

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research

8 MAI 1945 UNIVERSITY / GUELMA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF LETTERS AND ENGLISH LANGUAGE

جامعة 8 ماي 1945 / قالمة

كلية الآداب واللغات

قسم الآداب واللغة الإنجليزية



**Evaluating The Appropriateness of Test Items
and Types to EFL Syllabus and Classroom
Practices in The Algerian Primary Schools.**

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Degree of Master in Language and Culture.**

Candidates:

Djoumana FERAHTIA

Malak NEMIRI

Supervisor:

Mrs. Djahida BENYOUNES

BOARD OF EXAMINERS

Chairwoman	Dr. Amina ELAGGOUNE	(M.C.B)	University of 8 Mai 1945 Guelma
Supervisor:	Mrs. Djahida BENYOUNES	(M.A.A)	University of 8 Mai 1945 Guelma
Examiner:	Mrs. Yamina BESKRI	(M.A.A)	University of 8 Mai 1945 Guelma

June 2024

DEDICATION I

Above all, I would like to thank Allah the Almighty for giving me the strength and patience

To complete this work.

I dedicate this work to my beloved parents **Sassi** and **Sabah**, who have been my unwavering pillars of support throughout this journey, your love and encouragement have shaped me into the person I am today.

To my dear sister **Asma**, whose laughter and companionship have brightened even the toughest days, and my brothers **Rahmouni, Mirou, Mouhamed, and Kamal** who have shared both joys and challenges with me.

To my sweet niece **Iline** and dear nephew **Omar**, you both hold a special place in my heart.

To my cherished friend **Yasmine**.

Malak

DEDICATION II

In the Name of Allah, the Most Gracious, the Most Merciful.

This work is dedicated to my beloved parents who have been my constant source of inspiration.

To my brothers and sisters, the wings that helped me to fly.

To my friends for loving me, believing in me, and helping me to understand friendship's true
meaning.

I dedicate this work to myself, my dreams, and my endless ambition.

Djoumana,

ACKNOWLEDGEMENTS

We would like to express our gratitude and deep appreciation to our supervisor **Mrs. Djahida BENYOUNES** for her guidance, insightful comments, and advice, we wish her the best in her personal and professional life.

We would like to express our gratitude and thankfulness to the jury members **Mrs. Yamina BESKRI** and **Dr. Amina ELAGGOUNE** for accepting to examine and evaluate our humble work.

Finally, we would like to show our sincere gratefulness to our teachers from the Department of English for their collaboration.

ABSTRACT

This study tackles the relevance of test items to the EFL syllabus and classroom Practices in Algerian primary schools. More specifically, it aims to examine the alignment of teachers' test design to syllabus objectives and classroom activities, and whether test items are aligned with learning objectives and outcomes of EFL syllabus or not. Accordingly, this investigation employed a qualitative descriptive method to gather relevant data through a well-constructed observation and a semi-structured interview. The former was conducted in primary classrooms to find out the various classroom procedures in teaching English. However, the latter was administered with EFL primary school teachers to inquire about their attitudes toward the relationship between the EFL syllabus and test types, and how this can affect students' learning outcomes. Moreover, EFL tests were analyzed in order to measure the degree of correspondence between test items, EFL classroom practices and course content. Correspondingly, the findings showed that Algerian primary school teachers are perfectly aligning their classroom practices to test items and types and EFL syllabus instructions. However, policymakers have to consider the teachers' working conditions due to the decay it may cause to teachers' pedagogical performance. Hence, a set of recommendations were introduced as a way to enhance learners' educational outcomes and encourage the use of English as an eligible foreign language.

Keywords: EFL Tests; Classroom Practices; Primary Schools; Syllabus Objectives.

LIST OF ABBREVIATIONS AND ACRONYMS

CLT: Communicative Language Teaching.

EFL: English as a Foreign language.

ELT: English Language Teaching.

TBLT: Task-Based Learning and Teaching.

TEFL: Teaching English as a Foreign Language.

LIST OF TABLES

Table 3.1: Example of Task Completed by 4 th year Primary School pupils.....	46
--	----

LIST OF FIGURES

Figure 3.1 I Sing and Have Fun.....	46
Figure 3.2 The Unit Map for Rubric One	47
Figure 3.3 Lesson Plans I Sing and Have Fun.....	48
Figure 3.4. national syllabus of Listen and Repeat.....	49
Figure 3.5 National Syllabus of Written Comprehension	50
Figure 3.6: Unit Maps for Second Rubric	51
Figure 3.7 Lesson Plans of I Read and Discover	51
Figure 3.8 Tests Items for 3 rd Primary School.....	52
Figure 3.9 National Syllabus of Written Producion.....	53
Figure 3.10 Unit Map for The Fourth Rubric	54
Figure 3.11 Lesson Plan of I Reed and Write	54
Figure 3.12 test items for 4 th Primary school.....	55

Table of content

Introduction	1
1. Statement of the Problem	1
2. Aims of the Study	2
3. Research Questions	2
4. Research Hypotheses	2
5. Research Methodology and Design	3
6. Research Method	3
7. Population and Sampling	3
8. Data Gathering Tools	3
9. Structure of the Dissertation	4

CHAPTER ONE: TEACHING ENGLISH AS A FOREIGN LANGUAGE IN

ALGERIAN PRIMARY SCHOOLS

Introduction	7
1.1. English as a Foreign Language	7
1.2. Historical Overview of English Language Teaching in Algeria	8
1.3. The Re-introduction of English Language Teaching in Algerian Primary Schools	9
1.4. Teaching English at Primary School	9
1.5. Syllabus Design	10
1.5.1. Definition of Syllabus.....	11
1.5.2. Curriculum and syllabus.....	11

1.5.3. Syllabus and Methodology	12
1.5.4. Types of Syllabuses	13
1.5.5. Teachers' Role in Designing the Syllabus.....	16
1.6. Challenges of Teaching English at Primary School	17
1.6.1. Motivation.....	17
1.6.2. Pedagogy Competency	18
1.7. Role of Technology in Teaching English	19
Conclusion.....	19

CHAPTER TWO: TESTING AND ASSESSMENT IN EFL CONTEXT

Introduction	22
2.1. Testing and Assessment	22
2.1.1 Testing.....	22
2.1.1.1. Standarized Tests.....	23
2.1.1.2. Performance Tests	23
2.1.2. Assessment	24
2.1.2.1. Types of Assessment	25
2.1.2.2. Formative Assessment.....	25
2.1.2.3. Summative Assessment	27
2.1.2.3. Diagnostic Assessment	27
2.2. The Importance of Testing and Assesement	28
2.3. Testing and Assesement Incorporated in Algerian Primary schools	29
2.3.1. Classroom Based Assesement.....	29

2.4. Issues and Challenges in Testing and Assessment	30
2.5. Qualities of Language Testing and Assessment	32
2.5.1. Validity.....	32
2.5.2. Practicability.....	33
2.5.3. Authenticity	33
2.5.4. Reliability	34
Conclusion.....	35

**CHAPTER THREE: CORRELATION BETWEEN EFL SYLLABUS AND TEST
TYPES IN ALGERIAN PRIMARY SCHOOLS.**

Introduction	37
3.1. Research Methodology Design.....	37
3.1.1. Research Method.....	37
3.1.2. Data Gathering Tools	38
3.1.3. Population and Sampling.....	39
3.2. Administration of Classroom Observation.....	39
3.3. Analysis of Results from Classroom Observation.....	40
3.4. Summary of Results and Findings from the Classroom Observation.....	44
3.5. Document Analysis	45
3.5.1.1. Oral Comprehension.....	46
3.5.1.2. Oral Production	48
3.5.1.3. Written Comprehension.....	50
3.5.1.4. Written Production	53

3.6. Summary of Results and Findings from Documents Analysis 56

conclusion.....57

**CHAPTER FOUR: TEACHERS ‘ ATTITUDES TOWARD THE RELATIONSHIP
BETWEEN EFL SYLLABUS AND TEST ITEMS.**

Introduction 65

4.1. Interview with Primary School Teachers 65

4.2. Analysis of the Teachers’ Interview 66

4.3. Summary of Results and Findings from Teachers’ Interview..... 74

4.4. Pedagogical Implications and Recommendations 75

4.5. Limitations of the Study..... 78

Conclusion 79

GENERAL CONCLUSION 83

REFERENCES 84

APPENDECIES

SUMMARIES

GENERAL INTRODUCTION

1. Statement of the problem	2
2. Aims of the study	2
3. Research Questions	2
4. Research Hypotheses	3
5. Research Methodology and Design	3
5.1. Research Method.....	3
5.2. Population and Sampling.....	3
5.3. Data Gathering Tools.....	4
6. Structure of the Dissertation	4

Introduction

The teaching of English as a foreign language (TEFL) has always been a problematic process globally but recently it developed to have its own impact over Algeria. In recent years, many concerns have grown regarding the appropriateness of test items, EFL syllabuses, and classroom approaches in Algerian primary schools. Accordingly, the EFL syllabus has been criticized for being irrelevant to Algerian students' needs and interests, resulting in low motivation. Furthermore, Algerian primary school methods of instruction have been criticized for being traditional and teacher-centered, thereby limiting student participation and creativity.

Eventually, it is important to assess the suitability of test items, EFL syllabuses, and instructional practices to examine their appropriateness and relevance to students' needs and aspirations. This evaluation can help identify areas for improvement and guide the creation of more effective language educational and assessment systems. This study is designed to provide insights into the current system's strengths and weaknesses. Moreover, to identify prospective areas of improvement. The findings of this research can assist to build more effective language teaching and evaluation strategies, and to improve the quality of language education in Algerian primary schools.

1. Statement of the Problem

The evaluation of test items' appropriateness in EFL contexts in Algerian primary schools is complicated by potential inconsistencies with syllabus objectives and classroom practices, which may hinder the development of students' language skills and their general academic success. This evaluation is crucial since there may be differences between the assessment tools used to measure pupil proficiency and the desired learning outcomes of the EFL syllabus. The issue is that test items, syllabus objectives, and classroom pedagogical practices are not being systematically evaluated or aligned, which could result in mismatches between assessment and

instruction. This misalignment has the potential to compromise the validity and reliability of assessment outcomes, which could negatively affect the efficacy of EFL instruction in primary schools and could negatively affect students' progress in acquiring and using the language. Hence, in order to guarantee the validity, fairness, and reliability of assessments and support more efficient English language learning outcomes for Algerian primary school students, a thorough investigation into the alignment between test items and EFL syllabus objectives, as well as classroom practices, is necessary.

2. Aims of the Study

The current study aims at evaluating the appropriateness of test items the EFL syllabus and classroom practices in Algerian primary schools. Hence, it tries to assess the alignment of test design to EFL syllabus objectives and classroom practices. In addition, it seeks to find out the various classroom procedures employed in teaching English as a foreign language in Algerian primary schools.

3. Research Questions

The current research addresses the following key questions:

1. Do the test items align with the learning objectives outlined in the EFL syllabus?
2. What are the teachers' perceptions toward the relationship between the EFL syllabus and test types in Algerian primary schools?
3. How do the classroom practices and teaching materials reflect EFL syllabus objectives and test types?

4. Research Hypotheses

Based on the previously mentioned research aims and questions, this study tries to test the following hypotheses:

H0: The test items used in Algerian primary schools are not aligned with the learning objectives and outcomes of the EFL syllabus.

H1: The test items used in Algerian primary schools are aligned with the learning objectives and outcomes of the EFL syllabus.

5. Research Methodology and Design

5.1. Research Method

In order to examine the aforementioned hypotheses, the current study followed a qualitative approach. On the one hand, a semi-structured interview was administered to examine teachers' perceptions about the relationship between test types and EFL syllabus objectives in Algerian primary schools, and how this can impact students' learning outcomes. On the other hand, EFL documents were analyzed in order to measure the degree of correspondence between test items, EFL practices, and course content. Additionally, a non-participant observation was conducted in order to find out the various classroom procedures in TEFL in Algerian primary schools.

5.2. Population and Sampling

The current research sample consists of Ten (10) EFL primary school teachers of Guelma. The reason behind the selection of this sample is that EFL teachers' as experienced educators, who were involved in assessment design, method selection, and content selection. In addition to four classrooms were observed to explore the various classroom procedures in English language teaching (ELT).

5.3. Data Gathering Tools

In this research, three major data collection tools were involved to answer the research questions. On the one hand, a semi-structured interview with teachers in different primary schools. In this research, three major data collection tools were involved to answer the research

questions. On the one hand, a semi-structured interview with ten (10) teachers in different primary schools. The aim of selecting this research tool is to gather data about teachers' attitudes toward the relationship between the EFL syllabus and test types in Algerian primary schools. Additionally, a well-constructed observation has been conducted with three (3) primary school EFL classrooms in order to find out the various classroom procedures in teaching English. On the other hand, some EFL tests were analyzed to measure the degree of correspondence between test items, EFL classroom practices, and course content.

6. Structure of the Dissertation

This paper is divided into four chapters; two theoretical and two practical. The former is dedicated to the literature review of the two variables, while the latter is completely analytical.

Firstly, the first chapter focuses on teaching English as a foreign language (TEFL) in Algerian primary schools. It begins by defining English as a foreign language, then it delves into the historical overview of English language teaching in Algerian primary schools and the importance of early language education. Additionally, it explores further details about syllabus design and its types and the crucial distinction between curriculum and syllabus, as well as methodology. Moreover, the chapter explores the role of the teachers in designing syllabi and the challenges of teaching English in primary schools. Finally, it sheds light on the role of technology in teaching English.

The second chapter explores the concepts of testing and assessment in EFL context. It begins by defining testing and assessment and their importance. Then, it specifically highlights the different classifications of testing and assessment and how they are applied in classrooms.

The third and fourth chapters focus on the practical fraction of the study, where the followed methodology, procedures, participants, and results are presented. These chapters analyze a classroom observation, EFL tests, and a semi-structured interview .Therefore , the third

chapter presents the findings of classroom observation which explores the various classroom procedures in teaching English, and the test analysis, with explanations that help answering the research questions. However, the fourth chapter presents the data gathered from the interview which discusses the teachers' attitudes toward the relationship between EFL syllabus and test types. Accordingly, the dissertation concludes with a brief compilation of pedagogical implications and recommendations for further future research as well as study limitations.

CHAPTER ONE: TEACHING ENGLISH AS A FOREIGN LANGUAGE IN ALGERIAN PRIMARY SCHOOLS

Introduction.....	7
1.1. English as a Foreign Language.....	7
1.2. Historical Overview of English Language Teaching in Algeria	8
1.3. The Re-introduction of English Language Teaching in Algerian Primary Schools.....	9
1.4. Teaching English at Primary School	9
1.5. Syllabus Design.....	10
1.5.1. Definition of Syllabus.....	11
1.5.2. Curriculum and syllabus.....	11
1.5.3. Syllabus and Methodology	12
1.5.4. Types of Syllabuses	13
1.5.5. Teachers' Role in Designing the Syllabus.....	16
1.6. Challenges of Teaching English at Primary School	17
1.6.1. Motivation.....	17
1.6.2. Pedagogy Competency	18
1.7. Role of Technology in Teaching English.....	19
Conclusion	19

Introduction

Recently, the integration of English as a foreign language (EFL) in primary schools is the result of the current need to manage the linguistic education of Algerian people. Implementing English is perceived as a crucial component of economic, scientific, and research progress, and it is a vital element in contributing to the country's overall development. Accordingly, this chapter deals with the notion of EFL teaching alongside with a historical overview of English language teaching in Algeria. Moreover, it discusses the importance of teaching English at a young age and its challenges. Eventually, it sheds light on the syllabus design and its relationship with technical terms within the field as curriculum and methodology, and the role of teachers in designing the syllabus to ensure autonomous learners and future citizens with high-quality education.

1.1. English as a Foreign Language

Undoubtedly, a language can be considered foreign only if it is primarily learned mostly in a classroom and is not widely spoken in the community where it is studied (Moller & Catalano, 2015, p. 327). Furthermore, learning a new language is the process that comes after mastering one's mother language. According to Richard and Schmidt (2002) EFL is defined as the study and use of English language by individuals whose mother tongue or primary language is not English, particularly, in a non-speaking environment or nation. Additionally, EFL learners frequently participate in formal teaching or self-directed learning to improve their English language skills for academic, professional, or personal goals. Similarly, Crystal (2003) defined EFL as the teaching and learning of the English language in areas where English is not the primary language of instruction or communication. Generally, EFL students come into contact with English learning environments or through specialized language programs designed to

develop their language skills for different purposes such as academic study, international skills, and business communication.

1.2. Historical Overview of English Language Teaching in Algeria

The Algerian educational system witnessed various changes in implementing second and foreign languages in both primary and middle school. Firstly, after gaining its independence from the French colonization, Algeria made the French language as a foreign language at all levels of education due to historical, political, and economic factors. Accordingly, it was obligatory to learn French from the primary levels as it was the medium of instruction in almost all schools. Secondly, in 1985, the English language was initially integrated as a foreign language at the age of 13 years old in the second year of middle school education (Benrabah, 2005). However, German and Spanish languages were optional as a third language of education proclamation.

Thirdly, in 1993, English instruction was introduced in primary schools to enhance foreign language teaching and learning. As a part of this reform, fourth graders at primary schools were allowed to choose between French or English as a required foreign language. During that time, the Algerian government aimed to promote English language learning, recognizing it as an international language that allows one to become a full member of the international community and believed that the mastery of English would open new opportunities for Algerians to interact with other cultures, enhance their employability and stimulate economic growth. However, this policy quickly ended, and despite the government's preference, the majority of Algerian parents supported the French language and claimed that French is a language that is widely used in Algeria. Thus, their children might find challenges acquiring a language that does not have the same level of recognition as French. Consequently, policymakers have returned to require

French as the first foreign language at 3rd-year level at primary schools. In addition, English has been shifted from the primary level to the first year of middle school (koucicem,2019).

1.3. The Re-introduction of English Language Teaching in Algerian Primary Schools

Due to the economic and scientific advancements in the world. Teaching English to young learners in Algeria has become a great interest from the part of teachers and parents. For this reason, Algerian children need to be involved in this advanced world, and learning English is the only way that allows them to accomplish this goal (Benosmane,2006). Accordingly, the president of Algeria Abd Elmadjid Teboune made the ultimate decision to teach English as a second/foreign language along with French at the elementary level, which was introduced to third-year grade by the beginning of the school year in September 2023.

