The People's Democratic Republic of Algeria

Ministry of High Education and Scientific Research
Mohamed Kheider University
Faculty of letters
Department of foreign language
Section of English

The Role of English Language Teacher Quality in Enhancing

EFL Learners 'Academic Achievement

Case Study of Third Year High School Teachers and learners

At Mohamed Elhadj Mokrani High School –Tolga–

Dissertation Submitted in Partial Fulfillment of the Requirements of the of the

Master Degree in Sciences of Language

Submitted by: Supervised by:

 Louiza BOUAZIZ   Dr. Saliha CHELLI

The board Examiners:

 Dr. Saliha CHELLI

 Mrs. Iméne GUETTAL

 Miss. Warda KHOUNI

2014/2015

DEDICATION

In the Name of God, Most Gracious, Most Merciful

All thePries is due to God alone, the Sustainers of all the

Worlds

I dedicate this humble effort, the fruit of my thoughts and study to the soul of my late father larbi bouaziz, who was confident that I would pursue my academic career, despite the difficult times we went through , who helped me in every step in my life and gave me the willingness to overcome everything in life.

I also take this opportunity to dedicate this dissertation to my great affectionate Mothers Barkahom, Masouda and Lalia whose prayers help me to reach my goals.

To my friends, parents, and everyone who helped me in life.

Acknowledgment

ABSTRACT

Any educational system is increasingly focused on developing and raising learning outcomes. The main aim of the educational system is to ensure good quality instruction to learners through undertaking a wide range of reforms to enhance both teaching and learning processes. This present study aimed to explore the role of English language teacher quality in enhancing EFL learners' academic achievement gains and other factors that may affect negatively their learning and achievement. In order to test the hypothesis that teacher quality may enhance EFL learners' academic achievement test scores, the descriptive method was used based on two data gathering tools: an interview and a questionnaire. The interview was conducted with two third year teachers (N=2) at Mohamed Alhadj Mokrani high school, to investigate the different aspects of teacher quality and to see the extent to which they are high quality teachers. The questionnaire was administered to a sample of third year high school learners (N=50) divided into (N=25) selected randomly from two classes with different teachers in order to know their perceptions towards their teachers in addition to the other factors that may affect their learning and achievement. The results from the interview showed that although one teacher demonstrated some effectiveness in instruction, both teachers are low quality teachers since they are not qualified enough to teach and their personal characteristics and practices affected negatively learners' learning and academic achievement. The results of the questionnaire showed that one teacher is more effective than the other one and learners of both teachers are low performers. This could be attributed to the lack of teaching development middle school teachers they were exposed to, the lack of in-service training and largely to learners' lack of interest in learning the English language.

LIST OF ABBREVIATIONS

EFL…….……………………………………...…Foreign Language Learners

PD……..………………………….......................Professional Development

CPD ………...……………………...……Continuing Professional Development

LIST OF TABLES

LIST OF FIGURES

CONTENTS

General Introduction

Chapter One: Teacher Quality

1.1. Defining Foreign Language Teacher Quality

1.2. The Importance of Teacher Quality

1.3. Some Aspects of Teacher Quality

    1.3.1. Teacher Qualifications

        1.3.1.1. Certification Status

CHAPTER THREE

Analysis of Results

Bibliography

Appendices

Appendix 1: Learners ` feedback Questionnaire

Appendix 2: Teachers` feedback interview

Summary

General Introduction

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Introduction

One of the most important goals of any educational system is to improve the quality of education and develop its standards .Teachers are the strength of education. Thus; the key for ensuring a successful education depends on the teacher's good quality .Without high quality competent teachers it is impossible to build a good quality education. Furthermore, any educational institute have no worth without learners, educational development is strongly linked with learners' achievement. Teacher quality and learners' achievement have been key issues that determine the educational goals. Schools often employ teachers with low quality and weak academic ability that affect negatively learners' achievement and they begin to lose their ability to improve it. Consequently, most learners have limited opportunities for advancement and they are unable to reach high levels of achievement .In fact, most significant gains in learners' achievement will likely be reached when they receive clear instruction from teachers. Teachers are now required to master certain skills and knowledge that enables them to achieve the educational goals. High quality teachers would lead to better student's achievement, facilitate work, and guarantee their effectiveness. Having good qualities are essential for teachers to successfully perform their pedagogical and didactic duties. Qualities and competencies of teachers are related to performance and productivity. Since learners' achievement is greatly linked to teacher quality, teachers are expected to have good knowledge, skills a good quality teaching which enable them to cope with the temporary problems of learners not by having only high developed conceptual knowledge and skills but by being learners of their own teaching.

Statement of the Problem

Successful teaching and learning depends to a large extent on good quality teachers. Highly quality teachers exert a great effect on the educational outcomes. Since teacher quality is a significant determinant of learners' achievement, teachers are expected to have knowledge, skills and abilities that enable them to promote teaching and learning processes. Most schools are not often staffed with good quality teachers. Thus, they are considered as low performing schools that produce lower achievement' outcomes. Although learners' achievement gains may be influenced by many factors such as, motivation, peers, parents,

teachers remain the most significant school factor whereby the outcomes of education can be predicted.

As a novice researcher, we have noticed that most Algerian EFL learners do not reach certain levels of proficiency and knowledge in learning the English language in addition to their low achievement tests scores. The question of how and whether teacher quality affects learners' achievement is still open for debate despite the large number of researches. Teacher quality clearly matters in terms of learners' achievement and all what contribute to teacher effectiveness are strongly linked to higher achievements. The positive connection between teacher quality and learners' achievement leads to better results concerning achievement gains, school improvement consequently the educational success.

Most schools are working hard to provide teachers with good working conditions that help them to carry out their work proficiently. However, working towards ensuring that all learners have access to effective teachers receives a little consideration. Despite the huge number of researches, teacher quality is often absent from Education policy discussions. Selecting effective teachers can make a great difference not only to the achievement gains of learners but also to the educational system and particularly to the school improvement. Effectiveness requires teachers with high standards of professionalism. In other words, high quality teachers.

Significance of the Study

This present study is very important since it provided a clear understanding of how teacher effectiveness promotes teaching and learning, particularly how teacher quality affects both processes through capturing different important aspects of teacher quality that are strongly associated with learners' achievement and dealing with various issues related to teacher quality and effectiveness. This study attempted to highlight the importance of teacher qualities and its effects on learners' achievement gains. In addition, it answered many questions that can benefit the educational reform concerning teacher quality as how teachers can be effective professionals in their teaching, what are the necessary requirements needed for the improvement of teaching and to what extent this can have positive effects on the learning outcomes.

The importance of this research is based on its views and dimensions whereby we found answers about teachers' quality and its role in developing the learning outcomes. It tends to be somehow curious in dealing with the obtained findings by trying to see the most

current and necessary data to accomplish a good quality research. What constitute Teacher quality remains an open question and this research attempted to provide answers to fill the gaps in the literature that still need to be explored.

This present study is beneficial for the readers who may be concerned with educational issues. Furthermore, this study is greatly related to EFL teachers who have problems for being effective in their teaching, and especially for those who started teaching. This study addresses teachers, educational individuals and school administrators to ensure high teaching standards and overcome learners' problems in terms of learning and achievement gains as well as the development of the educational outcomes.

