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The Implementation of Computerised Dynamic Assessment in English
as a Foreign Language Classroom to Promote Learners' Integrated
Skills: The Case of Third Year Students of English at Biskra University

Thesis submitted in partial fulfilment of the requirements for the degree of LMD
Doctorate in **EFL Teaching/Learning and Assessment**

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Declaration

I, Omayma Saihi, declare that this thesis, “The Implementation of Computerised Dynamic Assessment in English as a Foreign Language Classroom to Promote Learners’ Integrated Skills: The Case of Third-Year Students of English at Biskra University”, represents the work of my original research efforts. This thesis was not submitted as a candidature for any degree at any other university but only to the University of Biskra as a partial fulfilment of the requirements for the degree of LMD Doctorate in EFL language assessment, learning, and teaching. I have acknowledged the contributions of others as used in this work in the list of references.

SAIHI Omayma

University of Biskra

August, 15th, 2024

Dedication

To my family for their support

To my best friends for their motivation

To those I cherish, appreciate, and love

To the knowledge seekers and hard workers

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Abstract

As learning and teaching increasingly incorporate technology-based classrooms, a focus on the success of technology-based assessment for learning needs much more consideration. Within the sphere of this assumption, the current study aimed to investigate the implementation of Computerised Dynamic Assessment (C-DA) as an alternative assessment practice of ‘assessment for learning’ to improve learners’ achievement in integrated skills. For such concern, four main research questions were raised to inquire about the beliefs and practices on language assessment of teachers, to determine the difficulties in language skill-based courses faced by teachers and students, to investigate the application of C-DA and its effect on the achievement of the English as a foreign language learners, and to debrief their attitudes towards the use of C-DA. Methodologically, the study opted for the pragmatic paradigm, employing a Mixed-Methods approach. As for the research design, the Embedded Mixed-methods design was applied. To collect data, in the pre-treatment stage, we used questionnaire for teachers (n=8), interview for teachers (n=9), questionnaire for students (n=48). In the treatment stage, we used Language Proficiency Test (n= 53), integrated language tests (n=53). In the post-treatment stage, we used attitudinal questionnaire for students (n=56) and interview for students (n=5). This study involved 53 third year EFL students at Biskra University who were selected purposefully. To analyse the collected data, we ran descriptive and inferential statistics through SPSS software and thematic analysis with MAXQDA software. Results revealed that the effect of implementing Computerised Dynamic Assessment was statistically significant, emphasising its usefulness in improving the students’ achievement in integrated skills test. This was confirmed by students who also indicated positive attitudes towards implementing the C-DA model.

Keywords: Computerised dynamic assessment, Educational technology, Integrated skills approach, Language achievement, Technology-based assessment

List of Acronyms

AfL: Assessment for Language

AoL: Assessement of Language

C-DA: Computerised Dynamic Assessment

DA: Dynamic Assessment

EF SET: EF Standard English Test

EFL: English as a Foreign Language

IELTS: International English Language Testing System

IS: Integrated skill

ISA: Integrated Skills Approach

ILSA: Integrated Language Skills Approach

LMD: Licence, Master, Doctorate System

LOA: Learning Oriented Assessment

MAXQDA: MAX Qualitative Data Analysis

N-DA: Non-Dynamic Assessment

SLA: Second Language Acquisition

SPSS: Statistical Package for the Social Sciences

TOEFL iBT: Test of English as a Foreign Language Internet-Based Test

ZPD: Zone of Proximal Development

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General Introduction

1. Background of the Study

Various fields are captivated by the rapid proliferation of technology. A primary factor contributing to this phenomenon is the ability of technology to facilitate development and enhance productivity. In the realm of English as a Foreign Language (EFL) teaching and research, significant advancements are achieved through the integration of technology. As a result, EFL e-learning employs a variety of engaging technological tools designed to enhance learners' language skills in alignment with their communicative abilities, needs, and interests. These tools, including interactive games, online quizzes, virtual classrooms, and language assistants, provide EFL teachers and students with the opportunity to engage in meaningful, interactive, and personalised language learning, fostering a sense of engagement and connection among the audience.

Technology not only does change the way we teach and assess language, but also revolutionises the learning environment. The domain of language assessment is reshaped by technological innovations, positioning it at what some scholars described as a 'revolutionary threshold' (Aryadoust & Fox, 2016). Numerous researchers advocated for the benefits of incorporating technology into the teaching and assessment of language learners. For instance, Elmahdi et al., (2018) examined a technology-based classroom tool known as 'Plickers', which allowed students to receive immediate and continuous feedback on their responses during various classroom activities. This formative assessment tool significantly enhanced the teaching and learning experience in multiple ways. It not only did enable teachers to manage classroom testing time efficiently but also fostered a supportive learning environment that encouraged participation and engagement among individual learners.

Hence, formative assessment develops a collaborative environment between students and computers and between students and teachers. Such interactive context also creates opportunities for learners to feel comfortable expressing themselves, and educators can better understand their students' needs and adjust their teaching accordingly. Moreover, developing assessments and tests that are valid, reliable, and supportive of learning, is essential to offer opportunities for language development.

In this respect, it was argued that the assessments should also provide feedback to learners to identify their strengths and weaknesses and develop strategies for improvement. Additionally, the assessments should be tailored to meet the individual needs of each learner, as this will motivate and equip them with more meaningful learning. The assessments should also be user-friendly and easily accessible so learners can easily take them and receive feedback on their performance. The assessments need to be regularly updated and revised to keep them current and relevant. Finally, the assessments are recommended to be designed in such a way that they can be employed to measure progress over time.

Consequently, all these traits can be found in the computerised dynamic assessment. Unlike traditional assessment, the latter aims to gain detailed information about learners' abilities and language performance, which observes and measures a part of the independent performance, reflecting the developed skills. Dynamic assessment facilitates observing the evolved skills and the progressing skills influenced by the use of support. Computerised dynamic assessment integrates feedback and supporting prompts in the assessment process that provide evidence regarding learner capabilities, which can inform the instructional approaches to support language skills development and make learning more meaningful.

2. Statement of the Problem

Classrooms where English is taught as a foreign language continue to encounter various challenges related to teaching, learning, and assessment, particularly concerning the practicality and efficiency of the instructional environment. The prevalent notion that assessment serves merely as a concluding phase of the educational process is increasingly recognised as restrictive, failing to contribute to the evolution of instructional methods and language proficiency enhancement. This prevailing practice highlights already developed skills for performance over facilitating learners' pursuit of language skill improvement. Additionally, educators in overcrowded classrooms often resort to utilising assessment methods that are straightforward to evaluate.

However, it is crucial to regard assessment as an integral component of the teaching and learning experience. Katz (2012) posits that integrating assessment with instruction can be beneficial in three key areas: fostering language development, enhancing learning motivation, and selecting appropriate teaching and learning strategies tailored to classroom needs.

In the context of evaluating and assessing the third-year students of English at Biskra University, who are concluding their initial cycle of higher education, language skills courses, specifically oral expression and writing courses, are employed to cultivate practical communication skills necessary for future employment or further academic pursuits like master studies.

During these courses, language skills are typically assessed in isolation, with limited support provided to aid individual learners developing the requisite skills and competencies. While significant emphasis is placed on speaking skills through formative assessment and feedback, the listening skills remain relatively neglected, and the integration

of language skills is infrequent. Moreover, the development of writing skills is often considered separately from other competencies. This perspective was significantly influenced by our experience as an EFL learner, where we observed that the integration of various skills enhances and improves our overall performance.

As a result, there is a pressing need to enhance EFL classroom assessment practices to align more closely with the ongoing development of teaching and learning. The objective of fostering communicative abilities and competencies necessitates encouraging students to engage with and be dynamically evaluated on a cohesive set of integrated skills, such as 'reading and listening for writing.' This approach to skill integration not only adds authenticity to the learning environment but also facilitates a more comprehensive educational experience.

Correspondingly, we aim to address the above-mentioned objective by implementing computerised dynamic assessment combined with an integrated skills approach to writing instruction. Utilizing technology, Moodle platform, we intend to form an interactive environment for both learning and assessment and facilitate ongoing feedback since the dynamic assessment approach encourages continuous improvement.

3. Main Research Aim and Specific Objectives

The study's fundamental aim was to highlight and confirm the usefulness of technology inside language classrooms and to pave the way towards exploiting online assessment tool that can promote the alignment of instruction and assessment. At the initial in our investigation, we sought to understand teachers' significant language assessment practices and the major problems teachers and students face inside language skill-based classrooms. These collected data and the subsequent conclusions would enable gaining clear

insights into the research context and the targeted sample to which the treatment is dedicated.

More specifically, this study aimed:

- To explore the efficiency of implementing computerised dynamic assessment and integrating skills approach,
- To consider the merits of integrated skills for students in developing their performance in integrated writing tasks,
- To provide an online formative assessment tool to accompany instructional processes, and
- To motivate practitioners to incorporate technology in their instruction in order to make teaching effective and learning fruitful.

4. Research Questions

In this study, we sought to answer the following questions:

RQ1: What are the language assessment beliefs and current practices of EFL teachers at Biskra University?

RQ2: What are the major difficulties faced by EFL teachers and students at Biskra University in language skills classrooms?

RQ3: To what extent does the implementation of computerised dynamic assessment impact the achievement of EFL students at Biskra University in the integrated skills test?

RQ4: What are the attitudes of EFL students at Biskra University towards the implementation of computerised dynamic assessment?

5. Research Hypotheses

To address the research questions of the study, specific hypotheses have been formulated to organise the research investigation.

RH1: teachers may depend on designing easy-to-score test because of the overcrowded language classrooms. They may focus on developing different language skills tests for learning purposes.

RH2: teachers can face an issue of overcrowded classrooms which blocks the feedback process. Students can face issues to practice frequently.

RH3:

Alternative Hypothesis: Implementing computerised dynamic assessment impact students' achievement in the integrated skills test.

Null Hypothesis: Implementing computerised dynamic assessment does not impact students' achievement in the integrated skills test.

RH4: Students may have positive attitudes towards the integrated skills course and the computerised dynamic assessment.

6. The Research Methodology for this Study

In respect of the nature of the study and its main objective, which is to investigate the practices of teachers, understand teaching and learning-related difficulties, and investigate the effects of the Computerised dynamic Assessment on learning, the study adheres to a set of methodological choices. We believe that framing the selected methodology is fundamental. To this end, we followed the Creswell research methodology framework that presents basic research methodology components.

We opted for a mixed-methods approach since the study focused on understanding issues in social settings, more specifically, it dealt with educational research. It also aimed to collect both qualitative and quantitative data. Among the advantages of a Mixed-methods Approach is that it draws on the use of different qualitative and quantitative methods for

data collection and analysis to help the researcher investigate, gain insights about, and better understand the phenomenon under study.

Respectively, an Embedded Mixed methods research design was adopted. The latter allowed the collection of qualitative and quantitative data to enhance the validity of the research process and results. In our study, we used qualitative data as embedded data collected prior to and post the treatment to understand the contextual factors, the attitudes of teachers and students towards both language assessment and language skills challenges, besides the attitudes of students towards the assessment methods that were implemented.

Concerning the sampling technique followed in this study, we chose the non-probabilistic sampling technique. Correspondingly, we opted for purposive sampling. In other words, we purposefully selected 53 third-year EFL students at Biskra University as the sample for the main study, we also interviewed the teachers of English language skills in the same research context.

The selection of third-year students as the main study sample was based on a multitude of compelling reasons. Those students were likely to have developed cognitive and analytical abilities necessary for the current research aim, which involved interacting with challenging assessment tools. Understanding their experience with C-DA could assist in identifying areas for language growth that may lead to impactful outcomes. Furthermore, their advanced language proficiency and technology readiness promised a comprehensive data collection.

7. The Significance of the Study

The present study sought to cover related areas of language assessment to reach reasonable and practical results. It aimed to use technology within language assessment, to align assessment and instruction through dynamic assessment principles, and to blend

language skills to improve the students' integrated writing. The results would significantly bring insights to different parts, like stakeholders, teachers, and students.

While the results of the study sought to motivate teachers to use computerised tests, which suit their teaching plans through the Moodle platform, EFL learners are also supported to change their perceptions of assessment as learning opportunities. Finally, the results of this study aimed to encourage the decision makers to provide necessary logistics for language teachers and learners to plan appropriate training sessions for the use of the Moodle platform since it is today nationally adopted.

8. Delimitations of the Study

The present work's practicality was ensured by an expected clear scope. This was considered the study's delimitations, which attempted to make the research work's process and progress feasible. The first delimited factor was the geographical boundaries and the population selection. The study targeted the Algerian context since language assessment research is not advanced.

Accordingly, we limited the investigation to the University of Biskra as the investigation context and targeted the third-year students to help them ameliorate their integrated writing skills for academic purposes. The second factor was related to the delimitation of the Technology-based Treatment. We used the Moodle platform to design C-DA quizzes since the university already adopted it and most students reached it for their lessons' retrieval.

9. Operational Terms

Dynamic assessment. As developed from Vygotsky's cognitive abilities development ontology, this trend to assessment unifies assessment and instructions enabling

the instructor to contribute to abilities development through mediations that collaborate to the students' needs (Poehner, 2008).

Computerised dynamic assessment. It is a computer or web-based dynamic assessment aiming to profit from technological developments for a successful and effective instructional process. In this assessment, the mediation and feedback are provided through the computer or the online tool. The interaction is between the computer and the learner.

Mediation. It is regarded as the central component of the dynamic assessment. It merges the evaluation and instruction to foster language development through supportive interaction. The latter could be offered in different types like pre-constructed hints and interactive dialogues. An effective mediation targets learners' current skills to be reinforced and connects those skills to their potential (Liu & Hu, 2023) In other words, this assistance bridges the learners' actual skills with their potential and developing skills.

Integrated skills. It is an approach to language teaching in which teachers focus on exposing their students to authentic language. In addition, students are encouraged to develop the ability to integrate knowledge as provided by different language sources. In the present work, we highlight skills-integrated tasks using listening and reading to improve writing. We emphasise summarising and paraphrasing tasks for this aim in the treatment.

Instruction. The instruction process was indicated as multifaceted as it is based on teaching of language within a classroom setting and its integral role in the dynamic assessment framework. Notably, the instruction process in the classroom context aims to deliver content and strategies which enhance learners' language abilities. As it is aligned with assessment, guidance practices seek to modify learners' language skills and educators' teaching strategies.

Technology in the classroom. Educational settings and processes cannot overlook the undeniable role of technology. Advances in computer technology have delivered massive

opportunities to successfully develop the needed learning skills and methods to transmit knowledge. Henceforth, among the benefits of technology in language classrooms is paving the way towards making language learning, teaching, and testing more innovative, dynamic, and individualised.

Language development. It is a set of complex cognitive processes. It primarily refers to children's language development and use in the early stages. However, in the present study, this term will refer to language skills development, as EFL learners tend to develop in a formal context and at different levels. We will aim to refer to the different cognitive abilities that influence and contribute to developing such skills separately or integrated.

10. Referencing and Writing Style Adopted in the Thesis

This work adopted the APA (American Psychological Association) 7th edition referencing and writing style to organise the thesis' citations, sources, and consistency in tone and formatting. The choice is due to the nature of research, the educational research that follows the same writing style. Although we aimed to maintain the suggested writing requirements of the APA 7th edition, after a discussion with the supervisor, we agreed to use the 'justify' function, that is originally disregarded by the APA 7th edition, since it seemed a good fit for the lines to be aligned. Furthermore, while this edition does not support numbered headings, using them can improve the clarity and organization of our thesis' multiple sections. Prioritizing the readability and comprehensibility of the thesis, we used numbered headings to reduce confusion among the readers, especially in the section of data collection procedures and data analysis.

11. Structure of the Thesis

The present work is designed in six chapters. The first and second chapters provide the study's theoretical framework of the study. **The First Chapter** supplies an illustrative account of implementing the integrated skills approach and its effect on learning and teaching foreign languages. It highlights the significant sections in the knowledge that would bring insights into adopting this approach in our present study. **The Second Chapter** displays a review of the foundations and principles as the computerised dynamic assessment is concerned. Further, it presents some of the selected empirical evidence on the usefulness of this assessment method.

The Third Chapter presents the theoretical framework of the research methodology adopted in this study. The latter attempts to display procedures followed in different stages, which the study underwent. **The Fourth Chapter** elucidates methodological rationale and choices. Also, it concerns the research stages and the used data collection methods. In this respect, we clarified the requirements of each data collection method and their implementation procedures.

The Fifth Chapter introduces the results and findings as the collected data were analysed and interpreted. It includes a presentation of data, discussion, and synthesis of findings, seeking to answer the research questions. **The last Chapter** provides a conclusion of the findings, pedagogical implications, and limitations of the research study; ultimately, it concludes with recommendations for future research.

Chapter One: Integrated Language Skills Approach to Foreign Language Teaching and Learning

Introduction

Through this chapter, we attempt to posit the nature of foreign language skills and language learning and teaching background. Then, we move to reveal the literature on the integrated language skills approach to foreign language development, aiming to show the rationale behind its selection in this work rather than implementing the segregated approach to learning language skills. We continue to show the assessment methods suitable for such an approach, posing challenges and promises.

1.1 Foreign Language Learning

Throughout this theoretical part, we interchangeably refer to learning, acquisition, and development of language. These processes go through similar stages to mark progress in language production and comprehension. This means that although they differ in terms of steps and the degree of consciousness of learners, the use of language can be observed developing over time. Accordingly, in this chapter, our discussion is based on considering the English language as a foreign language, referring to the approaches developed in the field of second language acquisition (SLA). Before we move to the discussion of these approaches, we discuss in the following subsection the nature of language and its skills and components to provide a background on the workability, feasibility, and expediency of the selected approach, integrated skills approach, of the present study to boost language development.

1.1.1 language Nature

Social interactions vary in nature and purposes yet generally require a similar means of interaction: language. Although different tools of interactions and communications

could be counted as effective transmitters of ideas like pictures and music, language either written or spoken is seen as the fundamental tool for the exchange of ideas, information, thoughts and others among individuals in different social contexts from informal discussions between family members to formal political speech.

Most of the time, languages are seen as a proof of identity and a cultural trace that reflects belonging to a given community. In describing language nature, articulated language as different entities, from being an innate component to a more developed apparatus of social presence, Cook and Seidlthord (1995) state that language is:

A genetic inheritance, a mathematical system, a social fact, an expression of individual identity, an expression of cultural identity, an outcome of dialogic interaction, a social semiotic, the intuitions of native speakers, a collection of memorised chunks, the sum of attested data, a rule-based discrete combinatorial system, or an electrical activation in a distributed network . . . We do not have to choose. Language can be all of these things at once (p.4, as cited in Atkinson, 2011, p.1).

At times, language serves as a powerful bridge between diverse cultures and societies, facilitating a rich exchange of ideas and perspectives. This unique role of language allows individuals to connect, elaborate, and foster relationships with others, thereby contributing to the development of a harmonious society. In this context, the ability to use a foreign language becomes a crucial skill. Mastering a foreign language is not just a part of personal and professional development, but also a gateway to new opportunities, such as securing a job. Therefore, developing proficiency in an additional language is a lifelong investment in a successful career.

Effective development of foreign language has received attention over the years. In our study, we seek to evaluate the different approaches to learning and teaching EFL in order to expose the rationale of using the integrated skills approach.

The complex nature of language requires even complex, well-designed methods of its study, learning, and acquisition. Different aspects relate to and affect language use. Thus, and based on what the authors express in the definition above, second language acquisition (henceforth SLA) was held as a cognitive and social activity at once rather than focusing on its cognitive aspect alone.

According to Richards and Rodgers (1986), there are three significant views of language. The structural view of language regards language as a system of constitutional elements used in specific structures to code meaning. Language learning and teaching theories and methods respect this view of language and seek to focus on the specific units of language.

The second visualisation of language is functional. Semantic and communication levels of language are more attended to in this view. Language is regarded as a means to express ideas. This view has led to a communicative movement in language teaching. The last view currently affecting language learning and teaching theories and methods is the interactional view of language. Language here is seen to be a tool for creating social interactions. Accordingly, it is the vehicle to realise performance in interpersonal and social interactions. On the same line, learning theories and teaching methods leave the language content unspecified, respecting the concept of learners as creators of knowledge and interactions.

1.1.2 Language Learning

Gattegno (1972) states: “Learning is not seen as the means of accumulating knowledge but as the means of becoming a more proficient learner in whatever one is engaged in” (p.89, as cited in Richards & Rodgers, 1986, p.24). Referring to the objectives of foreign language learning or teaching, Rivers (1981) explains that teachers’ objectives and learners’ interests may fall under one or more of the following aspirations: international awareness, interpersonal interactions, intellectual training and development, and cultural appreciation.

To more accurately portray language learning as a dynamic, ever-evolving system that develops and self-organises through its use, Larsen-Freeman, (2015) argues that language development should be considered rather than acquisition terms in the context of foreign language learning, teaching, and assessment. She points out that language cannot be dealt with as it could be gained simultaneously. Yet, it goes through different processes and changes and is affected by factors like social contexts, social roles, and the meaning being negotiated. The social context dictates the employment and choice of words, tone, and turn-taking.

Furthermore, by describing language as ‘autopoietic’, Larsen-Freeman (2015) insists on that language undergoes different changes, where language users refer to already developed language stored knowledge and constantly change with meaningful language use.

Language development is regarded as an eclectic terminology, encompassing different aspects related to language and complex theories of language acquisition. As a concept, it recognises the complexity of language, learners’ different levels of proficiency in different language skills, bidirectional transfer between languages, and ecological and social context influences on language learning. The factors that seem to affect language

development are the frequency of language use and patterns to be stabilised, social events and roles, and the nature of internal and external resources.

Second language development focuses on language experiences over time, non-normative assessment, and the recognition of creativity and variability in language production. While acquisition is used to refer to a natural unconscious most of the time-obtention of language, language learning describes a more structured conscious approach to studying an additional language in a formal setting. However, language development unlike learning emphasises specific goals and levels to be reached focuses on progression and improvement in language use over time through exposure and practice of language with proficient speakers (Larsen-Freeman, 2015).

Foreign language education has usually been focused on from a monolingual perspective, which affects the learning styles, teaching pedagogies, and assessment measurements to evaluate learners' competence according to predisposed levels. Such a perspective influences the level of development of using a foreign language. With the strong link between personal and professional growth of individuals and foreign language development, the perspective of teaching, using, learning, and assessing this target language requires to be revisited to meet the needs of its users (Turnbull, 2020). Before moving to such discussion, we need first to portray the elements of language, such as receptive and productive skills.

1.1.3 Language Skills Characteristics

Harmer (2007) admits that it is widely accepted among language practitioners that productive skills are more active than receptive ones. However, he argues that meaning construction from both spoken and written discourses involves language knowledge

activation. The linguistic repertoire and contextual knowledge of learners are activated to extract or produce meaning.

The complex nature of language use can, especially, be linked to interwoven language skills. This multilayered aspect of language urges using different skills to successfully engage language input and output (Harmer, 2007). The observation of such engagement of skills leads to the idea that language skills need to be planned in an integrative manner despite the focus on the development of a given language element.

Two views on language approaches in the language classroom are discussed. On one hand, a majority of language classrooms use a discrete skills teaching approach in that teachers have good command over the well directly organised syllabus. It helps to develop individuals with reasonable language knowledge. However, this approach seems unsuitable for preparing good language producers who can outperform in everyday, professional, and academic communicative situations with different interlocutors (Oxford, 2001). On the other hand, the integrated language skills approach to teaching promises to inspire teachers to adapt language genres and activities and support language learners in using language freely and naturally and taking risks in using language.

Relatively, we can observe the link between integrated skills approaches and communicative teaching. The integration of skills aims to create a pattern of language acquisition through the imitation of native speakers. This approach is derived from situational and functional teaching methods, unlike methods that focus on developing discrete components of language.

Although independent tasks are adopted by large-scale standardised language testing, those tasks seem criticised for their requirements of producing language in one form based on the learners' experience and prior knowledge (Zhu et al., 2016). Those tasks ignore

the performance aspect. They lack adequate, relevant knowledge that affects a relevant, authentic performance. Cho (2003, as cited in Zhu et al., 2016) argues that, unlike integrated tasks, independent tasks lack contextualisation, which may lead to an impact on their validity. For example, independent writing tasks expose a written work that is produced free from authentic elements; consequently, defining the writing construct of the task may fall short.

Integrated skills tasks provide plenty of language and knowledge sources that may assure an authentic reliable performance. The advocates ensure that integrated skills tasks have theoretical validity, practical authenticity, and fairness in testing (Barkaoui et al., 2013; Gebril, 2009).

1.2 Language Acquisition Approaches

Richards and Rodgers (1986) believe that improving the quality of language learning and teaching cannot be achieved if linguists and education specialists ignore a set of unavoidable entities that reflect changes in the rationale of language teaching techniques. To name some, the authors insist that historical issues, social circumstances, and language nature and acquisition theories are the major areas to be considered.

A well-known example in the field of language teaching methods of the historical issues is the audiolingual method. The latter appears as a reaction and a suitable alternative to teaching language focusing on the urgent need to use language for military purposes. At that time, in the Second World War, linguists conclude that those social circumstances required acquiring a foreign language for aural comprehension and oral use, suggesting that the oral presentation of language is the efficient method to acquire language in a fair amount of time.

As for the social circumstances, technological advances can be regarded as a noteworthy element influencing language nature and language learning, teaching, and assessment theories. As a result of such advances, the emergence of computer-assisted language learning as a field that emphasises the interaction between language learners and computer-based programmes affects the teaching techniques inside the classroom.

Coming across the different language learning theories and language teaching approaches and methods is paramount in explaining the rationale behind the selection of any method and technique. However, before moving on to reviewing some language methods and their conceptual background, an explanation of the difference between approach, method, technique, and procedure is necessary.

As the ultimate theoretical concept, the language teaching approach explains the construct and assumptions of language and its related representations and structures. Generally, language approaches are led and generated by language nature and learning theories. Aiming to put these theoretical issues into practice, a plan needs to be created to describe the different roles of teachers and learners, the appropriate elements to focus on, what elements to use, and how to provide feedback and assess language use and comprehension. Moreover, language teaching methods pave the way for the development of techniques and procedures that are more practical and guide the actions teachers choose to achieve a specific objective in the language teaching course.

To bring innovations to language teaching and to maintain an efficient evaluation of the effectiveness of any method, Rivers (1981) suggests a set of questions for teachers:

- 1- What are the objectives of the used method? Whether these objectives are appropriate for the teachers' present teaching situation?

- 2- Do the techniques advocated by the proponents of the method achieve the stated objectives most economically?
- 3- Whether these techniques are appropriate for all types of students?
Whether they can be easily adapted?
- 4- Are the demands those methods make on teachers such that they can carry a full teaching load? (p. 27)

Revisiting language learning and acquisition theories is essential because they can help us understand how individuals learn the language and how we can best teach it. Understanding the factors contributing to language acquisition, we can develop more effective language learning and teaching methods.

Approaches and theories that explain language acquisition and learning generally have an element or two to highlight, arguing its impact on language development. Different approaches are recommended in this respect. We can mention the three major approaches, behaviourism, cognitivism, and constructivism, and their foci. The theories are highly revisited when seeking to explain language-related processes. Each previously mentioned theory has a central element upon which it creates its principles. This section aims to trace some of the prevailing approaches to second language acquisition.

Atkinson (2011) believes that second language acquisition is at the centre of the interrelation of the nature of cognition, language use/learning, and environment. This is discussed in the socio-cognitive approach to SLA. This approach sees humans as a part of an ecological system that requires constant adaptation. Accordingly, learning is a continuous process led by the unbound cognitive processes extended due to the effect of social elements. The most salient way to promote SLA from the socio-cognitive perspective is to establish situations for learners where second language is necessary for social interactions. He stresses

that SLA results from the focus on the interrelation of mind, body, and the world while language is to be produced.

Another approach is called identity approach since it centralises identity that refers to “how a person understands his or her relationship to the world, how the relationship is constructed across time and space, and how the person understands possibilities for the future” (Norton, 2000, p.5). Learners according to the identity approach to SLA introduce themselves, through the use of the language, as a part of the communication. They tend to negotiate the sense of self concerning the social world. According to this approach, language learning engages learners’ identities. Language is a social practice through which relationships are defined and negotiated. The identity approach to SLA presents learning as not a language item selection and use but as a growing participation in a community of practice (Norton & Mckinney, 2011).

Unlike the cognitivist approaches to SLA that focus on the study and the description of language development components like internalisation, integration, storage, retrieval, and use of linguistic knowledge, language socialisation approaches to SLA tend to explain language development and learning in broad terms, examining the learners’ social, historical, and cultural knowledge. Through indicating macro- and micro-contexts of language learning and use, language socialisation approaches to SLA provide broad framework to understand linguistic, cultural and communication competence development through the interaction with proficient partners (Duff & Talmy, 2011). The socialisation approaches target the manifold complexities of learners with developed repertoires of linguistic and cultural practices.

Similar to the socialisation approach, the sociocultural theory (SCT henceforth) to SLA reinforces the importance of society in developing language. This theory is grounded

in the psychological theory of human consciousness advocated by Vygotsky in the 1970's. Focusing on adult learners, SCT studies on SLA emphasise examining the mental processes and activities of language development, including the acquisition and use of language (Lantolf, 2011).

Focusing on the different ways language users develop the language ability “to mediate mental and communicative activities” makes the SCT remarkable compared to other SLA theories and approaches. SCT of SLA is distinguished from other approaches by mediation, which is considered one of the cores of development and the use of language. Language acquisition and development under the view of SCT highlights the quality and the quantity of external mediation required rather than focusing on the target-like performance (Lantolf, 2011).

Two symbolic tools distinguish SCT: self-regulation, the evaluation and monitoring of self-performance, and concept-based regulation, the internalisation of cognitive tools. Vygotsky (1979) emphasises observing behaviour regulation to determine the reaction of behaviour based on brain connections from outside.

Second or foreign language development is a complex and dynamic process. Larsen-Freeman (2011) considers language use, development, teaching, and evolution change to be mutually constitutive processes that occur on an ecological scale among a speech community. This complex nature is reflected in the idea that language as a behaviour undergoes different changes. The latter could be gradual and linear as it could be sudden and dramatic. The author suggests that complexity theory to language acquisition can offer a way to unite the complexities of its processes.

The complexity theory of SLA approaches language as “a dynamic set of patterns that emerge from language use. Grammar for example is seen as “a by-product” of

communication. This means that the salient language patterns that frequently appear in communication become automatised to learners. Language patterns are not discrete, they are graded. Consequently, the computational simile to describe language processing is criticised in terms of external discreteness, which is usually misconnected with the mental representations related to specific language patterns and their use. Another principle of this theory is that language resources are developed using interactions. This occurs under the effect of co-adaptation and self-assembly. The latter occurs while language users interact with each other and their language resources dynamically change (Larsen-Freeman, 2011).

Complexity theory believes that emphasising retrodiction will be more beneficial than focusing on predicting language development. Retrodiction refers to the observed language use and constructs that have already changed. Retro-casting traces the reconstructed elements and structures via interaction as a sign of development (Larsen-Freeman, 2011).

Social and communicative lives are mediated via language, which inherits power and value. The latter mainly resides in the capacity of meaning-making. The primary instigated thought about language and learning a language is to meet communicative needs and connect the social and psychological aspects of the language user.

Considering the research on SCT's failure to understand and distinguish the source of behaviour, whether it originated from an integrated biological ability or culture and environment, Vygotsky (1979) claims that genetic methods could help trace the change over time.

The SCT emphasises the way mediational abilities are developed. However, the theory becomes less regarded when the abilities mediated are internalised, which occurs when language users are competent. In SCT, researchers try to infer the unobserved

processes in response to a given stimulus (Lantolf, 2011). We can test the degree to which mediated abilities are present and then decide whether the participant will benefit from the treatment.

1.3 Integrated Language Skills Approach

With the innovation in technology, workplace skills, learners' identities, and the accessibility of knowledge, new demands are being made to modify language teaching and assessment techniques. The latter should accentuate a holistic approach that encourages language development and aligns with the needs of the new age demands. As a result, language classrooms adopt an eclectic approach to teaching language skills and considering a computer-assisted trend because meaningful communication, the ultimate objective of a language course, can be achieved through integrating skills rather than employing isolated skills (Hinkel, 2006).

Success in English language teaching and learning can be seen by enabling learners to communicate in different contexts. Aiding learners to reach such results requires choosing the appropriate teaching methods. The integrated language skills approach seems to develop language as a means of communication which provides a sense of realistic use of language and eventually motivates language agents.

Hinkel (2012) stresses that an integrated language skills teaching approach to language development aims at developing learners' fluency and accuracy in addition to sociocultural communicative competence. This requires adaptation to language forms based on specific contexts. This directly reflects the present need of language learners to use language with different skills. Harmer (2007) advocates that the discerned omnifarious learning opportunities provided by the integrated skills approach pave the way for students

who could have different learning styles to develop language, unlike the focus on the separated skill approach to language learning.

The integrated language skills approach is a derivation of situational and functional language teaching approaches that appeared in line with the aim of contextualising instructions to suit the target learners. Hence, the consideration of assimilation language skills and competencies is derived from the utility goals and learning methodologies suitable for the learning and language use aims.

With the introduction of communicative competence in the 1970's, teaching the four skills was introduced under the influence of pragmatic orientation and the impact of social factors on language use, arguing that separating language components contrasts with the principle of using language as a means of communicating. Canale and Canale and Swain (1980) analyse the communicative competency of learners in terms of "fluency, comprehensibility, and efforts". This approach mainly emphasises measurements and observation of language users' interaction.

Integrated and multi-skill instructions follow the principles of the communicative approach, which provides a wide range of instruction models (Hinkel, 2006). The integration of language skills and their components is an innovative extension of the communicative competence approach to teaching language. Teaching language cannot be transferred in isolated pieces.

Specialists in didactics support implementing the integrated skills approach to raising language proficiency. The latter is attained via developing both receptive and productive skills. The emphasis on skills integration and discourse-oriented teaching led to the prominence of content-based and integrated language skills instruction.

According to Hinkel (2012), in the 1980's and 1990's, the adopted language activities are authentic and interaction-based seeking to enable purposeful communications. These activities that engage students in interactions and language skills integration through sharing and discussing different ideas from different types of knowledge sources lead to the evolution of task-based instruction, simulating real-life interactions, which formulates the practical model of integrated skills approach to language teaching.

Hinkel (2006) argues that integrated and multiple skills taught in context make the learning process as realistic as possible. He mentions that instructions would broadly address different skills simultaneously which are prerequisites in communication.

Nunan (1989) advises using authentic language models focusing on showing explicit connections of practices to real life. Further, they proposed following a systematic language thread that starts on language production providing the chance for later organised production. The designing of integrated language syllabi starts with deciding about the contexts and situations of communication, identifying functional goals and the corresponding linguistic elements, and finally, choosing skills practices, and activities relying on the predefined learning objectives.

1.4 Considerations in Integrated Language Skills Approach to Teaching

While planning to adopt ILSA, teachers should consider the language features used for communication and the thematic stretches of discourse for language input. Hinkel (2012) claims that discourse-based approaches to instructions are suitable for ILSA since they focus on both linguistic and sociolinguistic features to organise information.

Learners and teachers may resist integrating skills in which their segregation is focused and intense. Dialecticians may also resist applying ILSA because the activities and materials take time and effort, and it may become even more challenging with considerable

differences in learners' abilities. Besides, applying this approach highlights the learning process, not the learning outcomes.

Among the requirements of teaching integrated language skills, Hinkel (2006) suggests that it is important to focus on meaningful communication while seeking to develop learners' communicative competence. Moreover, simultaneously addressing a range of language skills is another prerequisite consideration. The instructions under such an approach seek to use skills like listening and cross-cultural communication.

Under this approach, writing is taught using bottom-up and top-down skills to enable learners to analyse academic discourse while reading and listening to produce academic writing. Since writing skills often determine social, economic, and political choices, Hinkel (2006) confirms that achieving proficiency in writing requires explicit pedagogy in grammar and lexis that improves one's linguistic repertoire.

Gebril (2009) notes that the ability to write accurately and correctly is among the most critical requirements of academic skills. This is primarily supported by the academic writing literature, which determines students in higher education institutions being asked in most classes to produce a written piece(s) as a form of assessment. Interest in academic writing and writing performance was even supported by "the institutionalisation of formal writing proficiency requirements" (Weigle, 2004, as cited in Gebril, 2009).

The kind of writing used for the postsecondary level is known as either a timed-essay independent task or a snapshot approach to writing assessment. This kind of assessment or task is criticised due to its irrelevance to the construct of academic writing tasks. Specifically, those tasks are theoretically and contextually invalid, and topic familiarity is a problem in such activities and written performances. 'This construct-irrelevant variance may confound test scores.' With this drawback, integrated tasks are

considered complementary or alternative to the independent tasks in the assessment procedures. Different scholars believe that content sources usually accompany academic writing tasks as a starting point for the writing task. Most of those tasks are a sample that replicates academic context situations for students to read a text, comprehend it, analyse it and synthesise its content in a written form (Gebril, 2009).

1.5 Assessment of the Four Skills

Assessing integrative tasks creates many thought-provoking questions. Until the 1990s, the integration of language skills in standardised tests had not started although models to test language proficiency and communicative competence have been developed since the 1970s, aiming to ameliorate discrete-point language proficiency tests.

The communicative language tests are criticised due to the three sources of measurement errors: the lack of consistency, subjective rating especially in writing, and variation in forms and results. Another criticism of the assessment of communicative and integrative language skills as suggested by Bachman and Palmer (1996), is that this kind of test is difficult to administer and grade which make it frequently unreliable and inconsistent.

The integrated skills approach increases language production accuracy and sociocultural appropriateness. This approach's primary concern is developing accuracy, fluency, sociocultural communicative competence, and genres and their contexts. If the main aim of a given is to collect and reinforce the characteristics as mentioned earlier of language use, then an integrated language skills test is seen to be an appropriate method.

Referring to the English language's status in the world and its wide learning objectives, including social, vocational, educational, and professional needs, the pragmatic dimension to the learning of English highlights the importance of integrated instructions. The contemporary integrated skills curriculum could either focus on using reading to instruct

on writing and vocabulary learning, implement writing to teach grammar, and teach speaking, the course should include listening with cross-cultural pragmatics.

Similar to Aljaafreh and Lantolf (1994), Poehner (2008) argues that development is manifested and tracked in the changes that learners perform following the mediation which should be different from one student to another. Development is challenging to achieve even with a well-developed mediation. Mastering language needs time and negotiated mediation between a language learner and an expert.

1.6 Types of Integrated Skills Instructions

Three methods of integrating skills in the classroom are suggested (Harmer, 2007). The first method refers to aiding learners to activate their background knowledge and build schemata that bring appropriate expectations of the language content which raise the learning and language development. This is known as the top-down way since it focuses on the general information brought by language to use while attending to language elements. The second method, bottom-up, is the opposite of the previous one. It focuses on structuring specific language details to build a text. The last one is the interaction between the two processes where both general knowledge of the topic and details about language aspects are implemented to boost the development of language use.

Two types are distinguished from the ILSA instructions. There is content-based teaching and task-based teaching. There are other types, yet these two are widely used due to their eclectic nature and broadness. Those models generally focus on developing language fluency, while issues of linguistic accuracy are relatively disregarded (Hinkel, 2006). On the one hand, content-based teaching instructions have two main objectives, developing communicative skills and mastering content knowledge. The content of this approach utilises subject matter for communicative language and the theme is considered as a building

block to unify language skills. On the other hand, task-based language teaching emphasises meaning over form (Nunan, 1989). In this approach, activities placed in social meaning lead students to work together to solve problems, create products, and complete given tasks. An example of task-based activities is structured cooperative learning.

Another classification is based on the order of skills. Two types are observed in this respect. The first approach is the typical paradigm version, where skills in the same medium are used together (listening-speaking and reading-writing). The complex paradigm of ILSA (integrated language skills approach) includes instructional activities that combine listening and reading to facilitate speaking and writing production skills. In this approach, text-based teaching methods are applied. Materials are organised thematically. Themes and language content cohesively expose the features of contextual discourse organisation.

Content and task-based activities should be sequenced in a logical progression from easy to difficult, while skills are organised in a unified framework, following the convenient way/ sequence from receptive to productive (A. D. Cohen, 1990; McDonough & Shaw, 2003). Davies and Pearse (2000) provide two forms to realise a useful integration of the importance of skills and the level of students. The first form follows the theory of ‘input-interaction-output’, which means that learners are exposed to authentic and enjoyable information and are later asked to reproduce similar content. The second form follows a reversed way to the previous learning path. The tasks require starting with productive skills before moving to receptive skills.

1.7 Views on Integrated Skills Approach

Carols (1990, as cited in Pardede, 2019) suggests that ISA ensures continuity in teaching-learning programmes since it increases confidence in a weak or less confident learner. Moreover, it recommends a wide range of activities designed to offer opportunities

for learners to perform and revise language learned after receiving authentic input. Kebede (2013) states that ISA manages the developed language and helps transfer the acquired language, and it develops critical thinking, motivates students, and avoids dull routine classrooms. Finally, it provides a student-centred and humanistic approach to language classrooms.

Many benefits of integrated tasks have been proposed, such as: lowering the influence of prior knowledge because test-takers can partially generate the content of their response from the input; increasing positive washback in classroom settings; and being more authentic than item types like multiple-choice and matching items by assessing abilities corresponding to those performed outside testing situations (Rukthong & Brunfaut, 2020).

Although many works highlight that ISA delivers a good source of methods to improve communicative abilities in language learners, many researchers point out that there are some backdrops. Kebede (2013) states that three factors impede the implementation of skills integration: learners' differences, teachers' lack of competence to implement the approach, and school context and equipment.

After discussing all these merits, the challenges of implementing integrated skills cannot be disregarded. Weir (1990, as cited in Barkaoui et al., 2013) cites three significant issues using integrated tasks. Firstly, he argues that written performance depends on materials comprehension, which can result in a muddled measurement of writing ability. Secondly, this kind of task is difficult to construct, take, mark, interpret, administer, make grades, and report its results. Lastly, the validity gained is vague and seems unimportant compared to the loss of reliability (Douglas, 1997).

Brown et al., (2005) explain that although the quality of written production may be largely dependent on the comprehension of input texts and materials, production and

performances may be complex and advanced in terms of rhetorical organisation and quality ideas. Nevertheless, in the case of speaking skills being the resulting performance, the researchers observed that pronunciation features have been negatively affected due to the cognitive demands of integrated tasks like comprehension, analysis, interpretation, translation, summarisation, and transformation. Read (1990, as cited in Barkaoui et al., 2013) claims that integrated tasks are theoretically and conventionally preferred, yet no empirical evidence states that they are superior to independent tasks

Completing an independent or integrated task, test takers are required to show different skills. In independent tasks, test takers tend to focus on language accuracy since most of the topics are related to the test takers' personal experiences or general knowledge topics. Yet, test takers of integrated tasks are handed input prior to producing written language, which posits the need to use different skills like understanding, translating, analysing and transforming knowledge to finally produce accurate and meaningful written production (Lee, 2006, p.133, as cited in Barkaoui et al., 2013, p, 304). Another difference is the task's prompt; in independent tasks, the prompt is a single separate question to produce writing about a given topic. The prompt for integrated tasks includes input in different skill(s) and may include written and/or oral texts.

Independent tasks have been heavily criticised for assuming that test takers have similar background knowledge of the topic at hand. Generally bland topics reduce task authenticity since neither input material is presented nor an accurate construct test for academic writing is well developed and managed to be met.

Another distinction between independent and integrated tasks is that test takers may employ various strategies when responding to each type of task. This may affect the construct of tasks, leading to the evaluation criteria since the focus of the independent task

is language correctness while in integrated tasks, the evaluation may focus on different criteria like content accuracy, input comprehension, and language precision and correctness.

On the other side of task types, integrated tasks seem to be an alternative to independent tasks since they are authentic and fair, and result in a positive washback. First, they provide realistic context related to the academic study environment, which raises the authenticity and validity of the tasks and produced written forms. By fairness, those tasks that equip content materials tend to reduce the effect of differences in background knowledge, ensuring that all students, regardless of their background, have an equal opportunity to demonstrate their skills. Lastly, those tasks tend to diversify and improve assessment, learning, and teaching practices, as well as improve abilities.

Plakans (2007, as cited in Gebрил, 2009) argues for the usefulness of integrated tasks in achieving relative fairness and equity while presenting similar input about the writing topic when test takers sit for the test with their differences. These positive characteristics of integrated tasks have led to their inclusion in different SLA/EFL and national/international language tests.

1.8 Technology and Language Learning and Teaching

Technology-based studies in language teaching and learning and second language studies appear to have a mutual effect. Chapelle (2009) emphasised that while technology as a field impacted the studies on language development and teaching towards expanding the studies beyond psycholinguistics conditions. This includes strategies, intercultural competence, and access to technology use. The technology-based materials of language teaching and learning need to be informed by theories and principles of the field of second language acquisition to achieve the promising impact of authentic language exposure and draw attention to new linguistic features of input and expected output.

In the same vein, Kern (2006) believes that the evolution of communication technologies, especially in language learning and teaching, has changed many aspects. The evolution of computers and digital devices paved the way for developing applications and programmes that include instructional materials, interactive exercises, and communication platforms that enhance language understanding and performance. Such technologies alter language pedagogy, language use, forms of discourse, authorships, and ways and purposes to create language engagement communities.

Kern (2006) suggests a set of implications for using CALL, computer-assisted language learning. First, he believes that technology enhances access to learning materials like online courses and multimedia contexts, which expands and enhances language learning opportunities. Moreover, interactive and authentic learning are other benefits of integrating technology. Students find learning enjoyable, which encourages them to engage in learning more often while being exposed to real-world language. The latter case improves learners' understanding of the target language's cultural contexts and events. Finally, technology provides flexible and personalised learning. Learners' choices and styles, and levels are respected with the advances in technology that enable them to get access from different places at different times, providing them with adaptive learning platforms.

As for the relationship between technology and second language acquisition, Kern (2006) admits the controversial nature of the discussion of the appropriate SLA theory to be selected while integrating technology inside a language classroom. He believes that theories from psychology, computational linguistics and educational technology will lack specificity in developing CALL pedagogy. This thought is based on the argument made by Chapell (1997, as cited in Kern, 2006) about the CALL progress, which is dependent on the alignment of SLA theories, questions, and methods.

Accordingly, technology implications based on the concerns of SLA theories are advised. For example, interactional and socio-cultural theories of language acquisition emphasise the constructions of meaning among social communities via social interactions with different linguistic adjustments; technology provides easy-to-use contexts and communities, which promote interaction via modes easily implemented by learners. Another example is the cognitive and social constructivism theory, in the cognitive constructivism approach, technology aids in providing the language learner with dynamic interactive learning experiences to build his/her language knowledge and use, while in the social constructivist approach, with the navigation of social media, learners find it easy to socially construct meaning via group discussions. The last one is the multimodal learning theory. It highlights that learning will be successful with multiple sensory modes. In alignment, technology helps in providing resources like texts, audio, and videos. Kern (2006) finishes his discussion by stating that theory depends on the goals, learning tasks, characteristics and context of instruction.

Chapelle (2003) admits that the invisible force of technology affected the future of ELT. The proposed changes include alternative instruction for inside and outside communication in addition to the changing needs for professional development. The author explains an important issue concerning communication via technology in language teaching. He argues that technology urges the use of many skills, unlike most language curricula, which distinguish skills. Technology is regarded as not only a vehicle but also an interlocutor.

Respecting three perspectives of technology: its rapid advances, its constraints due to human practices, and its inevitability, Chapell (2003) noted a few implications for teachers, such as teachers' education and development, the ability to analyse real options given experience, and raising awareness about the link between technology and cultural

ideologies. Innovation approaches to language teaching and learning regard technology as a resource that opens new possibilities for tools to learn, practice, test, and research.

Conclusion

This chapter has reviewed some of the concepts and techniques of language learning and teaching, recommending an integrated language skills approach to instruction. This is mainly owed to its effectiveness in developing proper language usage and promoting language performance among students who gain a wide range of skills rather than emphasising one skill. Similarly, the upcoming chapter aims to introduce language assessment requirements as aligned with technological innovation and its effectiveness in language classroom.