1.4. Teaching English at Primary School

Early language education is founded on the fundamental principle of teaching English to young learners, who exhibit distinct qualities including egocentrism, self-centeredness, and inventiveness, they also prefer to do their tasks by themselves and have a passion for learning new things (Cahyati & Mady,2019). According to Harmer (2007), Children who are nine or ten years old, have a unique way of learning that differs from older children and adults. They focus on the meaning of things, enjoy imitating others, and learn from what they see and hear, and they also absorb information indirectly from their surroundings. However, they may struggle with abstract concepts like grammar rules and require individual attention from their teacher. Additionally, Moon (2005) argued that teaching English at primary schools offers greater benefits such as language awareness, fluency, confidence, and having enough time for language acquisition. For instance, teaching English in primary schools can help students become more aware of their native language; however, students should have a thorough understanding of their native language before they begin the process of learning English as a second language.

He also added that learning English from a young age helps in developing self-confidence, which is crucial for inspiring pupils to learn. If students struggle with understanding instructions, it may affect their confidence (as cited in Cahyati & Madya, 2019 p. 397). Moreover, it is also beneficial for pupils to learn English in primary schools to improve their fluency and pronunciation, as elementary school students have more time to learn foreign languages, which leads to better fluency if they practice pronunciation frequently.

Furthermore, an essential component of early childhood education is social-emotional development, which greatly enhances a child's preparedness for school and lifetime learning. These skills are confidence, curiosity, self-control, cooperation, and communication are part of this development and are necessary for both academic performance and social connections (Waltz,2013, as cited in Carter,2016). Teachers frequently identify students who do not possess social-emotional skills as "not ready to learn," despite the fact that these abilities are essential for appropriate behavior and participation in learning environments (Carter,2016).

In addition to environmental education, early childhood environmental education must include components such as chances to feel joy and intimacy in nature, an understanding of the wonder and beauty of the natural world, respect for other creatures, and the development of problem-solving skills (Willson, 1994).

Overall, these fundamentals provide students with the tools they need for lifelong learning and responsible citizenship, preparing them not only intellectually but also socially and environmentally.

1.5. Syllabus Design

Teaching English as a foreign language is a challenging process that requires collaboration between the teacher and the students. One of the most interesting topics that organizes the teacher-learner connection is the process of establishing a syllabus.

1.5.1. Definition of Syllabus

A syllabus is a written document that specifies and plans the material to be learned. It serves as a guide for educators and students. According to Brown (1995), “a syllabus provides a focus for what should be studied, along with rationale for how that content should be selected and ordered” (p.7). Consistently, Richards (2001) represents a syllabus as “a specification of the content of instruction which lists what will be taught and tested”. Moreover, Breen (1984) sees the syllabus as “a plan of what to be achieved through our teaching and our student’s learning” (p. 47). In summary, the syllabus sets as an opinion statement related to language and education and serves as a guide or a roadmap for teachers and students by identifying objectives to be accomplished.

1.5.2. Curriculum and syllabus

Educationalists made a distinction between syllabus design and curriculum. In ELT, these two terms are used interchangeably due to their similarities; however, they are different from each other. Woods et al. (2010) confirmed that “The syllabus is not the curriculum per se” (p.07). Although, the syllabus plays a significant role in the curriculum, the curriculum as a whole is not contained in the syllabus.

Candlin (1984) implied that curricula are concerned with creating generalizations regarding the connection between students and teachers, learning objectives, experiences, evaluation, and language learning. He also added that they contain banks of learning and items, as well as suggestions for how they can be used in class. By contrast, syllabuses are more specific and based on actual classroom experiences when teachers and students apply a certain curriculum to a particular context.

Richards (2001) declared that curriculum is “the bigger picture” which includes the syllabus within its framework. Accordingly, Stern (1983) proposed that curriculum covers the entire

instructional process, including materials, equipment, assessments, and teacher preparation, in other words, all pedagogical measures connected to education or the subject matter. While, the syllabus is a part of curriculum that focuses on the learning units of what will be taught rather than the methods of instruction (as cited in Nunan, 1988, p. 5).

It is clear that curriculum and syllabus are two distinct terms but they are closely related because they are both a part of an educational system.

1.5.3. Syllabus and Methodology

There are two main views on the process of syllabus design and its relationship to teaching methodology. The Broad view and the Narrow view. The latter suggests a clear distinction between syllabus design that deals with content selection and grading. Accordingly, the syllabus in this case emphasizes on the idea of "what content should be taught," whereas, teaching methodology focuses on learning tasks and activities, in other words, it focuses on the idea of the "how", that is simply, in what way the content of the syllabus should be transmitted. However, the broad view criticizes this distinction due to advancement of Communicative Language Teaching (CLT) which made the distinction difficult (Nunan, 1988, p. 5). In summary, the broad view of syllabus design and methodology emphasizes the interconnection of material selection, grading, and teaching approach, as opposed to the narrow view's artificial division, which is supported by CLT.

Yalden (1984, p. 14) claimed that the syllabus replaces the concept of method and is viewed as an instrument by which the teacher, with the assistance of the syllabus designer, can achieve a connection between the needs and goals of the learners and the activities that will take place in the classroom (as cited in Nunan, 1988, p. 5).

To sum up, the methodology and syllabus are two different concepts in education. The syllabus is concerned with the selection and grading of the content course structures and serves

as a guide for both teachers and learners. Comparatively, the methodology includes all the techniques, approaches, and plans used to teach the listed content on the syllabus. It consists of instructional strategies, materials, and exercises intended to advance learning and meet the goals of the course. The syllabus determines the course' overall framework, while the methodology selects the delivery method and way in which students will engage with the content.

1.5.4. Types of Syllabuses

Syllabus design is an essential aspect of language instruction, since it determines the content and structure of the course. In ELT, the selection of a syllabus is an important decision; it is categorized based on its content. Sabbah (2018) claimed that syllabi can be classified into different types: Product-Oriented Syllabi and Process Oriented Syllabi. Therefore, it is important to understand the various types of syllabuses, with a focus on the differences between product-oriented syllabi and process-oriented syllabi.

Firstly, the Product-oriented syllabi, also called synthetic syllabi, the main emphasis of product-oriented syllabus is on the final product that the learner creates. In its turn, it has several branches. Grammatical syllabus, also known as structural syllabus, it addresses the grammatical structures and aspects of language, viewing language as a collection of grammatical elements organized and graded from simple to more complex (Nunan,1988). According to Krahnke (1987, p. 10), structural syllabus is one type of syllabus where the forms and structures, typically grammatical elements such as verbs, nouns, past tenses, and so forth, are the primary focus of language teaching, it may also cover additional aspects related to language frameworks including morphology or pronunciation.

Moreover, lexical syllabus refers to the process of choosing a specific set of phrases and vocabulary for language communication, which is based on an analysis of vocabulary choice

through corpus study (Willis, 1990) and (Nunan, 1988). As a result, the syllabus typically includes lists of the most commonly used words along with definitions (as cited in Sabbah,2018,p. 132). Besides, Notional syllabus, Krahnke (1987, p. 10) argued that notional syllabus is one in which the content of language teaching focusing on the functions or objectives that language performs, in addition to the ideas or concepts that language is meant to express. Informing, agreeing, apologizing, asking, and promising are a few examples of functions. Notions are parts of meaning that can be represented by adjectives, adverbs, prepositions and conjunctions. Notions are general items such as time, space, and cause /effect (Brumfit, 1981).

Similarly, Topic topic-based syllabus; Is a syllabus that is based on specific topics and themes, such as Traveling, drugs, religious Persuasion, advertising, modern architecture, sport, and so on. Designed to enhance the student's ability to master a language that is appropriate for different situations and the use of language in the theme (Richards & Rodgers, 1994). The topic-based textbook units begin with a range of exercises designed to pique students' interest in the subject matter and help them become more proficient at using theme-specific language and manipulating language according to context (Sabbah,2018, p. 134). Hence, this syllabus aims to enhance students' language proficiency for various contexts relating to different themes.

However, the process-oriented syllabus, it emphasizes on the learning process rather than the concrete product of the course. It also has numerous branches. One such branch is the Content-based syllabus, which undoubtedly exposes students to the language frequently, which is beneficial. According to the Content-Basics approach, focusing on meaning, that is, gaining some particular thematic content will inevitably lead to language development. Those who advocate this viewpoint contend that it is not only incorrect but also impractical to teach language as though it were a system of patterns, laws, or relationships distinct from content (Crandall, 1997). For instance, a content-based method involves tailoring language class activities to the subject matter being covered, with the goal of encouraging students to use the

target language to think and learn. For instance, it uses authentic reading materials, which require that students comprehend the material as well as evaluate and interpret it (Stoller,2002). In other words, the content-based syllabus the primary focus is on the content, and language learning occurs incidentally to the content learning.

Additionally, a Task-based syllabus, which is an educational approach that focuses on learners completing real-world tasks to develop their language skills. according to Breen (1987, p. 161), clearly crosses the theoretical divide between content and methodology in three ways: Its definition of communicative competence as the execution of a variety of tasks; its reliance on learners' contributions in terms of their prior communicative competence, which learners bring to any task, and its emphasis on the learning process as important content during language learning are the first three points of contention. While the focus of a communicative syllabus is communication. According to Brown (1995), the communicative syllabus focuses on providing the vocabulary, functions, and themes that students need to communicate. To put it briefly, it organizes its content according to the students' communicative needs, taking into account the kinds of interactions they will have, the settings in which they will use the language, and the objectives they must achieve.

Eventually, the eclectic approach according to Kumar (2013), is described as "The eclectic method is a combination of different methods of teaching and learning approaches,"(p. 1). It can also be seen as a form of principled eclecticism, which suggests that the method of teaching languages is one that is generally seen as good, coherent, and pluralistic. However, the eclectic approach has many characteristics. According to Ali (1981), to accomplish the lesson's objectives, teachers are given the opportunity to select various teaching strategies in each class and students can observe a variety of instructional strategies that make courses far more engaging and guarantee that they have a deeper comprehension of the subject matter. Finally, it simplifies the presentation of language exercises while saving time and effort.

Accordingly, Bill and Gower (as cited in Tomlinson 1998, p.116–124) proposed several principles for the design of materials and syllabuses. In the pre-writing stage, an analysis of the educational environment and the target learner group should be conducted. This entails being aware of the learners' qualities as well as the environment where the instruction will take place. Then, the type of assessment and the available staffing/resources should then be decided. Moreover, the primary goal of the syllabus designer is to ascertain why the student is taking the language course and should have intensive information about the learner's needs as well as their strengths and their weaknesses. Thus, Nunan (1988) defines needs Analysis as "a family of procedures for gathering information about learners and about communication tasks"(75). Thus, needs analysis is a major trend in language teaching and program design. Particularly, according to (Djamàa, 2013), the eclectic syllabus used by the Algerian educational system is renowned for its flexibility to a wide range of learning situations and needs. It combines components from several syllabus types such as functional, situational, and skill-based to provide a thorough and efficient educational experience.

1.5.5. Teachers' Role in Designing the Syllabus

The concept of curriculum development is understood to be the all-encompassing, ongoing process that includes all phases of planning, designing, disseminating, implementing, and evaluating curricula (Carl, 2002). Furthermore, this commitment extends beyond the confines of the classroom. According to Klein (1999), teachers truly have the ability to support or undermine decisions made at every level. Regardless of the decisions made at all other levels of decision-making, their choices will eventually establish the curriculum. Fullan (2001) asserts that educators ought to be actively involved in the syllabus-design process at every stage.

Additional research on teachers as decision-makers in curriculum centers on the training and qualifications required for developing curricula (Al-Kathiri, 2016). When offered the chance

to create a syllabus, the majority of teachers are found to be reluctant since they lack the necessary skills. They lack the necessary seminars and trainings to complete the assignment. Palmer (1992), however, notes that while pre-service teachers receive a significant amount of training and preparation linked to structured educational programs, there is frequently a significant difference between what occurs in an in-service course and in the classroom. After they start teaching in a classroom, they go through yearly assessments and attend several in-service training sessions to continue their professional growth. Regretfully, though, none of these factors have an impact on how they teach or apply the knowledge they have gained from the seminars.

According to Jorgenson (2006), syllabus designers should possess both a broad awareness of education as a societal endeavor and a solid understanding of syllabus designing processes. Kumar (2000) states that in addition to having a basic understanding of psychology, they also need to take developmental, cognitive, emotional, and communication aspects into account. Furthermore, they need to be knowledgeable with both traditional and modern educational research, as well as theoretical and practical standards in all subcategories, such as learning and instructional approaches (Al-Kathiri, 2016).

1.6. Challenges of Teaching English at Primary School

Teaching English at elementary schools is not an easy task, it comes with its own set of challenges due to the young age and different proficiency levels of the learners, and other factors such as motivation, pedagogy competency, and the of level proficiency.

1.6.1. Motivation

The first challenge deals with motivation, young learners have different motivations, which makes it difficult to get them interested in learning the language. Additionally, learners who have limited English proficiency may not be inclined to learn if their progress is not regularly

evaluated and they lack motivation. This makes it challenging for the teacher to engage students in activities and explain the materials effectively. Therefore, good teachers know how to motivate their students to learn English by tailoring their teaching approach to fit the student's characteristics. This may involve offering fun, age-appropriate activities that are engaging and memorable (Cahyati & Madya, 2019).

1.6.2. Pedagogy Competency

The second challenge related to Pedagogy competency involves the effective application of instructional strategy in the classroom. In the domain of language teaching and learning, Copland et al. (2014) declared that there are a variety of new teaching strategies, such as Communicative Language Teaching (CLT) and task-based Learning and Teaching (TBLT). However, teachers may face challenges when trying to implement these approaches for a variety of reasons. Consequently, primary school English teachers should receive a certain training from those responsible for teaching English to young learners. In addition, the training must be planned and organized properly, including having a qualified instructor, relevant resources, and a suitable methodology. The reason for this is that educators who work with younger students differ from those who work with adults (as cited in Cahyati & Madya, 2019, p. 397-398). Additionally, Copland et al.(2014) declared that large classes which are a frequent problem in many parts of the world since teachers find it more difficult to implement learner-centered learning in larger classes. If the size or suitability of the classroom is inadequate for the number of students they may face problems with movement and do not have enough space to carry out their activities. Hence, to keep the students engaged during English classes, teachers need to create a comfortable learning environment that accommodates their needs for physical movement.

1.7. Role of Technology in Teaching English

Technology used to facilitate e-learning, learning and performance improvement through the development, application, and management of suitable technological processes and resources. It is known as educational technology. Learning theory and instructional theory are frequently included in and related with the term “educational technology” The Association for Educational Communications and Technology Definitions and Terminology Committee defines instructional technology as “the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning.” However, educational technology also includes other systems that are used in the process of developing human capability.

Brown (2000,p. 45) states that there are some advantages of utilizing instructional technology on students' learning progress: The students' capacity for learning can grow. They can pick up new ideas while being creative and productive and solutions for challenging tasks able to use the internet and apply knowledge in a multi modal setting. Additionally, it improves the way they communicate with teachers and other students. There is more opportunity for student interaction outside of the classroom. Students will have greater opportunities to develop their critical thinking abilities and exhibit notable progress in doing so. (p. 478).

Moreover, Schunk (2012) says that “the learning process provides acquiring and modifying information about skills, strategies, beliefs, attitudes, and behavior. Thus, students use technology tools to learn cognitive, linguistic, motor, and social skills, and these can take many forms.” (2).

Conclusion

Eventually, this chapter has explored the necessity of implementing English at Algerian primary schools that provide the learners with early exposure to the language. It was initiated

by presenting the EFL teaching, then shifted to a historical overview of English language teaching in Algeria and its introduction in Algerian primary schools. Besides that, further details were tackled about syllabus design and its importance for effective language instruction for both teachers and students. Furthermore, it highlighted the crucial distinction between curriculum and syllabus as curriculum covers broader educational elements beyond syllabus. Moreover it highlighted the relationship between syllabus and methodology and the importance of aligning the content and teaching strategies to meet learner's needs effectively. Finally, it closed with teachers' role in designing the syllabus as they possess firsthand experience and understanding to tailor appropriate syllabuses to learners' needs, preferences, and learning context.

CHAPTER TWO: TESTING AND ASSESSMENT IN EFL CONTEXT

Introduction.....	22
2.1. Testing and Assessment.....	22
2.1.1 Testing.....	22
2.1.1.1. Standarized Tests.....	23
2.1.1.2. Performance Tests	23
2.1.2. Assessment	24
2.1.2.1. Types of Assessment	25
2.1.2.2. Formative Assessment.....	25
2.1.2.3. Summative Assessment	27
2.1.2.3. Diagnostic Assessment	27
2.2. The Importance of Testing and Assesement	28
2.3. Testing and Assesement Incorporated in Algerian Primary schools	29
2.3.1. Classroom Based Assesement.....	29
2.4. Issues and Challenges in Testing and Assessment.....	30
2.5. Qualities of Language Testing and Assessment	32
2.5.1. Validity.....	32
2.5.2. Practicability	33
2.5.3. Authenticity	33
2.5.4. Reliability	34
Conclusion	35

Introduction

In EFL context, the mechanisms of testing and assessment stand as crucial facets in determining the educational outcome of learners. It assists educators to identify areas of strengths and weaknesses and customise their teaching approaches. However, it is challenging when it comes to young learners due to their limited language proficiency, attention spans or even test-taking anxiety. Correspondingly, this chapter discusses the notions of testing and assessment along with their significance according to scholars in the field. Moreover, it provides a brief overview on the various types of testing and assessment procedures which are used to assess young learners. In addition, the chapter sheds light on the importance of considering learners' learning styles, and the ways of providing constructive feedback. The last part presents the main aspects to contemplate in test design.

2.1. Testing and Assessment

2.1.1 Testing

In the scholastic field, a test is a scheduled organisational procedure that is conducted at a specific time in a curriculum when learners are ready to perform knowing that their responses will be measured and analysed (Brown & Abeywickrama, 2010). Likewise, Silver (2012) stated that Tests are traditionally thought of as assessment instruments which measure what knowledge students possess and provide an instructor's evaluation of a student's academic performance, or to summarise the attainment of student educational objectives. Hence, a test is something that showcases an individual's competency as well as capacity. It indicates someone's position in the scale of failure, success, adequacy, proficiency, or excellence. Brown (2014) further added that test acts as a pivotal tool of public policy and functions as a standardised national assessment that guarantees access to higher educational levels exclusively for the most proficient candidates. This view explained how tests serve as method that evaluate and measure student's potentials in a fair and objective manner. Correspondingly, testing as

an assessment procedure is simply an evaluative process designed to assess a learner's knowledge or skill level in a specific subject or area of study, Its purpose is to reveal the learner's capabilities through a comprehensive examination.

2.1.1.1. Standardized Tests

The field of English language teaching, standardised tests play a crucial role in assessing learners' language proficiency objectively and reliably. These tests are designed to evaluate various language skills such as reading, writing, listening, and speaking in accordance with established criteria and benchmarks (Chapelle, Enright & Jamieson, 2008). Moreover, Brown (2004) claimed that they allow educators and institutions to make informed decisions regarding curriculum development, placement, and certification.

