for peer-assessment and parent assessment made at home (Cited in Assessment, Articulation, and Accountability, 1999.p65).

## **7.2. Classroom Assessment**

Assessment is a systematic way of collecting information on what a student knows, is able to do, and is learning to do. Assessment information gives a planning for instruction, learning and the foundation for decision-making. Assessment is an integral aspect of instruction that promotes, helps, and celebrates student learning by using a variety of assessment techniques, teachers collect and supportive outcome. They also use this information to personate individual needs and to develop their instructional programs, which in turn empower students to learn more effectively (Manitoba Education and training and training, 1997.p1).

## **7.3. Students' expectations**

Students look to assessment as a source of stress, which made them worried and the assessment was not used to tell them how to work differently (Paul .Black.1998.p129). The role of teacher was to prepare the student with the reflective skills to lead and evaluate their own work in their analysis of their feedback (Paul J.Black.1998. p131).

## **7.4. Assessment of Students' Response and learning**

To any exercise includes an interpretation of that reply. The teacher focusing on the formative aim that will be checking for proof of any barrier of misunderstanding with which the student wants help, while the task is to show the extent to which the student's work has met given target criteria for the summative aims (William and Black, 1996). As cited in (Paul. Black. 1998p105).

Assessment of students' learning has become mostly important for higher education's institutions toward the United States over the past two decades. In order to confirm that students are graduating with both; the critical thinking skills which is necessary to be successful members to the associations and agencies that utilize them. And the basic knowledge in their chosen branch of study as well as the writing and speaking, this movement is in large part empowered by outside compresses (Prepared by Office of Assessment University of Nebraska).

## **8.The Main categories of Assessment Strategies**

Assessments are classified in different ways (Hill and Larson, 1992; Herman, Aschbacher, and Winters, 1992). In fact, for purposes, categories are used and developed by The National Center for Research in Vocational Education (NCRVE) that is clearly pertinent to vocational educators (Rahn et al., 1995).

There are four main categories of assessment strategies; written assessments, performance tasks, senior projects, and portfolios assessments. Rahn et al (1995) differentiate three types of written assessment, Multiple choice (true-false matching) involve selected responses and Open ended Essay, problem based, scenario involves constructed responses (Brain .Stecher-1997 page 25-26).

Performance tasks are hands-on activities that demand students to show their ability to carry out certain actions. This category of assessment include an overmuch large range of behaviors, covering designing products or experiments, gathering information, data analysis, results interpretation, and planning reports or presentations (Brain M.Stecher-1997 page 27).

Senior projects, are differ from written assessments and performance tasks because they are cumulative and it used here to specify a particular type of culminating event in which students can develop their skills .Culminating event has three components; a research paper, a product or activity, and an oral presentation (Brain M.Stecher-1997 page 29). Finally, portfolios are the last category of assessment strategies which identified that they are designed to show the extremely student's good work, and in other way how they are developed their acts over time, and still others are comprehensive repositories for all the student's work (Brain M.Stecher-1997 page 30).

## **Summary**

The next chapter is devoted to the practical part of the current study. It deals with research methodology and discussion of results, it will be illustrated the framework of the research in terms of the method used, and to achieve the objective behind the current investigation, it is opted for the questionnaire as tool of gathering data since this latter was considered as useful instrument for conducting this study. In the next chapter, the items of each questionnaire will be described and will give a better understanding of the research process and a better illustration of the study main concerns.

## *Chapter Two*

# *Baccalaureate Exam Scores as Predictor of First Year EFL Student's Achievement*

## **Introduction**

The present work research is about students' perceptions of their scores and transition from high school to college. In chapter one, the literature review provided theoretical background as well as comprehensive information concerning the transition from high school to university and assessment and testing in high schools as predictor of university EFL learner achievement. The second chapter discusses the field work. This chapter presents the research design including research population, instrument and procedure. Then it deals with data analyses, results and discussions.

### **1. Research Design**

The purpose of this design study was to investigate the scores of first year English university students of English department concerning their opinions about their transition to university, and about assessment and testing in high schools. The context, in which this study took place, was at Mohamed BoudiafM'silaUniversity. Forty (40) first year students studying there were selected from two classes for the study to answer the survey. The students studied at high school different branches, some of them studied Scientifics and the others studied Literature and Foreign Languages. Consequently, they studied English as a module. Whereas; they study it at university as branch, they specifying in English fields, they studying grammar, oral expression, writing and phonetics...etc.

Survey research is used:

*“to answer questions that have been raised to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally, to describe what exists, in what amount, in what context”* (Isaac & Michael, 1997, p. 136)..

Correlational Research gives the relationships between two variables or more, it is popular and useful, it gives a good starting position and opens up a great deal of further research to other scholar. The previous mentioned are its advantages; the next are its disadvantages which show that correlation research gives only the relationship between variables. (Cited in Mark filipowich; updated June 25, 2018). A correlation investigates the relationships between two variables which can be strong or weak, positive or negative. And it

is a type of research often used in psychology to gather information. (Cited in Kendra Chrrey. Updated 2019 very well mind).

### **1.1.Sample**

The sample was selected randomly from the English department. Forty (40) first year students studying at M'silaUniversity were selected from two classes for the study. The data collected in such research will be significantly based on the quantitative method as an important way to know the different views about assessment, to know their scores before and after their transition to university.

### **1.2.Instrument**

One survey was distributed for students; it is designed to see if there is any relationship between baccalaureate exam and first semester scores, to predict the achievement of students based on that relationship and to know the attitudes of first year student of EFL. The questionnaire includes students' ages, their scores in BAC exam, English BAC, Oral, Grammar, and Writing and Forty nine (49) questions, divided into four (4) sections; the first section was about personal information, the second one was about English as foreign language, the third one is about assessment, evaluation and testing, the fourth and the last one is about students' transition from high school to university. This may help to accomplish the objective of this study. (See the students' questionnaire in Appendix).

To collect data, I used one survey for students. I chose the questionnaire as my data collection tool. This research quantifies the students' perceptions. Simple questionnaire items generated not only based on my knowledge, but also based on the literature review and the internet search. The draft questions were discussed with my supervisor who told me to modify some statements such transferring interrogative statements to affirmative on, in order to fit five point Likert- type Scale.

Gay, et al (2009) argued that Likert- type Scale surveys provide more objective manner in which to collect data, so that it may be quantitatively analyzed (Cited in Robin Barnard Bachelor, 2015). The choices on five point Likert- type Scale included Strongly Disagree, Disagree, Neutral, Strongly Agree and agree. We used five point Likert- type Scale because its structure is simple, it has a highly reliable scale and it is easy to read and complete for the participants (Dane Bertman, p.07).

Quantitative data, Students' perceptions of scores and transition from high school to college questionnaire items, were analyzed using the Statistical Package for Social Sciences version 22.0 (SPSS). A sum of forty (40) respondents from (M'sila English Department). A total of forty (40) students' responses was analyzed for the sake of this study.

The researcher entered all data into SPSS program. Responses to the five point Likert-Type questions were coded as follows: Strongly Agree with 5, Agree with 4, Neutral with 3, Disagree with 2 and Strongly Disagree with 1. Overall item mean values were averaged over the respondents to compute average overall item mean value. Then, the investigator read data several times familiarizing with data, making notes, referring back to the question. The data, students' items, were sorted to find connection by generating themes and patterns. A descriptive statistics and Multiple Regression analysis were used. Overall correlation is significant at the 0.05 level (2-tailed), and the other one is significant at the 0.01 level (2-tailed). It decided to combine between students' items of each section in order to compare the item mean scores, giving possible interpretations and reasons behind. It may help to accomplish the objective of this study.

This chapter discusses the field work of the study, it presents a descriptive statistics and Multiple Regression Analysis, mean values and correlations were averaged over the respondents to compute average overall item mean value and correlation, and Bar Graphs have drawn to each section

### **1.2.1. Section One: Personal Information**

English is an international language and one of the easiest languages in the all over the world. In a large number of countries English language considered as the official language, it is predestined that the users in the world whom use English to communicate on a specific basis are two billion. English language is the predominant business language, and it is so important for people to speak English, because there are many stimulus to learn it, like: Tourism, the modern world language of media, technology and scientific articles, universal economic and the Internet that demands a good information of English. Mostly in speaking English.