Chapter Two: Computerised Dynamic Language Assessment: Foundations and Implementation

Introduction

This chapter advances a short account of language assessment, a general overview of testing, assessment, and evaluation, the types of assessment, also the relationship between assessment, teaching and learning along with a background on the main considerations and criteria of developing language assessment. Moreover, a discussion of the integration of technology in language assessment inside language classrooms is presented, proposing the computerised dynamic assessment of the English language as a working technique in a classroom that follows an integrated language skills approach. This section introduces a background of dynamic assessment and its principles before displaying characteristics of computerised dynamic assessment (C-DA henceforth).

The chapter ends with a review of a series of works on dynamic assessment and computerised dynamic assessment. The main aim of this section is to provide evidence from previous studies and deepen the understanding of C-DA implementations in the language classroom.

2.1 Language Assessment: Evaluation, assessment, and testing

Observing language of your opponent speaker is generally the basis for forming an opinion about the speaker. Green (2013) confirms that it is a ‘natural reaction’ to establish a profile of the speaker based on the language used that can give insights into the age, professional background, and attitude, among other individual characteristics. Accordingly, language is regarded as a source of evidence about its users’ language level, knowledge, and progress. The notion of assessment in the language learning field can refer to collecting

evidence about the learners' knowledge of the language, ability to use it and making language-related judgments and decisions (Chapelle et al., 2020).

Throughout any learning process, the time dedicated to making judgments must appear to give an appreciation of the learning process and product. The subject of assessment in the context of English as a foreign language classrooms is discussed at different levels of language learning and teaching, mainly as providing a source of feedback that allows for adequate future progress. However, different actions are distinguished when collecting information about learners' language levels. Three main concepts can be mentioned in this respect, testing, assessment, and evaluation which are listed in terms of the width of the objectives.

Chapelle et al. (2020) state that the terms are unified in terms of the principle of observing learners' performances and making decisions which led to the use of the terms interchangeably. However, the authors believe that assessment is implemented in a broader sense to collect quantifiable scores and qualitative assessment via different methods and a series of activities that can include testing, which is a more restricted procedure that has a predetermined mark scheme and results-related decisions, either failure or success (Green, 2013). As for evaluation, it is regarded as a procedure that encompasses both testing and assessment. It transgresses to collect information about the usefulness of teaching techniques and materials along with details about the success of learners.

2.2 Types of Assessment

As stated earlier, the course of action, meaning the period of administration of the assessment, and the objective driving the assessment affect the assessment and testing. Any kind of teacher decision-making in the language classroom is based on preserving target objectives (Hidri, 2020). Consequently, to understand the way to treat and place the

assessment method implemented in the present work (C-DAILS), providing an overview of the different types of assessment methods based on the objectives, target results, and time of administration.

Firstly, one of the distinctions of language assessment types is based on the information to be collected. Broadfoot (1987, as cited in Chapelle et al., 2020) identifies two types of assessment that are discussed based on the abilities to be measured. On one hand, proficiency assessment aims to measure general ability mainly for selection decisions, while achievement assessment focuses on determining the parts learned in a specific programme.

Secondly, another classification is significant for the course of action of results collection. This classification is widely adopted and referred to by language teachers. Similar to the previous classification, two types of assessment are discussed: Formative and summative. Wei (2017) confirms that formative and summative assessments differ in terms of the collected information, the nature of results and also the feedback, and the purpose of the assessment. Formative assessment is adopted during the teaching period for specific learning objectives. It is achieved throughout the instructional process not only to record information about the learners' performances, but also to ameliorate the teaching techniques. In the meantime, summative assessment is used after or at the end of the teaching cycle to collect information about learners' levels and make decisions regarding future directions, producing records in numerical grades (Hidri, 2020; Wei, 2017).

Thirdly, another classification of assessment types is suggested, which includes norm-referenced and criterion-referenced assessments. The first assessment method is used to classify students based on other students' performance and ranks. This method is based on classifying students according to their scores. New approach to assessment, criterion-referenced assessment, has been emerged against norm-referenced assessment to focus on

students' knowledge and mastery of specific objectives in a given time regardless the other students' performance.

Fourthly, the following assessment classification is related to the relationship between assessment and learning. The first type is called assessment of learning (AoL henceforth), and the second one is called assessment for learning (AfL henceforth). These two types are based on the nature of the learning objectives and assessment contexts. Hidri (2020) describes the assessment of learning as having a retrospective function, meaning it reflects upon the teaching and learning that occurred before the assessment, seeking to check whether the learning objectives are met and evaluate the successfulness of the teaching process. On the other side, assessment for learning compiles learners' performances during the instructional process through ranks or grades, assuring the amount of grasp of the teaching content.

Since the assessment of learning has significant decisions about the future of the learners, it requires more attentive skills from the instructor and a trustworthy process. Assessment for learning is more flexible. It sees assessment as an ongoing process that takes place during the period of instruction. It may take place more than once to obtain the idea of deep learning. The significant difference between those two types is the nature of feedback and the time of administering, in addition to the purpose of the feedback. AoL summarises the level of success, while AfL specifies how students can improve their learning.

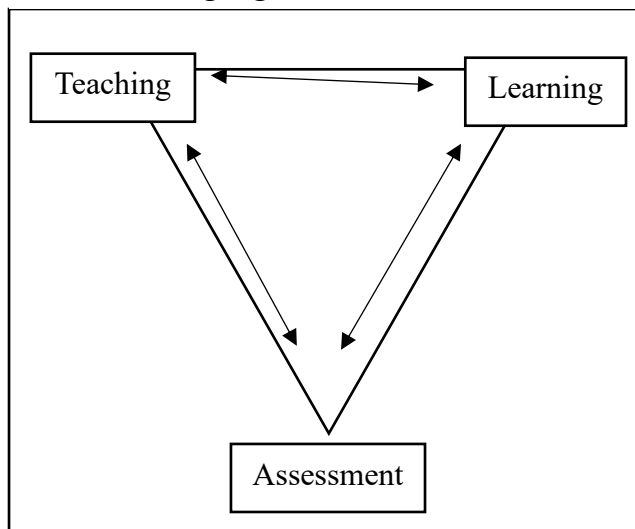
2.3 The Relationship between Assessment, Teaching, and Learning

The triangle in Figure.1 shows the relationship between the three significant actions that take place in language classrooms, denoting a clear link between the different actions, which are influenced by each other. The requirement of tackling a successful result for each action (Assessment, Teaching -referred to as instruction-, and Learning) raises

questions about the relationship between the different course of actions. Focusing on the effect of assessment, we emphasise the relationship between assessment and instruction in this section. Generally, there are two views on this relationship: Assessment and instruction are two opposed activities; others believe that they are integrated.

Figure 1

Actions in Language Classroom



Poehner (2005) points out that learning is the shared element between assessment and teaching. This views assessment and teaching instruction as ‘dichotomised’ because teaching and instruction focus on learning, either developing it or reporting about it. However, the author argues that those two actions “should be unified and consolidated” (p.22).

Poehner, (2008) believes that assessment and instruction should not be detached. They need to be consolidated through mediating assessment to compare actual with potential performances to lead students from inter-mental to intra-mental functioning skills in pragmatic assessment. Similar to the processes highlighted by the dynamic assessment that addresses both the zone of actual development skills and the zone of proximal development of partially internalised skills.

Pishghadam et al., (2011) believe there are two main views on the relationship between assessment and teaching. The traditional psychometric view sees those concepts as dualistic, yet the opposing view, which is post-psychometric, perceives assessment and instruction to be monistic. The last view results in exploiting dynamic assessment, which supports individualised activities that promote learners' achievements in language use and development.

Pishghadam et al., (2011) also explain that the sociocultural theory of mind has brought a dialectical practice that integrates the opposing faces of assessment and instruction to make education efficient. These authors call for a sensitive observation of learners' zone of proximal development during assessment, which is achieved through mediation, providing hints, prompts, and feedback.

The origins of the integration of assessment and instructions are linked to Plato and Socratic dialogues in which Socratic uses a series of leading questions to help learners find problems and launch new thinking directions on the topic. Other origins can be found in the works of Vygotsky and Feuerstein (Poehner, 2005).

Hidri (2020) assumes that there are two interrelated anticipated outcomes of assessment. The first outcome, referred to as assessment, aims to check on the occurrence of learning. In contrast, the second outcome is considered the main objective of the assessment, which is to check the generation of learning involvements. Coping with selecting modern classroom-based techniques to extract hidden potential, creative learners must change the traditional dogmatised types and the relationship between instruction and assessment.

Traditionally, language assessment practitioners focus on the narrow view of assessment, considering the impact on teachers and learners, which is referred to as norm-

referenced. However, with the new reforms in assessment theories, changes and challenges must appear to gather information about different interactions. Therefore, assessment policies should focus on classroom-based assessment over standardised tests to reinforce learners' potential. This change in approaching classroom assessment would call for a rethink of the relationship between assessment and instruction (Poehner, 2005). Accordingly, there is an urgent call for a paradigm shift that integrates assessment and instruction as a single pedagogical activity.

Chapelle et al. (2020) point out that the relationship between assessment and teaching is multifaceted, as the purposes of assessment and outcomes of learning vary. They highlight the assessment effect of validation on classroom actions. Messick's theory argument that validation needs to trace social consequences affects the approaches to deal with language tests' design, focusing on the impact of the process on teaching and learning. This effect is studied in different educational contexts and is known as washback. It deals with consequential validity, meaning, the consequences of tests. Alderson and Wall (1993, as cited in Wei, 2017) define washback as the influence of testing on teaching and learning. An extension of the concept of washback is the test impact, which focuses on the direct effect of tests on test takers and the indirect effect of tests on educational contexts and society.

Another trend that affected the link between assessment and teaching is the type of assessment. Standardised assessments no longer aid in distinguishing accurate learning outcomes. This lead to the adoption of new assessment methods to align teaching, learning, and assessment. These methods are called alternative assessment methods that focus on performance (Chapelle et al., 2020).

It is another type of assessment that supports and promotes learning. It is similar to dynamic assessment in terms of its purpose for learning against the traditional assessment. LOA is close to presenting the notion of assessment as a learning experience. It measures the progress of the performance and locates teaching to improve learning (Hidri, 2020).

Seeking to figure out the systematic and dynamic link between teaching, learning, and assessment, the major issue for LOA is to find a way to generate and use assessment information to promote learning in specific contexts and generate personalised feedback (Dunlop, 2017). The aim behind promoting learning through assessment is to build a link between learning and sociocultural benefit. LOA is seen as a suitable assessment strategy due to the deep analysis of results for learning.

2.4 Considerations in the Development of Sound Language Assessment

Language assessment development refers to the process of writing test questions and assigning scores to responses and collect intended information and performance (Green, 2013). This process should be carried out carefully and understanding its related issues seems to be mandatory. This scrutiny is due to various purposes of using assessment and the complex nature of language. Such purposes can be related to academic achievements, selection, immigration reasons (Chapelle et al., 2020).

Green (2013) proposes a framework that analyses qualities for language tests that we consider similar to qualities of language assessment practices. The usefulness framework illustrates the essential basis for quality control throughout test development process. This model includes six main qualities, namely, reliability, construct validity, authenticity, interactiveness, impact, and practicality. The author indicates that the usefulness of a test does not necessarily achieve and maintain all the previously mentioned qualities, confirming

that test usefulness evaluation to be 'subjective' based on the test developer, the teacher in the case of language classroom, judgements and perceptions.

As for the test development, Chapelle et al. (2020) suggest that the items related to the language assessment process can be summarised to include the test method, learners' capacities, performances, scores, and decisions. The authors explain that test methods and regarded performance must be based on the learners' capacities, which are the learners' knowledge abilities and performance in a non-testing context. This is also known as the test construct.

Language testing and assessment are susceptible and need to be handled carefully and systematically. Therefore, a theoretical basis and ground should be well designed to select suitable practical achievements. Fulcher and Davidson (2007) point out three concepts to explain the process of language assessment. They state that language assessment practitioners need to rely on a language model to understand the theoretical basis of the language nature understanding, after that they should select a framework. The latter is a translation of language assessment from theory to practice. The framework helps to decide upon the skills to be observed. After the selection of the framework appropriate for a given language education context, test specifications serve as blueprints of the test's questions, scores, and tentative answers.

Fulcher and Davidson (2007) mention two main language models that can be regarded and used in designing assessment frameworks and test specifications. First of all, the model of communicative competence, presented by Canale and Swain (1980), emphasises the idea of defining communicative competence and the skills needed for different contexts. They suggest that the assessment of communicative competence should

integrate tasks that result in communicative performance that includes an interaction of grammatical competence, sociolinguistic competence, and strategic competence.

The second model is the one adapted by Canale (1983). In this model, Canale (1983) argues that the mere knowledge of language rules and sociolinguistic rules of using language is very theoretical and can affect later results of language communication. Under such argument, the communicative performance, actual communication means “the realisation of such knowledge and skill limiting psychological and environmental conditions such as memory and perceptual constraints, fatigue, nervousness, distractions and interfering background noises” (Canale, 1983, p.5, as cited in Fulcher & Davidson, 2007, p.40). When modelling communicative competence and performance, there is a need to account for both psychological and contextual variables.

2.5 Dynamic Assessment

The implementation of an innovative assessment approach that incorporates the elements of both formative assessment and instructional strategies can lead to the prediction of future performance and the development of individuals' abilities (Poehner & VanCompernelle, 2020, as cited in Hidri & Pileh Roud, 2020).

This notion and approach to assessment was introduced by Luria (1961, as cited in Poehner, 2008), the latter is a colleague of Vygotsky, who aimed to integrate the zone of proximal development (ZPD) in educational praxis and assessment. ZPD provides a powerful way of thinking about both the products of past development and the competing ones, which helps infer future performances and development as well as cognitive functions to be developed.

ZPD “is the distance between the actual developmental level as determined through problem-solving under adult guidance or in collaboration with more capable peers”, “the

actual development is the independent problem-solving reveals is defined as the functions already developed”, “the actual development characterises mental development retrospectively while the zone of proximal development characterises mental development prospectively (Vygotsky, 1979, pp. 86-87). Accordingly, ZPD is a tool that accesses and promotes the development process rather than focusing on the product (Lantolf & Poehner, 2011).

Traditionally, dynamic assessment has been implemented by clinical psychologists to assess individuals’ potential future development by embedding instructions in the assessment process itself (Sternberg and Grigorenko, 2002, as cited in Lantolf & Poehner, 2011). Dynamic assessment is grounded in Vygotsky’s arguments, according to Lidz and Gindis (2003, as cited in Poehner, 2005), regarding the nature of abilities that are innate, emergent, and dynamic. These abilities develop through social interactions, where individuals participate in different activities and receive mediation about the language and the topics from members of the discussion or interaction. It is highly considered an appropriate scheme to boost the development of the cognitive abilities of language learners’ cognitive abilities.

Poehner (2005) believes that dynamic assessment has an engagement nature, which helps unprivileged individuals and lower achievers by providing mediation. This was emphasised by the theories of Vygotsky and Feuerstein, who called for a flexible interaction that is attuned to learners’ needs to achieve remarkable language performance development.

Discussing the characteristics of dynamic assessment would be more comprehensible while comparing it to a non-dynamic one. Three features can be distinguished under such discussion. According to Pishghadam et al., (2011), one should evaluate and view the abilities, purpose, and role of assessors. In dynamic assessment (DA),

the skills are flexible, not fixed; this leads to promoting development, while non-dynamic assessment (N-DA) gathers information about past achievements. Assessors in non-dynamic assessment just conduct an assessment, and in dynamic assessment, assessors are mediators. Similarly, Poehner (2008) believes that the difference between DA and N-DA lies in the administration procedures, not the instrument of assessment.

In discussing the difference between traditional (non-dynamic, static), and dynamic assessment, static assessment targets fully matured functions, and the products of development reveal little about them. In contrast, dynamic assessment reports information about maturing abilities. It helps to observe the process of forming abilities. These assessment practices often offer the possibility of intervening to promote the development of specific processes or remediate functions when an issue occurs (Vygotsky, 1979).

More precisely, dynamic assessment represents a significant shift from emphasising formative assessment to summative. DA turns the idea of assessment into a process-oriented and productive approach. Assessment is not merely a time after instruction; rather, it is an integral part of the instructional process, facilitated by the metacognitive strategies that teachers use while assessing and teaching simultaneously. This distinction sets dynamic assessment apart from assessment for learning and summative assessment. Another key difference is the role of the assessor; in dynamic assessment, the teacher generally acts as a mediator (Hidri, 2020).

2.5.1 Formats of Dynamic Assessment

The fundamentals of dynamic assessment in the Vygotskian sociocultural theory have no specific directions or procedures for using the assessment or implementing ZPD inside the classroom. Vygotsky generally calls for bringing theory to the classroom and observing emergent performances of learners to gain a detailed understanding of ability

development (Lantolf & Poehner, 2011). Accordingly, Vygotsky's followers and students provide many types, implementations, and interpretations of dynamic assessment afterwards.

Dynamic assessment differs in its practice in terms of the genre of mediation and the ongoing instructions. For this reason, Lantolf and Poehner (2011) recommend formats for carrying out DA in the classroom. They propose the interactionist approach, which meets the call for cooperative dialoguing assistance emergence from interactions, and the interventionist approach, which focuses more on psychometric concerns. The contrast between the two lies in terms of the mediator method while responding to learners' difficulties, more precisely, the nature of hints and results.

On one hand, the predisposed goal of the interventionist method is to predict the problems of learning according to which the approaches, tasks, practices, and materials are designed. As for the mediation that could be presented as a hint, prompt, and/or a leading question, the mediator tends to present it from implicit to explicit until either the learner alters their responses or reaches the final stage where the correct answer is revealed. This is called the cake format, as implied by Sternberg and Grigorenko (2002, as cited in Poehner, 2005). They have pointed out providing mediation to learners while conducting the test.

On the other hand, the interactionist method of applying dynamic assessment in the classroom puts no restrictions on the mediator, whose main job is to help learners perform beyond their actual skill (Lantolf & Poehner, 2011). This last approach is highly recommended by Feuerstein et al., (2003, as cited in Lantolf & Poehner, 2011), who advocate that cooperation and dialogue can bring an acceptable compromise to accurately determine learners' responsiveness to mediation and facilitate taking over responsibility for their performance. This is referred to as a sandwich format since it presents the treatment

and treatment between two phases of administered rigid tests. The emphasis in this format is on the type and the number of hints.

The choice of the appropriate format to be adopted in the classroom requires a needs analysis. The teachers should understand their learners' level, weaknesses, and styles of learning and assessment. Moreover, the teaching method and the learning goals have an impact on deciding about the appropriate format to select. Generally, dynamic assessment aims to include procedures such as diagnostic evaluations, implementing mediators to assist learners, the analysis of learners' responsiveness, and predicting learners' abilities. The main goal is to make predictions about individuals' capacities rather than force development, although it may occur (Poehner, 2005).

2.5.2 Purpose of Dynamic Assessment

Dynamic assessment helps learners move beyond their current level, which is achieved by blending assessment and instruction. Consequently, the inferences focus on future performances and abilities rather than current performance in a given task. For Lantolf and Poehner (2011), the principal conviction of DA is that independent performance is insufficient to fully understand abilities and that essential insights into development are gained when mediation is offered as performance begins to break down. DA aids to have a complete picture of individuals' abilities through collaboration with individuals during the completion of assessment tasks, extending independent performance to levels the individual could not reach (Poehner, 2005).

Dynamic assessment is prognosis, not diagnosis. It aids in promoting learning development through mediation. Therefore, it is not used to assess students' success or failure. Yet, the focus is on analysing the amount of assistance and accomplishment of activities, which reveals the possible future performance with the appropriate performance.

2.5.3 Dynamic Assessment and Feedback

Discussing the dynamic assessment procedures and pillars usually raises the debatable question of whether they are similar to feedback. Lantolf and Poehner (2011) assume that it is crucial to find the link between mediation in interaction and assumptions on feedback in the second language use and development context.

According to Ellis (2008, as cited in Lantolf & Poehner, 2011), feedback varies in context, personal preference, and recommendations. The most used type of feedback is the teachers' recast, which is usually the repetition of the correct form, which does not necessarily reflect the acquisition of language form. Emphasising the product rather than the learning development process, corrective feedback seems more effective and, therefore, appears to be the preferred approach to dealing with learner errors.

However, emphasising language development rather than a correctly produced language product, dynamic assessment mediations focus on responding in a correct performance and see development as taking responsibility and control for the performance. It is believed that development occurs when other regulation is present to boost performance and towards the rise of self-regulation when the learner becomes autonomous.

2.6 Computerised Dynamic Language Assessment

Technological innovations in language assessment vary in terms of the purpose of learning and assessment. They are developed to assess language proficiency and performance, ensuring efficiency, accuracy, and personalisation of assessments for language learners. Those technologies include computer-based assessment, online assessment platforms, automated scoring, and natural language processing.

Language assessment technologies allow learners to gather information and results remotely, feedback is provided instantly, and the learning experience is adapted to individual

requirements. These technological developments may affect language assessment and solve different problems related to conventional types of assessment.

Research on the emergence of technological innovations in language assessment, which go through different phases, also show that technology helps in improving the quality of input, communication authenticity, and relevant feedback. In their review of papers on language assessment and testing in a scholarly journal, they use the terms assessment and testing interchangeably to refer to the process of gathering information about learners, making interpretations about their language abilities, and making decisions about the future, Chapelle and Voss (2016) find that there are two main general topics under which different papers are generated. The early publications research the efficiency of technology in the context of language assessment. The researchers in the mid-1960s use technology to make testing more efficient, faster, and less costly.

The technology used in this era aims to make diagnosis rapid and the testing context accurate. Accordingly, research on technology efficiency in language assessment is widely discussed three main topics: Computer Adaptive Assessment, Writing Automated Scoring, and Comparability Studies between old and new assessment practices.

The other side of technology assessment research seeks innovation. The research tries to use assessment not for its efficiency, but to examine its usefulness for positive learning experiences and opportunities. Four themes are focused on: opportunities for learning, language construct, impacts of innovation, and authoring tools.

For such purposes, computer-based and online tests ensure immediate scoring and feedback, thus saving time for both teachers and students. Computer-dynamic assessment (C-DA) is a computer-based test that provides electronic delivery mediation. Its main application appears to be for admission and placement purposes (Poehner, 2005).

C-DA follows the interventionist approach to dynamic assessment of language. Poehner (2005) states that its major challenge is unpredictable since students' responses will differ while different mediations can be presented.

The use of C-DA in the language classroom aims to unveil language learners' in-depth abilities and potentials via pre-selected or pre-planned mediations, hints, or instructions (Hidri & Pilehroud, 2020). Poehner (2005) confirms that C-DA provides an automatic generation of reports about the performances of learners. Generally, this type of assessment generates two main scores, the actual performance score and the final score, after using hints, that predict the potential performance. Such rich scoring enables deeper insights into learners' abilities, weaknesses, and strengths (Zangoei et al., 2019). Furthermore, with the constant mediation offered by the test, learners gain the opportunity to practice self-assessment, be active in their learning, and overcome the psychological barriers of test-taking (Pishghadam et al., 2011), like test anxiety and fear of failure.

2.7 Empirical Evidence

This section seeks to display empirical evidence on the implementation of C-DA. It examines research studies on the effect and design of computerised dynamic assessment in the context of EFL. The selection of the following studies remarkably showcases three main factors: the effect of technology on language assessment, the use of dynamic assessment, and the context of teaching and assessing English as a foreign or second language. We display those studies in chronological order, emphasising two major periods, before and after 2010, of integrating technology with dynamic assessment.

Early works targeted young learners to observe and evaluate learning development. Jacobs (2001) argued against screening testing tools since they lack early potential language impairment. Accordingly, they aimed to determine the utility of adding dynamic assessment

features to a selected test. Researchers found that incorporating dynamic assessment positively affected and enhanced the learning test.

Another study was conducted by Tzuriel and Shamir (2002), who aimed to examine the effect of the computer-assisted dynamic assessment on problem-solving tasks compared to the effect of dynamic assessment with an examiner among randomly selected kindergarten children. The computer-assisted test used in the study was based on the 'children's seriation thinking modifiability test'. After a series of tests, the authors confirmed the effectiveness of computer-assisted tests with dynamic assessment features more than the test with mediation provided by an examiner. The change brought by the computer-assisted test was interpreted by Tzuriel and Shamir (2002) to be related to the amount and the individualisation of mediation. Additionally, they have observed the development of cognitive abilities due to C-DA.

Poehner (2005) attempted to implement DA in the L2 context. The researcher implemented the DA approach while examining the development of oral proficiency of students who enrolled in the advanced undergraduate French foreign language course. The sample consisted of six participants who received one-on-one sessions through which teachers' instructions to the learners were carried out according to dynamic assessment.

The researcher assessed the students twice before and after the enrichment course. The two tests were in two modes: dynamic and non-dynamic assessments. The assessment results were used to develop individualised learning and testing. These results addressed students' learning problems while answering pre-tests. Findings revealed that dynamic assessment assists in understanding learners' abilities, overcoming linguistic problems, and making formative assessment practices more systematic.

Later works in the context of second and/or foreign language assessment aimed to examine the effect of computer-based dynamic assessment. Pishghadam et al., (2011) aimed to develop a computerised dynamic test of reading comprehension that could test a large number of students at the same time. Their study sought to explore the difference in the use of information from hints by lower and higher achievers. The results of the study support the monistic view of dynamic assessment to blend assessment and instruction. Researchers found that software development with pre-developed hints aided in promoting the development of reading comprehension and in collecting ideas about future potential learning abilities. The study found that lower achievers benefited more than higher achievers.

Similarly, Yang and Qian (2017) aimed to determine the efficiency of C-DA in diagnosing language learners' reading difficulties compared to the usual diagnostic assessment. The researchers conducted two studies for this purpose: a pilot study and a main study with different groups.

The study included a profile of learners that was generated by the programme, C-DA, including the actual score for the student's independent performance, the mediated score showing the amount of aid needed in the test, and the learning potential score (LPS) and the gain score which indicated the extent to which the student had benefited from the mediation and was calculated by subtracting the actual score from the mediated score. After implementing the C-DA, a questionnaire was used to collect data about students' feedback on their perceptions of C-DA. Three main questions were emphasised in the questionnaire to target students' beliefs about the helpfulness of C-DA and the reasons, likeness of C-DA, and the reasons, as well as suggestions for students on improving C-DA.

Zangoei, et al., (2019) used opportunistic sampling to target Iranian university and high school students. The authors reported the study's results, which consolidated the assessment and instructions of L2 pragmatics comprehension by applying the interventionist mode of computerised dynamic assessment, which includes graduated hints (from explicit to implicit and standardised for all test takers).

The tool used in the study was a web-based software called Computerised Dynamic Assessment of Speech Acts, Routines, and Implicatures (CDASRI). Based on how many hints or mediations were applied by each test-taker, the CDASRI provided three scores: actual score (traditional score), mediated score, and learning potential score (LPS). Results have shown significant difference between the mediated (using hints) and actual (without hints) scores of learners which accounted for the fact that because of test-takers' different Zone of Proximal Development (ZPD) levels, their level of responsiveness to mediation was significantly different from one another. Hence, it can be concluded that traditional non-dynamic tests miss a significant part of learners' abilities by neglecting their potentialities and focusing only on their preliminary performance.

Hidri and Pilehroud (2020) used C-DA on the TOEFL iBT reading examination with 185 upper-intermediate Iranian learners of English. Three scores, actual, mediated, and learning potentials, are generated for five types of the questions (vocabulary, details, negative facts, purposes, and inference items). The analysis of results found that there was significant difference between actual and mediated scores. C-DA improved scores in mediated test items, resulting in significant correlations. However, no empirical evidence that C-DA was conducive to a comprehensive diagnosis of ZPD ability.

The study went through five steps. The two first steps were about selecting samples through the IELTS reading sample test, besides developing the computerised dynamic

assessment using reading passages from the original TOEFL, which was piloted for its practicality. The third stage included eight judges, TOEFL teachers, who were contacted to validate the C-DA. The last two phases included the design of the C-DA software and scores generation. The results showed that C-DA created a supportive atmosphere highlighting candidates' learning.

Other recent studies contributed to the insights on the advancement of computerised dynamic assessment implementation. Abdel-Al Ibrahim et al., (2023) ran a comparative study between the effect of group dynamic assessment and computerised dynamic assessment on the development of the listening skill. They found that computerised dynamic assessment facilitated the development of the listening skill, increased students' motivation and decreased anxiety. Similarly, in their comparative study of the impact of computerised dynamic assessment and rater assessment, Sherkuziyeva et al., (2023) found that computerised dynamic assessment unlike rater assessment helped in improving writing accuracy, fluency, and complexity. Further, the group that received C-DA appeared to outperform the group that received a rater assessment in oral proficiency. Additionally, the results showed that the C-DA group reported lower anxiety levels. Correspondingly, emphasising the importance of technology integration and individualised instruction, Karimpour et al., (2024) found that the grammar acquisition of L2 learners was improved after the use of C-DA as integrated with digitalized feedback.

2.8 Views on the Application of Dynamic Assessment

Although dynamic assessment showed its positive contribution to learning development and assessment, as mentioned in the above section, many scholars argued against its usefulness for many reasons, such as the absence of psychometric evidence and its ineffectiveness with adult learners.

Dynamic assessment failed to emerge as a dominant paradigm, although a considerable literature in educational psychology dedicated parts to research and discuss dynamic assessment due to three main reasons (Sternberg and Grigorenko, 2002, as cited in Poehner, 2005). Dynamic assessment methodologies, replication studies, and their novelty were some of the constraints to adopting DA.

The authors claimed that due to the lack of psychometric validity and reliability of the procedures, psychometric concerns are not especially considered in interactionist DA. Poehner (2005) believed that interactionist dynamic assessment researchers “eschew standardisation in favour of understanding and promoting the development of the individual” (p. 38). The dual function between assessment and instruction is pervasive and challenges accepted practice.

The dynamic assessment was criticised based on its unscientific nature. Snow (1990, as cited in Poehner, 2005) believed that there is a requirement for quantification and measurement objectivity. Moreover, Luria (1979, as cited in Poehner, 2005) stated that psychometric methods are reduced in dynamic assessment since it uses in-depth case studies, observations, and empathy interaction to understand human beings following “romantic science”, which is a humanistic appeal. Additionally, Hidri (2019) argues that some works in SLA implementing DA failed reliability and validity from a psychometric perspective.

The debate on C-DA, as discussed by Hidri and Pileh Roud (2020), was mainly on discussing its nature being an assessment tool or an instructional one. Questions were usually raised on whether the scores are valid since they are generated once mediations from peers, teacher, or computer are provided. Besides, the future performance was based on the nature of the hints and not on the students' current level. The authors indicated that the teachers

lack awareness of the use of other alternatives of assessment and disregard the challenges of developing suitable ones.

Haywood and Lidz (2003, as cited in Pishghadam et al., 2011) underscore the need for a more inclusive approach to dynamic assessment. The challenge lies in finding a suitable mediated treatment that is effective for a large number of students. Many studies in dynamic assessment have been limited in scope, often due to the diverse nature of the mediation required for different students. This highlights the importance of developing a more inclusive approach in dynamic assessment research.

Most of the critiques were based on the argument that there is no statistical evidence on the validity of the results of the DA test. With the need to test students for reporting their performance and using test scores beyond ranking (Bachman, 2010, as cited in Chapelle & Voss, 2021), details and knowledge about performance in actual life tasks need to be validated via logical argumentation.

Chapelle and Voss (2021) proposed a promising approach to validating dynamic assessment results-argument-based validity. This approach had the potential to generate detailed constructs, particularly for technology-assisted testing methods. Argument-based validity offered detailed and logical means of working within predefined parameters, despite the prevailing preference for tests validated by experts.

As discussed in the second chapter about the nature of language proficiency, topical knowledge is more focused than just second language knowledge and abilities. Banerjee (2019) suggested that a new assessment that could expand the measured constructs was the scenario-based language assessment. The latter permitted the demonstration of skills in a simulated real-life language. Accordingly, the interaction was contextually meaningful. The argument-based validity sounded appropriate to explain results wherein the performance

was compared to the construct of second language communication manifesting language knowledge, abilities, and topical knowledge.

Conclusion

Despite the criticism of the dynamic assessment principles due to the absence of scientific and psychometric background and its useful nature to young and lower achiever learners, it appears to a certain extent applicable in teaching English to adult learners. The computerised dynamic assessment is practical for the case of assessing integrated skills since assessing language is not completed by assessing the knowledge of the language ability elements in isolation but through the collection of information about the knowledge of language ability and the performance interactively.

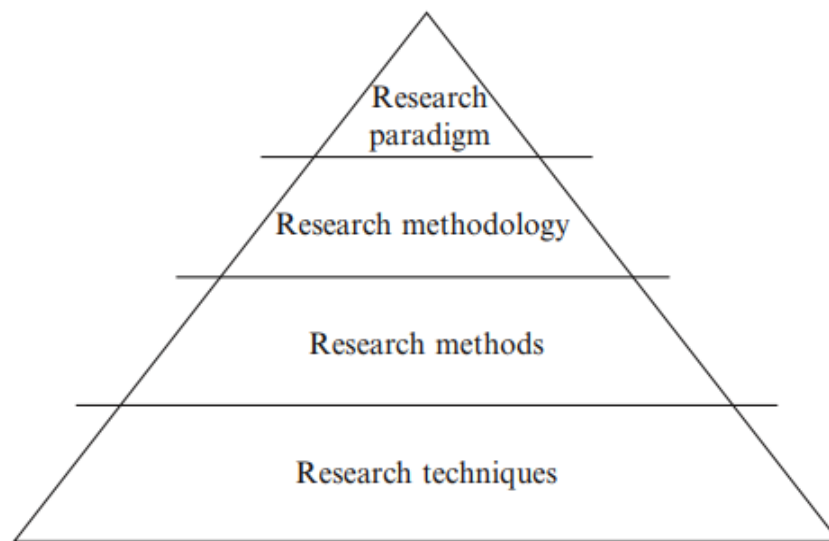
Chapter Three: The Methodology for this Study

Introduction

Conducting academic-related investigations is considered to be a sensitive process that requires well-developed procedures. Research studies mainly rely on valid theoretical underpinnings and epistemological views to reach valuable results. For this purpose, the current chapter introduces a short account of the background of research methodology and the main aspects that govern the choices concerning investigation acts. After shedding light on the theoretical concepts, namely research paradigms, approaches, and methods of collection and analysis, an illustration of the leading practices selected for the current investigation is accounted. This exposition covers the details of selecting a pragmatic paradigm to conduct a mixed methods approach study. Further, this chapter presents the sampling method, the study stages, and data collection methods and their aims. Finally, the chapter accounts for ethical considerations adopted after evaluating the main steps and stages taken in the study conducted.

3.1 Research Methodology: Theoretical Background

Before investigating a phenomenon, we should understand its nature, the researcher's role, and how it should be operated to decide upon the suitable methodological path, forming a set of premises and practical considerations. Reflecting on the core of methodology in structuring the researchers' actions, Jonker and Pennink (2009) suggest a 'research pyramid' that displays the levels of research planning. It describes the levels of methodology from theoretical conceptions to practical actions, moving from paradigm to techniques that help decide upon specific actions in a given research study.

Figure 2*Research Pyramid*

*Note: adopted from Jonker and Pennink (2009, p.23)

Figure 2 of the research pyramid shows at the top the theoretical part of conducting an investigation. Research paradigms refer to the worldviews of knowledge and truth construction or exploration. Jonker and Pennink (2009) describe paradigm as a philosophical framework of the knowledge to be explored and the methods followed to explore such knowledge in a given context. The authors distinguish two types of paradigms: theoretical and methodological paradigms. The first one holds the study's conceptual framework, explaining the thoughts and philosophies about the topic under study. The second paradigm is related to the methodological behaviours of the researcher and the nature of the research question.

Assumptions about the ways to address a given problem have evolved in two different ways. To research a phenomenon, knowledge is gathered either via the eyes of the researcher or by different members of the phenomenon to be studied. In the first method, the researcher tends to frame knowledge based on his/her individual experience, observation, or

test result. In this approach, generally, the results and interpretations are criticised as subjective due to the direct involvement of the researcher in gathering and analysing knowledge. In the second method, knowledge is constructed through the eyes of the members who participate in the phenomenon. This collected knowledge provides profound insights and descriptions necessary to understand the data for the study.

There is a significant discussion of worldviews and knowledge construction in the methodological paradigms. Paradigms help organise the thinking about conducting research. Creswell and Creswell (2018) distinguish four broadly discussed paradigms that govern worldviews. First, the authors start with a discussion of post-positivism claims against the idea that absolute knowledge can be reached through strict scientific methods and positivist tendencies in conducting research. The emphasis in post-positivism is the study of problems to understand the behaviours and actions of humans. The central claim of post-positivists is that knowledge is not absolute, yet it is developed and reached through observation and measurement.

Afterwards, in the constructivist paradigm, knowledge is constructed by individuals based on their personal experiences, which will be translated into meanings. Issues arise while following this worldview to knowledge construction generally include the study of the interaction of individuals who are a part of knowledge creation.

Studying issues that incorporate the observation of diverse social groups urges researchers to adopt a new philosophical assumption for gathering information since post-positivist views are considered unfair, especially for ‘marginalised individuals’ who have sensitive matters. The assumptions here are governed by a transformative worldview wherein sensitive matters like segregation are discussed. These paradigm explorations tend to bring reforms and changes.

The fourth paradigm is called the pragmatic worldview. It explains matters based on actions, events, and results rather than focusing on previous circumstances. The main concern is understanding the problem studied and implementing practical research methods to reach solutions (Creswell & Creswell, 2018). This paradigm is highly linked with the mixed methods approach opted in social science research studies, which implies the use of many approaches to find satisfactory answers and solutions to the research problem.

Each of the previously mentioned paradigms focuses on collecting specific information. For example, the postpositivist paradigm seeks to collect information numerically, while the constructivist paradigm focuses on qualitative information to be interpreted and gained knowledge.

3.2 Research Approaches

Demystifying the research paradigm and the ontological direction as linked to the main objective of the research study and the actions required to achieve considerable results is regarded as the basis for organising further actions and choices to be taken while seeking truth and answers. Referring to the pyramid, deciding upon a research methodology, which we call in this work a research approach, is mainly followed after designating the appropriate paradigm.

Following the assumptions from the paradigms, three major approaches can be distinguished since the general aims of research works can be either testing hypotheses statistically, interpretations of impressions and social phenomenon, or both. The approaches that align with the aims above are respectively, the quantitative approach, qualitative approach, and mixed methods approach. Those approaches are regarded as the system for answering a question, exploring a phenomenon, and/or solving a problem. However, for more details, Jonker and Pennink (2009) view that although the main research approaches

are quantitative and qualitative, they should not be treated as opposing extremes to manage research; yet, they are different ends to the course of seeking knowledge. They can differ in terms of the aim of the study, which is either to test/measure a phenomenon or explore/discover a phenomenon. Moreover, they can differ in terms of the type of question, either closed-ended or open-ended. Another difference is linked to the type of data collected and analysed, either numbers with the quantitative approach or words with the qualitative approach. In educational research, the general aim is to share that research seeks to understand mechanisms and conditions that either block or lessen the desired learning outcomes and suggest workable alternatives.

According to Creswell and Creswell (2018), the quantitative approach invokes from the post-positivist worldview to knowledge construction and revealance. They believe that this is profoundly found in psychological research. In the other line of research, the qualitative approach to research studies originates in anthropology, sociology, humanities, and evaluation. The last approach discussed is the mixed methods approach. It blends quantitative and qualitative approaches found in psychological instruments that seek to collect quantitative and qualitative data through closed-ended and open-ended questions.

The belief that a quantitative approach to research is more appropriate than implementing a qualitative approach since it is less scientific and requires a structured and precise plan is highly criticised. However, the choice and selection of a research approach should not be based on the degree of rigorousness but on the research needs, questions, and aims.

The quantitative approach stresses the extent to which something happens or does not happen. It studies the phenomena in terms of amount, number, and frequency. Although it sounds like a true and sound research approach, it is criticised for its extreme strictness,

which blocks unexpected developments in the course of gaining knowledge of the studied phenomenon. Quantitative research is favourable because it has a clear starting and finishing point and strives for maximal objectivity.

The qualitative approach to research aims to understand a specific organisational reality. It does not rely on previously designated theory, yet it starts with sensitizing concepts that guide towards observation since they form the pre-theoretical concepts. They are the starting points in the qualitative research. Accordingly, they should be well selected in a conceptual framework that leads to enriching a body of knowledge which is regarded as insufficient and needs further exploration. In this approach, the researcher should be unbiased to achieve the objective vision of the phenomenon under study (Jonker & Pennink, 2009). The authors see that qualitative research as a continuous process. It is a systematic search for new insights. However, it is criticised for a set of points of criticism, first of all, the open questions that reflect uncertainty in research conduct. The other point is the researcher's role and opinions are reflected in the work and interpretation of results which makes it more subjective.

The third research approach is found at the core of knowledge seeking. The mixed methods approach emphasises collecting quantitative and qualitative data to study the research problem. Cohen et al. (2018) explain that such a combination aims to reveal knowledge using different ways of thinking. This approach guides towards a profound understanding of the phenomenon by using elements of both qualitative and quantitative approaches concerning assumptions and collection and analysis methods. They highlight that reliance on multiple views extends the usefulness and credibility of results and allows unexpected results to be found and authentic accounts can be collected.

Similarly, Kothari (2004) states that implementing a Mixed Methods Approach helps in gaining confidence in the accuracy of the findings. He mentions the ‘all-embracing vision’ that enhances findings to provide a more complete picture of the studied phenomenon. Moreover, the strengths and weaknesses of both approaches are compensated in the mixed methods approach.

Creswell and Creswell (2018) state: “The value of multiple methods -called mixed methods- resided in the idea that all methods had bias and weaknesses and the collection of both data neutralised the weaknesses of each form of data” (p.62). Different research designs are reached to integrate data systematically, providing a sense of reassurance and confidence in the research process.

Most authors relate mixed-methods research with the pragmatic views of the world and knowledge quests due to the use of different methods to generate sufficient insights about the phenomenon under investigation. It is claimed that the mixed methods approach to research in social sciences, including educational research, should not be regarded merely as a combination of the two opposed approaches, yet it stands as an independent approach that has theoretical and conceptual assumptions and results in specific designs that could organise the study, validating its status as a respected research method.

3.3 Research Designs

Finding an appropriate path to research a phenomenon seems to be a tedious activity. Good research has no exclusive practice that is a predetermined single path, yet Kothari (2004, p.3) believes that “There are always options and alternatives”. To reach appropriate results, the theoretical assumptions dictated in the paradigmatic and research approach views need to be translated to practical actions that are shaped in the research study design. Cohen et al. (2018, p. 38) define research design as “the plan for, foundations of,

approaching, operationalising, and investigating the research problem or issue”. It reflects the appropriate choices for collecting data, analysing it, and displaying the results.

Kothari (2004) believes that a research design selection is generally based on deciding what, where, when, how much, and by what means concerning an inquiry or research study. It is “the blueprint for collecting, measuring, and analysis of data”. Designs generally facilitate operations and make them more efficient. As for the features of research design, Kothari (2004) emphasises the flexibility, appropriateness, efficiency, and economical traits of designs, giving researchers a sense of control and empowerment in their work.

The diagram in Figure 3 summarises the different designs that emerge from the principles of the research approach. It is adapted from the knowledge that Creswell and Creswell (2018) and Kumar Singh (2011) shared. This diagram aims to provide a succinct account of a set of comprehensible designs to research. Generally, Kothari (2004) makes a classification of two distinguished studies, exploratory and descriptive studies. The former design focuses on discovering ideas and insights through a flexible design that considers different aspects of a phenomenon. The latter highlights the accuracy of conduct based on a prepared design that minimises bias and maximises the reliability of the collected evidence.

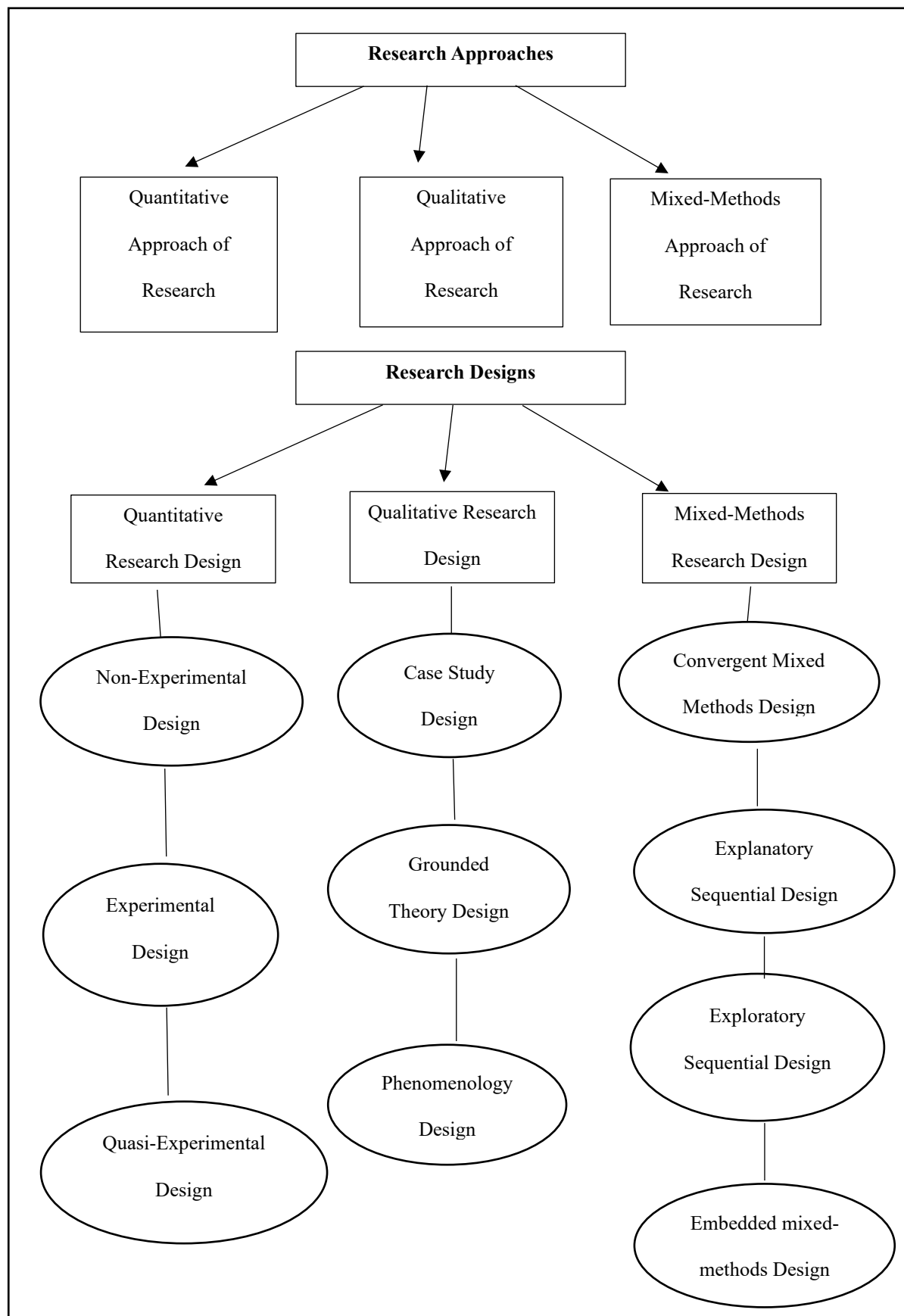
Similar to Kothari (2004), Kumar Singh (2011) classifies research designs into two categories. Specific structures characterise the quantitative design to ensure validity and reliability. The design report is detailed for future replication and verification, which helps maximise the reassurance of the study results. The second research design is the qualitative design. Unlike quantitative designs, qualitative designs are less specific, but they are more flexible and emergent, aiming to explore and understand social life variations and phenomena. Qualitative design reports are less detailed due to the difficulty of replication

since studies of social sciences differ based on time and population, making replication impossible.