While McNamara (2000) pointed out that they serve as valuable tools for learners to gauge their progress and readiness for academic or professional endeavours requiring English proficiency (McNamara, 2000).Accordingly, standardised testing is considered a fair and objective method to assess students' academic performance, mainly for its format which reduces bias and favouritism. In line with this, this type of testing has become prominent in public schooling, since it targets the four skills of learners which make it a reliable and valid source of decision making. In addition, It provides specified data that determine learners' placement in academic programs.

2.1.1.2. Performance Tests

Performance tests is an evaluation within the EFL context designed to demonstrate the learners' mastery of knowledge or skill through tasks . Similarly , Boud, Cohen, & Sampson, (1999) stressed that Performance tests, also known as performance assessments, evaluate an individual's ability to perform or demonstrate particular skills under standardised conditions . These types of assessments as stated by Cizek (2012) often involve practical exercises such

as role plays, presentations, simulations, or real-world scenarios to measure competence and proficiency in a particular domain . Hence, performance tests focus on the practical application of language skills rather than just knowledge of grammar and vocabulary. In other words, performance tests place students in authentic situations to assess their ability to produce and use their critical thinking to address an issue using multiple sources of information.

2.1.2. Assessment

In the field of education, assessment plays an important role in the teaching-learning cycle. Primarily, it is generally perceived as an evaluation of the effectiveness of a series of instructional activities at the end of a sequence (William, 2011). In line with this, Marzaban (2018), viewed assessment in the EFL context as a complicated process that involves the systematic collection and interpretation of data about learning. In other words, Assessment serves as a fundamental procedure not only to evaluate a learners' performance but also to enhance the overall quality of educational programs and teaching methodologies. More precisely, assessment activities could be used to measure the effectiveness of teaching strategies and methods as well as the reliability and validity of applied programmes. Therefore, making relevant decisions about the individual, teaching instructions and the programme. Supporting this view, Curry (2010) went further saying that the act of assessment involves a thorough examination of a students' knowledge and their ability to apply it. This examination goes beyond surface-level understanding to explore the depths of what the student truly comprehends.

Similarly, Tahrun (2015) introduced a more detailed view of assessment by stating that assessment should be practical, reliable, valid, authentic, and have a positive impact on learning. In particular, the use of assessment as a process of making judgements, should focus on real-word tasks and performance also produce consistent results under similar conditions.

thereby, it provides accurate data for teachers to clearly understand and address their learners' needs.

From the upward definition, it is clarified that assessment is all sorts of activities performed by a teacher to collect data on learner's development in addition to its efficiency in reforming teaching-learning programs.

2.1.2.1. Types of Assessment

Assessment in education encompasses various types, including diagnostic, formative, summative and diagnostic assessment .

2.1.2.2. Formative Assessment

Formative assessment, also known as assessment for learning, is a crucial component of modern education. According to Wiggins (2012) Formative assessment is a collaborative process that involves teachers and students working together to set learning goals, monitor progress, and adjust instructional strategies to ensure continuous improvement. This demonstrate that formative assessment an interaction of teaching and learning as It guides students to recognize, evaluate and react to their own or other's learning.

In addition, it provides teachers with an informative data about the effectiveness of teaching-learning activities which may leads to a considerable improvements in the nature and the purpose of assessment.

Moreover, as formative assessment is now being perceived and used in more detailed ways, Voina (2018) declared that formative assessment is a process of evidence gathering about the students' learning progress and of bringing this knowledge back to the students, through feedback. Specifically, feedback is an essential component of formative assessment since it

helps them recognize learning gaps, identify areas of improvement, deepen their understanding of the course content and adapt new learning strategies.

There are multiple ways to implement formative assessment inside and outside the classroom. Firstly, peer assessment is a technique through which students can evaluate and determine the quality of a performance or an outcome of peers of similar status. However, the design of peer assessment systems can be complex (Reich, 1985). Simply put, peer assessors may find it difficult to exchange roles as a result of their lack of experience and training. Nevertheless, peer assessment stimulates students to critically reflect each other's work, collaborate and maintain fairness since everyone has the chance to judge each other (Strijbos & Sluijsmans, 2010).

Secondly, portfolio assessment is another type of formative assessment in EFL context, **it** is a valuable tool for measuring student progress and achievement throughout the entire year (Farid, 2018). It provides authentic language material for assessment, increases learner involvement, and promotes self-reflection (Wang, 2020). In particular, This form of assessment allows students to measure their improvement over time, establish learning objectives, and recognize their areas of strength and weakness. With this method, you can systematically collect descriptive records of a variety of student work over time that reflects growth toward the fulfilment of the objectives set before. The didactic guide of English- year 3 and 4 – primary education mentioned various types of portfolio assessment including samples of students' handwriting, re-ordered short stories images, tasks sheets, checklists that features statements or questions of the students' performance and teachers' descriptions of student accomplishments, such as performance and oral tasks.

Hence, Formative assessment is used to evaluate the progress of both students and teachers (Bell & Cowie, 2001). It entails the exchange of information between the teacher and the

learner regarding the student's learning and it helps students gain more insights into recognizing areas of proficiency and deficiency .

2.1.2.3. Summative Assessment

Generally, Summative assessment is perceived as an evaluation method to measure a student's overall language proficiency at the end of a unit of instruction in the EFL context. Black & Wiliam (1998) supported that by reporting summative assessment as the process of assessing students' learning outcomes or achievement levels at the conclusion of a specific period of instruction or curriculum Typically , it is often used to confirm the mastery of competence in a specific skill or knowledge area .

Moreover, summative assessment offers feedback to stakeholders such as educators, administrators, and parents about the effectiveness of the instructional program (Guskey, 2003). This implies that the results often involve making decisions about learners , progress ,and placement, since it displays how well the student has attained objectives, however summative assessment does not necessarily point to future progress . Final exams, examinations and general proficiency exams are examples of summative assessments.

2.1.2.3. Diagnostic Assessment

Diagnostic assessment is an important process in education which can help identifying student's misconceptions and learning needs .Accordingly, Hosp (2008) have approached diagnostic assessment as gathering data about a persons' abilities, knowledge, and skills to understand their current level of functioning. However, Morrison (1983), stressed that its successful implementation requires careful planning and can be time-consuming .

More specifically, diagnostic assessment provides feedback on the student' current knowledge of a subject and skills to clarify any misconceptions and identify areas of proficiency and deficiency before teaching takes place . In simple words, it has a significant

role in guiding teachers' instructions in planning what to teach and how to teach in the beginning of the school year , despite its time consuming process. Pre-tests, interviews, and discussion board responses are examples of diagnostic assessment.

2.2. The Importance of Testing and Assessment

In EFL environments, assessment and testing are essential components that offer valuable insights into the learning process of students and help to locate areas of difficulty. According to Linn and Miller (2005) the outcomes of the evaluation can be used to adjust instruction, establish course materials, and design a scheme aims at enhancing the standard of learning. Hence, testing and assessment provide a washback for teachers and educators to adjust course content and teaching styles in addition to stimulating students to take learning as a serious matter when they perceive that the effort involved leads to valued outcomes.

Furthermore, (Rahman, 2016, p. 103) declared that ” testing is a significant aspect in education which affects people’s lives in the society such as—promotion, employment, citizenship, immigration or asylum depends upon passing a language test”. Particularly, high scores have long been correlated with better college and life outcomes, thereby, testing is the practice of making opportunities available on the basis of information provided by a standardised test.

Hence, an effective assessment allows teachers and learners to evaluate the degree to which the learning objectives have been met, identify learning challenges, and provide a valuable feedback to parents, policymakers and the public. Accordingly, the implementation of testing and assessment can help monitor learner’s progress, make necessary reforms in teaching programs and motivate learners to appreciate the value of their learning.

2.3. Testing and Assessment Incorporated in Algerian Primary schools

2.3.1. Classroom Based Assessment

Classroom based assessment has been defined by many scholars and researchers from different perspectives. Generally , it refers to any assessment conducted in classroom settings (Black & Wiliam, 2018). This indicates that classroom based assessment is implemented directly by teachers who are responsible for the demonstration of the process. From a technical perspective, this type of assessment is viewed as a set of procedures as a series of actions that include gathering data on students' learning, analysing the data, and applying the data to decisions about instructions.

Classroom based assessment incorporates different techniques including classroom observation and questioning. Initially, class observations which provide valuable insights into the overall classroom dynamics. In line with this, Jinglei et al. (2023) declared that classroom observation is an effective way for teachers to improve professional development, and the analysis of student-teacher interactions is critical and significant to classroom observation. Hence, this class observation is applied by teachers to monitor students' reactions, or interactions, while giving instruction on the subject, or when students are engaged in class activities. It also serves as an effective tool for providing immediate feedback to students and adjustment of teachers' instructions .

Subsequently, questions technique which is a well-structured set of questions. They were mainly designed to guide learners through the presentation phase to deduce the target structure as well as to the learner's level of comprehension, as a way to encourage creative thinking and the use of language. Brookfield and Preskill (2005) stated that well-structured- questions raise students' awareness of using their knowledge and comprehension of a subject at lower-order thinking skills to higher-order thinking skills. As a result, this questioning techniques as a

spontaneous assessment procedure enable teachers to gauge student understanding and adjust teaching strategies accordingly

2.4. Issues and Challenges in Testing and Assessment

Two major challenges are encountered during the process of testing and assessing students' level of proficiency.

Primarily, Assessment can often be challenging, especially when we address different types of learners. In this regard, Tran (2014) asserted that “appropriate assessment may guarantee motivation, empowerment, and positive identity development” (p. 102). Taking into consideration that education is measured in terms of outcomes rather than inputs, Leithner (2011) extended this discussion by proposing the concept of testing styles and advocating for diverse assessment techniques within the same course saying that “ teachers can agree that students have different methods for learning, does it not stand to reason that they have different methods of reproducing this knowledge as well” (p. 416). Specifically, teachers recognize that students have different learning styles and the importance of addressing these individual preferences in the classroom by incorporating a variety of teaching strategies and methods. However , this does not stand to reason that students would also have unique styles in reproducing this knowledge, especially with the existence of a universal approach that consider the incorporation of the four skills.

Tripon (2019) further highlighted the importance of teacher's training in this area and stated that evaluation can not be discussed without questioning the training of teachers in this field (p. 115). In simple words, Teachers have to develop competencies by engaging in continuous professional learning to stay updated and informed on how to carry out the evaluation process appropriately.

Correspondingly, students' varied learning styles may be inconvenient, but it is inescapable. Adapting to that diversity is inevitable to ensure productivity and fairness to learners. Undoubtedly, producing tests based on an awareness of what learners think and prefer may often be challenging. However, to ensure fair and objective assessment it is important to consider the learner's needs and preferences.

Moreover, The act of providing feedback is commonly recognized as a crucial element in facilitating and consolidating the educational process. For many years, the concept of feedback has been used in education to improve future practice and facilitate development (Ahea et al., 2016). Moreover, providing constructive feedback can contribute to a student's motivation to work on the development of his language skills regularly. Even though it is a time-consuming process, a significant amount of energy must be devoted to helping students understand not only where they have gone wrong, but also what they need to do to improve (Brown, 2005, p. 84).

However, Nguyen and Nguyen (2023) extended their vision to real-life classrooms and proclaimed that teachers' feedback-giving practices do not always match learners' expectations, resulting in adverse effects on learners.

Accordingly, providing feedback and correcting errors on learners' performance is a significant aspect of teaching. Nevertheless , teachers' lack of professional development may affect the quality of the provided feedback . Therefore,teachers should take a great account of their professional growth and consider the importance of feedback in promoting the personal development of individuals and in realising their assets and limitations.

2.5. Qualities of Language Testing and Assessment

2.5.1. Validity

Determining the validity of a test is crucial to ensure that the results are useful, relevant, and consequential. According to the American Psychological Association,(2020),Validity is the extent to which a language assessment measures what it claims to measure.in particular, this procedure is essential , since it ensures that the listed interpretations and application of assessment results are appropriate and relevant.

There are several types of validity that researchers consider when evaluating the validity of a test in the EFL context, such as content validity, criterion-related validity, and construct validity. Starting with content validity which assesses whether the content of the test adequately represents the content domain or the skills it is supposed to measure. According to Brown (2004), content validity “ exists when the content of the test matches the objectives it is supposed to measure. For instance, a valid test of reading ability actually measures reading ability... not 20/20 vision, nor previous knowledge in a subject, nor some other variable of questionable relevance” (p. 22). Hence, validity occurs when the content of an assessment aligns with the intended objectives it aims to evaluate.

Secondly, Criterion-Related Validity examines the accuracy with which a test assesses the intended outcome. According to Brown (2004) Criterion-Related Validity is ” the extent to which the “criterion” of the test has actually been reached” (p. 24). This sort of validity, measure specified classroom objectives and inferred predetermined levels of performance that learners are expected to reach.

Third, a language test is construct valid when it evaluates whether the test accurately measures the underlying theoretical construct it is intended to measure. Ellis, (2005) explained that construct validity involves showing that the scores obtained on a test measure the construct

that the test intended to measure such as grammatical ability or communicative competence . Consequently, validity as a complex structure assisted teachers in understanding and stating what makes a good test.

2.5.2. Practicability

The practicality of a test refers to various administrative issues including the cost , the ease of scoring and the time it takes to be constructed. However, Smith (2018) supported this vision by stating that The practicality of testing in education is a complex issue with various factors to consider such as its reliability, validity, cost-effectiveness, and ease of administration .

These aspects determine the usefulness and feasibility of implementing the test in real-world settings. For instance, a test that requires extensive resources and time may not be practical for large-scale assessments, while a brief and easily administered test may be more feasible (Jones & Brown, 2020).

Additionally , the use of a shared language that adequately captures the child's background is a must. considering the cultural appropriateness and accessibility of the test materials is crucial for ensuring its practicality across diverse populations (Garcia et al., 2019). Overall, evaluating the practicality of a test involves examining its utility, efficiency, and suitability for specific contexts and populations.

2.5.3. Authenticity

Authenticity in language assessment and language assessment, refers to how closely assessment tasks match actual language use in real-life situations . For Bachman and palmer (1996) authenticity is “the degree of correspondence of the characteristics of a given language test task to the features of a target language task” (p.23) this indicates that authenticity has to be contextualised rather than isolated task and that involves a natural use of language to resemble real world tasks.

Furthermore, Brown (2014) emphasized the importance of authenticity in language assessment, stating that authentic tests should include tasks that require learners to perform language functions they would encounter in authentic communication situations. Subsequently, authentic testing should offer a natural and contextual thematic organisation of items to appropriately assess learner's ability to understand and produce language .

2.5.4. Reliability

In education, the reliability of a test entails the consistency and dependability of a test in measuring the accuracy of certain characteristics. Brown & Rodgers, (2002) noted the same notion by declaring that reliability refers to the consistency and stability of test scores over time and across different administrations.

On his part, Brown (2004) provided more inclusive details by presenting several factors that may contribute to the unreliability of a test.

Starting with the physical or psychological state of the learners. This entails temporary illness, fatigue, a "bad day" or anxiety which may make an "observed" score deviate from one's true score. Subjectivity, preconceived bias and the lack of scoring criteria may also leave space for human errors. Unreliability may also result from the conditions in which the test is conducted in addition to the quality of the test itself hence , The test's dependability would be impacted if it were overly drawn out, had a time limit, and was poorly presented. Accordingly, Reliability is essential since it guarantees that the test accurately measures what it intends to measure, without being influenced by random variables as errors or inconsistencies test administration

Conclusion

To summarize the preceding sections, a number of divisions may be brought together to depict the contemporary assessment procedures and practices in the Algerian primary schools.

Initially, assessment and testing are portrayed as major components for measuring language acquisition and instruments for developing the existing language programs. Then this chapter highlighted the different classifications of testing and assessment and how they are applied. Without a doubt, educators must be aware of the way their learners approach their studies. In this regard, the chapter briefly inspected the importance of giving considerations to the learners' learning styles to maximise fairness in educational outcomes. Besides, it is apparent that feedback is one of the cornerstones in the teaching- learning process. Thus, teachers ought to be professionally trained in the field. Ultimately, the different procedures for designing a test were introduced to certify the effectiveness of the testing system.

**CHAPTER THREE: CORRELATION BETWEEN EFL SYLLABUS AND TEST
TYPES IN PRIMARY SCHOOL.**

Introduction	37
3.1. Research Methodology Design.....	37
3.1.1. Research Method.....	37
3.1.2. Data Gathering Tools	38
3.1.3. Population and Sampling.....	39
3.2. Administration of Classroom Observation	39
3.3. Analysis of Results from Classroom Observation	40
3.4. Summary of Results and Findings from the Classroom Observation.....	44
3.5. Document Analysis.....	45
3.5.1.1. Oral Comprehension.....	46
3.5.1.2. Oral Production	48
3.5.1.3. Written Comprehension.....	50
3.5.1.4. Written Production	53
3.6. Summary of Results and Findings from Documents Analysis.....	56
Conclusion.....	57

Introduction

To address the research purpose and questions, this chapter entails the practical part of the study. First, it presents the research approach chosen for the appraisal. Then, it provides further details on the data collection tools that match the research design and the sample group. Additionally, it seeks to reveal the various classroom practices in TEFL in Algerian primary schools, to provide insights into the strengths and weaknesses of the current teaching practices. Finally, this chapter is devoted to the analysis, interpretation and discussion of the research findings. An analysis of the data collected through this phase of the research.

3.1. Research Methodology Design

This study is designed to examine the correlation between test types and EFL and the content of EFL syllabus in 3rd and 4th year primary schools in Algeria. Consequently, an exploratory qualitative approach has been used to answer qualitatively the research's questions. Correspondingly, three data-gathering tools were employed. Namely; classroom observation, analysis of EFL tests, and a semi-structured interview. Firstly, a classroom observation was conducted in "Rouabhia El Taher primary school, Bourib Boudjemaa primary school and Abdelhamid Benbadis primary schools with three EFL teachers, each session lasted 45 minutes from the 11th to the 16th of February. Secondly, EFL tests were analyzed to provide in-depth insights and a more flexible approach to teachers' conceptions in constructing a test items. Finally, a semi-structured interview was distributed to (10) primary school teachers to unveil their perspectives on the current EFL syllabus.

3.1.1. Research Method

As long as the qualitative approach provides a detailed and comprehensive description of the research study and affirms the reliability of collected data, semi-structured interview, analysis of EFL tests and classroom observation have been used in the practical field of

investigation. Megaldi and Berler (2020) argued that the semi-structured as an exploratory interview, enables a researcher to go deep for a discovery. Thus, this justifies the use of semi-structured interview which has contributed to acquiring in-depth information on the teachers' perspectives of the applied EFL programme and the way they are approaching it inside their classrooms. Regarding the analysis of EFL tests, Corbin & Strauss (2008) emphasized the role of document analysis as an analytical method that provides supplementary research data for tracking background information, change and development. On the one hand, a classroom observation was conducted to report and generate more details with EFL teachers in three primary schools in Guelma. On the other hand, documents were analyzed to measure the degree of correspondence between test items, EFL classroom practices, and course content. Additionally, a semi-structured interview was conducted to explore EFL teachers' attitudes toward the relationship between the EFL syllabus and test types in Algerian primary schools. Partly, because of the aforementioned features, qualitative data gathering tools are adopted for this research study.