English language is seems as second language of a lot of Arab countries, like: Arab Gulf, Jordan, Palestine, Iraq, and others. Jordan utilizes it in the ministry, several formal situations, in addition, of the Jordanian universities; English is used as a first language

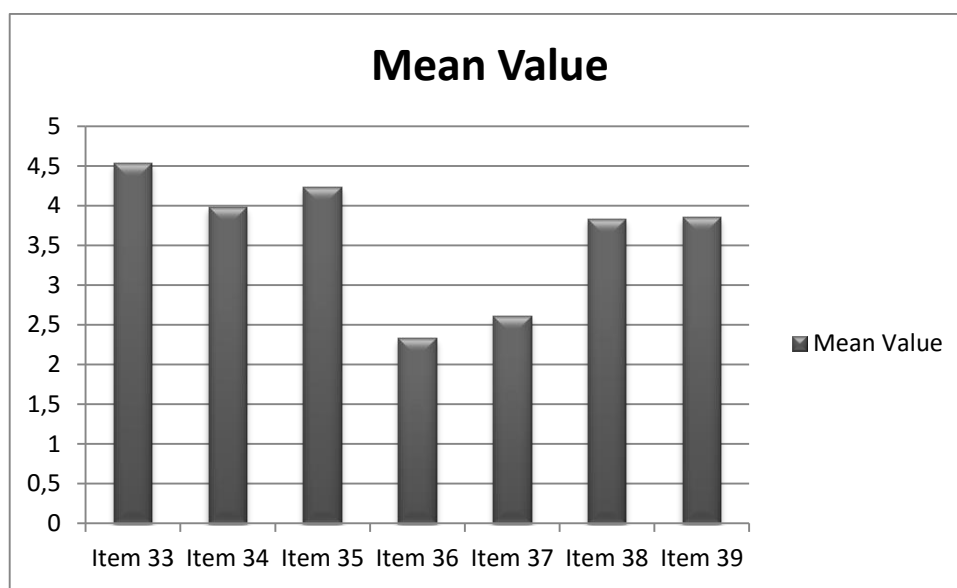
indiscourses, and discussions. However; reading and listening are seems to be the tworeceptive skills in language learning, and writing and speaking are the other two productiveskills which are important to be completed in the development of active communication. Ofall the above four macro English skills, speaking is a necessary skill wanted for communication (Zaremba, 2006), as Cited in (IJEE July, 2016).

This section indicates students' responses in choosing English at university and if itwas personal or imposed choice. In addition to that it indicates the reason behind learning English.

**1.2.1.i.Descriptive Statistics**

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7
Mean Value	4.55	4.35	2.38	3.98	3.75	4.13	4.23

**Table A:” Descriptive Statistics of Personal Information Students’ Questions”**



**Graph A: Students’ Personal Information Responses**

In the table above, Students’ responses mean value of item 1 is ( $\tilde{x}=4.55$ ) so they are strongly agreed of their personal choice to learn English, as we have seen in their responses of the second item mean value ( $\tilde{x}=4.35$ ), they are strongly agreed which means they likedEnglish at high school this why they choose it. In addition to that most students’

responses mean value of item 3 is ( $\bar{x}$ =2.38), they disagreed that their level at university is the same as at high school, so it is logical results since the curriculum is not the same as at high school also life conditions'. Whereas, the mean value of item 4 is ( $\bar{x}$ =3.98), item 5 is ( $\bar{x}$ =3.75), item 6 is ( $\bar{x}$ =4.13) and item 7 is ( $\bar{x}$ =4.23) so all of them are strongly agreed. Consequently, the result here indicated that, some students choose the same responses of each item in the main purpose of learning English, they mixed their answers between travelling and living abroad, pursuing postgraduate studies, getting good job in the future, and to communicate effectively with foreigners and natives. The results indicated that students have no experiences and no ideas, this is why they found difficulties in choosing their main purposes of studying English at university.

### **1.2.1.ii. Correlation of Section One**

**Item 01 of Students' questionnaire:**"My choice of English was personal"

**Table 01:**"Students' personal choice"

	<b>Item 2</b>	<b>Item 41</b>	<b>Item 46</b>	<b>Item 48</b>	<b>Oral</b>
<b>Item 1</b>	0.357*	0.377*	-0.626**	0.484**	0.559**

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of the first students' item of choosing English as personal choice and with both questions, in loving their high school English sessions' which is (n=40, r = 0.357, p<0.05), and how the tests are based on the content which is (n=40, r = 0.377, <0.05) are weakly correlated. In addition to that, item 1 and the item 46 of students' desire in hanging the branch are negative strongly correlated (n=40, r =-0.626, p<0.01) while in item 1 and item 48 of students' feeling in doing better next semester are positive Strongly correlated (n=40, r =0.484, p<0.01). Finally item 1 and oral Average are strongly correlated (n=40, r =0.559, p<0.01).

Most students chose English by their own desire because they liked it from the previous years of high school as session, and in other hand tests were made from the courses that students have studied so it not logical to find weak correlation. The results demonstrate that students did not think to change the branch, although the difficulties that they have faced. This

why the correlations are negatively correlated, since they chose English, it is good to feel that they can do better next semester which indicates a strong correlation.

**Item 02 of Students' questionnaire:** " I liked the English session in my class at high school"

**Table 02:** " Students' mood of high school sessions"

	<b>Item 4</b>	<b>Item 5</b>	<b>Item 6</b>	<b>Item 16</b>	<b>Item 30</b>	<b>Item 31</b>	<b>Item 46</b>
<b>Item 2</b>	0.471*	0.367*	0.338*	0.321*	0.395*	0.433*	-0.401*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of second students' item of loving their high school English sessions' and item 4 of their main purpose to learn English at university which is to travel, to study and live abroad are moderately correlated ( $n=40$ ,  $r = 0.471$ ,  $p<0.05$ ). Whereas, the correlation with the other items such as item 5 of their other main purpose to learn English is to pursue postgraduate studies ( $n=40$ ,  $r = 0.367$ ,  $p<0.05$ ), item 6 which is to get job in the future ( $n=40$ ,  $r = 0.338$ ,  $p<0.05$ ), item 16 of how teacher taught them to improve their performance ( $n=40$ ,  $r = 0.321$ ,  $p<0.05$ ), and item 30 which denotes if they have any idea about assessments' types ( $n=40$ ,  $r = 0.395$ ,  $p<0.05$ ) are weak correlation. Item 2 and item 31 of teachers' revision are moderately correlated ( $n=40$ ,  $r = 0.433$ ,  $p<0.05$ ). Finally, item 2 and the item 46 of students' desire in changing the branch are negative moderately correlated ( $n=40$ ,  $r = -0.401$ ,  $p<0.05$ ).

The results shows that the students who liked their high school English sessions have faced a lot of problem during their transition, because each one could not decide his purpose of studying English at university which means that there are a cognitive and emotional aspect that affected on their choices. So it is logical to find a weak correlation. According to their responses they have ideas about assessments types and they are making sure of teachers' help. So the results demonstrate that students did not think to change the branch although the difficulties that they have faced, this why they are negatively correlated.

**Item 03 of Students' questionnaire:** " My level at university is the same as at high school"

**Table 03:” Students’ level at university and high school”**

	<b>Item 27</b>	<b>Item31</b>	<b>Item 38</b>	<b>Item 42</b>
<b>Item 3</b>	-0.486**	-0.503**	0.334*	-0.373*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*.. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of third students’ item that shows their level at both university and high school with item 27 of how teachers are using classroom assessment to improve instructional methods (n=40, r =-0.486, p<0.01) are negative strongly correlated. And with item 31 of how teachers are assessing revision orally (n=40, r = -0.503, p<0.01) are negative strongly correlated, whereas with item 42 of exams’ kind question (n=40, r =-0.373, p<0.05), are negative weakly correlated. Finally, Item 3 and the Item 31 of I have efforts and time to learn better are weakly correlated (n=40, r =0.334, p<0.05). The results indicated that students are sure of their level which is not the same as it was at high school so it is logical to find weak correlation with other items and by teachers’ help; they feel that they can learn better.

**Item 04 of Students’ questionnaire:**”My main purpose of learning English at university is to travel, study and to live abroad”

**Table 04:” Travelling, studying and living abroad as students’ main purpose of learning English”**

	<b>Item 6</b>	<b>Age</b>	<b>Oral A</b>
<b>Item 4</b>	0.400*	-0.405**	0.312*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*.. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of the fourth item which concerned the purpose of learning English is for travel, study and live abroad, and in item 6 is to get a job are moderately correlated (n=40, r = 0.400, p<0.05). While item 4 and age are negative strongly correlated (n=40, r =-0.405, p<0.01). Finally item 4 and Oral Average are weakly correlated (n=40, r =0.312, p<0.01).

When we compare between the two items 4 and 6, we find that students did not know their purposes in learning English they mixed their responses and it is not logical to find this correlation. So here we discover that the transition has an important rule for students' decision. Compared to age, they are younger than knowing their purposes and having no idea about what is right or wrong that is why they have faced problems. Finally, and compared with Oral average it is logical to find weak correlation because in high school oral was not necessary as grammar and they should know how to practice speaking skill till they can travel or live abroad.

**Item 05 of Students' questionnaire:** "My main purpose of learning English at university is to pursue postgraduate studies (Master Degree, PHD)"

**Table 05:** " Pursuing postgraduate studies as students' main purpose of learning English"

	<b>Item 44</b>	<b>Item 45</b>
<b>Item 5</b>	0.328*	0.319*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of the fifth item which concerned the purposes of learning English to pursue postgraduate and item 44 of students' feeling of ease during test (n=40, r = 0.328, p<0.05) and also item 45 in asking their teacher when they faced difficulties (n=40, r = 0.319, p<0.05) are weakly correlated. The results are logical because students work hard and do their best to pursue postgraduate studies.

**Item 06 of Students' questionnaire:** " My main purpose of learning English at university is to get a good job in the future"

**Table 06:** " Getting a good job in the future as students' main purpose of learning English"

	<b>Item 16</b>	<b>Item 38</b>	<b>Item 46</b>	<b>Age</b>	<b>Grammar A</b>
<b>Item 6</b>	0.403**	0.375 *	-0.433 **	0.402*	0.321*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of the sixth item which concerned the main purpose of learning English at university which is getting job in the future and item 16 of how teacher taught their students how to improve their English performance (n=40,  $r = 0.403$ ,  $p < 0.01$ ) are strongly correlated, while item 6 and their age (n=40,  $r = 0.402$ ,  $p < 0.05$ ) are moderately correlated. The item 6 and item 38 which concerned the efforts and time that student has to learn better are weakly correlated (n=40,  $r = 0.375$ ,  $p < 0.05$ ). In addition to its correlation and the scores of grammar are weakly correlated (n=40,  $r = 0.321$ ,  $p < 0.05$ ). Finally, item 6 and item 46 which concerned if the students feel to change the branch (n=40,  $r = -0.433$ ,  $p < 0.01$ ) are negative strongly correlated.

