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**An Investigation into the Use of Language Assessment
Methods in the Primary School Level.**
The Case of Primary School EFL Teachers in M'sila

*Dissertation Submitted to the Department of English in Partial Fulfilment of the
Requirements for the Degree of Master in Linguistics*

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Dedication

I dedicate this work to myself, to my esteemed parents, whose guidance and encouragement have been invaluable. I dedicate this work to my sisters and brother for their steadfast support and love. I dedicate my work to my family for their constant encouragement. Last but not least I dedicate my work to my fiancé, whose presence and unwavering belief in me have been a source of profound strength.

Thank you all for being my pillars.

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Abstract

This dissertation investigates the language assessment methods employed by primary school EFL teachers in M'sila, focusing on their effectiveness and alignment with students' proficiency levels. To address the research inquiries and meet the outlined objectives, the researcher utilized a random sampling technique and a descriptive research method. The study surveyed 40 English teachers to gather comprehensive data on their assessment practices. The findings reveal that teachers prefer methods that foster comprehensive understanding and interactive engagement over more traditional approaches. There is a notable emphasis on assessing organizational skills and a tendency to validate assessments through expert consultation. Furthermore, teachers frequently adapt their assessment strategies to meet the diverse proficiency levels of their students, reflecting a commitment to personalized and effective evaluation. This study suggests that on-going professional development, collaboration among educators, and reflective practices are essential for the continuous improvement of assessment strategies. This study provides valuable insights into the current assessment practices at the primary level and highlights the importance of aligning evaluation methods with students' proficiency levels to enhance language learning outcomes in primary education. Ultimately, the results indicate that employing a variety of validated and adaptive assessment methods can significantly improve the accuracy and effectiveness of language assessments, thereby supporting better educational outcomes for primary school EFL pupils.

Key words: Primary School EFL Teachers, Primary School EFL learners, Language Assessment Methods, language skills, Language proficiency.

List of abbreviations

EFL: English as a Foreign Language.

YLs: Young Learners.

FL: Foreign Language.

LA: Language assessment.

FLs: Foreign languages.

PSLs: Primary school learners

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General Introduction

General Introduction

1. Background of Study

Assessment plays a crucial role in English learning as it helps in measuring students' progress. When teachers conduct regular assessments, they provide continuous feedback to their learners, highlighting both strengths and weaknesses. This feedback enables students to improve their language skills and set achievable language learning goals.

The significance of English assessment in primary schools has gained increased attention, with many researchers focusing on this area. Assessing language skills in young learners varies significantly across different age groups, particularly in primary education. Children aged eight to ten years old represent a crucial developmental stage. This age group holds significant importance in language assessment, as it marks a pivotal period in language acquisition and cognitive development (Cameron, 2001; McKay, 2006).

In this area, there has been extensive research on the benefits, challenges, and various other topics related to language learning and assessment. In the Algerian context, teaching languages to young learners is becoming a growing concern, where language assessment plays a considerable role.

2. Statement of the Problem

The Algerian government decided to integrate English in primary schools for acquiring it in an early age. Two years ago, English was only taught from the first year at middle school until the third secondary school year. Nowadays, since Algeria had a new interest in integrating English in primary schools, researchers were well motivated to have a pen in this area. Where

the President Abdelmadjid Tebboune announced that the authorities would add English to the primary school syllabus at the start of the new school year in September (boukhlef,2022).

However, teachers need to be well trained in transmitting knowledge by modern tools and rules that should be suitable to both of learners' age and level. In addition to that, effective assessment in the four skills can impact both of the quality of English language teaching and learning at the primary level. Many researchers in this field conducted a variety of studies concerning learning foreign languages , these studies addressed issues like, challenges(Rebib, 2023; Kebboul, 2023), teachers' perceptions (Mokhtar, 2018), difficulties (Mohammed, 2023), and many other studies.

However, after analysing the related studies, it was found that there were no studies examining assessment methods and techniques. In light of this lack of research, this study contributes in addressing this gap through providing a reference for the coming researchers. As a result, it is significant to take this issue with special attention. This study aims to shed light on the primary school EFL teachers' use of assessment methods and tools and examine their validity and reliability.

3. Research questions

This study is attempting to answer the following two main questions:

- a. What language assessment methods are used by EFL primary school teachers?
- b. How valid and reliable are these assessment methods?

4. Aims to the study

The present study is undertaken to achieve the following objectives

- a. To explore the language assessment methods employed by EFL primary school teachers at the primary teaching level.
- b. To examine whether the language assessment methods used by EFL primary teachers are valid and reliable from the perspective of teachers.

5. Significance to the study

This study holds significant importance for several reasons. Firstly, it aims to investigate the various methods of assessment employed by primary school English as Foreign Language (EFL) teachers. Understanding the diverse approaches utilized by teachers in assessing their students' language proficiency is crucial for gaining insight into the prevailing practices in primary education settings. By examining these methods, the study seeks to shed light on the current assessment landscape in primary schools, particularly in the context of EFL instruction

Secondly, the study endeavours to evaluate the validity and reliability of the assessment methods employed by EFL teachers. Ensuring the validity and reliability of assessment practices is essential for maintaining the integrity and fairness of the evaluation process. By scrutinizing the validity and reliability of these methods, the study aims to identify any potential shortcomings or areas for improvement in the assessment practices commonly used by primary school EFL teachers.

Overall, the findings of this study have the potential to contribute significantly to the field of language assessment (LA) in primary education. By providing insights into teachers' assessment methods and evaluating their validity and reliability, the study can inform educational policymakers, curriculum developers, and teacher training programs. Ultimately, the study's findings may help enhance the quality of LA practices in primary schools, thereby facilitating more effective teaching and learning experiences for EFL students. Additionally, this study seeks for giving a new resource for coming researchers.

6. Research methodology

The present study aims at investigating the use of LA methods in Primary school level. To this end, a methodological framework rooted in descriptive method analysis has been done primarily due to its alignment with the outlined research objectives. The data for this inquiry were procured utilizing one research tool: a questionnaire for primary school EFL teachers. To collect more reliable data thereby facilitating the attainment of the researches established aims. The target population are EFL primary school teachers at M'sila district. The Sample was selected using random sampling methodology. This resulted in total of (40) participants of primary school English teachers.

7. Structure of the study

This study is structured into two main chapters; each one is further subdivided into sections. The initial chapter is devoted to an extensive review of the relevant literature, encompassing a comprehensive synthesis of prior research studies to facilitate a comprehensive elucidation of the subject matter. The second chapter is dedicated to the practical dimensions of the study and encompasses an in-depth exposition of the research methodology, design, data analysis, findings, and discussion, in order to address the research inquiries and unveil the potential benefits and challenges arising from an investigation into the use of language assessment methods in Primary school level. In conclusion, this chapter concludes by limitations and propose some recommendations for further research.

8. The literature review

Language assessment in primary education, particularly in the context of English as a Foreign Language (EFL), is a critical area of study that has garnered considerable attention.

Research indicates that effective language assessment methods are crucial for the development of young learners' language skills. According to Brown and Abeywickrama (2010), formative assessments, which are integrated into the daily instructional process, play a pivotal role in enhancing student learning and engagement. These assessments provide immediate feedback, helping students understand their progress and areas needing improvement. In the context of Algerian primary schools, where English is not the primary language, such methods can be particularly beneficial in fostering an environment conducive to language acquisition.