Aims of the Study

The purpose of this study is to review the literature about the significant qualities of teacher effectiveness and to see the extent to which these qualities are related to learners' achievement gain and learning. This research aims to provide some suggestions to enhance the professional performance of EFL teachers and explore the role of their quality in enhancing learners' achievement. It aims to discover the other factors that may affect learners learning and show how teacher quality drives leaning and how certain significant qualities drives teachers into effectiveness in teaching.

Research Questions

1. What is teacher quality?
2. Does teacher quality enhance learners 'academic achievement test scores?
3. What are the main qualities that contribute to teacher effectiveness?
4. Do certain aspects of teacher quality have a stronger impact on learners' achievement test scores?
5. How effectively do teacher practices and didactic knowledge promote learners' learning?
6. What are the necessary skills that can help teachers to improve the quality of education?
7. Is learners' assessment an important predictor of teacher effectiveness?
8. What are the main factors affecting learners' achievement?

Research Hypothesis

- We hypothesized that teacher quality may enhance learners' academic achievement test scores.

Research Methodology

This present study is descriptive in nature because the researcher wanted to see to what extent the relationship between teacher quality and learners' achievement exists. Due to the small number of third year high school English language teachers at Mohamed Elhadj Mokrani high school, Tolga, being (N= 2), we have taken all the population to be the sample. This population assisted us to gather the necessary information about the qualities of effective teachers, especially the immeasurable qualities that could be obtained from the answers they provided. In addition, we dealt with third year learners of both teachers by taking a sample of fifteen randomly and from two classes we have selected twenty-five learners to discover their perceptions towards their teachers and the factors that affect their learning and achievement.

As data gathering tools, we have conducted semi- structured interviews with teachers and administrated questionnaires to learners. We also analyzed learners' achievement test scores in English language of the first and second semester exams. Using questionnaire as a tool for collecting data was very helpful for us. First, because of its familiarity among respondents. Second, we did not intervene and this has made respondents comfortable while answering the questions and allowed them to give their opinions at their own space. Interviewing with teachers was a vital way to obtain concrete information about their quality and know more deeply about their competence, personal characteristics and teaching practices.

This research has dealt with third year high school English teachers and learners. The teacher at this level plays a crucial role in the learning process since he/she is the person who transforms knowledge and skills during the actual interaction with learners and determines the learning results. Furthermore, this level is very critical in which English language is strongly being built and learners need their teachers' competence and performance i.e. quality for good learning.

7. Structure of the Dissertation

This dissertation is composed of three main chapters. The first and the second chapters are concerned with reviewing the related literature and the third chapter is the practical part of the study.

Chapter one provides a brief review about the main qualities of effective teachers focusing on their qualifications, personal characteristics and practices. It describes the main issues that contribute to teacher effectiveness and the different ways that may enhance their professionalism. This chapter also tends to investigate the relationship between teacher quality and teaching effectiveness. Furthermore, it shed light to the importance of teacher quality in enhancing learners' academic achievement.

Chapter two will introduce the different measurements of learners' academic achievement. It describes the different assessment types focusing on summative testing for measuring learners' achievement and differentiates between evaluation, assessment and testing processes. Furthermore, it will introduce the main purposes of the assessment procedures and presents the major criteria of assessment. This chapter will investigate the link between learners' assessment and teacher evaluation and highlights some factors that may affect learners' academic achievement besides the quality of teachers.

Chapter three deals with a detailed analysis of data gathered about investigating the role of English language teacher quality in enhancing EFL learners' academic achievement. It focuses on interpreting and analyzing teachers' interview and learners' questionnaire for accepting or rejecting the hypothesis

Chapter One: Teacher Quality

Introduction

Effective teaching and learning could be determined by the qualities and competencies of good teachers. Teachers 'qualifications, characteristics and practices are considered essential for their effectiveness and for the development of learners' academic achievement. Researches usually attempt to discover the effect of many factors on learners' academic achievement such as, motivation, school program and working conditions while the role of teachers' quality receives a little consideration. This chapter tends to investigate the role of teacher quality in enhancing learners' academic achievement and in ensuring effective teaching. Moreover, it attempts to define the main aspects of teacher quality that contribute to their effectiveness and highlights the importance of teachers' professional development for assuring good quality education.

1.1. Defining Teacher Quality

Teacher quality has long been an important issue that requires much attention and thinking since it is considered as a complex phenomenon that has not yet a clear definition. Researchers are trying to discover what is meant by teacher quality and what really constitute this complicated phenomenon. Diverse studies have given their suggestions and findings concerning the meaning of teacher quality. However, until now there is no consensus among researchers. Among the researchers who dealt with this topic, Goe (2007) says that "teacher quality is a complex phenomenon for which no general and absolute agreement exists concerning an appropriate and comprehensive definition" (p. 8). Before understanding the meaning of teacher quality, it is very important to consider what quality means in itself. Strong (2011) defines quality as "the term quality is often used synonymously with other terms such as master or the adjectives good and effective, which themselves may have, under certain conditions specific and narrower definitions" (p. 12). The difficulty to determine a single definition for teacher quality led to the variety in its meaning and the ways of measuring it.

Teacher quality has been defined in various ways since it is considered as a multi-dimensional term that is difficult to measure. According to Strong (2007, p. 19) "defining teacher quality is not simple task, though, because the criteria for doing so vary from person n to person, from one community to another, and from one area to the next". Despite the difficulty of its meaning teacher quality has got varied proposed definitions. "Teacher quality is defined as teachers engage in education tasks , with certain characteristics , and being able to conduct teaching , arousing students' interest in learning , and enhancing students' achievements"(Lin, Xie, Jeng & Huang, 2010, p. 168). Results from their research conclude that "teacher should cover: 1) professional competence, 2) personality, 3) performance responsibility, 4) teacher- student interaction and 5) student problem handling" (ibid). Teacher quality definitions are related not only with what the teacher have in terms of input but also with how to use the input effectively in real situations.

Teacher quality comprises a set of characteristics, attribute, and practices that contribute to teachers' effectiveness. Studies in teacher quality are still confused about some characteristics and practices that can be associated with quality teachers and whether these characteristics contribute to their effectiveness.

1.2. The Importance of Teacher Quality

Improving teaching quality is a very difficult task that requires more attention, effort, and wisdom. Besides, many factors that contribute to the success of the teaching process, high quality teachers are the key factor for successful teaching. Teaching quality depends largely on the quality of teachers. In other words, teacher quality is a very important measure of teaching effectiveness and a determinant of educational outcomes. Jusuf (2005) argues that "teachers' quality is the key for ensuring the quality of education that indicated by the quality of output and outcome" (p. 37). Teacher quality plays an important role in developing the quality of education and shape the learning objectives of individuals since teachers are the only one who transmit knowledge and skills to generations. Hindman, Grant, and Strong (2010, p. 3) suggest that "If we hope for our children a better quality education and a brighter tomorrow, we also must hope –and support in every practical way –quality teachers". Raising the standards of quality teachers lead to better learning and consequently, to successful teaching.

