Pedagogical Assessment in Second Language Classroom.

التقييم التربوي في صفوف
تعلم اللغة للمرحلة الثانية

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Abstract

It is knowledgeable that the accumulated language skills and knowledge of learners or test-takers require a scientific analysis in the educational domains. This mode of pedagogical analysis is employed for evaluation and effectiveness of assessment tools for instance , The classroom assessment and testing concerns should be planned according to the high educational systematic stakes. This qualitative study will shed lights on two important poles in language learning and teaching: the core of assessment and scholastic testing domains.

The assessment and testing fields can provide accordingly both assessors and test-takers with myriad information about the learning and teaching process. The term assessment increasingly includes a wide range of predetermined tasks and activities that the assessors use to diagnose or scaffold students' ongoing progress and knowledge growth with a range regarding to create options for documenting test-takers' learning actions progressively. Scientifically, the modern philosophy of teaching foreign languages is based majorly on integrating assessment into the instructional scholastic tasks on a regular basis. Therefore, the pedagogical assessments can enhance and support students in terms of learning process.

Both of language assessors and test-takers through formative assessment for example are considered as active participants in terms of achieving the learning procedural process. As a result the researchers in the field of education have modified the old fashioned or classical assessment to the most technical systematic effective ones. In accordance with this pedagogical scope, factors and principles are built to steer the components of a good test in classroom language tests. Consequently, foreign language teachers need a comprehensible systematic knowledge and enough understanding about the pedagogical practices of assessment in order to meet the curriculum goals.

Key words: Assessment test-taker language assessor pedagogical aim, learning process.

ملخص البحث

من المعروف أن تراكم المهارات والمعرفة اللغوية للمتعلمين أو مؤدو الاختبارات يتطلب أجراء تحليل علمي في المجالات التربوية. أن هذا النمط ألتحليلي يوظف لأغراض التقييم ومدى فعالية الادوات التقويمية على سبيل المثال. أن ما يتعلق بالاختبار والتقويم الصفي يجب أن يكون مخطط لها بشكل جيد، بالإضافة الى انه يجب أن تسير جنباً ألى جنب مع المتطلبات التربوية ألعليا. في ثنايا البحث ذو الطابع النوعي، سوفَ تسلط الاضواء على محورين مهمين في الجانب التعليمي والتدريسي للغة وهما تباعاً، محور التقويم وجوانب الاختبار ألمدرسي.

أن مجالات التقويم التربوي وميادين الاختبار، تستطيع ان تقدم الى كل من المقيم ومؤدو الاختبارات معلومات متشعبة حول مسيرة التعلم والتعليم تباعاً. أن مصطلح التقويم يشمل بدوره نطاق واسع من المهام والانشطة المعدة سلفاً والتي تمكن المقيم من توظيفها في مجالات التشخيص أو تقديم الدعم لمسيرة الطلبة وكذلك مدى التطور المعرفي في المجالات الابداعية الكبيرة من خلال تدوين فعاليات الطلبة التعليمية. من الناحية العلمية، فأن الفلسفة الحديثة في تدريس اللغة الاجنبية مبني بشكل رئيسي على دمج التقييم في المهارات التعليمية في المدرسة وفق اسس ثابتة.

لذلك، فأن التقييم التربوي ممكن ان يعزز ويدعم الطلبة في مسيرتهم الدراسية قدماً. أن كل من المقيمين في الجانب التربوي ومؤدو الاختبارات التعليمية الدورية على سبيل المثال، يعتبرون مشاركون ذو طبيعة فعالة من خلال ما يتم انجازه في سير العملية التعليمية. لذا فأن الباحثون في الميدان التربوي قاموا بتنقيح وتطوير الجوانب التقليدية القديمة غير المثمرة في مسألة التقويم التربوي، منتقلين الى اساليب وطرق نامية ذات اثر وبعد ابداعي وفني. من خلال هذه الرؤيا التربوية، فأن هنالك عوامل ومبادئ قد وجدت لغرض توجيه مكونات الاختبار الجيد في الاختبارات اللغوية الصفية. نتيجة لذلك، فأن مدرسي اللغة الاجنبية بحاجة الى معرفة علمية واضحة المعالم ومدى جيد من الفهم بخصوص الممارسات التربوية لعملية التقويم وذلك لغرض بلوغ الاهداف المنهجية على سبيل المثال.

الكلمات المفتاحية

التقويم ، مؤدو الاختبار ، الهدف التربوي ، عملية التعلم ، مقيمي الاختبار

1-   Introduction

It is evident that growing interests in the effective applications of pedagogical procedures have come to the prominence of English language teaching to cope with or steer the classical ineffective assessment، radically. The educational experts in the domain of English language teaching have discovered that the assessment can be employed as a useful pedagogical tool. Moreover، it provides fruitful instructional information and it piles as a backchannel in the whole educational process.