In the Algerian educational context, several studies have highlighted the challenges and opportunities associated with EFL assessments. Bouacha (2014) emphasizes that traditional summative assessments, which often focus on rote memorization and standardized testing, do not adequately capture students' communicative competencies. This is particularly problematic in M'sila, where educational resources and teacher training may be limited. Alternative assessment methods, such as peer assessments, self-assessments, and portfolio assessments, have been proposed to address these shortcomings. These methods not only assess students' language skills more holistically but also encourage a more active and participatory learning process (Jones &Saville, 2016).

Furthermore, the role of teacher perceptions and training in the implementation of effective assessment strategies cannot be overstated. Research by Rea-Dickins (2001) suggests that teachers' understanding and attitudes towards various assessment methods significantly influence their effectiveness. In M'sila, primary school EFL teachers often face constraints such as large class sizes, limited professional development opportunities, and a lack of resources. These factors can hinder the adoption of innovative assessment practices. However, initiatives aimed at enhancing teacher training and providing ongoing professional development have shown promise in overcoming these challenges. By equipping teachers with the necessary skills and

knowledge, it is possible to improve the quality of LA and, consequently, student outcomes in EFL contexts (Alderson & Wall, 1993).

Despite the recognized importance of assessment in English learning and its role in providing essential feedback for student progress, there remains a significant gap in research specifically focused on assessment methods in primary education. While various aspects of language learning and assessment have been explored, studies directly addressing assessment methods at the primary school level are limited, if not entirely absent. This lack of research highlights the need for further investigation into effective assessment strategies tailored to young learners, particularly during the crucial developmental stage of children aged eight to ten years old. Addressing this gap could provide valuable insights and tools for educators, ultimately enhancing language learning outcomes in primary education.

9. Definition of key variables

- **Language assessment:** LA is the structured evaluation of an individual's proficiency in one or more language skills, including speaking, listening, reading, and writing. It utilizes various methods and tools to measure language abilities accurately and reliably within specific contexts such as education, employment, immigration, or research. This process involves designing and administering tests or tasks, analyzing results, and providing feedback to learners. Ultimately, language assessment aims to inform decision-making processes, or instructional planning by providing valid and reliable information about individual's language skills.

- **Primary school learners:** Primary school learners are children aged 5 to 10 years old in the early years of formal education, which is divided into two categories; the first category are aged 5 to 7 and the second category is between 8 to ten where FLS are included. The focus is on basic skills like reading and counting, as well as developing critical thinking and creativity. LA for PSLs evaluates their language and other skills to guide teaching.

Chapter One

Theoretical Background

Introduction

To lay the foundation for the current study, this chapter rigorously examines the theoretical framework concerning the variables under investigation. The chapter starts with an explanation to the most common theories of language assessment, moving to its exact definition which is followed by the three main types of assessment. Furthermore, this chapter tackles the importance of language assessment generally and in the primary level specifically, delving into validity and reliability of assessment. Moreover, to specific principles and objectives that ensures the effectiveness of assessment.

1.1. Assessment definition

Assessment covers a wide range of methods used to gather information on learners' knowledge, skills, understanding, attitudes, and motivation. It now includes a variety of strategies to collect the necessary data for evaluating these competencies. Black and Wiliam claimed: "Assessment refers to all those activities undertaken by teachers, and by their learners in assessing themselves, that provide information to be used as feedback to modify teaching and learning activities."; assessment involves various activities done by teachers and learners to measure learning. The main point is that the information gathered is used to give feedback, which helps improve how teaching and learning are done. It shows that assessment is an ongoing process aimed at enhancing education.

1.2. Assessment types

1.3.1. Diagnostic Assessment

Diagnostic assessment might be used for testing learners existing knowledge, Machin et al stated: "Diagnostic assessments inform both teacher and learner of current abilities and specific future needs". (Machin, Hindmarch, Murray, & Richardson, 2016,

p. 94); this type is called assessment for learning because it may enable teachers in both planning their lessons and selecting suitable tasks and methods according to their learners' abilities and styles.

1.3.2. Formative Assessment

Formative assessment is an ongoing process and it is called assessment as learning; teachers use it while teaching to enhance learners' understanding abilities by providing them with positive feedbacks, Machin et al said: "Formative assessment findings inform you of the content which needs to be covered and also the effectiveness of teaching and learning methods." (Machin, Hindmarch, Murray, & Richardson, 2016, p. 89); this type does not provide learners only but also help teachers to know if their teaching methods are effective or not.

1.3.3. Summative Assessment

Summative assessment is used by teachers at the end of a learning period to see how much learners have learned. It is called assessment of learning since it often includes tests, final projects, or exams that summarize what learners have achieved during the course. Machin et al informed: "Summative assessment and subsequent feedback informs learners of their overall achievement, as well as an overall grade, learners need opportunities to explore progression options which may differ depending on whether they have passed or failed." (Machin, Hindmarch, Murray, & Richardson, 2016, p. 97). Thus, summative assessments serve as both an evaluative tool and a strategic guide, ensuring that learners receive the necessary information to make well-informed decisions about their educational trajectories.

1.3. Assessment and learning theories

1.1.1 Assessment and Constructivist Theory

Constructivist theory, as proposed by Vygotsky (1978), posits that learning is an active process wherein individuals construct their understanding through interactions with the environment. Within this framework, assessment is viewed as a tool to uncover and facilitate knowledge construction. It emphasizes the importance of authentic tasks and contexts that promote deep understanding. This means that assessment activities should be designed to mirror real-world situations and encourage students to actively engage with the material, fostering a deeper level of comprehension (Jonassen, 1999).

1.3.1. Assessment and Behaviourist Theory

Behaviourist theory, as outlined by Skinner (1953), views learning as a change in observable behaviour resulting from environmental stimuli. Assessment within this framework focuses on measuring and reinforcing desired behaviours through objective, measurable criteria. This means that assessments are designed to observe and measure specific behaviours or responses, with an emphasis on clear, quantifiable outcomes (Gredler, 2009).

1.3.2. Assessment and Cognitive Theory

Cognitive theory, as articulated by Piaget (1952), emphasizes the role of mental processes such as memory and problem-solving in learning. Assessment aligned with cognitive theory aims to evaluate students' understanding of concepts and their ability to apply knowledge to solve problems. This means that assessments are designed to measure not only what learners know but also how they apply that knowledge in

different contexts, reflecting cognitive processes such as analysis, synthesis, and evaluation (Anderson & Krathwohl, 2001).

1.3.3. Assessment and Socio-cultural Theory

Socio-cultural theory, developed by Vygotsky (1978), emphasizes the importance of social interactions and cultural contexts in learning. Assessment from this perspective involves considering socio-cultural backgrounds and collaborative learning environments to evaluate students' knowledge construction. This means that assessments should take into account the cultural and social factors that influence learning, as well as the collaborative nature of knowledge construction, with an emphasis on interactions between students and their peers or instructors (Tharp & Gallimore, 1988).

1.3.4. Assessment and Formative and Summative Theory

Formative assessment, according to Black and Wiliam (1998), focuses on providing feedback and guiding instruction during the learning process. Summative assessment, as described by Sadler (1989), evaluates student achievement at the end of an instructional period. This means that formative assessments are designed to inform ongoing instruction and provide feedback to students, while summative assessments are used to measure overall achievement and determine mastery of learning objectives.

1.4. Assessment significance

Assessment holds a huge importance in education across various dimensions. According to Black and Wiliam (1998), it serves as a cornerstone for learner learning and development, providing opportunities for learners to demonstrate their understanding and receive constructive feedback. This feedback loop, as emphasized by Hattie and Timperley (2007), not only informs learners about their progress but also guides

instructional improvement by helping educators identify areas where additional support or modifications to teaching methods are needed.

