



Questioning strategies in discourse analysis assessment

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Suggested Citation:

Turqui, B. & Behera, S.K. (2026). Questioning strategies in discourse analysis assessment. *International Journal of Learning and Teaching*, 18(1), 64-88. <https://doi.org/10.18844/ijlt.v18i1.9899>

Received from August 1, 2025; revised from December 1, 2025; accepted from January 12, 2026.

Selection and peer review under the responsibility of Prof. Dr. Jesus Garcia Laborda, Alcala University, Spain

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Abstract

The first step in the successful elaboration of discourse analysis assessment is to ensure that the foreign language teacher carefully conceives the questions and understands what should be asked. Many students spend their time writing around a question by failing to grasp immediately the core of the assessment. They are consequently unable to perceive what the instructor wants to discuss. Therefore, a large spectrum of questions in discourse analysis assessment may intimidate the students simply because of the language in which they are presented. The result in such cases is usually an aimless rambling in an answer filled with vacuous words and memorized facts. To propose a remedy to this kind of problem, the present work is based upon the hypothesis that extols the assessment of both content knowledge and language skills in discourse analysis. A quantitative research methodology has been adopted, and a survey questionnaire has been used as a research tool. Moreover, the main objective of this research work is to provide a practical procedure that would train FL students to present a critical assessment founded on the knowledge which they have acquired, not memorized, from the lectures and readings, about the prior indispensability of native and target culture contributions.

Keywords: questioning strategies; discourse analysis; assessment; language skills

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1. INTRODUCTION

One can logically acknowledge that in addition to instruction, a teacher is required to evaluate and measure their students' progress and performance. Indeed, the two major teachers' tasks, which are practically inseparable, are respectively teaching and testing. (Basanta, 57:1995) The teaching/learning process necessarily implies an extremely important periodic check since different learners react at different rate of assimilation to instruction. As teachers have implemented the course and are aware of the daily realities of their classes, it is incumbent upon them to carry out a systematic and regular evaluative investigation. Besides, it is noteworthy to say that most- if not all teachers have been properly trained to develop tests or assessments.

Therefore, it would be axiomatic to focus on the significance of learners' assessment given the major role it plays in the different aspects and stages of the foreign language teaching operation. There is an intrinsic relationship between the assessment process and various and numerous other elements in connection with students' performance in terms of teachers' strategies and techniques, along with the adequacy and effectiveness of the proposed syllabuses. Furthermore, the notion of assessment induces in its turn multiple related concepts such as measurement, testing, and evaluation. Consequently, the present research work aspires to introduce, evaluate, and, eventually, suggest assessment procedures that would probably be in line with the principles and requirements of the Discourse Analysis course at university level.

2. OBJECTIVES

Discourse studies within the linguistic dimension or analyses on the sociocultural level are usually undertaken for the purpose of commenting on quality meaning in a text, the different speech functions, and the overt or covert objectives that are assigned to the acts of communication. In consequence, the conception of assessment should be in accordance with such functions. To demonstrate this correlation, the present research work ambitions to reach the following objectives.

1. To analyze the pedagogical significance of assessment in discourse analysis studies not only on the linguistic level but also the sociocultural features of the FL.
2. To demonstrate the significance of testing the students' stylistic features (in written discourse) or oral performance (in spoken discourse) in the FL, which, eventually, such data may be used as indicator of students' FL proficiency.
3. To indicate in a substantiated manner that the elaboration of students' assessments should not be put in the traditional framework of testing methods but it should be singled out due to the specificity of the course.
4. To put forward the concept that the testing process in Discourse Analysis Studies may constitute a pedagogical tool to enhance students' target culture awareness through the practice of comparative, instructional, informative, and persuasive tasks.

3. LITERATURE REVIEW

3.1. Terminological Controversies

It can be observed that there are many different perceptions and explanations in relation to the various types of educational evaluation. Hence, the existing definitions are not in reality contradictory, nevertheless,

they differ because of some minute features that may pose some problems of comprehension to the novice teacher and the learner as well. Thus, it would be quite useful to clarify the terminology and focus on the multiple definitions of some kinds of assessment.

First, many language teachers tend to adopt the concept of testing (or tests) in the students' evaluation procedures. Therefore, it is beneficial to grasp the nature and utility of tests. Indeed, (Oller, 42: 1987) states very simply that any use of a foreign language that is performed by learners and that can be graded or evaluated may be considered a test. In other words, tests are an examination of an individual's knowledge and capacities with the scope of attributing a value. The individual's performance during this examination will indicate whether he has progressed or regressed, and it will point to the efficiency and relevancy of instruction. Lastly, the same scholar equally believes that tests are an integral part of classroom management procedures (Cushing Weigle, 2002).

Second, the notion of assessment is a central component of the FL teaching process. An assessment is used to 'evaluate' the student's achievement and determine grades; in addition, it provides opportunities for learners to develop their skills and knowledge. An attempt to present a precise definition of assessment is very complex because, as it is asserted by (Phye, 8: 1997), nearly everyone knows what assessment is. However, he indicates that there is certainly no standard usage of the term: it is used in so many ways, in so many different contexts, and for so many different purposes. The result is that the term assessment can mean almost anything since it is used in numerous and specific fields and situations. In a classroom setting, the elaboration of an assessment is left to the FL teacher's discretion regarding its design, function, and objectives (Clark, 2001).

Despite this fact, one can generally assume that assessment consists of a set of procedures that are designed to provide information about student development and achievement as compared with a standard. In addition, assessment constitutes a means that enables the teacher to look for the needs of students at the collective and individual levels. On the other hand, the main objective of assessment is to gather and analyze information from measured outcomes to improve student learning, particularly in relation to the knowledge acquired, the understanding developed, and the skills gained (Fenton, 1996).

Overall, tests or assessments achieve a principal function that assists teachers in making judgements about the learning process. Besides, they represent a linkage between the teacher's methods and activities and learners' comprehension and, eventually, the achievement of the highest standards in FL mastery.

3.2. Importance of Assessment

It is generally admitted that assessments/tests are a linchpin in the teaching/learning process. Many scholars, namely Oller (Oller, 45: 1987) and Basanta (Basanta, 56: 1995), have encompassed the significance of assessments/tests in the following points:

- Tests/Assessments tell teachers what students can or cannot do. This is labelled the 'instructional' factor, which indicates to teachers how successful their instruction has been. It provides a sort of washback for teachers to adjust or change course content and teaching style whenever necessary.
- Tests/Assessments tell students how well they are progressing. It is called the 'motivational' factor, which may stimulate students to take learning more seriously and, consequently, make further efforts in the learning process. Good tests/assessments provide feedback to teachers and students to help them manage practices in both instruction and study, for instance, by making available a sensible basis for grading.