Kumar Singh (2011) distinguishes designs based on different factors. Firstly, the number of contacts with the study population and the nature of the investigation are the perspectives for designing quantitative research. Three designs are classified under the standpoint of several contacts with the population; a cross-sectional design is used in studying social phenomena through one contact. This design cannot record the change, which requires many contacts with the population. The second design is the before and after research design. It is generally used in evaluation studies as two cross-sectional studies. The second study is undertaken after a set of time to measure the difference between the two sets of data collection points. The main impact of this design is to measure the change in a phenomenon or assess the impact of the treatment. This design is challenging to implement due to the “attrition of the sample”, resulting in non-similar data in pre- and post-treatment.

In the longitudinal design, change is observed and measured over several points of time. The factual information is collected continuously, which requires different contacts with the population. This design was criticised because participants may anticipate the question at progressed points and alter their responses.

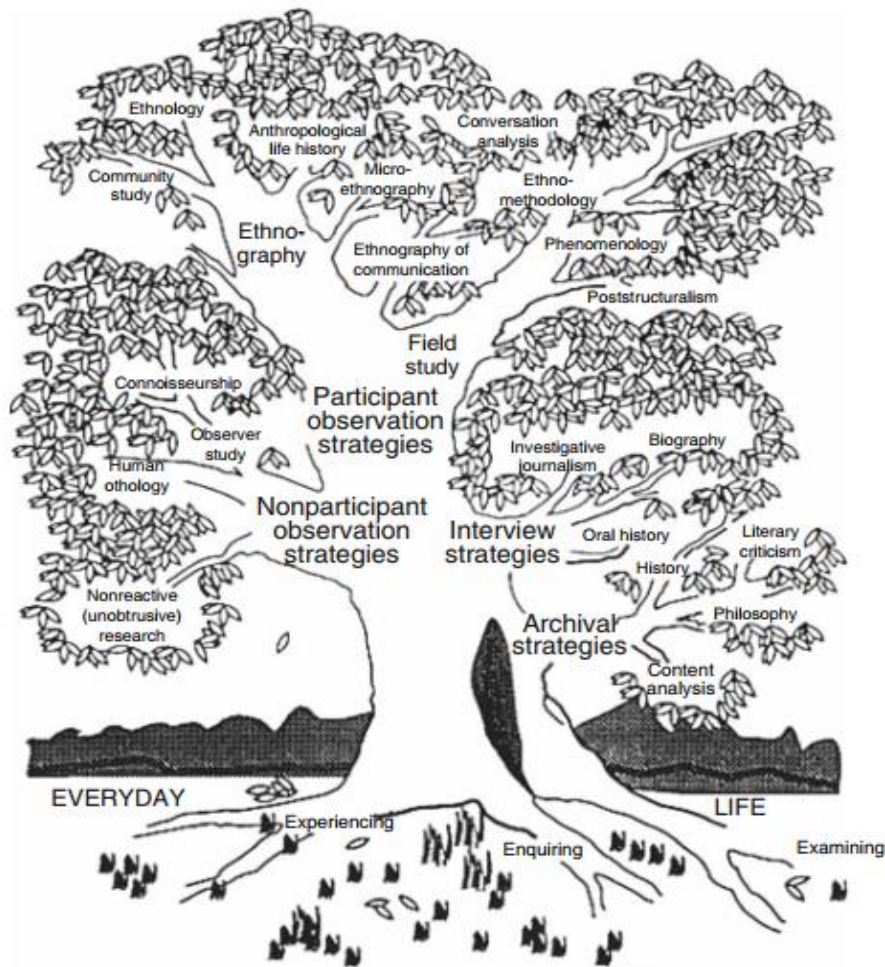
The second perspective is based on the nature of investigation, which means that the design can be experimental, non-experimental, or quasi-experimental. Those designs study cause-and-effect relationships between variables. The experimental design studies the introduction of the intervention that causes a change. The non-experimental design observes a phenomenon and attempts to establish the cause.

Figure 3*Research Designs Diagram*

The qualitative research designs are targeted to look deeply at the processes, activities, and events of individuals or community groups via either direct or non-participatory observation strategies a researcher follows (Creswell & Creswell, 2018; Jonker & Pennink, 2009). Miles and Huberman (1994, as cited in Jonker & Pennink, 2009) emphasise that to choose an appropriate design for a qualitative study; the researcher should distinguish the nature of the phenomenon, the research direction stated by the research question and the researcher's personal preference. In the same vein, the authors suggest the tree diagram in Figure 4 to summarise the different qualitative research designs.

The diagram shows the different designs and strategies that can be used by the researcher while conducting qualitative research concerning the previous principles. There are archival studies, where previously published documents are analysed for in-depth information; further, there are interview-based and observation-based designs. Moreover, ethnography studies are well known in qualitative research. They tend to learn about the culture shared and behaviours of individuals or groups (Creswell & Creswell, 2018).

We focus on our research on a case study, which is presented as an interesting research design that is adapted to extensively explore and understand a social group's actions, practices, or perceptions. Unlike previous ones, this design does not tend to make any generalisations about a population other than cases similar to the one studied (Kumar Singh, 2011). This design is characterised by in-depth insights. To uncover the complexities of the social phenomenon the research processes should be interconnected aiming to explain the reasons of the appearance of specific results (Denscombe, 2010).

Figure 4*Tree Diagram of Qualitative Research Designs*

*Note: retrieved from Miles and Huberman (1994, as cited in Jonker & Pennink, 2009)

Designs in mixed methods research are widely discussed. Teddlie and Tashakkori (2009, as cited in Cohen et al., 2018) classify mixed methods design into three classes: parallel mixed design, congruent, and convergent design. The parallel mixed design blends both qualitative and quantitative approaches; they are run simultaneously but independently in addressing research questions. Sequential mixed design aims to run both qualitative and quantitative one after another. The last classification is called quasi-mixed design. The qualitative and the quantitative data are gathered but need to be integrated to answer a given research question.

Creswell and Creswell (2018) distinguish two designs of the quantitative approach. Firstly, survey design, known as non-experiment design, provides a quantitative description of trends or attitudes. They aim to answer three types of questions: descriptive questions, relationships between variables, and predictive relationships between variables over time. The second design is the experimental research design which systematically manipulates variables to evaluate impact and outcomes. These designs help make inferences about relationships among variables and how the results are interpreted to draw generalisations about the population of interest. Creswell and Creswell (2018) mention various types of experimental design such as one-shot case study, one group pre-test-post-test design, static group comparison, alternative treatment post-test only design, and non-equivalent control group design.

According to Creswell and Creswell (2018), qualitative designs tend to study individuals through phenomenology, explore processes, activities, and events like case study and grounded theory design, or learn about a broad culture or sharing behaviour of individuals as ethnography.

They mention a set of designs related to mixed methods procedures. There is a convergent mixed methods design wherein the research process goes in a single process, and both data qualitative and quantitative, are analysed separately and then compared results. The integration of the results is the aim. The explanatory sequential design is divided into two steps, starting with quantitative data, whose analysis forms the basis for the qualitative phase. On the contrary, exploratory sequential design starts with a qualitative procedure whose analysis helps in the selection of a feature to be tested to undertake the quantitative approach.

Moreover, the embedded mixed-methods design is adopted when the researchers seek to use different data to support and increase the main study design (Creswell & Creswell, 2018). The qualitative data can explain quantitative data and provide comprehensive interpretations, while quantitative data can be embedded while collecting qualitative data aiming to supply generalised data (Creswell & Plano Clarck, 2011, as cited in Cohen et al., 2018).

The embedded data can be collected at different stages of the main study. Before the treatment, the collection of data can clarify contextual factors and develop measurement methods. When the embedded data are collected during the main study, they help to understand the influence of the treatment and the results. After the treatment, data collection facilitates explaining findings and attitudes and developing a hypothesis (Fetters et al., 2013). The authors mentioned additional designs of mixed-methods research, which are used along with other designs such as mixed-methods experimental design, mixed-methods case study design, and evaluation design.

3.4. Sampling Techniques

After delineating the research design and before embarking on the process of designing data collection instruments, researchers should think of the population that their issue of the study is related to and requires to be discussed and from which they seek to collect evidence. Accordingly, the discussion of population characteristics and the sampling procedures should be placed before designing and deciding the instruments to be suitable for them and collecting accurate data for appropriate interpretation (Creswell & Creswell, 2018).

Kothari (2004) confirms that the researcher uses the sample design or techniques to obtain representative sample members from the population. However, the idea

of investigating the topic within a large population will lead to the highest accuracy of results; it sounds tedious and, most of the time, beyond the abilities of research. Cohen et al. (2018) note that contacting all population members is possible when it is bound. This could include isolated communities, specific institutions, or marginalised individuals. Yet, it is worth determining the constraints that may affect the course of the investigation at the level of the population, which can be referred to as the large size of the population, and the significant amount of time, money, and energy to contact every single member of the population.

Accordingly, different research methodology specialists assert the need to consider those elements and aim to select a representative sample. A set of techniques are distinguished. Based on the nature of the research and analysis plans, the researcher can depict the correct type of error-free sampling technique.

The first class is called the probabilistic sampling technique, wherein each member of the population has an equal chance as others to be a part of the sample. On the other part of the continuum, non-probabilistic sampling strategies are seen to select the participant in non-statistical ways, basing their selection on judgments or availability. Those types are ‘less desirable’ yet are usually adopted, especially in social sciences and educational research studies. This deliberate sampling strategy is based on argument evidence and researcher choice. It is argued for its bias, yet it reaches members who can present information in the best and sufficient ways (Creswell & Creswell, 2018; Kothari, 2004).

The highlighted difference between the two typologies that could assist the researcher in determining the suitable sampling technique is generalizability. Thus, in so much as the aim of the research and the analysis planning is to generalise, the researcher would adopt a quantitative research design and explore the use a probabilistic sample; on

the other side, if no intention to generalise is present in the research aims, the researcher could consider a qualitative design and seek to implement a non-probabilistic sampling procedure.

Kumar Singh (2011) discusses the typology of sampling techniques from the perspective of research approaches. He indicates that quantitative studies require strict, unbiased generalisation-seeking results, achieved by implementing a non-deliberate yet statistically measured probabilistic sample that ensures the unbiased representation of the population. The randomisation of the sample decreases the degree of bias, increasing the validity of the results. A set of strategies for probability sampling could include simple random sampling, systematic sampling, stratified sampling, cluster sampling, and multi-phase sampling. Those techniques highly accentuate randomness measurement and assign a generalisation degree (Cohen et al., 2018).

In qualitative research studies, the author Kumar Singh (2011) claims that the sample is purposely selected based on the trait of 'information-rich' participants. Accordingly, in research based on exploring knowledge, explanations to incidents and the source of knowledge are individuals' experiences and expressions, the researchers select those who would be positively engaging in data collection. The sampling technique thus is deliberate and it is known as a non-probabilistic sample.

Cohen et al. (2018) mention the types of sampling techniques in this typology, to name some; convenience sampling is based on the accidental selection of the nearest individuals. Quota sampling is the equivalent of stratified sampling in probabilistic sampling. These two techniques aim to select members of the population that share trait(s) that could be observed. Another technique is called purposive sampling. The researcher is responsible for assigning and resembling the sample members to help him/her meet the

needed data. This type focuses on specific issues and cases to provide greater depth to the study.

3.5 Data Collection Methods

It is rudimentary to design an outline of the practical actions to be taken in conducting research and decide upon appropriate tools and instruments to gather the information related to the study. Data must be collected and analysed carefully to reach correct results. Hence, the implementation of data collection methods should be taken seriously. Generally, this phase is carried out simultaneously with recruiting participants for the study, which is called sampling. Those two phases are tackled throughout this part.

Researchers have a long list from which they can use data collection instrument (s). Different tools such as observation, questionnaires, interviews, and tests are put at the hands of knowledge seekers to gather either qualitative or quantitative evidence (Singh, 2006; as cited in Saihi, 2019). Kumar Singh (2011) explains that the distinction between quantitative and qualitative data collection methods should be due to specific regulations. The latter could include the flexibility and freedom needed for the data to be thoroughly collected, the degree of structuredness and depth, and the sample characteristics. All those specifications ensure that this process requires exceptional attentiveness.

The selection and design of those instruments should not be taken for granted and used arbitrarily or based on the researcher's interests. This does not mean that there is a guided outline for it. Yet, this procedure of creating an instrument to gather and preserve evidence, especially primary data, should be based on reliable argumentative evidence linked to the study's aim and that serves the results to answer research questions. Kumar Singh (2011) insists on the idea that the choice of method of collection must rely on the study's objectives, the resources at hand, and the researchers' expertise. Furthermore, Cohen

et al. (2018) also mention that: “selecting an instrument is not a matter of preference, arbitrary, or automatic decision making, but it is a deliberative process” (p. 469).

Cohen et al. (2018) delineate eight distinct data collection methods: questionnaires, interviews, tests, observations, personal constructs, role-playing, secondary data, and visual media. Only the first three methods are introduced due to their importance and direct effect on the present work. First, questionnaires are instruments based on a set of questions where respondents are responsible for recording their answers. In that manner, questions are developed in an interactive style, which may lead the participants to participate in an indirect discussion. This method is less expensive, is time-saving for collecting data, and has greater autonomy for respondents (Kumar Singh, 2011). Cohen et al. (2018) highlight that the researcher should consider respondents' time to avoid poor-quality or incorrect responses and non-response quitting. They discuss the types of questionnaires, concluding that as the sample size increases, the research results should be more structured and numerical. Conversely, as the sample size decreases, the questions should be more unstructured and focused on collecting qualitative evidence.

Interviews are phase-to-phase interactions that are generally carried out to collect qualitative data. Three types of interviews are highly distinguished. The unstructured interview is an in-depth instrument that seeks to interact freely with the participant to discuss the topic from different angles and gain a detailed picture of the participants' views, opinions, attitudes, and experiences. It follows no predetermined guided questions. The interviewer has a general question or topic discussed and the sub-questions will be generated throughout the discussion (Cohen et al., 2018, Kumar Singh, 2011).

On the other extreme of the line of interviewing to collect information for further interpretation, the researcher can apply structured interviews that follow a guided pre-

determined set of questions whose answers will be further categorised and not treated in the form of long texts. This rigid instrument has exceptional cases wherein it is used, for example, with kids or elderly participants. In the middle of the interviewing line, researchers have the chance to do a semi-structured interview, during which they can work with a pre-developed schedule of questions. Still, they have a space of freedom where they can add questions and ask for further details and explanations. This can be summarised in terms of format and less formal interviews. As for recording the data, researchers can use a digital recording of the interaction, make notes, or do both (Cohen et al., 2018, Kumar Singh, 2011).

Cohen et al. (2018) define interviews as tools at the centre of knowledge creation in social contexts. They describe them as flexible instruments enabling the collection of evidence from different channels, verbal and nonverbal. This flexibility empowers the researcher to tailor the interview to their specific research needs. They outline a set of purposes for using interviews. They believe they aid in understanding, evaluating, or assessing a person's view about an event, testing a hypothesis, or being used as an explanatory apparatus.

Another instrument that is generally considered in quantitative research to collect numerical data is a test. The latter is advocated for measuring achievements, aptitudes, proficiency, or performance for diagnosis or classification purposes. Cohen et al. (2018) mention two types of tests: the norm-referenced test to compare the sample participants, and the criterion-referenced test to track the progress of participants without the aim of any comparison. Another classification made by the same authors to use tests as an instrument of data and evidence collection is parametric and non-parametric tests. The former are commercially available. The former are piloted and validated tests, while the latter are designed by teachers or researchers and need to be validated and piloted on a smaller sample to ensure their reliability and validity.

To measure attitudes, which is a major task in qualitative research and social contexts, the researcher should choose one of the qualitative or quantitative styles of measurement. In quantitative research, the aim is to determine the intensity of attitudes to different aspects of an issue, while in qualitative research, the objective is to explore the spread of attitudes and establish which attitudes are prevalent. The aim is to identify the type of attitudes, the number of people in a community, and the intensity of these attitudes. When we seek to study attitudes, the aim is to quantify the attitudes. The use of attitudinal scales helps in determining the overall intensity of respondents' attitudes toward various aspects of the issue. Accordingly, to reduce the risk of being influenced by one or two factors. The summated rating, or also the Likert scale, which provides ordinal scale measurement to the aspects of the issue studied, consists of statements with similar values reflecting attitudes on an issue in question (Kumar Singh, 2011).

3.6 Data Analysis Procedures

The penultimate phase of research involves treating the collected data, seeking meaning, and interpreting it to answer the research question (s). This phase is not just a formality but a crucial step in the research process. The main aim is to transform the raw data collected earlier in the research process into meaningful insights that contribute to decision-making. Insights and conclusions are shaped through meticulous analysis of collected data.

Data analysis is the systematic conversion of compiled set of data to meaningful information. Relying on the research purpose, research question, types of data, either quantitative or qualitative nature, and researcher's interest in data treatment, the analysis procedure could be selected. It is important for the researcher to understand the distinction between these two major techniques with sub strategies in the analysis literature. Qualitative analysis of data can be distinguished as the appropriate method to undertake while dealing

with data like, expressions, experiences, images, and documents. This analysis is regarded as less straightforward when it is compared to its opposite method, that is quantitative analysis that is more strict and well planned.

Different analysis techniques, including thematic analysis, content analysis, discourse analysis, and grounded theory distinguish five types of qualitative data analysis. According to Cohen et al. (2018), the steps can be summarised to start with data preparation and organisation. The second phase is the description and presentation of data, wherein a report on the data's nature and organisation is accounted for, after cleaning and organising the data, the process of coding the data and preparing categories. Those categories and generated themes are then discussed and interpreted to answer the research question. The last step includes the formation of a conclusion and reporting the findings. This phase aims to answer the research questions and ensures the accuracy of data and hypothesis if any is presented.

For quantitative data analysis, two main types of statistics are suggested. Either to treat data descriptively via descriptive analysis or to make inferences and deduce predictions via inferential statistics. Descriptive statistics aim to describe and present data dealing with enumeration and organisation. Those statistics may include, according to Cohen et al. (2018), the calculation of the mean, variance, mode, median, and standard deviation. Those calculations do not make any kind of predictions they provide a report of the scores only. On the other hand, inferential statistics seek to make inferences about population based on simple measures. It includes calculations such as hypothesis testing, variance analysis, regressions, and discrimination analysis (Cohen et al., 2018). Inferential statistics help to depict relationships or differences between variables or sets of scores, and it allows the examination of the influence of intervention through mathematical models, while qualitative

analysis involves understanding of meanings—the choice is dictated by the type of data collected, researcher interest and research question.

Two leading software are highly used in social sciences research. SPSS (Statistical Package for the Social Sciences) and MAXQDA (MAX for qualitative data analysis) are the tools implemented to analyse quantitatively and qualitatively collected data. SPSS targets quantitative data analysis and provides tools to manage, organise, summarize, and visualise data. This software produces descriptive statistics like calculating the means, median, and standard deviation, as well as inferential statistics like t-tests, regression analysis, and correlation. It aids in organising data by transforming them and creating new variables to prepare data for further analysis. Moreover, SPSS supports the researcher or the data analyst to visually represent the results via charts, graphs, or plots. MAXQDA is a powerful software for qualitative research methods and data. This software aids in systematically coding texts for content analysis and thematic analysis, literature reviews, and mixed methods integration. The two software are selected due to the results they provide, their friendly-use view, and their wide range of adoption in the field.

3.7 Ethical Considerations of Research: Requirements for Research Quality

This segment is devoted to examining the evaluation of research that centres on ethical considerations in the execution of research projects within the realms of social sciences and educational research. The ethical considerations revolve around the guidelines and restrictions dictated to pertain to the honesty and accuracy of the researchers' endeavours (Cohen et al., 2018).

According to Cohen et al. (2018), those issues are targeted to provide advice to researchers on how to organise their practices. However, the authors admit that those considerations are rarely straightforward and are culturally bound and contextually situated.

In the same vein, Jonker and Pennink (2009) emphasise that conducting proper research requires careful choice and application of criteria linked to the nature of research and the provision of information about its quality. More specifically, the researchers should maintain the efficiency of the research design, justifiable methodology, valuable results, rights of research participants, and academic integrity (Bhandari, 2021; Cohen et al., 2018; Jonker & Pennink, 2009).

Apparently, unlike quantitative research, qualitative research presents a unique set of ethical challenges since the researcher is an integral part of the research context. The literature highlights numerous ethical considerations that should be considered at various stages of social sciences research. Table 1 provides an overview of the key issues extensively discussed in the research field.

Most of the previously mentioned concerns are considered in the present work and appear throughout the description of the work, especially during the description segment of data collection procedures. The first issue is the sample's voluntary participation. In our situation, we opted not to offer the participants the opportunity to participate in the study voluntarily because of our experience with previous groups who have been hesitant to take part in the study and have shown a tendency to withdraw, which could potentially impact the study results.

The participants, whether they were students involved in the primary investigation or the educators who were interviewed, were provided with an informed consent document (See Appendix A) to comprehend the purpose of the study and their role in it, promising them to treat their responses confidentially and anonymously. In the case of the students, the consent form was distributed at the study's conclusion and data collection to obtain their approval for utilising their results in the examinations. In the case of the teacher interviews,

the informed consent form was transmitted electronically. This document outlines the primary study of the research and the purpose of the interview, the potential questions that may arise during the interview, and a proposed time and location to be confirmed by the teacher.

Table 1

Ethical Issues in Research

Ethical issue	Definition
Voluntary participation	Your participants can opt in or out of the study at any time.
Informed consent	Participants are informed of the study's purpose, benefits, risks, and funding before they agree to or decline to participate.
Anonymity	You don't know the identities of the participants. Personally identifiable data is not collected.
Confidentiality	You know who the participants are, but you keep that information hidden from everyone else. You anonymise personally identifiable data so that it can't be linked to other data by anyone else.
Potential for harm	Physical, social, psychological and all other types of harm are kept to an absolute minimum.
Results communication	You ensure your work is free of plagiarism or research misconduct and accurately represent your results.

*Note: adopted from Bhandari (2021)

<https://www.scribbr.com/methodology/research-ethics/>

The ethical consideration regarding the provision of free-plagiarism research and manuscript has led to a decision to uphold academic integrity by adequately citing all sources

used in the work, accurately presenting the results, and truthfully discussing them, the primary documents of the results of data analysis will be provided in the main text. In contrast, supplementary documents that do not directly support the main argument can be found in the appendices section.

In addition to ethical considerations, the validity of the research is also a crucial factor. This will be carefully addressed in the design of data collection methods and procedures. Standardised tests with established statistical validation will be utilised, and questionnaires and interviews will undergo internal validity checks by experts in the field. Furthermore, the adaptation of the course from the Trinity College training for the Integrated Skills English test was reviewed by a teacher and an international PhD student in Applied Linguistics and taught by an experienced teacher at the faculty of English language, Biskra University to ensure the integrity of the research process.

Conclusion

This chapter provides an overview of the theoretical framework underpinning research methodology. It discusses paradigms, research approaches, and designs. It explores data collection and analysis methods. Additionally, the chapter explores the intricacies of sampling techniques and concludes with an examination of ethical considerations. This chapter paves the way for the next chapter and provides an account of the methodological choices and a description of the methodological procedures used in the present investigation.

Chapter Four: Methodological Procedures, Choices, Fieldwork, and Study

Description

Introduction

This section presents the options, decisions, and procedures taken regarding the methodology employed in the current study. We aim to establish a connection between the research inquiries and objectives and the approach devised to carry out the research activities. We illustrate how the pragmatic perspective and the mixed-methods design align with our work to achieve relevant outcomes. Additionally, a summary of the research phases is included. Subsequently, an elaborate account of the data collection methods' content, objectives, and procedures is outlined.

4.1 The Methodology for this Study: Rationale and Choices

After discussing the theoretical background of research methodology in the previous chapter, we can now describe the selected methodology for the present study. Referring to the general aim of our work, the execution of an assessment method to improve the integrated skills used in the language classroom, we opted for a quantitative postpositivist view. However, when describing the detailed objectives of the work which insist on exploring the attitudes, behaviours, and context before implementing the intervention and the emphasis on collecting different kinds of information, we need to use different methods to achieve comprehensive results. Accordingly, we addressed the topic from a pragmatic point of view that sought to open the doors to implement various methods and tools to solve the issue under question.

By adopting a pragmatic view to the world knowledge, we pursued combining research methods to gain a deeper understanding of the issue under research. Addressing the study and viewing knowledge from a pragmatist lens mean that one should

select the most appropriate tools and techniques to answer the research questions effectively. This makes our research followed a mixed-methods approach to collect different kinds of data to ensure the reliability of findings.

Furthermore, based on the nature of the research questions and their order, we started with collecting qualitative data that gained in-depth insights about the population and the context for a strong ground of the treatment. The results from the first qualitative stage helped us choose appropriate tests and methods to implement in the treatment stage. The outcomes of the treatment phase needed further explanation which led us to maintain an Embedded Mixed-Methods design through which qualitative data were collected before and after the treatment, the core of the study, to explain the results through participants' feedback and to understand the context of the treatment.

The sampling technique chosen in the present work was non-probabilistic since our analysis plan did not pursue generalising the results on the population, which is small scale, aiming to describe a phenomenon, develop knowledge about the unexplored subject, and it could be adopted in both quantitative and qualitative works with a predetermined number of participants without seeking statistical measurement for randomisation or deciding about the degree of generalisation (Kumar Singh, 2011).

In this study, purposeful sampling was selected. The population under investigation consisted of third-year English language students at the University of Biskra. They were specifically chosen for this study. These students are in a critical phase where they are preparing to enter the workforce or pursue further studies by applying for master's programmes. To succeed in either path, they must enhance their language skills and proficiency in English across various contexts.

The designed treatment, including computerised dynamic assessment and integrated skills course, is designed to assist these students in developing their abilities in organising and utilising their language skills effectively, particularly in written communication. The C-DA and IS course aimed to improve students' performance and knowledge of English language usage.

4.2 Fieldwork and Study Description: Study Stages and Methods of Data Collection

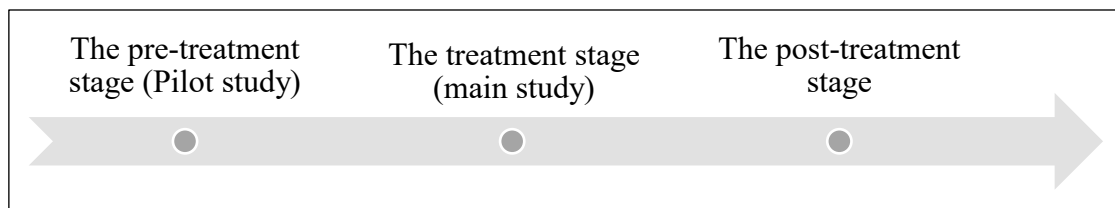
This section describes the fieldwork stages and the data collection methods used during each study stage.

4.2.1 The Stages of the Study

In order to address the research questions, three primary phases have been formulated, namely, the pretreatment phase, the treatment phase, and the post-treatment phase as demonstrated in Figure 5. This section focused on outlining these stages, their objectives, and the associated procedures for providing answers to the research questions. To facilitate a better understanding of the organisation and the contents of the study phases, a flowchart was created for visual reference.

Figure 5

Flowchart of the Study Stages



4.2.1.1 The Pre-Treatment Stage (Pilot Study)

Allocating a research gap or issue worth investigating can sometimes be reached by conducting an investigation prior to the main study. Such stage is often regarded as

interesting since it is thought that it ensures the correct path to undertake the Main Study and reaching appropriate conclusions.

The so-called Pilot Study, or referred to as the feasibility study, formed a smaller adaptation of the main study to assess the mechanisms, processes, and tools and ensures they would function as planned (NETSCC, 2013 as cited in Wray et al., 2017). Using a pilot study, the researcher could target a tremendous amount of significance to the Main Study. This would include an overall understanding of the researched topic and problem, considering the methodological procedures to suit research questions, unveiling participants' recruitment methods, and establishing a ground for the suitability of methods to collect data (Wray et al., 2017).

In this respect, this kind of study trial usually allowed the researcher to maintain the likelihood of the success of the Main Study by pinpointing the hindrances to be eliminated in the main study, the workability of the chosen methods to collect and analyse data and refine them (Doody & Doody, 2015). Another interesting criterion enhanced by the adoption of pilot study was the researcher's ability to discuss the research problem and take responsibility in decision-making when it came to recruiting participants, collecting data, analysing them, and interpreting results. Doody and Doody (2015) and Wray et al., (2017) highlighted the importance of feasibility studies in enhancing the research skills of individuals, which will affect the quality of the research process and results.

Although the reporting of pilot studies was not highly adopted and seldom found in research works, there appeared to be little tradition in the methodology section in the literature regarding the incorporation of pilot studies results (Muresherwa & Jita, 2022). However, it was worth reporting due to its considerable significance to the primary research

work. Hence, in the following, we aimed to report three phases -sub-stages- of the pilot study.

4.2.1.1.1 Sub-Stage One. This sub-stage was tackled for two main aims. Firstly, we sought to understand the major tendency of the teachers of English language at the University of Biskra towards implementing online assessment and the challenges teachers faced while implementing it. The data were collected through two separate questionnaires. Those small-scale studies helped the researcher to gain insights not only at the level of the topic shaping but also to gain more research skills, specifically, the design of the appropriate questionnaires.

The second aim of this phase was to understand students' attitudes towards the integrated skills tasks. This phase was conducted in the early time of the academic year 2022/2023 with a sample of three groups of the same targeted population of the Main Study: Third-year students of the English language at the University of Biskra.

4.2.1.1.2 Sub-Stage Two. In this phase, we sought to answer the first research question concerning the difficulties teachers of language skills courses face, as well as the problems of writing the students face. We used the experience and data collected through the first phase to implement a more detailed study, paving the way towards answering the first research question. It was deduced that conducting an in-depth study since the question sought to explore the main difficulties the teachers face in the EFL classroom and the problems of writing students usually encounter. For such reasons, two leading data collection methods were designed. A semi-structured interview with teachers (9 participants) in charge of the teaching language skills courses during the academic year 2023/2024 (Written Expression, Oral Expression, and Reading Comprehension courses) and a semi-structured questionnaire to depict the students' writing difficulties during the academic year 2022/2023.

4.2.1.1.3 Sub-Stage Three. During this pilot study phase, the focus was on testing the initial phase of the main study and confirming the validity and reliability of the pre-test and the first segment of the treatment, which encompassed Unit 1 of the integrated skills course and the corresponding computerised dynamic assessment (C-DA 1). Further elaboration on the specifics of the test and treatment segments will be presented in the subsequent section, the Main Study. This stage took place with third-year students in the second semester of the academic year 2022-2023, with the primary objective of ascertaining the acceptability of the treatment and integrating the treatment within the context. Figure 6 presents some results of the students in the C-DA1.

Figure 6

The use of C-DA 1 -class 2022/2023-

	Prénom / Nom de famille	Adresse de courriel	Département	État	Commencé le	Terminé	Temps utilisé	Note/10,00	Q. 1 /0,91	Q. 2 /0,91	Q. 3 /0,91	Q. 4 /0,91	Q. 5 /0,91	Q. 6 /0,91
NB	NOUA BEN MADI Résumé de ce cours	Ch...@tr...@100...@com		En cours	24 avril 2023 18:46	-	-	-	✓ 0,91	✗ 0,00	-	-	-	-
FB	FERIEL BEN K... Résumé de ce cours	F...@g...		Terminé	24 avril 2023 20:10	25 avril 2023 14:29	18 heures 18 min	Pas encore évalué	✓ 0,91	✗ 0,00	✗ 0,00	✗ 0,00	✗ 0,00	✗ 0,00
OB	OUSSAMA BOUHAOUD Résumé de ce cours	O...@BOUC...@GMAIL.COM		Terminé	24 avril 2023 20:15	24 avril 2023 21:45	1 heure 30 min	Pas encore évalué	✓ 0,91	✗ 0,00	✗ 0,00	✗ 0,00	✗ 0,00	✗ 0,00
HB	HADJER BOUENNA Résumé de ce cours	Chanc...@vian...@dun...		En cours	24 avril 2023 22:17									
	AYA BEN ABDALLAH Résumé de ce cours	Ch...@tr...@106@gmail.com		Terminé	25 avril 2023 01:44	30 avril 2023 18:06	5 jours 16 heures	Pas encore évalué	✗ 0,00	✗ 0,00	✗ 0,00	✗ 0,00	✗ 0,00	✗ 0,00
	AMIRA BOUOUFI Résumé de ce cours	djalligou@ma...		Terminé	25 avril 2023 7:50	30 avril 2023 18:39	5 jours	Pas encore évalué	✓ 0,91	✗ 0,00	✗ 0,00	✗ 0,00	✗ 0,00	✗ 0,00
MB	MARIA BACHICEF Résumé de ce cours	Ch...@otreM...@17@gmail.com		Terminé	25 avril 2023 18:41	1 mai 2023 00:03	5 jours 5 heures	0,91	✓ 0,91	✗ 0,00	✗ 0,00	✗ 0,00	✗ 0,00	✗ 0,00
	CHAHRA BOU...AA				25 avril	29 avril	3 jours							

4.2.1.2 Stage Two: The Main Study

In this stage, which is considered the core of the present study, we sought to implement the Computerised Dynamic Assessment in the classroom of teaching writing with an integrated skills approach. The treatment was directed to Third-Year students at the Department of English Language and Literature in the University of Biskra. To understand

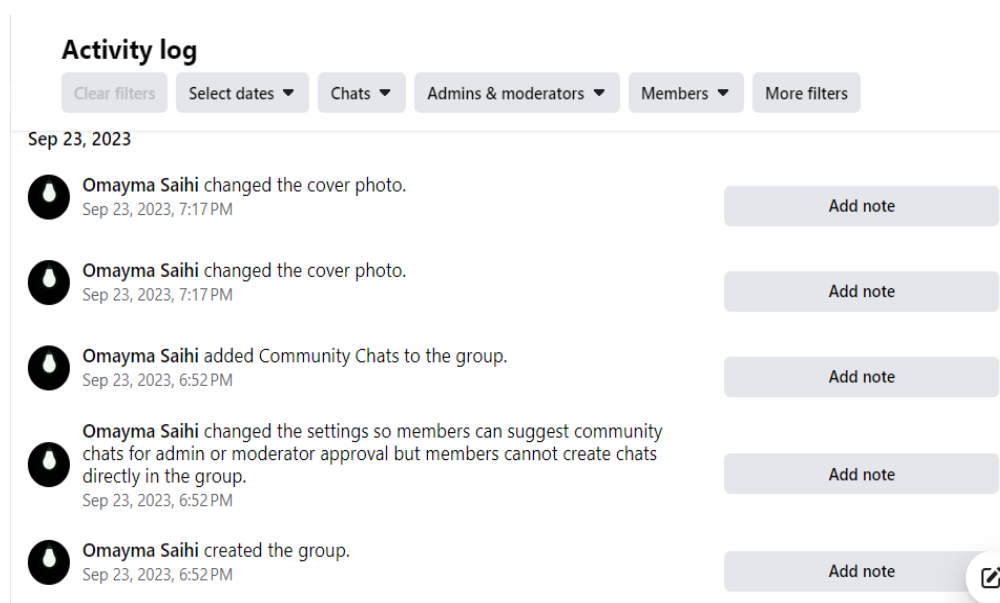
the practical part of this treatment, we discussed its developmental and performance procedures.

4.2.1.2.1 Sub-Stage One. At the very beginning, before administering the pre-test and the integrated skills course, we targeted gaining knowledge about the characteristics of the sample and their language proficiency level to adapt the suitable tests and courses. This stage was necessary to link the students' results throughout the treatment phase with the aspects that present a profile for each student. Furthermore, the administered Proficiency Test was used to classify higher and lower achievers and later assign who could benefit more from the course and assessment method. This substage was held online since the profile was created on Google Forms, and the language proficiency test was a standardised online free version test. To share the elements and the tasks to be accomplished by the students, the teacher who was responsible for transmitting the course and preliminary tests suggested creating a Facebook group to facilitate the connection between the three parties: the teacher, the researcher, and the students. Accordingly, we created a Facebook group with the name of 'Writing Community' on September 23rd, 2023. Figure 7 shows a screenshot of the previously mentioned details:

Figure 7

Facebook Group Information



Figure 8*Facebook Group Creation Details*

4.2.1.2.2 Sub-Stage Two. In this sub-stage, the main treatment takes place in the form of a sandwich (pre-test/treatment/post-test). The pre-test and post-test measure students' performance on the integrated skills. They are adopted and adapted from the ISE-Integrated Skills in English test developed by Trinity College London. We used different levels for the tests in response to the treatment's duration spanning an entire academic year, assuming that the students have reached an advanced level with all different stages of the training.

The treatment was organised to alter learners' performances and reinforce their abilities to use the language skills integrated. Our treatment emphasised two major practices, to approach writing from an integrated skills practices lens and implementing computerised dynamic assessment throughout the learning process. For such reason, we adapted a course: The "Integrated Skills Course", IS course henceforth (See Appendix B). It was adapted from the same source as the pre-test and post-test.

Trinity College London, founded in 1872, is a prominent international organisation that grants awards, publishes materials, and operates as an independent educational institution. The organisation specialises in evaluating communicative and performance abilities, focusing on the Integrated Skills in English (ISE) qualification. The latter, available in both digital and paper editions, assesses reading, writing, speaking, and listening skills and is administered at registered examination centres. It is widely acknowledged by governments and educational institutions as a dependable indicator of English language proficiency.

The proficiency levels of the ISE qualification are aligned with the Common European Framework of Reference for Languages (CEFR) and cover all six CEFR levels, from A1 to C2. Trinity's ISE qualifications offer individuals, non-native language users, and organizations credible evidence of integrated English language skills across various proficiency levels, from novice to advanced.

Preparing for the ISE examination fosters the development of genuine communicative and transferable skills essential for academic pursuits and professional opportunities. These skills include the ability to synthesise information, engage in interactive discussions, and deliver presentations on topics of personal interest. The organisation offers suitable preparation materials online. The latter was used to prepare the IS course for our main study.

The course was organised in terms of four major units with different themes and different language foci that sought to work on the gradual enhancement of written compositions. The scheme of work within the course provided details of the course content. This course was taught over the first academic semester, 2023/2024, by an experienced teacher from the same faculty. Later, in the second semester, the researcher herself treated

some of the practices and post-tests. The total sessions could be estimated to be 25 sessions with 90 minutes per session, including sessions for both pre-test and post-test.

The IS course book (See Appendix B) served as a comprehensive guide, starting with a syllabus content and a scheme of work that details the sessions' focus, tasks, resources, and learning outcomes. The planned complementary course was enriched by the insights of an international PhD student and a teacher from a private school, who assisted us in revising the order of activities and language used, thereby broadening our understanding. The units, organised as tasks, cover a range of topics. The first unit presented environmental issues, focusing on active reading strategies. The second unit explored the theme of water conservation, addressing listening skills. The third unit tackled the theme of nutrition, specifically, food production and health, with a focus on writing requirements. The final unit discussed the topic of education, specifically, language learning and homeschooling, with an emphasis on the strategy to provide appropriate summaries and distinguish between facts and opinions.

The units were generally organised in terms of four main tasks: Classroom Discussion, Reading Activity, Listening Activity, and finally, a Production Activity, which is a writing task, in most cases providing a summary. These tasks were designed to be practical and engaging, providing learners with the opportunity to integrate knowledge from different language sources, be it listened to, discussed, or read about. This approach was estimated to result in well-produced written compositions and to build strong background knowledge about the topic. The following images were taken from Moodle to illustrate how the course and C-DA appear.

Figure 9*IS course and C-DA in Moodle Platform*

The screenshot displays the Moodle LMS interface for the 'written expression/integrated skills course'. The header includes the UMKB logo and navigation links. The course title is 'written expression/integrated skills course'. The main content area is organized into sections: 'Scheme of Work', 'Environmental Issues', 'Water Scarcity', and 'Nutrition and Food Production'. Each section contains a list of activities with icons for Forum, File, and Quiz, and a 'Mark as done' button. The 'Water Scarcity' section includes a detailed description of the unit's content.

written expression/integrated skills course

▼ **Scheme of Work** [Collapse all](#)

FORUM
Annonces

▼ **Environmental Issues**

FILE
unit1: environmental issues
[Mark as done](#)

QUIZ
CDA-01- Environmental Issues
[Mark as done](#)

▼ **Water Scarcity** [?](#)

FILE
Water Stress: Scarcity Threats
[Mark as done](#)

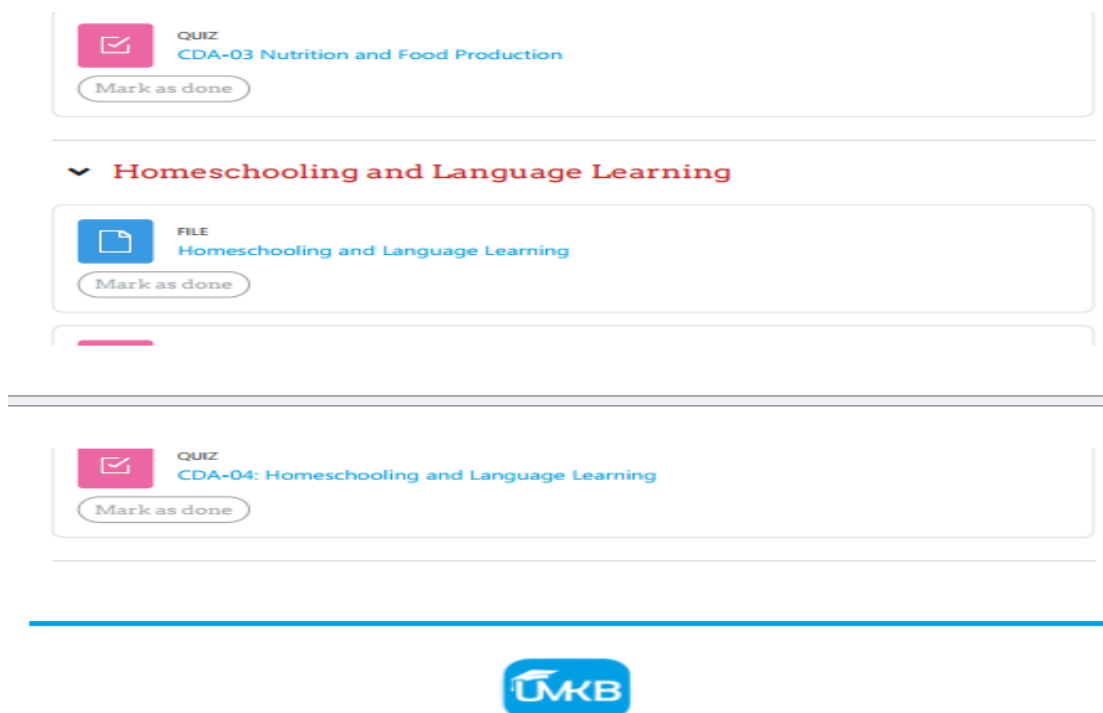
QUIZ
CDA-02- Water Stress: Scarcity threats
[Mark as done](#)

Opened: Tuesday, 17 October 2023, 10:28 PM

This unit introduces another crucial issue of the water crisis in the world. Discussing such worldwide matter, this unit, in the activity of language development, reviews the major active listening skills that will help language learners to create new visions towards analyzing sources of knowledge and pave the way towards communicating problems and solutions.

▼ **Nutrition and Food Production**

FILE
Unit 3: Nutrition and Food Production
[Mark as done](#)



After each unit, there is a computerised dynamic assessment activity. The latter was designed as a quiz and administered online via Moodle. The materials of reading and listening tasks were adopted from the ISE of Trinity College London test, and the questions were designed to suit the dynamic concept of the quiz.

The original idea of this form of the test was that the language learner would have the chance to be assessed in a stress-free environment, unlike the usual testing contexts. Dynamic assessment prioritises learning over evaluation. In this sense, learners were given the chance to alter their wrong answers and try to figure out the correct ones while the scores were gradual, meaning, the learners could still have an opportunity to gain marks from their second or third answers which is lower than the higher mark that is given once the correct answer is reached from the first time of answering. Dynamic assessment is set for learning and estimating students' preparedness for learning.

In a formal dynamic assessment, we could deduce different kinds of marks. The actual mark reflects the learners' natural ability and is calculated based on their first answers only. The second mark is called the final mark, wherein the hints used are estimated to generate the performance score of the students. The difference between the two scores results in the potential ability score that gives insights into the future performances of the students.

As for the present assessment quizzes used in this study, C-DA scores were not taken into consideration. We emphasised the idea of practising this kind of formative assessment due to that the computer-based feedback was inappropriate for most cases, especially in open-ended questions requiring answers made up of words. The C-DA for our study was designed via Moodle via quiz form and assigned at the end of each learning unit.

The four quizzes were similarly designed. Three activities were included in the quiz, with 11 different questions. The first activity was a reading comprehension task. Students were provided with texts and five comprehension questions. The second activity was a listening comprehension task wherein audio (s) were set to be listened to by students to answer five comprehension questions. The questions in those activities were multiple-choice questions, open-ended questions, order questions, and/or yes or no questions. The last activity was reading and listening to writing activity. In this task, students were asked to build their writing on the knowledge they gained in the two previous tasks. We provided a sample of the activities and the questions for the quiz of C-DA 1 of the first unit about environmental issues. The questions appeared from the view of the students, the appearance of the question to the examinee. The remaining quizzes (C-DA 2 - C-DA 3 - C-DA 4) appear in the appendices (See Appendix C). Furthermore, a sample of student responses to C-DA 1 is available in Appendix D.

C-DA 1: Environmental issues

Activity one: Reading Comprehension

Three short texts about environmental issues were presented to students to be read in this task. The first question was a multiple-choice question. The students were given a set of sentences and they were asked to select the accurate sequence of the texts' letters order. Three choices were administered with three gradual hints whenever the student answered wrong. The first hint pointed out that the answer presented by the student was wrong, and s/he could try again. The second hint was more specific. For this question, the hint attracted the attention of the students to read the introductory sentences of the texts provided. As an illustration, the pictures in Figure 10 give an overview of the first question.

Figure 10

C-DA1-Activity One, Question One

≡ **activity one: reading comprehension:** Version 2 (dernière)

Question 1

Essais restants : 4

Noté sur 1,00

question one: read the following texts and answer the subsequent questions

Text A

The Netherlands is a good example of a country which manages its waste effectively. It discovered that its landfill sites, areas of land where rubbish is put, were almost full. Since then a combination of government action. Positive response from industry and the determination of ordinary people to minimize waste has made the Netherlands one of the cleanest countries in Europe.

As well as finding effective ways of dealing with waste once it is produced, the emphasis has also been on creating as little waste as possible in the first place. 90% of Dutch families separate their household waste, and many companies have developed their own recycling schemes, taking out any valuable raw materials from waste products, burning anything that is left over and disposing of what is left in an environmentally friendly way.

Text B

To: [Jake@email.net](mailto:jake@email.net)

Subject: Recycling

Hi Jake

We visited this waste management company yesterday as part of my school project. It's amazing what they're doing. First they take out all the stuff they can recycle from the waste; then they use a special process on the rest which produces a gas that generates electricity. The solid stuff that's left over they use to produce materials for the building industry. After that there's hardly any left to throw away. They told us how important this is as the country is running out of landfill space. They are even considering digging up old landfill sites and recovering waste material from years ago to do the same process. It all depends on the costs. Ideally, we could turn into a waste-free society within a few years.

Mark

text C

Say 'NO' to Audley

The news that the operators of Audley landfill site have submitted an application to extend the life of the site by ten years is a serious threat to the area the operators say the site is needed, but none of the waste is from our area. We say to the authorities that we have had twenty years of noisy lorries entering and exiting the site all day and twenty years of smells and fumes, which damage our peaceful neighborhood. So join us in a demonstration against the application this Friday. Bring cars, vans and bikes to block access to the site by rubbish trucks, and demand that our protest is heard.

For full details, see 'Action against Audley' on our website.