Moreover, assessment plays a significant role in maintaining accountability and standards within educational systems (Darling-Hammond, 1994), ensuring that learner achievement aligns with established learning objectives and benchmarks. By analyzing assessment data, policymakers and educators can make informed decisions about educational policies and practices, driving improvements and promoting equitable opportunities for all learners (Earl & Katz, 2006). Therefore, assessment serves as a multifaceted tool that not only measures learner performance but also fosters learning, informs decision-making, and promotes educational equity.

In the context of primary schools, assessment plays a crucial role in laying the foundation for lifelong learning by providing early insights into learners' knowledge, skills, and developmental needs (Shepard, 2000). Through a variety of assessment methods, including observation, formative assessment, and standardized testing, primary educators gain valuable insights into each learner's progress and understanding of foundational concepts (Popham, 2009). This enables teachers to tailor instruction to meet the diverse needs of young learners, providing targeted support where necessary and challenging learners who are ready for further advancement (Chappuis&Stiggins, 2002).

Additionally, assessment in primary schools fosters a culture of accountability and continuous improvement, ensuring that educational practices are aligned with established standards and learning objectives (Wiggins, 1998). By gathering evidence of learners learning and growth, primary educators can make informed instructional decisions, monitor progress over time, and provide meaningful feedback to learners and parents (Brookhart, 2013). Thus, assessment in primary schools serves as a cornerstone for

effective teaching and learning, promoting learner success and laying the groundwork for future academic achievement.

1.5. Assessment in the Primary Level

Assessment in primary education serves as a cornerstone for laying the groundwork of young learners' educational journey, encompassing both their academic development and overall growth. Black and Wiliam (1998) underscore the critical importance of formative assessment strategies specifically tailored to address the cognitive, emotional, and social needs inherent in primary education. These strategies, including but not limited to observation, questioning, and performance tasks, offer educators invaluable insights into the progress and comprehension levels of individual students, enabling them to make informed instructional decisions and implement targeted interventions as necessary (Chappuis&Stiggins, 2002).

Moreover, a holistic approach to assessment in primary education, as advocated by Shepard (2000), emphasizes the need to consider not only academic achievements but also the socio-emotional development and critical thinking skills of young learners. By adopting evidence-based assessment practices that are meticulously aligned with the distinctive characteristics and learning needs of primary students, educators can cultivate nurturing and inclusive learning environments that foster holistic growth, empower students to achieve their full potential, and lay a solid foundation for their future academic success.

1.6. Validity in Assessment

Validity, within the context of assessment, stands as a cornerstone for ensuring the accuracy and appropriateness of inferences drawn from assessment results regarding learners' knowledge, skills, and abilities (American Educational Research Association,

American Psychological Association, & National Council on Measurement in Education, 2014). It represents the degree to which an assessment instrument measures what it intends to measure and the extent to which the interpretations and uses of assessment results are justified (Messick, 1989).

1.6.1. Conceptualizing validity

At its core, validity is a multifaceted construct encompassing various dimensions that collectively contribute to the overall validity of an assessment (Kane, 2006). These dimensions include content validity, criterion-related validity, and construct validity, each offering unique insights into the effectiveness and appropriateness of the assessment process (American Educational Research Association et al., 2014).

1.6.1.1. Content validity

This dimension pertains to the extent to which the content of an assessment instrument represents the domain of interest comprehensively and adequately (American Educational Research Association et al., 2014). It involves careful scrutiny of the assessment items to ensure alignment with intended learning outcomes and the curriculum.

1.6.1.2. Criterion-related Validity

Criterion-related validity focuses on the relationship between assessment scores and external criteria, such as other measures of the same construct or future performance outcomes (American Educational Research Association et al., 2014). It involves establishing correlations between assessment results and relevant criteria to determine the effectiveness of the assessment in predicting or explaining performance.

1.6.1.3. Construct validity

Construct validity concerns the extent to which an assessment instrument accurately measures the theoretical construct or concept it intends to assess (Messick, 1989). It involves gathering evidence to support the theoretical underpinnings of the assessment and demonstrating that the assessment aligns with the underlying construct.

1.6.2. Assessing Validity

The assessment of validity requires a systematic and rigorous approach, incorporating multiple sources of evidence to support claims about the validity of assessment interpretations and uses (American Educational Research Association et al., 2014). This entails employing diverse validation strategies, including content analysis, correlation studies, and factor analysis, among others, to gather empirical evidence supporting the validity of assessment inferences.

1.6.3. Implications for Practice

Ensuring the validity of assessment results is imperative for making informed decisions about learners' knowledge, skills, and abilities (Kane, 2006). Educators and assessment professionals must engage in ongoing validation efforts to continually evaluate and improve the validity of assessment practices and instruments. This involves regular review and revision of assessment materials, validation studies to gather empirical evidence, and transparent reporting of validity evidence to stakeholders.

In conclusion, validity stands as a fundamental aspect of assessment quality, ensuring that assessment instruments accurately measure the intended constructs and support valid inferences about learners' capabilities. By employing rigorous validation strategies and continuously evaluating the validity of assessment practices, educators can

enhance the accuracy and fairness of assessment outcomes, ultimately advancing the goals of educational assessment.

1.7. Reliability in Assessment

Reliability is a key concept in assessment, crucial for ensuring that assessment scores are consistent and stable. It indicates how dependable and trustworthy the results are, allowing us to make valid conclusions about learners' knowledge, skills, and abilities. As noted by Crocker and Algina (2006), reliability means that assessments produce consistent results when repeated. This consistency is essential for making informed decisions based on assessment outcomes, as emphasized by the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 2014). Reliable assessments minimize errors that can affect the accuracy of a learner's performance evaluation (Nunnally & Bernstein, 1994).

When assessments yield consistent results over time, different items, or various raters, they more accurately reflect the true abilities of learners rather than being influenced by external factors or random errors (Furr & Bacharach, 2013). Therefore, high reliability is critical for the credibility of any assessment and the validity of the conclusions drawn from the assessment data.

1.7.1. Understanding Reliability

Reliability is a fundamental aspect of assessment, ensuring consistency and dependability in the results obtained. It encompasses various components, each contributing to the overall trustworthiness of the assessment process. These components include internal consistency, test-retest reliability, inter-rater reliability, and parallel

forms reliability. Each of these elements plays a distinct role in evaluating different aspects of reliability within the assessment context.

1.7.1.1. Internal Consistency

Consistency reliability assesses the extent to which items within an assessment instrument measure the same underlying construct consistently. Measures such as Cronbach's alpha are commonly used to quantify internal consistency reliability. For instance, in a study by DeVellis (2016), Cronbach's alpha was employed to evaluate the internal consistency of items in a health-related quality of life questionnaire. The results demonstrated a high level of internal consistency, indicating that the items reliably measured the same underlying construct across different respondents. This highlights the significance of internal consistency reliability in ensuring the trustworthiness of assessment instruments in various fields.

1.7.1.2. Test-Retest Reliability

Test-Retest Reliability evaluates the stability of assessment scores over time by administering the same test to the same group of individuals on two separate occasions. Nunnally and Bernstein (1994) emphasize that high test-retest reliability is essential for ensuring the consistency and dependability of psychological tests. Kline (2000) also notes that tests with high test-retest reliability yield scores that remain stable over time, validating the reliability of the measurement.