In this sense Kate puts it "the term assessment refers to the use of methods and instruments to collect information to inform decisions making about learning. In contrast، a test is just one of many forms of assessment" (cited in Celce-Murcia et al. (2014، p.320) [1]. In accordance with this scope، to collect scholastic and dynamic educational outcomes، an educational debate has come to the prominence between the practices of standardized testing domains and classroom assessment. Shepard1995 ، maintains that "there is a sense of injustice and a need to introduce 'bottom-up' practices that place the teacher in control" (cited in Fulcher،2012 ، p.67) [2].

The scholastic educational process includes administering the assessments in the classroom activities to test-takers in order to make pedagogical interpretational decisions and drafting education policy، logically. Bachman and Palmer [3] explain that "assessment development and use consist of a number of activities which serve two purposes and yield two products (Assessment justification) and (Assessment production)" (2012، p.139). Hence، the terms 'assessment' and 'testing' domains have been recognized as increasing prominence on the agenda of pedagogical authorities of theoretical frameworks settings over the world. Many educationalists in the field of English language teaching come to adopt this scope like Elder، Brown، Grove، Hill، Iwashita، Lumely، McNamera، and O'Loughlin. In this sense، Wyatt-Smith et al. [4] state that "assessment offers education leaders and policy makers not one، but two، major levers for educational reform- large-scale stakes standardized

testing، and high-quality assessment practice in classroom" (2014، p.234).

However، the assessment and language testing played critical and effective roles deeply in the teaching genuine communication. Therefore، over the last twenty years ago، the pedagogical mode of assessing and testing domains was based majorly on subjective or intuitive classical modes. Then، a distinctive educational revolutionary movement targeted the stagnant humdrum of traditional methods in language teaching and testing، because the old ineffective classical testing strategies were piled and biased to personal impressive scales. This has been followed by a scientific stage which sounded thunderously towards assessing and testing domains scientifically.

In accordance with this Fulchur [2] puts it that "in such cases language testers need to abandon trait theory and move towards on "interactionist approach"-where construct and task definition become intertwined"(2012، p.66). Regarding to the abovementioned scopes، teaching settings and the assessment process should be harmonious. These steps should not be a conflict or intermingled process. Systematically، teaching and assessment can be mutually reinforcing. The test setting should be made up links directly with the pedagogical predetermined curriculum objectives. Fulcher [2] maintains that "the first would be to sample content directly from syllabus، and to design assessment tasks that reflect the kinds of processes and skills that were the target of learning. Another might be to look at the learning objectives or outcomes and to base the assessment on these" (2012، p.33). Consequently، English or foreign language teachers، assessors، and curriculum developers have got their professional strategic paradigms to set the pedagogical tasks after a long time of practicing and training language theories as well as to unbiased assessing system.

2- What do we mean by Pedagogical Classroom Assessment?

The term 'Assessment' can be understood as the pedagogical dynamic process by which assessors filter and analyze test-takers' outcomes. This process is a central practice in teaching and learning domains. In accordance with this educational schema، the process of pedagogical testing and assessment should not determine what is to be taught and learned، but it should be the servant، not the master as compared with the scholastic curriculum scopes.

It is obvious that the uniquely scholastic agenda of assessment process can be used as an effective educational tool which provides vital backchannel and enhances the effectiveness of instructional settings systematically. School language teachers in accordance with this term are required to use good instructional methods especially the most developing ones to make decisions about test-takers' practices. Hence، Celce- Murcia et al. [1] see that، "Classroom assessment provides useful information for learning and teaching when it is integrated into an instructional framework، often referred to as a curriculum، that links assessment to learning targets" (2014، p.321).

It seems that the term 'Assessment' as ongoing pedagogical process encompasses a much wider domain in the classroom educational systematic settings. Regarding to this، Birjandi، Bagheridoust and Mossalanejad [5] mention that "assessment is the systematic process of gathering information about a student's learning in order to describe what he or she knows، is able to do، and is working towards"(2004، p.108).

It is evident that whenever a learner responds to a question، he or she will take part in the assigned tasks to offer a comment، or tries a specific structure، here، the assessor subconsciously makes an assessment of the test-takers' or learners' outcomes. Then writing as a productive skill or listening as a passive one requires some sort of productive or receptive performance that the teachers im-

plicitly make procedural techniques like diagnostic or motivating performance.

Depending on this، foreign language teachers and the educational policy makers can set specific pedagogical standards for learners telling them what is important and what they should focus in the applications of assessment practices. In this sense، Brown [6] comments that "all the decisions-making procedures will take a great deal of effort on the part of the administrators and teachers، but the benefits gained from effective and human decision-making procedures accurate to all participants in a program-student، teachers، and administrators alike" (2005، p.261).