3.1.2. Data Gathering Tools

As it was discussed previously, data for the study comprised classroom observation, semi-structured interviews with key informants in addition to documents related to assessment in Algerian primary schools. Many researchers stated that only by direct observation in the natural milieu can patterns of human behavior be obtained (Woods, 1986). Thus, semi-structured interview with (10) teachers in different primary schools. These interviews aimed to provide perceived causal inferences, collect the required descriptive data, and probe deeply into the teachers' perspectives to assist the understanding of the issue. Additionally, Documents were analyzed to prepare and organize data in addition to ensuring the accuracy of the findings. However, a series of classroom observations also were conducted in different primary schools to observe and collect evidence about teachers' classroom and assessment practices and how

they address their pupil's needs. The observation lasted for one week from the 11th to the 16th of February in Rouabhia El Taher, Bourib Boudjemaa primary school and Abdelhamid Benbadis primary school with three EFL teachers. In general, the selected approaches aimed to supplement one another for reliable data and to avoid bias and distortions.

3.1.3. Population and Sampling

The current field of investigation took place at the primary schools of Guelma. The selection process targeted EFL teachers as experienced educators, who were involved in assessment design, method, and content selection. Primarily, a purposive sampling method was employed in this phase. By this sampling procedure, a class observation lasted for 45 minutes, it was held for one week starting from the 11th to the 16th of February with three teachers in Rouabhia El Taher, Bourib Boudjemaa, and Abdelhamid Benbadis primary schools. In particular, the observation centered on the general class setting, activities, and interaction besides frequency and duration assessment. Additionally, semi-structured interviews were administered following the snowball sampling technique. A majority of the participants were female teachers mostly under the age of 40. Eventually, a large proportion of the informants reported that they had completed a course on teaching and assessment with relatively less than three years of experience in teaching young learners.

3.2. Administration of Classroom Observation

Conducting an observation is a primary research method used to describe the area under study. It offers an opportunity to investigate a situation and experiment in its natural setting. It is implied that the investigator obtains firsthand information by directly observing relevant individuals, behaviors, and situations. The entire observation was carried out with primary school teachers to collect and validate the results. It was conducted from February 11 to 16 in

Guelma primary schools and was completed during the academic year 2023/2024. The observation took place in a controlled setting with four teachers in different classes.

It aimed at:

- 1) Observing how teachers control and manage the classroom's educational activities, such as classroom interaction, giving Instruction, and selecting appropriate activities and materials.
- 2) Observing how effectively the teachers involve the class during the course by utilizing strategies, such as asking questions, giving feedback, and fostering a supportive environment.
- 3) Focusing on how the teachers teach and integrate appropriately the four main language skills: speaking, writing, listening, and reading.

It was a non-participant observation that the researchers were doing, which means that the researchers just sit in the class to observe the teaching and learning process and gain a comprehensive understanding of the diverse classroom procedures utilized in the effective teaching of the English language. The researchers and participants agreed on the time and class to observe, the class's selection was random to ensure variety.

3.3. Analysis of Results from Classroom Observation

The first observation conducted on 11/02/2024 with a third-year class at "Rouabhia El Taher" primary school which totaled thirty-five pupils during the lesson of "listen and repeat" section of "toys". At the beginning of the lesson, the teacher gave hints to the learners by sticking pictures on the board as an introduction. The overall atmosphere was quiet and the teacher was friendly with the learners. After that, she asked her students to watch the video of "Toys for Kids", and played it again multiple times. She sang along with them, sounding the words loudly so the pupils listened clearly to the vocabulary. She walked around and listened attentively to the pupils, and when they pronounced words incorrectly, she asked them to repeat

until they spoke correctly. Then, the teacher placed pictures on the board and asked pupils about what they were seeing. then, the teacher invited them to open their books on page thirty-eight, listen to the script, and repeat keywords and expressions such as: «What is this?» « playroom» « kite» «video game» and « doll ».

At the end of the session, the teacher prepared a toy box full of children's toys including a doll, and a kite, a ball, and a car. The teacher then invited the pupils to participate in a game designed to check their understanding and ensure that they could accurately name toys, and ask and answer questions about them.

Thus, the researcher observed that the assigned EFL syllabus emphasized the development of basic language skills such as listening, speaking, teacher implemented activities that target each of these skills in a sequential and interactive manner by using a variety of strategies to explain the lesson and make it more interesting such as flashcards, speaker, and body language, these strategies helped engage the pupils and enhance their learning experience.

The next observation was held on 12/02/2024, it involved the same class which dealt with the "I play roles" section of "favorite toy". Initially, the teacher greeted her learners and asked them about the date, to which the pupils responded actively and chorally. After that, she invited five pupils to the board and provided them with a small ball instructing them to throw it to each other and naming different toys with condition of they should not repeat the named one. This practice is designed as a concise review of the preceding lesson of vocabulary toys.

Subsequently, the teacher then introduced a conversation using flashcards and a playroom poster affixed on the board and read the conversation aloud multiple times employing body language and pupils repeated after her. Then, she invited pupils in pairs and had them engage in role playing in the following conversation:

A: what is this toy?

B: it is a bike.

A: have you got a toy?

B: yes, I have got a car.

In summary, this interactive activity allowed the learners to practice their communication skills and further solidify their understanding of the lesson. Therefore, the syllabus places an emphasis on verbal communication skills, hence oral exams and listening comprehension formed a part of classroom-based assessment strategy during and post the lesson 'presentation.

The third observation dealt with a fourth-year class at "Bourib Boudjema" primary school, on 14/02/2024. They dealt with "I listen and repeat" section of "healthy food".

The teacher began the session by greeting his pupils and playing a song relevant to the topic, encouraging the whole class to sing along, while pupils were active and excited although the teacher appeared tired and demotivated. The researcher observed that the teacher employed a variety of strategies to engage students and facilitate learning relevant of vocabulary to healthy foods during the entire session to convey and clarify the lesson to his pupils. This included body language, visuals, and speaking to make the instruction more engaging and understandable.

To teach speaking skill, the teacher used Realia, the term for using real-world objects in the classroom by bringing a bag full of healthy food such as potatoes, apples, oranges. the teacher took out each food item one by one and named them and the learners repeated after him chorally using phonemic awareness, when he found a wrong pronunciation, he would ask them to repeat until they spoke correctly, each time he took out a food from the bag, he stuck its flashcard on the board, this visual representation of the vocabulary words helps students make connections between the spoken words and written forms.

After that, the teacher gave the learners food items and called out the name of each item, the pupil who had the corresponding food gave it back to the teacher and the learners repeated its name chorally and individually. The overall atmosphere was disorganized due to the teacher's lack of classroom management, the teacher was not able to provide individual attention to each student during the teaching and learning process while, some members particularly those seated in the back, asked to answer, but they were not given the opportunity to do so throughout the session, he only talked with brilliant ones.

At the end of the session, the teacher conducted a formative assessment by writing numbers under each food flashcard. Learners then identified food items and matched with the corresponding numbers. This practice is designed to evaluate their understanding of healthy food identification. This method provided immediate feedback and reinforced vocabulary learning.

The last observation was conducted with a fourth-year class consisting of thirty-nine pupils at the "Abdlhamid Benbadis", on 16/02/2024 and dealt with the lesson "I read and write" section of "healthy food". After greeting, the teacher asked her pupils to sing a song of "Hide and Sick" related to the previous lesson and involved children who were shy and did not participate. After the song, she asked them to open their textbook and try to read a short text silently for two minutes. Following this, the teacher read the text aloud twice and then asked students to read it aloud to assess their pronunciation. The teacher also asked a few questions about the text, prompting the pupils to answer using "true" or "false." Despite the crowded classroom, the teacher managed and pay attention to all students and maintained a serious demeanor.

For the second task, the teacher asked the children to complete the following table based on the information from the text.

Table 3.1: example of task completed by 4th year primary school.

Day	Dish	Mealtime	Cook
Friday	Couscous	Lunch	My mother

Following the reading activities, the teacher moved to writing, she wrote a sentence on the whiteboard in cursive demonstrating the appropriate size and punctuation, and asked them to write it in their class copybooks. At the end, the teacher checked pupils' copybooks to see whether they wrote them correctly or not and to verify their comprehension and usage of the taught writing conventions.

3.4. Summary of Results and Findings from the Classroom Observation

The observations revealed that the EFL teachers successfully applied the suggested teaching strategies, putting special focus on making use of visual aids and multimedia resources to introduce new vocabularies and concepts that help pupils associate words with images and exchange communication system and video-based education. Additionally, teachers employed drills and repetitive practice such as "listen and repeat" are included to ensure correct pronunciation and assist pupils with memorization of vocabulary, expressions, and language structures.

Furthermore, they made efforts to encourage classroom discussions by providing special attention to interactive exercises including role-plays, conversation. Thus, through these exercises, students are encouraged to practise speaking and listening in more natural and communicative contexts.

Therefore, the use of Realia offer a connection between the spoken words and written forms. Accordingly, peer learning is facilitated through collaborative exercises including group and pair work, it fosters social and cooperative skills in addition to providing speaking and

listening skills for pupils. Finally, to evaluate pupils' progress, formative and summative assessments are conducted regularly, these assessments may consist of written tests, interactive exercises and oral presentations. Overall, EFL teachers used a variety of effective teaching techniques and created a conducive learning environment in the classroom to help students learn language and facilitate an efficient acquisition of English language skills.

3.5. Document Analysis

In qualitative research inquiry, document analysis was a useful procedure for data gathering. Documents refer to “a wide range of written, visual, digital, and physical materials relevant to the study at hand” (Merriam, 2016, p. 139). In this study, the documents included the policy documents which were issued by the MINISTRY OF NATIONAL EDUCATION IN ALGERIA as a didactic guide of English for third and fourth years. Moreover, EFL teachers provided copies of lesson plans, sequence maps, flashcards and test samples. These sources supplement a contextually relevant data for the research under discussion. Correspondingly, this section endeavors to address the following fundamental questions:

1. To what extent policy makers shape educational and assessment practices in primary schools?
2. Do teachers' assessments and classroom practices align with the policies issued by the MINISTRY OF NATIONAL EDUCATION IN ALGERIA?
3. Are there any identification between the intent, performance and the presented tests' designs?

The following analysis inspects the didactic directions featured by policy makers along with teacher's contributions in enhancing the quality outcomes of learning in addition to assessment and tests design.

3.5.1. The target Domains in Teaching and Testing

In the didactic guide of English for 4 and 3 years, the ministry of education introduced the national curriculum council which entails four major domains in teaching and assessment that are oral comprehension, oral production, written comprehension and written production. The application of these domains is examined in teachers' documents and testing procedures. Thus, the analysis is supported by illustrative samples signifying each point.

3.5.1.1. Oral Comprehension

The targeted competency in this section is to comprehend oral messages and identify the meaning of words in familiar context using paralinguistic features. The syllabus and teachers' documents are used as illustrative examples.

3.5.1.1.1. I Sing and Have Fun

Figure 3.1 I Sing and Have Fun

MINISTRY OF NATIONAL EDUCATION		THE NATIONAL CURRICULUM COUNCIL			
Domains	Target Competence	Components of the Competence	Resources	Cross-Curricular Resources	Timing
Oral comprehension	Comprehend oral messages and identify the meaning of words in familiar context using paralinguistic features. <i>Listen and</i>	<p>The learner can:</p> <ol style="list-style-type: none"> recognise the meaning of words and expressions. use the context and paralinguistic features to deduce the meaning of words and expressions. be an attentive listener. 	<p>Supports: Videos, songs, cartoons, posters, pictures, short stories, etc.</p> <p>Key Vocabulary</p> <p>Words and chunks related to the learners' interests, immediate environment and needs.</p> <ul style="list-style-type: none"> Salutations. Numbers (0-10) Days of the week Family members, friends, and mates. Languages. Colours. School subjects. Home (flat/ house...). Toys. Pets. Adjectives Lexis related to parties 	<p>Intellectual</p> <p>-Discover the relationship between the context, paralinguistic features and the meaning of words and expressions.</p> <p>Methodological</p> <p>-Make use of the context and paralinguistic features to identify the meaning of words and expressions.</p> <p>Communicative</p> <p>-React to verbal and non verbal messages to show understanding.</p> <p>Personal and Social</p> <p>-Respond to oral messages.</p>	29h
		<p>The learner can:</p> <ol style="list-style-type: none"> identify simple words and expressions to interact orally. use simple words and expressions to interact orally. respect the interlocutor. 	<p>Grammar</p> <p>Oral formulaic expressions and chunks related to the learners' interests, immediate environment and needs.</p> <ul style="list-style-type: none"> The imperative (classroom commands) Contracted forms of to be and to have: ('m-'am, 's-'is/has, 're-'are, 've-'have) Present simple (To be: am, have / to have) 	<p>Intellectual</p> <p>-Discover the importance of words and chunks used in oral interaction.</p> <p>Methodological</p> <p>-Exploit the linguistic repertoire and paralinguistic features to interact orally.</p> <p>Communicative</p> <p>-Select the appropriate words and chunks to interact orally.</p> <p>Personal and Social</p> <p>-Consider speech acts when interacting.</p>	

As displayed in figure 3.1 above, the national syllabus provides clear guidelines for educators. Primarily, it states what the learners can achieve during and post-listening process. Then it suggests the use of paralinguistic features which could be used in delivering lessons

like facial expressions, body language and tone and pitch of voice in addition to the supported materials such as songs, pictures of short stories.

Figure 3.2 The Unit Map for Rubric One

Section	Session	Rubrics	Communicative Objective	Procedures
Section 2 Locating rooms in my home.	Session 1	I sing and have fun	- To increase the enjoyment of learning, to develop their listening skills, to introduce the topic.	- a song related to the topic. - Support: pictures - puppets
		I listen and repeat	- locating ppl in a house.	- Key vocab: house, flat, bedroom - Bathroom - mother - Father - Gr: - to be in simple present - preposition in wh-qr: where ... ?
	Session 2	I read and discover	- read words related to the topic. - identify and band letters p and b.	- Key Vocab: words have p - b * Bathroom, Bedroom, book, * pen / pencil.
	Session 3	I read and write	- write letters N - P - r, apply size - space - alignment	- Hand writing - Script upper case.
		I sing and have fun	- To increase the enjoyment of learning, to develop the listening skills.	
Session 4	I play roles	- Act a short scene out - locating rooms in a house.	- Key Vocab: House - Flat - rooms (Bedroom - Bathroom - Kitchen - living room - dining room ...) Gr: to be in present simple preposition: in - next to - opposite wh-qr where ... ?	

Teacher

AZALI

Headmaster


المدرسة الابتدائية بن احمد بن محمد
المدير
التاريخ: 15/10/2015

Inspector

Figure 3.2 showed the unit map outlined by primary school teachers. The first rubric “I sing and have fun” clearly demonstrates along the target objectives “develop listening skills” and the applied resources “a song related to school objects, family members or pets”.

Figure 3.3 Lesson Plans I Sing and Have Fun.

Primary School of: Tayeb Zaoui		Teacher: DJEJEL Abderrahman	
Level: 4PS	Number of learners:	Sequence: (04) Food & Health	
Session: I sing & have fun / I listen & repeat		Teaching materials: Flashcards / Realia	
Section: (01) Healthy food.		W.B / Speaker	
Session objective(s): By the end of the lesson L.W.B.A.T Name & identify some healthy food.			
Target competencies: Interact / Interpret / Produce		Subsidiary objectives: Distinguish between healthy & not healthy food.	
Anticipated problems: Difficulty in saying some words.		Solutions/Plan B: Phonemic awareness	

Stages	Procedure / Tasks	Interaction	Time
Warmer	-T greets his Ls & welcomes them -A song related to the topic.	T→L	10 min
Install resources	1. STARTING SITUATION (LEAD-IN): -Ali is in school; it's 12:00, time to leave and get ready to go to his house. -Ali is in the house, feeling hungry, so he goes straight to the kitchen where he finds his mother. All: Couscous again yesterday couscous and today too... I want to eat burger outdoor Mom: No, burger is not healthy... open the fridge and take banana its healthy. All: WOW!! thank you mom... I love you. -T brings a bag full of healthy food (Realia): potato, tomato, apple, orange, and water...etc -T takes out each food item one by one and names them and Ls repeat after him chorally using PHONEMIC AWARENESS . Each time he takes out a food from the bag, he sticks its flashcard on the board. 2. GIVE IT BACK: -T gives the Ls food and calls out the food item. The learner who has the corresponding food gives it back to the teacher, and Ls repeat its name chorally and individually	T→L L→T	25 min
Assessment	3. THE USE OF SLATE: -T writes a Number under each food flashcard. -L calls out a food item, and Ls write the corresponding number. 	L→L	10 min

Self-Reflection		
What Worked	What hindered	Action Points

Teacher: <i>Abdelhakim</i>		Main School: <i>Bah, J. H. A. A. A.</i>	
Level/Class (es): 3PS	Unit: <i>Le repas</i>	Section: <i>Arabic / French</i>	Lesson Framework: <i>...</i>
Session: <i>...</i>			
Learning Objective: By the end of this lesson, my learners will be able to <i>raise the book</i> .			
School Subjects: <i>...</i>			

Targeted Competence	Domain:	Lexis:	Material/Aids:
Interact - interpret	oral - written	Arabic - French English - cues Islamic calendar	books of other subjects

Time	Stage	Procedure / Tasks	Rationale / aim
10 min	1. Sing and have fun	Warming up: -Teacher greets his learners and welcomes them -Teacher introduce the topic of the song using learner's books. -Teacher plays the song -Teacher asks learners if they get the same school subjects or not -Teacher plays the song again. -Learners sing the song with the teacher.	Enjoy learning
10 min	2. Presentation	-Teacher presents school subjects using flashcards / learner's books. -Learners repeat chorally then individually	
15 min	3. Assessment	-T says a word and some pp come to the board and point the targeted school subject -T distribute books to pp and ask them to raise the book they listen to its name "raise your arabic book."	

As shown in figure 3.3 two planned lessons for third year level. The lesson plans present further details about the learning objectives besides the adopted teaching- learning activities and materials. Additionally, an array of stages is comprehensively showcased demonstrating the teacher's steps starting from presentation to assessment. The sessions are mainly unveiled by a song related to the topic "teacher plays a song related to toys, pets, family" then concluded by a sequence of activities centered on receptive understanding "raise the book you listen to its name "raise your Arabic book".