The effect of teacher quality on the educational outcomes has been given a significant interest in the literature, In addition, most of the finding demonstrated that teacher quality is strongly related to student achievement. Goe (2007) suggests that, "teacher effectiveness would be the empirical evidence that defines teacher quality and teaching quality, based on how much student learning a teacher foster" (p. 11). Effective teacher are those who can make a difference on their students learning, bringing the best into the class and working towards ensuring high levels of achievement. "Years of research on teacher quality support the fact that effective teachers not only make students feel good about school and learning, but also their work in increased student achievement" (Tucker & Strong, 2005, p. 2). Teacher quality becomes the main concern whereby education can be improved and outcomes can be fostered. Clotfelter, Ladd, and Vigdor (2007, p. 3) conclude that parents, administrators, scholars and policy makers demonstrate the importance of teacher quality as a vital determinant of student achievement. Staffing schools with high quality teachers not only benefit the student learning. However, also build a solid educational system that provides high quality teaching across generations.

The issue of teacher quality brings improvement in teaching and empowers schools taking the students high levels of achievement as a main focus .Teacher quality comprises a wide range of characteristics that can positively contribute to high levels of achievement. Tucker and Strong (2005) conclude that "studies have substantiated that a whole range of personal and professional qualities are associated with higher levels of student achievement" (p. 2). Since teachers differ in their competence and effectiveness, they achieve different results concerning student achievement. Tucker and Strong (2005) argue that the Dallas research show that "lower-achieving students are more likely to be put with lower effectiveness teachers ….thus ,the negative effects of less effective teachers are being visited on students who probably need the most help" (p. 5). Quality teacher tend to have solve problems that students experience with their ineffective teachers and enhances their learning and achievement, Rivers and Sanders (2000, p. 23) say that improving and supporting teacher enhances student learning and develop their knowledge and competence because they benefited from good quality teachers .

Teacher quality has become the focus of a large number of scholars, policy makers and researchers because of its importance in developing education and providing high quality instruction to the future generations. In other words, quality teachers enhance the educational achievement that is the basic for the nations 'economic growth. Therefore, working toward

ensuring that every student is assigned to effective teacher is an important signal of that educational success.

1.3. Some Aspects of Teacher Quality

1.3.1. Teacher qualifications

Teachers' qualifications are those attributes and inputs that contribute to their effectiveness. Highly qualified teachers demonstrate high levels of subject matter competence and good teaching skills that enhance teaching learning processes and hence develop the educational system.

1.3.1.1. Certification Status

Certification is one of the most important measures of teacher quality that plays a significant role in developing teachers work and guarantees effectiveness. Research on teacher qualifications focused on exploring the role of certification in enhancing teachers' competence and performance. Hiring qualified teachers into the teaching profession focuses mainly on their certifications and degrees for effectively educate generations. Stong, Tucker and Hindman (2004) state that "teacher certification is determined by individual states and is issued to individuals whom the state deems qualified to teach based on its criteria" (p. 14). Teachers are certified to meet the needs of the profession they are assigned to. Another definition was given by Sparks (2004) who says that "Teacher certification process refers to the academic preparation and competency Testing required of public school teachers" (p. 2). Teacher preparation programs certify teachers in two distinctive routes either by traditional preparation programs or by alternative programs. Thus, certification status differ in terms of quality and value

The importance of traditional and alternative certification routes vary across states and the issue of hiring good teachers whether they are certified by one of the two routes is a careful procedure that affects teaching quality. Boyd, Goldhaber , Lankford, and Wyckoff (2007, p. 48) argue that many traditional teacher preparation programs provides teachers with pedagogical resource and building teachers competence that enable them to successfully

perform their work, most states also require teachers to demonstrate knowledge of pedagogy and coursework in certification exams. Certifying teachers from alternative programs permits for those who are no certified or do not complete their preparation to enter the profession by fulfilling its requirements. "Most states have some form of alternative certification that allows Individuals who have a bachelor's degree to earn their Certification without getting advanced degrees in education or taking additional undergraduate" (Tucker & Strong, 2004, p. 14). The procedure of Certifying teachers in a high level of quality is a difficult task that requires many important considerations as Boyd et al. state that "Comparing the preparation and qualifications of teachers entering the profession through these two routes is not easy" (p. 47).

Teacher certification as an indicator of teacher quality affects not only teacher's effectiveness but also student achievement. According to Hindman, Grant and Strong (2010, p. 31) certification enhances both teaching and learning through providing teachers who demonstrate competence in both the subject matter they teach and pedagogy. Royd et al., confirm that "Ideally certification keeps poor teachers out of the classroom, while giving people with the potential to be good teachers the skills and experience they need to do their jobs well" (p. 46). Teacher certification positively affects the quality of teachers, for example, Strong, Tucker and Hindman (2004) point that teacher certification ensures the quality of teachers by regulating high quality preparation of teachers in effective teaching practices (p. 1). Teacher certification affects student achievement and outcomes of schooling as Royd et al. point that "Teacher preparation and certification could improve student outcomes by several different paths. They could improve outcomes di-rectly, by improving teaching, or indirectly, by providing information about teachers that is related to achievement" (p. 54). Many scholars tend to link teacher certification with students level of achievement with the purpose of measuring the impact of teacher quality on learners academic achievement.

> Dramatic disparities in the qualifications of teachers across schools and newly documented disparities in teachers' ability to influence student achievement mean that poor, minority, and low-performing students are much more likely to have teachers who are inexperienced, uncertified, and less academically able than their higher-performing peers" (Royd et al, 2007, p. 46)

The various types of certification teacher can obtain tend to contribute positively to teacher quality and effectiveness. Literature have given all the types of certification that are important to teachers and teaching quality as standard certification ,emergency certification, alternative

certification and subject matter certification. Certification programs provide teachers with such degrees as licensure, masters' degrees or even doctoral status depends on the countries requirements and the nature of their educational systems. Teacher certification is still one of the large numbers of measures that constitute to teacher qualifications.

1.3.1.2. Preparation Programs

The quality of education depends on the quality of its teachers. The nature of teachers 'preparation by educational programs is a very critical initial step for ensuring good quality teachers. According to Townsend and Bates (2007) "the issues of globalization versus diversity the need for high quality pre-service programs, for well managed and supported integration of new teachers into teaching force and ongoing professional development for that workforce ..."(p. 4). Teacher preparation programs have been the main interest issue of a range of research concerning teacher quality. Shaukat (2014) argues that "teacher quality is an important aspect of the teacher education program, and refers to the combination of three characteristics of effective teachers such as teacher professional qualifications, teacher 'professional commitment and teacher 'self efficacy to bring about change in teaching" (p. 148). Good preparation programs are the basis for providing good quality teachers that can achieve the educational goals.

Since teacher preparation, programs shape quality teachers' attitudes toward the profession and provide them with the necessary skills and knowledge to successfully perform their work, great interest has been given to this area for identifying its importance concerning educators and education. Shaukat states that "Teacher education program has been designed to prepare prospective and in-service teachers through information, knowledge and pedagogical skills to develop their abilities and to establish positive attitude towards the profession of education" (2014, p. 147), Chong (2009) also points that "the demand for high quality teachers cannot be met without high quality teacher education" (p. 303). Teachers' educators play a central role in shaping teachers knowledge of the subject matter and pedagogical practices. Thus, the quality of teachers is strongly related to the quality of their educators.

There are two kinds of education programs traditional and alternative routes. Traditional teacher preparation programs are called pre-service teacher preparation programs with four years of preparation and forty years of teaching but without a considerable

improvement for teachers' level (Meher & Abu-jaber, 2007, p. 241). With the increased demand for more effective teachers and comments about teacher shortage, alternative programs has emerged for certifying teachers to enter the profession (Townsend & Bates, 2007, p. 6). In other words, "temporary certification is handed out to almost any one with a degree and a willingness to do the job thus at a time when teacher education institutions are being held accountable for their graduates, other people who may not have any training at all are being encouraged to become teachers" (ibid). Both types of training may or may not benefit the educational practices and their outcomes as well. However, they will be very important to the educational system if it is shaped and provided with high quality.