Moreover, tests/assessments have a motivational impact either as rewards that stimulate or as goals that should be reached by equally teachers and students.

- The third purpose of testing is diagnostic. By identifying students' strengths and weaknesses, tests/assessments can help identify areas of remedial work. Indeed, tests/assessments indicate to both teachers and learners where problems exist and, thus, serve a diagnostic function that focuses attention on specific instructional difficulties.
- Tests/Assessments would eventually help evaluate the effectiveness of the program, course books, materials, and methods; this function is sometimes called the 'curricula purpose' of testing.

Besides, progress tests in a formal setting are an instructive challenge to both stakeholders and audience, for they provide a wealth of information. Even though students are often skeptical about the question of testing, one should recognize that useful and insightful tests are a 'blessing in disguise' if they constitute a reliable means of learners, teachers, and curriculum evaluation. The progression of the realization of the program depends largely on tests because they help in deciding whether to move on to the next step or review what has been done so far. In fact, (Basanta, 1995) elucidates what progress tests purport themselves to measure. They are to 'measure' students' progress, definite 'goals', and thus 'monitoring performances', and eventually predicting 'the final outcomes (Hudge, 2000).

3.3. Typology of Tests and Tasks

3.3.1. Tests

Although there are numerous ways to classify and categorize language tests, all such tests fall into one of two major types: Norm-Referenced Tests (N-R Ts) or Criterion-Referenced Tests (C-R Ts). This distinction is founded on differences in the way tests are built and, in the manner, results are interpreted. On the one hand, an N-RT, as the name implies, is used primarily to spread students out into a normal distribution so that their performances may be compared with each other. For instance, if a researcher's purpose is to separate students into three levels (beginning, intermediate, and advanced) of language proficiency, an N-RT would be appropriate. The objective of such distinction represents "an analysis of the processes students go through when they take tests" (Cohen, 1980).

On the other hand, a C-RT is employed principally to find out how much of a clearly defined domain of language skills or material the students have learned. The focus is essentially on how the students achieve in relation to the material, rather than to each other. A common example of a C-RT is a final examination for a language course with clearly defined objectives that are tested in such an evaluation. Tests in statistical language studies have, by and large, been N-RTs that spread students out and tend to show the normal distribution, while C-RTs may not. In fact, on C-RTs, all the students may score 100 percent if they have learned all the material, hence, one can expect a dispersion of scores in N-RTs but not necessarily in C-RTs. The blunt fact is that the most powerful statistical techniques do not work well without dispersion of scores (Brown, 2003).

3.3.2. Tasks

Task is recommended that students should not be strangers to the test format or tests should be a replica of the practised classroom activities. The validity of tests depends on the resemblance that assessments display to the tasks students have undertaken in a classroom situation. Many teachers voice their resentment at the 'bad' marks their students obtain and at their students' lack of 'intelligence' when it

comes to problem-solving a test because their instructions have been slightly changed. Of this mismatch between the classroom tasks and test tasks, both designers (teachers) and test takers (students) feel disappointed and frustrated (Bachman, 2005).

One can be fair to say that course designers have fallen behind in producing a 'Test Construction Guide' which is modelled up to the course being designed and implemented to help test designers and test takers feel more comfortable with formal tests. Teachers are left to reproduce the summative and traditional test format, no matter how this reflects or differs from the classroom practices. It may not be an exaggeration to assert that the process of test designing is posing too much pressure on teachers. To the best of their abilities, they try to make both ends meet: constraints of time (1 hour or 1 hour and thirty minutes), scoring (every teacher scores randomly), practical organization (seating procedure and invigilating). Moreover, teachers are also anxious to whether their tests are valid, reliable, or practical, as well as the extent of comprehensiveness and resemblance of their tests to the classroom activities (Bachman & Palmer, 2010).

Against this backdrop, one can suggest some test guidelines that fall within the framework of the Competency-Based Approach paradigm. Accordingly, the following parameters have been taken into consideration:

- **Variety of Tasks:** different test takers respond at different rates of success to dissimilar tasks. Various variables such as age, anxiety, and cognitive level may account for the quality and quantity of the response. It can be assumed, however, that different and varied tasks help the students' knowledge of the language and what they can manage to do with it.
- **Affordability:** The term implies the clarity and familiarity of the students to follow the task instructions. In many instances, the unintelligibility and unfamiliarity of the directives stand as barriers to a better performance on the students' part.
- **Usefulness:** negative washing should be avoided; students should not be tested for the sake of being tested! Instead, they need to feel that tests represent another way of learning. In other words, tests should add to students' knowledge and ability to perform tasks and help them rely on their resources to respond effectively to tasks.
- **Practicality:** tests should be designed to consider the time allotted to tests. It may seem paradoxical to ask teachers to vary activities; however, more remains within the borders of the allocated time.
- **Comprehensiveness:** the tasks or activities that are incorporated in the different tests/assessments should be designed to measure both linguistic and sociolinguistic features of the foreign language being taught and learned, and the extent where students can use the language effectively in a myriad of real-world situations.

As a synopsis to the discussion, it would be quite beneficial to present the comparison of assessment and evaluation as suggested by Angelo and Cross (1993). Generally, an assessment is formative, process-oriented, diagnostic and cooperative. On the other hand, an evaluation is summative, product-oriented, judgmental, and competitive.

3.4. Teaching and Learning Approaches to Testing

Various approaches to language teaching and learning address different test formats under their underlying assumptions. Indeed, the primary focus of the structural syllabus is the grammatical construction

of language; some important components, such as simplicity, regularity, frequency, and difficulty, are taken into consideration. Furthermore, the situational syllabus emphasizes the encompassing principle of language in each social situation, for example, landing at the airport, finding a place to live, etc. Therefore, the primary concern of this syllabus is the kind of language, which is used in each social context and, accordingly, tests are elaborated in like manner related to the appropriate language that should be employed by the learner in different sociolinguistic interactions (Lorna, 2003).

On the other hand, the notional syllabus advocates the semantic content of language to teach students how to express different types of meaning. These various semantic manifestations are grouped by common function, for instance, judgement and evaluation, persuasion, argument, rational inquiry, exposition, and personal emotions. Lastly, the communicative syllabus gives priority to the interests and communicative needs of learners, like conversing about sociological problems or the influence of cultural behaviors on human communicative acts.