3.5.1.2. Oral Production:

The aim of this domain is to interact orally in communicative situations related to learners' daily concerns and interests using simple words and expressions.

3.5.1.2.1. I Listen and Repeat

Figure 3.4. national syllabus of Listen and Repeat.

MINISTRY OF NATIONAL EDUCATION		THE NATIONAL CURRICULUM COUNCIL			
Domains	Target Competence	Components of the Competence	Resources	Cross-Curricular Resources	Timing
Oral comprehension	<p><i>Comprehend oral messages and identify the meaning of words in familiar context using paralinguistic features.</i></p> <p><i>listen and</i></p>	<p>The learner can:</p> <ol style="list-style-type: none"> recognise the meaning of words and expressions. use the context and paralinguistic features to deduce the meaning of words and expressions. be an attentive listener. 	<p>Supports: Videos, songs, cartoons, posters, pictures, short stories, etc.</p> <p>Key Vocabulary</p> <p>Words and chunks related to the learners' interests, immediate environment and needs.</p> <ul style="list-style-type: none"> Salutations. Numbers (0-10) Days of the week Family members, friends, and mates. Languages. Colours. School things. School subjects. Home (flat/ house...). Toys. Pets. Adjectives Lexis related to parties <p>Grammar</p> <p>Oral formulaic expressions and chunks related to the learners' interests, immediate environment and needs.</p> <ul style="list-style-type: none"> The imperative (classroom commands) Contracted forms of to be and to have: ('m=am, 's=is/has, 're=are, 've=have) Present simple (To be / to have / to live / to love...) 	<p>Intellectual</p> <p>-Discover the relationship between the context, paralinguistic features and the meaning of words and expressions.</p> <p>Methodological</p> <p>-Make use of the context and paralinguistic features to identify the meaning of words and expressions.</p> <p>Communicative</p> <p>-React to verbal and non verbal messages to show understanding.</p> <p>Personal and Social</p> <p>-Respond to oral messages.</p>	29h
		<p>The learner can:</p> <ol style="list-style-type: none"> identify simple words and expressions to interact orally. use simple words and expressions to interact orally. respect the interlocutor. 	<p>Intellectual</p> <p>-Discover the importance of words and chunks used in oral interaction.</p> <p>Methodological</p> <p>-Exploit the linguistic repertoire and paralinguistic features to interact orally.</p> <p>Communicative</p> <p>-Select the appropriate words and chunks to interact orally.</p> <p>Personal and Social</p> <p>-Consider speech acts when interacting.</p>		

Figure 3.4 similarly represents competences the learner must fulfill by the end of the lesson. This section however, introduced the implicit use of simple grammar points “wh questions, present simple”. The appropriate selection of the linguistic repertoire and paralinguistic features are emphasized.

3.5.1.3. Written Comprehension

In this phase, the learners are asked to decode symbols, read simple messages of about 30 words and also understand the meaning of words and structures using graphophonic knowledge and visuals.

3.5.1.3.1. I read and discover:

Figure 3.5 National Syllabus of Written Comprehension.

			<ul style="list-style-type: none"> ▪ Statements ▪ Questions: <ul style="list-style-type: none"> *Wh-questions (how, what, where, when) *yes/no questions ▪ Prepositions: <ul style="list-style-type: none"> *time: in, on *location: in, next to / opposite ▪ Articles (a, an) ▪ Pronouns 		
Written comprehension	<p>Decode symbols, read simple messages of about 30 words and understand the meaning of words and structures using graphophonic knowledge and visuals.</p> <p><i>Or read and discover.</i></p>	<p>The learner can:</p> <ol style="list-style-type: none"> 1. identify reading basics and decoding strategies. 2. use reading basics and decoding strategies. 3. show respect to his peers' readings. 	<p>Supports: Videos, songs, cartoons, posters, pictures, short stories, etc.</p> <p>-Words, expressions and short texts.</p> <p><u>Phonics (Sound and Spelling)</u></p> <ul style="list-style-type: none"> - sounding letters of the alphabet - sounding numbers -vowel sound/i/ in 'live, in.' - consonant sound discrimination: -vowel sound /æ/-/ɒ /-/e/-/ʌ <p><u>Capitalization / Punctuation</u></p> <ul style="list-style-type: none"> ❖ Capital letters: -Beginning of sentences, names of people, places and languages, days of the week personal pronoun subject 'I' ❖ Punctuation: -Full stop, question mark, comma, apostrophe in contracted forms. 	<p>Intellectual</p> <ul style="list-style-type: none"> -Demonstrate understanding of the strategies of decoding symbols. <p>Methodological</p> <ul style="list-style-type: none"> -Employ the strategies of decoding symbols as required. <p>Communicative</p> <ul style="list-style-type: none"> -Communicate the decoding strategies to peers. <p>Personal and Social</p> <ul style="list-style-type: none"> -Consider the strategies of decoding symbols to achieve others' understanding. 	8 h



The policies programme in Figure 3.5 stressed the importance of using decoding strategies and how to employ them so as to achieve other's understanding. The document suggests the application of contextual words using phonic awareness.

Figure 3.6: Unit Maps for Second Rubric.

<p>I read and discover</p>	<p>- read words related to the topic. - identify and sound letters of alphabet in simple words. - recognize simple words in familiar context using phonemic awareness. - discover the relationship between the grapheme and morpheme.</p>	<p>- Key vocab: pets - dog - cat - rabbit - chick - bird - fish - turtle.</p>
<p>I read and discover</p>	<p>- To read words related to the topic. - identify words containing the sound/pej</p>	<p>Key vocab: - words related to the topic - letters of the alphabet in simple words rel. To the topic bag black</p>

The third rubric “I read and discover” was displayed in Figure 3.6 The section introduces similar communicative objectives in different unit maps like recognizing simple words and identifying sounds. In the third division “resources” the usage of words that are semantically correlated are manifested with clarity. Grammar rules are applied implicitly “articles, WH questions”.

Figure 3.7 Lesson Plans of I Read and Discover.

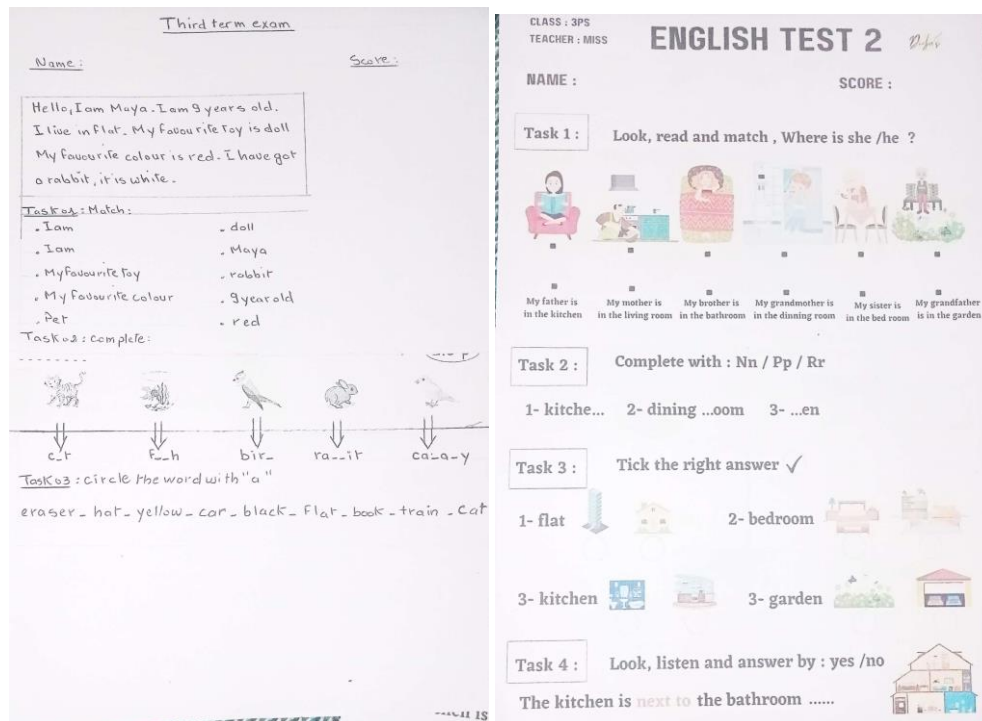
Primary School of:		Teacher: DJEDEI Abderrahman	
Level: JPS	Number of learners:	Sequence: (03) Home	
Section: I Read & Discover		Teaching materials: Textbook / Flashcards / W.B	
Section: (02) Locating rooms in a house.			
Session objective(s): By the end of the lesson, L.W.B.A.T discover the difference in pronouncing P & B			
Target competencies: Interact / Interpret / Produce		Subsidiary objectives: Spelling accuracy	
Anticipated problems: Spelling & sounding Challenges		Solutions/Plan B: The use of TPR and a small piece of paper.	
Stages	Procedures / Tasks	Interaction	Time (Q)
Warmer	T greets his Ls & welcomes them. A quick revision of previous lesson (Rooms in a house)	T → L	5 min
Install resources	T draws a bed and pen and Ls are supposed to know their names. T writes the TONGUE TWISTER : "The pen is on the bed". Ls will deduce that (p & b) are written in different color. T invites Ls to repeat after him the tongue twister chorally & individually.  The pen is on the bed. T says (P & B) are consonants. T uses a piece of paper to demonstrate the difference in sounding 'b' & 'p'. Ls will notice that the paper moves when they say 'p', unlike when sounding 'b'. T says some words that contain 'p' and 'b'. When learners hear 'b', they hit 'like', and when they hear a word with 'p', they hit 'Dislike' with their hands. 	T → T L → T	25 min
Assessment	T deals with T 02/03 P 35	L → L	15 min
Self-reflection			
What Worked	What Hindered	Action Points	

Cross curricular resources: Intellectual: demonstrate understanding of reading basics and decoding strategies. Methodological: employ reading basics and decoding strategies to understand messages. Communicative: communicate reading basics and the decoding strategies to peers. Personal and Social: consider reading basics and the decoding strategies to achieve others' understanding.			
Stages	Procedures	Interaction	Time
Warmer	T greets her learners and welcomes them. T reviews the previous session with the focus on words containing short and long sound.	T L	5 min
Install Resources	Teacher writes a text on the board <i>My mother is a nurse ; she is thirty years old. On Thursday, She likes swimming, she likes to eat healthy food. Her favourite food is soup and salad. she drinks water and fresh juice. My sister is a pretty girl. She likes to eat junk foods, her favourite food is burger with fries. It's not healthy.</i> T reads the text and asks some learners to read it loudly. T asks her learners what do they notice while reading the words written in red ? They give different answers she then identify the sounds by writing the words on the board. Teacher displays a video containing a simple explanation of the two new sounds.	T L L T T L	2

Teacher uses the fish strategy to write words on the board containing the two sounds given by the pupils. She starts with the shwa then the long e.	
Assessment	T distributes small yes and no pictures and reads some words containing short and long o and asks them to raise yes if they hear the long e and no if they don't. T asks her learners to write some words containing the sounds . Potato/ perfect/ lemon/ word/ onion/ tomato. Term/ orange/ early/ water/ dinner/police.
Self reflection	
What worked	What hindered
	Action points

In figure 3.7 two lesson plans exhibited the teacher's procedures in teaching written comprehension. The papers show an identical inception for the two lessons, which is revision for words, letters or sounds presented previously. The post reading phase, was characterized by comparable assignments such as pronouncing and identifying letters or sounds only learners with letters of the word bathroom stand up, listen and say if it is P or B.

Figure 3.8 Tests Items for 3rd Primary School.



As demonstrated in figure 3.8 above, two English tests for 3 and 4(PS) designed to measure learner's understanding of specific content or skills. At this stage, the pupils are asked to read passages of short texts that are leveled appropriately for young learners. Furthermore, matching, identifying sounds, coloring and ticking the right answer are established assessment activities in the three tests.

3.5.1.4. Written Production

At this level the pupils are supposed to write letters, words and simple sentences using correct handwriting and punctuation.

3.5.1.4.1. I Read and Write



Figure 3.9 National Syllabus of Written Production.

			<ul style="list-style-type: none"> ▪ Statements ▪ Questions: <ul style="list-style-type: none"> *Wh-questions (how, what, where, when) ▪ *yes/no questions ▪ Prepositions: <ul style="list-style-type: none"> *time: in, on *location: in, next to / opposite ▪ Articles (a, an) ▪ Pronouns 	
Written comprehension	<p>Decode symbols, read simple messages of about 30 words and understand the meaning of words and structures using graphophonic knowledge and visuals.</p> <p><i>Discover and discover.</i></p>	<p>The learner can:</p> <ol style="list-style-type: none"> 1. identify reading basics and decoding strategies. 2. use reading basics and decoding strategies. 3. show respect to his peers' readings. 	<p>Supports: Videos, songs, cartoons, posters, pictures, short stories, etc.</p> <p>-Words, expressions and short texts.</p> <p>Phonics (Sound and Spelling)</p> <ul style="list-style-type: none"> - sounding letters of the alphabet - sounding numbers - vowel sound /i/ in 'live, in..' - consonant sound discrimination: - vowel sound /æ/-/ɒ /-/e/-/ʌ <p>Capitalization / Punctuation</p> <ul style="list-style-type: none"> ❖ Capital letters: -Beginning of sentences, names of people, places and languages, days of the week personal pronoun subject 'I' ❖ Punctuation: -Full stop, question mark, comma, apostrophe in contracted forms. 	<p>Intellectual</p> <ul style="list-style-type: none"> -Demonstrate understanding of the strategies of decoding symbols. <p>Methodological</p> <ul style="list-style-type: none"> -Employ the strategies of decoding symbols as required. <p>Communicative</p> <ul style="list-style-type: none"> -Communicate the decoding strategies to peers. <p>Personal and Social</p> <ul style="list-style-type: none"> -Consider the strategies of decoding symbols to achieve others' understanding. <p style="text-align: right;">8 h</p>

In the case of figure 3.9, the national syllabus focused on the implementation of appropriate writing features including sizing, spacing and alignment. This stage highlights the significance of recognizing fine motor skills as a process for refining writing skills for young learners.



Figure 3.10 Unit Map for The Fourth Rubric.

Session 3	I read and write	Write letters: la - h - k - m. Applying the features: sizing, spacing and alignment	Hand writing. Script lower case.
	I sing and have fun	To increase the learners enjoyment of learning To develop their listening skill To introduce the topic.	A song related to school objects.
Session 4	I play role	Act a short scene out. Locate classroom objects.	Learners perform role using vocab used in session 01. Key vocabulary school bag, book, pen, eraser, table, black, white, green... Gr. to be in simple present wh- qst what ... ? preposition exist

Teacher	director	inspector
		

Unit map displayed in figure 3.10 suggested that primary school teachers opt for simple yet effective techniques in teaching transcription for young learners. The primary focus is on handwriting with regard to script upper and lower case letters.

Figure 3.11 Lesson Plan of I Reed and Write.

Primary School of:		Teacher: DJEJEL Abderrahman	
Level: 3PS	Number of learners:	Sequence: (03) Home	
Session: I Read & Write		Teaching materials: Textbook / W.B	
Section: (02) Locating rooms in a house. 1566+++			
Session objective(s): By the end of the lesson, L.W.B.A.T Sound & write letters (N/P/R) UPPER case correctly.			
Target competencies: interact / interpret / Produce		Subsidiary objectives: Saying words starts with (N/P/R)	
Anticipated problems: Difficulty in following the writing features.		Solutions/Plan B: Write the letters with finger in the air (Movements N*) / Slate	
Stages	Procedure / Tasks	Interaction	Time
Warmer	-T greets his Ls and welcomes them. -T presents the letters through singing ABC song & stops when he reaches (N/P/R).	T→L	05 min
Install resources	-T raises his two hands 1 st hand writing letters in the air and 2 nd hand for finger count movements.  -T writes the letters then he sounds them using the following words Nine / Red / Pencil & Ls repeats after him chorally. ➤ GUESS THE LETTER TOUCH: -T invites two Ls to play the following game: -1 st one writes using his finger on the back of 2 nd learner than the 2 nd learner is supposed to guess the correct letter (N / P / R) 	L→T T→L	25 min
Assessment	-T says a given letter (randomly) and asks his Ls to write it on their slates using the chant (Slate up, up... Slate up, up, up, up, up) -T asks Ls to copy letters on their copybooks.	L→L	15 min
Self-reflection			
What Worked	What hindered	Action Points	

In accordance with previous sections, figure 3.11 paraded three lesson plans related to the fourth rubric “I read and write “. The use of multimedia and visual representation is prominent from the outset. During guided practice, the pupils are instructed to write on the air following the teachers numbered steps. The use of modeling clays is notable in assessing the pupils with regard to shaping, seizing and alignment “Teacher traces in the air the letters many times and the learners do the same by their fingers”.

Figure 3.12 test items for 4th Primary school.

Reading 4Ps

Today is Saturday I am Lina and this is my aunt Samira. We are at "Al Dar" restaurant. We are having lunch. I am eating couscous with vegetables and chicken . My aunt Samira is eating Spaggetti with tomato sauce and cheese. The two dishes are delicious.

Task one Read the text and Complete the table

Names.	Day	meal.	Dishes
.....

Task two Match the pairs
Cheese. Chicken. Vegetables

Task three Read the text and find the hidden word in the box
u-r-f-t-e-v-a
r-s-a-a-t-n-r-t

Task four Tick the words that have the same sound as "Chips"
cheese Lunch sheep chocolate

My handwriting Rewrite this sentence in cursive
"My mother prepares delicious dishes."

Second Exam of English

School year: 2023 / 2024
Class: 4PS

Task 1: Read the text and answer with True or False. (02 pts)
• Amine likes to play football.
• In the morning, Ahmed prefers to drink water.

Task 2: Read the text and complete the table (03 pts)

Drink	Fun Activity	Sport
.....

Task 3: Listen and circle the words with the same sound as "door" (02 pts)
Ball Father Like Four

Task 4: Unscramble. (01 pt)
l i p p e a n o o n i

Task 5: Re-order and copy the sentence (02 pts)
like . 3 handball playing

Teacher: Djedai Abderrahman

Two English tests for 4 (PS) were demonstrated in figure 3.12. The tests are primarily designed to encourage young learners to manifest their fine motor skills along with phonemic awareness. There is a focus on reading and writing skills. The first parts are characterized by reading comprehension activities such as “I read and say true or false”, "I read and complete the table” and “I circle the odd word”. Then written production tasks are introduced. Anagrams supported by pictures, rewriting and ordering are examples of the adopted testing procedures in printed tests.