The complexity of teaching and the growing challenges faced by teachers led to think more deeply on the appropriate ways to develop teachers' education programs as a first step to enhance teaching quality. UNESCO institute for statistics (2006) concludes that "teacher quality indicators most often collected is the proportion of trained teachers , or those who have received the minimum organized teacher –training (pre-service or in service) required by a given country" (p. 50). Finding the appropriate ways to provide teachers with better preparation seems difficult to educational policy makers. However, such requirements need to be at the top priority in such programs for example Samson and Collins (2012, p. 22) claim that they agree that teacher preparation and growth should require some fundamental knowledge related to EFLs for all teachers as an initial step in assisting them to reach better academic achievement gains. Student achievement can be seen as the reflection of teachers knowledge and perceptions .In other words, teacher preparation plays a central role in determining teacher quality and student achievement as well.

The relationship between teacher preparation and student achievement has much attention in the literature concerning its quality and benefit for educational outcomes. Weher and Abu-Jaber (2007) suggest that "failure of teachers to produce significant improvements of student learning, policy makers insist, should reflect on the preparation program" (p. 104). Education policy makers are willing to find the best ways for preparing good teachers based on student learning and improving teacher practices (Imig & Imig, 2007, p. 95). Different views were given by scholars concerning the need to develop and improve the quality of teacher education programs Samson and Collins (2012) remarks that "In order to make significant progress in improving the outcomes for ELLs, sweeping changes are needed in the way that teachers are prepared and supported to better serve this growing population "(p. 20). The form, content and quality of teacher preparation programs varies from country to another

.However, the aim is unique, a powerful educational system is required for both teachers and students.

"Teacher education programs should emphasize the core components of teacher quality, content presentation, peer collaboration and assessment techniques while teaching" (Shaukat, 2014, p. 149). Thus, the quality of teacher's educators is an important element in the way of preparing teachers. In other words, the quality of teacher preparation depends mainly on the quality of teacher educators in shaping the educational outcomes. Providing effective education programs is the first step for the educational successes as well as for developing professionals whereby the educational outcomes will be determined.

1.3.1.3. Experience

Teachers experience is a significant indicator of teacher quality. Effective teachers tend to experience the teaching process. That is, they have a wide range of skills and developed perceptions toward teaching and learning processes. According to Strong (2007)" teachers who are both experienced and effective are experts who know the content and the student they teach , use efficient planning strategies , practice interactive decision making ,and embody effective classroom management skills" (p. 11). Investigations about the impact of experience on teachers and students reveal to the conclusion that experienced teachers are more effective than novice ones. for example, Akiba, Le Tendre and Scribner (2007, p. 371) state that experience as an important indicator of teacher quality, gives teachers the opportunity of practice and development over years of teaching and this make them more effective than novice teachers in raising student achievement. In addition to the improvement of teachers work, experience can enhance students' achievement.

The relationship between teacher experience and teacher quality receive much attention over years and most of the findings conclude the positive relationship between the two terms. Tucker, Strong and Hidman (2004) suggest that "Experience does make a difference on teacher effectiveness, as it offers teachers the opportunity to grow professionally by learning practice" (p. 16). Experienced teachers tend to be more effective in the classroom situations where they experience the various events that occur within classes. According to Hindman, Grant and Strong (2010), teacher experience is seen as a continuing shift from the basic knowledge about the content to the effective practice of that content. Therefore, they become experts of teaching, serving as mentors, leaders and other professional jobs. Tucker

and Strong (2005) add that "teachers with more experience tend to show better planning skills and greater differentiation of teaching strategies and learning activities. They also understand their students learning needs better." (p. 104). Another view proposed by Hindman et al (2010) that the difference between experienced and novice teachers concerning the effectiveness of classroom practice is great. (p. 33). It is recognized that experience can benefit both teacher work and students' levels of achievement .However; there are disagreement in research about the number of years that constitute experienced teacher.

Teaching experience requires a considerable number of years for those teachers who are supposed to be experienced in the field of teaching. Researches in the area of teacher quality disagree on the precise number of years that build an experienced teacher. Goe and Stickler (2008) claim that "teachers' level of experience matters –but only for the first five years of teaching. during this first five years, teachers appear to gain incrementally in their contribution to student leaning. after five years however , the contribution to student learning appear to level off " (p. 3), this implies that teachers in their first years of teaching are more likely to bring the best for their students learning. In contrast, after being experienced their ability of teaching begin to decrease. Tucker and Strong (2005, p. 104) point that((teachers with more than three years are the most effective teachers and the best period for experience takes place between five to eight years. Until now, there is no agreement about the precise number of years that make an experienced teacher.

1.3.1.4. Teacher Test Scores

Hiring high quality teachers to improve the quality of education is not an easy task. Educational policy makers are seeking for the better measurements of teachers' knowledge and performance concerning newly teachers who tend to enter the teaching profession to ensure that all students are assigned to good teachers. Licensure tests are one of the most popular measures of teacher quality that help in making decisions about the assignments and hiring processes. According to the National Research Council (2000) "licensure tests are designed to distinguish between candidates who meet minimum professional standards and those who do not" (p. 13). Licensure tests are based on such requirements enforced by the government and they are intended to ensure that new teachers have the necessary skills and knowledge to better teaching. Boyd, Goldhaber, Lankford, Wychoff (2007, p. 59) state that "certification exams are typically developed by a panel of experts who determine the passing level, or cute score, by relating minimum levels of content and teaching knowledge for

beginning teachers to what is measured on the various exams". To enter the teaching profession, teaching candidates are expected to score higher in on tests in correspondence with the licensure tests requirements.

Certification exams are positively related to teacher quality and effectiveness. Tests are designed to measure teachers knowledge in particular subjects depending on the requirements of these tests and the educational system. For example, the National Research Council (2000) argues that, "the tests assess five general aspects of teacher knowledge: basic skills, content knowledge, pedagogical knowledge, pedagogical content knowledge, and teaching performance" (p. 8). Demonstrating knowledge of the subject matter and good didactic practices permit to the new teachers to be assigned to teach. Two methods can be used to test teachers' knowledge by either screening or signaling. The former provides information on how the passing score prevent unknowledgeable teachers from entering the teaching profession and allow capable teachers to teach. Whereas, the latter refers to infer whether teachers test scores are valid predictors of students learning (Goldhaber & Hansen, 2009, p. 3). In other words, hiring competent teachers may not contribute only to assure high quality teaching but also to enhance learning and raise learners' academic achievement.

Assessing new teachers' quality is seen as a significant step of measuring what they will contribute to both learning and teaching processes. Evidence from studies has concluded that teachers' licensure test scores can predict learners' academic achievement gains. Ferguson and Brown (2000) in their paper 'Certification Test Scores, Teacher Quality, and Student Achievement' say that many research including their own work indicate that teachers test scores can enhance in predicting learners academic achievement (p. 136). In addition, teachers who score higher in licensure tests produce learners who score also higher (p. 138). Thus, Certification exams contribute greatly to the process of staffing high quality teachers who may enhance the learning outcomes and raise the quality of the educational system.