It is logical results because teacher helps his learners to improve their English performance in that age, this is why they are moderately correlated while in other result we noticed that students did not think to change the branch although the difficulties that they have faced, this why they are negatively correlated. Finally, it is acceptable to find students' effort to learn and grammar score related with item 6 since students are mood to decide their purposes.

**Item 07 of Students' questionnaire:** "My main purpose of learning English at university is to communicate effectively with foreigners and natives"

**Table 07: "Communicating with foreigners and natives as students' main purpose of learning English"**

	<b>Item 15</b>	<b>Item 23</b>
<b>Item 7</b>	0.398*	-0.359*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of the item question which concerned the main purpose of learning English at university such as communicating with foreigners and natives effectively and item 15 of engaging them with conversation with classmates to learn the language (n=40,  $r = 0.398$ ,  $p < 0.05$ ), are weakly correlated and item 23 of their opinion of testing is negative weakly correlated (n=40,  $r = -0.359$ ,  $p < 0.05$ ).

The results demonstrate that students are communicating with each other by making groups and conversations till they can speak fluently with natives, so it is acceptable result, whereas item 7 and students’ thinking of testing is negatively correlated because they are not sure for its definition.

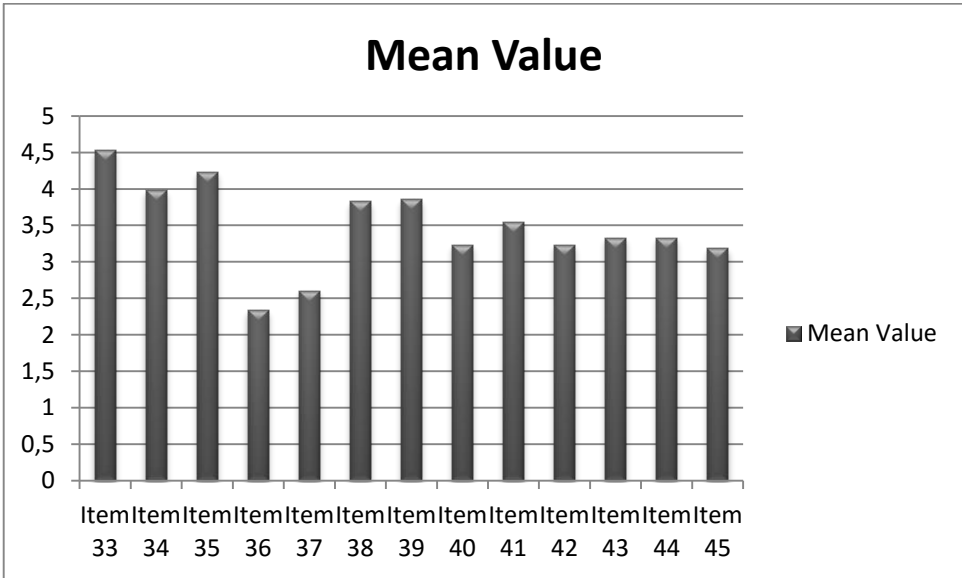
**1.2.2. Section Two: English Foreign Language**

This section shows the students’ responses of English as foreign language, their satisfactions, opinions about learning English at high school and at the university, the differences between the settings, the way they learned, the conditions of learning ,how their teachers helped them to improve their language performance and teachers’ attitudes, skills, abilities and creativity in using authentic materials.

**1.2.2.i. Descriptive Statistics**

	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20
Mean Value	3.03	3.75	2.30	3.48	3.85	3.50	2.15	3.38	3.63	3.10	2.98	3.25	2.55

**Table B:”Descriptive Statistics of EFL Students’ Questions”**



**Graph B: EFL Students’ Responses**

In the table above, students' responses mean value of item 8 is ( $\bar{x}=3.03$ ), so they agreed that they are satisfied about their English in term of fluency and accuracy. In their responses in item 9 the mean value is ( $\bar{x}=3.75$ ), they also agreed that their teachers' attitudes, skills, abilities and creativity are very good. In addition to that students mean value of item 10 is ( $\bar{x}=2.30$ ), which mean that students disagreed that teachers use authentic materials in teaching English. Whereas the mean value of item 11 is ( $\bar{x}=3.48$ ), and item 12 is ( $\bar{x}=3.85$ ), so they are strongly agreed, which indicated that English in classroom facilitate their communication in real life, and also they are sure that Learning at university is more difficult than high school which means that transition plays an important role in students' learning.

In the table above, students' mean value of item 13 is ( $\bar{x}=3.50$ ), they agreed that learning English at university is accessible than high school, and the same as item 15, the mean value is ( $\bar{x}=3.38$ ), which denoted that most of them also agreed that they studied English by engaging in conversations with their classmates. Students' mean value of item 16 is ( $\bar{x}=3.63$ ), and item 17 is ( $\bar{x}=3.10$ ), and item 19 is ( $\bar{x}=3.25$ ), they agreed that teachers help them to improve their language performance and they found that marks are the most useful type of feedback in classroom ,and agree that they have faced problems during learning English, although the teachers' efforts. Whereas the mean value of item 14 is ( $\bar{x}=2.15$ ), so they disagreed. Finally, students' mean value of item 18 is ( $\bar{x}=2.98$ ), neutral and disagree, which means that English as 2L has not the same roles as their mother tongue. And the mean value of item 20 is ( $\bar{x}=2.55$ ), this value indicated that students are not sure of university curriculum.

### **1.2.2.ii. Correlation of Section Two**

**Item 08 of Students' questionnaire:** "I'm very satisfied about my English in term of fluency and accuracy"

**Table 08:** " Students' Satisfaction of their English Fluency"

	<b>Item 14</b>
<b>Item 8</b>	-0.343*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of Item 8 that shows the satisfaction of students in their English, in term of fluency and accuracy, and item 14 of their opinion about learning English at university if it is easier than high school or not, are negative weakly correlated ( $n=40$ ,  $r = -0.343$ ,  $p<0.05$ ) here the relationship between the two responses is not logic because students are very satisfied about their fluency then, they think that leaning English at university is not easier that high school, so is there some contradiction in their answers.

**Item 09 of Students' questionnaire:**"I think that my teacher's attitudes, skills, abilities and creativity are very good"

**Table 09:” Teachers' Attitudes, Skills, Abilities and Creativity”**

	<b>Item 10</b>	<b>Item 14</b>	<b>Item 39</b>	<b>Item 42</b>
<b>Item 9</b>	0.389*	0.347*	0.352*	0.341*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of the ninth item which is about, how good are the attitudes, skills, abilities and creativity of teachers and if in item 10 if they used authentic materials such as, videos, plays... in teaching, are moderately correlated ( $n=40$ ,  $r = 0.389$ , $p<0.05$ ). It is not logical to find these responses which let us asking many questions, how they agreed that teachers have good skills and are creative then, they disagreed in using materials during lessons by their teachers. In addition to that item 9 and item 14 that concerned students' opinion about learning English at university, if it is easier than high school or not are also weakly correlated ( $n=40$ ,  $r = 0.347$ ,  $p<0.05$ ). Also the correlation of item 9 and item 33 which demonstratethe emotional problems that students have faced ( $n=40$ ,  $r = 0.352$ ,  $p<0.05$ ) are moderately correlated,and item 42 that showed how Exams' questions are easy, ( $n=40$ ,  $r = 0.341$ ,  $p<0.05$ ) are also weakly correlated. The results indicated that although, the problems that student have faced but confirmed that Exams' questions are easy.

**Item 10 of Students' questionnaire:**"All my teachers use authentic material (videos, plays ...) in teaching English"

**Table 10:" Using Authentic Material in Teaching English"**

	<b>Item 16</b>	<b>Item 43</b>
<b>Item 10</b>	0.400*	0.401*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of the tenth item which involved teacher's use of authentic material such as, videos, plays... in teaching English and if they taught them how to improve their English performance(n=40, r = 0.400, p<0.05), and with item 43 that showed how student are always comparing their performance with other students in classroom (n=40, r =0.401, p<0.05), are moderately correlated. That results are acceptable because students are comparing themselves with others here we find the lack of self-confidence and they need teacher's help in using materials and to help them in improving their language performance so it shows a psychological problem.

**Item 11 of Students' questionnaire:**"English in classroom facilitate my communication in real life"

**Table 11:" English role in real life"**

	<b>Item 16</b>	<b>Item 28</b>	<b>Oral A</b>
<b>Item 11</b>	0.428**	0.430**	0.316*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of item eleven which denoted how English facilitates students' communication in real life and item 16 in how teacher helps them to improve their language performance (n=40, r = 0.428, p<0.01), and with item 28 which also clarified that teacher gives feedback during lessons (n=40, r = 0.430, p<0.01), are strongly correlated, since teacher in students' opinions has an important role in classroom so

the results are absolutely logic. Whereas item 11 with Oral average are weakly correlated (n=40, r = 0.316, p<0.05).