From the team at the 'No-TO-Audley-Landfil' campaign

text of the question one :

Decide which text each of the following questions refers to (write the letter of the text next to the question's number):

- 1- Draws attention to the unpleasant effects of waste disposal?
- 2- Explains how national waste management can be improved by working together?.....
- 3- Describes the different stages in getting the maximum benefit from waste products?.....

Veuillez choisir au moins une réponse.

☐ A. 1-C
2-A
3-B

☐ B. 1-C
2-B
3-A

☐ C. 1-A
2-B
3-C

VÉRIFIER

Historique des réponses

Étape	Heure	Action	État	Notes
1	15 juil. 24, 16:33:05	Commencé	Essais restants : 4	

RECOMMENCER **ENREGISTRER** **REPLIR LES RÉPONSES CORRECTES** **ENVOYER ET TERMINER** **FERMER LA PRÉVISUALISATION**

The second question is a short answer question. The students were asked an open-ended question about detailed information in the texts. In the same vein, the hint of the second tentative needed to be more thorough. Figure 11 captioned the hints used for this question.

Figure 11

C-DAI-Activity One, Question Two

question 2: **Version 2 (dernière)**

Question 1
Essais restants : 3
Noté sur 1,00

answer the following question with short answer (no more than 10 words)

How to put waste to good use?

.....

Réponse :

VÉRIFIER

Figure 12*Hints created for Question Two*

Tentatives multiples

Pénalité pour tout essai incorrect 33,333333%

Indice 1

The answer is wrong, try again

Indice 2

Check the suggestions from the text about waste management

Figure 12 refers to question 2 of the first activity in the C-DA 1 quiz, as it was available for the student. For the third (Figure 13) and fourth (Figure 14) questions, we used short answer questions, again targeting specific information from the texts.

Figure 13*C-DA1-Activity One, Question Three*

Question 3 Version 2 (dernière)

Question 1
Essais restants : 3
Noté sur 1,00

answer the following question with a short answer (no more than 10 words)
Why there are protests against landfill sites?
.....

Réponse :

VÉRIFIER

Figure 14*C-DA1-Activity One, Question Four*

Question 4 Version 2 (dernière)

Question 1
Essais restants : 3
Noté sur 1,00

Answer the following question with a short answer (no more than 10 words)
What is the effort society can perform to form a clean country?
.....

Réponse :

VÉRIFIER

The last question (Figure 15), question 5, of this task, was a multiple-choice question. It was a form of sentence completion question that required the student to select the appropriate word from two options to complete the sentence.

Figure 15

C-DAI-Activity One, Question Five

▼ **question 5** **Version 4 (dernière)**

Question 1
Essais restants : 3
Noté sur 1,00

Find an exact word or phrase from texts A, B, or C to complete the missing information

Community effort

- Households separate rubbish and companies have

Waste management

- Good waste management will produce
..... in few years

Problems of landfill sites

- The protest against the landfill sites will be shown through blocking the access to the site by

VÉRIFIER

Activity Two: Listening Comprehension

Once they reached the listening comprehension task (Figure 16), students encountered two audio clips (2:07 and 5:16 minutes) that discussed recycling, an environment-related topic. A series of five questions about the content of the audio was suggested. Questions one, two, and three (Figure 16, Figure 17, Figure 18) are multiple-choice questions. Two options were provided. The students selected the correct word for each sentence.

Figure 16*C-DA 1 Activity Tow, Question One*

▼ **activity two: listening comprehension** Version 3 (dernière)

Question 1

Essais restants : 3

Noté sur 1,00

In this task you will listen to two audios before you will answer six questions.

▶ 🔊 🔍 -2:07 1x

▶ 🔊 🔍 -5:16 1x

Question 1: complete the definition of recycling

Recycling is a process where we materials
 into other materials

VÉRIFIER

Figure 17*C-DA 1 Activity Tow, Question Two*

□ **Question 2** Version 2 (dernière)

Question 1

Essais restants : 3

Noté sur 1,00

Complete with related words

Three Rs of recycling are

1- R.....

2- R.....

3- R.....

Réponse :

VÉRIFIER

Figure 18*C-DA 1 Activity Tow, Question Three*

▼ **Question 3** Version 3 (dernière)

Question 1

Essais restants : 4

Noté sur 1,00

Choose the correct answer to answer the following question:

What are the purposes of recycling according to the audio?

1-

2-

VÉRIFIER

Figure 19*C-DA I Activity Two, Question Four*

Question 4 Version 2 (dernière)

Question 1
Essais restants : 4
Noté sur 1,00

Complete the following risks:
Mention two Health risks related to e-waste:

1-
2-

Réponse :

VÉRIFIER

The last two questions (Figure 19, Figure 20) were short answer questions. The students had a direct, open-ended question about details in the listened-to audio.

Figure 20*C-DA I Activity Two, Question Five*

Question 5 Version 2 (dernière)

Question 1
Essais restants : 4
Noté sur 1,00

Complete the following statement
The suggested solution to the e-waste is

Réponse :

VÉRIFIER

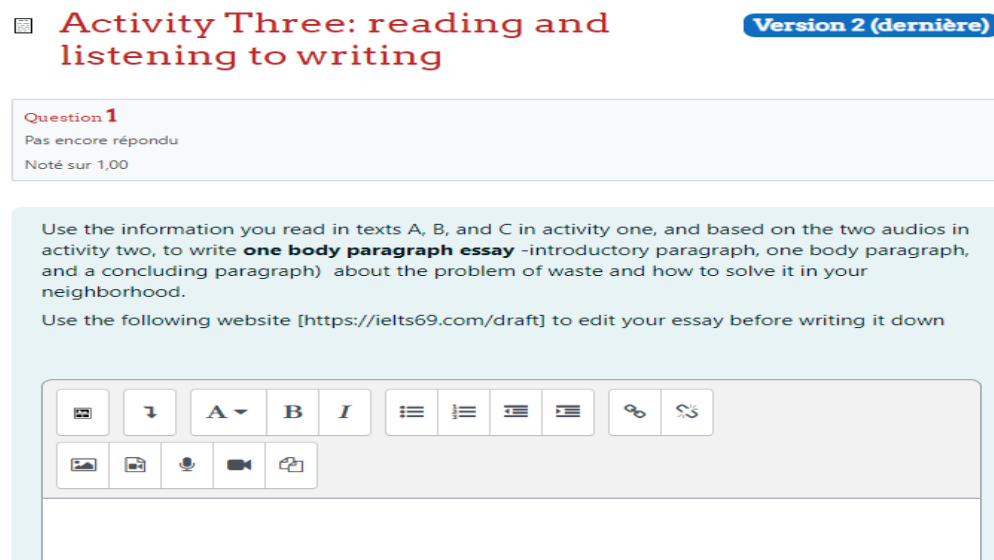
Activity Three: Reading and Listening to Writing

This activity (Figure 21) led students to practise their synthesis skills of knowledge from different sources of knowledge and provide a personalised piece of writing since the task requires reflective writing. Unlike the use of hints for the previous questions, the dynamic assessment perspective in this question implied the use of an online tool that gave

computer-based feedback. The website helped edit the student's writing in terms of grammar, vocabulary, and structure.

Figure 21

C-DA 1 Activity Three



The appendices contained further samples of the questions for each C-DA 2, C-DA 3, and C-DA 4 (see Appendix C). Additionally, a sample of a student's response could be found in the appendices (Appendix D).

This quiz resulted from the original idea of our C-DA software that we struggled to bring to reality. To create such software that enables us to accurately generate different scores and profiles of the learners' abilities, we need financial aid and support that seemed to be unavailable. As a result, we turned to using Moodle to create our testing method and consider it a supportive tool in the teaching process. The scoring system was disregarded due to its inaccuracy.

4.2.1.3 Stage Three: Post-Treatment Stage

After conducting the main study, we were urged to explore the participants' views about this experience to gain further insights into the results from. Accordingly, we designed

two post-treatment data collection methods. An online attitude likert scale questionnaire was submitted via the general chat of the Facebook group ‘writing community’. It was designed in Google Forms as a Likert scale questionnaire to collect students’ attitudes about the IS course and C-DA Quizzes. Furthermore, the second method was an interview with the students. Five students were interviewed about their experience with the online assessment and the integrated skills approach used in the writing session.

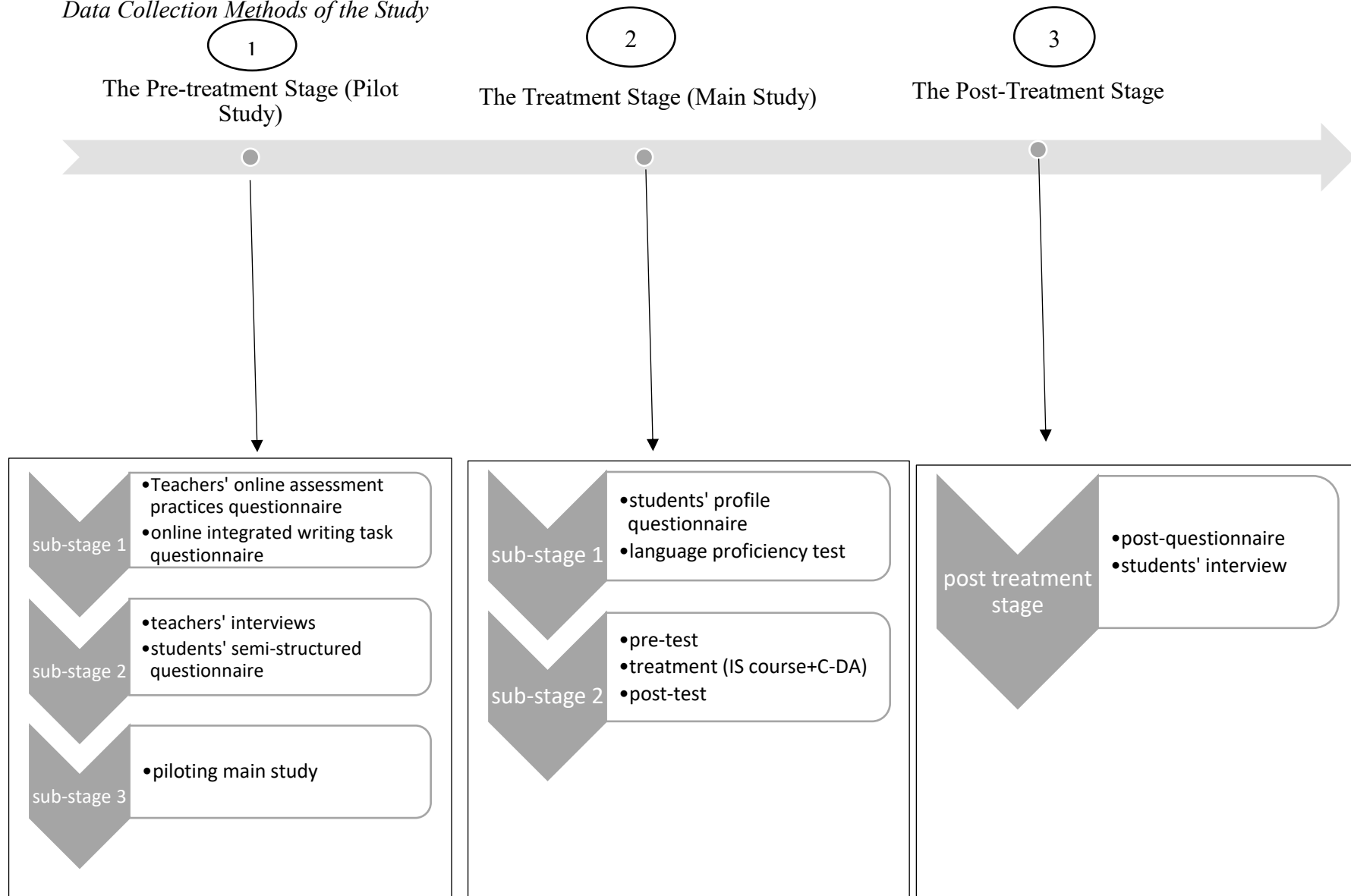
4.2.2 The Methods of Data Collection

The primary objective of this section was to examine the data collection methods utilised in the data collection process, emphasising their suitability for the research phase. The discussion encompassed the content, objectives, and processes employed for both data collection and analysis of these instruments. These methods were evaluated concerning the various stages of the research process depicted in the accompanying flowchart in Figure.22.

4.2.2.1 Stage One: The Pre-Treatment Stage

4.2.2.1.1 Sub-stage one.

4.2.2.1.1.1 Teachers' Online Assessment Practices Questionnaires: Aim, validation, and structure. During the COVID-19 pandemic era, the culture of online assessment was spread. Accordingly, we aimed to understand this trend and the overall language assessment culture and practices of the teachers of English at higher education institutions. For this aim, two questionnaires were administered to the teachers of English at the University of Biskra. The results of the questionnaire of the online assessment challenges were published in the form of an article. The findings from this small-scale study pointed out that internet connectivity and teachers' need for knowledge of online language assessment were significant issues that hindered the success of online language assessment (Saihi & Hoadjli, 2023).

Figure 22*Data Collection Methods of the Study*

The second questionnaire (See Appendix E), designed via Google Forms, targeted teachers' practices and perceptions of online language assessment. The questionnaire was sent via emails to teachers through an email list from the Department of English Language and Literature at Biskra University. We were part of this list since we as a part-time teacher were a member of the pedagogical team for five years.

Due to the lack of contact with teachers and experts while submitting the questionnaire, the supervisor validated the questionnaire. The feedback provided focused on clarifying some questions' content to avoid ambiguity for the respondents. In its final version, the questionnaire started with a brief introduction, encouraging teachers to participate by offering concise responses that would be handled with confidentiality. The questionnaire was divided into four main sections: Demographic Information, Online Teaching Experience, Online Assessment Practices, and Online Assessment and Learners' Achievement. Table 2 summarises the content of items and their objectives.

4.2.2.1.1.2 Online Integrated Writing Task Questionnaire: Aim and Structure.

We have designed an integrated writing task (Appendix F) wherein the students submitted a one-week assignment with different parts. The primary aim of this task handed to students as a part of their continuous assessment mark was to determine the acceptability of this kind of task, an online integrated language skills assessment. Furthermore, it helped us to think about the multiple options and tools to design the computerised dynamic assessment. Moreover, a general idea of students' responses was needed, and the task results would not be treated statistically and would not affect the main study. As a result, we had yet to prioritise the validation of this task. Table 3 outlined the task format, followed by a brief account of the content and objectives of the task items

Table 2*The Structure of The Teachers' Online Assessment Practices Questionnaire*

Section	Content	Item(s)	Objective(s)
1-Demographic Information	This section collects personal details about the teachers, such as age, gender, location, and overall teaching experience	1-7	To gather information about teachers and try to interpret the results appropriately.
2-Online teaching experience	This section was organised in the form of a Likert scale about the attitudes of teachers on their online teaching experience, its easiness and suitability for their students	8	To explore the teacher's attitudes about the experience of using online teaching and their attitudes towards the effect of this experience on their learners' satisfaction and achievements.
3-Online assessment practices	This part is designed to collect teachers' central online assessment practices. The data collected in this section included the frequency of using online assessment, methods, types, and techniques of assessment, the effect of online assessment on teaching, teachers' feedback, and techniques to deal with cheating.	9 - 22	To develop an understanding of the overall process of online assessment. This will help to gain insights into the preparedness of teachers and students to embrace this method of assessment eventually.
4-Online assessment and learners' achievement	Teachers' attitudes regarding the relationship between online assessment as a new experience, their teaching goals, and learners' achievements are targeted in this section.	23- 28	To investigate teachers' attitudes further about the role of the new assessment method in altering the teaching objectives and aptitude and achievements of language learners.

Table 3*Items and Objectives of Online Integrated Language Skills Task*

Section	Item	Content	Objective
1	1-2	Introduction	Introduce the task to learners and collect their names and group numbers so they can assign their marks easily.
2	3-8	Listening task	Introduce the target topic 'freedom of speech' via the auditory mode and answer comprehension-related questions.
3	9-14	Reading task	A website article on the same topic was attached to the task to be read to answer a set of comprehension questions. The last part of this task was dedicated to writing task.
4	15-16	Questionnaire	This section includes questions in the form of Likert scales to collect students' attitudes about online integrated skills tasks.

The introduction of the task included the collection of students' names and group numbers since it was a part of their evaluation. The second part of this task was a listening

task. They had an interview to be watched before answering personalised questions. A link to a YouTube video of Dr. Peterson's interview on his views about freedom of speech was attached. The third part of the assignment included an online article to be read to answer reading comprehension questions. Those two parts aided students to form a knowledge base and viewpoint on the discussed topic. The third part of the task included a writing activity.

The students of the three groups that were assigned to the researcher to teach them the subject of writing were asked to write an introductory paragraph for an essay about freedom of speech. This theme was discussed throughout two parts of the assignment. The last section of the task was dedicated to a short questionnaire to collect students' attitudes towards the assignment. The questionnaire had two main questions: the first was multiple choice questions about their attitudes to the task, and the second was a Likert scale with 12 statements that highlighted students' attitudes towards writing in general.

4.2.2.1.2 Sub-Stage Two.

4.2.2.1.2.1 Teachers' Interview: Aim, validation and structure. This interview was designed to collect detailed information about teachers' practices while teaching language skill-related courses, the problems faced during the teaching and the assessment of such courses, and their perceptions about integrating technology. This interview was mainly developed to answer the first research question.

To facilitate interviewing the teachers, we have designed an interview schedule (See Appendix G). The latter helps in organising the interaction, the focus, and the flow of the interview. As for the validation of this instrument, we consulted the feedback of two researchers, who were recommended by the supervisor for expertise. Those researchers received an online version of the interview, followed by an opinionnaire (See Appendix K). It highlighted concerns about the questions' layout, language, ambiguity, and relevance. In

addition, a validation form (Appendix I) was attached to the email to collect information and a statement of their collaboration to ameliorate the research tool schedule. After revising the experts' comments, which were mainly about the length of the interview, we reached a finalised plan, whose content was summarised in the Table. 4 The interview consisted of four themes with questions under each theme.

Table 4

Teachers' In-Depth Interview Schedule Content

Theme	Items	Content	Objective
1	1-2	Teaching experience	To collect personal details concerning their experience with teaching in terms of the years of teaching in higher education, the subjects they have taught, and their views about the requirements of teaching language skills.
2	1-9	Teaching Oral/Written Expression / Reading Comprehension: Approaches and Practices	This part of the interview is the longest. It aims to depict all the peculiarities of running a language skill classroom, including the approach used in teaching, the use of pre-developed courses, materials selection, the participation of students, and the challenges that occur in the classroom.
3	1-6	Developing Assessment and Feedback	To depict the practices of teachers of language assessment.
4	1-2	Technology Integration	To explore the attitudes of teachers about the use of technology-based assessment methods inside the classroom.

Interview Conduction. This section aimed to describe the procedures for conducting the interview. First of all, the selected teachers were chosen based on the timetable of the second semester of the academic year 2022-2023 and also based on the courses: Written Expression, Oral Expression, and Reading Comprehension, and Listening Comprehension. It is worth noting that these courses were not taught separately, yet they were generally regarded as a part of the oral expression course. After the selection of teachers, we got in touch with them via email. They were asked to sign a consent letter (See Appendix A) to give permission to participate in the study. In order to prepare for the

interview, we arranged suitable meetings with these teachers. We were able to meet 9 teachers and collect succinct information about their teaching of the language skill, its assessment, their students' difficulties and their perceptions about technology integration inside the classroom.

For the analysis, we opted for the Thematic Analysis Approach and used MAQDA software. The thematic analysis approach defines themes in a qualitative range of data, analyses those data, and reports the patterns' relationship and appearance throughout the data (Vaismoradi et al., 2013). Also, this analysis method delivers a flexible research method that aids in reaching a wealthy complex account of data. Braun and Clarke (2006) define thematic analysis as a qualitative technique for detecting, evaluating, and communicating patterns in data. It arranges and explains the data set in the form of themes. The latter should be designed in a manner that accurately reflects the content of the research question or the research topic.

Correspondingly, we opted for deductive thematic analysis since we previously built our interview questions. The authors mentioned six significant steps to conduct thematic analysis. The start point was familiarisation with the corpus via transcription of the interviews and reading them a few times. Next, generate initial codes, search for themes, review themes, define and name the themes, and lastly, report the findings about the data set. A detailed account of the results will be found in the next chapter.

4.2.2.1.2.2. Students' Writing Difficulties Semi-Structured Questionnaire. The eagerness to design this instrument was to depict itemised learners' difficulties in English writing for academic purposes. The aim behind focusing on this skill was that writing can help reflect on the level of students and their ability to produce appropriate language and synthesised content. The questionnaire (See Appendix J) was designed with three main parts.

It opened with an introduction for the respondents. We invited them to answer the questionnaire, stating our purpose and the aim of the questions. We ensured that their results would remain anonymous. Table 5 introduced the contents and the organisation of the questionnaire.

Table 5

Content of Students' Writing Difficulties Questionnaire

Section	Items	Content	Objective(s)
1	1	Writing Activities: Likert scale about the writing activities and perceptions	To investigate the attitudes of students about practising writing
2	2-3	Writing Difficulties: Students received a list of writing-related problems from which they chose the issues they faced. The second question was an open-ended question about additional issue(s).	Explore the problematic areas of writing for students. The information from this section helped us design and decide upon the language focus activities in the IS course.
3	4	Recommendations: Open-ended questions about suggesting strategies to overcome such difficulties	To examine the solutions as suggested by students to resolve writing difficulties.

Implementation Procedures. The questionnaire was submitted face-to-face to Third-year students (two different groups) after they answered an official test in their usual writing session with their teacher. The session lasted 1h30min, which included the test for one hour. The rest of the time was dedicated to answering the questionnaire. Forty-eight copies were answered. For the analysis, we used SPSS to analyse the questions.

4.2.2.2 Stage Two: The Main Study

4.2.2.2.1 Students' Profile Questionnaire: Pre-Treatment Questionnaire. The pre-questionnaire was administered online and posted on the Facebook group 'writing community' to students since it was designed with Google Forms. This questionnaire aimed to depict the profile of the participants. We aimed to collect students' preferences, learning styles, attitudes about technology integration in the classroom, and experiences in the oral

and written expression sessions. The collected information was expected to provide a clear view of the sample and how course development should be maintained. The structure of this questionnaire (See Appendix L) was based on asking direct questions. Table 6 summarises the contents of this questionnaire.

Table 6

Profile Questionnaire Content

Questions	Content	Objective
1-5	Learning plans	To explore learners' future learning plans, highlighting the progress and acceptance of the developed course.
6-9	Learning preferences and styles	Observe the students' learning preferences and styles, as these can affect their results and the learning environment.
10-16	Oral and written expression sessions experience	To examine students' attitudes about their experiences of the language skills sessions.
17-20	Online learning and assessment experience	To explore students' attitudes about their online learning experiences and understand their views of the online assessment.
21-23	Learning achievements	To depict the students' level and try to classify them in terms of higher and lower achievers.

4.2.2.2.2 Language Proficiency Test. The EFSET is a free online assessment test used to measure different skills. It provides standardised results aligned with the Common European Framework of Reference for Languages. This test has two main types, 50-minute and 15-minute tests. We used a 50-minute test to evaluate English language skills of the participants. The link, (<https://www.efset.org/ef-set-50/>), of the test was administered through a post on the Facebook group to the participants (Figure. 23). This type of test included reading and listening activities (Figure. 24).

Figure 23

Proficiency Test Assignment

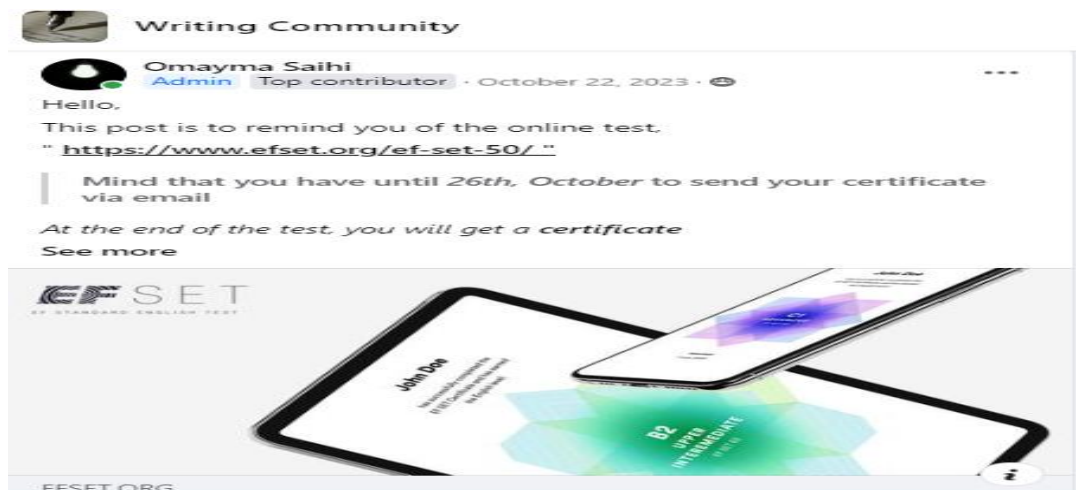


Figure 24

50 min EF SET Description

50 MIN
EF SET

Take this shorter English test if you need a certificate but don't have time for the full length exam.

- Evaluate your English reading and listening comprehension skills
- Get a personalized [EF SET Certificate](#)
- Easily add it to your LinkedIn profile
- **Note:** if you've received a custom test link from your school or employer, you must use that link for them to receive your score.

[Start 50-min EF SET](#)

4.2.2.2.3 Pre-Test and Post-Test. At this stage, the main aim was to collect information about students' performance on integrated skills at two different times, before and after treatment, and examined the effects of the treatment and IS course implementation. The tests were adopted from the ISE test developed by Trinity College London.

The pre-test (See Appendix L) and the post-test (See Appendix M) were formed regarding three tasks and different topics. The opening page of the tests introduced the test name, students' details, examination date, time allotted, and the relevant instructions. The first task was named multiple reading. It consisted of four short texts discussing different topics under one general theme—the second task aimed to examine the students' listening comprehension. The last task was called reading and listening to writing. Test takers were asked to write a summary based on the knowledge gained from the last two tasks.

The tests were already validated by experts who were assigned by the institution of Trinity College and have been aligned to the Common European Framework of Reference for languages, which organised language proficiency in terms of six levels from A1 to C2. Furthermore, we received a fair acceptance from students in the pilot stage about the pre-test. At the pilot stage, we implemented the pre-test in one session of 60 minutes, yet it was insufficient. Respectively, we adhered to the use of the pre-test and post-test during sessions of 90 minutes. Those tests were corrected using a specific scoring guide (See Appendix N). Students' marks were treated statistically using SPSS.

4.2.2.3 Stage Three: Post-Treatment

4.2.2.3.1 Post-Questionnaire. This data collection method helped us to collect students' attitudes about their experience with the IS course and C-DA quizzes. Three main parts could be distinguished in this questionnaire (See Appendix O). The first section was an introduction and an invitation for students to complete the questionnaire and share their

beliefs about experiencing integrated skills and computerised dynamic assessment via Moodle. The second section was dedicated to marking the name and group number of the respondent, which would make it easy to assign scores for the accomplishment of the task of answering the questionnaire. The last section, the Likert scale, included 18 statements about integrating skills and using Moodle for assessment.

4.2.2.3.2 Students' Interview. To gain more details about students' attitudes towards the experience, we designed a set of questions for a post-treatment interview with students (Appendix P). Through this interview, we aimed to provide detailed information on the use of IS courses, computerised dynamic assessment quizzes, their challenges, and the writing improvement they noticed. We managed to meet and interview five students since the interview was undertaken during the final examinations. We could not meet more students. Similar to the interview with teachers, this interview was analysed thematically using MAXQDA.

Conclusion

This chapter discussed and elaborated on the fieldwork processes and materials. It started by rationalising the study's methodology, highlighting the research paradigm, research approach and design, and data collection methods. The last part detailed the methods and processes used in the data collection and analysis. This section paves the way for the next chapter on the data analysis findings, which seeks to answer the research questions.

Chapter Five: Analysis and Interpretation of the Results

Introduction

Following the previous chapter that set an account of the methodological reasoning of the present study and a description of the different methods of data collection, this chapter laid at the heart of this study as it seeks to directly answer the research questions by displaying, analysing, and interpreting data. The first section was devoted to displaying and describing qualitative and quantitative data following the same order of the research stages: pre-treatment stage data, treatment stage data, and post-treatment stage data. The used analyses were descriptive and inferential. The second section of this chapter sought to interpret, discuss, and synthesise the findings, linking those results to their appropriate research question.

5.1 Data Analysis and Display

This section's primary goal was to present the treated data collected during the fieldwork. The findings were presented and displayed through a summary of the data and its analytical treatment through Google Form Analysis Sheets, SPSS, and MAXQDA, we organised this part following the same order of data collection methods described in the previous chapter.

5.1.1 Data Analysis and Display: Stage One

This section provides details on the findings reached at different stages of the study.

5.1.1.1 Teachers' Online Assessment Practices Questionnaire

Demographic Information

This section summarised the main characteristics of teachers, more precisely, the personal information of the teachers targeted in the present study. Table 7 provided descriptive information about the teachers' gender, age, and location. These data helped us to gain insights into which group of respondents is embracing the online mode of teaching and assessment. Table 8 in this sub-section displayed the frequencies of the teaching experience, online teaching experience, and receiving online teaching experience.

Table 7

Frequencies of Demographic Information

Gender		Age		
Male	Female	20-30 years old	31-40 years old	41-50 years old
6	2	1	4	3

The majority of respondents were male participants, ranging from 31 to 50 years old, and located in urban areas. This indicated that those respondents could have a moderate interest in online teaching.

Table 8

Frequencies of Teaching Experiences

Teaching Experience			Online Teaching Experience		Receiving Online Teaching Training	
0-5 year(s)	6-10 years	11-20 years	0-5 year(s)	6-10 years	Yes	No
3	3	2	7	1	4	4

Table 8 details specific teachers who volunteered to answer our online questionnaire. The majority of teachers had average experience teaching in higher education. Six teachers had a maximum of zero to 10 years of experience, while most had primary experience implementing online teaching. Only one teacher stated to have an online teaching experience of more than five years and less than 10 years. As far as training on teaching online was concerned, four teachers received training. The subsequent question was an open-

ended question that sought to depict the training content. Table 9 displayed the teachers' answers about the content emphasised in the training they received.

Table 9

The Emphasized Content of Teachers' Training

	Frequency	Percentage
Course organisation, realising conceptual cards, course preparation using the Opale programme, and generating, organising, and sharing the course on Moodle.	1	12.5
Designing a course in Moodle Platform	1	12.5
How to upload courses on the Moodle platform and design interactive lessons.	1	12.5
Presentation of the platform and some key functions (Basics)	1	12.5
No training	4	50
Total	8	100

Four teachers who underwent the training highlighted that the focus of the training was mainly on introducing the Moodle platform, which is utilised for online teaching and student assessment. The trainers demonstrated to the teachers the various features of the platform, as well as the methods for creating and publishing a course and designing interactive course content.

Online Teaching Experience

Table 10 summarised teachers' attitudes toward online teaching assessments. Although their experience implementing this mode of teaching was not longstanding, the majority of teachers reported that online teaching did not encourage student participation, was challenging to implement, and did not facilitate the instruction process. Yet, they emphasised the innovative nature of this mode of teaching.

Table 10*Attitudes of Teachers Towards Online Teaching Experience*

	Agree		Neutral		Disagree	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Online teaching is easy	2	25%	1	12,5%	5	62,5%
Online teaching grants good achievement for students	2	25%	4	50%	2	25%
Online teaching is more innovative than face-to-face teaching	5	62,5%	0	0%	3	37,5%
Online teaching facilitates instructions	1	12,5%	2	25%	5	62,5%
Online teaching encourages students to participate	2	25%	1	12.5%	5	62.5%

The primary aims of online teaching and assessment were to create an atmosphere appropriate for innovative teaching techniques, facilitate access to knowledge and participants, and achieve satisfactory results. If those aims were not met, this could be related to the experience of teachers and students in using this mode and their lack of knowledge of how this mode works best.

Online Assessment Practices

This section focused to collect information about the frequency of online assessment use, methods, types, and techniques to understand teachers' online assessment practices. Different types of questions were used for this purpose.

Table 11 outlines the frequency of using assessments during the lockdown, which is the time of the implementation of online assessments. Most of the teachers, 62.5% used online assessment twice. Generally, formative assessment was implemented via Google

Form quizzes, tasks and/or assignments shared via the Moodle platform or through the official Facebook groups for each level.

Table 11

Assessment Practices of Teachers: Use and Methods

Frequency of Online Assessment Use			Methods of assessment				
Twice	Three times	Four times	Oral presentations	projects	Emailed assignments	Open-ended questions	Quizzes
62.5%	12.5%	25%	17.6%	17.6%	29.4%	17.6%	17.6%

Table 12

Assessment Practices of Teachers: Types and Techniques

Types of online assessment		Techniques of assessment		
Formative assessment	Summative assessment	E-portfolio	Individual assessment	Peer-assessment
50%	37.5%	12.5%	87.5%	12.5%

It is observed from Table 12 that the assessment methods frequently adopted was the emailed assignment. Other infrequently utilised types are oral presentations, quizzes, and projects.

The first three questions, which appeared in Table 13 indicated a set of yes-no questions about teachers' practices and attitudes towards online assessment, demonstrate that online assessment affects the teaching process. Most teachers (62.5%) believed that online assessment did not meet pre-disposed teaching objectives, which could consequently affect the use of instructional methods and teaching expectations.

Table 13*Teachers' Practices and Attitudes Towards Online Assessment*

Questions?	Yes	No
1-Has online assessment affected your teaching methods and instructions?	50%	50%
2- Since online assessment is considered a new experience for most teachers and learners, have you lowered the expectations of the teaching, learning, and assessment processes?	50%	50%
3-Have you found that online assessment meets pre-disposed goals about teaching objectives?	37.5%	62.5%
4-Do you find online assessment reliable?	50%	50%
5-Do you think that teachers and students need to acquire assessment knowledge?	100%	0%
6-Do you use online assessment as an e-learning tool to develop language proficiency for your students?	37.5%	62.5%
7-Do you think online assessment allows you to explore and consider learners' differences?	50%	50%
8-Do you believe your students have the aptitude and readiness for this type of assessment?	37.5%	62.5%
9-Can a well-developed online assessment empower language learners' sustainable language development and use?	87.5%	12.5%

As for the need to acquire online language assessment knowledge, all the teachers agreed that this knowledge needed to be acquired. However, 62.5% of respondents did not use online assessment as a learning tool since the same percentage of the teachers saw students as having no aptitude for online assessment. In comparison, they strongly believed (87.5% of the respondents) that online assessment could boost the language use and development of their students.

As for the challenges teachers faced while implementing online assessment, teachers from the same population (teachers of English language at Biskra University) reported, as stated by Saihi and Hoadjli (2023), that the major challenges teachers face are the lack of training, assessment and digital knowledge, internet connectivity, reliability, and validity issues.

In conclusion, it was determined that online teaching and assessment did not yield the desired effectiveness. However, they had favourable potential as a valuable tool for language development, and the encouraging progress and acceptance of online learning platforms were noteworthy.

5.1.1.2 Students' Questionnaire from the Online Integrated Writing Task

This section showed the questionnaire results as reported by students about their attitudes and perceptions about online integrated writing tasks. Table 14 summarises the students' answers to a multiple-choice question (how did you find this task?), aiming to collect insights about using online mode while assessing students and using integrated writing tasks.

Table 14

Students' Attitudes Toward The Nature of The Task

	Frequencies	Percentages
New writing task	27	40.9
Completed easily	4	6.1
Easier than traditional writing tasks	5	7.6
Suitable for classroom tasks	8	12.1
Suitable for homework assignments	22	33.3
Total	66	100

As Table 14 showed, almost half of the population, 40.9% of respondents, regarded this task as an uncommon writing task. Concerning the suitability of the task as homework, only 22 students agreed that it should be assigned, mainly due to its different activities and the time it takes. Few students found the task easy to complete and unsuitable for the classroom.

The last part of the questionnaire was a Likert scale. We sought to understand the students' attitudes and behaviours while completing the task. Eleven items as displayed in Table 15 were used to collect respondents' attitudes about writing skills, online assessment, and integrated tasks.

Table 15*Students Attitudes Towards the Integrated Writing Task*

Items	Agree		Unsure		Disagree	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
I was capable of finishing the task	36	66.7%	14	25.9%	4	7.4%
I feel pessimistic about writing	13	24.1%	23	42.6%	18	33.3%
I avoid difficult words	25	45.5%	14	25.5%	16	29.1%
I get afraid of being judged poorly	29	54.7%	14	26.4%	10	18.9%
My mind goes blank when I start writing	24	43.6%	14	25.5%	17	30.9%
I was worried about the time constraint	38	69.1%	9	16.4%	8	14.5%
When I write, I encounter linguistic difficulties	27	50%	21	38.9%	6	11.1%
I am able to express my ideas clearly	32	59.3%	18	33.3%	4	7.4%
I find myself motivated to write for academic purposes	22	40.7%	9	17%	18	34%
I was nervous about this task	26	49.1%	9	17%	18	34%
I lack a strong will to finish writing tasks	20	37%	18	33.3%	16	29.6%

To begin with, writing activities created difficulty for students, although 59.3% of students reported their ability to express their opinions, and 40.7% found themselves

motivated to write for academic purposes. To be more precise, the majority of students were afraid of being judged based on their writing (54.7%), tended to avoid difficult words (45.5%), and kept facing linguistic difficulties (43.6%). Generally, the online integrated writing task seemed to receive slightly positive views from the students despite the technical issues related to the adoption of the online mode of teaching and assessment and the writing difficulties students encounter.

5.1.1.3 Teachers' Interviews

We used MAXQDA software to analyse the interviews. It helped us organise data and depict the results properly. We maintained seven main codes to analyse the interviews with the language skills teachers at the University of Biskra. The codes implemented are: teachers' profile, language teaching requirements, challenges, assessment, feedback and students' development, technology integration, and skills integration.

Figure 25

Codes and Number of Segments in the Teachers' Interviews



Figure 25 demonstrated the codes used to analyse the interviews transcript (See a sample of the transcript in Appendix Q), the order was respectively from bottom to top as discussed in the interaction between the teachers and researcher. At the right of the figure resembles the numbers of segments that are selected from the transcriptions, more

specifically the answers of the teachers. The total number of segments for all the interviews is 240 segments.

For more details, the segments deduced from the answers of each teacher were displayed through a matrix of codes. Figure 26 and Figure 27 visualised the discussion of codes for each teacher. For example, the code of requirements of the language skill class was widely discussed by the first interviewed teacher. The seventh interviewed teacher remarkably discussed the assessment code. The maximum number of selected segments was 13 in one interview. The minimum was zero segment.

Figure 26

Matrix of Codes of Teachers' Interview

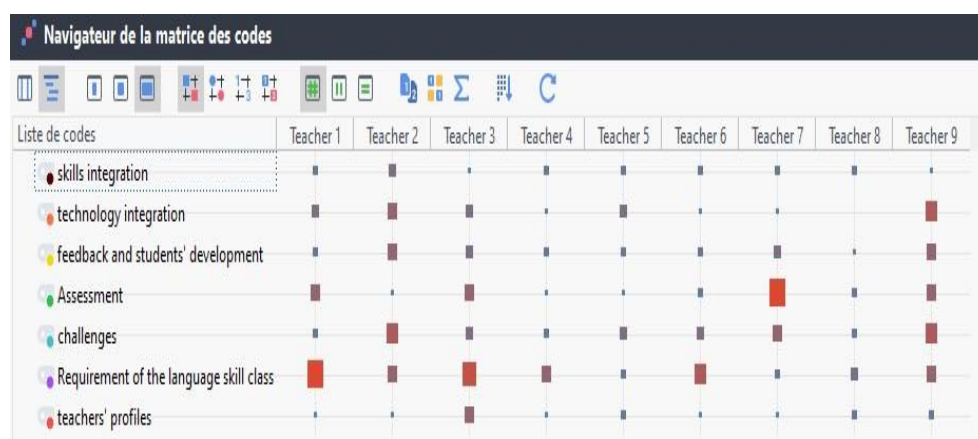


Figure 27

Segments in Each Transcription

	Teach...	Teach...	Teach...	Teach...	Teach...	Teach...	Teach...	Teach...	Teach...
skills integration	3	4	1	2	2	2	3	2	1
technology integration	4	6	5	1	5	1	1		8
feedback and students' development	2	6	4	2	2	3	4	1	6
Assessment	6	1	6	1	1	3	12	3	7
challenges	3	9	4	2	4	4	6	3	8
Requirement of the language skill class	13	6	11	6	2	8	3	4	6
teachers' profiles	1	1	6	1	2	1	1	2	2

MAXQDA facilitated organising the qualitative findings in different manners; for example, the ‘summary of coded segments’ presents all the segments as related to their specific code per teachers’ transcription. Furthermore, the software helped us generate a table for ‘comparison of codes’. It is a document that presents the segments of the codes as it marks significant differences between the segments of different codes in one transcript. Moreover, the ‘smart coding’ is available where segments coded earlier are analysed in terms of word use and sentiments. In our analysis, we will blend results from the summary of the coded segments. Other details can be found in the table of comparison of codes (See appendix S).

- **Teachers’ Profile**

We pursued to provide a thorough picture of the interviewed teachers. The questions asked to reach considerable information to outline the profiles of teachers were: how many years have you been teaching? and what are the courses you have taught?

Table 16

Interviewed Teacher's Professional Information

Teacher 1	I have three years, okay, and one other year at the secondary school, okay. I've taught the study skills and reading,
Teacher 2	as far as the experience, I think, um, it's about 8, 7, 8 years. Um, as far as subjects. I have taught ESP and written expression for most of my career, of course, but I have also taught syllabus design, academic writing for, uh, for graduate students, um, some cognitive psychology, linguistics, grammar, I think, oral expression.
Teacher 3	five years, linguistics, Applied Linguistics, oral expression, reading, and oral expression for four years.

Teacher 4	I have been teaching English for seven years. several modules like phonetics, ESP grammar, written expression
Teacher 5	I taught at university, but as a part-time teacher, I was officially assigned to this job in 2018. So, you can say I have four years of experience in teaching English grammar, written expression,
Teacher 6	six years. As to the subjects, I have taught many subjects, including written expression, the longest experience I've been teaching for five years. I taught grammar for the second year, linguistics for the second year, ESP once
Teacher 7	I've been teaching for 10 years. I have taught different subjects, written expression, oral expression, literary texts, civilization, reading, and study skills
Teacher 8	six years For a subject. Let's say phonetics, grammar, oral expression, pragmatics, discourse, analysis.
Teacher 9	started officially teaching at the university in 2008. Okay, I've been teaching a number of courses, including oral expression, cultures of language, ESP, didactics, educational psychology, and written expression. I've also taken part in teacher training in which I trained, or I take, or I took part in a period of during a period of two, two months or three months, okay, in which we helped high school teachers to train, In assessment and evaluation. I also taught ESP to computer science students for a number of years. Okay,

Most of the interviewed teachers were experienced and had a variety of taught courses. The least experience an interviewer had was three years of teaching at the university level. Besides, they had the chance to teach a variety of courses, yet we emphasised the upcoming questions on their experience of teaching oral expression, written expression, and/or reading courses.

• Requirements of Teaching Language Skill

To depict the major requirements and practices of the teachers in a language skill-based course, we asked some questions about the materials, the way the course was approached, and the responses of the students. Table 17 summarised the answers of the teachers on a set of questions based on the skill they were responsible for teaching.

Table 17*Requirements of teaching language skill*

Teacher 1	I try to use different types of materials and different topics.
	I ask them, for example, to have Time for silent reading, to skim, to scan, to use different, uh, strategies and techniques in order to, to guarantee, let's say, the understanding of this text. I try to use some study skills in order to facilitate the process of reading. I teach reading for undergraduate students, and I try to use some funny, simple, simple and interesting texts, simple and non-complex I improvise, sometimes I, for example, look for some, materials and I try to design the questions by myself, original or authentic material. It's up to the teacher to look for, um, uh, the reading materials. Okay? Based on, um, based on, uh, the level of students It's our job to, as teachers, to, for example, to, uh, to vary our methods, our teaching methods, our texts. Okay, in order not to get bored, in order to break the routine of repeating the same, for example, lessons I try to provide them with, for example, um, a vocabulary preview about reading, some questions about reading comprehension through, for example, discussing some points or some pieces of information that we have.
Teacher 2	It takes so much effort to teach written expression because, um, writing, in general, is a skill that students sometimes resist. Uh, they do not feel comfortable preparing the lesson itself or selecting very specific materials with very specific topics.

We don't take students' preferences into account. I mean, we do not neglect them, but still, it's not a priority. The priority is, um, according to level, culture, uh, how do you say, learnability.

They are not going to learn about the culture or the target language culture. So, I try to create some kind of a mix between, uh, Topics to tackle problems we have in Algeria. Topics that need to contextualise language because this will be closer to them. Uh, they are global topics.

Teacher 3 it's all about willingness on the part of the teacher

Usually, it's divided into two main parts: reading and speaking. Actually, I do focus on reading more than listening to address grammar

dialogues for first-year students, dialogue, and debates. And yes, classroom discussions

with my students have an influence on my choices, teaching choices, even the materials I use, the level of the student, their personality, their preferences, the relationship between students themselves, the nature of the relationship

Participation is moderate, let's say participation. It depends. It depends on the task, it depends on the mood,

Teacher 4 I have concentrated on teaching them some skills to understand a text written in another language and language. An example of those skills is summarising

other skills like interfering, which is a technique to guess the meaning of something written in front of them,

concentrated on techniques or techniques of reading comprehension. For critical thinking, we are using a very interesting book called Reading.

Teacher 5 So we train them to have the basic knowledge, that's all, not to communicate their ideas.

Teacher 6 Comprehension is part of reading. I developed my own courses and my own materials. Uh, choosing text interesting, my main objective was to make them familiar with reading

Teacher 7 What really matters is if they succeed in conveying the message, what they want to say, how to express their ideas, their thoughts, and their feelings

Sometimes, I discuss with the students what they want. Okay, so they give me suggestions.

Teacher 8 we need equipment; no syllabus. I do presentations

Teacher 9 the passion one number one. you have to love this course because you are dealing with constant evaluation of students' productions, which is a task that many teachers don't like.

handle the different mechanics of writing, so you have to be also knowledgeable and familiar with this, to be familiar with the different writing methods and approaches techniques in the classroom and outside the classroom as well.

If it's an advanced level, like third year. Then we opt for the process approach,

The majority of teachers reported that a pre-disposed programme or syllabus was not effective. Only two teachers of the reading course used pre-planned programmes. Others believe that a personalised course needed to be obtained. They depended on the learners' preferences and levels and the context in which they selected materials and topics. Teacher 3 of oral expression course and Teacher 9 of the written expression course emphasised the importance of passion and willingness of the language skills teacher. The role of the teacher was seen to affect the progress of learners. Precisely, teachers' willingness to interact with the students in an oral expression course would motivate the students to be more engaging. The passion of the teacher to teach writing expression sessions is required since teaching such skill was regarded as a tedious task that incorporates constant evaluation and was generally resisted by students, as mentioned by teacher 2.

- **Challenges**

Table 18 displayed teachers' answers to the question 'What are the challenges you face with students in maintaining the language skill-based course?'. Students' engagement was reported by many teachers to create hindrances in their course. Teacher 1 mentioned that students skip classes and show low level of interaction. Similarly, teacher 3 and teacher 4 raised the point that students are reluctant and lack motivation to take part in the session. Teacher 7 linked their students' lack of engagement to their personality traits like fear and shyness.

Table 18*Challenges Faced by Teachers and Students Face*

Teacher 1

skipping classes, I face the problem of making them engaged

Teacher 2

I faced the challenge in how can I choose a topic that is interesting for everyone

I always say whenever you choose a topic, make sure you are knowledgeable and interested. So, for students, when we talk about the topic itself, I think it's one of the main challenges we face in teaching written expression

individual feedback, I think it's the most important one. And, uh, but it's, it's too difficult. I think it's too challenging. Especially with a large number,

the topic itself. And how culturally, uh, how do we say, appropriate it is to us. Some teachers really have a point, actually. They say we always neglect everything about the target language culture

In terms of writing, I think maybe they need more time, But they don't have enough data. So they will face problems in generating ideas in the first place.