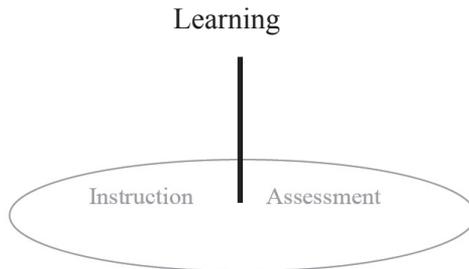Learning

Instruction   Assessment

Fig. (1) Instruction and Assessment as Part of Learning، as Cited in Celce-Muricia et al. [1] (2014 P.322).

The abovementioned figure indicates how both of assessment and instruction function together to enhance learning process with a pedagogical dynamic educational fruitful system. Methodological-ly، the process of pedagogical 'assessment' can enhance and illustrate the instructional improvement. The term 'assessment' refers to the pedagogical use of instructional process in order to collect scholastic information to take remedial decisions about the educational process. This procedural step can help teachers in teaching and learning process when it is integrated into the instructional framework.

We already know that both of educators and decision maker manipulate or synthesize data from the variable sources in order to arrive at school achievable goals. These resources for example yield from social expectation، state، distinct curriculum framework، legal requirements variable texts، professional standard and judgments. As a result، when these sources are defined well، they would function as the guideposts to design instruction and assessment. Hillocks [7] concludes that "assessment instruments designed to assess essential knowledge and skills in reading، writing، mathematics، social studies، and sciences. The instrument shall be designed to include assessments of a student's problem-solving ability and complex thinking skills using a method of assessing those abilities and skills that is demonstrated to be highly reliable" (2002، p.34).

3-What Should Teachers Note about Assessment?

It is worth of note that teachers as part of the systematic professional learning communities in their schools need information on test-takers' educational progress. They need to monitor the curriculum objectives as part of course implementation. They require evaluating the functional capacity of learners in order to be recorded. How can the teachers as testers evaluate formatively for instance to take the appropriate judgments about modifications or implementing changes in curricula or instructing the procedural steps and managing classroom activities?

In accordance with this Weir [8] adds that، "teachers need to decide when to move on to the next unit. If the next units are dependent on what has gone before then the teacher needs to be sure the students have mastered the predetermined objectives of a particular unit before proceeding on to the next one. This can lead to necessary modifications in the programme" (2005، p.167).

The American Federation of Teachers، National Council on

Measurement in Education and the National Education Association (1990) propose the following set of standards for teacher competence in educational assessment of students: Geoff Brindly enlists these criteria:

"1- Teachers should be skilled in choosing assessment methods appropriate for instructional decisions،

2- Teachers should be skilled in developing assessment methods appropriate for instructional decisions،

3- Teachers should be skilled in administrating، scoring and interpreting the results of both extremely-produced and teacher-produced assessment،

4- Teachers should be skilled in using assessment results when making decisions about individual students، planning teaching، developing curriculum and institutional improvement،

5- Teachers should be skilled in developing، using and evaluating valid student grading procedures which use student assessment،

6- Teachers should be skilled in communicating assessment results to students، educational decisions makers and other concerned stakeholders،

7- Teachers should be skilled in recognizing unethical، illegal، and otherwise inappropriate assessment methods and uses of assessment information" (cited in Elder et al. (1998، p.128) [10].

4-Traditional and Alternative Assessment

There are two approaches employed to test designs. These two paradigms are classically intermingled and it is not obvious to draw a clear line of distinction between what has been called traditional

(classical) and alternative assessment. The modern trend tends effectively toward the new modified one. However، the traditional or classical modes of assessment can provide valid measures of test-takers' performances، psychometrically.

But، these traditional forms fail to provide the kind of data collection that the teachers are interested in. Henceforth، the new paradigm come to the prominence and has been proposed in recent years. Richards and Renandya [10] put it that "this has come to be termed alternative assessment- authentic assessment- or informal assessment. They add that this new form of assessment focuses more on measuring learners' ability to use language holistically in real-life situations and is typically carried out continuously over a period of time" (2002، p.336). The following table sheds lights on the difference between the two approaches.

1-One-shot، standardized exams.	1-Continuous long-term assessment.
2-Timed، multiple-choice format.	2-Untimed، free-response format.
3-Decontextualized test items.	3-Contextualized communicative tasks.
4-Scores suffice for feedback.	4-Individualized feedback and washback.
5-Norm-refrenced scores.	5-Criterion-refrenced scores.
6-Focus on the 'right' answer.	6-Open-ended، creative answers.
7-Summative.	7-Formative.
8-Oriented to product.	8-Oriented to process.
9-Non-interactive performance.	9-Interactive performance.
10-Foster extrinsic motivation.	10-Foster intrinsic motivation.

T. (1): Traditional and Alternative Assessment، Cited in H. D. Brown (2004، P.13) [12].

5-Assessment and Learning.