**Item 12 of Students' questionnaire:**"Learning English at university is more difficult than high school"

**Table 12:" Students' Expectations of Learning English at University"**

	<b>Item 13</b>	<b>Item 18</b>	<b>Item 21</b>	<b>Item 36</b>
<b>Item 12</b>	0.530**	-0.341*	0.317*	-0.481**

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of item twelve discussed the students' responses of whether learning English at university is more difficult than high school or not. And item 13 of whether is accessible or not, are positive strongly correlated (n=40, r = 0.530, p<0.01). Most of students are not sure of their answers because they chose the two items in which English at university are difficult and accessible than high school. In other hand we found weakly negative correlation (n=40, r = -0.341, p<0.05), between item 12 and item 18 that involved English has the same role as students' mother tongue or not, it is logical to find that responses because any language has its' roles and differs from each other.

The correlation of students' answers in item 12 and item 21 that explained the definition of assessment, are weakly correlated (n=40, r = 0.317, p<0.05), and with item 36 that showed students' expectations of studying English, are negative strongly correlated (n=40, r = -0.481, p<0.01). The students are sure of their responses of the difficulties in studying English at university. The results showed that students have no idea about assessment's definition.

**Item 13 of Students' questionnaire:**"Learning English at university is accessible than high school"

**Table 13:" Students' Expectations of Learning English at University"**

	<b>Item 17</b>	<b>Item 28</b>
<b>Item 13</b>	0.427*	0.317*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of item 13 that shows students' responses of whether learning English at university is accessible than high school or not, and item 17 of how they found marks as most useful type of feedback in classroom, are moderately correlated (n=40, r = 0.427, p<0.05), whereas with item 28 on how teachers provide feedback during lessons, are weakly correlated (n=40, r = 0.317, p<0.05). It is logical to find that results because marks play an important role in showing students' levels, of course not always because sometimes students face various problems that why teachers provide them with feedback.

**Item 14 of Students' questionnaire:**"Learning English at university is easier than high school"

**Table 14:**"Students' Expectations of Learning English at University"

	<b>Item 19</b>
<b>Item14</b>	-0.349*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of item 14 that clarified students' responses, whether learning English at university is easier than high school or not, and the item 19 in facing problems are negatively correlated(n=40, r = -0.349, p<0.05). It is not logical to see that contradiction in answers, and we may ask question of how they said that learning English is not easier, while they did not face any problem during leaning.

**Item 16 of Students' questionnaire:**"My teacher taught me how to improve my language performance"

**Table 15:**"Teachers' Efforts in Improving Students' Language Performance"

	<b>Item 17</b>	<b>Item 23</b>	<b>Item 28</b>	<b>Item 46</b>	<b>Item 48</b>	<b>Item 49</b>
<b>Item 16</b>	0.366*	0.321*	0.355*	-0.404**	0.354*	-0.398*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of item 16 that clarified the students' responses in how teacher taught them the way of improving their language performance with all items as item 17 in how marks are most useful type of feedback in classroom (n=40, r = 0.366, p<0.05), item 23 that involved testing's definition (n=40, r = 0.321, p<0.05), item 28 of how teachers provide feedback to students (n=40, r = 0.355, p<0.05), and item 48 which indicated how they can do better in next semester (n=40, r = 0.354, p<0.05), are weakly correlated. Whereas, item 16 that we have mentioned above and item 46 that indicated if students felt to change the branch or no (n=40, r = -0.404, p<0.01) are negative strongly correlated. And with item 49 in how teachers did not help their student to feed their educational needs (n=40, r = -0.398, p<0.05), are negatively correlated. The results are explained how teachers play a role in doing their job, by doing tests and providing feedback, that is why students have empowered and have acquired a self confidence to do better in next semester.

**Item 17 of Students' questionnaire:** "I find marks the most useful type of feedback in classroom"

**Table 16: " Marks as the most useful Type of Feedback in Classroom"**

	<b>Item 18</b>	<b>Item 30</b>
<b>Item 17</b>	-0.348*	-0.365*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of item 16 that clarified the students' responses in finding marks as the most useful type of feedback in classroom, and item 18 which is involved the roles of English SL and students' mother tongue roles (n=40, r = -0.348, p<0.05), and with item 30 that concerned students' opinions about assessments types (n=40, r = 0.365, p<0.05), are negative moderately correlated. The results above indicated that students are sure of their responses, since English has its roles should be assessed in different ways.

**Item 18 of Students' questionnaire:** "English as second language has the same roles as my mother tongue"

**Table 17:" English as SL and Students' Mother Tongue Roles"**

	<b>Item 19</b>	<b>Item 37</b>	<b>Item 47</b>
<b>Item 18</b>	-0.323*	-0.313*	-0.352*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of item 18 that denoted students' responses of their opinions about the similarities of English as SL and their mother tongue roles', and item 19 which indicated if students are faced problems during learning English or not, are negatively correlated (n=40, r = -0.323, p<0.05). Student may fall in grammatical and lexical mistakes in learning English, especially; when they think the same as their mother tongue thinking of roles. The correlation of item 18 that we have mentioned above, and with both questions, item 37 which illustrated the facilitation of administration to students' needs (n=40, r = -0.313, p<0.05), and item 47 which talked about students' abilities, are also negatively correlate(n=40, r = -0.352, p<0.05). The results indicated that, if the administration facilitated students' needs, they may do more than before.

**Item 19 of Students' questionnaire:**"During learning English language I have faced a lot of problems"

**Table 18:" Students' Problems during Learning English"**

	<b>Item 25</b>	<b>English Bac A</b>	<b>Grammar A</b>
<b>Item 19</b>	0.386*	0.577**	0.530**

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of item19 which interpreted whether students faced problems in learning English, and item 25 which indicated the importance of teachers' roles in assessment process, are moderately correlated (n=40, r = 0.386, p<0.05). We estimate that although the importance of teachers' roles, students has faced problems. Whereas the

correlation of item 19 and Students' English baccalaureate average (n=40, r = 0.577, p<0.01),and grammar average (n=40, r = 0.530, p<0.01) are positive strongly correlated. As well the results indicated students' challenges against problems.

**Item 20 of Students' questionnaire:**"I thought that the curriculum of university is so easy.

**Table 19:” Students’ Opinion of University Curriculum”**

	<b>Item 29</b>	<b>Item 44</b>
<b>Item 20</b>	0.415**	0.343*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of item 20 that indicated students' opinion of university curriculum, and item 29 that denoted students' thinking of their teachers abilities in designing exam are strongly correlated (n=40, r = 0.415, p<0.01). Students are not sure of university curriculum. Whereas, the correlation of item 20 and item 44 which illustrated if students are at ease during their language class are weakly correlated (n=40, r = 0.343p<0.05). So the results showed that students did not know how to move on in their studying.

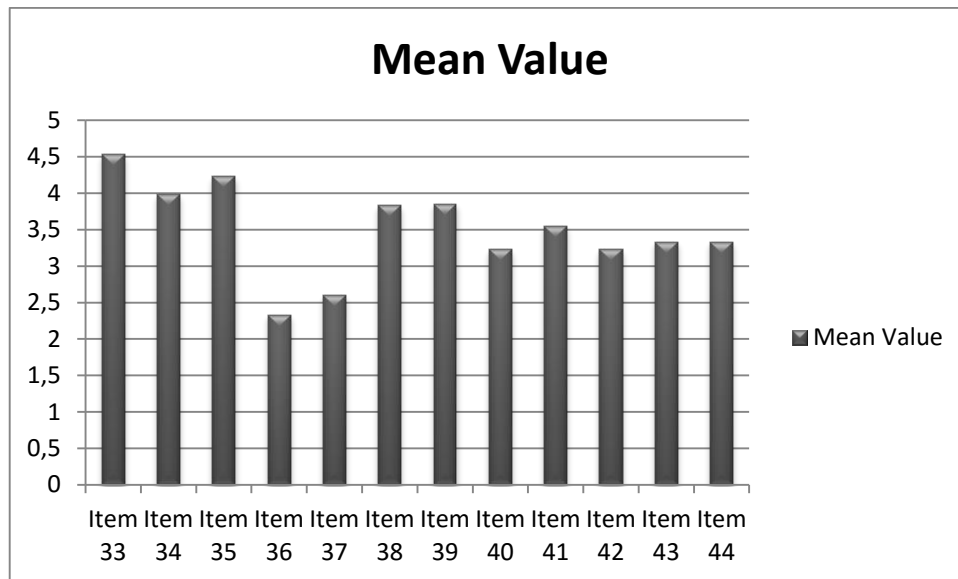
### **1.2.3.Section Three: Assessment Evaluation and Testing**

This section tends to focus on discovering the common themes emerging from the lived experience of students during a limited period of time, where they may witness a period of transition from getting their baccalaureate until they finish their first semester exams at university. Particularly, the study will focus on two major methods used by teachers. These methods are called assessment and testing.