What is causing a bit of a problem when it comes to managing progress between high achievers and low achievers? It's not the same type of progress, but for us, it's still progress.

Teacher 3

Students' reluctance to not just participate but to collaborate. Students' level of proficiency.

Their own communicative breakdowns, difficulties, and challenges do challenge me.

The way they interact with the content, sometimes I do face some misconceptions or misinterpretations or misunderstandings inside the classroom.

Teacher 4

they're not serious, they're not motivated. they don't have enough vocabulary to understand

Teacher 5

they don't have a range of knowledge of vocabulary in order to write; ideas are in the Arabic language, sometimes in the French language

Teacher 6

effective materials. I haven't, uh, found something that is ready and suitable for the level of the students. time wasn't enough to choose

Teacher 7

they are not familiar with each other. They are afraid and shy. when unfamiliar with the topic; they have no idea about it.

Teacher 8

we need equipment. No syllabus. concerning even the number of sessions.

Teacher 9

because you are dealing with constant evaluation of students' productions, which is a task that many teachers don't like.

There is a severe issue with the content. Students are supposed to bring relevant content to their assignments.

The content is very shallow and very superficial. overcrowded classes

it's very rare when you see a progress in their writing

to talk about the content. It depends on everybody's familiarity and background, cultural background,

and inability to make the connection between, for example, grammar and writing.

Other challenges referred to by teachers were time constraints, lack of equipment and materials as asserted by the teachers of oral expression, low vocabulary storage, and overcrowded classes that impeded the progress tracking of individuals. More specific difficulties, teachers of the written expression course (teacher 2 and teacher 3) highlighted

that their students had culture-related issues with topics, generating ideas, superficial writing content, weak structure of sentences, and interference of first language.

- **Assessment**

This section collected teachers' answers to the question, 'How do you assess your students' performance?' We aimed to know more about the assessment practices of the teachers of language skills courses. The answers of the teachers were summarised in Table 19.

Table 19

Assessment Practices of Teachers

Teacher 1	I try to provide them with some writing, okay, some text or reading materials. I try to ask them some questions about reading comprehension, some vocabulary, some grammar. I try to vary. The same form of testing: A text with the same questions, the same, the common, and the conventional, let's say, way of testing or assessing students.
Teacher 2	most of our writing tasks are based on formative assessment.
Teacher 3	for oral expression teachers, in particular, we don't have a regular assessment pattern; we keep changing our strategies, our procedures, our patterns, and our criteria for me, it's a formative assessment, an assessment for learning. For improvement, for progress. it's not corrective Actually, I do activate my intuition and emotional intelligence inside the classroom. I use our observation. I'm a good observer. I'm a good listener. For example, I don't interrupt my students.
Teacher 4	Sometimes, I repeat activities that they have seen in the lecture.
Teacher 5	I assess them through assignments at home and also through practice in the classroom.
Teacher 6	I had two kinds of assessments, one of which was about reading. I mean, I give them the text, and they read it, marking the intonation. The stops. The, uh, rhythm. So once they read,

Teacher 7 assess them based on many things, not how they speak, but their ideas, how they interact with each other, attendance, quiz

I use the written or use written test or use the oral test, the oral test that can be kind of a presentation

it can be just a question between a teacher and a student. they like to be evaluated based on a group work.

I assess my students on different types, not just on one test. That's why I believe the teachers must vary the tests to be fair to all the students.

they do not perform as they used. I do not take it into consideration So I give them a second chance.

Teacher 8 presentations are for the assessment

speaking activities for the examination, I needed to like to give them questions about the presentations

Teacher 9 constant evaluation of students' productions. assessing writing depends on formative assessment

every session has to be assessed because students are having an experience

informally and formally assessment. highlight the errors, the mistakes, and ask them to make necessary modifications

But recently, I don't prefer home. I mean homework assignments because of the big amount of plagiarised works

At the end of each unit, or several units, okay, I arrange or organise an Evaluation Session. It could be a quiz. It could be a formal test. It could be in pairs, it could be individual, it could be in groups.

Regarding the teachers of reading, they generally used conventional testing methods in which students received a text with comprehension questions. Interestingly, one of the reading course teachers focused on the intonations and rhymes, not only the comprehension, in assessing reading. Concerning the oral expression course, teachers did not have regular testing methods. They saw that the assessment methods in oral expression should be innovative.

Teacher 3 focused, for example, on using formative assessment to achieve learning, improvement, and progress. This teacher mentioned that she uses her emotional intelligence while observing and listening to students' performance for evaluation. Teacher 7 emphasised the need to vary the methods of assessment to reach a fair evaluation of students' performances. This teacher appeared to utilise dynamic assessment; she mentioned that she gave her students a chance to perform for examination when their potential does not appear.

Concerning written expression session assessment, teachers reported that formative assessment was usually applied. Yet, there were two opposing views concerning homework assignments for writing. One of the teachers (teacher 5) used homework assignments mainly due to the lack of time to practice inside the classroom. The other view of teacher 9 suggested that homework assignments became less likeable due to the spread of artificial intelligence tools that could be considered plagiarism. Accordingly, the performance of students would not reflect their real writing abilities.

- **Feedback and Students' Development**

After analysing teachers' assessment practices, this section looked at the details of feedback provided and the way teachers follow students' development. The segments in the Table 20 were collected as answers to the questions: How do you provide feedback? Do you manage to observe the development of students' language use?

Many teachers reported that providing feedback to students appeared to be difficult. However, they tended to provide different types of feedback, such as individual, collective, constructive, and peer feedback. The latter was regarded as unfavourable due to students' attitudes since they did not consider their peers as credible references, unlike teachers' feedback.

Table 20*Teachers' Feedback and Students' Progress*

Teacher 2	we have to provide individual feedback. Because collective feedback has not proven any. Types of feedback, yes, they are important, but they are not. Efficient enough in teaching writing. It's usually our job to monitor this or to customise our teaching based on how the progress is going. we can really see their progress. However, with low achievers, it's very difficult to manage because they keep repeating the same mistakes, and they take much more time. With high achievers, it's very simple. It's very easy. Their progress is more organisational.
Teacher 3	I don't give corrective feedback, I give constructive feedback in the form of description. I intentionally follow them or check their progress one by one.
Teacher 4	to give them some feedback is hard to do this all the time
Teacher 5	feedback, is written and also individual. I've seen a minor development
Teacher 6	Instant feedback, collective or individual
Teacher 7	I give comments in the end. I noticed that they have developed through the session like some students, they were not the same
Teacher 8	it will be difficult to track their development in our context, at least,
Teacher 9	I don't favor peer feedback because it's, it's due to the attitude of students. They see that their peers lack credibility and that their feedback is unprofessional. Their feedback is not suitable. Sometimes their feedback is also very emotional,
	Students prefer to have teachers' feedback because they see them as a reference, okay, as a reference, and they establish credibility with the with the teacher better than, or more than, the peer
	it's due to these overcrowded classes that I cannot keep up with the tracking the development. it's very rare when you see a progress in their in their writing
	The only case when I see progress is when I keep giving constant and regular feedback. Cannot manage to track the progress, , unless I opt for a portfolio, which is another business

Different views were provided for progress tracking. Teacher 2 believed that progress can be followed, and it differed depending on the students' level; lower achievers'

progress was different from higher achievers' progress, which was more organised. Teacher 9 emphasised that seeing progress is rare due to overcrowded classrooms. He believed that the progress of written performance could be reached while opting for the portfolio method of assessment, which was difficult due to the class size issue.

- **Technology Integration**

Table 21 summarised chunks from the teachers' insights on their use of technology for their language skills courses.

Table 21

Teachers' Views on Technology Integration

Teacher 1	E-books maybe. I do not use such type. I use the internet to send them the lessons or, for example, the homework. Nowadays it is essential to have, uh, that access to ICT to use, these technological devices in our, in our daily life.
Teacher 2	Inside the classroom it is impossible. I think it is essential to apply it inside the classroom. We do not have enough technological tools, instruments, or support. At least the classroom must be technology-friendly. AI-based technology. I encourage students to use it because I know there is no escape. They will use it, but I encourage those who are low-level or low-achievers to use it.
Teacher 3	Rarely used, we have a positive perception towards it. We do not have sufficient knowledge of its use, not trained or well-trained to integrate.
Teacher 4	some teachers cannot, unfortunately
Teacher 5	I only use the PC to give them the recordings, but the online paraphrasing will make them lazy to write using their style.
Teacher 6	It is helpful, of course. I admit, but we are reluctant.

Teacher 7	I believe 100% that using technology facilitates learning first; it makes the learning process joyful.
Teacher 9	classes are not equipped with any technological device. In case the test is online and it is asynchronous. I mean, I send it via mail to students, and I ask them to give it to send back afterwards. Google Forms students use technology when they write, use applications, whether to draft or to outline. However, I am afraid that technology will occupy, or will, let us say, minimise this aspect of creativity. I am afraid that technology will also make students dummies.

Integrating technology inside the classroom was regarded as complicated since, as many teachers pointed out, there was no suitable equipment or technological support. Furthermore, teacher 3 mentioned that teachers do not have sufficient knowledge and training about technology-based tools inside the classroom. This made the teachers reluctant to adopt it. Some teachers reported their implementations, such as connecting with students to send them assignments. Teacher 9 used online tests for synchronic evaluation. He mentioned that even students use online applications to help them draft their writing pieces. However, he believed that technology affects the performance of students, especially the aspect of creativity. Teacher 5 also saw that artificial intelligence made students lazy. Only teacher 2 supported students to use artificial intelligence to enable progress in their performance.

- **Skills Integration**

We aimed to explore language skills integration by teachers of language skills courses. We asked the interviewed teachers whether they integrated language skills in their sessions and how they could describe the effect of this integration. Table 22 displayed the segments selected from the teachers' answers related to the questions.

Table 22*Teachers' Views on the Use of Integrated Skills*

Teacher 1	I ask them to rewrite or paraphrase, summarise, summarise and paraphrase as helpful techniques.
Teacher 2	synthesis, critical thinking, idea generating, and problem-solving, we can find all of these tasks and skills. I think listening is usually the teacher's job. I found that open discussion in the form of groups can really help generate ideas.
Teacher 3	yes, sometimes they write short stories or Yes, inside the classroom or outside
Teacher 6	We are linking reading to writing. We used to have a sort of debate about the topic.
Teacher 7	Now, when it comes to oral expressions, sometimes, it depends on the task itself. So if the task needs only a video, I can just use my phone, or maybe I can send that video to them before they see it, and in the next session, we can discuss it, okay? Or maybe an audio. This is occasionally, not always, but it is normal during most sessions, like a traditional session.
Teacher 8	listening to the presentation and participating,
Teacher 9	Reading to study the product

Most teachers blended language skills as a support for the main skill course. For example, teacher 1 of the reading course tended to use writing as a post-reading activity in the form of summarising and paraphrasing tasks. Teacher 6 also used debates about the topic read about. Teacher 2 of writing pointed out that soft skills like critical thinking and problem-solving are necessary in writing. Furthermore, group discussions boosted idea generation.

5.1.1.4 Students' Semi-Structured Questionnaire of Writing Difficulties

- **Writing Practices**

This section displayed the responses of the students about their views on writing. The respondents (48 respondents) received a set of items (seven items), of which they chose the percentage of accepting the statement.

Table 23*Frequency of Students' Views on Writing*

	Never 0%	Rarely 20%	Sometimes 40%	Often 60%	Usually 80%	Always 100%
I write in English inside the classroom	2	0	5	3	9	29
I write in English outside the classroom	1	7	12	8	14	6
I respect the writing stages	0	2	11	11	13	11
I receive feedback on my writing	1	4	10	10	14	8
I receive writing questions about personal experiences	10	7	9	9	8	5
I receive questions about analytical topics	7	11	13	8	7	2
I find writing an enjoyable activity	3	1	6	8	17	13

Writing activity was generally an inside classroom task. Twenty-nine students stated that they always write inside the classroom. Most students respected the stages of writing with different degrees. Respecting writing stages and mechanics was probably related to the task itself. Students found themselves more concerned with the writing pieces when they adhered to evaluation, which most of the time required them to write about analytical topics rather than personalised topics. As for the attitudes, students had positive attitudes towards writing.

- **Writing Difficulties**

Students were asked multiple-choice questions, results presented in Table 24, about writing problems to help them identify their difficulties in writing. Students reported facing different difficulties in writing. Numerous students selected the challenges of stress, vocabulary knowledge, and topic knowledge. Moderately selected issues that students appear to face and block their writing are a lack of resources to understand the instruction, grammatical-related issues, generating ideas, and punctuation. Other issues that were less pointed were motivation and knowledge about writing genres.

Table 24*Percentages of Writing Difficulties*

Writing Difficulties	frequency	percentage
Stress	25	8.4
Lack of motivation	16	5.4
the ability to analyze the task instruction	16	5.4
lack of resources to understand and elaborate on the instruction	18	6,1%
the ability to plan writing stages	17	5,7%
lack of vocabulary knowledge	31	10,5%
the ability to produce grammatically correct sentences	20	6,8%
the appropriate use of punctuation	18	6,1%
the ability to introduce connectors	11	3,7%
lack of topic knowledge	28	9,5%
generating ideas	18	6,1%
reconstruction of ideas	12	4,1%
use of facts and claims	14	4,7%
production of an interactive text	11	3,7%
Express ideas and thoughts	18	6,1%
lack of knowledge of writing genre conventions	15	5,1%
lack of guidance	8	2,7%
Total		100

- **Other Problems**

We asked students to discuss other problems they face while writing. Two answers were referred to the matter of time constraints. Students usually write, which takes

considerable time, especially those who respect writing stages, such as: generating ideas, organising, outlining, producing the first draft, and editing. Furthermore, another highlighted issue was that the surrounding noise could distract the students from focusing on the construction of ideas. Other difficulties are a lack of inspiration and topic choices. It seemed that topic knowledge and nature affected students' progress and performance in writing. Table 25 outlined the students' answers.

Table 25*Suggestions of Hindrances*

Hindrances	Frequency	Percentage
Time and noise	1	2.1
Forget vocabulary	1	2.1
lack of inspiration, the urge to write outstandingly	1	2,1
noise in the surrounding	1	2,1
the choice of the topic	1	2,1
time	1	2,1
0 (no answer provided)	41	85.4

- **Suggestions of Strategies to Solve Writing Issues**

Our goal was to acquire knowledge regarding the recommendations that students perceived as effective in reducing challenges associated with writing. The acknowledged suggestions by a significant number of students were the regular practice of writing and exposure to various language sources, such as reading and listening, which could help expand vocabulary and knowledge on different topics. Additionally, students emphasised the importance of clear instructions and guidance from teachers on the various stages of

writing and its mechanics to improve the written output and the writing process. One student pointed out that: “teachers should correct mistakes and not punish”. This indicated that students preferred constructive feedback on their writing rather than receiving deterministic evaluations, allowing them the opportunity to refine their writing skills.

5.1.1.5 Piloting Main Study

Piloting Pre-Test

We administered the pre-test to a group of third-year students (32 participants) at Biskra University to gain insights into the suitability of the test for the selected level of students in terms of time, aptitude, and content. The test was planned for one hour, yet students claimed they needed 30 minutes. Eventually, the students spent 90 minutes answering the test.

Table 26 presented the students' scores in the pre-test. Table 27 summarised the marks details, such as the maximum score of 30 and the minimum score of 16 with a mode of 22. There was a familiar diversity in the marks, which was linked to the fact that students have different levels of knowledge and skills.

Table 26*Students' Scores on The Pre-Test-Piloting Stage-*

Students number	Task1. Multi-Text Reading /15	Task2. Listening Comprehension /5	Task3. Reading-Listening into Writing /16	Pre-Test Mark /36
1	7	4	9	20
2	8	4	11	23
3	13	5	12	30
4	7	4	8	19
5	7	4	10	21
6	11	2	13	26
7	6	4	11	21
8	6	5	9	20
9	5	2	10	17
10	6	4	11	21
11	9	4	4	17
12	9	4	10	23
13	11	5	13	29
14	12	4	14	30
15	6	4	12	22
16	9	4	13	26
17	9	2	11	22
18	8	5	4	17
19	10	3	12	25
20	9	5	3	17
21	7	3	8	18
22	8	4	10	22
23	7	3	11	21
24	7	5	10	22
25	8	5	12	25
26	7	3	12	22
27	8	4	4	16
28	8	3	5	16
29	6	4	6	16
30	5	3	10	18
31	8	4	11	23
32	9	4	14	27

Table 27*Summary of the Descriptive Statistics of The Pre-Test*

Mean	21,63
Median	21,50
Mode	22
Std. Deviation	4,062
Variance	16,500
Minimum	16
Maximum	30

We calculated the normality distribution of language performance among the selected group to highlight further appropriate statistical tests and results inferences as shown in Table 28. We also aimed to highlight the representativeness of the sample characteristics and sample size. The Kolmogorov-Smirnov and Shapiro-Wilk normality tests, as described in the table, and the Q-Q scatterplot in Graph 1 were generated by SPSS.

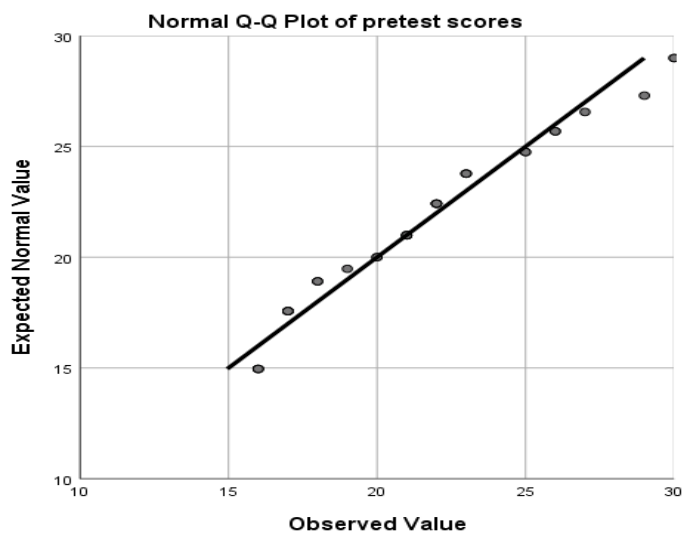
Table 28*Normality Tests for Pre-Test In The Pilot Stage*

	Kolmogorov-Smirnov ^a Statistic	df	Sig.	Shapiro-Wilk Statistic	Df	Sig.
pretest scores	,119	32	,200*	,941	32	,079

The calculation of the statistical significance values of both the Kolmogorov-Smirnov and Shapiro-Wilk normality tests, $p=0.2$ and $p=0.079$, respectively, are both more than $p > 0.05$. This result ensures that the data of this group is usually distributed. The figure shows the result of the Q-Q scatterplot, which confirmed that scores are normally distributed as it shows the strong correlation between observed and expected values.

Graph 1

Normality Distribution Q-Q Plot



Furthermore, we aimed to gain insights into the task's reliability. We calculated Alpha Chronbach to test the internal consistency of the test items. Table 29 showed the results as generated by SPSS. $p=0.62$, which is less than $\alpha \geq 7$. The results show that the test was less than acceptable. This could be related to the idea that the test was a part of a proficiency test.

Table 29

Results of the Chronbach Alpha

Cronbach's Alpha	N of Items
,624	8

5.1.2 Data Analysis and Display: Stage Two

We displayed and analysed data from the main study to extract meaningful insights about using the computerised dynamic assessment. The findings in this part provided a detailed overview of the study's objectives and research questions.

5.1.2.1 Students' Profile: Pre-Treatment Questionnaire

- **Learning Plans**

Table 30

Percentages of Choices of Students to Apply for Masters

	Frequency	Percentage
Yes	41	65,1
No	10	15,9
Missing	12	19

As demonstrated in Table 30, most students, 65.1%, planned to continue their master's studies. As the branches' choice illustrated in Table 31, 38.1% of the students sought to study applied linguistics, and 22.2% decided to study other options rather than applied linguistics, literature, and civilization. The participants of the sample selected seemed to have an aptitude for further improvement of their language performance.

Table 31

Frequencies and Percentages of Branches' Choices

	Frequency	Percentage
applied linguistics	24	38,1
literature and civilisation	10	15,9
other	14	22,2

- **Learning Preferences and Learning Style**

In this section, we aimed to display respondents' preferences concerning study time, study sources, study methods, and learning styles. Table 32 presented that the majority of respondents (47.6%) prefer to study in the early morning. The least preferred study time was the afternoon.

Table 32*Study Time Preferences of Students*

	Frequency	Percentage
At early morning	30	47,6
In the afternoon	6	9,5
In the evening	15	23,8

Table 33 displayed the students' preferences for studying materials. Most students, 55.6%, preferred printed documents like books and handouts, while 23.8% inclined towards online documents of the courses.

Table 33*Study Sources Preferred by Students*

	Frequency	Percentage
printed documents	35	55,6
online documents	15	23,8

Table 34*Learners' Preferences of Study Method*

	Frequency	Percentage
On-site	28	44,4
Online	8	12,7
Hybrid	14	22,2

There were various views and preferences regarding studying methods. A significant percentage of students, 44.4%, selected the on-site method of learning. While 12.7% of the students chose an online mode of study, 22.2% preferred a hybrid method.

Regarding learners' preferences of learning styles as presented in Table 35, most students (27%) pointed out that they prefer to learn through three main styles: visual, auditory, and reading/writing. Visual (23.8%) and auditory (22.2%) are also moderately preferred, unlike writing/reading learning styles (7.9%).

Table 35*Learners' Preferences of Learning Styles*

	Frequency	Percentage
Preferring the use of images, maps, and graphic organisers to access and understand new information	15	23,8
Understanding content through listening and speaking in lectures and group discussions.	14	22,2
Learning best through words. Copious note-takers or avid readers.	5	7,9
All of the above.	17	27,0

- **Oral and Writing Sessions Experiences**

Table 36*The Use of Sources in Classrooms*

	Yes	No	Missing	Total
Pre-presentation sources of knowledge	46.1%	34.9%	19%	100%
Pre-writing sources of knowledge	76.2%	4.8%	19%	100%
The usefulness of sources of knowledge	69.9%	11.1%	19%	100%

Table 36 outlined the percentages of the use of knowledge sources in oral and writing sessions and the students' attitudes about the usefulness of those sources. Results showed considerable use of resources of knowledge by teachers of oral expression and written expression. 46.1% of the students agreed that they receive resources before they perform their oral presentation, and 76.2% of respondents reported that writing teachers provide them with pre-writing sources of knowledge. 69.9% found those sources helpful in building acceptable written productions and oral performances. 11.1% of the students did not find those sources of knowledge as helpful. This could be related to their lack of interest in the topic or lack of the skill of analysing and implementing those resources.

Table 37*The Scores of Students in Oral Expression and Written Expression*

	N	Minimum	Maximum	Mean	Std. Deviation
Written expression mark	49	9	16	12,61	1,924
Oral expression mark	48	10	18	13,56	1,472

Table 37 illustrated the scores of the students in two language skills-based courses: written expression and oral expression. Those scores enabled the interpretation of the students' levels. The mean of the oral expression scores was higher than the mean of the written expression scores. This highlighted the idea that students tend to perform orally better than in writing. Further, the mean of both sets of scores indicated that students have a moderate level.

- **Online Learning Experience**

This section of the questionnaire was an open-ended question that sought to analyse students' perceptions of the online mode of learning and assessment. The effectiveness of the online learning mode was perceived differently by students. Some students found it helpful, effective, and easy, while others considered it ineffective, unreliable, and difficult to maintain. These favouring online learning appreciated its convenience, flexibility, and easy access to various courses and resources. They also saw it as a valuable additional source of learning. On the other hand, students who preferred traditional classroom learning cite technical issues, poor internet connectivity, and difficulty maintaining concentration as reasons for their preference.

Contrary to the perceptions expressed by students regarding online learning, a significant number of these students noted the advantages and their preference for online assessments. They argued that such assessments are flexible, practical, and engaging, fostering motivation for online learning. This suggested that online assessments are well-

received mainly by students. However, some students contended that online assessments are ineffective, citing technical difficulties associated with certain assessment platforms, which they believed made the process unfair and ultimately ineffective.

We asked students about using online learning and assessment applications or websites. A respectful range of students reported using the Duolingo application, which helped to develop language skills. Others mentioned using BBC Learning English, the British Council, and online dictionary applications. Other students mentioned using some YouTube channels to listen, watch native speakers' speeches, and develop language use.

5.1.2.2 Proficiency Language Test: EF-SET: Students' Result

Table 38

Frequencies and Percentages of Students' Levels

	Frequency	Percentage
A1	1	1,6
A2	9	14,3
B1	19	30,2
B2	7	11,1
C1	11	17,5
C2	1	1,6

Table 38 outlined the levels of the students in the EF-SET test. It was used to gain insights into the students' proficiency level and distinguish between higher achievers and lower achievers. We considered A1-B1 as lower achievers while B2-C2 as higher achievers. Table 38 showed that 46.1% of students were lower achievers, with 30.2% having a B1 level, which was a higher percentage. As for the higher achievers, the rate was 30.2%. Most of the students had moderately acceptable language proficiency levels. They were independent language users with intermediate and upper-intermediate levels of language

proficiency. This went hand in hand with what was interpreted from the scores of the students in oral and written expression.

5.1.2.3 Pre-test and Post-test Analysis

5.1.2.3.1 Pre-test Descriptive Statistics. Table 39 outlined the frequencies of the students' pretest scores. The scores range was [11 to 33]. Most students scored in the range [20-24]. Graph 2 visualised the frequencies of pre-test scores. The results ensured that students showed a considerable level of language proficiency as measured in the pre-test via the integrated skills test.

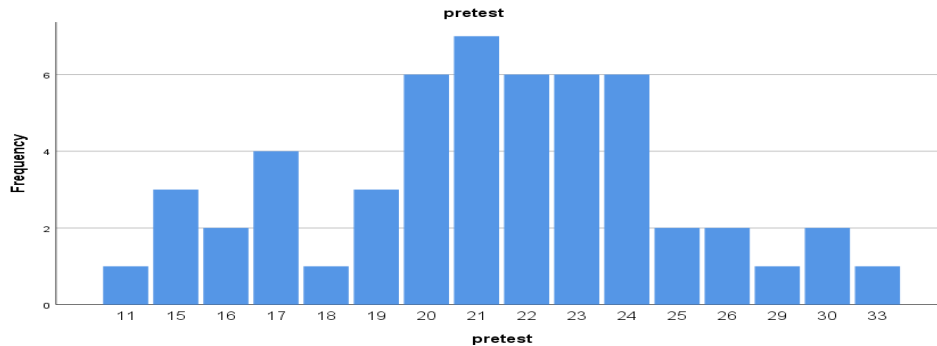
Table 39

Frequencies and Percentages of Student Scores in the Pre-test

Score	Frequency	Percentage
11	1	1,9
15	3	5,7
16	2	3,8
17	4	7,5
18	1	1,9
19	3	5,7
20	6	11,3
21	7	13,2
22	6	11,3
23	6	11,3
24	6	11,3
25	2	3,8
26	2	3,8
29	1	1,9
30	2	3,8
33	1	1,9

Graph 2

Pre-test Scores Frequencies



5.1.2.3.2 Post-test Descriptive Statistics. This section presented the percentages and frequencies of the students' scores in the post-test. Most students' score range was (22-26). Table 40 summarised the frequencies and percentages of the scores of the post-test. Graph 3, as generated by SPSS, visualised the frequencies of the scores. There was a slight difference in the range of the frequent scores.

Table 40

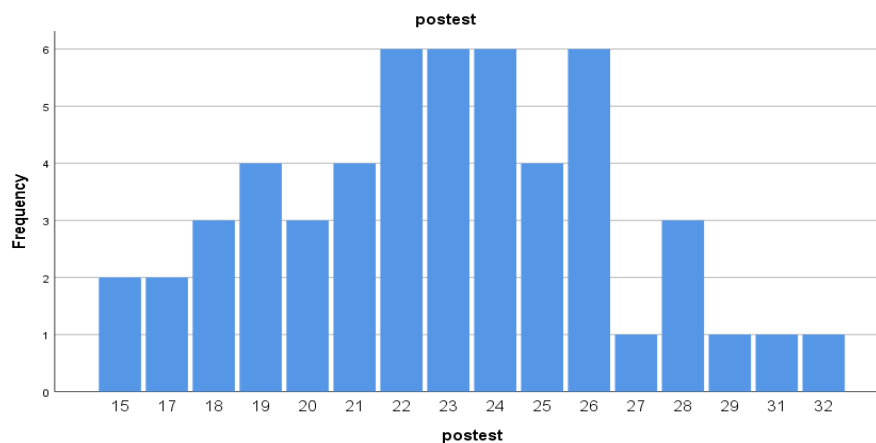
Frequencies and Percentages of Scores of Post-Test

Score	Frequency	Percentage
15	2	3,8
17	2	3,8
18	3	5,7
19	4	7,5
20	3	5,7
21	4	7,5
22	6	11,3
23	6	11,3
24	6	11,3
25	4	7,5

26	6	11,3
27	1	1,9
28	3	5,7
29	1	1,9
31	1	1,9
32	1	1,9

Graph 3

Post-test Scores Frequencies



5.1.2.3.3 Descriptive Statistics of Pre-test and Post-test Scores. This section provided descriptive statistics about the pre-test and post-test scores. Table 41 showed that the minimum score in the pre-test was 11/36, and in the post-test, it was 15/36, which showed a slight improvement. Even the mean in the post-test was higher than the mean of the scores in the pre-test. The difference in the standard deviation showed that scores in the post-test were consistent after the intervention since the standard deviation of post-test scores was less than the standard deviation of pre-test scores.

Table 41*Descriptive Statistics of Pre-test and post-test scores*

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test	53	11	33	1136	21,43	4,102
Post-test	53	15	32	1211	22,85	3,759

Before gaining insights into the difference between pre-test and post-test and understanding the significance of the treatment through hypothesis testing, we aimed to test the normality of performance on the integrated English skills test.

5.1.2.3.4 Normality Testing of Pre-test and Post-test.

Table 42*Normality Tests of the Pre-test and Post-test*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	,115	53	,078	,971	53	,227
Post-test	,071	53	,200*	,987	53	,842

The results illustrated in Table 42 showed that the statistical significance values of both the Kolmogorov-Smirnov and Shapiro-Wilk normality tests of pre-test ($p=0.78$ of Kolmogorov-Smirnov test and $p=0.22$ of Shapiro-Wilk normality test) and post-test ($p=0.20$ of the Kolmogorov-Smirnov and $p=0.84$ Shapiro-Wilk normality test) scores were higher than 0.05. This indicated that the scores were normally distributed, and a parametric test would be used to test the research hypothesis. In our study, we used a paired sample t-test to measure the difference between the means and determine the significance between the two sets of scores, pre-test and post-test scores.

5.1.2.3.5 Paired Sample T-test Results.

Table 43

Paired Sample T-Test Results Between Pre-Test and Post-Test

	Paired Differences			T	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
pretest – post-test	-1,415	3,805	,523	-2,707	52	,009

Results in Table 43 showed a statistically significant difference between the scores of the students in the pre-test and post-test with a t value $t=-2.70$ and a p-value $p=0.009$, which is less than 0.05. Accordingly, the alternative hypothesis was accepted. There was a significance between the pre-test and post-test scores. These findings indicated an improvement in the post-test scores after the treatment of the computerised dynamic assessment of integrated skills.

To gain further insights into the effect of C-DA on different students based on their language proficiency levels according to the results of students on the language proficiency test done before the treatment (EF SET), we compared the pre-test and post-test scores of two different cohorts from the same sample.

We selected seven students with lower achievement levels (students scored A1 and A2) and seven students with higher achievement levels (students scored C1). We compared the results of the two cohorts by examining the standard deviation of the pre-test and post-test scores. Table 44 displayed the results of descriptive statistics of the two different cohorts' pre-test and post-test scores.

Table 44*The Comparison of Lower Achievers and Higher Achievers Scores*

	Number	Minimum	Maximum	Mean	Std. Deviation
Lower achievers' Pre-test scores	7	19	25	22,43	1,813
Lower achievers' post-test scores	7	20	28	23,14	2,734
Higher achievers' Pre-test scores	7	17	33	21,57	5,593
Higher achievers' post-test scores	7	18	32	23,57	4,353

According to the results of the lower achievers, we could observe that the post-test standard deviation is higher than the standard deviation of pre-test scores. This means that there are different improvement levels for the students.

As higher achievers are concerned, it was observed that post-test standard deviation is lower than the standard deviation of the pre-test scores. We could deduce that students' scores in the pre-test and post-test became more similar due to their already advanced level. The decrease in the standard deviation of this cohort reflects the refinement of the student's language abilities to have similar levels of proficiency.

As a result, we found that C-DA affected students differently. Its efficiency appears to impact lower achievers whose results showed consistency and improvement in language proficiency while results of higher achievers showed that C-DA lead to a homogenous level of proficiency.

5.1.3 Data Analysis and Display: Stage Three

5.1.3.1 Post-Questionnaire

Reliability of the Likert Scale of the Post-Questionnaire

To ensure the reliability of the post-questionnaire and the validity of findings about the attitudes of students towards the treatment, we calculated the Cronbach alpha, which is a statistical measure used to assess internal consistency and reliability.

Table 45*The result of Cronbach alpha*

Cronbach's Alpha	N of Items
,779	18

Table 44 shows the Cronbach alpha of the Likert scale with 18 items. The value of Cronbach Alpha was 0.7, which was equal to the accepted value to indicate consistency among items.

Table 45 summarised the percentages of agreement with attitude statements about the integrated skills course and using Moodle and C-DA for assessment. For a more detailed insight into students' views, we analysed the mean and standard deviation of items for each theme.

Table 46*Percentages of Students' Attitudes Towards Treatment*

statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1- I find that reading texts and listening to audio clips very useful to help in writing	32.1%	55.4%	10.7%	1.8%	0
2- I find the chance to alter my answers helpful in understanding the meanings	21.4%	62.5%	14.3%	1.8%	0
3- Moodle is a suitable tool for tracking our work	23.2%	19.6%	23.2%	19.6%	14.3%
4- The IS course helped us to produce accurate summaries	7.1%	51.8%	32.1%	8.9%	0%
5- I prefer to build a solid knowledge of the topic	41%	48.2%	8.9%	1.8%	0%
6- Interaction with the quiz via Moodle was a positive experience	26.8%	25%	30.4%	16.1%	1.8%
7- Moodle for assessment was very beneficial	25%	21.4%	26.8%	14.3%	12.5%
8- I can confidently write a summary for academic purposes	5.4%	57.1%	23.3%	12.5%	1.8%

9- I find that classroom discussions boost my understanding of topics	39.3%	39.3%	19.6%	0%	1.8%
10- Consistent assessment helped me with developing skills in analysing questions	21.4%	50%	26.8%	1.8%	0%
11- Moodle created hindrances against completing tasks	10.7%	33.9%	39.3%	12.5%	3.6%
12- I find myself eager to participate in the writing activities	16.1%	44.6%	32.1%	7.1%	0%
13- I prefer to have a background about a given topic before writing or talking about it	64.3%	25%	7.1%	3.6%	0%
14- Answering the quiz in the computerised dynamic assessment affected the use of language	16.1%	33.9%	28.6%	19.6%	1.8%
15- Making mistakes block me from participating	16.1%	26.8%	23.2%	17.9%	16.1%
16- I Do not find reading texts, listening to audio, and discussing topics necessary in writing	5.4%	10.7%	28.6%	37.5%	17.9%
17- IS course made the learning experience easy	8.9%	46.4%	39.3%	1.8%	3.6%
18- The integration of sources of language and information helped me to develop the skill of sharing ideas, even written or spoken	23.2%	53.6%	17.9%	5.4%	0%

Table 47*Students' Attitudes on the IS Course*

Item number	1	4	5	8	9	12	13	15	16	17	18
Mean	2.08	2.46	1.70	2.51	1.93	2.41	1.54	2.91	3.51	2.57	2.09
Median	2	2	2	2	2	2	1	2	4	2	2
Standard deviation	0.71	0.72	0.68	0.82	0.88	0.83	0.79	1.29	1.06	0.82	0.78
	3	7	6	9	2	7	2	1	0	7	5

Agreeing on the intervals 1=strongly agree, 2=agree, 3=neutral, 4=disagree, 5=strongly disagree), most mean values, as appeared in Table 46, of the items that target the opinions and attitudes of students towards the IS course ranged from $\bar{x}=1.70$ to $\bar{x}=2.91$ which seemed close to the agreement and neutral intervals. The case of item 16, with a mean value of 3.51, was close to the disagreement interval. The statement was in a negative form: 'I Do not find reading texts, listening to audio, and discussing topics necessary in writing'. Accordingly, the attitude of students here about the use of different sources of knowledge

was positive that those sources were useful. Students seemed to have positive attitudes towards the IS course and the integrated skills approach to writing.

Table 48

Students' Attitudes on C-Da and Online Assessment

Item number	2	3	6	7	10	11	14
Mean	1.96	2.91	2.44	2.76	2.16	2.68	2.58
Median	2	1	3	3	2	3	2
Standard deviation	0.644	1.394	1.113	1.321	0.728	0.914	1.076

The mean values of items from Table 47 on information about the attitudes of students' words online assessment and C-DA quiz ranged from $\bar{x}=1.96$ to $\bar{x}=2.91$, which was remarkably related to the agreement and neutrality intervals. The standard deviation values for those items showed a narrow spread of the responses from the mean, which indicated that the majority of students have the same level of agreement, unlike the standard deviation values of the items about the IS course which showed that students had different levels of agreement. Students had positive attitudes towards the use of Moodle for assessment, and C-DA for consistent assessment affected their language use.

5.1.3.1.2 Students' Interview. In this section, we displayed the findings of the students' post-treatment interviews. It helped us gain more insights on the topic researched. Table 48 described the codes used to analyse the transcripts of the students. Four codes were used, IS course, writing barriers, C-DA quiz, and integrated skills. Each code had a set of segments that reflected the opinions of students

Table 49*Codes and Segments of the Students' Interviews*

	Segments	Percentage
IS course	10	35,71
writing barriers	8	28,57
C-DA quiz	6	21,43
integrated skills	4	14,29
TOTALE	28	100,00

Figure 28*Matrix of Codes of Students' Interview*

		doua	ikram	manar	soufiane	zohra
integrated skills		●	●	●		●
writing barriers		●	●	●		●
▼ CDA quiz		●	●	●	●	●
moodle use		●	●		●	●
dynamic assessment acceptance		●	●	●	●	●
IS course		●	●	●	●	●

The matrix of codes in Figure 28 showed that most of students discussed the codes similarly in terms of the segments. Only the participant 'Soufiane' did not answer the questions about integrated skills and writing barriers. The following section summarised the segments selected from the students' responses as generated by MAXQDA.

- **Integrated Skills**

Table 50*Students' Attitudes on the Integrated Skills*

	Integrated Skills
Doua	I like to make a note when the teacher explains that topic, and I make information in the notes, organise them, and give the information that I have
Ikram	I can say that it's a mixture of everything I like listening and also reading and writing. So it depends on the topic and also what I'm feeling at that moment. Like I can be more creative when it comes to reading.
Manar	I prefer to read so I can get information.
Zohra	I prefer to discuss and discover new ideas

Students showed, as illustrated in Table 49, that they integrated skills to gather information and eventually wrote accurate and appropriate compositions. The first student preferred to rely on teacher discussion to gain and organise information, while other students found reading suitable for learning. The last student interviewed stated that discussions and interactions in groups facilitated her idea generation.

- **Writing Barriers**

Table 51*Students' Attitudes on Writing Barriers*

	writing barriers
Doua	I face a problem about the topic and how I organise it, our vocabulary and make sentence correct and the problem of the of the grammar also.
Ikram	I can say that it improved we're facing like always dealing with multiple, like topics and like we get to be creative within so and also will listen to our classmates. So it's giving us ideas to what to avoid or like, correct any, let's say incorrect way of writing.
Manar	I have a problem in spelling mistakes. And this year I, I worked on this problem, also in organizing the ideas and the arguments, I learned how to organise them and how to make essay, how to answer and make thesis statement
Zohra	I learned a new vocabulary, I discovered new writing techniques.

During this academic year, wherein students received the treatment and were trained to use knowledge sources to produce appropriate and accurate writing compositions, the interviewed students reported that their writing improved, especially in terms of ideas generation and writing organization, based on the students' answers from Table 50. Another ameliorated trait was gaining vocabulary. This was due to, according to the second interviewed student, the fact that they dealt with different topics which were discussed in groups affected their skill to ideas formation and organisation.

- **C-DA Quiz**

Table 52

Students' Attitudes on the Use of C-DA Quiz

C-DA quiz	
Doua	I didn't like it, because, as we say, the application of Moodle it doesn't work.
Ikram	We faced an issue because it was hard to answer.
Manar	since it's online, you can work on it and stop and come back to it another time
Soufiane	It was very easy.
Zohra	It was a good experience for me

Table 51 pointed out that students had different views concerning the use of C-DA. Some students found the experience effective, be it a new experience and the fact that it was flexible they had the chance to answer it comfortably. Others expressed dissatisfaction due to technical issues concerned with their Moodle accounts signing in. One of the students referred to the idea of difficulty in answering the task. This issue was related to programming the quiz to accept multiple correct answers with different language structures and vocabulary. Table 52 showed students' views about the Moodle use.

- **C-DA Quiz: Moodle Use**

Table 53*Students' Attitudes to Moodle use*

C-DA quiz: Moodle use	
Doua	I did not like it, because, as we say, the application or the Moodle doesn't work. Moreover, when we go to enter our username and the password, it's really like it is wrong. And when we answered it also appeared the answer that I gave him, it is a very wrong
Ikram	it was more about the technical issues
Soufian	For me, online tasks are good for me.
Zohra	was not okay, and it was difficult, yes. And the problem with the application

- **C-DA Quiz: Dynamic-Assessment Acceptance**

Table 54*Students' Acceptance of Dynamic Assessment*

C-DA Quiz: Dynamic-Assessment Acceptance	
Doua	It gives me some answers that help me, and when I repeat my answer, so it's work.
Ikram	hard to answer
Manar	And it was a good thing to do, actually. since it's online, you can work on it and stop and come back to it another time
Soufian	I have chance to choose and to have another answer. Very nice
Zohra	I didn't like it,

Table 53 demonstrated that students who accepted the online quiz pointed out that it helped them correct their answers and was flexible regarding submission deadlines. Others found it difficult due to their lack of technology knowledge.

- **Is Course**

Table 55*Students' Attitudes towards the use of the IS course*

	IS course
Doua	I like it. Yes, I like the way that it was organised.
Ikram	we had never experienced that before we had me and my classmates, we kind of had difficulties understand how it works. Then after a while, we started to enjoy it it's not like just studying one thing we had multiple texts multiple activities like listening, reading, and participating with a teacher. So, it was a good experience. It is unique.
Manar	it was a new experience this year. We get more information This course was a positive way to learn more, and especially for us in writing expression, more words More ways to answer the questions and use the online and the Internet and phones on something positive and good
Soufiane	I think there are no bad things. It was all good.
Zohra	It was a good experience for me.

Based on Table 54, students showed satisfaction with using the IS course. They found it a new experience. It helped them improve their writing by providing new summarising and paraphrasing techniques. In addition, it enriched their vocabulary through different activities on various topics.

5.2 Discussion and Synthesis of Research Findings

This study sought majorly to understand the effects of implementing computerised dynamic assessment to improve the integrated skills performance of students. After presenting and summarising the quantitative and qualitative data gathered and examined in the present study, this section endeavoured to deliver a discussion of the essential findings

and results by responding to the research questions. Accordingly, we discussed respectively the teachers' beliefs and practices of language assessment, precisely the online mode of assessment, the challenges of teachers and students in language skill-based classroom, the effects of the use of computerised dynamic assessment and the implementation of integrated skills approach to writing on students' performance on integrated skills of English test. Addedly, the last section elaborated on the attitudes of students towards the implementation of the computerised dynamic assessment and the integrated skills course.

Research Question One: What are the Language Assessment Beliefs and Current Practices of EFL Teachers at Biskra University?

The primary aim of this question was to pave the way to understand and explain the setting of language assessment in our context. Accordingly, we aimed to investigate the beliefs and practices of teachers of the English language at the University of Biskra on both language assessment and online language assessment. To answer this question, different data collection methods were used, semi-structured online questionnaires of English language teachers at the University of Biskra and interviews with nine teachers of language skill-based courses.

As data displayed in the analysis section under the part of the pre-treatment stage, it was exposed that teachers tended to use multiple types of assessment. Yet, the most frequent type usually adopted by teachers who answered the questionnaire was the emailed assignments for formative assessment. Furthermore, as far as online language assessment was concerned, teachers cannot confirm its success, yet they believed that online assessment empowers language development and performance. The interviewed reading and writing teachers reported that they use conventional testing methods, unlike teachers of oral

expression, who tended to be creative and applied innovative assessment methods based on students' levels and personalities.

Interestingly, one of the teachers of Oral Expression reported she used Dynamic Assessment with her students. Knowing her students' abilities and possible performance, she gave her students the chance to perform for the achievement test precisely and exclusively when they present their work poorly.

These findings indicated that although teachers possess knowledge of various assessment methods, their practical application of these techniques appeared to be constrained. This limitation may stem from several factors, including the dominance of traditional assessment methods, institutional limitations, or insufficient opportunities for professional development.

Additionally, the results implied that these teachers' beliefs and practices concerning language assessment were likely shaped by the particular language skills they focus on, with certain teachers exhibiting greater adaptability and creativity in their assessment strategies, especially about oral communication. Notably, the research underscored the necessity for robust assessment literacy initiatives aimed at equipping teachers with a more profound comprehension of assessment concepts and methods, thereby enabling them to better align their assessment practices with their teaching objectives and the needs of their students.

Research Question Two: What are the Major Difficulties Faced by EFL Teachers and Students at Biskra University in Language Skills Classrooms?

At this point, we still focused on understanding the critical issues encountered by language skill-based classrooms to adapt our treatment based on the suggestions deduced

from the findings. To address this question, we analysed the findings from the teachers' in-depth interviews and semi-structured questionnaires on writing difficulties.

Notably, most teachers cited students' engagement and low level of interaction as the foremost issues faced in the classroom, attributed to lack of motivation or students' personality traits such as shyness and fear. Another pertinent issue was the overcrowded classes. They created many hindrances for both teachers and students. Teachers could not engage with students individually, and students struggled to receive appropriate feedback. Additionally, teachers mentioned that the classrooms are inadequately equipped, especially for oral communication-based activities.

Concerning writing challenges reported by teachers and students, the latter seemed to have low vocabulary storage, topic knowledge, and issues in generating ideas, which made their writing superficial, as teacher 9 noted it. Another challenge was time constraints. Students believed that writing required a remarkable amount of time to produce correct and appropriate writing.

The difficulties students and teachers encountered in classrooms focused on language skills can be linked to various factors. These included learner-related aspects, such as: motivation, self-confidence, and cognitive capabilities, alongside classroom-related issues like insufficient resources, overcrowded classes, and ineffective teaching methods. To effectively tackle these diverse challenges, it was essential to adopt a comprehensive strategy that considers the needs and viewpoints of both teachers and students.

Research Question Three: to What Extent does the Implementation of Computerised Dynamic Assessment Impact the Achievement of EFL Students at Biskra University in the Integrated Skills Test?

Upon reaching this inquiry, it could be argued that it constituted the fundamental aspect of the investigation. By addressing this research question, the summary of outcomes from the primary and treatment phases and examine their alignment with previous works were discussed. Within this phase, we scrutinised the profiles of the sample to comprehend our students' future aspirations and their perceptions regarding language skill-based courses, specifically in written and oral expression, alongside their proficiency levels. Moreover, we analysed the statistical significance between two sets of scores, pre-test and post-test, to illustrate the effectiveness of the implemented treatment.