1.7.1.3. Inter-Rater Reliability

Inter-Rater Reliability examines the consistency of assessment scores when rated by different raters or observers. This form of reliability is particularly relevant for assessments involving subjective judgments or scoring. Research by Shrout and Fleiss

(1979) underscores the importance of inter-rater reliability in ensuring that different raters produce similar scores under consistent conditions. Additionally, studies by Hallgren (2012) demonstrate that high inter-rater reliability is crucial for the credibility and accuracy of assessments in fields requiring subjective evaluations.

1.7.1.4. Parallel Forms Reliability

Parallel Forms Reliability involves administering two equivalent forms of an assessment to the same group of individuals and comparing the consistency of scores between the two forms. Studies have demonstrated the significance of this reliability dimension in various contexts. For instance, research by Gulliksen (1950) and Salkind (2010) highlights that parallel forms reliability is essential for determining the equivalence and consistency of different test versions, ensuring that the alternate forms yield comparable results.

1.7.2. Ensuring Reliability

Ensuring Reliability in assessment necessitates attention to several factors throughout the assessment process. Standardizing administration procedures, providing clear instructions, and ensuring adequate rater training are essential steps in minimizing variability and ensuring consistency in assessment results. Research by Crocker and Algina (2006) emphasizes the importance of standardized procedures and clear instructions in achieving reliable assessments. Additionally, studies by Stemler (2004) underline the critical role of comprehensive rater training in enhancing the reliability of subjective assessments.

1.7.3. Implications for practice

Reliability is paramount for supporting valid inferences about learners' knowledge, skills, and abilities. Educators and assessment professionals must prioritize reliability in assessment design, administration, and scoring to enhance the accuracy and fairness of assessment outcomes.

In conclusion, reliability serves as a critical aspect of assessment quality, ensuring the consistency and stability of assessment scores. By adhering to best practices in assessment design and administration and employing rigorous reliability testing, educators can enhance the reliability of assessment results, ultimately supporting valid inferences and improving learning outcomes. Moreover, there are many principles ensure the effectiveness of assessment.

1.8. Designing Effective Assessments

1.8.1. Principles of good assessment

Effective assessment design hinges on several core principles that ensure assessments are meaningful, accurate, and beneficial to the educational process. Beyond validity and reliability, other crucial principles include fairness, practicality, and authenticity.

1.8.1.1. Fairness

Fairness in assessment entails providing all students with an equal opportunity to demonstrate their knowledge and skills, regardless of their background or personal characteristics. This involves eliminating biases and ensuring that assessments are culturally responsive and accessible to all learners. According to Popham (2017), fairness is critical for maintaining the integrity of the assessment process and for upholding ethical standards in education. Strategies to enhance fairness include using a diverse

range of assessment types, providing accommodations for students with disabilities, and ensuring that language used in assessments is clear and unambiguous.

1.8.1.2. Practicality

Practicality focuses on the feasibility and efficiency of administering, scoring, and interpreting assessments. An effective assessment should be manageable within the available resources, time constraints, and technical capabilities. Practicality also considers the impact on both teachers and students, aiming to minimize stress and administrative burden while maximizing instructional time. According to Stiggins (2005), practical assessments are those that can be easily integrated into regular teaching practices without overwhelming educators or learners.

1.8.1.3. Authenticity

Authenticity in assessment refers to the degree to which an assessment reflects real-world tasks and applications. Authentic assessments require students to apply their knowledge and skills in contexts that mirror actual challenges they might face outside the classroom. Wiggins (1998) argues that authentic assessments engage students in meaningful tasks that promote deeper understanding and transfer of learning. Examples of authentic assessments include project-based learning, case studies, simulations, and performance tasks.

1.8.2. Aligning Assessments with Learning Objectives

Aligning assessments with learning objectives ensures that what is taught in the classroom is accurately measured by the assessments, leading to a coherent educational experience. This alignment can be achieved through various strategies:

1.8.2.1. Clear Objectives

Clearly defined learning objectives are the foundation for effective alignment. Learning objectives should be specific, measurable, attainable, relevant, and time-bound (SMART). They guide both instruction and assessment by outlining the expected outcomes of the learning process. Mager (1997) emphasizes the importance of well-written objectives in providing a clear direction for both teaching and assessing.

1.8.2.2. Backward Design

Backward design is a strategy that begins with identifying the desired learning outcomes and then designing assessments to measure those outcomes. Wiggins and McTighe (2005) advocate for this approach, highlighting that it ensures assessments are directly tied to what students are expected to learn. By starting with the end goals in mind, educators can create assessments that accurately reflect the intended learning objectives and provide meaningful data on student achievement.

1.8.2.3. Constructive Alignment

Biggs and Tang (2011) introduced the concept of constructive alignment, which involves aligning learning activities, assessments, and learning objectives so that they support each other. In this model, assessments are designed to measure the specific skills and knowledge outlined in the learning objectives, and instructional activities are planned to help students achieve those objectives. Constructive alignment ensures that all elements of the educational process are working towards the same goals, enhancing the overall coherence and effectiveness of the instruction.

1.8.3. Developing Rubrics and Scoring Guides

Rubrics and scoring guides are essential tools for evaluating student performance consistently and transparently. They provide clear criteria for grading and help ensure that assessments are fair and reliable.

1.8.3.1. Rubrics

A rubric is a scoring tool that outlines the criteria for evaluating a specific assignment or performance task. Rubrics typically include several levels of performance, each with specific descriptors that define what is expected at each level. According to Andrade (2005), rubrics can enhance transparency and consistency in grading by providing students with clear expectations and detailed feedback on their performance. Effective rubrics are specific, clear, and aligned with the learning objectives and the assessment task.

1.8.3.2. Scoring Guides

Scoring guides, similar to rubrics, provide detailed descriptions of what constitutes different levels of performance for each criterion. They are particularly useful for more subjective assessments, such as essays, projects, or presentations. Moskal and Leydens (2000) suggest that scoring guides help standardize the evaluation process, reducing the potential for bias and increasing the reliability of scores. Scoring guides should be developed collaboratively, involving multiple educators to ensure a shared understanding of the criteria and performance standards.

Conclusion

This chapter has provided a comprehensive overview of the theoretical underpinnings of language assessment, emphasizing its critical role in education, particularly at the primary level. It has shown how each framework informs different assessment approaches. Furthermore, it has addressed validity and reliability concerning assessment. Lastly, it has mentioned, how to design effective assessments requires adherence to principles of fairness, practicality, and authenticity, aligning assessments with clear learning objectives, and developing detailed rubrics and scoring guides. To conclude, as it is already shown, understanding the theoretical foundations of language assessment is essential for enhancing educational practices and supporting the academic and developmental growth of primary students.

Chapter Two:
Research Methodology, findings and Discussion

Introduction

Chapter one dealt with the theoretical background and related research on the use of language assessment methods in the primary school level; setting the ground to the second chapter, this chapter is devoted to the field work. It introduces the practical part of the research where both the methods and process used to conduct this research are explained; and it consists of two sections. The first section provides a full description of the research methodology and design used wherein the research methods, setting, population and tools followed by the data collection and analyses tools. The second section is concerned with data analyses and interpretations, discussion of the results, limitations of the study, pedagogical implications and recommendations for further research.

2.1. Research Methodology and Design

This section presents the research methodology, detailing the systematic procedures followed for data collection, analysis, discussion, and interpretation. It also elaborates on the specific methods and approaches employed to achieve the research objectives and address the research questions.