#### **1.2.3.i.Descriptive Statistics**

	<b>Item 21</b>	<b>Item 22</b>	<b>Item 23</b>	<b>Item 24</b>	<b>Item 25</b>	<b>Item 26</b>	<b>Item 27</b>	<b>Item 28</b>	<b>Item 29</b>	<b>Item 30</b>	<b>Item 31</b>	<b>Item 32</b>
<b>Mean Value</b>	3.30	3.68	4.03	3.48	3.95	3.38	3.18	3.50	3.73	3.85	3.35	3.80

**Table C:” Descriptive Statistics of Assessment, Evaluation and Testing”**



**Graph C: Students' responses of Assessment, Evaluation and Testing**

In the table above, students' responses mean value of item 21 is ( $\bar{x}=3.30$ ), so they are not sure of assessment definition that we have given them in the survey. Whereas the meanvalue of item 22 is ( $\bar{x}=3.68$ ), the students are agreed that evaluation is a process used by teachers and learners themselves. In addition to that, the mean value of item 23 is ( $\bar{x}=4.03$ ), which means that students are strongly agreed of testing, that is a dynamic practices used to evaluate them. As well students' response mean value of item 24 is also strongly agreed( $\bar{x}=3.48$ ), because they have affirmed that marks can reflect their level.

In the table above, students' response mean value of item 25 is ( $\bar{x}=3.95$ ), they agreed thatteachers' role in assessment process is very important. Whereas the mean value of item 26 is neutral ( $\bar{x}=3.38$ ), that is mean students are not sure if exam suits their level or no. In item 27 mean value is ( $\bar{x}=3.18$ ), so they are not sure if teachers use classroom assessment information to improve their instructional performance, the results indicated that teachers did not help their students to enhance their levels, it means that they only work with the curriculum anddid not use their creativity. Finally the mean value of students' response of item 28 is ( $\bar{x}=3.50$ )of item 29 is ( $\bar{x}=3.73$ ), of item 30 is ( $\bar{x}=3.85$ ), of item 31 is ( $\bar{x}=3.35$ ), and of item 32 is ( $\bar{x}=3.80$ ). All mean value of students' response above, are agreed. The students agreed that teachers provide them feedback during lessons while in other question they are disagreed. The students agreed that, it is difficult to design an exam according to their teachers' ability which means that students are not sure for them, and they agree that there are

many types of assessment, and their teacher assesses orally what they have learned, and evaluate them by doing written tests. Consequently; the responses made students inconsistent.

### 1.2.3.ii. Correlation of Section Three

**Item 21 of Students' questionnaire:** "Assessment is intended to generate feedback on performance to improve learning"

**Table 20: "The Definition of Assessment"**

	<b>Item 22</b>	<b>Item 27</b>	<b>Item 31</b>	<b>Item 33</b>	<b>Item 40</b>
<b>Item 21</b>	0.382*	0.324*	0.371*	0.575**	0.363*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of item 20 that indicated students' opinion of assessment's definition and evaluation's definition (n=40, r = 0.382, p<0.05) are moderately correlated, and item 21 with item 27 that denoted teachers' uses of classroom assessment information (n=40, r = 0.324, p<0.05) are weakly correlated, and item 21 with item 31 which illustrated teachers' efforts in doing revision (n=40, r = 0.371, p<0.05) are correlated. The results showed that students are not sure of the definitions that we have given to them that mean they have a limited knowledge. Whereas, the correlation of item 21 and item 33 which clarified that Baccaulaureate exam is an important point of transition in student's life, are strongly positive correlation (n=40, r = 0.575, p<0.01). Finally the correlation of item 21 and item 40 are moderately correlated (n=40, r = 0.363, p<0.05), because the students saw that tests and teachers are not fair because of favoritism.

**Item 22 of Students' questionnaire:** "The evaluation is a process used by teachers and learners themselves"

**Table 21: "The Definition of Evaluation"**

	<b>Item 27</b>	<b>Item 39</b>
<b>Item 22</b>	0.364*	0.356*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of item 22 that denoted the evaluation's definition, and item 27 which indicated teachers' uses of classroom assessment information are weakly correlated (n=40, r = 0.364, p<0.05), the results showed that students' levels appeared by the evaluation. In addition to that, the correlation of student's item 22 and item 39 which denoted that students have faced a lot of emotional problems such as climate, environment and campus ...etc are also weakly correlated (n=40, r = 0.356, p<0.05). The results here indicated that transition plays an important role in facing problems.

**Item 23 of Students' questionnaire:**"Testing is a dynamic practices used to evaluate the learners"

**Table 22:" The Definition of Testing"**

	<b>Item 33</b>	<b>Oral A</b>	<b>Writing A</b>
<b>Item 23</b>	0.365*	0.313*	-0.474**

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of student's item 23 that illustrated testing's definition, and item 33 which clarified that Baccalaureate exam is an important point of transition in students Life (n=40, r = 0.365, p<0.05), and with oral average (n=40, r = 0.313, p<0.05), are weakly correlated. While item 23 and writing average are negative strongly correlated (n=40, r = -0.474, p<0.01). Test is a way that is worked to evaluate the ability of student to performance in a specific field and time limit with some particular purpose (Kedar, Prasad Sah, 2012, .02).

**Item 24 of Students' questionnaire:**"I affirm that marks can reflect learner's level"

**Table 23:" Learners' Level and Marks Reflection"**

	<b>Item 26</b>
<b>Item 24</b>	0.372*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of student's item 24, and item 26 which denoted that exams suit students' level are moderately correlated ( $n=40$ ,  $r = 0.372$ ,  $p<0.05$ ). The results showed that we can see the level of students according to their background and brains, because during exams students may feel stressed, and could not do well.

**Item 25 of Students' questionnaire:** "Teachers' role in assessment process is very important"

**Table 24: "The Importance of Teacher's Role in Assessment Process"**

	<b>Item 27</b>	<b>Item 31</b>	<b>Item 35</b>	<b>English Bac A</b>	<b>Grammar A</b>
<b>Item 25</b>	0.344*	0.356*	0.352*	0.372*	0.412*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of students' responses of item 25 that denoted the importance of teacher's role in assessment process, and item 27 which indicated teachers' uses of classroom assessment information ( $n=40$ ,  $r = 0.344$ ,  $p<0.05$ ), and with item 31 which illustrated teachers' efforts in doing revision ( $n=40$ ,  $r = 0.356$ ,  $p<0.05$ ), and with item 35 which denoted that first semester period is the most difficult for students ( $n=40$ ,  $r = 0.352$ ,  $p<0.05$ ), and English baccalaureate average ( $n=40$ ,  $r = 0.572$ ,  $p<0.05$ ), are all weakly correlated. The results indicate the importance of assessment in student's achievement and their scores. Whereas the correlation of item 25 and grammar average are moderately correlated ( $n=40$ ,  $r = 0.412$ ,  $p<0.05$ ). So it is logical results because grammar course of first semester are repeated.

**Item 26 of Students' questionnaire:** " Exams suit students' level"

**Table 25: "Exams as Prediction of Student's Level"**

	<b>Item 27</b>
<b>Item 26</b>	-0.429**

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of students' responses of item 26 that clarified if exams suit student's level or no, and item 27 that denoted teachers' uses of classroom

assessment information, are negative strongly correlated (n=40,  $r = -0.429$ ,  $p < 0.01$ ). The results showed that students are not sure of their responses because they have faced various problems.

**Item 27 of Students' questionnaire:** "Teachers use classroom assessment information to improve their instructional methods"

**Table 26: Teachers' uses of Classroom Assessment Information"**

	<b>Item 31</b>	<b>Item 32</b>	<b>Item 35</b>
<b>Item 27</b>	0.369*	-0.362*	0.409**

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of students' responses of item 27 which denoted teachers' uses of classroom assessment information, and item 32 that illustrated teachers' efforts in doing revision (n=40,  $r = 0.369$ ,  $p < 0.05$ ) are weakly correlated. The students mixed their responses because it is not logical to find that contradiction. Whereas, the correlation of item 27, and item 32 which indicated teacher's evaluation in doing tests are negatively correlated (n=40,  $r = -0.362$ ,  $p < 0.05$ ). Finally the correlation of item 27 and item 35 which illustrated that first semester is the most difficult period for students are strongly correlated (n=40,  $r = 0.409$ ,  $p < 0.01$ ). The result is acceptable because during transition students struggled many barriers.

**Item 28 of Students' questionnaire:** "Teachers provide feedback to students during lessons"

**Table 27: Teachers' Efforts in Providing Feedback to Students"**

	<b>Item 33</b>	<b>Item 35</b>
<b>Item 28</b>	0.452**	0.313**

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of students' responses of item 28, that denoted teachers' efforts in providing feedback to students, and item 33 which clarified that Baccaulaureate exam is an important point of transition in student's life, are strongly correlated

(n=40,  $r = 0.452$ ,  $p < 0.01$ ). The results indicated that student during their transition, have found a new curriculum, new place, new classmates and new teachers. While the correlation of item 28 and item 35 which denoted that first semester is the most difficult period for students or no, are negatively strong correlation (n=40,  $r = -0.313$ ,  $p < 0.01$ ). It is not logical results, because students' teachers provided them with feedback.

**Item 29 of Students' questionnaire:** "I think it is difficult for teacher to design an exam"

**Table 28:** "Teacher's Ability in Designing Exam"

	<b>Item 36</b>	<b>Item 37</b>	<b>Item 43</b>	<b>Item 44</b>	<b>Item 49</b>
<b>Item 29</b>	-0.346*	-0.391*	0.404**	-0.350*	0.541**

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of students' responses of item 29 that indicated teacher's ability in designing exam, and item 36 which illustrated students' expectations in studying English at university (n=40,  $r = -0.346$ ,  $p < 0.05$ ), and with item 37 that denoted administrations efforts for students' needs (n=40,  $r = -0.391$ ,  $p < 0.05$ ), and with item 44 that showed students' mood during test (n=40,  $r = -0.350$ ,  $p < 0.05$ ), are all negatively correlated.