Students would strongly pursue further studies, indicating their readiness for additional language skills enhancement. They tended to utilise visual and auditory learning styles, preferring a hybrid learning environment, although they favoured tangible learning materials over online resources. Consequently, the majority of students expressed a preference against online classrooms, with a small group citing flexibility and convenience as the main advantages of online classrooms. Those favouring traditional onsite learning argued that online education is unjust, ineffective, and blocked by numerous technical issues that impede the learning process. The students' proficiency levels in language skills-based courses, as evidenced by their results in the EF-SET test, indicated an intermediate level, signifying their ability as independent language users receptive to further language development.

The disparity between pre-test and post-test means scores and the t-test value demonstrated a statistically significant impact of the treatment on students' performance in the integrated English skills test. The post-test standard deviation revealed inconsistencies in scores, suggesting that the treatment had varying effects on students based on their initial language proficiency levels. Overall, there was evidence of improvement.

The results implied that integrating computerised dynamic assessment into the educational setting had a beneficial and statistically significant effect on students' English skills performance. This showcased that computerised dynamic assessment use during the learning phase could be a valuable instrument for improving students' language abilities and overall academic success. Similar results were reported through different research studies, emphasising the effect of C-DA on grammar acquisition (Karimpour et al., 2024), the efficiency of C-DA in improving writing skills and oral proficiency (Sherkuziyeva et al., 2023), the facilitation of listening development through C-DA (Abdel-Al Ibrahim et al., 2023), and the improvement in reading comprehension scores (Hidri & Pileh Roud, 2020).

Furthermore, a comparison between the scores of higher achievers and lower achievers in the pre-test and post-test showed that Computerised dynamic assessment positively affected students with low language proficiency levels and improved their language development differently while students with high language proficiency levels showed moderate responses that their language development reached a similar level. This finding aligns with the results reported by Pishghadam et al., (2011) who emphasised the role of C-DA and pre-constructed hints in promoting language comprehension for lower achievers more than higher achievers.

Research Question Four: What are the Attitudes of EFL Students at Biskra University towards the Implementation of Computerised Dynamic Assessment?

The concluding section of this discussion focused on analysing students' attitudes towards the treatment, utilising data gathered from a Likert scale and students' interviews. The findings indicated that students exhibited notably positive attitudes toward using computerised dynamic assessment and integrated skills course.

Regarding the use of C-DA, students noted that this approach influenced their language proficiency, and they reported a significantly positive experience with the Moodle platform for assessment. Although some participants encountered technical difficulties related to their technological literacy, a majority found C-DA to be an effective tool. This finding aligns with the results reported by Hidri and Pileh Roud (2020) and Karimpour et al., (2024), who stressed the influence of technology integration and its supportive atmosphere on language development.

Students also recognised their language use development due to C-DA and the IS course which reflected its effectiveness in enhancing their ability to generate ideas, organising their writing, and enriching their vocabulary. This outcome supports the conclusions drawn by Pohener (2005) who raised attention to the effect of dynamic assessment on overcoming linguistic problems.

Accordingly, examining student perspectives sheds light on the possible advantages of integrating computerised dynamic assessment and integrated skills methodologies into writing education. The results indicated that students were positively engaged with these progressive teaching techniques, which could enhance their writing abilities. This implies that students might have felt stress-free and curious about C-DA similar to what was found by Abdel-Al Ibrahim et al., (2023) who emphasised that C-DA increased motivation and decreased anxiety.

Conclusion

This chapter presented the results and findings derived from various data collection methods, offering a comprehensive analysis of data. In addition, we interpreted and discussed these findings concerning the research questions set at the beginning of this study. This exploration not only elucidated the significance of the results but also set the stage for

the final section, where we outlined the implications of the findings and proposed suggestions for future academic research practices. By considering these implications, we aimed to contribute to the broader discourse in the area of language assessment and inspire further inquiries that build upon our work.

Chapter Six: Implications and Pedagogical Recommendations, Limitations and Suggestions for Future Research

Introduction

This last chapter of the present thesis aims to recap the implications of the findings for various stakeholders, including teachers and researchers. By synthesising the key insights derived from our analysis, we seek to highlight how these findings can inform teaching practices to enhance educational outcomes. Additionally, this chapter elucidates the limitations encountered during the study. Recognising these limitations strengthens the validity of the conclusions and paves the way for recommendations for future research. This chapter serves as a link between our findings and their practical applications.

6.1 Pedagogical Implications of the Findings

This section highlights the implications of the current research findings by providing insights into the study's impact on theoretical frameworks and pedagogical consequences for Algerian EFL teachers operating in similar contexts.

EFL teachers are encouraged to adopt the principles of computerised dynamic assessment for various reasons. As the findings support its implementation, C-DA fosters a low-stress environment for assessment and learning, allowing teachers to utilise it as an instructional resource that monitors student progress and a reliable alternative assessment method. Its efficiency in improving the language development of lower achievers is seen to support their understanding of future potentials; eventually, taking responsibility towards their learning.

The application of C-DA has influenced students' language usage by exposing them to various instructions, topics, and challenging activities. This exposure likely enhances language learners' oral and written communication skills. Furthermore, EFL teachers in

Algeria can use C-DA to cultivate a positive learning atmosphere by enabling their students to learn from their mistakes and make the necessary adjustments to improve their performances. These teachers should recognise the impact of C-DA on language development and strive to incorporate it into their skill-based courses, particularly in reading, listening, and writing.

Shreds of evidence from the present investigation suggest that teachers can use the integrated skills approach to writing to enhance students' vocabulary and idea generation. It can also offer valuable resources that assist learners with weaker writing skills building confidence and establishing a solid foundation for their writing endeavours. Ultimately, this approach has further positive implications for their overall language development.

The positive influence of technology-based assessment via Moodle on students' performance suggests that considering this user-friendly platform is advisable. Nevertheless, the technical challenges encountered by students can be addressed through direct training sessions facilitated by either teachers or university stakeholders, such as pedagogical support units. Moodle proved to be a dependable resource for teaching and assessment purposes. Familiarity with the Moodle platform is essential to achieve better educational outcomes as educational technology increasingly becomes the dominant mode of academic engagement.

Moreover, in light of the findings on the use of educational and assessment technology and the attitudes of teachers and students towards certain online educational platforms, it is crucial for stakeholders to arrange annual training to enable the concerned people to become skilful enough in using these platforms. These trainings, designed for both teachers and students, should be practical and specific, enhancing their knowledge of teaching, assessing, and learning online.

6.2 Limitations of the Research Study

It is important to acknowledge the limitations and challenges encountered by the researcher during this research study. This section not only provides a transparent view of the research process but also identifies opportunities for future research and reproducibility. Various factors, including time constraints, financial support, research design, data collection methods, and students' attitudes, were found to impact the quality of the research process.

The development of computerised dynamic assessment as software exclusively designed for the study needed more time to find a reliable software developer who would take even more time before developing the software. This procedure slowed the fieldwork implementation and data collection as well.

In the same vein, the development of software for our study that will help us to produce valuable results about the potential learning evidence of the students requires a budget that is out of the researcher's available funds. External grant was sought, yet the process of securing financial aid was not successful. For example, we applied in 2022 for the 2023 TOEFL Small Grants for Doctoral Research in Second or Foreign Language Assessment which was refused (See Appendix R).

Under the pressure of time constraints and a lack of financial support, we had been urged to implement Moodle and adjust the assessment principle of the C-DA. This means that we have not taken into consideration the scores due to their lack of precision. Accordingly, one of the traits of the dynamic assessment, learning potential scores, as detailed in the literature review, was overlooked.

The last factor that affected the research procedure was the students' attitudes at the beginning of the treatment. Students showed reluctance due to the various tasks they

recruited to complete. This affected the smooth running of the treatment, which took longer than planned. Interestingly, after several sessions at the beginning of the course, students appeared to accept the course and the tasks.

6.3 Recommendations

For Stakeholders,

Under the circumstances of ensuring the promising effects of sound and suitable assessment, policymakers are called to design policies to support the implementation of a balanced alignment of assessment methods and instructions. Moreover, educational institutions and test developers are invited to invest in materials that facilitate online assessment and support both teachers and students. To maintain the efficiency of these resources, training programs for developing language assessment knowledge and skills should be organised by administrators.

For Teachers,

Teachers of the English language are encouraged to implement the strategies of dynamic assessment to highlight their students' growth, more importantly, they need to develop appropriate mediation methods appropriate for students' levels. Furthermore, a student-centred assessment approach is advised to be adopted by teachers to address engagement issues and language development.

For Students,

Students are invited to take an active role in learning through self-assessment since it provides a wide range of details for appropriate future performance. It helps them understand their weaknesses and strengths. Students can achieve advanced language

performance once they utilise feedback and self-reflection. The latter guides language users to plan for improvement.

For Future Research,

Discussing the limitations of the present study raises attention to the ways it can be better replicated and suggests future research related to the same field considered. As for the replication of the present study, which is highly invited, future researchers are advised to revisit this investigation by ameliorating the C-DA procedures, focusing on generating students' learning potential scores.

The researchers could also conduct more focused studies, such as exploring the effect of implementing C-DA on single skill-based courses, like reading or listening, in the same context as Algerian EFL students with different populations and sample sizes. This kind of investigation could be conducted under the framework of washback studies that tend to collect information about the effectiveness of an assessment method based on the attitudes of students and teachers. Such research would bring valuable information about the usefulness of C-DA in teaching and assessing English as a foreign language.

Further, the present work highlighted the instructional traits of computerised dynamic assessment. Future works are invited to explore the assessment traits of this tool by providing well-designed tools that generate different performance scores which highlight clear insights about the learning and teaching processes.

Conclusion

The implications for stakeholders were highlighted to expand the opportunities for assessment knowledge and for teachers to use alternative assessment methods that bring instructions and assessment together. For ethical matters and to maintain the credibility of the present study, we considered the present study's major limitations that

helped create a set of propositions for the replication of the study or research in the same field of interest.

General Conclusion

The initial paramount aim of the present study is to highlight the effect of implementing technology-based dynamic assessment to foster learners' language skills development. To accomplish this, the present study implemented a computerised dynamic assessment tool that aligns instruction and assessment through pre-constructed mediation to promote the students' achievement in integrated skills development.

Before targeting the effect of C-DA, this investigation started with a pilot study that aimed to understand the background of the main study context and methods of implementing language assessment. The results of the preliminary enquiry gained insights into EFL teachers' knowledge, beliefs, and practices about language assessment. This exploration paved the way to comprehend the tendencies associated with the use of different modes, methods, and types of language assessment, while also allowing us to speculate on the attitudes towards language assessment.

Findings revealed that teachers used different language skill-based assessment types. The creativity observed in assessing language performances appeared to be dependent on various factors, such as the attitudes of students and the language skills taught. Interestingly, only one teacher reported that she implemented a learning-oriented assessment approach, through which students were provided with opportunities to improve their communication performance. This finding suggested that formative assessment and dynamic assessment practices should be emphasised to foster learners' language performance development.

Another key finding highlighted that while teachers implemented online assessment, they often faced struggles to meet the desired effects of this mode of assessment. Despite these challenges, teachers believed online language assessment could empower

language development and use. Accordingly, this indicated that both teachers and students need to enhance their understanding of language assessment knowledge. The latter needed to receive attention from stakeholders who could maintain comprehensive training to guarantee the effectiveness of assessment methods. Further, a user-friendly platform that boosts formative dynamic assessment needs investments.

Under the same stage of exploring the background of our main investigation, the study considered examining various challenging situations that impede teachers and students from developing language skills to be mandatory. Interviewed teachers reported that the prominent challenges evolve in language skill-based courses from the issues that students face. Most highlighted challenges referred to the low engagement of students, time constraints, and vocabulary knowledge. Moreover, writing-related issues that teachers and students reported are generating ideas, topic knowledge and grammatical correctness. Other challenges cited by the teachers are the overcrowded classrooms that, in turn, affected the teacher's valuable feedback for students and tracking language development of students.

The concept of dynamic assessment provides a positive learning environment through assessment, aiming to create a good atmosphere for learning rather than merely evaluating. Consequently, dynamic assessment appeared as a promising assessment method for the investigated context. C-DA is viewed to be appropriate for solving some of the difficulties designated in the pilot study such as overcrowded classrooms since it helps to run numerous users at the same time and it provides mediation for students to correct their answers.

The second stage of the study focused on the use of computerised dynamic assessment. The latter appeared in the literature to be effective when implemented with one skill-based development programme. However, our research contribution to the field

demonstrated through displaying the effectiveness of computerised dynamic assessment when applied to multiple language skills.

The statistical analysis conducted on the scores of students in the pre-treatment and post-treatment tests revealed an improvement by analysing the difference between the two sets of scores through a paired-sample T-test. The latter displayed a statistical significance between the two sets of scores. This showcased that the treatment positively affected the performance of students. Addedly, the low value of the standard deviation of post-test scores indicated that the scores were not consistent, meaning that the scores of most students clustered around the mean, which showed that the sample was homogeneous and the treatment was effective.

Furthermore, a comparison between two cohorts from the same group was included to gain detailed insights into the effect of C-DA on different students based on their language proficiency level. The cohorts were selected as lower achievers and higher achievers. We compared the standard deviation of the pre-test and post-test scores of the two cohorts and results showed that C-DA impacted lower achievers more than higher achievers in developing language skills.

In the last phase of the study, we sought additional evidence about the implementation of computerised dynamic assessment and the integrated skills approach to writing through students' attitudes. Those attitudes were collected via a Likert scale questionnaire and an interview for detailed information. The results showed a strong positive response from students towards the implementation of an integrated skills approach to writing. Further, students highlighted that Moodle was moderately suitable for language assessment, while the C-DA affected their use of language in a motivating and stress-free atmosphere.

In conclusion, this study encouraged the enhancement of teaching, learning, and assessment outcomes. It highlighted the integration of technology with language assessment tools that align with language instruction and development for efficient results. The investigation not only contributed to the body of knowledge in language assessment but also raised questions for future research that aimed to ameliorate assessment methodologies, improve student engagement and success in language learning, and boost the role of the teacher.

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Appendices

Appendix A

Informed consent letters

Consent Letter

Project Title

The Implementation of Computerised dynamic Assessment in English as a Foreign Language Classroom to Promote Learners' Integrated Skills: The Case of Third Year Students of English at Biskra University.

Researcher: Miss. Omayma SAIHI

Supervisor: Prof. Ahmed Chaouki HOADJLI

Objective: The use of an ICT room to teach L3 students

Date: 13/02/2023

Dear head of the English language department,

I am conducting a research study examining the effect of implementing computerised dynamic assessment on using an integrated skills approach in English language classrooms. This study is planned to take place at the University of Biskra, at the level of the English language department, with third-year students.

My study requires me to teach and test one group of third-year students over this semester, two sessions per week. The course I am seeking to teach will take three months. I will be using technology-based courses and tests, which require the use of the ICT room at the faculty. I seek your consent to conduct the study and use the ICT room, ensuring that the privacy and anonymity of the students and results collected during the study will be treated confidentially.

The attached consent form explains the study procedures. Please refer to the researcher contact information section to ask about further details and questions you may have before you sign the form.

Your help will be highly appreciated and recognised.

Yours sincerely,

Researcher Contact Information

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Consent Form

This consent form is necessary to ensure that you understand the study procedures and consent to the use of the ICT room in our faculty. Would you therefore, after reading the accompanying **information page “consent letter,”** and then sign this form to certify that you approve:

- The researcher could carry out the study during this semester
- The researcher could organise and post additional sessions on the department's official website
- The researcher can access ICT rooms at the faculty based on pre-planned session

Researcher	Supervisor	Head of the department
Researcher	Supervisor	Head of the department

Consent Letter**Project title:**

The Implementation of Computerised dynamic Assessment in English as a Foreign Language Classroom to Promote Learners' Integrated Skills: The Case of Third Year Students of English at Biskra University.

Researcher: Omayma SAIHI

Objective: Interview for Research Purposes

We hereby write to invite you to take part in our present study. The interview questions will be about your teaching career, perceptions about the approaches, and the major challenges that face EFL higher education classrooms.

We need your consent to participate in an interview, the time and date of which will be directly planned, according to your schedule, after the consent form is signed.

The attached Consent Form explains your role and rights to participation. Please do not hesitate to refer to the researcher's contact information section to ask about further details and questions you may have before you sign the form.

Your help will be highly appreciated and recognised

Yours sincerely,

Researcher Contact Information:

Omayma SAIHI

University of Biskra

English language and literature department

Omayma.saihi@univ-biskra.dz

+213696365996

Consent Form

This consent form is necessary to ensure that you understand the purpose of your involvement and agree to the conditions of your participation. Would you therefore, after reading the accompanying **information page “consent letter”**, sign this form to certify that you approve the following:

- The interview is online, and it will take about 40 minutes
- The interview will be recorded, and a transcript will be produced
- The researcher will keep the actual recording of the interview until the end of the study
- The transcription and access to the interview will be limited to the researcher only
- The participation is voluntary; withdrawal from the interview is possible at any time
- No expectation of receiving any benefit or payment from the participation
- The participation and personal information will be held confidentially
- The words/answers provided during the interview can be quoted (please tick the statements you agree with)

☐ I wish to review the transcripts about my participation

☐ I agree to be quoted directly.

☐ I agree to be quoted directly if my name is not published

☐ I agree that the researcher may publish documents that contain quotations by me

- Any variation of the conditions above will only occur with your further explicit approval

- I have carefully read and fully understood the points and statements of this form. All my questions were answered to my satisfaction, and I voluntarily agree to participate in this study.
- I obtained a copy of this consent form co-signed by the interviewer

Participant

Researcher/interviewer: omayma

Saihi

Signature

Signature

A handwritten signature in black ink, appearing to read 'Saihi', with a horizontal line underneath it.

Consent Letter**Project Title**

The Implementation of Computerised dynamic Assessment in English as a Foreign Language Classroom to Promote Learners' Integrated Skills: The Case of Third Year Students of English at Biskra University.

Researcher: Miss. Omayma SAIHI

Supervisor: Prof. Ahmed Chaouki HOADJLI

Objective: the participation in a research study

Date:13/02/2023

Dear student,

I am carrying out a research study that examines the effect of the implementation of computerised dynamic assessment on using integrated skills approach in English language classrooms. This study is planned to take place at the University of Biskra at the level of the English language department with 3rd year LMD students at the session of oral expression.

My study requires to teach and test third year students over three months, two oral expression sessions per week. The designed course will focus on practicing integrated skills activities along with continuous technology based-assessment. For this reason, I seek your consent to be a volunteer participant in the study, accepting your data and results in tests to be used in research, ensuring you that the privacy and anonymity of your information and results collected during the study will be treated confidentially.

The attached Consent Form and scheme of work found in (https://drive.google.com/drive/folders/1wYQ_aoVg6W_mT3J18O1J4fnmbPp2D7?usp=share_link) explain the procedures of the study. Please refer to the researcher contact information section to ask about further details and questions you may have before you sign the form. You can also refer to the head of the department [Mr. Tayeb BOUHITEM, englishdivision07@gmail.com] and my supervisor [Prf. A. C. HOADJLI, chaouki.hoadjli@gmail.com] for further information about the legislating of the study.

Your help will be highly appreciated and recognized

Yours sincerely,

Researcher Contact Information

Omayma SAIHI, University of Biskra

English language and literature department

Omayma.saihi@univ-biskra.dz

+213696365996

Consent Form

This consent form is necessary to ensure that you understand the procedures of the study and consent to use your results. Would you therefore after reading the accompanying **information page “consent letter”** and the scheme of the work, sign this form to certify that you approve:

- Participating voluntarily in the study, accepting to use results and data in the study, withdrawing personal information and tests' results at any stage of the study

- Some sessions will be recorded and pictures will be taken as a proof to the study to be used for research purposes
- Students' results, information, words, and picture will remain confidential and limited to the access of the researcher only
- Committed participants will receive two certificates, the first one will be received after sitting for EF SET and the second one will be received from the ISILC laboratory (signed by the head of the department, Mr. BOUHITEM Tayeb, and laboratory president, Prf. MEHIRI Ramdane)
- Committed participants will receive gifts for their course accomplishment
- Any variation of the conditions above will only occur with further explicit approval

- I have carefully read and fully understood the points and statements of this form. All my questions were answered to my satisfaction, and I voluntarily agree to participate in this study.

Participant
Saihi

Signature

Researcher/interviewer: omayma

Signature

Appendix B
Integrated Skills Course

The “IS” Course

Integrated
Skills Course

Driving Growth towards
successful communication

University of Biskra
Department of English Language

Course Syllabus

Components of the syllabus:

- Information about the Course
 - Abstract
 - Learning Objectives
 - Expected Learning Outcomes
 - Course Content topics
 - Examination Regulation / Assessment Grading
 - Scheme of Work
-

1- Information about the Course

Course Name: Integrated Skills course (IS-course)

Course Type: Non-degree

Level: Third year LMD students

Award: Certificate of appreciation

Duration: 1 hour and 30 minutes per week

Mode of Study: Hybrid

Teaching and Evaluation Language: English

2- Abstract

The IS course is designed for L3 students at the department of English language aspiring to excel their knowledge and competence of using language confidently. Each lesson focuses on communicative ability. The integration of skills approach will be of great benefit to develop skills simultaneously as in real life. Completing the course enables learners to boost their English language competences and skills up to the next level, touching upon various life spheres and topics. It employs exclusively authentic materials like articles, essays, podcasts, and videos. This course builds up a students' image as a thriving personality able to successfully communicate in diverse environment.

3- Learning objectives

- The course aims to
 - Interest and inform students about a wide range of topics
 - Provide tasks with a thorough practice of four skills
 - Complex development of skills for general communication
 - Improvement of students' command of English language for intercultural and interpersonal communication
 - Enhancement of receptive and productive skills
 - Expansion of vocabulary
 - Expansion of grammar structure in use
-

4- Expected Learning Outcomes

By the end of the course students should have:

- Improved ability to understand native speakers
 - Increase vocabulary and knowledge of common phrases
 - Refind their ability to use grammar accurately
 - Improved accuracy and fluency of pronunciation
 - Expanded their general knowledge of world issues
 - Develop the understanding of articles, reports, specialized texts concerned with contemporary problems
 - Develop skills of using basic reading techniques (skimming and scanning, predicting, understanding main ideas and details)
 - Develop understanding of dialogues
 - Develop skills of listening
 - Develop writing skills
 - Participate in dialogues
 - Produce monologues and presentations
(informative/descriptive/argumentative/persuasive)
-

5- Course Content topics

Environmental Issues

Water Saving

Nutrition; food production and health

Education: language learning and home education

6- Examination Regulation / Assessment Grading

- This course maintains a variety of tests:

1- Diagnostic proficiency test: EF SET

2- Continuous computerised dynamic assessment

3- Achievement test

4- Proficiency test: EF SET

7- Scheme of Work

Session	Session focus	Tasks	Resources	Learning outcomes
1	Informative session about the course aims and scheme of work	• Present the course aims and procedures of the enrichment program • Train them to use Moodle for assessment • “Evaluation via Moodle” training.	• Sample of scheme of work • Consent letter to students for participation • Learners’ profiles	• Highlighting the main subjects to study • Informing about the course regularities
2	Placement exam (online)	• Taking a placement exam of 50 minutes • Providing learners’	• EF SET (online exam) • Online questionnaire	• Highlighting students’ level to place them as low or high achievers • Eliciting learners’ perceptions about

		questionnaire of online assessment integration with instruction and learning		experiencing online assessment as companion to learning and teaching
3	Pre-test (Integrated skills exam)	Taking an exam of 60 minutes	Adapted version of ISE III (CEFR C1) designed by Trinity College London	Eliciting students' achievement in C1 exam
4	Unit 01: - Environmental issues Language focus: Active reading	- Activity one: Engaging in classroom discussion about environment preservation, and answering questions of the unit - Activity two: language skill: active reading	Active reading handout	- Activating background knowledge about environment related topics - Highlighting students' communicative skills - Reviewing students' reading skills - Making speculations and giving advice - Using range of vocabulary

				Negotiating meaning
5	Practice	- Activity three: Listening comprehension activity - Activity four: Reading comprehension activity	- Handout - Worksheet - Audio	- Practising reading for gist - Reading for details - Integrating sources of knowledge and skills
6	Computerised dynamic assessment (online)	Activity five: Three tasks to be taken via Moodle and ieltsing.com for writing check and evaluation	- Moodle accounts - ieltsing.com - Word document sheet - Worksheet	Practising integrated tasks
7	Unit 02: - Water saving Language focus: listening skills	- Activity one: Classroom discussion and answering questions of the unit - Activity two: language skill: active listening	Active listening handout	- Reviewing students' listening skills - Making speculations and giving advice - Using range of vocabulary - Negotiating meaning

8	Practice	• Activity three: Listening comprehension activity • Activity four: Reading comprehension activity	• Handout • Worksheet • Audio	• Practising listening for gist • Listening for details • Integrating sources of knowledge and skills
9	Computerised dynamic assessment	• Activity five: Three tasks to be taken via Moodle and ieltsing.com for writing check and evaluation	• Moodle accounts • ieltsing.com • Word document sheet • worksheet	• Practicing integrated tasks
10	Unit 03: - Nutrition; food production and health Language focus: writing requirements	• Activity one: - Classroom discussion - Pair-work: answering the unit general questions • Activity two: Revising the principals of good writing	• Handout	• Reviewing the major elements for a good writing • Highlighting the importance of writing in academic setting
11	Practice	• Activity three: Listening and reading	• Handout • Worksheet • Eiltsing.com	

		comprehension activity		
		Activity four: writing activity		
12	Computerised dynamic assessment			
13	Unit 04: - Education: language learning and home education Language focus: 1-Writing summaries 2-Identification and production of facts and opinions	- Activity one: - Classroom discussion about the future of education - Group work: answering unit main questions - Activity two: article analysis - Activity three: language focus	Facts vs opinions handout and worksheet	- Highlighting the use of summaries for academic and communicative purposes - Raising awareness about the difference between facts and opinions and their use in academic communicative writing - Encouraging students to produce facts and opinions about the discussed topics

14	Computerised dynamic assessment			
15	Placement test		EF SET (online exam)	
16	- Post-test - Post-enrichment questionnaire	Taking an exam of 60 minutes	Adapted version of ISE III (CEFR C1) designed by Trinity College London	Eliciting students' achievement in C1 exam
17	Certificates submission			

Unit 01



Environmental Issues: Pollution, Recycling, and Sustainability

*«The greatest threat to our planet is
the belief that someone else will save it»*

Robert Swan

Objective

- This unit introduces thorny topics that issue concerns around the environment sustainability. Discussing such worldwide matter, it draws attention towards the major active reading skills which in turn will provide new paths to analyse sources of knowledge and pave the ways towards the communicating problems and solution.

Aims

- Reviewing reading and reflective skills
- Interacting with reading and listening materials
- Eliciting the use of informative language
- Communicating problems and solutions

Outline

- Activity one: Discussing unit quote and questions
- Activity two: Analyzing a video clip
- Activity three: Reviewing active reading skill
- Activity four: Analyzing a reading text: pollution and recycling
- Activity five: Computerised dynamic assessment via Moodle

Activity one: classroom discussion

Discuss with your classmates the following questions:

- 1- Do we contribute to the preservation of our environment?

.....
.....

- 2- What are the practices to do so?

.....
.....

- 3- What are the major issues that threaten the environment?

.....
.....

- 4- Do you agree with Robert Swan?

.....
.....

Activity two: video analysis

Watch the following video about “environmental awareness campaign”,

<https://www.youtube.com/watch?v=W5bh1JFo43U>

Follow the form of Note-Taking worksheet (see last page) discuss the following questions:

- For what purpose are the campaigns organised?
- To what extent do you agree with the video’s aim?
- Do we contribute to the threatening or the preservation of the environment?

Activity three: Active Reading Strategies

This activity aims at reviewing and calling students' attention to the major steps of active reading that improve the engagement of the reader with the text effectively pre-, while, and post-reading (before, during, and after reading). Reading a passage actively helps in building critical view about the discussed topic and the related linguistic knowledge which in turn pave the way towards progress and gain confidence while reading and writing.

Major steps one can follow for a successful active reading can be summarized as follows:

- Examine the purpose of the assignment
- Adjust reading speed and process based on the text type, assignment, and context
- Preview the text before actual detailed reading
- Read with questions in mind
- Annotate while reading
- Dedicate time to reflect upon the reading passage

In this course we will focus on two steps in each of the processes of reading (check the table)

- **Stage 1: Pre-reading**

In this stage, you, as a reader, should be prepared to not only passively read the text but also to read with assumptions and questions in mind to prepare a fine-grained platform about the topic and the writer position and arguments. In this stage, students could use different sub-skills that will help them to get well prepared to read the text communicatively. In this lesson, we will focus on reviewing two reading sub-skills.

Step 1: Sub-skill 1: **Previewing**

Familiarize yourself with text contents before reading, activate knowledge background (try to find out the topic either from the reading assignment or from reading titles, bolded words, and /or introductions and conclusions)

Sub-skill 2: **Questioning**

Ask questions about examining the purpose, expectations, and attitudes (how, when, where, why, who, what). These questions help in drawing thoughts' guides for the readers so in the coming stage of reading the questions will be answered.

- **Stage 2: During-reading**

This stage reaches a complicated stage of text processing. This stage requires the reader to communicate with the writer through following the arguments and background information of the topic. Two sub-skills will be revisited for this stage.

Sub-skill 1: **Annotating**

Get engaged with the reading text with taking notes (you can choose any way of note-taking like sentence method, mind-mapping, or outlining). Taking notes from a text will increase information retention and comprehension.

Sub-skill 2: **Inferencing**

Concentrating on the implied meaning of new words, expressions and ideas in the text from different context-clues (examples, experience, and adjacement). Moreover, while reading, focusing attention on specific word choice will help in figuring out the writers' attitude.

- **Stage 3: Post-reading**

Finishing reading a text is the not the end of an active reader practice. Post-reading elaboration and answering pre-reading questions, making the necessary

comparisons between the prior-assumptions and the texts' argument. The sub-skills are:

Sub-skill 1: **Paraphrasing**

It is a reproduction of the reading text maintaining similar ideas, the style of the text, and length. It can help you prevent overuse of direct quotations and it can be more concise than quoting. Paraphrasing can help you think about and understand the text that you are paraphrasing. When you rephrase another person's idea, it forces you to think about what that person is really saying.

Sub-skill 2: **Summarizing**

It is focusing on producing a concise short overview of only the main ideas of the text, using the reader style. It teaches students how to take a large selection of text and reduce it to the main points for more concise understanding. Upon reading a passage, summarizing helps students learn to determine essential ideas and consolidate important details that support them.

Activity four: reading comprehension practice

Read the following text using the discussed procedures

Pollution and Recycling

The sustainability of global economies and the survival of all living species primarily depends on how clean their surrounding environments are. Clean ecosystems ensure that all living organisms thrive well within their ecosystems, something rare in present times due to increased environmental pollution and degradation.

When comparing the past and present world, it is not wrong for one to argue that there are likelihoods of extinction of all living species if pollution continues with the present rate. This is because considering the rate at which human practices are destroying the environment, soon or later, there may be nothing that can sustain life, which may eventually lead to extinction. Although nature has tried to replace destroyed habitats and decomposes pollutants, the rate of disposal and environmental destruction outweighs its efforts.

The un-decomposability of some wastes and their destructive nature compounds this, hence making environmental preservation harder. This is because these un-decomposable wastes remain embedded in the environment leading to dire harm to the peaceful balance in world ecosystems.

One funny thing that has always amazed individuals fighting to preserve the environment is that, although human beings have experienced calamities resulting from environmental pollution, they still propagate the practice. This has greatly jeopardized protection efforts, hence resulted in many calamities that have caused immense destruction of property and lives.

It is possible humans may blame nature for its the inability to decompose wastes; assuming that is its main function. However, one fundamental question that all individuals should ask themselves is; environmental protection is whose duty? After a critical examination of this question, again all individuals should ask themselves this; what is the mere contribution to environmental pollution? Also, which efforts have they put in place to control the practice? Although technologically one may lack an advanced mechanism of curbing pollution, there is a simple methodology that all can embrace; Recycling.

Reading comprehension tasks**Task one:**

- 1- What blocks the sustaining life in a society?

.....

.....

.....

- 2- Mention the results of the de-composability of wastes

.....

.....

- 3- What does the author of the text suggest as the first source of pollution?

.....

.....

- 4- What do environmentalists find funny?

.....

.....

- 5- Suggest answers to the questions in the last paragraph

.....

.....

Task two:

- 1- Summarize the main ideas of the text in 7 lines, showing your vision to recycling and how it could save the environment?

Activity five: C-DA via Moodle

This task will be held online via Moodle

Water Stress

«Water is a



el master»

C.G.D. Roberts, "Adrift in America", 1891

Water Stress: Scarcity Threats

Top threats to global food security in the next 20 years

* Increased water demand	* Political instability and migration
* Drought and heat waves in Sub-Saharan Africa	* Pest and disease outbreaks
* Collapse of ecosystem services	* Monsoon and meltwater disruption in Asia
* Marine heat waves	* Price shocks and volatility
* Income inequality	* Low agricultural diversity

ster»

Objective

- In this course, the second unit, following the previous one's environmental topic, introduces another crucial issue of water crisis in the world. Discussing such worldwide matter, this unit, in the activity of language development, reviews the major active listening skills which will help language learners to create new visions towards analyzing sources of knowledge and pave the ways towards communicating problems and solution.

Aims

- Reviewing active listening skills
- Interacting with reading and listening materials
- Eliciting the use of informative language
- Communicating problems and solutions

Outline

- Activity one: Discussing unit quote and questions
- Activity two: Analyzing an article
- Activity three: Reviewing active listening skills
- Activity four: Analyzing an audio clip
- Activity Five: Computerised dynamic assessment via Moodle

Activity one: classroom discussion

Discuss with your classmates the following questions:

- 1- Rethink the role of water and provide valid examples or related quotes you remember from our culture

.....

.....

- 2- Read the quote by Roberts, how can water be a servant and a master?

.....

.....

- 3- How to avoid cruelty of water when becoming a master?

.....

.....

- 4- Imagine that we currently have a water crisis, describe the results of such problem on your life.

.....

.....

.....

.....

Activity two: Analyzing an article

Read the following web-article and answer the follow-up questions

Water scarcity

Addressing the growing lack of available water to meet children's needs.

Even in countries with adequate water resources, water scarcity is not uncommon. Although this may be due to a number of factors — collapsed infrastructure and distribution systems, contamination, conflict, or poor management of water resources — it is clear that climate change, as well as human factors, are increasingly denying children their right to safe water and sanitation.

Water scarcity limits access to safe water for drinking and for practising basic hygiene at home, in schools and in health-care facilities. When water is scarce, sewage systems can fail and the threat of contracting diseases like cholera surges. Scarce water also becomes more expensive.

Water scarcity takes a greater toll on women and children because they are often the ones responsible for collecting it. When water is further away, it requires more time to collect, which often means less time at school. Particularly for girls, a shortage of water in schools impacts student enrolment, attendance and performance. Carrying water long distances is also an enormous physical burden and can expose children to safety risks and exploitation.

Questions (follow the Note-Taking worksheet)

- 1- Draw a table showing causes and results of the crisis
- 2- Discuss in groups possible strategies to avoid this crisis

Activity three: Active Listening Strategies

Active listening results in gaining the skills to make a successful conversation. It helps to draw meaningful information during conversation either written or spoken. The basic aim of active listening is to understand the speakers' attitude and perspective in order to build knowledge and/ respond accurately and appropriately to the assignment.

General steps to take for a successful active listening

- Ask open-ended questions
- Remain focused attention towards the main topic discussed in the audio/video
- Try to link the audio's main topic and detailed information and your assignment purpose
- Be attentive to ideas and problem-solving opportunities
- Listen for both attitudes and content

For this course we will focus on two steps in each of the processes of active listening

Stage 1: Pre-listening**Sub-skill 1: Motivation**

Try to rise curiosity and suggestions about the topic

Sub-skill 2: Contextualization

Understanding the difference between the context

Stage 2: During- listening**Sub-skill 1: Focused attention**

The details used to explain the topic and focus on body language in case of video and the use of intonation to understand the attitude of the speaker as non-verbal cues

Sub-skill 2: Questioning

Asking questions, seeking clarification, while listening will help in monitoring the attention and the comprehension, the listener will not be passive

Stage 3: Post-listening

Sub-skill 1: Reaction

Focusing on the language used to express different ideas and different attitudes
referring to previous knowledge

Sub-skill 2: Summarizing

Focusing on producing a concise overview of the main ideas in the audio/video

Activity Four: Analyzing an audio clip (assignment to be submitted due)

Watch the episode produced by Netflix about “World’s Water Crisis” on

<https://www.youtube.com/watch?v=C65iqOSCZOY>.

Provide a summary of the remarkable points in the episode.

Activity Five: Computerised dynamic assessment via Moodle

Nutrition and Food

«To be interested in



arly absurd»

Nutrition and Food Production

«To be in

1- Do you have access to local food?

2- Which one would you choose local food or imported processed food?

arly absurd»

Objective

- In this course, the third unit keeps the same track of environment related topics to introduce the topic of food production and nutrition. This topic raises awareness about the initial ways to protect one's health. The issue of food production in the world and its relation to health should be respectively revisited and considered. Discussing such worldwide matter in this unit, the activity of language development reviews the requirements of writing which will help language learners to produce accurate and coherent written pieces to communicate ideas successfully.

Aims

- Communicating ideas about nutrition and food production
- Revisiting requirements of writing
- Practising writing and editing written compositions
- Raising awareness about the writing task

Outline

- Activity one: Discussing unit quote and questions
- Activity two: Analyzing an article
- Activity three: Reviewing active listening skills
- Activity four: Analyzing an audio clip
- Activity Five: Computerised dynamic assessment via Moodle

Activity one: pre-lesson activity**Part one:**

In this activity, students are asked to think about the quote and the questions in the introductory page of unit before write a one-body paragraph essay about the topic of the unit

Part two:

Watch the following two videos to gain further information about the topic then revise your essay.

Activity three

Now, before the last edition of your essay that will be done by your peer, we will take a look at writing in English language requirements.

English writing principles

Use clear language

- Use the sort of words you would use in conversation, rather than trying to impress with long or unfamiliar words
- Use a level of speech and language that is accessible to your readers. This includes the use of gender-neutral language.

Be concise

- Avoid lengthy discussion.
- Make your points thoroughly, but aim to be succinct and focused

Be objective

- Present the information objectively. Your conclusions should arise logically

from the information presented, and be based on the facts and evidence you have collected, rather than your own opinion or what you would like to happen.

Be specific about what you want the reader to do

- Be clear about the status of the report and what you expect from the reader. Is it a final report with recommendations for consideration and decision? Is it a draft for comment? Try to make you reader a part of this discussion.

Structure your argument

What's your main point? what's your supporting evidence? In other words, what pillars are you going to use to prop up this point?

Edit like you have never met it

- Be harsh editor. How the written peace can be improved.
- Are the points made clear?
- Have you addressed the audience appropriately?
- Are the arguments well developed?
- Is the written piece coherent?
- Have you used correct grammar, punctuation, spelling?

Flow

- Every paragraph has a structure. It is not just a random collection of sentences. The parts that make up the text are related in meaningful ways to each other.
- In order for a paragraph to be easy to read, the information in it must flow easily from one sentence to the next. To do this it is important to structure your information clearly and signal exactly what you want to say by the use of signalling words.

Signalling

- It is the responsibility of the writer in English to make it clear and cohesive to the reader how various parts of the paragraph are connected. These connections can be made explicit by the use of different signalling words.

Signalling words

Time/order	at first, eventually, finally, first, firstly, in the end, in the first place, in the second place, lastly, later, next, second, secondly, to begin with
Comparison/similar ideas	in comparison, in the same way, similarly
Contrast/opposite ideas	but, despite, in spite of, even so, however, in contrast, in spite of this, nevertheless, on the contrary, on the other hand, still, whereas, yet
Cause and effect	accordingly, as a consequence, as a result, because, because of this, consequently, for this reason, hence, in consequence, in order to, owing to this, since, so, so that, therefore, thus
Examples	for example, for instance, such as, thus, as follows
Generalisation	as a rule, for the most part, generally, in general, normally, on the whole, in most cases, usually

Stating the obvious	after all, as one might expect, clearly, it goes without saying, naturally, obviously, of course, surely
Attitude	admittedly, certainly, fortunately, luckily, oddly enough, strangely enough, undoubtedly, unfortunately
Summary/conclusion	finally, in brief, in conclusion, in short, overall, so, then, to conclude, to sum up
Explanation/equivalence	in other words, namely, or rather, that is to say, this means, to be more precise, to put it another way
Addition	apart from this, as well as, besides, furthermore, in addition, moreover, nor, not only...but also, too, what is more
Condition	in that case, then
Support	actually, as a matter of fact, in fact, indeed
Contradiction	actually, as a matter of fact, in fact
Emphasis	chiefly, especially, in detail, in particular, mainly, notably, particularly

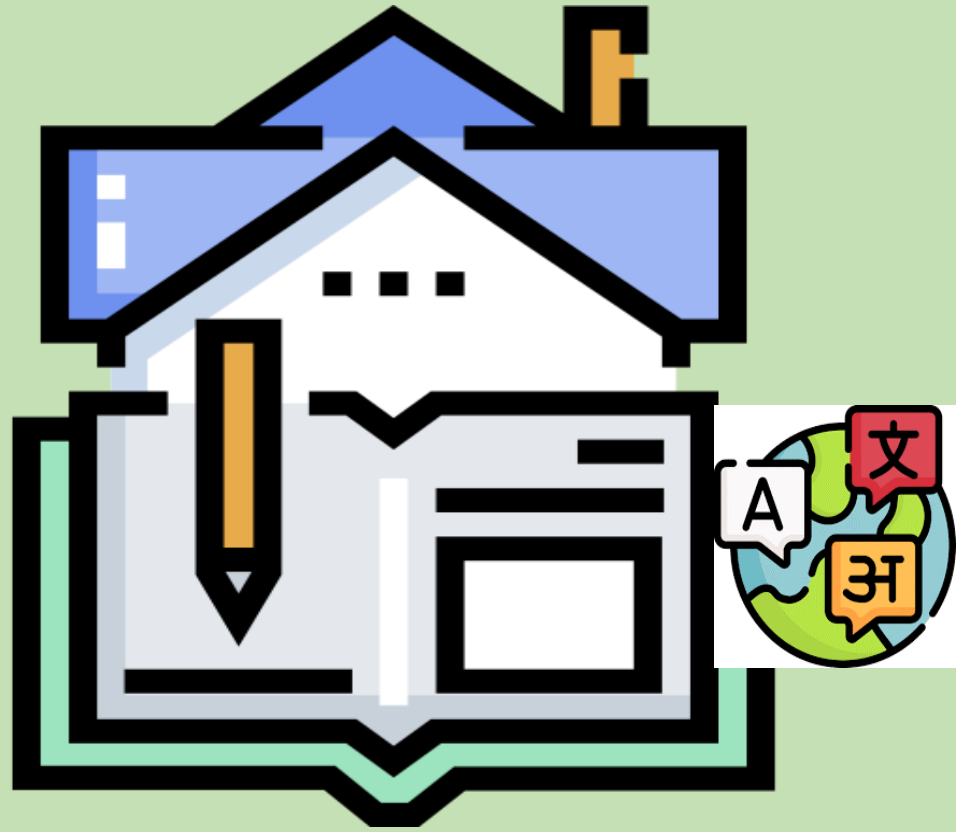
Cohesion

In order to make these relationships in the text clear, it is necessary to show how the sentences are related. Words like "it", "this", "that", "here", "there" etc. refer to other parts of the text. You need to understand how to use these connections or links.

Activity four: Peer-edition

Exchange your copies with your peer to be revised based on the content and writing requirements

Activity five: Computerised dynamic assessment



Homeschooling and Language

Would homeschooling be a better choice to acquire a new language?

Objective

- In this course, the fourth unit is designed to tackle academic related topic. It introduces the idea of homeschooling a foreign language. This topic will help to raise awareness and to get attention around the possibility to educate others a new language without needing to move to schools. Language learning is an interesting activity and its teaching needs to be tackled carefully to guarantee a positive and successful opportunities.

Aims

- Communicating ideas about language learning and homeschooling
- Revisiting requirements of writing a summary for academic purposes
- Practising writing and editing written compositions
- Raising awareness about the difference between opinions and facts

Outline

- Activity one: drama activity: role play script writing
- Activity two: Analyzing an article
- Activity three:
 - Part one: review the principles of summaries writing
 - Part two: the difference between opinions, facts, objective, and subjective statements

Activity four: Computerised dynamic assessment via Moodle

Activity one: Script Writing

Read the question in the front page of the unit, form group of 4 or 5 students and write a script of role play inspired by your answer to the question and send via email.

Activity two: Article Analysis

Read the following edited web-article about homeschooling a foreign language and answer the questions:

- What are the suggested methods to practise homeschooling?

.....

.....

- How can parents deal with homeschooling a foreign language?

.....

.....

- Do you know any online services that would help in homeschooling a foreign language?

.....

.....

- After being introduced to writing a summary section in this unit, provide a summary to the article.

.....

.....

.....

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How to homeschool a foreign language to your child: An ultimate guide to language homeschooling

By [Nadiia Mykhalevych](#) 26.03.2020

How to Prepare the Best Foreign Language Curriculum for Homeschoolers

This question often boggles the mind of any would-be homeschool teacher. After all, a curriculum is a map of sorts, always there to help guide the direction of your course. Without one, you run the risk of wandering aimlessly with no goal or focus in mind. At the end of the day, there are only two ways to prepare a foreign language homeschool curriculum: adopting a pre-existing one or creating your own. No amount of homeschooling tips will change this.

So, what's the difference between these two options and which one will produce the best homeschooling curriculum for *you*

Choose From Existing Ones

This is the easiest option. There are several resources out there (which we will discuss later) that can effortlessly provide you with a full curriculum to teach your children virtually anything. You're simply given lesson plans and work, and it's up to you to administer this fleshed-out course to your children. Naturally, this option is more expensive and it also limits your autonomy to an extent.

Create Your Own Foreign Language Curriculum for Homeschooling

Although cheaper, and certainly more open-ended, this alternative will require some extensive planning on your part. You'll need to delve deep into the subject to discover

what needs to be taught and how to teach it. However, if you've got a lot of spare time on your hands (which you very well might) and some lofty homeschooling ideas, then this is certainly a far more rewarding and hands-on approach.

How to Fit Foreign Language Into Homeschool Curriculum

If you're homeschooling, you're more than likely looking at committing to more than one subject. After all, your kids are already accustomed to learning a variety of subjects in one day and you'll want to keep brushing up their knowledge on as many as you can.

Including a foreign language in your curriculum is no different from including any other subject. It's all about committing and making time for it. Simply allocate a portion of your overall homeschooling time to any one of the provided online tools or resources.

How to Choose an Online Foreign Language Tutor for Your Children

Again, there's no reason for you to go about this all on your own. It's always good to defer to the experts from time to time, and this is especially true for something as intricate as learning a foreign language. Unless for some reason you are fluent in a language that your child is not, there's a pretty big chance that you will have some blind spots. After all, this language is likely just as foreign to you as it is your child!

One way to mitigate this is to find a stellar foreign language tutor to help bring a certain level of expertise to the whole operation. One-on-one private language lessons would be a great asset to your homeschooling endeavour.

How to Make Homeschooling Fun

This component of homeschooling is entirely up to. Whether or not this proves to be both an enjoyable and educational experience ultimately relies on what YOU make of it.

Again, the point here is to craft a fun and educational way to occupy your kids during this slump. In all likelihood, your kids were probably expecting to sit around eating ice cream and playing Fortnite. That's the last thing you'll let them do. So, try and do your best to dissuade them from resenting you for it.

There are a couple of different ways to make this experience as fun as possible:

- Shakes things up and make lesson plans as varied as you can
- Challenge them with games and rewards
- Don't overwork them (or yourself), always make time for leisure

Activity three:

Part one: review the principles of summaries writing

Preparing a summary requires a special kind of writing. A summary should not include any of your own personal ideas. The main purpose of the summary is to condense what another author has written, meaning reducing the written composition to its main points.