Despite the importance of these tests, they are not sufficient in providing good teachers because teachers' qualifications and knowledge have to be linked to their actual classroom practices that guarantee their effectiveness. National Research Council (2000, p. 19) argues that teacher certification exams tend to assess only the required characteristics for effective instruction and cannot predict who will be effective. Furthermore, these tests cannot assess teachers personal characteristic that have a significant impact on students learning and achievement, for example, Ferguson and Brown state that "Helping students to achieve academic success, love of learning, maturity, or career success involves far more that high

certification test scores" (P. 149). Many studies reveal to the role of teacher testing as an important measure of teacher quality in developing the educational system and raising the learning outcomes by preventing nonqualified teachers from interring the teaching profession and ensuring that all students are taught by competent an skilled teachers.

1.3.2. Teacher Characteristics

Good personal characteristics are other measures of high quality teachers. Teachers' personality traits and behaviors have a great impact on the quality of their instruction and the learning process as well. Teachers' attitudes, behaviors as well as their beliefs are likely to influence their effectiveness. Research in the area of teacher quality have shown the importance of teachers' personal characteristics in determining learners academic achievement gains since their behaviors and beliefs affect their practices which in turn affect students learning.

1.3.2.1. Self –efficacy

Teachers' performance in teaching is affected by many factors that can either positively or negatively influence their job commitment. The belief teachers hold about their abilities to effectively perform their work play a critical role in influencing both student achievement and the quality of teaching. Self –efficacy belief has a strong influence on teachers actions and attitudes and therefore on the schooling outcomes. Goladarci (1992) says that "teacher efficacy refers to one's beliefs rather than to observable behaviors" (p. 323). Gavora (2011, p. 79) argues that "self efficacy is defined as teacher judgment about teacher's capacities to bring about the desired outcomes of instruction". Another definition proposed by Moran, Hoy and Hoy "Teacher efficacy is the teacher's belief in his or her capacity to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (1998, p. 233). A teacher's sense of efficacy is considered as a significant variable in teaching and it has become the main focus of most research that affirm its positive influence on teachers' performance and student learning. To successfully achieve the desired goals teachers are expected to have a strong sense of efficacy that affects positively their motivation and psychological states needed for reaching these goals (Brown,

2006, p. 11). The more teachers are confident on their abilities the more outcomes are to be reached.

Self-efficacy has to do with two types of belief personal and general teaching efficacy. The former is related to teachers own confidence in his or her capacities to promote learning, teachers' perceived ability to teach. While the latter, refers to the belief that teaching itself can promote learning, teachers 'perceptions of student ability to learn. Gavora (2011) points that "personal teaching efficacy (PTE) represents a teachers 'belief that he/she posses the skills and abilities to facilitate students learning" (p. 82) , he also states that Teaching efficacy is the belief that teaching as an organization can influence positively students learning despite other affective factors as motivation, negative home background (p. 83). Teachers may have high personal teaching efficacy and lack the general teaching efficacy. That is, they may have confidence on their teaching ability. However, they lack confidence on the ability of teachers to promote learning. Soodak and podell (1996) provide three models of self-efficacy, personal efficacy that refers to the teacher belief on their capacity to teach. While outcome efficacy refers to the belief that if the capacities are performed they will result the desired outcomes and, the third model is teacher efficacy that implies the belief that teaching can overcome the external affective factors (as cited in Gavora, 2011, p. 84). Effective teachers tend to have high level of efficacy despite the various affective factors they may encounter.

Teacher self –efficacy has been correlated to student achievement. That is, high student achievement gains are likely to be related with effective teachers who demonstrate high sense of self-efficacy. According to Hoy, Hoy, and Davis (2009, p. 636) when focusing in the learning goals, teachers with high sense of efficacy have higher expectations for their learners. In other words, effective teachers have the belief that they can reach the leaning objectives whatever the obstacles. "Believing in themselves and their students, higher efficacy teachers look to controllable factors such as increased effort, improved teaching or learning strategies, better explanations or instructional activities, or improved help and support" (Hoy, Hoy & Davis, p. 637). High quality teachers demonstrate high sense of efficacy which results effective performance and help teachers raising the learning outcomes, According to Schunk and Pajares (2009, p. 37) self-efficacy affects teachers practices, their selections of tasks and lessons they follow. They tend to choose assignments and activities in which they feel knowledgeable and comfortable and avoid those wherein they do not. Teacher sense of efficacy is an essential quality that can lead teachers not just to the effective practice but to the job commitment as well. Schunk and Pajares (2009) argue that

People with a strong sense of efficacy are apt to approach difficult tasks as challenges to be mastered rather than as threats to be avoided. They set challenging goals and maintain strong commitment to them, heighten and sustain their efforts in the face of failure, and more Quickly recover their sense of self-efficacy after setbacks. Conversely, people with low self-efficacy may believe that things are more difficult than they really are—a belief that can foster anxiety, stress, depression, and a narrow vision of how best to solve a problem. Self-efficacy can influence one's ultimate accomplishments and lead to a self-fulfilling prophecy in which one accomplishes what one believes one can accomplish. (p.38)

Effective teachers accept the challenges they encounter concerning the nature of the teaching tasks and they consider these challenges as critical steps for providing the best to their learners. Furthermore; they know how to overcome obstacles to achieve success .In the other hand, it seems very difficult to ineffective teachers with low self-efficacy to cope with such challenges and they feel that they are enable to deal successfully with the problems they encounter in teaching. Teacher self-efficacy as an emotional state can predicts teacher effectiveness in the classroom and it is regarded as one of the most important characteristics of quality teachers. The high teacher sense of efficacy is, the more effective performance will be. Therefore, students' outcomes will increase.

1.3.2.2. Attitude

The teaching profession requires more than competent and skilled teachers; it requires an apparent set of goals, love for the profession and a positive attitude towards the profession. Teachers belief towards their job, students and schools organization have a great impact on the overall educational system. Maliki (2013) defines the word attitude from the framework of social psychology as "a subject's mental preparation to action. It defines outward and beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct" (p. 12). In other words, attitude is the belief an individual possesses towards a particular object that is emerged from experience and it may change over time. Another definition proposed by Smadi, and Al-ghazo who see attitude as individuals personal beliefs about an object through observation or other outside sources and these set of beliefs tend to form their attitudes (2013, p. 63). Furthermore, Cherian (2006) states that from the psychologists' point of view, attitudes can be seen as individual permanent orientations towards the different objects and issues they come across throughout their lives that they convey in terms of opinions (p. 98). Thus, attitude shapes

individual reaction towards an object based on the set of believes they hold. Moreover, the kind of this attitude may affect positively or negatively on individuals behaviors.

Beside the different psychological factors related to performance and effectiveness, teachers' attitude plays a central role in determining teaching success and learning outcomes. Strong, Turcker, and Hindman (2004) point that effective teachers display a sense of pride and completion in their job and that all teachers enhance their work by actions and words (p. 34). Effective teachers have a positive attitude towards their profession, students, curriculum and they demonstrate a great interest about their practices and students learning. According to Strong (2007), a significant aspect of professionalism and effectiveness in teaching is the teachers' commitment to learners and the teaching profession (p. 29). Teachers' performance in the classroom is based on their attitudes and beliefs, effective teachers are highly motivated, they use the best practices to meet their learners' needs and interests and want to for their students to be successful and achieve higher learning results.