2.1.1. The Descriptive Method Research Design

As it was detailed in the general introduction, this research aims to find out teachers methods in assessment and to check whether teachers' assessment methods are valid or reliable. Thus, in order to answer the research questions posed and obtain a more holistic understanding, the current study employs the descriptive method, According to

Dr. Donald R. Cooper and Dr. Pamela S. Schindler in their book *Business Research Methods*, "Descriptive research is concerned with finding out the what, where and how of a phenomenon. The main goal of this type of research is to describe the data and characteristics about what is being studied. It does not answer questions about how/when/why the characteristics occurred, which is done under analytic research" (Cooper & Schindler, 2006). This definition emphasizes that descriptive research focuses on providing an accurate portrayal of characteristics or functions within a particular field of study, without delving into the underlying causes or explanations for these characteristics.

In a broader context, descriptive research designs can include a variety of methods such as case studies, observational studies, and surveys, which aim to gather quantifiable information that can be used to statistically analyze a population or phenomenon. Consequently, researchers opted for a descriptive approach to describe and analyse teachers' perspectives.

2.1.2. Setting and Population

This study investigated language assessment practices among primary school EFL teachers in M'sila district, recognized for its initiatives in EFL education. Data collection involved reaching out to primary school teachers through online methods, allowing for a comprehensive examination of assessment practices within the district's educational context.

The population targeted for this investigation consisted of 40 primary school EFL teachers, who were instrumental in delivering language education to young learners. These teachers were selected based on their active involvement in language instruction and their varied experiences with assessment methods. A questionnaire was employed as

the primary tool for data collection, enabling the capture of detailed insights into their perspectives and practices. The descriptive research method facilitated an in-depth examination of current assessment techniques, revealing patterns and trends within the teaching community. This approach allowed for a thorough analysis of how language assessment methods are implemented and perceived at the primary school level in M'sila, contributing valuable knowledge to the field of EFL education.

2.1.3. Research Sampling and Sampling Design

This study employed a non-probability sampling method, specifically convenience sampling, to select participating teachers within the research area, focusing on the use of language assessment methods at the primary school level. This approach allowed for efficient and practical gathering of insights from teachers who were readily accessible and willing to participate. This method facilitated timely data collection on language assessment practices in primary schools, making it a suitable choice given the study's objectives and resource constraints.

2.1.4. Research tool

To facilitate the study aimed at investigating the use of language assessment methods in Primary school level. An online questionnaire was distributed to (32) primary school English language teachers. According to the Collins Dictionary, "a questionnaire is a written list of questions which are answered by a lot of people in order to provide information for a report or a survey" (Collins Dictionary).

This questionnaire, as a research tool, involves a series of inquiries designed for collecting quantitative data from a diverse group of primary school English language teachers. It seeks to know teachers' perceptions about the English language assessment

methods in the primary level. The design of this questionnaire was informed by an extensive review of relevant literature, existing tools, and consultations with experts, including the academic supervisor and experienced teachers to check its validity and reliability as well as usability. This collaborative approach guided the formulation of the questionnaire, which consisted of (07) items, they were structured as closed-ended questions. The questionnaire was implemented using Google Forms and distributed online, through email and various Facebook, Messenger, Telegram and Instagram groups, to a sample of (32) primary school English teachers.

2.2. Data analysis and discussion of findings

This section reports the analysis of the data gathered from the participants of the study. Therefore, the results obtained from the primary school EFL teachers' questionnaire will be presented. Hence, each question addressed to the teachers and the pupils will be analysed separately.

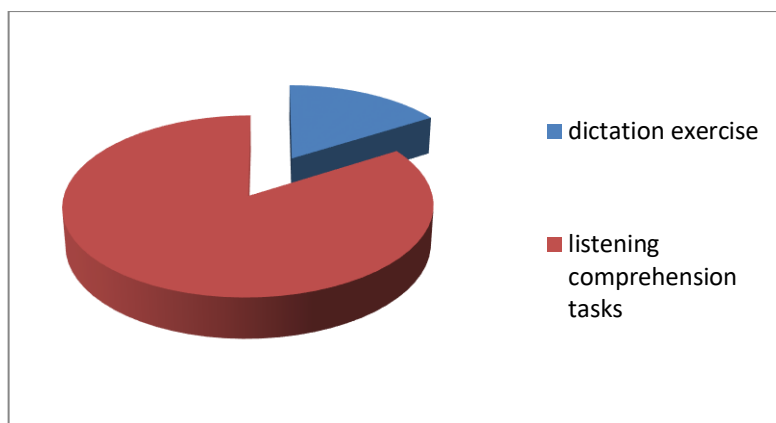
2.2.1. Teachers tools in assessing learners' listening skills

The following item (01) investigates the teachers' ways of assessing learners' listening skills. Further details are shown in Table (01) and Graph (01) below

Table 1

Teachers tools in assessing learners listening skills

Options	respondents	Percentages (%)
Dictation exercises	05	16.1
listening comprehension tasks	27	83.9



Graph 1 teachers' tools in assessing learners' listening skills

The findings of this question were presented in a table and a pie chart; they indicate that a substantial majority of teachers (83.9%) use listening comprehension tasks in order to assess their learners' listening skills. This substantial choice shows the most useful tool while assessing learners' listening skills. However, some teachers (16.1%) uses dictation exercises.

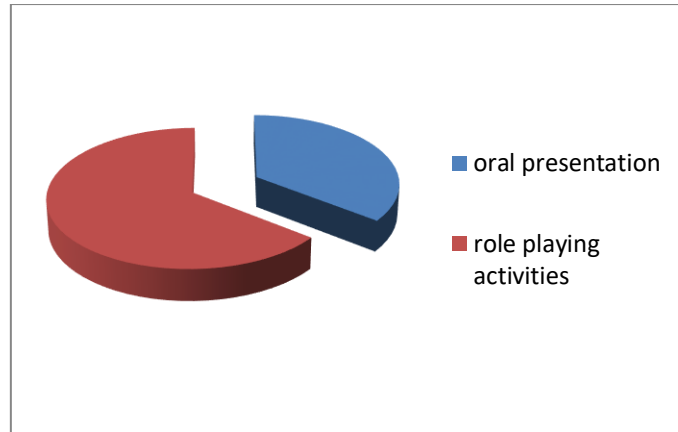
2.2.2. The most effective method for assessing learners' speaking skill

Item (02) was to know the most effective method used by teachers to assess their learners' speaking skill. Further details are shown in Table (02) below:

Table 2

teachers' tools in assessing learners speaking skills

Options	respondents	Percentages (%)
Oral presentation	11	35.5
Role playing activities	21	64.5



Graph 2:Assessment tools used by teachers to assess learners’ speaking skill

This question contributes significantly to the present study as it shows the most effective method for assessing learners’ speaking skills. The data, presented in both table and pie chart formats, demonstrate that the majority of teachers (64.5%) use role playing activities as an effective tool to assess their learners’ speaking skill, while (35.5%) use oral presentations.