Generally, the corollary of these various teaching/learning approaches is the construction of tests that reflect the basic focus of each syllabus. However, the structural, situational/functional, and notional syllabuses share a common principle that consists of the encouragement of the constitution of grammar-based discrete-point tests. In other words, they test learners' linguistic competence (knowledge and accuracy of linguistic rules: lexis, grammar, and pronunciation). Students are not to take tests where their ability to communicate or their contribution should provide useful and insightful feedback on their progress in foreign language learning. This is precisely the philosophy (principle) that has been adopted in the communicative syllabus, which views the mastery of a foreign language through the acquisition of equally linguistic and communicative competence. Overall, the emphasis has shifted from the form to the situation/function, then to meaning and, finally, to communicative acts (Shermes & Divesta, 2011).

4. METHOD AND MATERIALS

The researchers have opted for a quantitative research methodology, which the most adequate choice given the nature of the expected feedback is provided by the sample study. The associational type of quantitative research has been selected because the researchers aimed at demonstrating the correlation that exists between two variables: the quality and effectiveness of the testing process may contribute to the improvement of foreign language acquisition.

4.1. Research Design and Data Collection Tool

A survey questionnaire- as a research tool- has been submitted to a sample study of 30 master's students enrolled in English Studies, Applied Language specialism, Discourse Analysis course. The questionnaire is composed of 20 questions that constitute 3 main sections, namely, Learners' and Teachers' Attitude towards the Testing Process, The Types, Functions, and Aims of Assessment and Testing, and the Impact of the Testing Operation on Foreign Language Acquisition.

4.2. Ethical Approval

This research was performed in compliance with ethical norms governing studies involving human subjects. Participation was voluntary, and informed consent was secured from all participants before data collection commenced.

All data were gathered anonymously, and no personally identifiable information was documented. The data were utilized exclusively for research purposes and handled with utmost secrecy.

5. FINDINGS AND DISCUSSION

The findings of the research are given appendix. In addition, the questions asked in the research and the obtained findings are attached in the form of tables and figures.

The students' preferred format of questions is the Multiple Choice, that displays the highest score (46%) in (Table 1). However, the necessary general revision that should precede the testing process presents a ratio of (53%), this result implies that the procedure is neither generalized nor systematic (Table 2). Moreover, learners clearly indicate (53%) that they face difficulties in the speaking skill testing (Table 3). The recurrent justification (54%) is that the language learner can indicate his/her foreign language capacities, especially through speaking skills (Table 4).

On the other hand, the question of the allocation of time in tests is perceived as a constraint by the students (50%) since they very often face multiple problems in the management of time due to its strict limitation (Table 5). This situation implies a better evaluation of students' strengths and weaknesses under the pressure of time restriction (Table 6). As a result, the issue of the most effective preparation for the testing operation is regarded as an essential prerequisite to achieve success (Table 7). However, students assert that language skills are not appropriately assessed (Table 8) because teachers' feedback is a crucial factor in the students' success in tests (Table 9).

Additionally, students state that their results in tests equally affect the FL teacher, especially if they are unsatisfactory, consequently, the teacher often changes his/her teaching strategies (Table 10). One can remark that learners' negative results do not surprisingly incite them to question their proper responsibility; contrarily, they mostly blamed the teacher (70%), which is indicated in the scores (Table 11). Nevertheless, of students (73%) think that their tests themselves have a positive impact on the teaching/learning operation (Table 12), because tests represent a key factor in raising learners' motivation (70%) for better achievements (Table 13).

Besides, teacher's contribution is equally valued through the practice of some classroom activities, in particular classroom interaction (Table 14). Along with such tasks, the FL teacher provides useful directives and sensitive guidance as precious pedagogical aids (Table 15). This kind of teacher's activity is believed by the students (a majority of 90%) to be an effective testing strategy (Table 16). Learners indicate that their preferred strategy is usually classroom interaction (Table 17). However, the rate of utilization of classroom activities is neatly relative and they display a wide discrepancy, for example Peer Correction is very often used with a large proportion (95%) of the total tasks (Table 18), whereas Audio/Video recordings and Portfolio practices are extremely limited (Tables 19 and 20).

Numerous and various factors are involved in the testing process, and the gist of teachers' and learners' most repeated comments and criticisms is comprised in the following:

1. The Discourse Analysis community of teachers at the university level has been left with neither an accompanying test nor any guidance for test development.
2. It is the task of the Discourse Analysis course teacher to think up a model (of testing) that should be adequate to the communicative syllabus paradigm.
3. For someone who has never been trained or a novice teacher and whose knowledge of the discourse analysis procedures of testing is practically nonexistent, this is truly a daunting task.

4. The Discourse Analysis instructors at the tertiary level construct their tests according to the European or American examination models, which are impregnated by the sociocultural traits of the target culture and in complete ignorance of the source culture.

5. As a result, tests in Discourse Analysis reflect solely the foreign cultural manifestations and the absence of any kind of intercultural comparative activities.

6. Generally, the test construction of Discourse Analysis in Algerian universities is based upon the teacher's intuition and know-how.

7. Therefore, one would like to have some insights into the Discourse Analysis teachers' assessments/tests papers to constituting and, eventually, proposing a model that reflects the intercultural comparative analysis tenets.

8. The primary objective of the process of testing/assessing is to describe learners' progress following definite procedures to diagnose the validity of the learning operation.

9. Lastly, an effective testing/assessing protocol for carrying out the evaluation process has the power to emancipate the Discourse Analysis instruction at the university level and ensure a high level of foreign language proficiency.

6. CONCLUSION

In summation, an effective goal-oriented teaching/learning sequence, contains clearly understood goals, productive classroom activities, and enough feedback to make students aware of the strengths and weaknesses of their performance. Therefore, whether one is for or against tests/assessments in general, one should recognize that they are here to stay; certainly, in the different studies one reads in the field of foreign language teaching. Tests/Assessments are important because the quantities in particular representing variables (physical or psychological factors) in the data of study, are often based on them. Hence, the operationalization of the variable the entire meaning of the results of a research investigation may depend on tests/assessments. A study can be no better than the measures on which it is based. Lastly, tests/assessments are inseparably related to both instructional objectives and classroom learning tasks and are indispensable elements in the teaching/learning process.

7. RECOMMENDATION

1. The development of a good classroom test requires the instructor to define the course objectives.
2. Competence in teaching is necessary, but not a sufficient condition for an expert test constructor.
3. The most crucial decision the test constructor must take is what to test.
4. Construction of a good objective test requires special knowledge of testing techniques and special skill in the use of language.
5. Most classroom tests of achievement should be short enough with the time available, so that almost all students have time to attempt all the items.
6. An outline of topics dealt with in instruction provides a useful basis for developing test items that will sample the entire course under testing.

Turqui, B. & Behera, S.K. (2026). Questioning strategies in discourse analysis assessment. *International Journal of Learning and Teaching*, 18(1), 64-88. <https://doi.org/10.18844/ijlt.v18i1.9899>

Conflict of Interest: No potential conflict of interest was reported by the authors.