The results indicated that, although the teachers' efforts to enhance students' mood in doing an appropriate tests, the administration did not facilitate all students' needs such as classes, and materials. Whereas the correlation of item 29, and item 43 which denoted how students are compared their performance with their classmates, (n=40,  $r = 0.404$ ,  $p < 0.01$ ) are strongly correlated. It is logical to find these results since each student who wants to enhance his level; he will see and control the other students' performance. Finally the correlation of item 29, and item 49 which indicated teachers' help to feed students' educational needs are very strongly correlated (n=40,  $r = 0.541$ ,  $p < 0.01$ ). It means if the exam design is good, students will do better.

**Item 30 of Students' questionnaire:**"I think there are many types of assessment"

**Table 29:**" Types of Assessment according to students"

	<b>Item 33</b>	<b>Item 36</b>
<b>Item 30</b>	-0.345*	-0.399*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of students' responses of item 30 which indicated the types of assessment according to students, and item 33 which showed students' opinion of baccaalaureate exam as an important point of their transition life (n=40, r = -0.345, p<0.05), and with item 36 which illustrated students' expectations of studying English at university (n=40, r = -0.399, p<0.05) are all negatively correlated. Students did not expect that studying at university is difficult, that is why they have no idea about assessment.

**Item 31 of Students' questionnaire:**"Teacher assesses orally what I have learned from time to time"

**Table 30:**" Teachers' Assessment in doing Revision"

	<b>Item 32</b>
<b>Item 31</b>	-0.325*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of students' responses of item 31 which talked about teacher's assessment in doing revision, and item 32 which indicated teacher's evaluation in doing exams,(n=40,r = -0.325, p<0.05) are negatively correlated. It is not logical to find negative correlation, since students are agreed that their teachers done oral and written tests.

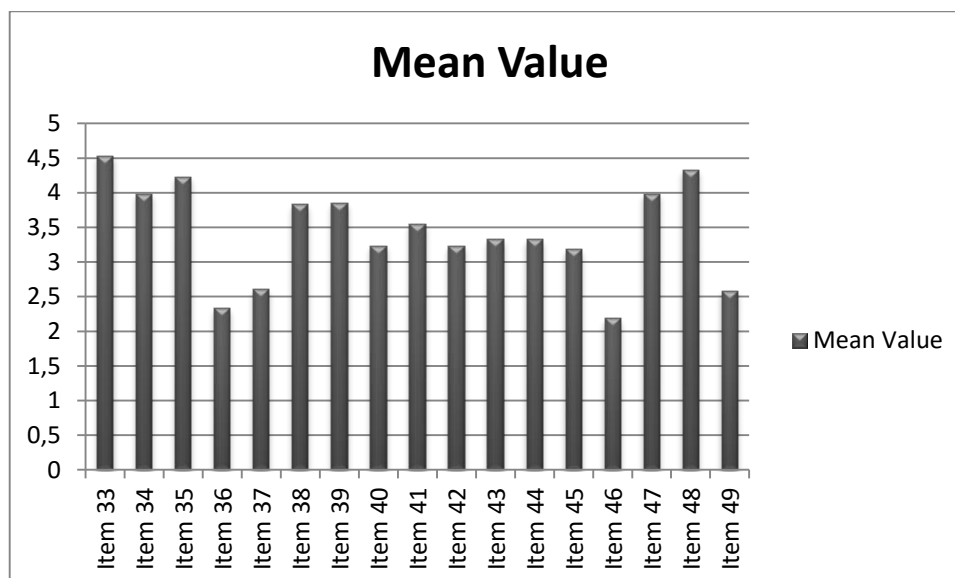
### 1.2.4. Section Four: Students' Transition from High School to University

This section will show the issue of students' transition from high school to university. More importantly, the challenges that they have faced in first semester at university, tests and teachers as related points in their feeling of changing the branch according to their scores. Finally; how baccaureate exam is seen as an important point of transition in students' life.

#### 1.2.4.i. Descriptive Statistics

	Item 33	Item 34	Item 35	Item 36	Item 37	Item 38	Item 39	Item 40	Item 41
<b>Mean Value</b>	4.53	3.98	4.23	2.33	2.60	3.83	3.85	3.23	3.55
	Item 42	Item 43	Item 44	Item 45	Item 46	Item 47	Item 48	Item 49	
	3.23	3.33	3.33	3.18	2.18	3.98	4.33	2.58	

**Table D:” Descriptive Statistics of Students' Transition from High School to University”**



**Graph D: Students' Responses of Their Transition**

In the table above, students' responses mean value of item 33 is ( $\bar{x}=4.53$ ), they are strongly agreed that baccaulaureate exam is the most important point of transition in their life, also the mean value of item 34 is ( $\bar{x}=3.98$ ), and of item 35 is ( $\bar{x}=4.23$ ) which means that they are in both strongly agreed. The results indicated that students are sure of their responses, since they affirmed that their decision about their future career is based on baccaulaureate exam scores, also they considered that first semester is the most difficult period for them. The mean value of students' responses in both items; item 36 is ( $\bar{x}=2.33$ ) and item 37 is ( $\bar{x}=2.60$ ), so they are disagreed that studying in university is easy, and they disagree that administration facilitates all their needs. Whereas students' responses mean value of item 38 is ( $\bar{x}=3.83$ ), that is mean they agreed that they have efforts and time to learn better.

In the table above, students' responses mean value of item 39 is ( $\bar{x}=3.85$ ) strongly agreed, which indicated that students during their transition have faced emotional problems such as; climate, environment, campus, communication with others, and transport. In addition to that, the mean value of item 40 is ( $\bar{x}=3.23$ ), student disagreed that tests are fair and they are not satisfied of teachers' correction. While the mean value of item 41 is ( $\bar{x}=3.55$ ), the mean value of item 42 is ( $\bar{x}=3.23$ ), and of item 43 is ( $\bar{x}=3.33$ ) are all agreed. As well student agreed that tests are based on the content of the course, they agreed that exam questions tell them what to do and how to answer and they agreed that they always comparing themselves with others performance in classroom.

The students mixed their responses they agreed and disagreed in the two or more items. In both items; item 44 mean value is ( $\bar{x}=3.33$ ), and item 45 mean value is ( $\bar{x}=3.18$ ), they are not sure for their mood in doing tests and also for their needs when struggling difficulties. Students' responses mean value of item 46 is ( $\bar{x}=2.18$ ) strongly disagreed, whereas the mean value of item 47 is ( $\bar{x}=3.98$ ) strongly agreed, which means they are sure for their abilities. Finally students' mean value of item 48 is ( $\bar{x}=4.33$ ). Students are divided into two groups some are strongly agreed, and the other are just agreed of their abilities now. Whereas, the mean value of item 49 is ( $\bar{x}=2.58$ ), that is mean that students are not sure for teachers' help.

### 1.2.4.ii. Correlation of Section Four

**Item 33 of Students' questionnaire:** "Baccaureate exam is seen as an important point of transition in students' life"

**Table 31:** "Students' Opinion of Baccaureate Exam as an Important Point of their Transition Life"

	<b>Item 35</b>	<b>Item 38</b>	<b>Item 40</b>
<b>Item 33</b>	0.325*	0.342*	0.321*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of students' responses of item 33 which clarified the importance of baccaureate exam for students' transition life, and item 35 which indicated that first semester period is the most difficult for students, are weakly correlated (n=40, r = 0.325, p<0.05). The results indicated that studying at high school is easier than university. In addition to that, the correlation of item 33, and item 38 which showed that students have efforts and time to learn better, are also weakly correlated (n=40, r = 0.342, p<0.05). Finally the correlation of item 33, and item 40 which denoted students' satisfaction on tests and teachers' correction, are the same as the other correlation, so it is weak correlation (n=40, r = 0.321, p<0.05).

**Item 34 of Students' questionnaire:** "Students' decision about their future careers is based on baccaureate exam scores"

**Table 32:** "Baccaureate Exam Scores as an Important Point of Students' Future Careers"

	<b>Item 44</b>
<b>Item 34</b>	0.374*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of students' responses of item 34 that talked about students' careers and item 44 that included students' mood during test are moderately correlated ( $n=40$ ,  $r = 0.374$ ,  $p<0.05$ ), since students are agreed that their career are based on BAC exam, they also saw that transition is so difficult to realize their purposes.

**Item 35 of Students' questionnaire:** "First semester period is the most difficult for students"

**Table 33: "Students' opinions about First Semester Period"**

	<b>Grammar A</b>
<b>Item 35</b>	0.370*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of students' responses of item 35 in seeing first semester the most difficult period for them, and with their grammar average are moderately correlated ( $n=40$ ,  $r = 0.370$ ,  $p<0.05$ ). Although students are faced problems with transition, but they got good marks in grammar.

**Item 37 of Students' questionnaire:** "Administration facilitates all students' needs such as classes and materials"

**Table 34: "Students' needs and Administration's Facilitation"**

	<b>Item 44</b>	<b>Item 49</b>	<b>Bac Average</b>	<b>English Bac A</b>
<b>Item 37</b>	0.366*	-0.381*	0.329*	0.334*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of students' responses of item 37 that showed students' needs and administration's facilitation and item 44, that included students' mood during test are weakly correlated ( $n=40$ ,  $r = 0.366$ ,  $p<0.05$ ). Whereas with item 49 which talked about teacher's help to feed students' educational needs, are negatively correlated ( $n=40$ ,  $r = -0.381$ ,  $p<0.05$ ). The correlation of students' responses of item 37 and baccalaureate average ( $n=40$ ,  $r = 0.329$ ,  $p<0.05$ ), and with English baccalaureate average are weakly correlated ( $n=40$ ,  $r = 0.334$ ,  $p<0.05$ ).