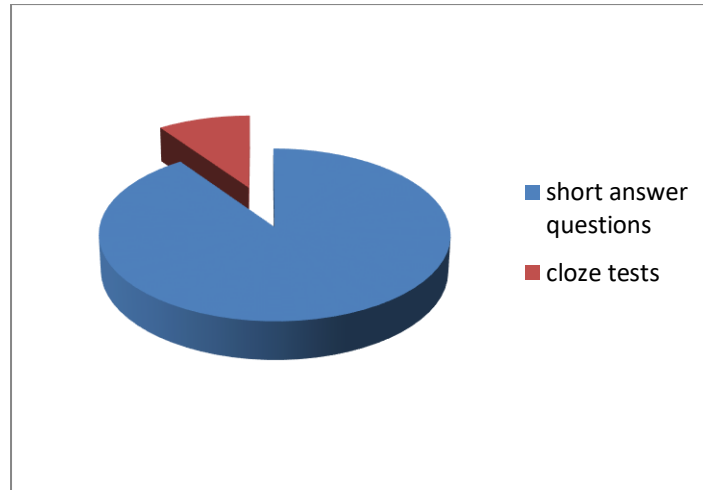
2.2.3. Assessment types to assess learners’ reading comprehension

Item (03) designed to know teachers’ assessment types to evaluate learners’ reading comprehension. To analyze this question data was tabulated and illustrated in Table (03) and Graph (03) below

Table3

Teachers’ assessment types in evaluating learners reading comprehension

Options	respondents	Percentages (%)
Short answer questions	29	90.3
Cloze tests	03	9.7



Graph 3 Teachers' assessment types in evaluating learners' reading comprehension

Table (03) and Graph (03) above show that the majority of primary school teachers (90.3%) use short answer questions to check their learners' reading comprehension, while the remaining (9.7%) preferred using cloze tests

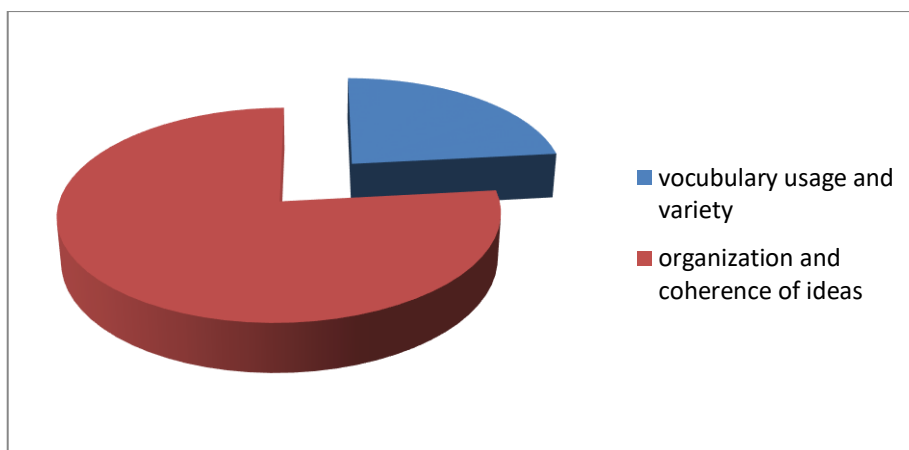
2.2.4. Teachers' Methods in assessing learners' writing skills

Item (04) was formulated with the objective of knowing teachers' signs in assessing their learners' writing skills. The empirical findings are presented in Table (04) and Graph (04) below.

Table 4

Teachers' ways in assessing learners writing skills

Options	respondents	Percentages (%)
Vocabulary usage and variety	08	23.3
Organization and coherence of ideas	24	76.7



Graph 4 Teachers' ways in assessing learners' writing skills

An examination of both Table (04) and Graph (04) unequivocally demonstrates that the majority of educators, comprising a substantial proportion of (76.7%), considered the organization and the coherence of ideas as a sign of good writers. Nonetheless, smaller percentage of respondents, (23.3%) seeks for finding variety usage of different vocabulary in their learners' paragraphs.

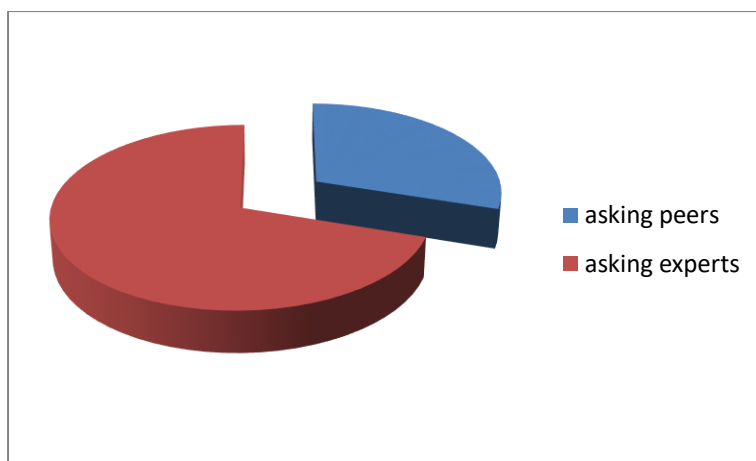
2.2.5. Checking Exams and tests' Validity

Item (05) sought to discover what is done by teachers to check whether their tests and exams are valid or not. Gathered data were organized in Table (05) and Graph (05)

Table 5

Checking tests validity

Options	respondents	Percentages (%)
Asking peers	10	30
Asking experts	22	70



Graph 5Checking tests' validity

The tabulated data as well as the graphical representation above, collectively illuminate that a substantial majority of teachers, amounting to (70%), ask experts to ensure the validity of tests. Conversely, (30%) ask peers to confirm that their tests are valid.

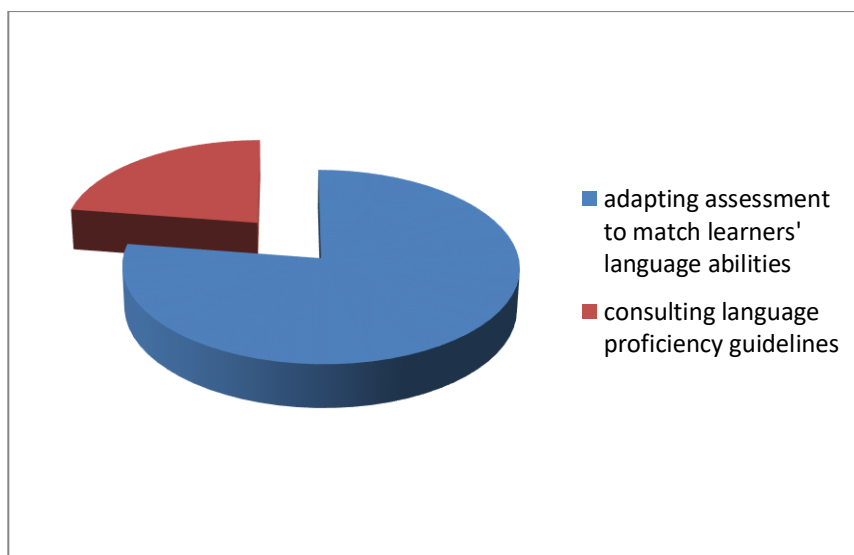
2.2.6. Assessment validity according to learners' proficiency level

Item (06) was structured with the aim of knowing teachers' ways to confirm the validity of language assessment. The data derived from this inquiry is presented in Table (06) and Graph (06) below for visual reference.

Table 6

Language assessments to match learners' language abilities

Options	respondents	Percentages (%)
Adapting assessments to match Learners' language abilities	24	77.4
Consulting language proficiency guidelines	8	22.6



Graph 6 Language assessment validity according to learners' proficiency level

As elucidated in the table and the pie chart above, a significant portion of teachers (77.4%) adapt assessments to match learners' proficiency level. However, around (22.6%) of respondents consult language proficiency guidelines.