Funding: This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

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Appendix

List of questions and tables and figures

Question No.1: What format of question do you prefer in written tests?

- A. Essay. B. Open Book. C. Multiple Choice. D. True or False.

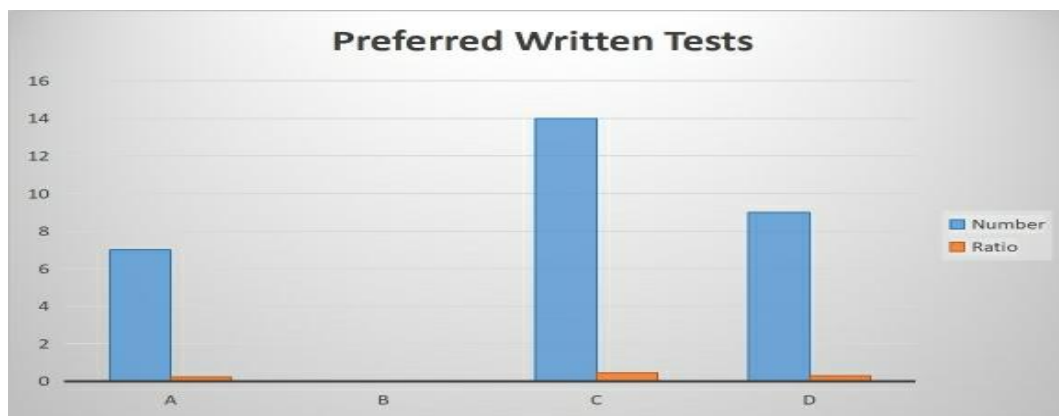
Table 1

Preferred Written Tests

Options	Number	Ratio
A	7	24%
B	0	0%
C	14	46%
D	9	30%
Total	30	100%

Figure 1

Preferred Written Tests



Question No.2: Does the teacher make a general revision of previous lessons before the test?

- A. Yes. B. No.

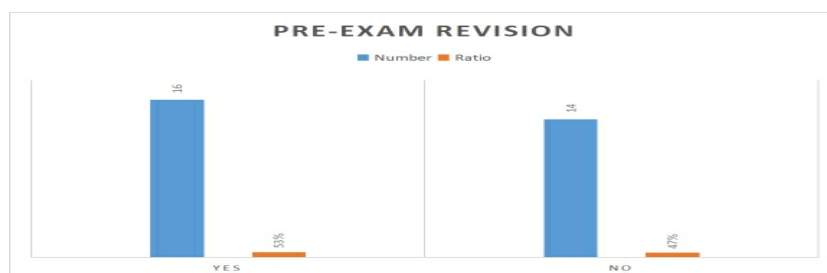
Table 2

Pre-Exam Revision

Responses	Number	Ratio
Yes	16	53%
No	14	47%
Total	30	100%

Figure 2

Pre-Exam Revision



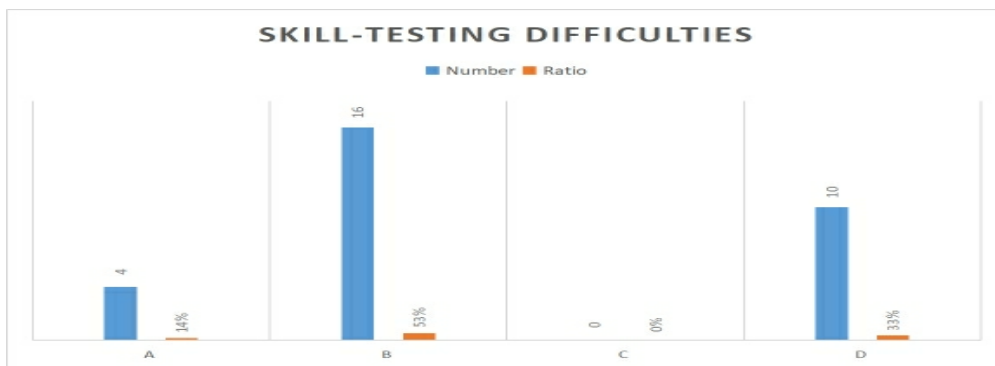
Question No.3: In what type of language skill tests do you face most difficulties?

- A. Listening. B. Speaking. C. Reading. D. Writing.

Table 3
Skill-Testing Difficulties

Options	Number	Ratio
A	4	14%
B	16	53%
C	0	0%
D	10	33%
Total	30	100%

Figure 3
Skill-Testing Difficulties



Question No. 4: What is your perception of speaking tests?

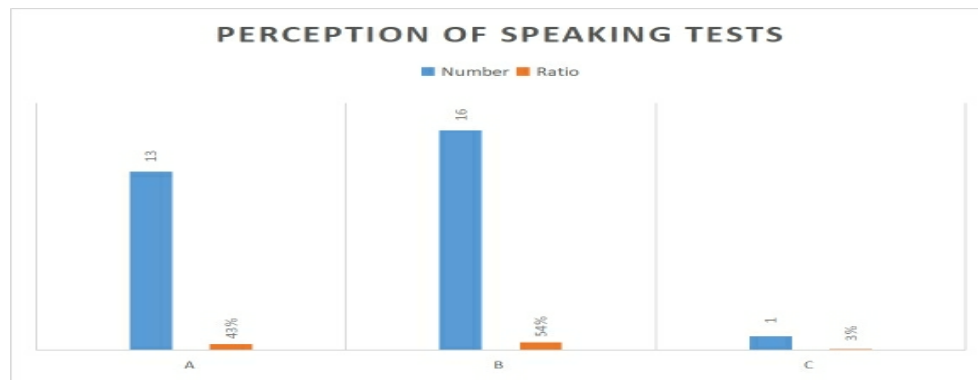
- A. Opportunity to express your thoughts.
- B. Chance to show your language capacities.
- C. A constraint in view of time limits.

Table 4
Perception of Speaking Tests

Options	Number	Ratio
A	13	43%
B	16	54%
C	1	3%
Total	30	100%

Figure 4

Perception of Speaking Tests



Question No.5: What is your appreciation of the allotted time in tests?

- A. Enough. B. More time is needed. C. Less time is needed.