It seems that school teachers or officials may raise some critical questions concerning how to choose the most appropriate among the assessment tools available for classroom settings. Katz adds that "just as there are many useful activities for implementing instruction، there are a number of assessments to support the learning agenda in the language classroom" (cited in Celce- Muricia et al. (2014، p.325) [1].

However، there is another important distinction to bear in mind which is related to the pedagogical function of progressive assessment in language teaching and learning. These are commonly identified in the literature of English language teaching in terms of formative and summative assessment. Summative assessment employs to explore or summarize what learners have grasped or recycled at the end of a course of unit of instruction. H. D. Brown [12] states that "a summation of what a student has learned implies looking back and taking stock of how well that student has accomplished objectives، but does not necessarily point the way to future progress" (2004، p.6).

So، the final course exams are a typical example of summative assessment as well as the proficiency ones. In accordance with this view، Elder et al. [9] add that، "in evaluating student progress، achievement of objectives، curriculum success or school performance، the focus now appears to be summative، on the product (s)، rather than formative، on the process(es) of educational interpretations" (1998، p.121).

It is important to note that assessment used for summative and formative purpose. Birjandi and Mosallanejad [12] put it that "formative tests are given periodically during a course of instruction to monitor students' learning progress and to provide ongoing feedback to students and teachers" (2010، p.47). According to the formative mode of assessment، teachers are in need to make pedagogical judges formatively in order to take decisions about the

procedural instructions and managing learning tasks.

Elder et al. [9] maintain that "teachers need to decide when to move on in a unit or to the next unit. If the next units are dependent on what has gone before، then the teacher needs to be sure the students have mastered the objectives of a particular unit before proceeding" (1998، p.121).

Therefore، the process of scholastic assessment data provides school teachers with variable information concerning learners' developing skills as well as the effectiveness of teaching and learning process. This linkage between assessment data and teaching can support teachers as assessors to provide students with ongoing backchannel (feedback) and this in turn can be helpful to students to move forward in their learning outcomes. In accordance with this Black and Wiliam (2009) identify five key strategies for enacting formative assessment:

1-"Clarifying and sharing learning intentions and criteria for success،

2-Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding،

3-Provide feedback that moves learners forward،

4-Activating students as instructional resources for one another،

5-Empowering students as the owners of their own learning" (cited in Celce-Muricia et al. (20141] (327 ،].

6-Language Testing in the Educational Programs

It is clear that there are two major poles of language tests as well as the interpretations of their results. Andrews et al. [13] believe that "an understanding of task components and their transfer helps in selecting the series of graduated prompts and in designing appropriate methods for assessing efficiency of learning and transfer" (2001، P.457). According to Mousavi [14]، language

assessment، testing can be recognized as "any procedure used to measure a factor or assess some ability. Included in this general and encompassing sense of the terms are a wide variety of language tests as well as statistical tests which determine the significance of experimental results" (2009، P.711).

In recent years language testing played an important role in teaching genuine communication. Over the last twenty years ago، the paradigms modes of testing were based on classical criteria. Twentieth century was also marked as the year when ELT researchers started to update the poles of assessment and testing fields in the educational centers. For example Daller، Milton، and Daller [15] conclude that "the measurement of vocabulary knowledge in second language learners is of interest not only to language teachers، who are often required to make assessment of development of their learners' language proficiency، but also to researchers and test-developers who seek to develop valid and reliable measure of second language knowledge and use" (2007، p.xii).

Hence، language tests represent a vital effective tool in the educational domain. In accordance with this Shin and Crandall [16] agree with pedagogical vision of a language test explaining that "a test can measure specific knowledge (for example، accuracy with specific vocabulary words، grammatical structures، or writing mechanics) or overall proficiency in using the language. It can be developed by a teacher or be a high-stakes، standardized test give by an educational institution or ministry. It can involve choosing among multiple-choice items، filling in blanks، completing sentences، writing texts، or giving short oral answers and yielding a score (for example 90 percent)" 2014، p.247).

It is obvious that a test is an effective device to measure the characteristics of individuals' background knowledge (schemata) in specific competencies or general abilities. Similarly، Galton puts it that "the use of tests is like drilling a hole into the test taker to discover what is inside" (as cited in Fulcher (2012، p.33) [2].

Therefore، through language testing، we can thoroughly recycle usable information for teaching and learning requirement to further the educational goal oriented programs. Basically Coombe et al. [17] conclude that "a test is formal، systematic (usually paper-and-pencil) procedure to gather information about students' behaviors" (2010، p.xv). Language tests can be divided into two categories as standardized tests and non-standardized tests.

It is deemed that the term standardized test is often considered as a pedagogical instrument which is prepared by professional testing services to aid institutions in the selection، placement، and evaluation of language learners. Birjandi and Mosallanejad [12] report that "these tests are administered by highly authentic experts and skilled staff of professionals which cover a highly commercial standardized norms (codes of practice) like scoring or reporting affairs، etc،2010) "، p.48). Therefore، such brand of tests is highly reliable on its administrating and scoring concerns.