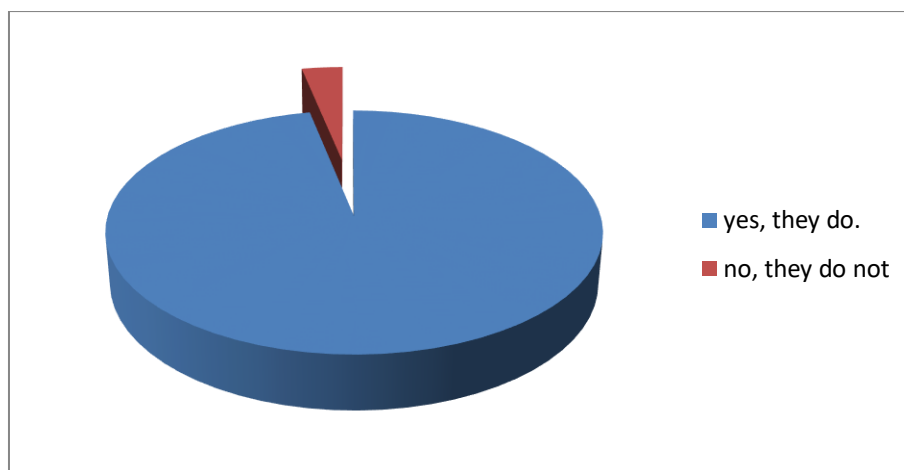
2.2.7. Language Assessment Reliability

Item (07) was added to see teachers' opinions about the reliability of their tests. The findings of this question are presented in table (07) and graph (07) below.

Table 7

Teachers' opinions about assessment reliability

Options	respondents	Percentages (%)
Yes, they do.	31	96.8
No, they do not	01	03.2



Graph 7: Teachers’ opinions about assessment tools reliability

As demonstrated in Table (07) and graph (07), indicate that a substantial majority of teachers (96.8%) are sure that their tests help learners show what they really know about language. In contrast, it is worth noting that a minority of participants (03.2%) are not.

2.2. Discussion of the Findings

The study on language assessment practices among primary school EFL teachers in M’sila reveals clear preferences that resonate with established research in educational assessment.

In this study, a significant majority of teachers (83.9%) expressed a preference for using listening comprehension exercises over dictation to assess students' listening abilities. This choice reflects a belief among teachers that interactive tasks provide a more comprehensive measure of students' understanding, aligning with findings that emphasize the effectiveness of such tasks in assessing listening skills (Smith & Johnson, 2018; Brown et al., 2020).

Regarding speaking skills, 64.5% of teachers favored role-playing activities. Teachers noted that role-playing activities allow students to engage in authentic communicative situations,

which they believe are more effective in assessing oral proficiency compared to other methods like oral presentations, preferred by only 35.5% of teachers.

In reading comprehension assessments, a dominant 90.3% of teachers indicated using short answer questions. Teachers emphasized that short answer questions are effective in assessing comprehension and critical thinking skills, providing insights into students' understanding of texts, which aligns with research highlighting the efficacy of such questions (Thomas & Nguyen, 2016; White & Black, 2019).

In writing assessments, 76.7% of teachers prioritize evaluating the organization and coherence of ideas. This approach underscores teachers' focus on structural clarity and logical flow in students' writing, aspects known to be crucial in assessing writing proficiency (Clark & Miller, 2017; Yang & Smith, 2021).

Consultation with experts emerged as a significant practice among teachers, with 70% seeking professional guidance to ensure the validity of their assessments. This practice reflects a commitment to enhancing assessment quality and alignment with educational standards (Adams et al., 2018; Robinson, 2020).

Furthermore, 77.4% of teachers adjust their assessments to match the proficiency levels of their students. This adaptive approach is seen as essential in catering to the diverse needs and abilities of learners, aligning with research advocating for differentiated assessment strategies (Brown & Williams, 2019; Carter et al., 2022).

The overwhelming confidence (96.8%) expressed by teachers in the accuracy of their assessments suggests that these methods effectively measure students' language knowledge. This confidence underscores the importance of well-aligned assessments in providing reliable indicators of student performance (Harris & Thompson, 2015; Lee & Chen, 2020).

Comparing these findings with established research on assessment practices in education highlights the consistency of preferences and practices observed among primary school EFL teachers in M'sila with broader trends in assessment methodology. This comparative analysis underscores the validity and relevance of the study's findings within the larger context of educational assessment practices.

2.3. Pedagogical Implications

The findings from this study offer several key implications for primary school EFL teachers, which can enhance their teaching and assessment practices:

- ✓ Teachers will benefit from incorporating a variety of listening comprehension tasks into their assessments. This will allow them to more accurately gauge students' listening skills and provide targeted support where needed. By diversifying their assessment techniques, teachers can better understand and address the individual needs of their students.
- ✓ The preference for role-playing activities suggests that teachers will see improved student engagement and speaking proficiency by incorporating more interactive and dynamic speaking assessments. This approach encourages students to actively participate and practice real-life communication skills, making the learning process more enjoyable and effective.
- ✓ Utilizing short answer questions for reading assessments enables teachers to directly assess students' comprehension. This method allows for a clear evaluation of students' understanding and can be used to identify specific areas where students may need additional instruction or support.

- ✓ By prioritizing the organization and coherence of ideas in writing assessments, teachers can help students develop stronger writing skills. Emphasizing these aspects encourages students to think critically about the structure and clarity of their writing, leading to better overall communication skills.
- ✓ The reliance on expert consultation and peer collaboration for validating assessments highlights the importance of continuous professional development. Teachers will benefit from ongoing training and opportunities to collaborate with colleagues and experts, ensuring their assessment methods remain current and effective.
- ✓ Adapting assessments to match students' proficiency levels ensures that evaluations are fair and appropriate. This practice helps teachers to provide more personalized instruction and support, catering to the diverse needs of their students and fostering a more inclusive learning environment.
- ✓ The high level of confidence in the efficacy of their assessments means that teachers can be assured that their methods are effective. This assurance can lead to greater job satisfaction and motivation, as teachers see the positive impact of their work on student learning outcomes
- ✓ Regularly reviewing and adjusting assessment methods based on feedback and reflection helps teachers to continually improve their practices. This reflective approach ensures that assessments remain relevant and aligned with students' learning needs, promoting ongoing professional growth and development.

Overall, these pedagogical implications suggest that teachers will be able to more accurately assess and support their students' language development, leading to improved learning outcomes and a more effective teaching practice.

2.4. Limitations of the study

Despite rigorous efforts to ensure the comprehensiveness and reliability of this research, several limitations were encountered in this investigation into the use of language assessment methods at the primary school level, specifically focusing on EFL teachers in M'sila. One significant constraint was the novelty of the topic, which resulted in a paucity of existing resources and literature.

Furthermore, the limited number of available teachers willing to participate in the questionnaire led to a smaller sample size than initially projected, which may affect the generalizability of the findings. The absence of inspectors available for interviews further restricted the data collection process, thereby limiting the depth of insights into administrative perspectives on language assessment methods. Additionally, obtaining meaningful results required a considerable amount of time, as data had to be gathered exclusively from teachers' responses. These limitations highlight the necessity for future research to secure more extensive resources and ensure a broader and more diverse pool of participants, thereby enhancing the validity and reliability of the results.