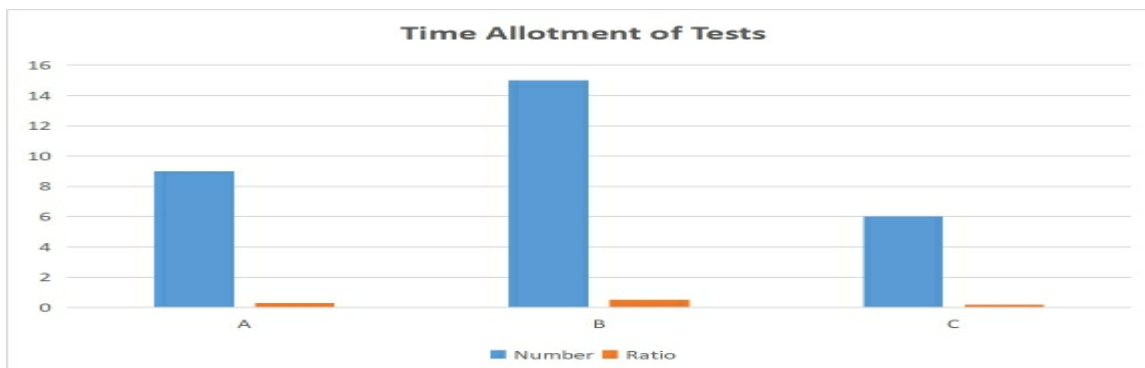
Table 5

Time Allotment of Tests

Options	Number	Ratio
A	9	30%
B	15	50%
C	6	20%
Total	30	100%

Figure 5

Time Allotment of Tests



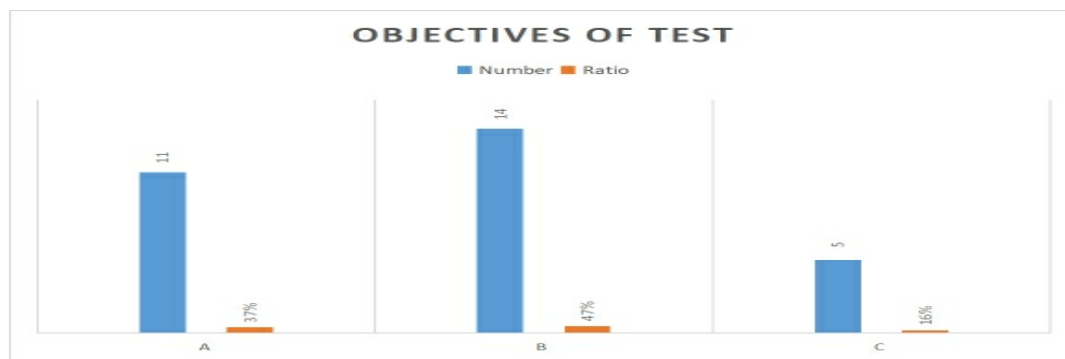
Question No.6: What is your main purpose when you prepare a test?

- A. To acquire knowledge. B. To evaluate your strengths and weaknesses.
- C. To score marks and pass.

Table 6
Objectives of Test

Options	Number	Ratio
A	11	37%
B	14	47%
C	5	16%
Total	30	100%

Figure 6
Objectives of Test



Question No.7: How do you prepare for the language skills tests?

- A. Reading carefully your documents. B. Listening and concentrating on the teacher’s review of lessons. C. Learning the lessons by heart.
- D. Practising mock or previous tests.

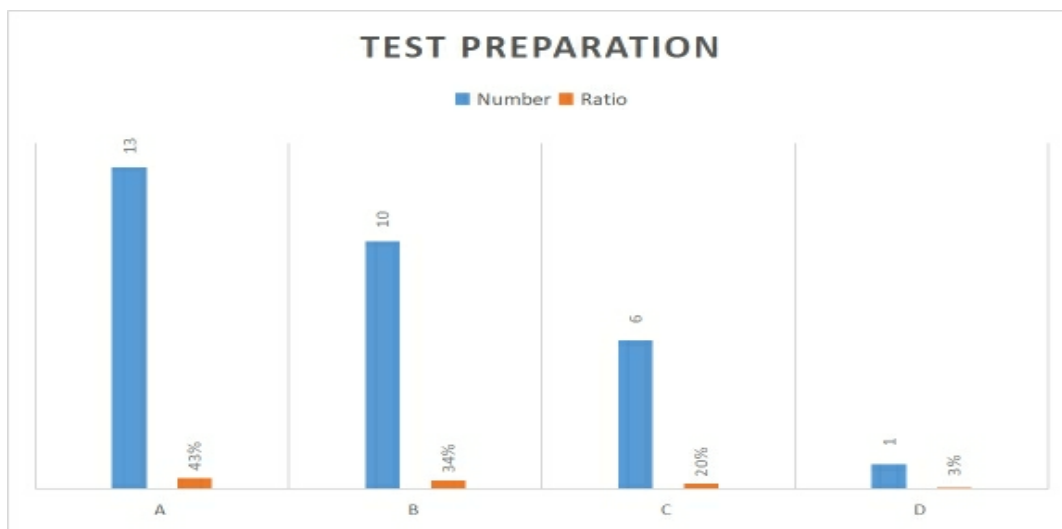
Table 7

Test Preparation

Options	Number	Ratio
A	13	43%
B	10	34%
C	6	20%
D	1	3%
Total	30	100%

Figure 7

Test Preparation



Question No.8: Do you think that language skills are adequately tested?

- A. Yes. B. No.