The most well-known international examples of this type of test، is the Test of English as a Foreign Language (TOEFL)، which is administered by the Educational Testing Services (ETS). Another influential standardized language test all round the world is International English Language Testing System (IELTS)، which is administered by British Council.

The core quality of standardized tests is explained by Brown [6] that، "they specify a set off competencies (or standards) for a given domain، and through a process of construct validation they program a set of tasks that have been designed to measure those competencies" (2005، P.67).

On the other hand non-standardized tests can be tagged as 'teacher-made tests' and they are "small and are generally prepared، administered، and scored by one teacher" (Birjandi and Mosallanejad (2010، P.47) [12]. In this sort of tests the material being tested is taken from the content of a specific course or from the predetermined pedagogical objectives of a test that can be based

on the course objectives.

Mousavi [14] summarizes the differences between the informal standardized 'teacher-made' tests and the formal 'standardized' tests.

FEATURE	TEACHER-MADE TEST	STANDARIZED TEST
Sampling of content	Both content and sampling are determined by classroom teacher	Content determined by curriculum and subject matter experts; involves extensive investigations of existing syllabi, textbooks and programs, sampling of content done systematically
Administering and scoring	Usually no uniform directions specified	Specific instructions, standardized administration
Interpreting scores	Score comparisons and interpretations	Scores can be compared to norm groups. Test manual and other guides aid
Reliability	Reliability usually unknown; can be high if carefully instructed	Reliability high; commonly between 0.80 and 0.96, frequent is above 0.90
Quality of test items	Quality of test items is unknown unless test item file is used. Quality typically lower than standardized due to limited time and skill of teacher	General quality of item height. Written by specialists, pretested and selected on the basis of effectiveness
Construction	May be hurried and haphazard; often no test blue-prints, item tryouts, item analysis or revision	Uses meticulous construction procedures including test blueprint, item tryouts, item analysis, and item revisions
Norms	Only local classroom norms are used	In addition to local norms, these tests typically make available national school district and school building norms
Purpose and use	Best suited for measuring particular objectives set by teacher and for intra-class comparison	Best suited for measuring broad curriculum objectives and national comparison for inter-class, school, etc.

T. (2): Differences between Standardized and Non-Standardized Tests. (2009، P.708).

7-Types of the Tests:

It is well-known that at the end or during the academic course variable kinds of pedagogical tests are administered. These different tests are managed for multiple reasons like collecting information or to sort students' achievements. Hughes (2003) enlists four major kinds of tests:

7-1 Proficiency Test

This type of test does not focus on specific language program or certain course book rather than assessing the global character-

istics knowledge of learners in different educational levels. It provides us to which extent the individual is capable of qualifying any skill area of a foreign language like speaking or writing concerns. Hughes [18] argues that "Proficiency tests designed to measure people's ability in a language; regardless of any training they have had in that language" (2003، p.11).

So، proficiency test provides test-takers to have a qualified proof of mastering a foreign language. Attending any school or applying for employment abroad entails individual for example to function effectively in a foreign language. Hughes (2003) mentions an example of a specific test to qualify the global interpreters to enroll successfully in organizations like United Nations as interpreters. Therefore، proficiency tests have been clearly enhanced by external global organization such as English Testing Services (ETS)، which offer a standardized proficiency test like (TOEFL)، which meets the norms of validity and reliability.

It seems that such kind of tests can be possibly addressed to university students periodically to find or to create a parallel program which matches proficiency criteria. Pedagogical Proficiency decisions are also applied in order to compare the effectiveness of different language programs.

7-2 Achievement Test

It is clear that proficiency tests are not related directly to language course comparing with achievement modes which in turn correlated directly to course material. In order to determine what learners have mastered regarding to the course outcomes.

Therefore، these tests are used to cover the major components of the textbook at the end of lesson or units to measure students' progress of the syllabus. These brands of tests encourage English language learners to organize their background knowledge to assimilate larger pedagogical chunks of language material، and then to learn for long-term retention accordingly.

In accordance with this Hughes (2003) categorizes achievement tests into two types: final achievement tests and progress achievement tests.

A. Final achievement tests□ these tests are also termed summative which administered at the end of courses. They may be conducted by official hierarchy like Ministry of Education، such tests in republic of Iraq are called 'Bachelor Exams' which are headed to decide whether the learners move on to higher level. Additionally، these types of tests are designed to cover large areas from the course material، targeting the instructional objectives rather than learner's rankings، comparing with the next brand.

B. Progress achievement tests□ are also called formative tests which have been designed to measure learner's achievements of the program goals at the end of each week or term in order to feedback learners، moreover to find out to which extent the students have assimilated the course materials. Here، the foreign language learners receive no grade on such modes of tests. The purpose is pedagogically to aid and motivate them in learning not to grade their performance.