"Effective teachers invest in their own education. They model to their students that education and learning are valuable by taking classes and participating in professional development, conferences, and in-service training. Additionally, they discuss their participation in these activities with their students in a positive manner" (Strong, 2007, p. 29). Effective teachers tend to create a mutual environment and construct personnel relationships with the teaching learning community. Furthermore, they work towards maintaining productive classroom environments and make a positive difference in both teaching and learning processes. Liakopoulou (2011, p. 70) in his study about teachers attitudes concludes "teachers high expectations for students, a feeling of responsibility towards students, a sense of commitment to their work, a desire for lasting improvement, willingness for lifelong professional and personal growth and the conviction that they can contribute to the growth of their students render them more effective". In other words, effective teachers demonstrate positive attitudes towards teaching learning community and constantly work towards improving education for better learning.

1.3.2.3. Self -Reflect

Self-reflection is one of the most significant characteristics of effective teachers. The ability of the teachers to make judgments about their actions and the deep critical analysis of

the teaching practices are quite essential for improving the instruction and enhancing students learning. According to Hindman, Grant, and Strong (2010) reflection is a process of analyzing and engaging in a deep thought of actions and beliefs (p. 72). Another definition proposed by Strong, Tucker and Hindman (2004, p. 37) who say that in whatever the ways teachers doing it, reflection is extremely personal and thoughtful analysis of their professional lives and very important for their effectiveness. For ensuring effective teaching, High quality teachers critically reflect on the goals of teaching and work toward achieving good schooling outcomes, Hindman et al. claim that reflection is a powerful indicator of teacher quality and a significant constituent of developing the quality of teaching (2010, p. 73). Therefore, reflection with all its aspects can improve the teaching practices as well as the learning process.

Since teaching is a very complex activity, effective teachers usually assess, analyze and evaluate their practices to provide better instruction and good quality teaching. "Reflectivity is a purposeful activity fostered over time that requires awareness of self and self – perception, is developmental and occurs in stages, and is based in experience that connects to other meaningful experiences" (Quinn, Pultorak, Young, Mccarthy, 2010, p. 28). In other words, reflective teachers constantly engage in self-dialogue reflecting open their teaching practices. They built open their experiences and they usually seek to find the appropriate ways to improve their professionalism. Christodoulou (2010) argues that teacher self reflect refers to teachers acting in a particular ways followed by asking questions as why they choose to act in this way and attempt to make adjustments and find solutions to improve their practices (p. 19). According to Strong, Tucker, and Hindman "reflection may be driven by questions, research, new experiences, and discussion with colleagues" (2004, p. 37). Effective teachers' reflection is based on a range of resources to get information to improve their teaching practices. That is, they need feedback whereby they can develop themselves and their students learning.

Successful teaching requires challenges and improvements in practice by continuous reflection as a daily activity. Strong (2007) claims that "effective teachers continually practice self-evaluation, and self critique as learning tools. Reflective teachers portray themselves as students of learning" (p. 30). Furthermore, effective teachers undertake and value their practice, they engage in self-observation and critic to understand areas of weaknesses and try to make the necessary adjustments for developing their professional practices. Mitchell, Robinson, Plake and Knowles (2001) argue that reflective teachers often evaluate the impact

of their actions not just on students learning but also on parents, professionals of the learning community, they try find opportunities for professional development. (p. 30). Through reflection, teachers can grow professionally and make a difference in students learning. By reflecting on their own decisions and seeking for opportunities for further advancement can be seen an important drive to ensure better instruction and better learning outcomes. According to Strong (2007, p. 31) "thoughtful reflection translates into enhanced teacher efficacy, and a teacher's sense of efficacy has an impact on how he or she approaches content and students". Teacher self-reflection has a great impact on their perceptions about themselves as capable to enhance the instructional practices and students learning.

Seeking for better ways of instruction, trying out new approaches and materials to better meet their student needs and improve themselves, effective teachers continuously self-evaluate, critique and reflect on their practices to ensure good quality teaching and learning. Christodoulou (2010, p. 20) concludes that we may say that all teachers engage in self reflection even if most of them doing it spontaneously and rarely that differ from the systematic, controlled ways of self reflection.

1.3.2.4. Caring

The sense of caring is one of the most important characteristics of effective teachers; those who care not only about developing their teaching practices and competence but also in how effectively they help their students to learn. Effective teachers demonstrate a deep sense of caring about the content, learner's needs and the school affairs as well. According to Strong, Tucker, and Hindman (2004) "Caring is an important attribute of effective teachers, and students must be able to hear, see and feel that caring in their daily contact with teachers" (p. 33). Teachers tend to affect students learning by the nature of the interaction that can either increase students' willingness to learn or decrease it. Hindman, Grant and Strong (2010) assert that "caring is an intangible characteristic which manifest itself in tangible ways, often through interaction among people" (p. 18). The sense of caring contribute greatly to the effectiveness of teachers, Liakopoulou states that teachers 'personality traits make teachers professionals and effective in the teaching profession. (2011, p. 72). Bringing the best for students and showing great interest about student needs can enhance teachers' proficiency and encourage learning.

Since caring trait leads teachers to the effectiveness in their work, it will certainly improve the learners learning outcomes. Strong and Tucker claim that students learning will be enhanced when teachers connect their instructional competence with the sense of caring about the different learners' needs and interests. (2004, p. 32). Caring sense is seen as not just a meaningful interaction between teachers and students; it covers a range of important actions and ways that influence the nature of the interaction itself. Rubio (2009) argues that effective teachers care about their students by listening to them inside and outside the classroom showing interest, understanding with a tenderness and patient.

Another view regarding how effectively teacher care about their students is given by Strong (2007) who says that "the effective teachers seek to understand the challenges facing their students by inquiring as to their well being –either that caring is evidenced in a simple phone call home when a child has missed a few days or a congratulatory note when a child has made an accomplishment" (p. 100). The several characteristics of caring play a central role in raising learners' confidence, and performance in the learning tasks, the most important ones proposed by Tucker and Strong (2005) which include "listening, understanding, warmth and encouragement, love for children" (p. 104). Effective teachers are those who often demonstrate a great sense of caring and consider it as a critical part of their job. Several studies have shown the importance of the caring trait in shaping teachers effectiveness and enhancing the learning process. Quality teachers combine their qualifications and practices with their personal characteristics to better perform their work, enhance their students learning and .consequently; achieve the goals of teaching.

1.3. 3.Teacher practices

Numerous studies on the effect of teacher quality on student achievement have argued that what teacher do in classroom and the way they impart knowledge have a substantial effects on how high their student achieve. Teacher practices represent an important quality variable that describes teachers' actual instructional practices that can be described as instructional quality. High quality instruction contributes to teacher effectiveness and raising learners' academic achievement. Teachers' practices are considered more important than their qualifications that are associated with effectiveness.

1.3.3.1. Planning

Good planning for the learning process is a key point to achieve the educational goals. Effective teachers think deeply while planning the learning material to meet the learners' needs and helping their learning. Strong (2007) argues that "beyond planning and preparation of materials, effective organizing for instruction also involves the development of a conscious orientation toward teaching and learning as the central focus of classroom activity" (p. 52). Planning is a careful procedure that requires much attention and wisdom to successfully perform the instructional task. Campebell, Kyriakides, Muijs and Robinson (2004 , p. 13) conclude that good planning and teaching effectiveness are strongly correlated "In a principle, it is possible to envisage teaching that could be improved by more effective planning, and planning made more effective by the evaluation of teaching". The process of planning can be regarded as one of the most efficient practices that contribute to the effectiveness of teachers and facilitate students learning.