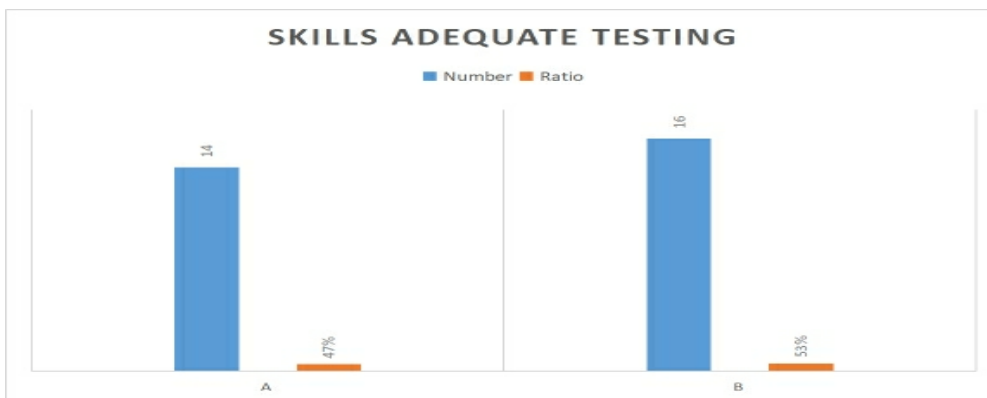
Table 8

Skills Adequate Testing

Responses	Number	Ratio
A	14	47%
B	16	53%
Total	30	100%

Figure 8

Skills Adequate Testing



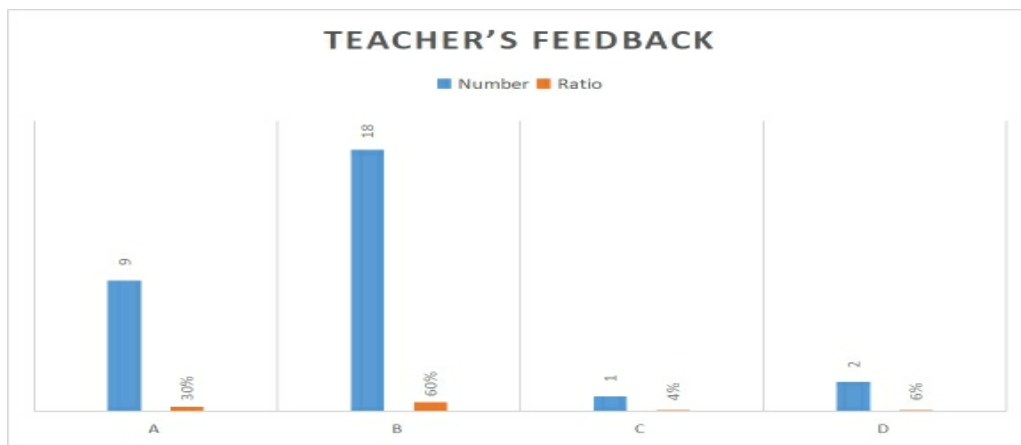
Question No.9: How does the teacher's feedback affect your instruction?

- A. Better performance in classroom activities.
- B. Encourages you to work harder in the next test.
- C. Disappoint you.
- D. No impact.

Table 9
Teacher's Feedback

Options	Number	Ratio
A	9	30%
B	18	60%
C	1	4%
D	2	6%
Total	30	100%

Figure 9
Teacher's Feedback



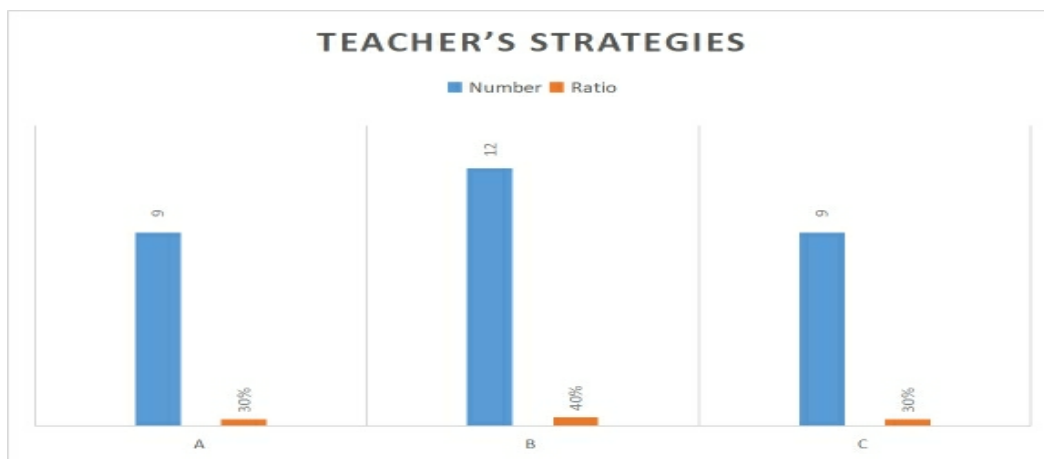
Question No.10: Do the results of tests change the teacher's teaching strategies?

- A. Modifications. B. Ameliorations. C. No changes.

Table 10
Teacher's Strategies

Options	Number	Ratio
A	9	30%
B	12	40%
C	9	30%
Total	30	100%

Figure 10
Teacher's Strategies



Question No.11: What is your reaction when your results are negative?

- A. Change your style of learning.
- B. Blame the teacher.
- C. No reaction.

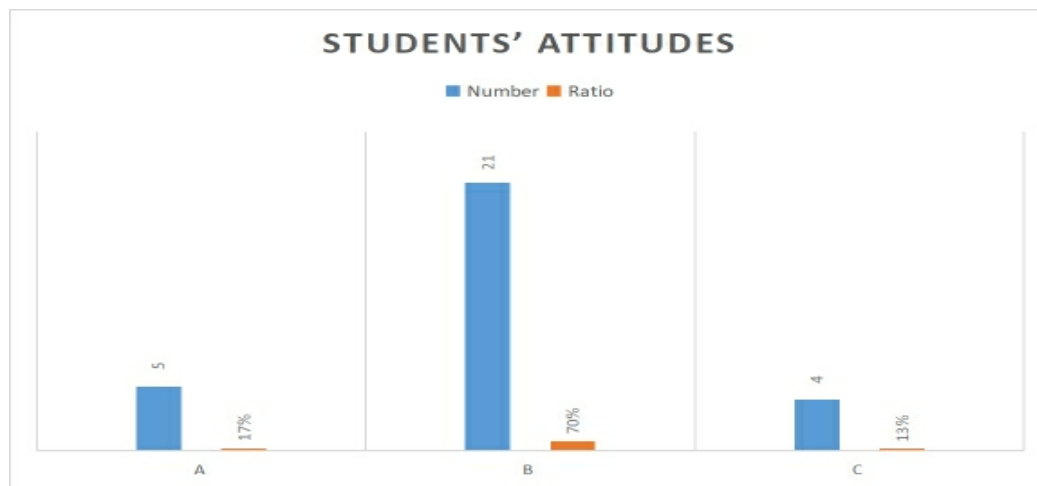
Table 11

Students' Attitudes

Options	Number	Ratio
A	5	17%
B	21	70%
C	4	13%
Total	30	100%

Figure 11

Students' Attitudes



Question No.12: How do you think tests can affect the teaching/learning operation?

- A. Positively. B. Negatively. C. No effect.

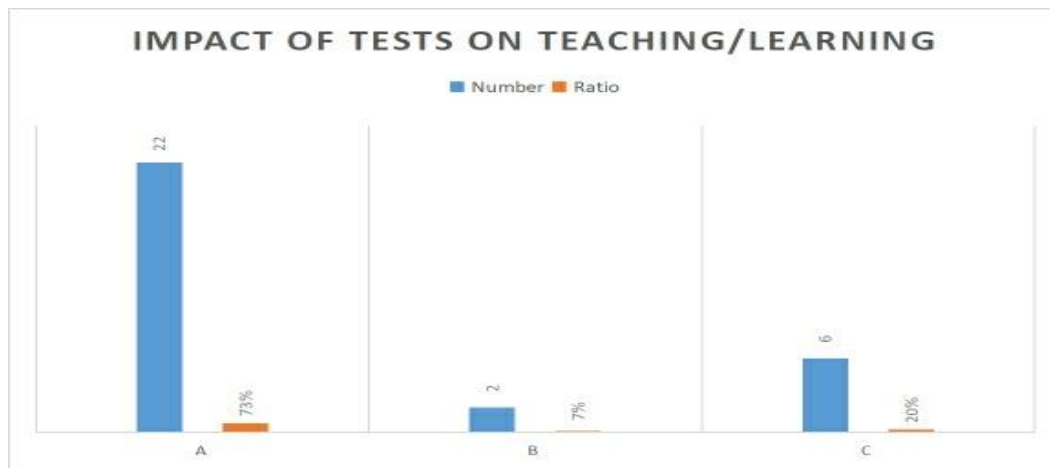
Table 12

Impact of Tests on Teaching/Learning

Options	Number	Ratio
A	22	73%
B	2	7%
C	6	20%
Total	30	100%

Figure 12

Impact of Tests on Teaching/Learning



Question No.13: Are you in favour or against the assumption that tests can motivate the learner?