Summaries are used in academic writing for different purposes. Students will find themselves asked to produce summaries of articles in the course of linguistics, summaries of novels and short stories in the literature class, and providing reports for their projects and research tasks.

A good summary should present a clear, concise idea of the essential information of an article or a speech to someone who has not read or heard it. In order to write an effective summary, one needs to have a true understanding of the original article.

This means taking the time to read the article carefully to determine the author's purpose, main idea, supporting points, facts, and opinions.

A summary is written in your own words yet it is still exclusively an explanation of another author's ideas. You should remember that a summary is not an evaluation, commentary, or an analysis. The tone of writing should be neutral, reflecting neither personal ideas nor biases.

Production

1. Read through the text at least twice: once to get a general idea of what is being said, and a second time while taking notes and thinking carefully about the content and organization of the text.

- **Divide** the text into **distinct sections**. This could be by chapter, by subheadings, or even by paragraphs. Doing so will make it easier to make notes and identify key points later.
- **Consider** the **objective** of your summary. The original text (especially longer ones) may contain multiple topics/arguments/ideas, not all of which will be relevant for your purposes.
- **Decide** what is **important** about the original text that you want to summarize.

2. Annotate the original text, either directly on a printed/digital copy or using separate notes. Use whatever visual style works best for you.

- **Record** the **source** of the original text, making note of the author, publication information, and anything else you'll need to cite this source.
- **Identify** the overall **thesis** of the text (or section of a larger text) that you are summarizing. Write it in the margins or at the top of a separate sheet.
- **Select** the **main points** of each section and write them out (in your own words) in the margins or on a separate sheet.
- **Organize** your **selected points** into an **outline** for your summary. Feel free to reorder or arrange them in different ways from how they appear in the original text if that will ensure they make more sense. For example, you might want to group similar ideas together in your summary that didn't appear together in the original.

3. **Write** a summary that provides a clear, concise overview of the original text.

Remember that you will cover only the most important points. Also remember that your summary has to make sense on its own, as a completely separate piece of writing.

- **Introduce** the author and/or title of the original work when you begin your summary. You can do this by including the **author's name** and using appropriate **reporting verbs**.
- **Compose** your summary by turning the **selected main points** from your outline into sentences and combining them into paragraphs.
- **Review** what you've written and compare it to the original text. Is there any essential information missing? Is your summary easily **comprehensible** and above all **useful** to a reader with no knowledge of the source materia

Part two: Fact vs. Opinion vs. Objective vs. Subjective statements

Language comprehension and production require the ability to identify and produce different types of ideas and statements like facts and opinions.

Such skill is considered to be on the list of skills to produce a summary of knowledge in an academic context.

For the purpose of producing an accurate summary, an introduction to the different concepts of opinions, facts, objective and subjective ideas and statements is provided.

Fact

A **fact** is a statement that can be proven beyond any doubt. Facts are objective, meaning the veracity is independent of anyone's perception or beliefs. They can be verified and supported with indisputable evidence.

Facts often rely on denotative language, or language with a specific, explicit, or direct meaning. The statement "water boils at 212 degrees Fahrenheit" uses denotative language and doesn't rely on any implications. That doesn't mean that it can't be argued against, however. At higher altitudes, water boils at lower temperatures, so this could be disputed. However, that doesn't make it an opinion because it was still proven with evidence.

Examples:

- The United States was established in 1776.
- The pH levels in acids are lower than the pH levels in alkalines.
- Beethoven had a reputation as a virtuoso pianist.

Opinion

An **opinion** is a statement that expresses a belief, idea, or emotion that is not provable. Opinions are subjective, meaning the veracity depends on the person's own perception rather than an objective truth. The validity of opinions cannot be proven one way or another but only expressed and defended. Any individual can provide evidence to support their opinion and convince someone else to hold the same belief, but this does not mean that the opinion can be proven based on this evidence.

Opinions can be as simple as one's favorite food or as significant as the best course of action that a politician could take; neither can be proven as true or false.

Opinions can also be general, like a public opinion or attitude on a certain subject.

They can also be obvious like "boiling water is hot." The word "hot" is connotative, meaning that it evokes an emotional association rather than an explicit meaning, so while nearly everyone would agree that "boiling water is hot," it is not a fact since the word "hot" is subjective.

Examples:

- That was a good movie.
- Strawberries taste better than blueberries.
- The death penalty is wrong.

Objective

Objective information reflects research finding or multiple perspectives that are not biased.

Examples:

- “Several studies show that an active lifestyle reduces the risk of heart disease and diabetes.”

- “Studies from the Brown University Medical School show that twenty-somethings eat 25 percent more fast-food meals at this age than they did as teenagers.”

Subjective

Subjective information presents one person or organization's perspective or interpretation. Subjective information can be meant to distort, or it can reflect educated and informed thinking. All opinions are subjective, but some are backed up with facts more than others.

Examples:

- “The simple truth is this: As human beings, we were meant to move.”
- **Activity four: computerised dynamic assessment**

Note-Taking Worksheet

Unit :	Date :
Activity :	Name :

What I know!

.....

.....

.....

.....

What I want to learn!

.....

.....

.....

What I learned! Summary!

.....

.....

.....

Notes / Comments ?

.....

.....

Appendix C

Computerised dynamic Assessment Quizzes

C-DA 02

Activity one: reading comprehension: Question one Version 1 (dernière)

Questions 1

Essais restants :

3

Note sur 1,00

In this task, you will read three short texts before you answer five questions about those texts.

Text A

Many people believe that we have plenty of water because over two-thirds of the earth's surface is covered with water. But 98% of that water is salt water, which means only 2% is fresh water. Much of that is ice and snow that can be found in mountain regions, so in fact less than 1% of fresh water is from groundwater, lakes and rivers.

As the world becomes increasingly industrialised, urbanised and populated, this limited amount of fresh water is under increasing threat from pollution. This pollution originates from three main sources. There is industrial pollution, usually as the result of factories dumping chemical waste into the rivers. There is agricultural pollution such as from fertilisers and pesticides, which enter waterways when they run off from agricultural croplands. Finally, there is domestic pollution from households in the form of sewage, which is sometimes dumped untreated into fresh water areas.

Text B

Dear Sir/Madam,

I have just discovered that over 70% of the water we use is for farming.

In the light of this, perhaps we ought to be more aware of the water footprint of the food we eat. This measures how many litres of water it takes to produce 1kg of each product. For example, it takes 90 litres of water to produce 1kg of tea, but 840 litres of water to produce 1kg of coffee. 500 litres of water is used to produce 1kg of wheat, while 1,170 litres of water produces 1kg of chicken, and 4,500 litres of water is needed to produce just 1kg of beef. I wonder if we should start thinking about drinking tea rather than coffee, and eating more vegetables instead of meat? I would be interested to know what other readers think about this idea.

Yours faithfully,

Joanna Stevenson

Text C

Cutting down on your domestic water consumption:			
			Shorten showers from 10 to 5 minutes - Save 60 litres
	Use washing machines only when they are fully loaded - Save 120 litres		Run dishwashers when full instead of half full - Save 40 litres
	Fix leaking taps and toilets - Save 30 litres		Turn off taps when brushing your teeth - Save 20 litres

Question 01

Decide which text each of the following questions refer to ... (choose the right answer)

1- Analyses the amount of water needed for a variety of produce?

2- Explains why water has become such a limited resource?

3- Compares and questions consumption habits.

Veuillez choisir au moins une réponse.

☐ A. 1- B

2-C

3-A

☐ B. 1- B

2-A

3-C

☐ C. 1-C

2-B

3-C

VÉRIFIER

▼ Question 02 **Version 3 (dernière)**

Question 1
Essais restants :
3
Noté sur 1,00

Choose the correct word(s) to answer the following question:

Why freshwater is inaccessible?

.....

VÉRIFIER

□ Question 03 **Version 2 (dernière)**

Question 1
Essais restants :
3
Noté sur 1,00

Provide a short answer to the following question (no more than 10 words)

What is the product that uses the most amount of water?

.....

Réponse :

VÉRIFIER

□ Question 04 **Version 2 (dernière)**

Question 1
Essais restants :
3
Noté sur 1,00

Provide a short answer to the following question

What are the types of pollution that threaten freshwater?

.....

Réponse :

VÉRIFIER

□ Question 04 **Version 2 (dernière)**

Question 1
Essais restants :
3
Noté sur 1,00

Provide a short answer to the following question

What are the types of pollution that threaten freshwater?

.....

Réponse :

VÉRIFIER

▼ Question 05 Version 2 (dernière)

Question 1

Essais restants :

3

Noté sur 1,00

Complete the missing information in the following notes:

Notes

Water: A vital resource

Reasons for the increasing demand for water

- An increasing urbanised population
- Pollution reduces amount of fresh water:
 - from industry, eg chemical waste
 - from agriculture, eg
 - from household waste, eg sewage
 - wastes far more water than in the past

Action people can take to stop wasting water

- Choose the food they eat according to its water footprint
- Have shorter showers
- Repair taps and faulty bathroom facilities
- Not brush teeth with tap running
- Use washing machines and dishwashers only if

VÉRIFIER

⇒ Activity Two: Listening comprehension: Question 01 Version 1 (dernière)

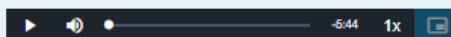
Question 1

Essais restants :

3

Noté sur 1,00

In this task, you will listen to an audio clip twice before you will answer the questions.



Question one: complete the following statement

The speaker is talking about.....

Réponse :

VÉRIFIER

.. Question 02 Version 1 (dernière)

Question 1

Essais restants :

1

Noté sur 1,00

state whether this statement is true (vrais) or false (faux):

The audio suggests one method of saving and collecting water in Bermuda that is :

Water tanks under the houses

Veillez choisir une réponse.

☐ Vrai

☐ Faux

VÉRIFIER

▼ Question 03 Version 1 (dernière)

Question 1

Essais restants :

3

Noté sur 1,00

The solutions provided by the government were disregarded due to the fact that they are

VÉRIFIER

□ Question 04 Version 1 (dernière)

Question 1

Essais restants :

3

Noté sur 1,00

Complete the following statement based on the audio:

The solution suggested by the government to save water in Bermuda are

Réponse :

VÉRIFIER

≡ Question 05 Version 1 (dernière)

Question 1

Essais restants :

3

Noté sur 1,00

Choose the right answer to the subsequent question:

How would tourism create pressure on the need for water supplies?

Veillez choisir au moins une réponse.

☐ A. tourism requires to meet the expectations of tourists to find unlimited water especially for leisure like swimming

☐ B. tourism needs to provide sufficient water for leisure and everyday use

☐ C. swimming

VÉRIFIER

Activity Three: Writing Expression Version 1 (dernière)

Question 1

Pas encore
répondu

Noté sur 1,00

Use the information you read in texts A, B, and C in activity one, and based on the audio in activity two, write **one body paragraph essay** (150–180 words) introductory paragraph, one body paragraph, and a concluding paragraph) to report the reasons behind the massive demand for freshwater and to provide techniques to minimize water loss

Use the following website [<https://elts69.com/draft>] to edit your essay before writing it down

🔍 ↶ A ▾ B I ☰ ☷ ☰ ☷ 🔗 🔄 🖼️ 📄 🔊 🎥 📎

C-DA 03

Activity one: Heading Comprehension: Question 01 Version 1 (dernière)

Question 1

Pas encore
répondu

Noté sur 1,00

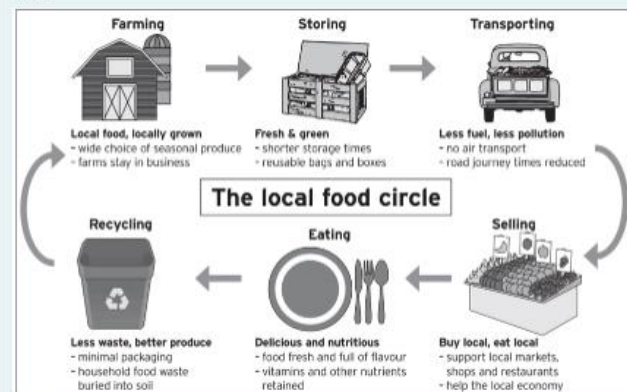
In this activity, you will read three texts before answering five reading comprehension questions.

Text A

Some countries are significant producers of local food, others less so. The local food movement is a campaign started in countries which import more food than in the past. In America, for example, in the 1900s over 40 per cent of the population lived on farms, whereas in 2000 the figure was 1 per cent. Nowadays, in such areas, the local food movement wants a shift back towards small-scale farming and locally-supplied food. This is an alternative to imported food, where producers are separated from consumers by 'food miles', resulting in long journey times.

Although some big supermarkets stock local food, this is not the main trend as customers still want a wide choice of foods all year round. With local growing, the buyer can purchase food from the farmer in person or online, or from local shops. The farmer retains more money, which has a positive impact on local economies as money is kept within a region.

Text B



Text C

I interviewed Jane Gold, a supporter of local food, for Green Magazine:

Why do you support the local food movement, Jane?

'Well, some countries rely too much on imported food. The effect of transporting food long distances obviously damages the environment, so eating local food is something we should all do to tackle the

problem of greenhouse gases. Locally grown food is also better for us.

That's another reason why people should buy it. Vitamin levels in food fall quite soon after picking, and large farms often use more chemicals than smaller ones. The change has been incredible. I always used to get colds and now I never do since I've been eating such good food – I feel fantastic!

Question:

Choose the correct text letter for each statement

- . Text suggests that local food production can reduce illness and increase well-being
- . Text explains that the different stages in the production of local food are connected.
- . Text compares farming in the last century with the popularity of farming nowadays?

Question 02 Version 1 (dernière)

Question 1

Pas encore
répondu

Noté sur 1,00

Complete the following statement with a short answer:

- Transportation of food is listed at the top of issues by the local food movement because it.....

Réponse :

Question 03 Version 1 (dernière)

Question 1

Pas encore
répondu

Noté sur 1,00

Choose the correct sentences from the subsequent set of sentences by writing their Letters:

- A. US local food supporters want a return to farming levels of the 1900s.
- B. Supermarkets generally support the local food movement
- D. Storage times and the amount of packaging decrease with local farming
- E. Small farms sometimes use chemicals when producing their food.
- F. Jane believes there's been a slight improvement in her health and mood.
- G. The transportation of food damages the environment less than food production.

Réponse :

Question Version 1 (dernière)

Question 1

Pas encore
répondu

Noté sur 1,00

Find an exact word or phrase from texts A, B, or C to complete the missing information:

Notes

Aims of local food movement:

- to raise levels of production and sales of local food
- a return to..... and delivery of local food

Imported vs local food:

- Imported food: increased food miles between farmers and customers leads to.....
- Local food: bought directly from farmers
- Less time in storage after picking means higher.....

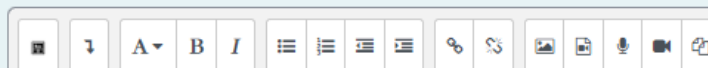
Activity two: Reading to writing Version 1 (dernière)

Question 1

Pas encore
répondu
Noté sur 1,00

Use the information you read in texts A, B, and C in activity one and write **one body paragraph essay** (150–180 words) introductory paragraph, one body paragraph, and a concluding paragraph) to present the advantages and disadvantages of local food.

Use the following website [<https://ielts69.com/draft>] to edit your essay before writing it down



C-DA 04

Activity one: reading comprehension: question 01 Version 1 (dernière)

Question 1

Pas encore
répondu
Noté sur 1,00

Read the following texts before you answer the subsequent questions:

TEXT A

To: sara@email.com
From: cathy@email.co.uk
Subject: Languages

Hi Sara

You asked me for some advice about learning a new language. As you know I have learnt a couple of foreign languages so I am a good person to ask!

First of all I think you should try to attend a class rather than doing a course online. You need to try and use the language by talking to others. If you go to a class you can practise by chatting with other students.

I also think you can watch films or listen to music and songs in the language you're learning, then you will start to understand more when you hear the language.

Good luck!

Cathy

TEXT B

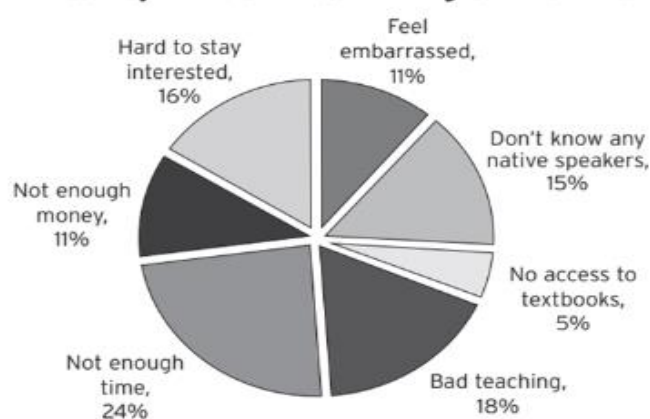
Many people first experience learning a foreign language at school. In other words, they have no choice about learning a new language. This is when some people realise they enjoy language learning and may continue to learn that language, or other different languages, as a hobby when they are still at school or even after they leave. Nowadays, it is far more common for people to go abroad to work or study for a temporary period of time. In that case they may need to learn a new language. People who make a permanent move to other countries to live may also need to learn the language of that country.

The number of people travelling and taking holidays in other countries has also increased in the last fifty years. Many people want to be able to communicate, if only in a basic way with the local people they will meet when on international holidays.

Worldwide business has also made many people learn at least one new language, so they can communicate with other business people and customers abroad

TEXT C

Main difficulty when learning a new language



Write the letters of texts in order as these statements represent them

1- reports on the most common problems in language learning?

2- gives the reasons for foreign language learning?

3- offers advice on improving speaking and listening skills?

Réponse :

Question 02 Version 1 (dernière)

Question 1

Pas encore
répondu

Noté sur 1,00

What is the main issue of learning a new language?

.....

Réponse :

question 03 Version 2 (dernière)

Question 1

Pas encore
répondu

Noté sur 1,00

Choose the correct word to complete the notes:

Why do people learn languages

• for work and business

• holidays

•

• The number of tourists going abroad has gone up in the.....

Difficulties of learning languages

• Not easy for everyone

• Way of is bad

• Not enough to good quality materials

How to learn

• Go to a to practise with friends

• Watch films

• Online games and activities

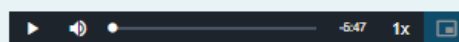
Activity Two: Listening comprehension: question 01 Version 1 (dernière)

Question 1

Pas encore
répondu

Noté sur 1,00

Listen to the following audio and answer the subsequent questions



What is the audio about?

.....

Réponse :

Question 02 Version 1 (dernière)

Question 1

Pas encore
répondu

Noté sur 1,00

Who is responsible for teaching in-home schooling?

.....

Réponse :

Question 03 Version 1 (dernière)

Question 1

Pas encore
répondu

Noté sur 2,00

Choose the correct word:

- The main benefit of homeschooling is

- the main drawback of homeschooling is

Activity Three: writing Version 1 (dernière)

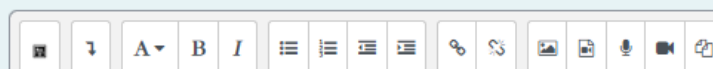
Question 1

Pas encore
répondu

Noté sur 1,00

Write an article (100–130 words) for an educational website about learning a new language at home. Use the information you read in texts A, B, and C and listened to in the audio to: "explain why people want to learn languages" describe the common problems of language learning, and » discuss the best ways of learning a new language. Do not copy from the texts. Use your own words as far as possible

Use the following website [<https://elts69.com/draft>] to edit your essay before writing it down



Appendix D**Sample of Student's Response to Quiz C-DA 01****Navigation du test****AB**

Aymen Bentaleb

activity one

Afficher une page à la fois

Terminer la relecture

Appendix E

Teachers' Online Assessment Practices Questionnaire

Dear Educators,

In the quest of exploring your perceptions and practices about online language assessment and its role on affecting learners' achievements, you are kindly invited to respond to this questionnaire. Your answers will be treated confidentially. We highly appreciate your collaboration to share your sincere opinions.

SAIHI Omayma

mimagoldana@gmail.com

University of Biskra

Demographic Information

1. Gender

- ☐ Male
- ☐ Female

2. Age

- ☐ 20-30
- ☐ 31-40
- ☐ 41-50
- ☐ 51-60
- ☐ Autre.....

3. Location

- ☐ Urban Place
- ☐ Rural Place

4. Teaching Experience

- ☐ 0-5 years
- ☐ 6-10 years
- ☐ 11-20 years
- ☐ More than 20 years
- ☐ Autre.....

5. Online Teaching Experience

- ☐ 0-5 years
☐ 6-10 years
☐ Autre :

6. Have you received online teaching training?

- ☐ Yes
☐ No

7. If yes, what are the major elements emphasised the training?

.....

.....

.....

Online Teaching Experience

8. Do you Agree or Disagree with the following statement

	Agree	Neutral	disagree
Online teaching is easy to use			
Online teaching grants good achievements for students			
Online teaching is more innovative than face-to-face teaching			
Online teaching grants satisfaction of students			
Online teaching facilitates instructions and methods			
Online teaching encourages students' participation			

Online Assessment Practices

9. How many times have you used online assessment during covid-19?

- ☐ Never
- ☐ Twice
- ☐ Three times
- ☐ Four times
- ☐ More

10. Have you used the same assessment methods as in face-to-face environment?

- ☐ Yes
- ☐ No

11. What methods from the following have you used?

- ☐ Oral presentations
- ☐ Projects
- ☐ Emailed assignments
- ☐ Open ended questions
- ☐ Quizzes

12. What type of assessment have you used?

- ☐ Formative assessment
- ☐ Summative assessment
- ☐ Diagnostic assessment
- ☐ E-portfolio

13. What techniques have you used?

- ☐ Individual Assessment
- ☐ Peer Assessment
- ☐ Group Assessment

14. Have you considered assessing different forms of language?

- ☐ Yes
- ☐ No

15. Do you think that online assessment allows you to explore and consider learners' differences?

- ☐ Yes
- ☐ No

16. has online assessment affected your teaching methods and instructions?

☐ Yes

☐ No

17. Do you discuss and consider your students' preferences on assessment type, method, and platform prior the process?

☐ Never

☐ Often

☐ Always

18. Do you find online Assessment reliable?

☐ Yes

☐ No

19. how do you prevent cheating and plagiarism in online assessment?

.....
.....

20. When do you send feedback about your students' performances?

☐ Never

☐ During Assessment

☐ Directly after submission

☐ After careful correction

21. do you use online assessment as an e-learning tool for your students to develop language proficiency?

☐ Yes

☐ No

22. do you think that teachers and students need to acquire assessment knowledge?

☐ Yes

☐ No

Online Assessment and learners' achievement

23. since online assessment is considered a new experience to the majority of teachers and learners, have you lowered the expectations of the teaching, learning, and assessment processes?

- ☐ Yes
☐ No

24. Why?

.....
.....

25. have you found that online assessment meet predesopsed goals about teaching objectives?

- ☐ Yes
☐ No

26. do you believe that your students have the attitudes and readiness for this type of assessment?

- ☐ Yes
☐ No

27. can a well developed online assessment empowers language learners' sustainable language development and use?

- ☐ Yes
☐ No

Appendix F

Online Integrated Writing Task and Questionnaire

This online assessment is a part of your 'TD mark'. Before you write the final targeted written piece, you will first complete listening and reading tasks.

1.Full name:

.....

2.group number

- ☐ Group 4
- ☐ Group 5
- ☐ Group 6

Listening Task

Watch the following interview (check the link) with Dr. Peterson about freedom of speech and try to answer the following questions.

(https://www.youtube.com/watch?v=DXXTlzNnl_8)

3.what does 'hate speech' stand for?

.....
.....

4.how to regulate hate speech?

.....
.....

5.peterson pointed that people in the legislation courts to define hate speech are the least preferred, why?

.....
.....

6.what does Dr.Peterson find as pathological naivety?

.....
.....

7.'freedom of speech is for minorities' why is this view supported?

.....
.....

8.have you been offended by someone's speech, at what topic he/she was talking?

.....
.....

Reading Task

9.check the attached word document, read the website article, and answer the questions

Fichiers envoyés :

10.should freedom of speech be absolute?

.....
.....

11.were the restricted speech types identified with the constitution of first
amandement?how were they defined?

.....
.....

12.what other than verbal communication freedom of speech includes?

.....
.....

13.to what extent do you agree with ‘content neutrality’?

.....
.....

14.in no more than 150 words, try to summarise the salient elements related to
freedom of speech mentioned in the article.

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

15.In a word document, write an introductory paragraph of an essay in which you talk
about the freedom of speech in our societies and send it to the teacher via email.

Questionnaire

Considering the previously taken writing task, it is presumed to be the first
time we apply this type of writing task in our classrooms. We through this
questionnaire, seek to understand and explore your attitudes and problems faced
during completing this task in order to improve it. We invite you to convey your

honest opinions for academic purposes. We assure you that your answers will be treated confidentially.

Thank you for your collaboration

16.how did you find this task?

- ☐ It is the first time to complete a writing task after listening and reading tasks
- ☐ It was easy to complete this task
- ☐ This kind of writing tasks is easier than the traditional ones
- ☐ This task can be suitable for classroom
- ☐ This task can be suitable as homework

17.read the following statements and choose whether you agree or disagree

	Agree	Unsure	Disagree
I was capable of finishing the task			
I feel pessimistic about my writing			
I avoid difficult words			
I get afraid of being judged poorly			
My mind goes blank when I start writing			
I was worried about time constraints			
I was not nervous while completing the task			
When I write, I encounter linguistic difficulties			
I am able to express my ideas clearly			
I find myself motivated to write for academic purposes			
I was nervous about this kind of task			
I lack strong will to finish writing tasks			

Appendix G

Interview with Teachers of Oral and Written Expression, and Reading

Theme 1	Teaching Experience	
Number of Question	Question(s)	Prompt(s)
1	Can you tell me about your teaching experience?	- Years of teaching experience - Subject(s) you have taught
2	What are the requirements of teaching oral/written expression / reading comprehension?	
Theme 2	Teaching Oral/Written Expression / Reading Comprehension: Approaches and Practices	
Number of questions	Question(s)	Prompt(s)
1	What approach are you using in your classroom?	- Major practices
2	Do you find the allotted time for the session sufficient for the pre-developed course objectives?	- Do you have a pre-developed course for each level? - What is the major aim of these courses?
3	Tell me about the materials, resources you use and your role in choosing/adapting them.	
4	To what extent your class promotes the communicative skill?	

5	What are the major challenges to the development of a communicative lesson and activities?	
6	Do you integrate skills during your session?	- what are their effects? what skills do you focus on?
7	Can you describe the participation of the students in the different activities you use	- Do you find them succeed to communicate easily? - how students react to those activities - What would you like your role and your students' role to be in classroom activities?
8	What are the major challenges that face your students to provide recognizable performance?	
9	What are the major challenges you face to overcome poor performance of students?	
Theme 3	Developing Assessment and Feedback	
Number of questions	Question(s)	Prompt(s)
1	How do you assess your students' performance?	- How do you design the assessment? - Do you take your students' preferences into account to decide on the course design and assessment strategies?

		- How do you see the students' role in assessment/testing activities?
2	To what extent do your tests treat students as communicators?	
3	How do you provide feedback?	- Tell me how you treat the results of assessment or feedback?
4	Do you manage to observe the development of students' language use?	
5	Do you use assessment for learning?	- The use of dynamic assessment
6	What are the major challenges teachers and students face during the assessment?	-
Theme 4	Technology Integration	
Number of questions	Question(s)	Prompt(s)
1	Do you use applications, technological tools, or websites to assess students,	- how you describe the process?
2	Tell me about your perception about integrating technology in our classes	

Appendix H

Opinionnaire

As an academic expert, you are requested to help us to validate some aspects as mentioned in the questions below about the handed data collection method. This opinionnaire will help us to validate the research instrument to become suitable and appropriate for its purpose as mentioned in its opening. We hereby ask for your succinct and objective opinions that will be held confidentially.

1- What do you think about the layout and format of the research tool?

.....

.....

2- Do you find the grouping of questions appropriate?

Yes ☐

☐ No

- If you find any inappropriate grouping, please mention the title section

.....

.....

3- Is the order of questions relevant to the context?

Yes ☐

☐ No

- If you find any irrelevant questions, please mention the title section

.....

.....

4- Have you spotted any grammatical, punctuation, and/or spelling mistake?

Yes ☐☐ No

- If yes, please mention the question number

.....

.....

5- Have you identified any unnecessarily repeated question or statement?

Yes ☐☐ No

- If yes, please mention the question number

.....

.....

6- Have you noticed any question that is irrelevant to the aim of the instrument?

Yes ☐☐ No

- If yes, please mention the question below

.....

.....

7- Have you observed any unclear and ambiguous statement that needs to be modified?

Yes ☐☐ No

- If yes, please mention the question or statement and suggest a modification if possible.

.....

.....

8- Have you recognized any conflicting response categories?

Yes ☐

☐ No

- If yes, please mention the conflict below and provide modification if possible.

.....

.....

9- If you have any suggestions and comments that would improve the quality of the research instrument, please comment down below.

.....

.....

.....

.....

.....

.....

Thank you for your collaboration

Appendix I

Validation of Research Instrument Form

Dear academic expert,

You are invited to validate the following research instrument designed to collect data for our PhD study. The main aim of the study and the detailed aim of the instrument are clearly mentioned in the introduction of the research data collection tool

Background information of the expert:

Name :

University :

Present occupation :

Degree :

Email address :

- This is to state that I have read the research instrument designed by the reseracher, Omayma SAIHI who is currently carrying out a Phd studyat Biskra University. I have provided the researcher with comments and feedback about the content and layout of the instrument via self-reported opinionnaire.

Date :

Signed :

Appendix J

Writing In English Difficulties Questionnaire

Dear participant,

You are kindly invited to respond to the following questionnaire whose purpose is to examine your views and opinions about the difficulties you have faced while writing in English for a test. You will be asked to report your writing activities, writing challenges, and recommendations about the improvement of the writing performance. The following questionnaire will approximately take 10 to 15 minutes to complete. The data collected will remain confidential and used solely for academic purposes. Please tick (✓) the box and provide full statements where necessary.

Part One: Writing Activities

- How often do these statements apply to you? Put a tick (✓) in the suitable column

Statements	Always 100%	Usually 80%	Often 60%	Sometimes 40%	Rarely 20%	Never 0%
I Write in English language inside the classroom						
I write in English language outside the classroom						
I respect the writing stages						

I receive feedback on my written compositions						
I receive writing questions about personal experiences						
I receive writing questions about analytical topics						
I find writing an interesting activity						

Part Two: Writing Difficulties

- Which of the following arears created a problem/block to you while you have been writing for the test? Put a tick (✓) next to the item you find relevant

☐

Stress

☐

Lack of motivation

☐

The ability to analyze the task instruction

☐

Lack of resources to understand and elaborate on the instruction

☐

The ability to plan writing stages

☐

Lack of vocabulary knowledge

☐

The ability to produce grammatically correct sentences

☐

The appropriate use of punctuation

☐

The ability to introduce connectors

- ☐ Lack of topic knowledge
- ☐ Generating ideas
- ☐ Reconstruction of ideas
- ☐ Use of facts and claims
- ☐ Production of an interactive text
- ☐ Express ideas and thoughts
- ☐ Lack of knowledge of writing genres conventions
- ☐ Lack of guidance

- You may add other hindrances to your written performance

.....

.....

.....

.....

Part Three: Recommendations

What are the strategies you think may help in overcoming writing difficulties?

.....

.....

.....

.....

Appendix K

"Students' Profile" Pre-Questionnaire

In the interim of designing an integrated skills course to raise and ameliorate third year students' awareness and ability to write summaries for academic communicative purposes, this survey seeks to profile your language learning and assessment experience. Please make sure that there is no wrong or right answer, your information will be kept in privacy and used for pedagogical and research purposes only. Cross the box next to your answer and write a full statement when necessary.

1.Email Address

.....

2.Full name

.....

3.Are you planning to carry out your master studies?

☐ Yes

☐ No

4.If yes, what is the branch you will choose?

☐ Applied Linguistics

☐ Literature and civilization

☐ Other

5.If no, explain the reason

.....

6.You prefer to study

☐ At early morning

☐ In the afternoon

☐ In the evening

7. you prefer to study from

- ☐ Printed books/documents
- ☐ Online sources

8. you prefer to study

- ☐ On-site
- ☐ On :ine
- ☐ Hybrid

9. choose from the following learning styles

- ☐ Preferring the use of images, maps, and graphic organisers to access and understand new information
- ☐ Understanding new content through listening and speaking in situations such as lectures and group discussions.
- ☐ Preferring to use repetition as a study technique and benefit from the use of menomonic devices.
- ☐ Learning best through words. Copious note takers or avid readers.
- ☐ Understanding nformation through tactile representations of information. you learn best through figuring things out by hand
- ☐ All of the above

10. in oral expression session, does your teacher provide you with pre-presentation sources?

- ☐ Yes
- ☐ No

11. in written expression session, does your teacher provide you with pre-writing sources?

- ☐ Yes
- ☐ No

12. i can write accurate summaries

Strongly agree agree neutral disagree strongly disagree

13. how do you find online learning experience?

.....
.....

14.have you used websites or applications to learn language?

.....
.....

15.how did you find the online assessment experience?

.....
.....

16.your average last year

.....

17.written expression exam mark

.....

18.oral expression exam mark

.....

Appendix L**Pre-test****Integrated Skills Exam****Level: ISE III (C1): Reading and Listening into Writing Exam**

Your Full Name:

Candidate Number:

Group Number:

Exam Date:

Time allowed: 90 minutes

Instructions to candidates:

1. Write your name, candidate number, group number and exam date on the top of this exam paper.
2. This exam paper has three tasks, complete all tasks.
3. You may highlight or underline parts of the texts or questions with a highlighter pen
4. You may use the worksheet to organize your ideas
5. Use only blue or black pen for your answers
6. You must not use dictionary in this exam
7. You must not use correction fluid on the exam paper.

Information for Candidates:

You are advised to spend about:

- 20 minutes on task 1
- 10 minutes on task 2
- 30 minutes on task 3

For examiner use only

Examinee initials	Examinee number	Examinee score

Task 1 — Multi-Text Reading

In this section there are four short texts for you to read and some questions to answer.

Use the worksheet to annotate ideas from texts.

Questions 1–5

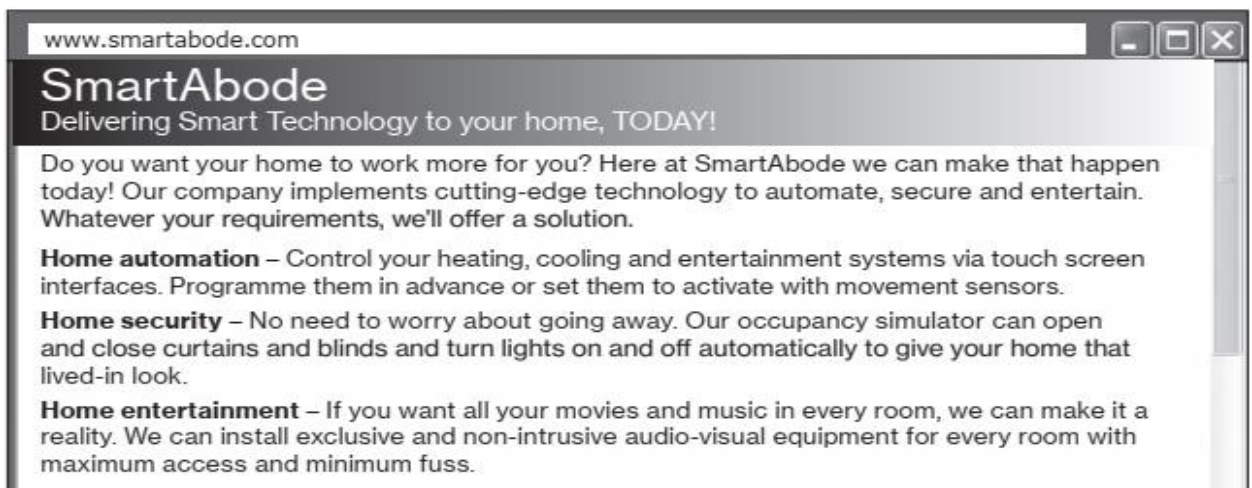
Read questions 1–5 first and then read texts A, B, C and D below the questions.

As you read each text, decide which text each question refers to. **Choose one letter — A, B, C or D — and write it on the lines below.** You can use any letter more than once.

Which text

1. tells us which technological innovation is popular nowadays?
2. mentions mind-controlled technology?
3. mentions problems with integrating different technologies?
4. talks about motion-controlled technology?
5. looks at how houses could aid health?

Text A

A screenshot of a web browser window showing the website 'www.smartabode.com'. The browser's address bar and window controls are visible at the top. The website has a dark header with the 'SmartAboode' logo and the tagline 'Delivering Smart Technology to your home, TODAY!'. The main content area is white and contains a paragraph about smart home technology, followed by three sections: 'Home automation', 'Home security', and 'Home entertainment', each with a brief description of services offered.

www.smartabode.com

SmartAboode

Delivering Smart Technology to your home, TODAY!

Do you want your home to work more for you? Here at SmartAboode we can make that happen today! Our company implements cutting-edge technology to automate, secure and entertain. Whatever your requirements, we'll offer a solution.

Home automation – Control your heating, cooling and entertainment systems via touch screen interfaces. Programme them in advance or set them to activate with movement sensors.

Home security – No need to worry about going away. Our occupancy simulator can open and close curtains and blinds and turn lights on and off automatically to give your home that lived-in look.

Home entertainment – If you want all your movies and music in every room, we can make it a reality. We can install exclusive and non-intrusive audio-visual equipment for every room with maximum access and minimum fuss.

Text B

Your views on smart homes > SMARTforum



Digiboy: I've already heard that everything in the home can be controllable by a mobile app. I don't know how well it works, or could work. The problem is incompatibility. We've all been in the situation where one gadget won't work with another or something needs an update. Imagine that happening when it is all the crucial gadgets in your house? Not being able to turn the heating on? No thanks!



Ellen276: Clever homes that can do everything for us sound like a dream, and I can't wait for it. In fact, I've already got an automated vacuum! My house vacuums itself! So much time is taken up with housework. If anything can reduce that time and make life easier, then I'm all for it. I just hope they start working more on more labour saving gadgets, rather than just entertainment gadgets.



Mr_J: I think it's the next logical step. Homes are getting smarter already. One day I'm sure we'll be able to control our houses just by thinking. Hopefully, I'll be able to just think of what I want for dinner and it appears!

Text C

Home is where the SMART is

We're at the start of a new era, the era of the intelligent home. Although it could be argued this began with the most basic automation brought by things such as washing machines, there is now a full-scale wave of technology that will make such gadgets seem stone-age in appearance.

A big switch

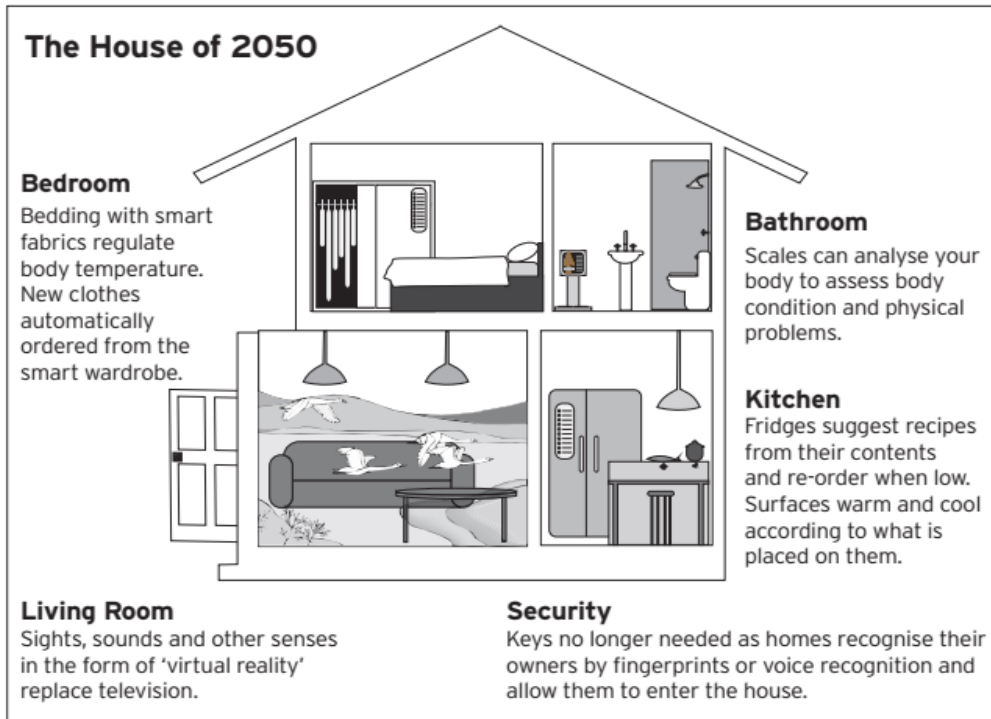
But, while there are many tech-savvy people comfortable with getting to grips with this kind of future, there are many who just don't want to contend with a home that offers fingerprint recognition instead of the good old switch.

At the moment, only a handful of people can afford the newest technologies in which their home appliances can be managed through a mobile handset. What are these buyers looking

for in the latest technology, and what is on offer for the buyer now? As Joey Cracknell, a smart home designer, told us, "The gadget of the moment is glass that can turn opaque at the touch of the button, letting in light or creating privacy in an instant." But this isn't the only new trend we've seen in the super rich. "One man I recently did a job for had a swimming pool that converts into a rotating dance floor!"

The majority of homeowners though are looking for security and practicality, rather than these extravagances. Underfloor heating, electronic gates, secure parking, and CCTV are the areas on the mind of most consumers, and these, thankfully, are already available technologies that are common in the 'smarter' homes of today. ■

Text D



Questions 6–10

Choose the five statements from A–H below that are **TRUE** according to the information given in the texts above. Write the letters of the **TRUE** statements on the lines below (in any order).

-
- A Controlling home gadgets remotely appeals to consumers because it is so reliable.
 - B Some people already use smart phones to control their home technology.
 - C It is predicted that one day houses will be able to identify their owners.
 - D Consumers are confident that controlling their homes remotely will be trouble-free.
 - E Some shopping will be done more intelligently within our homes.
 - F Technology can make houses appear as if people are at home.
 - G Consumers feel that practical technology isn't developing as fast as entertainment technology.
 - H Most people aren't focused on enhanced entertainment technology for their homes.

Questions 11–13

The notes below contain information from the texts above. Find an exact number, word or phrase (maximum three words) from texts A–D to complete the missing information in gaps 11–15. Write the exact number, word or phrase on the lines below

Notes

Technology in homes

Past

- Inventions like (11) helped complete domestic tasks in the home.
- These were basic, now old-fashioned.

Now

- Home security has been upgraded by already (12) technologies like closed circuit TV and automated gates
- (13)..... can be installed throughout homes and access all media.
- Some technology to reduce housework exists, eg (14) cleaners

Future

- All rooms will have technology, eg kitchens will have smart fridges
- (15) will be replaced by other forms of entertainments

Task 2- Listening Comprehension

Read the questions before you listen twice to the audio and answer the following questions.

Question 1

The discussion in this audio is about

Question 2

Complete the following sentences

1. He wants an _____ refrigerator.

- ☐ a) environmental
- ☐ b) industrial
- ☐ c) inexpensive

2. In the yard he wants lots of _____ .

- ☐ a) flowers
- ☐ b) trees
- ☐ c) grass

3. The living rooms needs _____ .

- ☐ a) lots of art
- ☐ b) a big TV
- ☐ c) comfy couches

4. He would like to have _____ .

- ☐ a) a big pool
- ☐ b) an outdoor bath
- ☐ c) an indoor pool

Task 3 — Reading-Listening into writing

Use the information you read in Texts A, B, C and D and listened to in the audio to write an essay (200–230 words) for a classroom presentation in which you summarize how consumers are predicted to interact with their homes in the future and the advantages and disadvantages of predicted smart home technologies.

Do not copy from the texts and audio. Use your own words as far as possible.

You should plan your essay before you start writing. Think about what you are going to write and make some notes to help you in the worksheet

- Now write your essay of 200–230 words on the lines below.

This image shows a blank sheet of white paper with ten horizontal dotted lines spaced evenly apart, resembling notebook paper. The lines are thin and grey, extending across the full width of the page. There is no handwriting or other markings on the paper.

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When you have finished your essay, spend 2–3 minutes reading through what you have written. Make sure you have answered the task completely. Remember to check how you made use of the reading texts, as well as the language and organisation of your writing

Appendix M**Post-test****Integrated Skills Exam****Level: ISE III (C1): Reading and Listening into Writing Exam**

Your Full Name:

Candidate Number:

Group Number:

Exam Date:

Time allowed: 60 minutes

Instructions to candidates:

8. Write your name, candidate number, group number and exam date on the top of this exam paper.
9. This exam paper has three tasks, complete all tasks.
10. You may highlight or underline parts of the texts or questions with a highlighter pen
11. You may use the worksheet to organize your ideas
12. Use only blue or black pen for your answers
13. You must not use dictionary in this exam
14. You must not use correction fluid on the exam paper.

Information for Candidates:

You are advised to spend about:

- 20 minutes on task 1
- 10 minutes on task 2
- 30 minutes on task 3

For examiner use only

Examinee initials	Examinee number	Examinee score

Task 1 — Multi-text reading

In this section there are four short texts for you to read and some questions for you to answer.

Questions 1–5

Read questions 1–5 first **and then read texts A, B, C and D below the questions.**

As you read each text, decide which text each question refers to. Choose one letter — A, B, C or D — and write it on the lines below. **You can use any letter more than once.**

Which text

1. **describes the challenges that are faced when creating wearable devices?**

.....

2. **focuses on the role of wearable technology in the collection of data?**

.....

3. **explains how conventional and wearable technologies differ?**

4. **is intended for professional educators?**

5. **gives an overview of the range of wearable technology that is available?**

Text A

The terms 'wearable technology', 'wearable devices', and 'wearables' all refer to electronic technologies or computers that are incorporated into items of clothing and accessories which can comfortably be worn on the body. These wearable devices can perform many of the same computing tasks as smartphones and tablets; however, in some cases, wearable technology can perform even better than these hand-held devices. Wearable technology tends to be more sophisticated than the hand-held technology available today because it can provide features not typically seen in smartphones, such as biofeedback, which can monitor the health and performance of the wearer's body. Most wearable technology has some form of communication capability and allows the wearer immediate access to information.

Examples of wearable devices include watches, virtual reality glasses, contact lenses, smart fabrics (which can be used to make headbands and caps) and jewellery such as rings and bracelets, as well as hearing aids which are designed to look like earrings.

While wearable technology tends to refer to items which are worn on the body, there are more invasive versions, such as microchips which are placed inside the body. Ultimately, whether a device is worn on or incorporated into the body, the purpose of wearable technology is to create constant, convenient, portable and mostly hands-free access to electronics and computers.

Text B

Jorge: I'm not convinced of the value of wearable technology in schools. But I've heard virtual reality (VR) glasses might be useful. They have built-in computers that give you a multi-media experience that's more lifelike than just watching a film.

Anna: Incredibly useful – particularly in geography and history. You must have heard about that school in Brazil that gave their students VR glasses to visit the Great Wall of China – something the children might never have the chance to experience otherwise.

Meena: What's even more exciting is the potential of VR glasses for ordinary excursions too. If your students use them on a visit to a national park, they could capture their experiences as they explore, discovering wildlife and making observations of nature. Later, the recordings could be shared with their families. This would really help to give the parents a better insight into what their children do at school.

Anna: And don't forget safety issues. With VR, potentially hazardous science experiments might become a thing of the past – they could be observed by students in virtual reality without any risk.

Jorge: But aren't wearable devices still too expensive and awkward to use in schools? What about things like battery life?

Meena: Well, wearables are developing amazingly fast and becoming much more lightweight and practical. They're bound to become more affordable in the near future.