But، Hughes [20] comments in term of obtaining low grades that these grades cannot be ignored because they will reflect effective washback (backwash) on learning process and then the author suggests creating an alternative series of well-modified short-term objectives in order to measure their fitness to students program.

As a result formative tests carry mutual effective washsback or backwash on teacher and student. Progress language tests can systematically perform a very important formative educational function in that they do not only give data-base or information to the assessors، but can provide important pedagogical feedback (backchannel) to the learners when linked with self-assessment and feedback can help these learners to identify their own obstacles or problems as well as to set their own pedagogical goals for future concerns.

7-3 Diagnostic Tests

These brands of tests aim to analyze language problem areas in order to decide to which extent learners or test-takers need further assistance. It is well-known that other brands of language tests are based basically on success while diagnostic ones are based on failure.

So، the obtained information is important to teachers and school officials in order to widen fatherly their possible remedial classroom activities moreover the gathered information can be feasibly feedbacked learners to view learning difficulties in order to step forwardly. Progress tests (formative) can tell us a lot about this process، but constructing a reliable diagnostic test is not easy task then placement tests can serve dually action of both placement and diagnostic test in identifying problem areas of learners.

7-4 Placement Tests

Henceforth Brown [6] maintains that "certain proficiency test can act in the role of placement tests so the purposes of which is to place a student into a particular level or section of language curriculum or school. A placement test usually but not always includes a sampling of the material to be covered in the various courses in a curriculum; a student's performance on the test should indicate the point at which the student will find material neither too easy nor too difficult but appropriately challenging" (2005، p.45).

In addition it is also called 'Entry Test' where group of homogenous students are categorized in term of their grades in the trial examination to attend specific educational program. In Republic of Iraq for instance، the students in the sixth grade level of high schools engaged to matriculate in what is named 'Bachelor Exams' so as to be enabled to join specific brand of college. However، students are placed accordingly depending on their final obtained scores. Consequently، we have seen that the major role of this type of test is to ensure whether the objectives of the academic programs have been achieved in terms of student's mastering the language poten-

tial skills and instructional affairs.

8-Linking Scholastic Assessment to Learning Process

It is worth of note that the pedagogical outcomes and the scholastic test provide the educators with sufficient scholastic database concerning learners' background knowledge (schemata) as well as their ongoing educational development in micro and macro skills for instance.
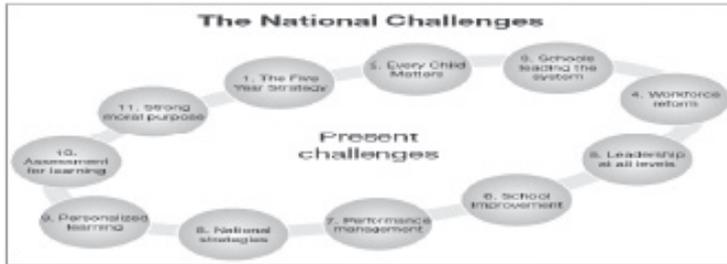

Fig. (2): Change and Progress، Swainston (2008، p.7) [19]

In accordance with such pedagogical scopes the educators can diagnose the effectiveness of their instruction to be parallel with their progressive assessment for future classes. Here، English language teachers conduct the scholastic tasks، monitoring students' performances and engagement during the tasks applications in order to gather such information to be used purposefully in terms of how to develop good criteria of assessment linking with learning goals.

Systematically the educational strategic system must be planned well in order to be linked with the instruction، learning and assessment together. Falchikov [20] assigns two keys features to be identified:

"1- teachers and other trained assessors observe and judge a student's performance based on explicit criteria،

2-diagnostic feedback combined with reflective self-assessment by each student helps to create a continuous process that improves learning and integrates it with assessment" (2005، p.69).

So، there is an urgent need to feedback or help students to learn and recycle the curriculum items effectively. The teachers have to interpret the assessment they use or design in order to diagnose and evaluate students' learning process. Mc Millan [23] maintains that "different teachers competencies are needed، including the need for teachers to clearly understand the cognitive elements that are essential to student learning، such as being able to identify errors in cognitive progressing that present students from advancing along a learning progression" (2013، p.5).

Then، the assessment and scholastic testing philosophy are used pedagogically to support learning in the educational centers. Teachers in turn can employ the outcomes which yielded from their ongoing process for feedback purposes in order to develop students' competence forwardly. Celce-Murecia et al. [1] argue that "it is useful to note that teachers are engaged in processing information and providing feedback about student performances throughout a lesson" (2014، p.328). Consequently the mode of congruence between assessment and learning process has yielded a critical significance، especially with the accelerated dynamic growth in our pedagogical understanding of reflective learning and teaching. Doel et al. [22] conclude that "the learning is reinforced by the assessment، rather than inhibited by it" (2002، p.4).