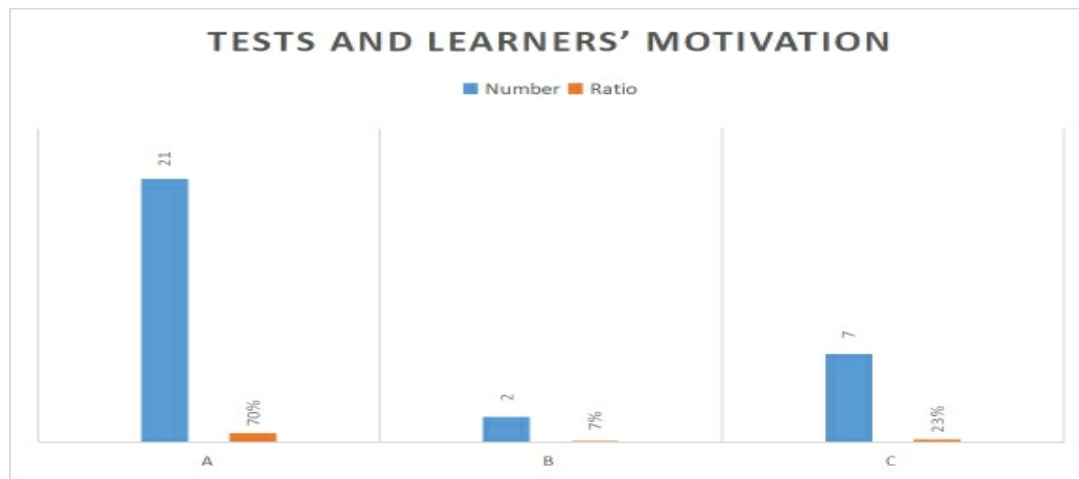
- A. In favour. B. Against. C. Neutral.

Table 13

Tests and Learners' Motivation

Responses	Number	Ratio
A	21	70%
B	2	7%
C	7	23%
Total	30	100%

Figure 13
Tests and Learners' Motivation



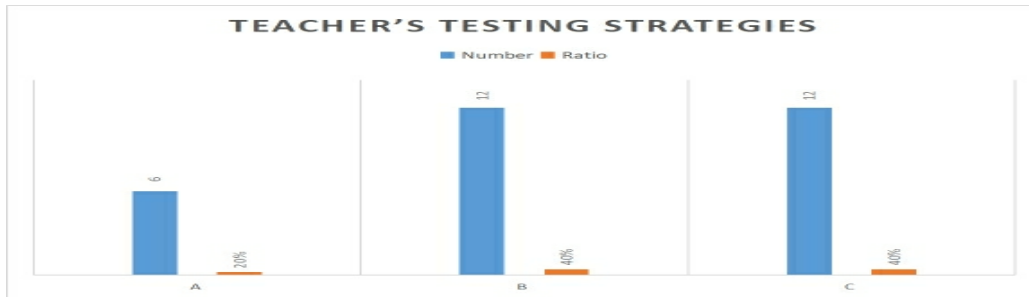
Question No.14: What are the usual teacher's strategies for testing the learners?

- A. Homework or outdoor investigation.
- B. Oral tests.
- C. Written tests.

Table 14
Teacher's Testing Strategies

Options	Number	Ratio
A	6	20%
B	12	40%
C	12	40%
Total	30	100%

Table 14
Teacher's Testing Strategies



Question No.15: How often do teachers provide instructions and guidance in order to improve the testing process?

- A. Always. B. Sometimes. C. Rarely.