3.6. Summary of Results and Findings from Documents Analysis

The findings of the upward detailed analysis indicate that there is a correlation between the national syllabus standards, documents and test and assessment design within EFL context. The analysis suggests that all teachers had a teaching plan which outlines the instructional process for a whole year. The instructional objectives were relatively general and an important section mentioned in the documents.

The overall objective for a term was established based on the requirements of the national syllabus standards. Particularly, the aforementioned communicative objectives or target competences in the national syllabus were analogous to the objectives in the unit maps, tests and implicitly implemented on the sessions.

Specifically, by the end of each unit the learners were supposed to achieve certain skills pertinent to the unit's content. Indeed, this was clearly demonstrated in the teachers' documents. In the first domains in the syllabus , there was an emphasis on the use of the context and oral interactions which were employed with clarity in the lesson plans. Listening to songs at the beginning of the sessions along with identifying animals' names and voices using phonemic awareness as well as the linguistic repertoire are examples of the predetermined objective of each lesson.

Besides that , for the third and fourth domains the focus was on applying decoding strategies in addition to features of writing. In this case, the teachers opted for teaching young learners how to identify sounds, letters, words and longer sentences using chunking, drilling and decoding. Additionally, handwriting in addition to sizing, spacing and alignment were pivotal parts in teaching writing skills. These strategies served as a way to check the extent to which pupils had mastered the words and sentences taught during the session. Such practices

indicated the teachers' adherence to policy instructions and their commitment to assess the effectiveness of these strategies for future adjustments.

Moreover, as far as planning assessment was concerned, teachers' instructions were mostly guided by the policy's standards. Teachers heavily relied on a variety of formative assessment methods during the learning process, including written exercises, nonverbal assessment, oral production, teacher-constructed exercises, and recitation of songs and short conversations. As a matter of fact, Teachers were not instructed to follow specific processes in designing written tests. Thus, the participants were free to select tasks and activities that align with their learners' needs. Written tests, which serve as a summative assessment tool are frequently used to give evidence of the pupils' learning to "read and tick the right picture", "Written exercises", "Anagrams supported by pictures", "Read and tick the right answer", and "Matching exercises".

These findings underscore the teachers' compliance with educational policies and dedication to implementing and refining instructional and assessment strategies to further educational effectiveness.

Conclusion

Based on the aforementioned results of classroom observation and the document analysis it is evident that EFL primary school teachers have some degree of autonomy in designing assessment and class practices to align with the syllabus instructional objectives. However, EFL primary school teachers are facing a range of challenges in manifesting the syllabus objectives including the lack of materials, limited class timing and learners' different learning styles. Correspondingly, this chapter shed light on the teachers' perspectives on EFL syllabus objectives as well as the classroom-based practices and strategies adopted by EFL teachers.

**CHAPTER FOUR: TEACHERS ‘ ATTITUDES TOWARD THE RELATIONSHIP
BETWEEN EFL SYLLABUS AND TEST ITEMS.**

Introduction.....	65
4.1. Interview with Primary School Teachers.....	65
4.2. Analysis of the Teachers’ Interview	66
4.3. Summary of Results and Findings from Teachers’ Interview	74
4.4. Pedagogical Implications and Recommendations.....	75
4.5. Limitations of the Study	78
Conclusion	79

Introduction

Through a semi-structured interview, this chapter aims at exploring EFL teachers' perspectives and their attitudes toward the relationship between the EFL syllabus and test types in Algerian primary schools, and how this can impact students' learning outcomes. Accordingly, the findings will provide a divers perspectives on its effectiveness and suitability with informing recommendations for developing more effective test items and assessment, syllabus and classroom activities aligned to the students' needs and preferences.

4.1. Interview with Primary School Teachers

The current semi-structured interview was conducted with ten (10) EFL primary school teachers of Guelma. It includes twelve questions which are ranked from general to specific in order to know about teachers' attitudes toward the relationship between EFL syllabus and test types in Algerian primary schools and how this can impact students' learning outcomes.

The interview was administered during the third term of the academic year 2023/2024, and a suitable time was arranged to meet the teachers. Initially, the semi-structured interview started by introducing the work and offering a brief summary of the research topic and the purpose of the study in order to familiarize teacher with the research context and aims.

Accordingly, it consists of twelve questions related to EFL primary school teachers' views on the alignment between the EFL syllabus and test types in Algerian primary schools and how this can impact students' learning outcomes, focusing on the various aspects related to teaching English as a foreign language. The first initial question addresses the official TEFL syllabus (Q1). After that, the teachers are asked to identify the primary objectives of TEFL in primary school (Q2). Following this, Q3 aims to get a detailed view of the curriculum by providing examples of specific objectives and units from the textbook. Q4 is designed to explore the various types of assessments used by teachers in their classrooms to evaluate

students' learning. Accordingly, the teachers asked about referencing the course syllabus and objectives in test selection (Q5).

Q6 determines to which language skills the teachers focus on most during their instruction and the reason behind their focus. Additionally, (Q7) seeks to know how the teachers ensure that the tests align with the objectives outlined in the EFL syllabus. Q8 investigates the strategies employed to balance between the EFL syllabus content and test types administered in their classroom. Then, the informants are questioned about using test results from different test types to inform their teaching practices to adjust the syllabus as needed (Q9). Subsequently, Q10 sheds light on the challenges faced by teachers in assessing primary school students development. Therefore, Q11 examines the effectiveness of teaching English in primary schools helps in various contexts or only fostering the linguistic and grammatical competencies. The last question highlights the necessity of adaptation of EFL syllabus and test types. It seeks to gather their attitudes on changes needed to enhance language teaching and assessment effectiveness.

4.2. Analysis of the Teachers' Interview

The analysis of the teachers' interview responses is detailed in this section. The teachers gave a variety of answers, yet some common themes emerged.

Question 1: What do you think about the official TEFL syllabus in the primary schools?

This question aims to gather teachers' perspectives on the TEFL syllabus for primary schools. Responses show mixed opinions. Many teachers believe the syllabus is well-suited for primary students, as it matches their age and developmental stage. They value its clear and comprehensive content, which helps in teaching English effectively. For instance, Teacher 2

mentioned, “The syllabus is quite comprehensive and well-organized to fit young learners’ needs and abilities i.e. the content is not beyond their mental capacities.”

However, some teachers believe they can do better. They suggest adding more engaging activities to keep students interested. Teacher 5 suggested, “The syllabus should include more interactive activities to enhance the ability of learning new language.” This means that students’ motivation and learning experience may both be improved by actively involving them. It stresses how important it is for the syllabus to include dynamic and interactive teaching techniques. Moreover, few teachers think the syllabus is too long and suggest a simplified version focusing on important lessons. They also highlight the importance of balancing the syllabus with limited class time to ensure effective teaching.

In summary, while teachers appreciate the TEFL syllabus for its structure and content, they believe it could be improved to be more engaging and practical.

Question 2: What are the main objectives of teaching English in the primary school?

This question seeks to understand the primary goals of teaching English in primary schools. Teachers identified several objectives. The results show that the major goal is to prepare students for effective communication in a globalized world. Teachers emphasize the importance of developing the four skills: speaking, listening, reading, and writing. Accordingly, Teacher 2 stated, "The main objective is to develop students' communication skills and openness on other cultures since English is the language of the world and technology." This means that the emphasis is on improving students' capacity for effective communication as well as their knowledge of other cultures. Other interviewees specifically mention aims like improving pronunciation and writing, focusing on helping students construct simple sentences accurately. They also mention broader goals such as promoting moral values, community

involvement, and self-awareness. Teachers think that pupils' social and personal growth is greatly enhanced by learning English.

Overall, teaching English in primary schools aims to develop personal growth, cultural awareness, and language proficiency.

Question 3: Could you give an example of objectives and units in the textbook, please?

This question explores examples of objectives and units in the textbook. Teachers provided various examples, mentioning units on topics like family, friends, food, animals, and greetings. The goal of these classes is to provide students with appropriate vocabulary and conversational skills for everyday use. Teacher 4 shared, "One of the units focuses on family, which helps students learn to talk about their relatives and use family-related vocabulary." This helps students talk about their own families and learn new words related to family members.

In view of their answers, specific objectives mentioned include enhancing problem solving and critical thinking skills, improving pronunciation, and categorizing different types of animals. Some noted that the textbook is organized into sequences rather than units, with themes like toys, pets, and relationships. All in all, the examples shared highlight the textbook's diverse content and objectives, focusing on practical language use and cultural understanding.

Question 4: What types of assessment do you use frequently in the classroom?

This question looks at the types of assessments teachers use in order to track, assess, and evaluate learners while learning the English language. The answers indicate that almost all teachers employ both formative and summative assessments. Throughout the learning process, formative evaluations are frequently utilized to give ongoing feedback and modify teaching strategies. These include quizzes, oral assessments, and various classroom activities. Summative assessments, such as written exams, are used at the end of units or terms to evaluate

overall performance. Some teachers also use diagnostic assessments at the beginning to identify students' strengths and weaknesses. Assignments and projects with a practical focus are offered to evaluate comprehension and check development. Thus, not all teachers use the same techniques and follow the same methods while assessing their students. Teachers use a mix of assessment strategies to ensure a balanced evaluation of students' learning outcomes.

Question 5: In the process of selecting test types, do you usually refer back to the course syllabus and its objectives?

This question investigates whether teachers align test types with the course syllabus and its objectives. It highlights whether teachers ensure that their test types are consistent with the course syllabus and its objectives. This helps to assess if the evaluations are fair and accurately reflect the material taught. The results show that the majority of teachers emphasized the importance of this alignment. Teachers make sure that exams fairly assess the particular knowledge and abilities listed in the syllabus and appropriately represent the material given in class. Accordingly, teacher 8 remarked, "Aligning tests with the syllabus objectives is crucial for fair and accurate assessment." They want to make sure that what students are tested on is what they've actually learned. As a result, many teachers believe that choosing test types based on the course syllabus and objectives is essential for effective assessment.

Question 6: During classroom instruction, which language skill do you mostly focus on? And why?

This question examines which language skills teachers prioritize. Teachers focus on different skills based on their instructional goals. Their answers imply that the majority of respondents emphasize listening and speaking to build a strong foundation for language learning and encourage active communication. In this regard, teacher 4 explained, "I prioritize listening and speaking because they are essential for building a strong language foundation",

because they believe these skills are really important for students to start learning a language well. They think that if students can listen and speak well, it's like building a strong base for them to learn more about the language later on.

The others add that they take all four language skills into consideration including listening, speaking, reading, and writing addressing each skill in separate sessions. According to this view, teacher 1 stated "each lesson refers to a skill". They believe that all skills are interconnected and essential for comprehensive language development. Teachers adapt their focus to meet their students' needs and instructional objectives, often prioritizing listening and speaking to promote effective communication.

Question 7: How do you ensure that the tests align with the objectives outlined in the EFL syllabus?

This question explores how teachers ensure alignment between tests and the EFL syllabus objectives. Teachers use various strategies to achieve this and their answers vary from one to another. Some create test tasks that mirror classroom activities, maintaining consistency with syllabus topics. In this respect, teacher 2 stated, "I design tests that reflect the activities and content we've covered in class." This means that the interviewee ensures the tests are directly related to the classroom activities and lessons. By doing this, students are evaluated on what they have actually learned and practiced. It maintains equity and strengthens the subject matter taught in the course.

On the other hand, teacher 6 design tests based on SMART objectives, ensuring they are specific, measurable, achievable, and realistic. For example, creating a vocabulary test focused on food-related words (specific), while others develop a grammar test on simple past tense (achievable), and also including listening exercises pertinent to daily conversations (relevant). Moreover, teachers also focus tests solely on the material covered in class, avoiding unrelated

content. To appropriately represent students' learning development, it is important to maintain consistency between instruction and evaluation.

Question 8: What strategies do you employ to maintain a balance between the EFL syllabus and test types administered in your classroom?

This question investigates how teachers balance the EFL syllabus with test types. Teachers design assessments that reflect classroom activities and experiences. They often use repetition and familiar tasks to make students comfortable during tests. In this regard, teacher 6 mentioned, "I use repetitive and familiar tasks in tests to ensure students feel comfortable and confident." This makes students feel more relaxed and sure of themselves when they take the test. It's like giving them something they already know to help them do their best. Others use simple question types, like matching names with pictures, to make assessments accessible. Regular assessments aligned with the syllabus content ensure comprehensive coverage of all areas. Teachers employ diverse techniques to design exams that align with in-class activities and comprehensively cover the syllabus, ensuring that evaluations fairly represent students' educational experiences.

Question 9: How do you use the results from different test types to inform your teaching practices and adjust the EFL syllabus as needed?

This question looks at how teachers use test results to inform teaching practices and adjust the EFL syllabus. Teachers use test results to identify areas where students struggle and adjust their teaching strategies accordingly. Teacher 3 shared, "I analyze test results to identify weak areas and adjust my teaching methods to better support students." Then, they change how they teach to help students do better in those areas. This way, they can make sure students are getting the help they need to learn. Furthermore, they simplify instructions, provide additional explanations, and create extra tasks to support students in improving weak areas. Some modify

their lesson plans and goals based on test findings to enhance experiential learning and better address students' needs. To put it simple, Teachers ensure that their teaching is still successful and relevant to students' needs by regularly evaluating and adjusting their syllabus alignment and instructional techniques.

Question 10: What challenges do you face in assessing primary school students' development?

This question explores the challenges teachers face in assessing primary school students. Common issues include limited assessment time, students' emotional states, mispronunciation, shyness, and fear. From their answers, teacher 2 noted, "Shyness and fear often hinder students from performing well during assessments." These feelings might make them hesitant to participate or show what they know. As a result, their performance in assessments may not accurately reflect their actual understanding of the material. Some teachers mention a lack of materials, classroom chaos, and the need to manage student behavior during assessments. Additionally, variations in students' intelligence levels and ages, language confusion, and the need to collect and interpret ongoing data about students' abilities present further challenges. Thus, these difficulties require creative solutions to ensure accurate and fair evaluations. This means that addressing these challenges is essential for effective assessment of students' development.

Question 11: Do you think that teaching English in primary schools helps learners to effectively use the English language in different contexts, or does it only foster linguistic and grammatical competencies?

This question seeks teachers' views on whether teaching English in primary schools helps students use the language effectively in various contexts or just builds linguistic and grammatical skills. The informants' responses show that all of them believe that it helps

students use English in different contexts. They emphasize practical application beyond grammar and vocabulary. In this regard, Teacher 9 stated, “Teaching English in primary schools equips students to use the language in real-life situations, not just in a classroom setting.” This means that students will be able to apply what they learn in class to communicate effectively in real-world scenarios. In general, teachers generally agree that teaching English in primary schools has a favorable effect on students’ capacity to utilize the language in real-life circumstances, despite certain obstacles such as the local linguistic context and criticism regarding early English education.

Question 12: Do you think that adaptation of the EFL syllabus and test types is necessary in primary schools? Could you explain how?

The aim behind this question is to explore whether teachers think adapting the EFL syllabus and test types is necessary in primary schools. According to the results, the majority of teachers think that adaptations are necessary to reflect for different sociolinguistic backgrounds, align with global language and technology trends, and engage cognitive learning. In the same vein, Teacher 7 affirmed that adapting the syllabus is essential to meet the diverse needs of students and keep up with global trends. This indicates that these modifications or adaptation aid in insuring that every student receives assistance and that the curriculum stays current. It emphasizes how crucial it is for teachers to be adaptable in order to deal with different learning contexts.

Teachers suggest adjusting the syllabus to suit different cognitive levels and tailoring test types to students’ abilities. Moreover, teachers support testing formats that are customized to students’ ability levels in order to give an accurate evaluation of their talents. This involves creating exams that take into account different learning styles and aptitudes, which can aid in precisely tracking students’ development and indicating areas in which further assistance is

required. Overall, adapting the syllabus and tests is seen as crucial for addressing diverse student needs and enhancing their language learning experience.

4.3. Summary of Results and Findings from Teachers' Interview

The analysis of responses from ten teachers regarding the primary school EFL syllabus revealed diverse perspectives on its effectiveness and suitability. Most teachers agreed that the syllabus is well-designed to meet young learners' needs, with content that is not overly complex for their mental capacities. Additionally, teachers acknowledged the syllabus's richness and ease of use, with some emphasizing its role in helping children learn a foreign language effectively. However, suggestions for improvement included incorporating more enjoyable tasks to enhance language learning and addressing the syllabus's length to better cover all learners' needs.

Regarding the objectives of teaching English in primary schools, teachers highlighted several key goals. These include enabling students to communicate effectively, fostering openness to other cultures, and ensuring correct pronunciation through repetition. Additionally, teachers stressed the importance of listening and repeating, reading and discovering, and playing roles in the learning process. Moreover, building a strong English vocabulary and using the language in different contexts were noted as essential objectives.

In terms of assessment types used in the classroom, teachers reported that they employ formative assessments to evaluate and provide feedback throughout the school year, supplemented by summative assessments. Additionally, some teachers also added that the use of diagnostic assessments and oral evaluations to gain a comprehensive understanding of students' progress and address their weaknesses effectively.

Furthermore, results indicated that teachers use strategies for balancing the EFL syllabus and test types include making similar tasks with changed content, using multiple-choice

questions, and integrating individual and group work, visualization, technology, and research projects. Moreover, findings showed that teachers rely on assessment and remediation activities to adjust their teaching practices and address students' weaknesses effectively.

Moreover, the majority of teachers claimed that they face many challenges in assessing primary school students' development include managing students' moods, dealing with mispronunciations and shyness, and addressing the lack of materials and limited classroom time. Teachers also noted the difficulty of assessing students' knowledge levels and the need for clear objectives and effective management strategies. Finally, most teachers agreed that adapting the EFL syllabus and test types is necessary to address the diverse sociolinguistic backgrounds of students and enhance the language learning experience. Adaptation should consider students' levels, cognitive abilities, and practical applications of the language to ensure effective learning and engagement.

4.4. Pedagogical Implications and Recommendations

After conducting an in-depth practice analysis, the findings of the present study provide significant pedagogical implications for policy makers to consider any further revisions of the current EFL programs, and for EFL primary school teachers to revise their conception of assessment and classroom based practices, for future researchers who have an interest in the field of education.

Considering the cultural and historical background of Algerian society, it was challenging to design an EFL program especially for young learners. Accordingly, the findings showed that the syllabus development process appeared to take a great account of local implementers' needs, which posed benefits to teachers' class and assessment practices. The assigned EFL syllabus emphasized the development of basic language skills such as listening, speaking, reading and writing. Additionally, the program presented in the didactic guide for 3 and 4 (PS)

is indeed supported by clearly stated communicative objectives and varied resources suitable for young learners.

Thus, teachers implemented activities that target each of these skills in a sequential and interactive manner. This use of contextual learning activities such as storytelling, role-play, short conversations, journals, reading sessions and chants encourages the pupils, enhances their ability to transfer knowledge across different contexts and improves long-term retention.