9- The Applications of Assessment to the Classroom

It is well known that teachers of English language over the world are considered pedagogically as members of an established worldwide profession. They share variable assumptions about teaching the curriculum items in the schools or they adopt class-

room methods and modern applicable techniques in order to interpret or decode the scholastic tasks.

Therefore، it is important to language teachers to be familiar with how to apply the current linguistic approaches into the assessment or testing language skills. These skills involve the related tasks and activities of productive ones (speaking and writing) as well as the oral receptive skills which involve tasks of (reading and listening) accordingly.

9-1 Receptive Skills (Reading and Listening)

It is good to note that reading and listening are termed receptive skills in the world of English language teaching. They are often called receptive due to sharing the linguistic properties that learners receive or take in language of the incoming sounds or data as well as written symbols and then process them to create meaning. It is important to note that these skills are piled principally on a reader's 'Schemata' which resembled into the preexisting of background knowledge to provide learners with information to decode the pedagogical task.

From this point English language learners need fundamentally to be able to master fundamental bottom-up strategies in order to process separate words، letters or phrases، moreover the top-down ones for comprehension concerns. Brown [11] sees that "as part of that top-down approach، second language readers must develop appropriate content and formal schematic background information and cultural experience to carry out those interpretations effectively" (2004، p.185).

It is deemed to note that the process of these skills is not observable behaviours as compared with speaking or writing. Therefore، language assessors must make pedagogical inferences con-

cerning the development of assessing these skills. Masuhara (2006) argues that "material development is one of the most effective approaches to teacher development and that it can help teachers become aware، able، critical، creative and effective in their teaching" (cited in Tomlinson (2011، p.26) [23].

On the other hand Buck [24] adds that "the most pressing practical issue in the assessment of listening comprehension is the problem of providing texts that have the characteristics of real-world، spoken text" (2007، p.261). So، there are variable modes of assessment that can be used to assess reading and listening skills. These tools depend on different criteria like the aim for collecting the information and the targeted learning purpose which is supposed to be sampled in learners' linguistic performances as well as the learners' level in accordance with language proficiency. The following figure lists some tasks ordered by a range of selected language performances.

Sample Reading performances.	Sample Assessment Tasks
Learners process the letters, words, and phrases of printed material	*picture cued items in which learners identify a word or phrase represented in the picture. *word pairs, such as bit/bait, in which learners identify which pairs of words or phrase are the same or different.
Learners recognize the structures used in the texts (from word level to genre level).	*Multiple choice *Matching *Gap filling *Sequencing
Learners interact with the text to interpret meaning.	*Short answer *Summary writing *Sequencing *Information transfer (the learner uses the information in a new setting, e.g. filling in a chart with information gleaned from the reading.
Learners use strategies.	*Reading-strategies checklists *Reading logs *Think-aloud (students verbalize their thoughts as they read to highlight the strategies they are using.
Sample Listening performances.	Sample Assessment Tasks
Learners recognize the components of the sound system.	*word pairs, both decontextualized and in an utterance. *identify of intonation patterns.
Learners listen and respond to relatively short stretches of language.	*providing an oral response to question *body movement in response to an oral command *picture cued items in which learners listen to an utterance and relate it to a picture.
Learners understand the meaning of stretches of discourse.	*information transfer *multiple choice *short answer *restating the gist *answer comprehension questions

Fig. (3): Celce-Murecia et al. (2014، p.327) [1].

It is understood that many researchers in the field of English language teaching like Alderson2000 ،; Buck 2001; Hughes، ،2003 provide the literature assessment with variable number of assessment tasks. Therefore، the abovementioned figure is not to suggest that they are the best tasks because all of them have their weaknesses and strengths accordingly. Such figure requires English language learners to take an active action in order to indicate their developing competence in a specific skill concerns. Hellermann [25]

suggests that "reconsidering how we might think of a language learners competence and how we might consider assessing that learner's language proficiency and competence as it occurs in contexts that are mediated by linguistic، social and interpersonal interactional resources" (2008، p.157).

9-2 Productive Skills (speaking and writing)

It is useful to note that these skills are often named productive because they require learners to produce language meaningfully. In accordance with this speaking English language for instance requires more than knowing its structural and semantic rules. Here، Richards and Renandya [10] believe that "learners must also require the knowledge of how native speakers use the language in the context of structured interpersonal exchange in which many factors interact" 2002، p.204). The productive skills are observable as compared with receptive ones. The educational assessors here can use direct pedagogical measures to assess speaking or writing concerns.