**Item 40 of Students' questionnaire:**"Tests are fair and I'm satisfied at university of teachers' correction"

**Table 35:" Students' Satisfaction on Tests and Teachers' Correction"**

	<b>Item 45</b>	<b>Item 47</b>
<b>Item 40</b>	0.496**	0.330*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of students' responses of item 40 that clarified students' satisfaction on tests and teachers' correction, and item 45 which indicated if students asked their teachers when they struggled difficulties in LEL or no, are strongly correlated (n=40,  $r = 0.496$ ,  $p < 0.01$ ), the results denoted that there are no relationship between students and teachers. Whereas, with item 47 which included students' abilities in doing more than before are weakly correlated (n=40,  $r = 0.330$ ,  $p < 0.05$ ). We conclude that learners were suffered in learning English at university.

**Item 41 of Students' questionnaire:**"Tests are based on the content of course"

**Table 36:"Tests' content"**

	<b>Item 47</b>
<b>Item 41</b>	0.432**

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of students' responses of item 41 that involved tests' content, and item 47 which included students' abilities in doing more than before, are strongly correlated (n=40,  $r = 0.432$ ,  $p < 0.01$ ). The results mean that tests are in students' hand.

**Item 42 of Students' questionnaire:**"Exam questions tell us exactly what to do and how to answer"

**Table 37:" Students' opinion of Exam Questions"**

	<b>Item 48</b>	<b>English Bac A</b>
<b>Item 42</b>	0.448**	0.349*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of students' responses of item 42 that talked about students' opinion of exam questions, and item 48 that concerned students' thinking of their ability in doing more next semester, are strongly correlated (n=40, r = 0.448, p<0.01). That means students have faced some misunderstanding in their exams, which made them regretted. And the correlation of item 42 with English BAC average are weakly correlated (n=40, r= 0.349, p<0.05).

**Item 43 of Students' questionnaire:**"I always compare my performance with other students in my classroom"

**Table 38:" Students' Performance According to their classmates"**

	<b>Item 47</b>
<b>Item 43</b>	-0.346*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of students' responses of item 43 that concerned if students are compared their performance with other classmates, and item 47 which included students' abilities in doing more than before, are negatively correlated (n=40, r = -0.346, p<0.05). When student saw that he did not do well while his classmates did well, he will automatically challenge them and he will try to get good marks.

**Item 44 of Students' questionnaire:**"I'm usually at ease during test in my language class"

**Table 39:" Students' Mood in doing Test"**

	<b>Item 47</b>
<b>Item 44</b>	0.441*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of students' responses of item 44 that concerned students' mood in doing test, and item 47 which included students' abilities in doing more than before, are moderately correlated (n=40, r = 0.441, p<0.05).

**Item 45 of Students' questionnaire:**"I ask my teacher when I'm struggling with difficulties in LEL"

**Table 40:" Students Ask their Teachers, when struggling difficulties"**

	<b>Oral A</b>
<b>Item 45</b>	-0.459**

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of students' responses of item 45 showed if students ask their teachers when struggling difficulties, and oral average are negative strongly correlated (n=40, r = -0.459, p<0.01). The results indicated that some students are asking for teachers' help and some are not.

**Item 46 of Students' questionnaire:**"I feel I have to change the branch"

**Table 41:"Changing the Branch"**

	<b>Item 48</b>
<b>Item 46</b>	-0.321*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above, the correlation of students' responses of item 46 that involved students' thinking of changing the branch, and item 48 which clarified their feelings to dowell in the next semester, are (n=40, r = -0.321, p<0.05). The results indicated that although students have faced a lot of problems in learning English language, they did not think to change thebranch at all.

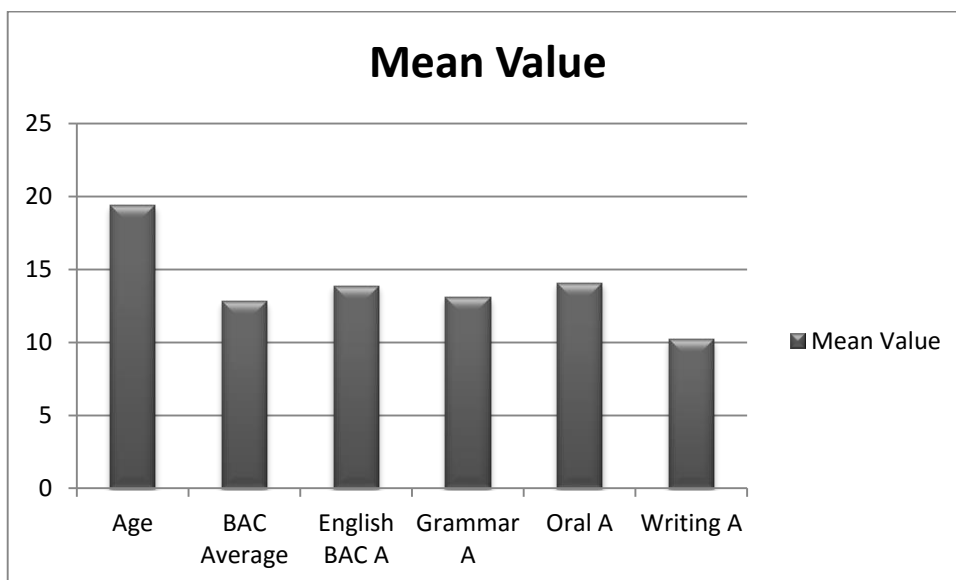
**Students' Age and scores**

Teaching complete learning and learning complete teaching. Teaching is the way of bringing feedback and information while learning is the way of receiving science, information and skill which appear together, and we also want some criterion to maintain teaching inconsonance with learning (Kedar Prasad Sah), cited in (Academic Voices A Multidisciplinary Journal Volume 2, N0. 1, 2012).

**Descriptive Statistics**

	Age	Bac Average	English Bac A	Grammar A	Oral A	Writing A
<b>Mean Value</b>	19	12.80	13.87	13.10	14.07	10.20

**Table E:” Descriptive Statistics of Students' Age and Scores”**



**Graph E:”Students' Age and Scores”**

In the table above, the descriptive statistics indicated students' responses of their scores at high school and at university, starting with students' age mean value which is ( $\bar{x}=19.42$ ) that is mean most students are 19 years old, it is logical results since first year students' were the case study. Moving to baccaureate average mean value which is ( $\bar{x}=12.80$ ), the scores are not good comparing with admission rate for university transfer.

English baccaureate average mean value is ( $\bar{x}=13.87$ ), the score are also weak comparing with admission rate for choosing the branch. While grammar average mean value is ( $\bar{x}=13.10$ ) acceptable, because grammar courses of first year semester at university are repeated at high school. The mean value of oral average is good ( $\bar{x}=14.07$ ), that is mean students are used their own practises such as doing dialogues, watching films, news and listening to music. Finally the mean value of written average is very weak ( $\bar{x}=10.20$ ), since students' courses at high school are mostly based on grammar not written.

### **Correlation of Students' Scores**

#### **Item 1 of Students' questionnaire: "My Scores"**

**Table 42: " Students' Scores"**

	<b>English Bac A</b>	<b>Grammar A</b>	<b>Writing A</b>
<b>Bac A</b>	0.338*	/	/
<b>English Bac A</b>	/	0.534*	/
<b>Grammar A</b>		/	0.594**

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In the table above the correlation of Students' Baccaureate Average and English Baccaureate mark are weakly correlated ( $n=40, r = 0.338, p<0.05$ ). Whereas; Grammar average and English Baccaureate mark are moderately correlated ( $n=40, r = 0.534, p<0.05$ ). Grammar Average and Writing Average are strongly correlated ( $n=40, r=0.594, p<0.01$ ).

English has a marginal place in Baccaureate Average. The coefficient is weak than Arabic and French so it is logical to find Baccaureate Average and English mark weakly correlated. In other hand, it is expectable to find Grammar and English BAC Exam related since BAC Exam questions are mostly about grammar questions so students who have good

grammar mastery will score higher in BAC Exam. Grammar and writing courses of first year semester in university are repeated this why they are strongly correlated.

## **Conclusion**

The purpose of this study is to investigate learner's perception of using assessment and testing to achieve them. It was hypothesized that learners have two opinions between positive and negative view towards assessment, testing, transition, and their teachers' efforts. The results indicated that students mixed their responses which made them inconsistent. More importantly; results show that; although students have chosen English as personal choice to study it at university, they did not know even how the curriculum is working, and they chose the same items during answering the questionnaire, which means that they did not know exactly their purposes of studying English. The results show that students have faced different levels of psychological and academic problems. Multiple changes have to be introduced at both high school and freshmen years to help learners adapt to the requirements of higher education.

# *General Conclusion*

## **General Conclusion**

In this work, the researcher attempt to investigate students' perceptions of their scores and transition from high school to college, and whether assessment and testing are an important aspects which help students to work independently, In addition to that to highlight the most types of both assessment and testing that may be used in high school which has an important role for students' transition. This study aims to highlight the importance of Assessment and testing in high school for and to check out if there are any indicators of the facilitation of learners' transitional phase. Moreover to figure out the attitude of first year student of EFL vis-A-vis the transition from high school to university.