Effective instructional planning is the combination of different strategies and skills used by competent teachers with the aim to achieve the desired learning outcomes. Kyriacou (2009) says that "Planning involves the teacher's decisions about the aims of a lesson, its context, and the learning activities that will effectively achieve its aims" (p. 86). Planning involves preparation for particular lessons and for the long–term planning to achieve the curriculum objectives (Strong, 2007, p. 58). Effective teachers plan the lesson activities with regard to the curriculum standards and objectives. In addition to the importance of short -term planning for designing daily lessons, long –term plans are essential for teachers to set such decisions about the future planning.

Good planning addresses the different needs and interests of students to enhance learning. Effective teachers plan and make the necessary modifications that correspond and meet their students' needs. According to Strong (2007) "By planning a unit that takes into account the students' prior knowledge and prior performance as well as their learning styles, a teacher can implement effective vehicles for instruction (p. 59). Organizing the activities that suit the learners' level and abilities is another benefit for enhancing and facilitating the learning task. Rubio (2009, p. 37) argues that effective teachers facilitate the activities, the plan for their students in a way that attract their attention and make them more interested to engage in such activities. While applying multiple and varied strategies for good planning, teachers are constantly checking their plans for further necessary adjustments. Strong (2007) concludes

that instructional plans of effective teachers are frequently modified to correspond the various needs of learners (p. 57). Effective planning makes teachers' professionals in the classroom situation. However, it remains as one aspect of the overall qualities of effective teachers. Strong, Tucker and Hindman assert that planning is a significant practice for teachers to be effective. However, it is not one hundred percent guarantee that the teaching practice will be certainly enhanced (2004, p. 104).

1.3.3.2. Instruction Delivery

Effective instruction requires teachers with a high level of proficiency and those who combine between the curriculum and the learners' needs. Effective teachers deliver instruction in an effective way by applying a wide range of instructional strategies to communicate content for enhancing learners' success. Allington's (2011) states that "Quality instruction is a matter of planning, of delivery, and of evaluating the effectiveness of instruction and its impact on student learning" (p. 1). Effective teachers recognize that learners differ in terms of interests and learning styles. Thus, they tend to adapt different strategies to meet their learners' needs, "Effective teachers use appropriate teaching strategies based on the content, the students, and other factors such as time and resources" (Strong, 2007, p. 6). Effective teachers have a wide repertoire of strategies that support their practice and enhance learning.

Effective teachers use direct instruction strategy by planning clear and simple lessons to correspond all the levels of learners to enhance their comprehension and engagement in the learning tasks, According to Westwood (2008, p. 61) "Clarity in instruction is an important quality that distinguish the effective teacher from the ineffective one". Westwood also adds that ineffective teachers provide unclear instruction; they fail to respond to their learners' abilities, using complex language, providing much information in one time, making no connections between the presenting ideas and fail to reach learners comprehension (ibid). Effective teacher use activities that tend to link learners' prior knowledge with the real learning situation to enhance understanding and fostering further meaningful communications, Allington's (2011) argues that "in direct, explicit instruction, teachers activate students' relevant prior knowledge and experiences and help them to connect it to the new knowledge they will gain from the lesson" (p. 4). Relating instruction to learners' real

problems and experiences is a powerful strategy teachers can use to foster the learning process.

Effective teachers use also indirect instruction strategy to activate learners mental processes as , problem solving, critical thinking ,analyzing and creativity, Allington's (2011) says that by using indirect instruction teachers engage learners in "observing, investigating, drawing inferences from data, or forming hypotheses. It takes advantage of students' interest and curiosity, often encouraging them to generate alternatives or solve problems." (p. 6) .The application of these strategies requires considerations of the learners' differences in terms of styles and abilities.

In trying to respond to the different learners' needs, effective teachers adapt differentiated instruction whereby teachers become able to have equal access to high quality learning. Westwood (2008) claims that teaching one topic and by using different ways and with different paths is a good strategy to individualize instruction, build alternative activities or respond to different learners abilities (p. 65). Effective teachers teach the same topic and varying the resources and the activities that suit their learners' abilities. Effective teachers have the ability to engage students at risk using, for example; questioning and communication, while gifted learners receive great attention by using multiple strategies as Strong (2007) argues that effective teachers of high ability learners are conscious about the difficulties in teaching this category and they know how to develop them (p. 80). Other important strategies include questioning; demonstrating, explaining, grouping and engaging learners in the learning tasks are the main practices effective teachers use as a part of the instruction to enhance learning. Good quality of teacher instructional practice and the way of delivering knowledge and values is important for the development of learners' competence and academic achievement .Furthermore; it promotes teachers' effectiveness and facilitates their work.

1.3.3.3. Classroom Management

Classroom management is a crucial aspect of teaching and learning processes. Good classroom management is one of the main characteristics of good teaching. Effective teachers manage the teaching leaning processes using a range of techniques and procedures to maintain better learning environment that may enhance students leaning. Rubio (2009) argues that

"Management is not parallel to strict rules ; in fact management is to anticipate student's needs , and then prepare a suitable year plan , procedures , activities , assessment, evaluation criteria , and above all, clear instruction to the students to promote students motivation ‚enthusiasm and learning" (p. 38). Classroom management could enhance both teachers and learners work. Since it is based mainly on a set of careful procedures and strategies that boost learning and facilitate the teaching process.

The key for good management is the procedures and techniques effective teachers apply to maintain good learning environment for their students through reacting against any sort of trouble that may arise during the instructional process. Strong (2007, p. 40) claims that "Effective teachers establish responses to common classroom issues of order that allow them then to focus maximum time and energy on the instructional process". Establishing appropriate management routines can be a very difficult task for teachers. However, effective teachers demonstrate mastering of the various techniques and resources that could support students learning. According to Oliver and Reschly, effective classroom management involve effective use of different and various management strategies .in addition, good teachers who choose the appropriate strategies whenever replacements are required concerning ineffective ones (2007, p. 8). Good classroom management depends on the quality of teachers and their ability to deal with the different learners' behaviors and actions in the classroom situation by using special and diverse approaches to enhance learning and facilitate their work.

Effective classroom management is based on a set of procedures and routines whereby the teacher can effectively make a difference in the classroom and most notably in the learning outcomes. According to Oliver and Reschly (2007), teachers' capacity in managing the learning process such as classroom organization and student behavior is an important step for ensuring better learning outcomes (p. 1). Good management tends to affect the learners' psychological state by creating a good learning environment, for example , Rubio suggests that, successful teachers arrange the classroom situation in a way that support learning and maintaining good relations, they create an most favorable learning atmosphere where students feel happy and relax concerning classroom adornment, accessibility and mobility (2009, p. 37). Effective teachers tend to establish routines and procedures instead of rules and laws to maintain organization and discipline in the learning situation. Strong (2007) argues that teachers who manage their classes in terms of routines, behaviors and materials, are the ones who succeed in class and become good example to their learners (p. 42). Maintaining a discipline in the classroom is another challenge for teachers to successfully

perform their work through preventing the misbehaviors resulted from learners that may create barriers between teachers and learners' understanding. Strong (2007, p. 41) adds, effective managers are good monitors and observers of students for preventing any kind of disruptions in the classroom. Some characteristics of effective teacher classrooms described by Goldberg (2003, p. 221) include "Few behavior problems, a culture of respect that flows in every direction: teacher to students ,students to teacher, students to students, and everyone to guests, immediate—or at least timely—teacher actions that usually work, a clear, shared understanding of acceptable and appropriate behavior". Thus, good teachers are skilled enough in maintaining a positive learning environment that is based on clear and common perspectives, respect and good values to build shared culture for successful teaching and learning.