Text C

Wearable devices you can swallow

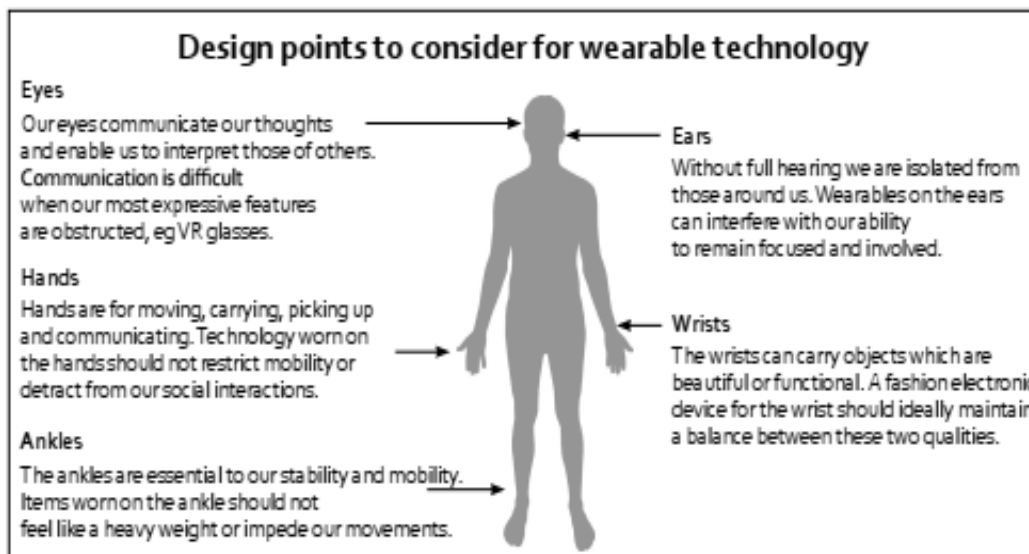
The days of having to wear gadgets for monitoring your health while in hospital or tracking your fitness when you work out at the gym may be over. Your next tracker could be 'ingestible' – in the form of a pill which is swallowed.

Researchers from Massachusetts Institute of Technology have developed an 'ingestible sensor' that monitors a patient's heart rate and breathing from the inside. The sensor, (inside a small, almond-sized plastic pill), records and transmits sounds from within the

stomach, wirelessly relaying the information to a nearby computer. By processing the recordings, researchers can monitor the pulse and respiratory rate. The small, microphone-containing pills take between one and two days to travel through the body, at which point another pill must be swallowed to continue monitoring vital signs.

The ingestible sensor is still in the early stages of development, but a system for use outside of hospital environments is planned, to enable athletes, army personnel and others to be monitored.

Text D



Questions 6–10

Choose the five statements from A–H below that are TRUE according to the information given in the texts above. Write the letters of the TRUE statements on the lines below (in any order)

- A Some wearable devices can operate more efficiently than smartphones.
- B Wearables are designed to be removed quickly.
- C Meena thinks wearables could encourage parental involvement in education.
- D Anna is concerned about the safety implications of using wearable technology in schools.
- E Wearable devices are getting more expensive as the technology becomes more advanced.
- F An electronic pill is only useful for a limited time.
- G Ingestible sensors have applications beyond medicine.
- H Virtual reality glasses may prevent us from interacting effectively with other people.

Questions 11–15

The notes below contain information from the texts above. Find an exact number, word or phrase (maximum three words) from texts A–D to complete the missing information in gaps 10–15.

Write the exact number, word or phrase on the lines below.

Notes

Wearables vs hand-held devices:

- Both types can carry out similar functions
- Wearables usually have some more specialized (11)..... than traditional devices

Types of wearable technology:

- Electronic devices built into cloths and (12).....and worn on various parts of the body

- **Electronic implants or devices that are ingested**

How can wearable technology be used?

- **Virtual reality glasses to replace or enhance school trips**
- **An alternative to school (13) that might be dangerous**
- **To (14).....data from a patient's body**

Wearable design:

- **Items worn on the outside of the body should be easy to put on and remove**
- **Wearables becoming lighter and more comfortable**

Drawbacks:

- **Devices worn on the head that interfere with communication may make us feel (15).....others**
- **Items worn on ankles-potential loss mobility**

Task 2- Listening Comprehension

Read the questions before you listen twice to the audio and answer the following questions.

Question 1

The audio examined the idea of

Question 2

Complete the following table

Disadvantages	Advantages
1- .	1- .
2- .	2- .
3- .	3- .
4- .	4- .

Task 3 — Reading-Listening into writing

Use the information you read in texts A, B, C and D and listened to in the audio to write a report (200–230 words) in which you summarize and evaluate the current and potential uses of wearable technology inside the classroom.

Do not copy from the texts and audio. Use your own words as far as possible.

You should plan your report before you start writing. Think about what you are going to write and make some notes to help in this box:

Planning notes

(No marks are given for these planning notes)

Now write your essay of 200–230 words on the lines below.

.....

.....

.....

When you have finished your essay, spend 2–3 minutes reading through what you have written. Make sure you have answered the task completely. Remember to check how you made use of the reading texts, as well as the language and organisation of your writing

Appendix N

Scale of correction

Scoring Guide Of Pre-Test And Post-Test

Skill	Level	Task	Assessment method	Scoring	How overall score is reached
Reading	ISE III	Task 1	Objectively marked through a specific task-answer-key	1 mark for each correct response	Marks for all correct answers are tallied (Maximum score is 15)
Listening	ISE III	Task 2	Independent listening rating scale	A score (0-4) is awarded for overall performance on this task	The score is awarded for the task (Maximum score is 4)
Writing	ISE III	Task 3	Reading-listening into writing rating scale	A score (0-4) is awarded for each of the	The score is awarded for the task

				four criteria (reading and listening for writing, task fulfilment, organization and structure, and language control)	(Maximum score is 16)

Independent listening task

4	- Identifies and reports all important points and supporting details rapidly and accurately with confidence - Shows complete understanding of main points, including relevance to message as a whole - Identifies speaker's attitude and line of argument - Evaluates speaker's arguments in a sophisticated way
3	- Identifies and reports most main points and supporting details rapidly and accurately - Shows good understanding of main points, including relevance to message as a whole - Recognises speaker's attitude and line of argument - Evaluates speaker's arguments
2	- Identifies main points and reports them briefly but accurately - Shows good understanding of information in recording, but not always their relevance to message as a whole - Does not always grasp speaker's attitude or line of argument - Does not always evaluate speaker's arguments
1	- Identifies main points but incompletely or in a rather general way - Shows some understanding of information in recording, but does not differentiate between major and minor points - Does not recognise speaker's attitude or line of argument - Does not evaluate speaker's arguments
0	No performance to assess (eg candidate does not speak)

Reading into writing

Score	Reading and writing	Task fulfilment
	- Understanding of source materials - Selection of relevant content from source texts - Ability to identify common themes and links within and across the multiple texts - Adaptation of content to suit the purpose for writing - Use of paraphrasing/summarising	- Overall achievement of communicative aim - Awareness of the writer-reader relationship (style and register) - Adequacy of topic coverage
4	- Full and accurate understanding of all source material in detail demonstrated - A wholly appropriate and accurate selection of relevant content from the source texts - Excellent ability to identify common themes and links within and across the multiple texts and finer points of detail - An excellent adaptation of content to suit the purpose for writing - Excellent paraphrasing/summarising skills of long and demanding texts demonstrated	- Excellent achievement of the communicative aim with clarity and precision - Excellent awareness of the writer-reader relationship - All requirements (ie genre, topic, reader, purpose and number of words) of the instruction completely met
3	- Full and accurate understanding of most source materials in detail demonstrated - An appropriate and accurate selection of relevant content from the source texts (ie most relevant ideas are selected and most ideas selected are relevant) - Good ability to identify common themes and links within and across the multiple texts and finer points of detail, eg attitudes implied - A good adaptation of content to suit the purpose for writing (eg apply the content of the source texts appropriately to offer solutions, offer some evaluation of the ideas based on the purpose for writing) - Good paraphrasing/summarising skills of long and demanding texts demonstrated (with very limited lifting and few disconnected ideas)	- Good achievement of the communicative aim with clarity and precision - Good awareness of the writer-reader relationship (ie appropriate and helpful use of style and register throughout the text) - Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met
2	- Full and accurate understanding of more than half of the source materials in detail demonstrated - An acceptable selection of relevant content from the source texts (the content selected must come from multiple texts) - Acceptable ability to identify common themes and links within and across the multiple texts and finer points of detail, eg attitudes implied - Acceptable adaptation of content to suit the purpose for writing - Acceptable paraphrasing/summarising skills of long and demanding texts demonstrated	- Acceptable achievement of the communicative aim with clarity and precision - Some awareness of the writer-reader relationship (ie appropriate and helpful use of style and register in general) - Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction acceptably met
1	- Inaccurate and limited understanding of most source materials demonstrated - Inadequate and inaccurate selection of relevant content from the source texts (ie fewer than half of the relevant ideas are selected and most of the selected ideas are irrelevant) - Poor ability to identify common themes and links within and across the multiple texts and finer points of detail, eg attitudes implied (ie misunderstanding of the common themes and links is evident) - Poor adaptation of content to suit the purpose for writing (ie does not use the source texts' content to address the purpose for writing) - Poor paraphrasing/summarising skills of long and demanding texts demonstrated (with heavy lifting and many disconnected ideas)	- Poor achievement of the communicative aim (ie difficult to follow and unconvincing for reader) - Poor awareness of the writer-reader relationship - Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction are not met
0	- Task not attempted - Paper void - No performance to evaluate	

Appendix O

Post-Questionnaire

Dear students

Thank you for participating in our study. You are kindly invited to provide us with your succinct feedback about the IS course, online assessment, and your writing skills gained from the training. Please select the choice that goes with your attitude. Remember that there is no wrong or right answer, your responses will be treated confidentially and used only for research purposes.

1.address email

.....

2.full name

.....

3.your group:

☐ **Group 1**

☐ **Group 2**

4.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I find that reading texts and listening to audio clips very useful to help in writing					

I find the chance to alter my answers helpful to understand the meanings					
Moodle is a suitable tool to track our work					
The IS course helped us to produce accurate summaries					
I prefer to build a solid knowledge about the topic					
Interaction with the quiz via Moodle was a positive experience					
Moodle for assessment was very beneficial					
I can confidently write a summary for academic purposes					
I find that classroom discussions boost my understanding about topics					
Consistent assessment helped me with developing skills of analyzing questions					
Moodle created hindrances against completing tasks					

I find myself eager to participate at the writing activities					
I prefer to have background about a given topic before writing or talking about it					
Answering the quiz in the computerised dynamic assessment affected the use of language					
Making mistakes block me from participating					
I Do not find reading texts, listening to audios, and discussing topics necessary to write about it					
IS course made the learning experience easy					
The integration of sources of language and information helped me to develop the skill of sharing ideas even written or spoken					

Appendix P

Post-Treatment Interview with Students

Questions

- 1- How do you describe your experiences with Integrated Skills course and with C-DA quizzes?
- 2- How was your experience with the consistent computerised-assessment?
- 3- What are the writing Barriers have been minimized throughout this academic year?
- 4- What did you learn from the chance to alter your responses before your response is graded?
- 5- What is the pre-writing activity that you prefer to use? (reading, writing, and/or listening)

Appendix Q

Sample of Interview Transcript of Teacher 8

Teacher 8

Speaker 1 0:24

Yes. So basically, there are four themes for the interview. The first thing is about your teaching experience of this module, and second one is about the practices you're using in this course,

Speaker 2 0:44

what's your concern in your doctoral title? Is it? I know I got it from the email, but is it about the oral expression or about any other course? Mainly,

Speaker 1 0:56

I'll be working with three skills, the oral expression, written expression, and read and listening. I'm trying to see whether the teachers are using those skills together in the classroom or not. Okay, first team, it's about assessment.

Question 1: So, so what can you tell me about your teaching experience in general?

Speaker 2 1:19

In general, teaching, let's say six years, if we will count only the university teaching, yeah, let's say six years.

For subject. Let's say phonetics, grammar or expression, pragmatics, discourse, analysis and DSB.

Speaker 1 1:46

Question 2: What do you think that the requirements needed for teaching oral expression?

Speaker 2 1:53

first of all, we need equipment, especially in this university. I don't know whether it's the same concerning first and second years or only it's about 3rd years, because, as I suppose, there are some laboratories, or let's say, occupy classrooms for first and second years, I'm not sure. But concerning the third year, as you know, the teacher has to, I mean, to be responsible for everything, starting from the teaching process to the evaluation or the assessment, the equipment, and it's somehow difficult.

Speaker 1 2:31

Have you used the lab in our faculty?

Speaker 2 2:34

No, that's the problem. Third years are not allowed as I suppose it's only for first or second years. Yeah, but third years, it's up to the teacher to choose any method to deal with the students. That's it.

Speaker 1 2:48

Question 3: Talking about the lessons, and what do you think? Do you have, like, pre development course?

Speaker 2 2:55

No syllabus? You mean, no, there is no syllabus. I have been asking for this from the beginning of the year, but they told me that there is no syllabus you choose, as I said, Any method, it's up to you. They said you can talk to other teachers teaching the same subject, and you decide

Speaker 1 3:18

I'm teaching. Mm, hmm. Expression, what about the I've asked about the syllabus, and I've been told, because last year, the responsible was seguni, he told me, I will send you the course, but no response yet. I go back to questions, **question 4:** the what are the practices that you are giving, What do you do?

Speaker 2 3:44

I'm trying to each time, to try with them something different. First of all, to say, to attract the attention of students, especially in oral expression. You know that most of them, they consider it something just to be like entertainment or something like this, not that much important as other courses. So I do presentations, and mainly the presentations are for the purpose of the assessment later or the evaluation, because you know that we need the TD mark, so we need something through which you can evaluate them. And after the presentation, like we divide the session into two parts. The first one should be the presentation of a group of students. Then the second part, it depends. We will have always, we have speaking activities, different speaking activities, and of course, only from the internet, and that's it. So the

Speaker 1 4:36

Question 5: topics, are they chosen by them or by

Speaker 2 4:39

me? Because you know, if I, if I, if I leave it to them, they will choose, like violence, climate changes, things already have, yeah, I have tried to to choose some recent topics and which they are acquainted with. That's. It, and from which they can at least do some research, so not something that they will find ready on the internet. So at least they have to do some research in order to get the information, and, of course, to try to present it in a better way.

Speaker 1 5:17

We had talked about the materials, **question 6:** how do you describe the participation of your students? Well,

Speaker 2 5:27

I can say that it depends on their their actual level. I mean, someone is, let's say, good student. That's what you mean. Yes, yeah. So it's if he is or she is, a good student. So for sure, the the, I mean, the type of the presentation itself, it's better than someone else. Well, yeah, he's who has, let's say, an average level poor, good language, exactly

so someone who has some, some, some background concerning the the English language, for sure they present in a better way. So it depends on the type. Yeah, most of the time it's as I suppose, even if I don't know them, I mean before, but as I suppose it's. It depends on the background of each of these students. So

Speaker 1 6:20

Question 7: I guess it will be difficult to say, track their development in our context, at least,

Speaker 2 6:31

yes, it is especially with, as I said, the overall environment. I

Speaker 1 6:35

see that the TD giving them the TD mark and then the exam, there is not much time left, so to observe,

Speaker 2 6:43

even for the examination, I needed to like to give them questions, of course, about the presentations that we have done with before and due to the number of students, and as I said, the equipments, I preferred if we had, at least, for instance, some materials about listening at least. So, you know, but speaking alone doesn't work. So we need always, at least the lesson at least. But so I didn't find I was thinking and thinking, and the only solution was that, since they are listening to the presentation and participating, so at least in the exam, they can have some kind of, let's say, ability or no ability, to answer some questions, and even if the questions were about only the presentations. But still, I felt that I have to ask them more general questions. I mean not specific questions, because I know only those who presented this topic will give you the answer about the this particular question. So

Speaker 1 7:49

basically, you are integrating, yeah, that's an answer, yes, yes, yeah. We have already discussed the challenges for developing the course, yes, the third theme, so the challenges they face. So basically, it's up to their type of, yeah,

Speaker 2 8:11

I said the equipments, that's for the material and so on. As I suppose it's the only Well, concerning even the number of sessions. You know that one session per week, one hour and a half for oral expression, especially, we know not a very big number of students, but still, it's somehow like when you have 27 or 29 still, it's a big number to practice concerning oral expression. I think these are the main students in each group, one

Speaker 2 9:22

you said presentation, yeah, and even the, I mean, the classroom discussion, because the presentation, it's done only in 20,25, minutes, that's it. Then we discuss it like sometimes in one hour, if the topic really is interesting for them, and some other times, as I said, it depends also on the group who is presenting. Sometimes they present it like in 510, minutes. And even for the discussion, they won't discuss that much, even if, when we ask questions, they don't answer. So it depends. We have an interview, please, whether you keep quiet or you leave. So and we are teachers, by the way, we are not students. Okay.

Speaker 1 10:10

Question 8: What do you look for? What do you appreciate in a presentation or in an answer or in a discussion? Well,

Speaker 2 10:17

first of all, as I said, the to motivate them to do more research. That's why I didn't give them. For instance, some of the topics were the homeschooling and traditional schooling cryptocurrency, but I, but I left for them the the ability to choose, okay? Because this sometimes there are some who are interested in this topic, others, other topic. So I have tried to give them some topics in which they, as I said, they need to do some research, at least in order to find appropriate information. And also when presenting that there should, they should know how to express themselves. So at least they have to plan for this. And of course, when they are presenting, they are speaking, and then we ask them questions so they interact. That's what they could do, at least. Yeah. And same concerning the classmates they have, as I said at the end, we have some discussion, even the classmates they can answer not only ask questions.

Speaker 1 11:22

Question 9: Do you have a kind of rubric or

Speaker 2 11:28

depend on like as I said, the main purpose is to practice speaking, listening

even for the next semester, I'm trying to have thinking to change somehow from the presentations. I won't do presentations, so maybe I will opt for like role play. I didn't decide yet, but I'm trying to look for something somehow different from the presentations.

Speaker 1 11:59

I will tell you what I have done maybe first semester, and it was for debate, so we had two to three have

Speaker 2 12:09

tried it for the first session or the first two sessions, but they have found out that it's like only good students are participating. So that's why I have chosen the presentations like this, everyone will participate. So for the debate, it was really good, but only good. Students were getting involved with others. They were just watching. Sometimes they say one two words. Other times they say nothing. So after these two sessions, I have changed the plan so I don't know debate

Speaker 1 15:33

it's about the integration of technology. Everything is clear. They have to work on their academic communication skills to communicate, especially academic super such debate, examine the term electronic.

Thank you so much. I really appreciate it, too.

Appendix R

ETS Refusal of The Application for The Grant



December 15, 2022

Omayma Saihi
University of Biskra,
Algeria Department of
English Language
Faculty of Letters and
Languages BP 145RP
Biskra, Algeria, 07000

Dear Ms. Saihi,

Your proposal for funding under the 2023 Small Grants for Doctoral Research in Second or Foreign Language Assessment program has been reviewed. We regret to inform you that after thorough consideration, your grant application has been declined support. Selecting grant recipients from an outstanding and varied group of applicants is always a challenging task, and not a reflection on the value of your research.

After completing your dissertation, we encourage you to consider applying for the Jacqueline A. Ross Dissertation Award, also sponsored by the TOEFL program at ETS. The award recognizes dissertation research that makes a significant and original contribution to knowledge about and or the use and development of second or foreign language tests and testing. Further information about this award can be found on our website <https://www.ets.org/toefl/grants>.

On behalf of the TOEFL Program, please accept our best wishes for the successful completion of your dissertation.

Sincerely,
Renka Ohta

Renka Ohta

Senior Research Project Manager, Center for Language Education and Assessment Research

660 Rosedale Road | Princeton, NJ 08541 | Email: rohta@ets.org | Phone: 609-524-8285

Appendix S

Comparison of Codes

	skills integrati on	technolog y integratio n	feedback and students' developm ent	Assessment	challenges	Requirem ent of the language skill class	teacher s' profile s
Teacher 1	. I try sometim es to, to make them write Teacher 1: 22 - 22 (0) I ask them to rewrite or to paraphra se, to summar ize, which is, um, I'm talking about summar izing and paraphra sing out of helpful techniqu es Teacher 1: 22 - 22 (0) pre, uh, reading activities. Okay, in order to brainstor m, Teacher 1: 24 - 24 (0)	ebooks Teacher 1: 46 - 46 (0) I don't use such type Teacher 1: 46 - 46 (0) I use the internet in order to send them the lessons or, for example, the homework. Teacher 1: 46 - 46 (0) Nowadays it is very important to have, uh, that access to ICT to use, uh, these technologi cal devices in our, um, in our daily life. In, uh, for example in teaching. [00:14:00] In teaching in particular Teacher 1: 47 - 47 (0)	Sometime s Teacher 1: 36 - 36 (0) ome drills, some, let's say, homework , okay, in order to do, uh, when they go home, uh, in order to evaluate them, okay, in order to count, uh, these homework . Teacher 1: 37 - 37 (0)	I try to provide them with, [00:10:00] um, as I have mentioned, with some pieces of writing, okay, some text or, uh, reading materials. I try to ask them some, uh, some questions about, uh, let's say, uh, reading comprehensi on questions, some vocabulary, some grammar, et cetera. So I try to, to vary. Teacher 1: 33 - 33 (0) use different questions Teacher 1: 34 - 34 (0) the same form of testing Teacher 1: 34 - 34 (0) A text with the questions, the same, the common, and the	skipping classes Teacher 1: 30 - 30 (0) I face the problem of making them engaged Teacher 1: 31 - 31 (0) , this session, uh, in the afternoon. Teacher 1: 31 - 31 (0)	I try to use different types of, uh, uh, materials, different topics. Teacher 1: 6 - 6 (0) Ask them, for example, to have, uh. Time for silent, uh, reading, to skim, to scan, to use different, uh, strategies and techniques in order to, to guarantee, let's say, the understand ing of, uh, this text Teacher 1: 6 - 6 (0) I try to use some study skills in order to facilitate the process of reading Teacher 1: 8 - 8 (0)	I have three years, okay, and one other year at the second ary school, okay. I've taught the study skills and reading , Teacher 1: 4 - 4 (0)

conventional , let's say, uh, way of testing or assessing students.	I teach, uh, reading for undergradu ate students, I try to, to use some funny, uh. Funny, simple and interest texts
Teacher 1: 34 - 34 (0)	Teacher 1: 10 - 10 (0)
I consider it as a kind of brainstormin g, when I ask them, okay, to see their prior knowledge or background knowledge about the subject.	use some simple and non- complex
Teacher 1: 42 - 42 (0)	Teacher 1: 11 - 11 (0)
to see their level	I improvise, sometimes I, for example, look for some, uh, materials and I try to design the questions by myself
Teacher 1: 43 - 43 (0)	Teacher 1: 13 - 13 (0)
	I use the pre determined questions, okay? From some books
	Teacher 1: 14 - 14 (0)
	riginal or authentic material.

Teacher 1:
14 - 14 (0)

it's up to
teacher to,
to look for,
um, uh, the
reading
materials.
Okay?
Based on,
um, based
on, uh, the
level of
students
Teacher 1

It's our job
to, as
teachers,
to, for
example,
to, uh, to
vary our
methods,
our
teaching
methods,
our texts.
Okay, in
order not
to, to get
bored, in
order to, to
break the
routine of
repeating
the same,
for
example,
lessons
Teacher 1:
16 - 16 (0)

I try to
provide
them with,
for
example,
um, a
vocabulary
preview
about
reading,
some
questions
about
reading
comprehen
sion

							Teacher 1: 18 - 18 (0)
							hrough, for example, uh, discussing some points or some, uh, pieces of informatio n that we have
							Teacher 1: 19 - 19 (0)
							o, I try to promote, um, the, the, the communic ative skills
							Teacher 1: 19 - 19 (0)
Teacher 2	ot in a very visible,	Inside the classroom it's impossible.	It means we have to provide individual feedback.	most of our writing tasks are based on formative assessment.	faced a challenge in which, how can I choose a topic that is	effort	as far as the experie nce, I think, um, it's about 8, 7, 8 years.
	Teacher 2: 36 - 36 (0)	It's impossible,	Because collective feedback has not proven anything	Teacher 2: 57 - 57 (0)	[00:02:00] interesting for everyone	Teacher 2: 6 - 6 (0)	Um, as far as subject s. I have taught, well, ESP and written express ion for most of my career, of course, but I have taught also syllabu s
	ynthesis, critical thinking, uh, idea generatin g, um, uh, problem solving, we can find all of these tasks and all of these skills.	I think it's very important to apply it inside the classroom.	Teacher 2: 11 - 11 (0)		Teacher 2: 8 - 8 (0)	it takes so much effort to teach written expression because, um, writing in general is a skill that students sometimes resist. Uh, they do not feel comfortabl e	about 8, 7, 8 years. Um, as far as subject s. I have taught, well, ESP and written express ion for most of my career, of course, but I have taught also syllabu s
	Teacher 2: 36 - 36 (0)	Teacher 2: 60 - 60 (0)	ypes of feedback, yes, they are important, but they are not. efficient enough in teaching writing		always say whenever you choose a topic, make sure you are knowledge able and make sure you are interested, [00:03:00] interested sort of. So, for, for students, when we talk about the topic	Teacher 2: 61 - 61 (0)	ESP and written express ion for most of my career, of course, but I have taught also syllabu s
	I think listening usually it's the	We don't have enough technologi cal tools, or instrument s, or support	Teacher 2: 12 - 12 (0)			Teacher 2: 7 - 7 (0)	design, academ ic
		Teacher 2: 62 - 62 (0)	ndividual feedback, I think it's			preparing the lesson itself of, uh, selecting very	

teacher speaking. Because this is it. And I, even in written expression, I try to integrate. Because, uh, I, I found that open discussion in a form of a folks group, but in a form of a folks group, can really help generating ideas.	the classroom must be technology friendly, at least	the most important one. Teacher 2: 13 - 13 (0)	itself, I think it's one of the main challenges we face in, in teaching written expression	specific materials with very specific topics.	writing for, uh, for graduates students, um, some cognitive psychology, linguistics, uh, grammar, I think, oral expression.
Teacher 2: 62 - 62 (0)	Teacher 2: 62 - 62 (0)	it's usually our job to monitor this, or to customize our teaching based on how the progress is going	Teacher 2: 10 - 10 (0)	Teacher 2: 7 - 7 (0)	
Uh, I encourage students to use it because I know there is no escape. They will use it. But at least I encourage those low level, or low achievers to use it.	AI based technology. Uh, I encourage students to use it because I know there is no escape. They will use it. But at least I encourage those low level, or low achievers to use it.	Teacher 2: 47 - 47 (0)	individual feedback, I think it's the most important one. And, uh, but it's, it's too difficult. I think it's too challenging. Especially with a large number, with, with the In terms of time	we don't take into account students preferences. Um, I mean, we do not neglect them, but still, it's not a priority. The priority is, um, according to level, culture, uh, how do you say, learnability	Teacher 2: 3 - 3 (0)
Teacher 2: 68 - 69 (0)	Teacher 2: 64 - 64 (0)	we can really see their progress. However, with low achievers it's very difficult to manage because they keep repeating the same mistakes and they take much more time. With high achievers, it's very simple. It's very easy. You can see that they're, um, how do you say, Their progress is more organizational.	Teacher 2: 13 - 13 (0)	Teacher 2: 8 - 9 (0)	
generating ideas out loud can be way more efficient than generating ideas individually. Because	those low achievers, we try to push them towards using technology.		the topic itself. And [00:05:00] how culturally, uh, how do we say, appropriate it is to us. Some teachers, they really, they have a point, actually. They say we always neglect everything about the	They are not going to learn about the culture, the target language culture. So, I try to create some kind of a mix between, uh, Topics that [00:06:00] tackle problems we have in Algeria. Topics that	
Teacher 2: 71 - 71 (0)	Teacher 2: 65 - 65 (0)				

Teacher 2: 48 - 48 (0)	target language culture	needs to contextuali ze language, because this will be closer to them. Uh, topics in which they are global.
type of progress we can see is different.	Teacher 2: 17 - 17 (0)	
Teacher 2: 49 - 49 (0)	n terms of writing, I think, maybe they need more time,	Teacher 2: 19 - 19 (0)
	Teacher 2: 22 - 22 (0)	we urge students to write. It means we push them towards writing.
	But they don't have enough data. So they will face problems in generating ideas in the first place.	Teacher 2: 43 - 43 (0)
	Teacher 2: 24 - 24 (0)	
	prompting for chat GPT,	
	Teacher 2: 25 - 25 (0)	
	keep checking if it's AI generated	
	Teacher 2: 28 - 28 (0)	
	what is causing a bit of a problem when it comes to managing progress	

					between high achievers and low achievers. It's not the same type of progress, but for us it's still progress		
					Teacher 2: 54 - 54 (0)		
Teacher 3	yes, sometimes they write short stories or Yes, inside classroom or outside	assessment, no, actually no. For teaching, yes, but let's say rarely	for improvement, for progress	for oral expression teachers in particular, yes, till now we don't have a regular assessment pattern	students reluctance to to not just to participate, to collaborate	communicate, to practice language	five years
	Teacher 3: 39 - 39 (0)	Teacher 3: 67 - 67 (0)	Teacher 3: 51 - 51 (0)	Teacher 3: 51 - 51 (0)	Teacher 3: 29 - 29 (0)	Teacher 3: 9 - 9 (0)	Teacher 3: 5 - 5 (0)
		we have a positive perception towards it	I don't give corrective feedback, I give constructive feedback in the form of description	we keep changing our strategies, our procedures, our patterns, our criteria	students again, level of proficiency	it's it's all about willingness on the part of the teacher	linguistics
		Teacher 3: 71 - 71 (0)	Teacher 3: 51 - 51 (0)	Teacher 3: 51 - 51 (0)	Teacher 3: 29 - 29 (0)	Teacher 3: 9 - 9 (0)	Teacher 3: 5 - 5 (0)
		We don't have sufficient amount of knowledge the use,	I do summative assessment. It's just for the presentations. When they present something at the end of the semester, basically exam mark,	, for me, it's a formative assessment	their own communicative breakdowns, difficulties, challenges they do challenge me.	Usually it's divided into two main parts, let's say reading and then speaking. Actually, I do focus more than listening	Teacher 3: 5 - 5 (0)
		Teacher 3: 71 - 71 (0)		Teacher 3: 51 - 51 (0)	Teacher 3: 29 - 29 (0)	Teacher 3: 13 - 13 (0)	Teacher 3: 5 - 5 (0)
		about the attitude. It's about the aptitude.		assessment for learning			reading
		Teacher 3: 75 - 75 (0)		Teacher 3: 51 - 51 (0)	the way they interact with the content, sometimes I do face	address grammar	Teacher 3: 5 - 5 (0)
				, for improvement		Teacher 3: 13 - 13 (0)	oral expression

not trained, well trained to integrate. Technologies and to Yeah, to manage, Teacher 3: 75 - 75 (0)	Teacher 3: 55 - 55 (0) so I select further or more texts and materials based on my students performance, previous performance, see yes, and then I intentionally follow their or Check their progress, yes, one by one, by the way Teacher 3: 59 - 59 (0)	t, for progress. So it's, it's, it's not corrective Teacher 3: 51 - 51 (0) emotional intelligence and intuition, something very abstract, I know, but I do believe in the power of these components. They are the components of success. Actually, I do activate my intuition and emotional intelligence inside the classroom. I use our observation. I'm a good observer. I'm a good listener. For example, I don't interrupt my students. Teacher 3: 79 - 79 (0)	some misconceptions or misinterpretations or misunderstandings inside the classroom Teacher 3: 29 - 29 (0)	dialogues for first year students, dialogues, debates. And yes, classroom discussions Teacher 3: 13 - 13 (0) my students have an influence on my choices, teaching choices, even the materials I use Teacher 3: 21 - 21 (0) the level of student Teacher 3: 25 - 25 (0) their personality Teacher 3: 25 - 25 (0) their preferences Teacher 3: 25 - 25 (0) the relationship between students themselves, the nature of	ion for four years. Teacher 3: 5 - 5 (0)

						relationshi p	
						Teacher 3: 25 - 25 (0)	
						Participati on, moderate, let's say participatio n. It depends. It depends on the task, it depends on the mood,	
						Teacher 3: 45 - 45 (0)	
Teacher 4	I ask group of them to read it	Believe it there are teachers who cannot	to give them some feedback	define activity? Sometimes I repeat activity	they're not serious, they're not motivated	I have concentrat ed on teaching them some skills to understand a text written in	have been teachin g English for seven years
	Teacher 4: 38 - 38 (0)	unfortunat ely	Teacher 4: 19 - 19 (0)	activities but they have seen in the lecture	Teacher 4: 33 - 33 (0)	another language and	several module s like
	use writing	Teacher 4: 85 - 85 (0)	it's hard to do this all the time	Teacher 4: 63 - 63 (0)	hey don't have big enough vocabulary to understand	language example of those skills is summarise	phoneti cs, ESP gramm ar, written express ion or express ion
	Teacher 4: 46 - 46 (0)		Teacher 4: 67 - 67 (0)		Teacher 4: 33 - 33 (0)	Teacher 4: 10 - 10 (0)	reading compre hension
						other skills like interfering interfering is a technique to guess the meaning of something written in front of them	Teacher 4: 5 - 6 (0)
						Teacher 4: 10 - 10 (0)	

						concentrat ed on techniques or techniques of reading comprehen sion.	
						Teacher 4: 10 - 10 (0)	
						critical thinking	
						Teacher 4: 14 - 14 (0)	
						we are using a very interesting book, it's called Reading	
						Teacher 4: 18 - 18 (0)	
						do the activities in pairs	
						Teacher 4: 18 - 18 (0)	
Teacher 5	e need the reading. We need listening sometim	use just the PC for to give them the recordings	it is written and also individual	I assess them through assignments at home and also through practice in the classroom	they don't have a range of, of knowledge of vocabulary in order to write	the time of the sessions	taught at univers ity but as a part time teacher, then
	Teacher 5: 26 - 26 (0)	Teacher 5: 62 - 62 (0)	Teacher 5: 54 - 54 (0)	Teacher 5: 46 - 46 (0)	Teacher 5: 38 - 38 (0)	Teacher 5: 9 - 9 (0)	as a time teacher, then
	we need the context in order to base our writing	the online paraphrasi ng, because it will make them lazy to write using their own style	I've seen a minor developm ents		ideas are in Arabic language, sometimes in French language	To have the basic knowledge , so we train them to have the basic knowledge that's all not to communic	I've been assigne d officiall y to this job in 2018. So, you can say
			Teacher 5: 58 - 58 (0)				

	Teacher 5: 5: 26 - 26 (0)	Teacher 5: 62 - 62 (0) teachers who want to borrow the will come back, they will provide us with their experiences and technology			Teacher 5: 38 - 38 (0) they don't have the vocabulary . Teacher 5: 38 - 38 (0) hey don't have even the structure Teacher 5: 38 - 38 (0)	ate their ideas. Yes. Teacher 5: 22 - 22 (0)	I have four years of experience in teaching English Teacher 5: 5 - 5 (0) grammar, written expression, and we then and this year I have no experience the journey towards teaching British literature Teacher 5: 5 - 5 (0)
Teacher 6	sometimes production, right? They have to reproduce what, what they have been read in terms of a small paragraph. Linking reading to writing.	t's helpful, of course, helpful. I admit, but we are reluctant Teacher 6: 70 - 70 (0)	Instant feedback Teacher 6: 68 - 68 (0) Instant, collective or individual Teacher 6: 68 - 68 (0) Written one.	I had two kind of assessments Teacher 6: 61 - 61 (0) one assessment was about reading. I mean, I give them the text and they read Teacher 6: 61 - 61 (0)	effective materials Teacher 6: 18 - 18 (0) I haven't, uh, found something that is ready and suitable for the level of the students Teacher 6: 19 - 19 (0)	Comprehension is part of reading Teacher 6: 14 - 14 (0) other aspects, I mean, that have to do with, uh, the language, vocabulary .	six years. As to the subjects, uh, I taught many subjects. Uh, but, uh, it was with, was, it was with, uh, written expression. uh.

Teacher 6: 15 - 15 (0)	Teacher 6: 68 - 68 (0)	one part. They just read. Uh, so marking the intonation. The stops. [00:10:00] The, uh, rhythm. So once they read, they just read it.	. We do not read.	Teacher 6: 14 - 14 (0)	the longest experience I've been teaching.
we used to have sort of debate about the topic.			Teacher 6: 25 - 25 (0)	effective materials	
Teacher 6: 45 - 45 (0)		Teacher 6: 62 - 62 (0)	time wasn't enough to choose	Teacher 6: 18 - 18 (0)	It's, uh, for, uh, maybe, uh, five years. I taught grammar for second year, uh, second year, uh, linguistics second year, uh, ESP once for, uh, third, uh, for F3, uh, reading, uh, last year. Okay.
			Teacher 6: 58 - 58 (0)	questions, they have to be, uh, interesting	
				Teacher 6: 18 - 18 (0)	
				student's level	
				Teacher 6: 18 - 18 (0)	
				I developed my own, uh, courses, my own materials. Uh, choosing text, interesting,	
				Teacher 6: 20 - 20 (0)	For first year.
				comprehension questions and language questions.	Teacher 6: 3 - 4 (0)
				Teacher 6: 20 - 20 (0)	
				y main objective was to make them familiar	

						with reading	
						Teacher 6: 25 - 25 (0)	
Teacher 7	Now when it comes to oral oral expressio ns now. Sometim es now based on the task itself, so if the task needs only a video, just by using my phone, or maybe I send that video to them before they see it, and in the next session, we discuss it, okay? Or kind of an audio. This is occasion ally not all the time, but during most of the sessions, it's kind of normal, like a traditiona l session	I believe 100% using technology , facilitate learning first, it makes the learning process to say joyful. Teacher 7: 76 - 76 (0)	I give comments in the end Teacher 7: 51 - 51 (0) I noticed that they have developed through the session like some students, they were not the same Teacher 7: 51 - 51 (0) I'm somehow attached to students Teacher 7: 55 - 55 (0) hey do not perform as they used. So I do not take it into considerat ion Teacher 7: 59 - 59 (0)	assess them based on many things Teacher 7: 41 - 41 (0) not how they speak, but their ideas Teacher 7: 41 - 41 (0) they interact with each other. So that interaction too with each other Teacher 7: 42 - 42 (0) attendance Teacher 7: 42 - 42 (0) kind of a quiz Teacher 7: 42 - 42 (0) how do you like to be assessed? Teacher 7: 46 - 46 (0) o I use the written or use written test or use the oral test,	they are not familiar with each other. They are afraid Teacher 7: 20 - 20 (0) shyness Teacher 7: 20 - 20 (0) when they are not familiar with the topic Teacher 7: 32 - 32 (0) they have no idea about it. Teacher 7: 32 - 32 (0) shy Teacher 7: 36 - 36 (0) is a part of their personality or being afraid Teacher 7: 36 - 36 (0)	communic ative approach Teacher 7: 8 - 8 (0) what really matters is that if they succeed, to convey the message, or what they want to say, how to express their ideas, their thoughts and their feelings Teacher 7: 8 - 8 (0) sometimes I discuss with the students but what they want. Okay, so they give me kind of suggestion s Teacher 7: 12 - 12 (0)	I've been teachin g for 10 years. I have taught differen t subject s, a written express ion, oral express ion, literary texts, civiliza tion, reading , and study skills Teacher 7: 5 - 5 (0)

listen

Teacher
7: 24 - 24
(0)

the oral test
that can be
kind of a
presentation

Teacher 7:
46 - 46 (0)

they start
listening,
then how
am I
going to
integrate
the
speaking
skill they
are going
to write?

Or
maybe
they're
going to
give
them
handouts
to fill in
the gap

Teacher
7: 24 - 24
(0)

t can be just
a question
between a
teacher and a
student

Teacher 7:
46 - 46 (0)

hey like to
be evaluated
based on a
group work.

Teacher 7:
46 - 46 (0)

assess my
students on
different
types, not
just on one
test. That's
why I
believe the
teachers
must be
very, very
the test. So
that to be
fair with all
the students.

Teacher 7:
47 - 47 (0)

hey do not
perform as
they used.
So I do not
take it into
consideratio
n

Teacher 7:
59 - 59 (0)

				. So I give them a second chance.			
				Teacher 7: 59 - 59 (0)			
Teacher 8	listening to the presentation and participating,	it will be difficult to say, track their development in our context, at least,	presentations are for the purpose of the assessment later or the evaluation,	we need equipment,	we need equipment	six years	
	Teacher 8: 44 - 44 (0)	Speaker 2 6:31	Teacher 8: 27 - 27 (0)	Teacher 8: 15 - 15 (0)	Teacher 8: 15 - 15 (0)	Teacher 8: 10 - 10 (0)	
	you are integrating,	yes, it is especially with, as I said, the overall environment. I	speaking activities	No syllabus	No syllabus	For subject. Let's say phonetics, grammar or expression, pragmatics, discourse, analysis	
	Teacher 8: 46 - 46 (0)		Teacher 8: 27 - 27 (0)	concerning even the number of sessions.	to attract the attention of students,		
		Teacher 8: 38 - 40 (0)	for the examination, I needed to like to give them questions, of course, about the presentations	Teacher 8: 48 - 48 (0)	Teacher 8: 27 - 27 (0)		
					I do presentations	Teacher 8: 11 - 11 (0)	
					Teacher 8: 27 - 27 (0)		
			Teacher 8: 44 - 44 (0)				
Teacher 9	read. And we actually, we study the product	don't have much to say about this, because we don't have it here	I don't favour peer feedback because it's, it's due to the the attitude of students. They see that their peers lack credibility and the and their feedback is not is not professional. Their	because you are dealing with constant evaluation of students productions, which is a task that many teachers don't like.	because you are dealing with constant evaluation of students production s, which is a task that many teachers don't like.	the passion one number one.	started officially teaching at university in 2008
	Teacher 9: 45 - 45 (0)	Teacher 9: 77 - 77 (0)		Teacher 9: 29 - 29 (0)	Teacher 9: 29 - 29 (0)	Teacher 9: 29 - 29 (0)	Okay, or six, I guess, yeah, 2006
		classes are not equipped with any technological device				you have to love this course	Teacher 9: 9 - 9 (0)
				assessing writing depends on	because you are dealing with		've been

Teacher 9: 77 - 77 (0)	feedback is not suitable.	formative assessment	it comes to the content.	constant evaluation of students production	teaching a number of courses
In case the test is online and it's asynchronous. I mean, I send it via mail to students and I ask them to give it to send back afterwards	Sometimes their feedback is also very emotional, Teacher 9: 53 - 53 (0)	Teacher 9: 69 - 69 (0)	Students are supposed to bring a relevant content to their assignments.	s, which is a task that many teachers don't like. Teacher 9: 29 - 29 (0)	, including oral expression, cultures of language, ESP, didactics, educational psychology, written expression. I've also taken part in teacher training in
Teacher 9: 77 - 77 (0)	Students prefer to have teachers feedback because they see them as a reference, okay, as a reference, and they establish credibility with the teacher better than, or more than the peer	every session has to be assessed, because students are having an experience	Teacher 9: 53 - 53 (0)	handle the different mechanics of writing, so you have to be also knowledgeable and familiar with this	which I trained, or I take or I took part in a period of during a period of two, two months or three months, okay, in which we helped high school teachers to train, In assessment
Google Forms	because they see them as a reference, okay, as a reference, and they establish credibility with the teacher better than, or more than the peer	informally and formally. I mean, in an informal way, I give remarks, verbal remarks.	Teacher 9: 53 - 53 (0)	Teacher 9: 29 - 29 (0)	
Teacher 9: 77 - 77 (0)	with the teacher better than, or more than the peer	highlight the errors, the mistakes, and ask them to make necessary modifications	overcrowded classes	to be familiar with the different writing methods and approaches techniques in the classroom and outside the classroom as well.	
students use technology when they write. So at the time I pass by, I see that students are using applications, applications, whether to draft, to outline	Teacher 9: 53 - 53 (0)	Teacher 9: 69 - 69 (0)	Teacher 9: 57 - 57 (0)	Teacher 9: 29 - 29 (0)	
Teacher 9: 77 - 77 (0)	it's due to these overcrowded classes that I cannot keep up with, with the tracking the development	But recently, I don't prefer home. I mean homework assignment, because of the the big amount of plagiarised works	it's very rare when you see a progress in their writing	if it's an advanced level, like third year, okay, 30. Then we opt for the process approach,	
I'm not very familiar with this, but students are very	Teacher 9: 57 - 57 (0)		Teacher 9: 63 - 63 (0)		
			to talk about the content. It depends on		

familiar with that	it's very rare when you see a progress in their in their writing	Teacher 9: 69 - 69 (0)	everybody's familiarity and background, cultural background,	Teacher 9: 33 - 33 (0)	and evaluation. Besides I also taught, ESP for computer science students for a number of years. Okay,
Teacher 9: 77 - 77 (0)		So every at the end of each unit, or a number of units, okay, I arrange, or I organise an Evaluation Session. It could be a quiz. It could be a formal test. It could be in pairs, it could be individual, it could be in groups			
moderator. I mean, it can help in a way. But I'm afraid that technology will occupy, or will, let's say, will minimise this, this aspect of creativity	Teacher 9: 57 - 57 (0)		Teacher 9: 63 - 63 (0)		
	the only case when I see a progress is when I keep giving, giving a constant and and regular feedback.		unable to make the connection between, for example, grammar and and writing		
Teacher 9: 81 - 81 (0)	Teacher 9: 57 - 57 (0)	Teacher 9: 69 - 69 (0)	Teacher 9: 63 - 63 (0)		Teacher 9: 9 - 9 (0)
I'm afraid that technology will also make students dummies	cannot really manage tracking the progress, unless, unless I opt for a portfolio which is another business				
Teacher 9: 81 - 81 (0)					

الملخص

نظرًا أن معظم عمليات التعلم والتعليم تتحول نحو الفصول الدراسية القائمة على التكنولوجيا، فإن التركيز على نجاح التقييم عبر الإنترنت للتعلم يحتاج إلى اعتبار. لذلك، تهدف هذه الدراسة إلى التحقيق في تنفيذ التقييم الديناميكي المحوسب كأداة بديلة لـ "التقييم للتعلم" لتحسين المهارات المتكاملة للمتعلمين. ولتحقيق هذا الهدف، تم صياغة أربعة أسئلة بحثية تتمحور حول أولاً الاستفسار عن آراء وممارسات المعلمين بشأن تقييم اللغة، ثانياً تحديد الصعوبات التي يواجهها المعلمون والطلاب في فصول المهارات اللغوية، ثالثاً التحقيق في استخدام التقييم الديناميكي المحوسب ورابعاً استعراض مواقف الطلاب تجاه استخدام التقييم الديناميكي المحوسب. في هذا السياق يندرج بحثنا هذا ضمن النموذج البراغماتي الذي يسمح باستخدام نهج مختلط الأساليب. على وجه أدق اخترنا تصميم البحث مختلط الأساليب المضمنة. أما بالنسبة لطرق جمع البيانات فقد استخدمنا استبيان للمعلمين (8)، ومقابلة للمعلمين (9)، واستبيان للطلاب (48)، واختبارات اللغة (53)، ومقياس ليكرت للطلاب (56) ومقابلة للطلاب (5). شملت هذه الدراسة عينة من 53 طالباً في السنة الثالثة بقسم اللغة الإنجليزية وآدابها بجامعة بسكرة. تم استعمال برنامج SPSS للإحصاء الوصفي والاستدلالي وبرنامج MAXQDA للتحليل الموضوعي. أظهرت النتائج أن تأثير تطبيق التقييم الديناميكي المحوسب كان ذا دلالة إحصائية، مما يؤكد فائدته في تحسين تحصيل الطلبة في اختبار المهارات المتكاملة، وقد أكد ذلك الطلبة الذين أبدوا أيضاً مواقف إيجابية تجاه تطبيق نموذج التقييم الديناميكي المحوسب.