Furthermore, tests were designed to accurately reflect the content and skills that have been taught in class. In this essence, the syllabus places an emphasis on verbal communication skills, hence oral exams and listening comprehension forms a part of classroom based assessment strategy during and after the lesson 'presentation. With the intention of aligning reading and writing skills development, tests included reading passages with comprehension activities and prompted writing responses that assess learners' linguistic knowledge. The integration of both formative and summative assessment assists the educators to identify learning gaps, predict student academic performance, address learners' needs and enables them to adjust instructional strategies accordingly.

Nevertheless, the incorporation of English as a foreign language was surprisingly rapid, considering the sensitivity of the subject to Algerian society. This prompts speculations that the Ministry of education did not conduct a thorough needs analysis for syllabus design.

Moreover, the conduction of classroom observation indicates that some teachers were unable to fulfill all the predetermined objectives due to the short duration of the sessions.

Consequently, it was not feasible to address all learners' needs and evaluate them adequately. Additionally, it is essential to take into consideration the fact that teachers often have responsibility for multiple schools, sometimes exceeding three. This can lead to unnecessary exhaustion and unintentional mistreatment of young learners and potentially

impact the physical and mental well-being of teachers. Furthermore, the heavy syllabus workload and the short time span of the sessions frequently constrained the implementation of classroom-based assessment. This suggests that teachers should have a greater autonomy in planning their teaching schedule which is unattainable considering the challenges the teachers are facing.

Besides the aforementioned statements, the analysis of the semi-structured interview showed that the majority of EFL primary school teachers are not equipped with a systematic knowledge of language pedagogy, thus they essentially rely on their experience and acquired teaching skills.

This study has demonstrated that research which examines the alignment of tests items and types to EFL syllabus and teachers' enactment regarding classroom-based practices and assessment, can contribute in offering further insights to policy makers as well as teachers to consider any adjustments on the recent applied programs of English in the Algerian primary schools. Building on the findings of this study, recommendations for further research on the topic to enhance the learning experience are suggested.

Primarily, since the needs analysis process is crucial in ensuring the implication and the reform are consistent with the prevailing expectations and preconceptions of the implementers. Thereby, consultation meetings should be held for teachers, head teachers, teacher educators, supervisors, and even parents to provide feedback to the syllabus designers for more desirable outcomes.

Additionally, teachers must be given opportunities for an on-going professional development so that they can be equipped with the essential pedagogical knowledge and skills required for effective implication strategies. This could be attained through collaborative professional learning communities inside and outside schools.

Finally, teacher educators and inspectors are capable of coaching and mentoring pre-service and in-service teachers in raising their awareness of potential impediments that will constrain the full implementation of the suggested EFL syllabus including contextual factors, such as large class sizes, heavy curriculum load, and exam pressure so as to avoid any discrepancies between teachers practices and policy conceptions of EFL syllabus.

4.5. Limitations of the Study

Despite the implications drawn from this study, several limitations especially in the practical part need to be addressed. Firstly, the distribution of the semi interview was a challenge as the number of participants who were willing to answer were very few. In line with this, the teachers' responses fail to reflect their actual conceptions on EFL syllabus and even their own practices in the field. Another limitation regarding the study is that the semi-structured interview was only conducted on a small scale piloting due to time constraints which could have an impact on its validity. Finally, the study only investigated EFL teachers' practices regarding classroom activities and assessment in primary schools. It did not include any other stakeholders in the educational system, such as inspectors and policy makers. Exploring the conceptions of different educational stakeholders about EFL programs and how to implement it effectively in practice could have provided further insights into the study.

Conclusion

The analysis of the findings from the semi-structured interview has revealed that the teachers recognize EFL syllabus instructions as a reliable and suitable reference to frame their teaching procedures .Moreover, EFL primary school teachers showcase their attitudes toward the importance of targeting the four skills to encourage the use of language in different contexts. Additionally, as experienced educators in the field, they stress the incorporation of formative and summative assessments as they enhance the learners' learning outcome , help the teacher to identify the learning gaps and anticipate their academic performance .However,

work conditions may constrain the appropriate implementation of the syllabus objectives such as limited materials, short time span of the sessions and the heavy syllabus workload. Hence, policy makers should consider the need for a thorough revisions of the current EFL programs and address the issue of the teachers' workload.

GENERAL CONCLUSION

In the light of the international changes, an attempt was made by Algerian policy makers to incorporate English as a second foreign language in the Algerian primary schools. The current study was conducted with the aim of understanding, conceptualizing, and reporting teachers' perceptions towards the alignment between their classroom-based practices to test items and types and EFL syllabus. Accordingly, the research comprises four chapters, two theoretical and two practical. The theoretical sections are dedicated to a comprehensive investigation of each variable, presenting detailed illustrations of associated concepts. Conversely, the practical chapters focus on addressing the research inquiries and accomplish the predetermined objectives.

Primarily, the study initiated with a classroom observation for a specified duration, supplemented by semi-structured interviews and document analysis. The aim was to assess the appropriateness of testing and evaluation methods to EFL syllabus and classroom based practices in the Algerian primary schools. The study focused on three primary schools in Algeria with the aim of gaining deeper insights into teachers' instructional practices. Besides, with the assistance of (10) primary school teachers, semi-structured interview was conducted to note their conceptions on the content of EFL syllabus and the strategies they apply to meet their learners' needs. Additionally, document analysis was employed to ensure the validity and reliability of the presented data.

The findings of the implemented data-gathering tools made a substantial contribution to addressing the research questions and validating the alternative hypothesis. The first question was set to measure the degree of alignment of EFL syllabus objectives to test items. Therefore, data which was gathered from document analysis along with teachers' responses of the semi structured interview reported that written tests were based primarily on writing and reading skills of the young learners. Specifically, the implementation of decoding strategies as

segmenting, blending, chunking and present meaning along with fine motor skills were encouraged and demonstrated with clarity in the provided tests.

While listening and speaking, the teachers opted for classroom based assessment to evaluate their learners. In this regard, the classroom observation provided further details on teachers' assessment practices and how they correlate with the EFL syllabus. Based on the observed activities in the five schools and document analysis, questioning was frequently employed by the teachers to stimulate pupils' participation in learning and as a part of an indirect on-going assessment. In the subsequent phase following the presentation, the learners were assessed orally in an interactive procedure. This serves as evidence of the teachers' comprehensive understanding of the syllabus objectives and the appropriate methods for their implementation, thus addressing the second research question.

With reference to the final research question that was set to probe how classroom practices reflect the test items and types. Following the findings of the classroom observation, pupils-involving assessment opportunities were used occasionally to elicit evidence of pupils' learning, this includes oral production activities like role plays and short conversations in addition to group work, chants and games. With the appropriate use of the teaching material, it should be noted that the pupils were eager to learn and manifest their understanding via classroom activities. This proves teachers' strong potential in engaging their pupils in the learning process while creating an enjoyable educational experience; as well as highlights teachers' adeptness at integrating learning material.

According to the findings of the study and based on the analyzed data, it can be deduced that teachers educators are aligning their classroom based practices to EFL syllabus objectives and tests items and types; hence, impacting the quality of young learners' performance in using EFL . Nevertheless, policy makers should consider further adjustments and reforms such as

teacher training workshops, availability of suitable teaching materials, time constraints, and teachers' working conditions.

REFERENCES

- (PDF) *Challenges in Teaching English to Young Learners: Global Perspectives and Local Realities*.(n.d.).ResearchGate.
https://www.researchgate.net/publication/259543456_Challenges_in_Teaching_English_to_Young_Learners_Global_Perspectives_and_Local_Realities
- (PDF) *FORMATIVE ASSESSMENT AS ASSESSMENT FOR LEARNING DEVELOPMENT*.
 (n.d.).ResearchGate.
https://www.researchgate.net/publication/326190241_FORMATIVE_ASSESSMENT_AS_ASSESSMENT_FOR_LEARNING_DEVELOPMENT
- Al-Bashir, M., Kabir, R., & Rahman, I. (2016). The value and effectiveness of feedback in improving students' learning and professionalizing teaching in higher education. *Journal of Education and Practice*, 7(16), 38–41.
<https://files.eric.ed.gov/fulltext/EJ1105282.pdf>
- Ao, T. (n.d.). [Jayne Moon] Children Learning English(z lib.org). *Www.academia.edu*.
https://www.academia.edu/42087329/Jayne_Moon_Children_Learning_English_z_lib_org
- Bachman, L. F., & Palmer, A. S. (1996). *Language Testing in Practice*. Oxford University Press.
http://books.google.ie/books?id=E0yH0NdySrQC&printsec=frontcover&dq=%E2%80%8Chttps://octovany.files.wordpress.com/2013/12/language-testing-in-practice-bachman-palmer.pdf&hl=&cd=1&source=gbs_api
- Bell, B., & Cowie, B. (2001). The characteristics of formative assessment in science education. *Science Education*, 85(5), 536. <https://doi.org/10.1002/sce.1022.abs>

- Benrabah, M. (2005). The Language Planning Situation in Algeria. *Current Issues in Language Planning*, 6(4), 379–502. <https://doi.org/10.1080/14664208.2005.10807312>
- Black, P., & Wiliam, D. (1998). Inside the Black Box Raising Standards through Classroom Assessment. *Phi Delta Kappan*, 80(2), 139-148. - References - Scientific Research Publishing. (n.d.). Www.scirp.org. Retrieved December 10, 2023, from
- Black, P., & Wiliam, D. (2018). Classroom assessment and pedagogy. *Assessment in Education: Principles, Policy & Practice*, 25(6), 551–575.
- <https://www.scirp.org/reference/referencespapers?referenceid=2016086>
- Boud, D., Cohen, R., & Sampson, J. (1999). Peer Learning and Assessment. *Assessment and Evaluation in Higher Education/Assessment & Evaluation in Higher Education*, 24(4), 413–426. <https://doi.org/10.1080/0260293990240405>
- Breen, . P. (1987). Contemporary Paradigms in Syllabus Design Part II. *Language Teaching*, 20(3), 157–174. <https://doi.org/10.1017/s026144480000450x>
- Brookfield, S. (2007). *DISCUSSION AS A WAY OF TEACHING*. <https://assets.csom.umn.edu/assets/85295.pdf>
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.
- Brown, J. D. (1995). *The Elements of Language Curriculum A Systematic Approach to Program Development*. Boston, MA Heinle & Heinle. - References - Scientific Research Publishing.(n.d.).Www.scirp.org.
- <https://www.scirp.org/reference/referencespapers?referenceid=1568171>
- Brown, J. D. (2004). *Language assessment: Principles and classroom practices*. Longman.

Brown, Sally (2005) *Assessment for Learning. Learning and Teaching in Higher Education (1)*. pp. 81-89. (n.d).

<https://eprints.glos.ac.uk/3607/1/LATHE%201.%20Assessment%20for%20Learning%20Brown.pdf>

Cahyati, P., & Madya, S. (2019). *Teaching English in Primary Schools: Benefits and Challenges*. Www.atlantis-Press.com; Atlantis Press. <https://doi.org/10.2991/iccie-18.2019.68>

Caprio, A. (1989). Krahnke, Karl. *Approaches to Syllabus Design for Foreign Language Teaching*, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1987. Krahnke, Karl. *Approaches to Syllabus Design for Foreign Language Teaching*, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1987. Pp. vi, 105. *Canadian Modern Language Review*, 46(1), 220–222. <https://doi.org/10.3138/cmlr.46.1.220>

Carter, D. (2016). A Nature-Based Social-Emotional Approach to Supporting Young Children's Holistic Development in Classrooms With and Without Walls: The Social-Emotional and Environmental Education Development (SEED) Framework. *The International Journal of Early Childhood Environmental Education*, 4(1), 9. <https://files.eric.ed.gov/fulltext/EJ1120125.pdf>

Chapelle, C. A., Enright, M. K., & Jamieson, J. M. (2008). *Building a Validity Argument for the Test of English as a Foreign Language™*. Routledge.

Crystal, D. (2003). *English as a Global Language*. In *Cambridge University Press* (2nd ed.). Cambridge University Press. <https://www.cambridge.org/core/books/english-as-a-global-language/690D300092A3B5E4733677FCC9A42E98>

- Curry, R.A., & Gonzalez-DeJesus, N.T. (2010). A Literature Review of Assessment. *Journal of Diagnostic Medical Sonography*, 26, 97-105.
<https://doi.org/10.1177/8756479310361374>
- Djamàa, S. (2013). Syllabus Jurisprudence in the Algerian EFL Classroom. *Theory and Practice in Language Studies*, 3(9). <https://doi.org/10.4304/tpls.3.9.1509-1519>
- Douglas, D. (2014). *Understanding language testing*. Routledge.
- Dung, L. Q., & Dieu Ha, N. T. (2019). Portfolio - An Alternative Form of Assessment in EFL Context. *International Journal of Scientific and Research Publications (IJSRP)*, 9(1), p8557. <https://doi.org/10.29322/ijssrp.9.01.2019.p8557>
- Ellis, R. (2005). Principles of instructed language learning. *System*, 33(2), 209–224.
<https://doi.org/10.1016/j.system.2004.12.006>
- English as a Global Language*. (n.d.). ResearchGate.
https://www.researchgate.net/publication/272747964_English_as_a_Global_Language
- Fan, S. (2022). An Exploration of Teacher Change in Implementation of National English Curriculum Standards for Common Senior High School. *Advances in Higher Education*, 6(20), 147–149. <https://doi.org/10.18686/ahe.v6i20.6408>
- Farid, R. N. (2018). The significance of portfolio assessment in EFL classroom. *Lentera: Jurnal Pendidikan*, 13(1). <https://doi.org/10.33654/jpl.v13i2.346>
- Garcia, E., Rodriguez, M., & Martinez, L. (2019). Cultural considerations in the development and implementation of assessment measures. *Cultural Diversity and Ethnic Minority Psychology*, 25(3), 378-391.

- Guskey, T. R. (2003). How Classroom Assessments Improve Learning. *Educational Leadership*, 60(5), 6–11. <https://eric.ed.gov/?id=EJ660875>
- Harmer, J. (2007). *The Practice of English Language Teaching*. Harlow Longman. -
References-ScientificResearchPublishing.(n.d.).
<https://www.scirp.org/reference/ReferencesPapers?ReferenceID=1904264>
- Jalilzadeh, K., & Tahmasebi, A. (2014). *CONTENT-BASED SYLLABUS*. 1, 1857–7881.
<https://core.ac.uk/download/pdf/328024486.pdf>
- Jones, A. B., & Johnson, C. D. (2018). *Introduction to Psychological Testing*. McGraw-Hill Education.
- Jones, B., & Brown, C. (2020). Factors influencing the practicality of assessment tools in educational settings. *Educational Assessment*, 35(4), 223-235.
- Kennedy,C.(1996).*TEACHER ROLES IN CURRICULUM REFORM*.2.
<http://www.elted.net/uploads/7/3/1/6/7316005/v2kennedyc.pdf>
- Ketterlin-Geller, L., & Yovanoff, P. (2009). Diagnostic Assessments in Mathematics to Support Instructional Decision Making. *Practical Assessment, Research, and Evaluation*, 14(16), 16. <https://doi.org/10.7275/vxrk-3190>
- Khan, M. A. (2015). Syllabus Design by David Nunan. *Ned*.
https://www.academia.edu/11934504/Syllabus_Design_by_David_Nunan
- Klimova, B.F. (2015). The Role of Feedback in EFL Classes. *Procedia - Social and Behavioral Sciences*, 199, 172-177. <https://doi.org/10.1016/j.sbspro.2015.07.502>

Leedy, P. and Ormrod, J. (2001) *Practical Research Planning and Design. 7th Edition*, Merrill Prentice Hall and SAGE Publications, Upper Saddle River, NJ and Thousand Oaks, CA. - *References - Scientific Research Publishing*. (n.d.).

<https://www.scirp.org/reference/ReferencesPapers?ReferenceID=2026950>

Leithner, A. (2011). Do Student Learning Styles Translate to Different “Testing Styles”? *Journal of Political Science Education*, 7(4), 416–433.

<https://doi.org/10.1080/15512169.2011.615195>

Li, M. (2009). Adopting Varied Feedback Modes in the EFL Writing Class. *Us-China Foreign Language*, 7, 60-63.

Linn, R. L., & Miller, M.D. (2005). *Measurement and assessment in teaching* (9th ed.). Pearson Education, Inc.

London, C. (n.d.). *The Lexical Syllabus A new approach to language teaching Dave Willis*.

<https://www.birmingham.ac.uk/documents/college-artslaw/cels/lexicalsyllabus/intro.pdf>

Long, M. H., & Doughty, C. J. (Eds.). (2009). *The Handbook of Language Teaching*. Wiley-Blackwell. <https://doi.org/10.1002/9781444315783>

Malik, R. S. (2013). QUALITATIVE RESEARCH METHODOLOGY IN EDUCATION. *Jurnal Edubio Tropika*, 1(2).

<https://jurnal.usk.ac.id/JET/article/view/5225>

Marin, E. M. A. (2016). Jayne Moon Children Learning English Book4You.

www.academia.edu. https://www.academia.edu/26508554/Jayne_Moon_Children_Learning_English_Book4You

- Marzban, A. (2018). The Effect of Interventionist Classroom vs. MALL Dynamic Assessment on EFL Learners' Vocabulary Learning. *Applied Linguistics Research Journal* : <https://doi.org/10.14744/alrj.2018.36844>
- Mcallister, D.W., & Guidice, R. (2012). This is only a test: a machine-graded improvement to the multiple-choice and true-false examination. *Teaching in Higher Education*, 17(2), 193 - 207.
- McNamara, T. (2000). Language Testing. In H. G. Widdowson (Ed.), *Amazon* (1st edition). Oxford University Press. <https://www.amazon.com/Language-Testing-Oxford-Introduction/dp/0194372227>
- Messick, S. (1989). Validity. In R. L. Linn (Ed.), *Educational measurement (3rd ed., pp. 13-104)*. New York, NY American Council on education and Macmillan. - References - Scientific Research Publishing. (n.d.). <https://www.scirp.org/reference/referencespapers?referenceid=590541>
- Millard, D. E., Fill, K., Gilbert, L., Howard, Y., Sinclair, P., Senbanjo, D. O., & Wills, G. B. (2007). *Towards a Canonical View of Peer Assessment*. <https://doi.org/10.1109/icalt.2007.260>
- Moeller, A. J., & Catalano, T. (2015). Foreign Language Teaching and Learning. In *International Encyclopedia of the Social & Behavioral Sciences: Second Edition* (pp. 327–332). Elsevier Inc. <https://doi.org/10.1016/B978-0-08-097086-8.92082-8>
- Morrison, W., & Cunningham, R.C. (1983). Diagnostic Assessment □□ a Teacher's View. *Innovations in Education and Training International*, 20(1), 8-10.
- Nassaji, H., & Fotos, S. (Eds.). (2011). *Assessing language teachers' professional skills: Frameworks, models, and practices*. Springer.