Table 15
Frequency of Teacher's Instructions

Options	Number	Ratio
A	15	50%
B	12	45%
C	3	5%
Total	30	100%

Figure 15
Frequency of Teacher's Instructions

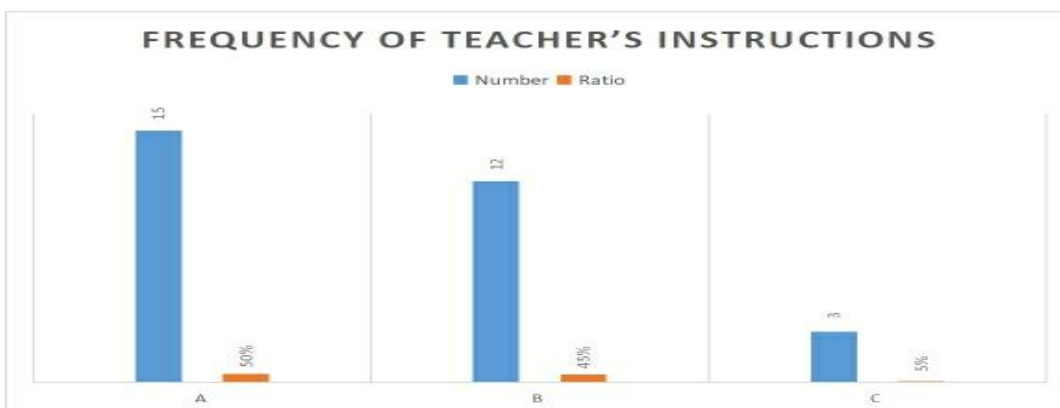


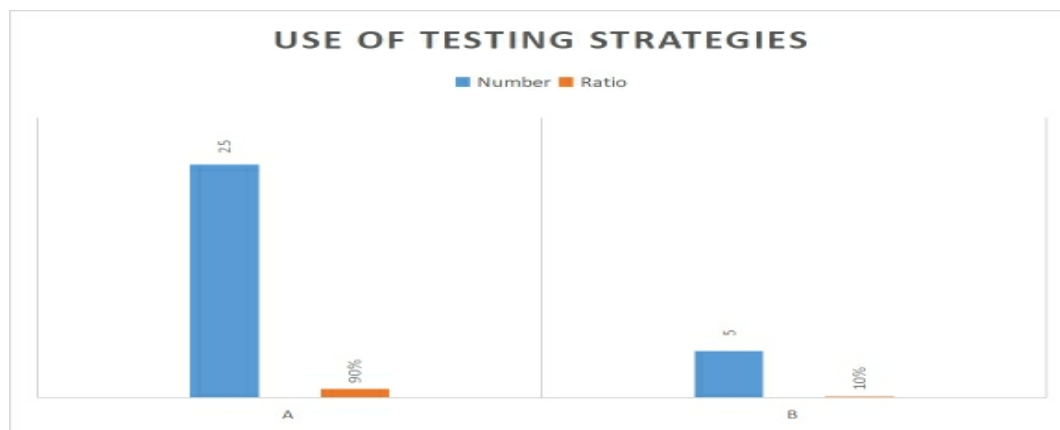
Table 16

Use of Testing Strategies

Responses	Number	Ratio
A	25	90%
B	5	10%
Total	30	100%

Figure 16

Use of Testing Strategies



Question No.17: What are the different testing strategies used by teachers?

- A. Group work or pair work.
- B. Problem-solving activities.
- C. Classroom interaction.
- D. Both formative and summative.

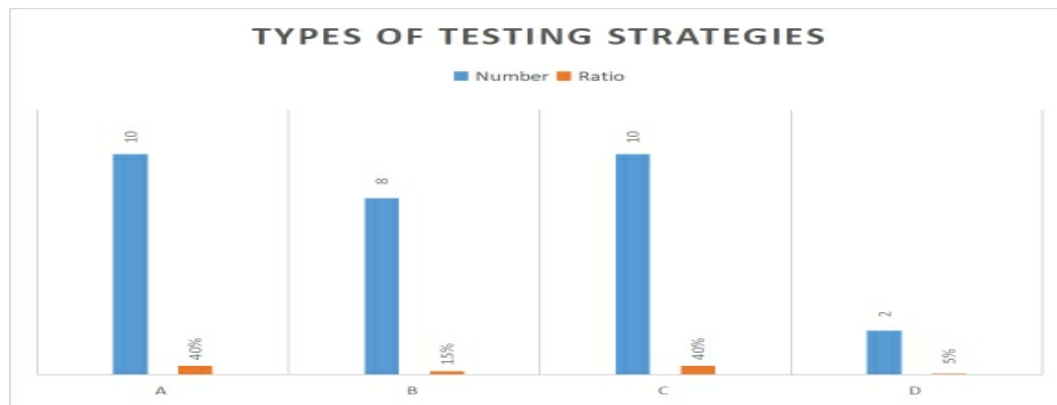
Table 17

Types of Testing Strategies

Options	Number	Ratio
A	10	40%
B	8	15%
C	10	40%
D	2	5%
Total	30	100%

Figure 17

Types of Testing Strategies



Question No.18: Do you practice peer correction in classroom activities?

- A. Yes. B. No.

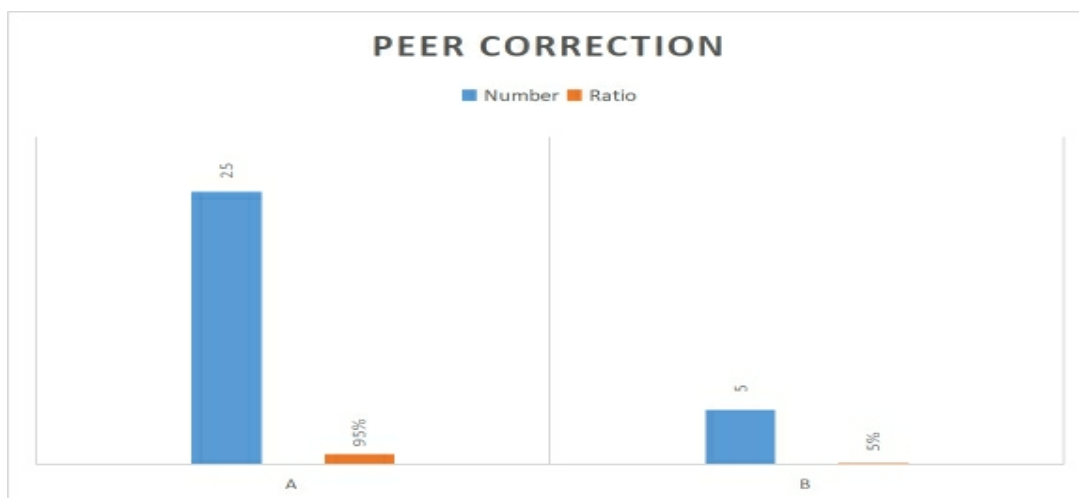
Table 18

Peer Correction

Responses	Number	Ratio
A	25	95%
B	5	5%
Total	30	100%

Figure 18

Peer Correction



Question No. 19: Do you use audio/video recordings in your tests?

A. Yes. B. No.

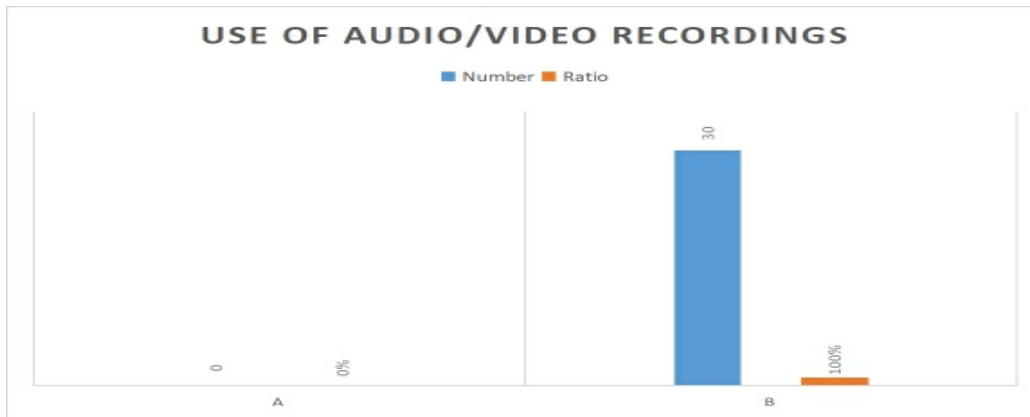
Table 19

Use of Audio/Video Recordings

Responses	Number	Ratio
A	0	0%
B	30	100%
Total	30	100%

Figure 19

Use of Audio/Video Recordings



Question No.20: Do you use a portfolio in your tests?

A. Yes. B. No.

Table 20

Use of Portfolio

Responses	Number	Ratio
A	2	3%
B	28	97%
Total	30	100%

Figure 20
Use of Portfolio