2.5. Recommendations for further research

At the culmination of this study, the researcher has proffered recommendations and suggestions based on the empirical findings, coupled with her expertise and understanding of the subject matter. These recommendations are geared towards guiding future research endeavours in the domain of English language assessment within Algerian primary schools, particularly in regions like M'sila. While the current study has centred on the assessment methods employed by EFL teachers and their effectiveness, there are

avenues for further exploration. Future research could adopt a multifaceted approach, delving into various dimensions of language assessment in primary education.

- ✓ Future research should investigate the Impact of Technology Integration on Language Assessment in Algerian Primary Schools: A Comparative Study.
- ✓ Researchers could delve deeper into the specific challenges faced by EFL teachers in M'sila, thereby offering tailored strategies for improvement.
- ✓ Another critical avenue for future research is enhancing Language Assessment Literacy among EFL Teachers in M'sila: A Professional Development Intervention"
- ✓ Prospective Investigations should focus on a Comparative Analysis of Language Assessment Practices in Algerian Primary Schools: Insights from Different Regions.
- ✓ Coming researchers should seek for understanding the Influence of Socio-cultural Factors on Language Assessment Practices.
- ✓ There is a need for research focusing on the integration of technology in language assessment and its impact on student learning outcomes.

Conclusion

This chapter has analyzed the language assessment methods used by primary school EFL teachers in M'sila, providing a comprehensive overview of their practices. The findings reveal a predominant use of listening comprehension tasks for assessing listening skills, reflecting a preference for comprehensive evaluation methods. Role-playing activities are favoured for speaking assessments, highlighting the perceived effectiveness of interactive methods. For reading comprehension, teachers predominantly use short answer questions, indicating a preference for direct questioning techniques. In writing assessments, there is a notable emphasis on the organization and coherence of ideas over vocabulary variety, underscoring the importance of structural clarity in writing. To ensure the validity of their assessments, most teachers consult with experts and adapt their methods to align with students' proficiency levels, demonstrating a commitment to tailored and reliable evaluation. The high confidence level among teachers in the effectiveness of their assessments suggests that these methods are well-suited to accurately measure students' language abilities. The chapter also addresses limitations, recommendations, and pedagogical implications. Limitations include potential biases and constraints such as sample size and geographic focus, which may affect the broader applicability of the findings. Recommendations for further research and improvements in assessment practices are provided. Pedagogical implications emphasize the necessity for ongoing professional development and the integration of diverse, adaptable assessment techniques to better cater to the varied needs of learners. These insights underscore the critical role of effective assessment methods in supporting the language development of primary school EFL students.

General conclusion

In this dissertation, the researcher undertakes an investigation into the use of language assessment methods in Primary school level. Two research inquiries are delineated with the intention of gathering complementary findings. The primary and main research query delves into finding out teachers' methods of assessment. The second research query seeks to check whether teachers' methods of assessment are valid and reliable or not.

The present study comprises two comprehensive chapters. The first chapter encompasses a comprehensive review of pertinent literature, while the second chapter is dedicated to the pragmatic framework of the investigation. The theoretical section commences with the theoretical foundations of language assessment, highlighting its vital importance in education, especially at the primary level. It has demonstrated how various frameworks shape different assessment methods and addressed the concepts of validity and reliability in assessment. Additionally, it discussed the design of effective assessments, emphasizing the need for fairness, practicality, and authenticity, alignment with clear learning objectives, and the creation of detailed rubrics and scoring guides. In summary, as discussed, a deep understanding of the theoretical aspects of language assessment is crucial for improving educational practices and fostering the academic and the mental mature of primary learners.

The practical segment of this study is centred on research methodology, findings, and their discussion. The researcher employs a descriptive approach to scrutinize into the use of language assessment methods in Primary school level. Accordingly, one primary research instrument is selected: a questionnaire for primary school English teachers, designed to find out their assessment methods and to check their validity and reliability.

Upon analysis of the data collected from the questionnaire, it becomes evident that the overall findings of this study indicate that the importance of employing diverse, interactive, and tailored assessment methods in primary school EFL education, demonstrating their effectiveness in accurately measuring and supporting learners' language development

In common with customary research endeavours, the present investigation is not devoid of constraints. However, the outcomes of the investigation are anticipated to elevate avenues for further exploration in the domain of assessing young learners within the Algerian context, concurrently fostering awareness regarding the use of language assessment methods in Primary school level.

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Appendices

Appendix 01: The primary English teachers questionnaire

Dear teachers,

The following questionnaire is designed for a master's degree dissertation and a study that seeks for both investigating EFL English teachers' use of assessment methods and checking how valid they are. You are kindly requested to answer the following questions.

I really appreciate your help.

Thank you in advance.

Please, read the following questions and choose the right answer:

1\ how do you assess learners' listening skills?

- a) Dictation exercise.
- b) Listening comprehension tasks.

2\ which methods do you find most effective for assessing learners' speaking skills?

- a) Oral presentations.
- b) Role playing activities.

3\ what type of assessment do you use to evaluate learners' reading comprehension?

- a) Short answer questions.
- b) Cloze tests.

4\ how do you assess learners' writing skills?

- a) Vocabulary usage and variety.
- b) Organization and coherence of ideas.

5\ how did you check your tests' validity?

- a) Asking peers.
- b) Asking experts.

6\ how do you confirm that the language assessments you use are valid for your learners' proficiency level?

- a) Adapting assessments to match learners' language abilities.
- b) Consulting language proficiency guidelines.

7\ do you think the tests you use help learners show what they really know about language?

- a) Yes, they do.
- b) No, they don't.

ملخص

هذه الرسالة العلمية تستقصي أساليب تقييم اللغة المستخدمة من قبل معلمي اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية في مدينة المسيلة، مع التركيز على فعالية هذه الأساليب وتوافقها مع مستويات إتقان التلاميذ. من أجل معالجة استفسارات البحث وتحقيق الأهداف المحددة، قامت الباحثة باستخدام تقنية العينة العشوائية وأسلوب البحث الوصفي، حيث قامت الدراسة بـ 40 معلماً للغة الإنجليزية لجمع بيانات شاملة حول ممارساتهم في التقييم. كشفت النتائج عن تفضيل المعلمين للأساليب التي تعزز الفهم الشامل والمشاركة التفاعلية عن الطرق التقليدية الأكثر استخداماً. كما هناك تركيز ملحوظ على تقييم المهارات التنظيمية وميل لتأكيد الاختبارات من خلال استشارة الخبراء. وعلاوة على ذلك، يقوم المعلمون بتكييف استراتيجيات التقييم بانتظام لتلبية المستويات المتنوعة لإتقان التلاميذ، مما يعكس الالتزام بالتقييم الشخصي والفعال. يقترح هذا البحث أن التطوير المهني المستمر، والتعاون بين المعلمين، والممارسات التأملية ضرورية لتحسين مستمر لاستراتيجيات التقييم. يقدم هذا البحث رؤية قيمة حول الممارسات الحالية للتقييم ويسلط الضوء على أهمية موازنة أساليب التقييم مع مستويات إتقان التلاميذ لتعزيز نتائج تعلم اللغة في التعليم الابتدائي. في النهاية، تشير النتائج إلى أن استخدام مجموعة متنوعة من الأساليب الموثقة والمتكيفة للتقييم يمكن أن يحسن بشكل كبير دقة وفعالية تقييم اللغة، وبالتالي دعم نتائج تعلم أفضل لتلاميذ المدارس الابتدائية الذين يتعلمون اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: معلمو اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية، طرق تقييم اللغة، التحدث، مستويات الكفاءة، متعلمو اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية.