The present study is a total of two chapters. The first chapter is related to the review of literature, while the second chapter is concerned with the practical area of investigation. In the theoretical part, the research provides a description of the most basic concepts and elements related to assessment. In the practical part of this study, the researcher used the descriptive method in order to describe students' situations during their transition. The questionnaire is used as data gathering tool in order to test the hypothesis of this work. This research requires a questionnaire for first year EFL students at M'sila University.

It was hypothesized that learners have two opinions between positive and negative view towards assessment, testing, transition, and their teachers' efforts. The results indicated that students mixed their responses which made them inconsistent. This study has given some insights into students' perceptions, but there are still many ways to complete this research.

## **Limitations**

Some limitations existed for this study. One limitation was the sample size; with forty (40) total participants, the study results may not be easy to generate to the wider national audience of second language learners, Another limitation was students' time to answer, A political problems happened in our country and because of the Popular Movement against the Fifth Term, Students did not come to their classes so I have faced a problem to gather them in two classes with supervisor's help. In addition, Students answered the survey carefully and genuinely. Consequently, the data were not analyzed on time for the sake of the study.

## **Further Studies**

Like many students around the world who are not satisfied with the way their teachers assess them (HEA, 2012), most English language students at English department at M'sila university see that their teachers are not fair in their correction and tests, and they complained about the environment of learning and they see that it is not suitable. As this research belongs to the field of Language learning and spots light one of the most important aspects that are EFLs, its findings confirm most of what other related studies raised. This study can be a starting point to other similar studies. All participants were first year students, from the results found, it was clear that students are not totally independent, and engaged, they complained about the teacher's strategy, lack of interaction, and unsuitable environment for learning. They also suffer from anxiety, lack of motivation, and lack of appropriate strategies in learning. Therefore, some points are recommended and some suggestions are proposed to help teachers and learners to promote learning.

## **Recommendations**

This questionnaire is designed to diagnose the learners' English language learning process in terms of strengths and weaknesses. In other words, the teachers according to learners need to have particular pedagogical qualities inside the EFL learners'.

- According to their weak scores in writing, learners would manipulate their writing in English and the teacher is required to provide them with the effective writing strategies to be able to improve their writing.
- Teachers should work to offer them a better environment that involves them more in learning and motivate them. Learners also suffer from anxiety as the students'

questionnaire revealed and without relaxing and safe environment, they will not be able to practice their English or even understand the lectures fully.

- Increasing teacher cooperation.
- Teacher should be a fair with their learners and should avoid favouritism.
- Teacher should make students familiar with checklists.
- They should clarify the given task by providing concise and precise instructions and setting time limits for each step of the task.

## **Pedagogical Implications**

The results of practical investigation have brought many issues that can be handled for students' perceptions of using assessment and testing in high schools to improve their level, and of their scores as predictor for their achievement in EFL when transiting to university.

- Students should change the traditional vision of assessment. According to Baxter (1997).

*“The traditional testing system puts no responsibility on the student. The student is accustomed to the teacher saying if he/she is good or bad... for many students, assessment is something that teachers do to them, rather than something teachers do with them.”(Cited in sabrine M' ZAD-MERTANI, 2016)*

- Learners would manipulate their writing in English.
- Learners should make group works, practicing with others and asking for help from good mates can lead students to a good level.

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# *Appendices*

# Students' Questionnaire

## Practices Survey Questionnaire for 1<sup>st</sup> Year University Students

### Dear student

*You are kindly invited to fill in the questionnaire below .It designed to collect information about attitudes towards the relationships between your achievement at university and at high school. Please respond to the following questionnaire as objectively as possible and honestly by choosing the appropriate answer according to your opinion. Your responses will be used only for this research .and you will be totally anonymous there are no true or false answers.*

*Please **Cross** the responses that represent your opinion.*

*Please show your opinion about the statements below by indicating whether you:*

*1. Strongly agree=**SA** 2. Agree=**A** 3. Neutral=**N** 4. Disagree=**D** 5. Strongly disagree=**SD***

Sections	Items	S A	A	N	D	S D
<b>Personal Information</b>	1. My choice of English was personal.					
	2. I liked the English session in my class at high school.					
	3. My level at university is the same as at high school.					
	4. My main purpose of learning English at university is to travel, study and to live abroad.					
	5. My main purpose of learning English at university is to pursue postgraduate studies (Master Degree, PHD).					
	6. My main purpose of learning English at university is to get a good job in the future.					
	7. My main purpose of learning English at university is to communicate effectively with foreigners and natives.					
<b>English Foreign Language</b>	8. I'm very satisfied about my English in term of fluency and accuracy.					
	9. I think that my teacher's attitudes, skills, abilities and creativity are very good.					
	10. All my teachers use authentic material (videos, plays ...) in teaching English.					
	11. English in classroom facilitate my communication in real life.					
	12. Learning English at university is more difficult than high school.					

	13. Learning English at university is Accessible than high school.						
	14. Learning English at university is easier than high school.						
	15. I study English by engaging in conversations with my classmates.						
	16. My teacher taught me how to improve my language performance.						
	17. I find marks the most useful type of feedback in classroom.						
	18. English as second language has the same roles as my mother tongue.						
	19. During learning English language I have faced a lot of problems.						
	20. I thought that the curriculum of university is so easy.						
Assessment, Evaluation and Testing	21. Assessment is intended to generate feedback on performance to improve learning.						
	22. The evaluation is a process used by teachers and learners themselves.						
	23. Testing is a dynamic practices used to evaluate the learners.						
	24. I affirm that marks can reflect learner's level.						
	25. Teacher's role in assessment process is very important.						
	26. Exams suit student's level.						
	27. Teachers use classroom assessment information to improve their instructional methods.						
	28. Teachers provide feedback to students during lessons.						
	29. I think it is difficult for teacher to design an exam.						
	30. I think there are many types of assessment.						
	31. Teacher assesses orally what I have learned from time to time.						
	32. Teachers evaluate their students by doing written tests.						
Students' Transition From High school to university	33. Baccalaureate exam is seen as an important point of transition in student's life.						
	34. Student's decision about their future careers is based on Baccalaureate exam scores.						
	35. First semester period is the most difficult for students.						
	36. Studying English at university is easier than I have expected.						
	37. Administration facilitates all students' needs such as classes and materials.						
	38. I have efforts and time to learn better.						
	39. I have faced a lot of emotional problems such as climate, environment, campus, communication with my colleagues and transport.						
	40. Tests are fair and I'm satisfied at university of teacher's correction.						
	41. Tests are based on the content of course.						
	42. Exam questions tell us exactly what to do and how to answer.						
	43. I always compare my performance with other students in my classroom.						
	44. I'm usually at ease during test in my language class.						
	45. I ask my teacher when I'm struggling with difficulties in LEL.						
	46. I feel I have to change the branch.						

	47. I could have done more than before.						
	48. Now I feel that I can do in the next semester.						
	49. Teacher did not help us to feed our educational needs.						

**1. I am**

18-20 Years Old  21-23 Years Old  24-29 Years Old  More than 30 Years

**2. My Scores are:**

My general average in Bacculaureate exam...../20

My English exam's average in bacculaureate exam...../20

My Grammar's average in first semester...../20

My Oral's average in first semester...../20

My writing's average in first semester...../20

**Please Make Sure That You Answered All Items.**

**Thank You for completing the questionnaire**

## الملخص:

تهدف هذه الدراسة لإثبات الآراء الخاصة بطلبة السنة أولى لقسم اللغة الإنجليزية بجامعة محمد بوضياف بالمسيلة، بالنسبة لعلاماتهم المتحصل عليها في البكالوريا وكذا السداسي الاول في الجامعة، وكذلك تهدف إلى معرفة آرائهم بالنسبة للمرحلة الانتقالية لهم من المرحلة الثانوية إلى التعليم العالي (المرحلة الجامعية).

يعتبر التقييم جزءا مهما في إطار التعليم والتعلم، وعلى هذا الأساس قمنا بدراسة فرضية فيما يخص موقف الطلبة نحو استعمال التقييم والاختبار في المرحلة الثانوية ودوره في حياة الطلبة مستقبلا في تعلم اللغة الانجليزية كتخصص جامعي، وكذا موقفهم من المرحلة الانتقالية لهم من الثانوي إلى الجامعي والصعوبات والمشاكل التي واجهوها في الجامعة، حيث قمنا بتوزيع استبيان على 40 طالب في قسم الانجليزية للسنة الأولى في جامعة المسيلة.

إن النتائج المتحصل عليها من خلال هذه الدراسة بينت أن موقف الطلبة من جهة التقييم كان سلبي وهذا راجع إلى عدم وضوح عملية التقييم بالنسبة للطلبة. فهذه الدراسة تلح على توعية الطلبة للتقييم وأنواعه. أما من جهة المرحلة الانتقالية فقد تعددت الآراء فيما يخص أهم أسباب دراسة اللغة الانجليزية كلغة أجنبية، كما بينت النتائج السابقة أن الطلبة قد واجهوا مختلف المشاكل النفسية والأكاديمية بسبب عدة عوامل أهمها البيئة. وعليه يجب إدراج عدة تغييرات على كلا المستويين وسنوات الطلاب الجدد، لمساعدتهم على التكيف مع متطلبات التعليم العالي.