Sample Speaking performances.	Sample Assessment Tasks
Learners produce comprehensible words or phrases.	*repetition of words and phrases provided by a teacher *recitation of rhymes and poems. *picture cued items.
Learners produce utterances in response to short stretches of language.	*dialogue completion *picture cued narratives or descriptions. *pair/group structured tasks.
Learners produce longer interactive stretches of discourse.	*role play *information gap *interview
Learners produce monologues.	*oral presentation *debate *retelling stories.
Sample Writing performances.	Sample Assessment Tasks.
Learners produce letters, words, punctuation, and brief texts.	*copying letters or words *spelling tests *picture cued items *multiple choice
Learners produce guided writing.	*picture-cued narratives, sequences, or descriptions. *reordering mixed-up words into a sentence or out-of-sequence sentences into paragraph. *short answer or sentence completion
Learners produce texts.	*paragraphs *texts in various genres (e.g. summaries, book reports, essays)
Learners engage in the writing process.	*comments on other student's drafts, focusing initially on ideas rather than each grammatical error. *Writing conferences.

Fig. (4): (Celce-Murecia et al. (2014، p.328) [1]

Here، the figure sets out sample language performances of writing and speaking skills. Moreover، it includes some pedagogical selected tasks for assessing learner's proficiency in terms of using those skills where learners step away from more controlled language production and then begin to generate or manipulate extended outcomes in writing or speaking. Henceforth، the spoken or written performances which yielded from the scholastic tasks for assessments concerns require the assessors to use a clear rubrics or criteria of judgment for scoring consistency affairs.

10-The Pedagogical Role of Observation

Observation is deemed as an important and critical tool in the process of assessment. The observation activity takes place throughout the implementing of the pedagogical scholastic lesson.

Here، teachers have to monitor their students who are engaged in the predetermined tasks. Markee (2005) maintains that "It is certainly wise pedagogical practice for an instructor to have plenty of activity planned for a particular lesson and research has advocated planning for extra tasks to ensure that students should be engaged in language learning during their time in class" cited in Hellermann (2008، p.45) [25].

This ongoing process requires teachers to depend on other pedagogical assessment tools like predetermined planning which represented into different aspects of teaching or learning being observed in order to diagnose students' readiness to move on into the next task. On the other hand recording is another important assessment tool for capturing the pedagogical observations which includes checklists or rating concerns.

11-Learners Involvement in the Assessment Process

It is evident that English language learners should be engaged actively in the learning and assessment process. However، the instructors are in charge of making the input more comprehensible and motivate students to produce a good output which requires them to create mental efforts in order to find a rich dynamic learning environment.

The instruction which based principally on exposing learners to the language phenomena and testing them to recycle the input intuitively and a good assessment contributes to transform the classroom entity into rich community environments.

Teacher-Students	.Teacher's task instructions
Student-Student	Shifting participation structure and opening .task interaction
Student-Student	Started the task

T. (3): Position of openings with respect to classroom participation structures. Hellermann (2008، p.45) [25].

Therefore، when students as test-takers engage into an active role in the instructional and assessment process، they can develop their background knowledge and understanding of what they are expected to learn. Moreover، students and teachers can in turn diagnose the strengths or weaknesses of the instructional process during implementing the whole educational settings. Students here can develop their schematic responsibility throughout the interactional circles which is in charge of paving the basis of ongoing learning. Self-assessment is a perfect example to develop students learning strategies like (manipulating hypotheses) from cues and making inferences regarding input and output accordingly.

12-Conclusion

It is knowledgeably that the 'Pedagogical Assessment' played a vital role and took an increasing part in the educational practices. The Testing and Assessing domains in the classrooms have been modified from the educational applications and influences of behaviourism theories to the cognitive constructivists views of learning and teaching.

However، developing English language teaching and testing theories helped on how educators can use scholastic assessments in order to collect or gather learners' output to support learning process. So the 'pedagogical assessment and testing' domains provide the language assessors with variable educational modes and tools that can be employed to assess students' potential skills dynamically. Therefore the modification reforms of classroom assessment into effective practices of English language should target the educational system as well as policy makers in order to find effective trends of assessments significantly. In recent years، educators come closer to understand the gap between good and bad tests. They understood how to apply the practical educational standards to their teaching and learning process.

Researchers in the field of English language teaching had modified the scholastic assessment in terms of engaging test-takers

to perform higher-order thinking skills systematically. The standardized or alternative tests helped scholastic assessors to collect and filter the obtained information in order to make sure that such tests aligned for achieving better testing domains. On the other hand the dynamic assessment entered the educational field to make language testers، English language learners and the educational policy makers aware of their scholastic scopes and future goals.

In addition to the previous pedagogical scopes the assessment heritage provides us as educators with multiple modes of assessments tools which can be employed to gauge and report learners' use of language skills for different pedagogical contexts. Consequently to use these pedagogical instruments effectively in the field of educational implementation we require forwardly a clear strategic planning and monitoring educational scopes so as to guarantee the inseparability of assessment and pedagogical modes of instructions. These perspectives reflected a pedagogical unity for English language learners and assessors as well as can enhance students learning strategies like (manipulating hypotheses) from clues and making inferences regarding input or output accordingly.

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