- Nguyen, A.N., & Nguyen, H.D. (2023). Effects of Teacher' Feedback on Learners: Perspectives of English Majors at a Private University. *Vietnam Journal of Education*.
- Nunan, D. (1988) Syllabus Design. *Oxford Oxford University Press*. - *References - Scientific Research Publishing*. (n.d.). [Www.scirp.org](http://www.scirp.org).
- <https://www.scirp.org/reference/referencespapers?referenceid=1215579>
- Nunan, D. (1988) Syllabus Design. *Oxford Oxford University Press*. - *References - Scientific Research Publishing*.(n.d.).[Www.scirp.org](http://www.scirp.org).
- <https://www.scirp.org/reference/referencespapers?referenceid=1215579>
- Nunan,D.(n.d.).*SyllabusDesign*.
- <https://www.uv.mx/personal/damorales/files/2019/03/Syllabus-Design-by-D.-Nunan.pdf>
- Ong, J. (n.d.). *The Eclectic Method-Theory and Its Application to the Learning of English*.[Www.academia.edu](http://www.academia.edu).[https://www.academia.edu/37759154/The Eclectic Method Theory and Its Application to the Learning of English](https://www.academia.edu/37759154/The_Eclectic_Method_Theory_and_Its_Application_to_the_Learning_of_English)
- Rahman, M. S. (2016). The Advantages and Disadvantages of Using Qualitative and Quantitative Approaches and Methods in Language “Testing and Assessment” Research: A Literature Review.*Journal of Education and Learning*,6(1),102-112.
- <https://doi.org/10.5539/jel.v6n1p102>
- Reich, C. J. (1985). Peer assessment. *Canadian Medical Association Journal*, 132(2), 93.
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1346724/>
- Richards, J.C., & Schmidt, R.W. (2011). *Longman Dictionary of Language Teaching and Applied Linguistics* (4th ed.). Routledge. <https://doi.org/10.4324/9781315833835>

- Ridge, E. (2011). Crystal, David. 2003. English as a Global Language. Second edition. Cambridge University Press. *Per Linguam*, 20(1). <https://doi.org/10.5785/20-1-80>
- Sabbah, & Sabah. (2018). *English Language Syllabuses: Definition, Types, Design, and Selection*. Papers.ssrn.com. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3201914
- Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18(2), 119-144. <https://doi.org/10.1007/BF00117714>.
- Silver, S. (2012). Testing as an Educational Tool : Utilizing Retrieval Practice to Improve Learning. *Www.academia.edu*. https://www.academia.edu/82455263/Testing_as_an_Educational_Tool_Utilizing_Retrieval_Practice_to_Improve_Learning?uc-g-sw=39724675
- Smith, A. (2018). Assessing the practicality of psychological tests. *Journal of Applied Psychology*, 123(2), 45-58.
- Smith, J. K., & Smith, L. (2020). *Understanding Psychological Assessment: A Casebook Approach*. SAGE Publications.
- Smith, M. L., & Rottenberg, C. (1991). Unintended Consequences of External Testing in Elementary Schools. *Educational Measurement: Issues and Practice*, 10(4), 7–11. <https://doi.org/10.1111/j.1745-3992.1991.tb00210.x>
- Stiggins, R. J. (2002). Assessment Crisis: The Absence of Assessment for Learning. *Phi Delta Kappan*, 83(10), 758–765. <https://doi.org/10.1177/003172170208301010>
- Strijbos, J.-W., & Sluijsmans, D. (2010). Unravelling peer assessment: Methodological, functional, and conceptual developments. *Learning and Instruction*, 20(4), 265–269. <https://doi.org/10.1016/j.learninstruc.2009.08.002>

- Tahrún, T. (2015). *Principles and model of assesment in the EFL classroom*.
- Teacher Participation in Decision Making and School and Teacher Outcomes: a Study at the Primary School Level in Greece | EERA*. (n.d.). Eera-Ecer.de. Retrieved June 7, 2024, from <https://eera-ecer.de/ecer-programmes/conference/5/contribution/19967>
- The Eclectic Approach to Language Teaching: Its Conceptualisation and Misconceptions. (2017). *International Journal of Humanities, Social Sciences and Education*, 4(2). <https://doi.org/10.20431/2349-0381.0402006>
- Thompson, B., Diamond, K. E., McWilliam, R. A., Snyder, P. A., & Snyder, S. W. (2019). *Essentials of Educational Measurement*. Guilford Press.
- Topping, K. J. (2009). Peer Assessment. *Theory Into Practice, Digital/Theory Into Practice*, 48(1), 20–27. <https://doi.org/10.1080/00405840802577569>
- Tran, N. (2014). The impact of assesment on the learners' identities: A literature review.
- Tripon, C. (2019). Competency gap: learners and teachers perceptions of assesment. *Journal Plus Education*, 22, 115-127.
- Wa, A. (2018). *Discussing the Concepts of Curriculum, Syllabus, Curriculum Development and Syllabus Design*. 6(1), 273–291. <https://www.asjp.cerist.dz/en/downArticle/221/6/1/69496>
- Wang, L., & He, C. (2020). Review of Research on Portfolios in ESL/EFL Context. *English Language Teaching*, 13(12), 76. <https://doi.org/10.5539/elt.v13n12p76>
- Weir, C. J. (2005). *Language Testing and Validation*. <https://doi.org/10.1057/9780230514577>
- Wiggins, G. (2012). *Educative assessment: Designing assessments to inform and improve student performance*. San Francisco,CA: Jossey-Bass.

Wiggins, G. P. (1993). *Assessing Student Performance: Exploring the Purpose and Limits of Testing*. The Jossey-Bass Education Series. In *ERIC*. Jossey-Bass Inc. <https://eric.ed.gov/?id=ED415248>

Wiliam, D. (2011). What is assessment for learning?. *Studies in Educational Evaluation*, 37(1), 3-14. <https://doi.org/10.1016/j.stueduc.2011.03.001>

Wood, D. F. (2018). Formative Assessment. *Understanding Medical Education*, 361–373. <https://doi.org/10.1002/9781119373780.ch25>

Woods, A., Luke, A., & Weir, K. (2010). Curriculum and Syllabus Design. In *Elsevier eBooks* (pp. 362–367). <https://doi.org/10.1016/b978-0-08-044894-7.00058-0>

APPENDICES

Appendix A

A semi-structured Interview for EFL primary school teachers.

Dear teachers,

You are kindly requested to answer this semi-structured interview that is part of Master research. The interview questions aims to gather data about teachers' attitudes toward the relationship between the EFL syllabus and test types in Algerian primary schools and how this can impact students' learning outcomes.

1. What do you think about the official TEFL syllabus in the primary schools?

.....
.....
.....

2. What are the main objectives of teaching English in the primary school?

.....
.....

3. Could you give an example of objectives and units in the textbook, please?

.....
.....
.....

4. What types of assessment do you use frequently in the classroom?

.....
.....

5. In the process of selecting test types, do you usually refer back to the course syllabus and its objectives?

.....
.....
.....

6. During classroom instruction, which language skill do you mostly focus on? And why?

.....
.....

7. How do you ensure that the tests align with the objectives outlined in the EFL syllabus?

.....
.....
.....

8. What strategies do you employ to maintain a balance between the EFL syllabus and test types administered in your classroom?

.....
.....
.....

9. How do you use the results from different test types to inform your teaching practices and adjust the EFL syllabus as needed?

.....
.....
.....

10. What challenges do you face in assessing primary school students' development?

.....
.....

11. Do you think that teaching English in primary schools helps learners to effectively use the English language in different context, or it only fosters the linguistic and grammatical competencies?

.....

12. Do you think that adaptation of EFL syllabus and test types is necessary in the primary schools? Could you explain how?

.....

Thank you for your valuable answers.

Appendix B

Teachers' Interview Transcription

Teacher One

1. Adapted to Learners' needs.
2. To achieve an exit profile, i.e a student who is aware of his identity.
3. The text book is not a reference,

Example of objectives: S.W.B.A.T: deals with problems and solve them through critical thinking.

4. Formative assessment to evaluate and make feedback along the school year, and finish with summative assessment.
5. Of course, learning objectives and exam objectives must be aligned.
6. Each lesson refers to a skill; listen and repeat refers focus on speaking and listening only, and so on ...
7. By making similar tasks with changed content.
8. By making the same tasks concerning the topic.
9. By simplifying instructions.
10. Students' moods plays an important role. So, we must assess student in their best conditions only.
11. English can help pupils to solve problems and deals with them as much as another subject.
12. In a country like ours, English teaching needs adaptation due to many sociolinguistic backgrounds.

Teacher Two

1. I think that the syllabus is well designed to fit young learners' needs and abilities. i.e. the content is not beyond their mental capacities.
2. The main objective is communication and openness on other cultures since the English is the language of the world and technology.
3. Family and friends: it enables students to introduce themselves, name their family members, and speak with them in real life situation.
4. Usually I use formative assessment which accompanies the learning process.
5. Of course, the test should be about what has been taught.
6. All the skills are important and they are interrelated.
7. Tasks should be about what we have taught in the classroom and it should not include anything new or out of subject.
8. As it is previously mentioned, there is no specific strategy, it is only what is coming with new kinds of tasks or information that have not been taught in the classroom.
9. I take the results of my pupils as a source to evaluate the teaching learning process of tasks and instructions and look for pupils' point of weaknesses.
10. The most common challenge that I face in assessing pupils are mainly related to pupils such as ; wrong pronunciation, shy pupils, fear....
11. Yes for sure, English in primary schools really helps pupils to use it in different contexts.
12. Absolutely, adaptation of English in primary schools is a necessity, since it is the language of the world and new technologies.

Teacher Three

1. It is a rich syllabus and easy.
2. Pronounce all the received terms correctly through repetition and , learners will be able to write words and simple sentences correctly.
3. 3rd year: family and friends ; learners will be able to read words related to the topic.

4th year: animals; learners will be able to read short texts and write in cursive.

4. Formative and summative assessments.

5. Yes, I do.

6. I focus on listening skill because is the direct way to receive the information.

7. It must be simple, direct and respect the level of middle pupils not the brilliant ones.

8. I used multiple questions , simple instructions.

9. I focus on their weaknesses and I try to strengthen them sometimes through further explanation, and giving extra tasks to do at home.

10. Lack of materials, chaos, limited time.

11. I think that many pupils like this language and use it in their daily life.

12. Yes , I do.

Teacher Four

1. I think that it is a successful project to teach the children foreign language.

2. The main objective of teaching are:

- I listen and repeat, I read and discover, I read and write , and I play roles.

3. Sequence four: in section one "Food".

4. Formative and summative assessment.

5. reflect specific knowledge, skills, abilities ,or competencies that instructors expect students to acquire from a particular course.

6. The skills are listening and speaking.

7. By the learning process.

8. Individual learning, group work, visualization, technology, research projects, and

instructional differentiation.

9. in such situations need clear objectives, methods which consider the power of experiential learning with an eye to make strange.
10. It has developed several aspects of management such as palying , developing students' competencies, monitoring and conducting evaluaations.
11. I think that teaching English in primary school helps learners to effectively use the English language in different contexts.
12. Yes, I think it is necessary because we need to use different procedures and tools .

Teacher Five

1. They should include more joyable tasks to enhance the ability of learning new language.
2. Using it in different contexts , build a strong language register.
3. The learner will be able to diffenciate between the Zoo and Farm animals.
4. Summative and diagnostic assessements.
5. Sometimes.
6. Speaking to encourage conversations, listening to speak and develop their language, and writing to reinforce what they have learned.
7. By using and looking back to teachers' guide.
8. Assessements.
9. By comparing students' results and defining their learning skills.
10. The level of knowledge of students' to the new language and the limited timing.

11. Yes, it helps.

12. Yes, because it is a new language, it should be adopted for all learners level of thinking.

Teacher Six

1. The syllabus in the primary school is somehow funny and easy.

2. To instill ethical values for responsible citizenship.

3. Sequences instead of units, in 3rd class; toys, pets, family and friends.

4. Evaluation, assessments and testing.

5. Yes, I do.

6. I focus on repetition and imitation.

7. By following SMART objectives.

S: Specific, M: measurable, A: achievable, R: realistic.

8. I use repetition.

9. By providing evidence to me of where my pupils are in the learning process.

10. The most important challenge is the timing, 45 min is not enough.

11. Yes, the teaching of English in primary school helps the learners to use English in different contexts.

12. Yes, I do.

Teacher Seven

1. It is a very useful tool for helping the teachers in teaching process.

2. To provide the learners with the 1st building block for learning the language of the world.

3. Unit 05: animals, one of the good of this unit is to pronounce the names of animals and their body parts.

4. Formative assessment.

5. We emphasize that when preparing for the exams, we must set goals in the curriculum.

6. We focus on listening because it the 1st building block for building the rest skills.
7. When building the test, the first thing to do is consider objectives set out in the curriculum.
8. /
9. Teaching English in primary education helps learners to use English in different contexts.
10. The time factor, it does not allow us to evaluate all pupils and identify their weakpoints.
11. Yes, it is necessary, it helps both the teachers and learners to facilitate the learning operation effectively.
12. Yes, I think that this adaptation is necessary.

Teacher Eight

1. I think it is very long for young learners and does not cover all the needs.
2. To prepare students for a globalized world.
3. Greeting and introduction, students will be able to greet and introduce themselves in English.
4. Summative and formative assessments.
5. Yes, I do.
6. Oral skills like listening and speaking to interact pupils.
7. By the learning process, tasks and activities made in the classroom.
8. By ensuring that test covers all areas of the syllabus equally.
9. /
10. The lack of time.
11. I think that it does not really help them to acquire the language effectively.
12. Yes of course, it needs an adaptation.

Teacher Nine

1. From my point of view about the TEFL syllabus it must make a balance between the flexibility and the content.
2. The main objectives is to allow children to communicate effectively.
3. 4th year pupils, sequence one (family and friends) in this section learners learners will be able to communicate and build friendship relation with friends from different countries.
4. I frequently use formative assesement during teaching process to monitor learners.
5. Of course I refer to the course syllabus and its objectives to select test types according to what learners need.
6. /
7. /
8. Effective questioning and effective classroom discussions, effective classroom discussions, tasks and activities that elicit evidence of learning.
9. /
10. Challenges I have face in assessing primary schools students development are to collect and interpret information overtime about sudents' abilities and knowledge. In Addition to assessing their behaviors, also, they are confused between English and frensh.
11. It can helps effectively in different cultural and social contexts.

Teacher Ten

1. It is good and well designed .
2. It enables them to use English inside and outside the classroom.
3. "Animls "by the end of this unit learners will differenciate animals and vowels pronunciation.
4. I usually use oral assesement by the end of each seaquence and written one by the end of the semester.

5. Yes of course.
6. I focus on listening skill.
7. By designing questions that suit to my learners' objectives.
8. Learner based streategy.
9. By improving my questions each time.
10. Pupils' level of intelligence.
11. I think that they can use it outside classroom.
12. It depends.

الملخص

تتناول هذه الدراسة مدى ارتباط عناصر الاختبار بمنهج اللغة الإنجليزية كلغة أجنبية والممارسات الصفية في المدارس الابتدائية الجزائرية. تهدف هذه الدراسة بشكل أكثر تحديداً إلى فحص مدى توافق تصميم اختبارات المعلمين مع أهداف المنهج الدراسي والأنشطة الصفية ما إذا كانت ملائمة. بناً على ذلك، تستخدم هذه الدراسة منهجاً وصفيّاً نوعياً لجمع البيانات

ذات الصلة من خلال ملاحظة الإجراءات المختلفة في تعليم اللغة الإنجليزية. أما المقابلات فقد أجريت مع معلمي اللغة الإنجليزية في المدارس الابتدائية لاستقصاء مواقفهم تجاه العلاقة بين منهج اللغة الإنجليزية وأنواع الاختبارات، وكيف يمكن أن يؤثر ذلك على نتائج تعلم الطلاب. علاوة على ذلك، تم تحليل اختبارات اللغة الإنجليزية لقياس درجة التوافق بين عناصر الاختبار والممارسات الصفية ومحتوى الدورات الدراسية. وأظهرت النتائج أن معلمي المدارس الابتدائية في الجزائر يوافقون تماماً بين ممارساتهم الصفية وعناصر وأنواع الاختبارات وتوجيهات المنهج الدراسي للغة الإنجليزية. ومع ذلك، يتعين على صناع القرار مراعاة ظروف عمل المعلمين بسبب التدهور الذي قد يسببه ذلك في أدائهم التربوي. ومن هنا، تم تقديم مجموعة من التوصيات كوسيلة لتحسين النتائج التعليمية للمتعلمين وتشجيع استخدام اللغة الإنجليزية كلغة أجنبية معتمدة.

الكلمات المفتاحية: اختبارات اللغة الإنجليزية كلغة أجنبية؛ الممارسات الصفية؛ المدارس الابتدائية؛ أهداف المنهج

الدراسي.

Resume

Cette étude examine dans quelle mesure les items des tests sont liés au programme d'enseignement de l'anglais comme langue étrangère et aux pratiques de classe dans les écoles primaires algériennes. Pour examiner dans quelle mesure la conception des tests des enseignants est cohérente avec les objectifs du programme et des activités en classe et si elles sont appropriées en conséquence, cette étude utilise une approche descriptive qualitative pour collecter des données pertinentes par le biais d'une observation contrôlée et en menant une enquête semi-descriptive. entretien structuré. L'observation a été réalisée dans des classes primaires pour découvrir les différentes procédures d'enseignement de l'anglais. Des entretiens ont été menés avec des professeurs d'anglais dans des écoles primaires pour étudier leurs attitudes à l'égard de la relation entre le programme d'enseignement de la langue anglaise et les types de tests, ainsi que la manière dont cela pourrait affecter les résultats d'apprentissage des élèves. De plus, les tests de langue anglaise ont été analysés pour mesurer le degré de réussite. accord entre les éléments de test, les pratiques en classe et le contenu du cours. Les résultats ont montré que les enseignants du primaire en Algérie sont entièrement d'accord entre leurs pratiques en classe, les éléments et types de tests et les lignes directrices du programme d'enseignement de la langue anglaise. Cependant, les décideurs doivent prendre en compte les conditions de travail des enseignants en raison de la détérioration que cela peut entraîner dans leurs performances pédagogiques. Par conséquent, un ensemble de recommandations sont présentées comme un moyen d'améliorer les résultats scolaires des apprenants et d'encourager l'utilisation de l'anglais comme langue étrangère approuvée.

Mots-clés ; Tests EFL Pratiques en classe Écoles primaires ; Objectifs du programme académique.