High quality teaching requires more than competent and skilled teachers; it requires effective instructional practice to enhance learning. Good classroom management is one of the most important practices that can positively affect teachers' performance and learners' outcomes. "Ultimately the goal of classroom management must be to teach, model, practice and support each other's efforts for making decisions that further the well-being of educators, students, and society "(Landau, 2009, p. 751). Effective classroom management requires good teachers who are skilled in organizing and controlling their classes in a way that make diverse categories of learners actively engaged in the learning tasks.

1.3.3.4. Interaction with Students

Teaching is an interactional activity whereby teachers and students exchange knowledge, ideas and build positive rapports to foster learning and assist the teaching practices. Effective teachers recognize the importance of maintaining good relations with students and mastering the ways of keeping learners progressing, Strong in his book 'qualities of effective teachers' demonstrates the importance of teacher- students interaction and claims that, effective teachers interaction with their learners can alone enhance students learning. (2007, p. 27). Effective teachers establish positive relationships with their students and tend to communicate meaningful issues inside and outside the school for helping them to succeed in their learning and even life. According to Rubio (2009) "a teacher who spends more time interacting socially with the students, working directly with them, and demonstrating a sense of fun and willingness to participate, in a friendly and personal manner, is considered to be

effective" (p. 43). This implies that effective teachers play several roles to enhance learning and through interaction, they tend to go beyond learners needs and interests to provide help and boost their learning. Wentzel (2009) confirms that studies in the domain of teacher quality and effectiveness demonstrate the importance of teachers' positive interaction in raising learners' progress, self-esteem, and the readiness to engage with their surroundings (p. 304). Effective teachers do not just preserve good relationships with their students in the classroom situation, however, they try to go beyond their lives inside and outside the classroom to help them feel comfortable and relax while learning.

Teacher-student interaction plays a critical role in raising learners' self-esteem and confidence that could help them to create a positive self-image and consider themselves as important members within the classroom community. Therefore, they purposely engage in the learning tasks to achieve high results. Englehart (2009) states the importance of the positive interaction in enhancing students learning, he asserts "This positive interaction can give the student a sense of comfort and belonging in the classroom, can enhance student motivation, and can facilitate the student's social development" (p. 714). Establishing positive relationships with learners serve as an initiative step to prepare learners to learn and engage them in the learning activities. Effective teachers are able to make all the Learners feel comfortable and relax in the learning situation since they interact with them constantly and are aware of their interests and needs and even their weakness and strengths. Teachers' interaction with students, demonstrating respect, tackling students' interest, all these actions can enhance not just teaching and learning, but also creating worthwhile relationships (Englehart, 2009. P. 714). The good relationship between teachers and their students can make teachers more effective and students more successful.

Effective teachers interact with their learners in different ways, responding their diverse wants and requirements to assist their learning and autonomy. Englehart (2009) states that Teacher- student interaction in the classroom situation should consider learners as part of the teaching activities, allowing them to experience competence and autonomy, giving them the opportunity to choose the topic and the activities to direct their own learning as worthy members (p. 715). Therefore, learners become motivated to accomplish the learning activities and develop a sense of belonging and confidence on their abilities to succeed and achieve good results. Wentzel (2009, p. 305) states that learners willingness to achieve academic and social goals can be seen as mediator between the support provided by the interaction with teachers and the social activities. The social interaction between teachers and students,

between teachers and school leaders or any other related member within or outside the school is essential for teachers to become more effective in promoting learning and ensuring good quality classroom practices.

1.4. Language Teacher Quality and Teaching Effectiveness

Among the various factors that may influence the educational system, teacher quality takes the large portion in determining the schooling outcomes than any other school related factors. The main goal of education is to develop learners' competence and performance by providing high quality teaching to raise their academic achievements. Thus, hiring high quality teachers is the most important step towards ensuring high quality teaching, according to Joshua, Joshua and Kritsonis (2006) the quality of teachers indicates the quality of education, and the quality of education depends on the quality of teaching provided to learners (p. 2). In attempting to discover the relationship between teacher quality and teaching effectiveness, it is important to distinguish between the two interrelated terms. Teacher quality is a combination of personal characteristics, skills and practices teachers brings to teaching (Darling-Hammond, 2012, p. 2). On the other hand, teaching effectiveness refers to the result of the connection between all the aspects of teacher quality (Strong, 2007, p. 99). Effective teachers are expected to be highly qualified and effective in the classroom situation. In other words, quality is not just related to the teachers' competence and skills, but also to the practices and ways of transmitting this knowledge to students to provide effective teaching.

Working to provide high quality teachers for assuring good instruction for students has become the priority of educationalists among the major reforms they try to address. Tucker and Strong (2005) state that teacher is the most influential school factor that determines the learning achievement and shaping the future of education (p. 16). Since teachers are considered accountable for the educational outcomes, they are expected to be high qualified and effective instructors for promoting students learning. "It is becoming broadly recognized that quality teachers are the key ingredient to a successful school and to improved students achievement" (Hanushek, 2010, p. 82). Good teachers can make a difference in learners' gains, as Hunushek adds that, good teachers are those who frequently release high levels of achievement in students learning, however, poor teachers release low achievement levels in students learning (p. 84). The importance of teacher quality in improving the teaching force is significant aspect that may determine the schooling outcomes and the educational excellence .However, teachers' quality alone is not sufficient for assuring effective teaching, According

to Darling-Hammond (2012) "Strong teacher quality may heighten the probability of effective teaching, but does not guarantee it"(p. 4).

Teaching effectiveness is always interpreted in terms of learners' academic achievement. Thus, improving teacher quality is a critical step for improving the learning results. Policy makers, educational specialists, and school administrators are responsible for providing high quality teachers to learners as Darling-Hammond (2012, p. 4) asserts that if teaching is to be effective, the policies that construct the learning environment and the teaching context must be addressed along with the qualities of individual teachers.

1.5. Teacher Professional Development and Educational Outcomes

Changes in the societies' educational systems bring such promising reforms concerning mainly teachers and their role in the development of learning. One of the most important reforms is professional development. Policy makers and people infer that teachers are the only responsible for the success and failure of the educational system regardless of other related factors. Providing professional development can make a difference in enhancing both teachers professionalism and teaching quality, According to Jusuf (2005) "For education to improve, all the teachers must have a global perspective, well prepared and provided with ongoing professional development and appropriate support" (p. 34). For better teaching, Teachers are expected to engage in professional development activities. Morgan and Neil (2004) state that "professional development is about enhancing and extending your knowledge, pedagogy and experience; it is a way of enhancing your effectiveness as a teacher, gaining promotion and developing a career" (p. 194). Another definition provided by Graft (2000, p. 9) that says that "Professional development, CPD and INSET are terms which are sometimes used loosely and interchangeably. They tend to be used to cover a broad range of activities designed to contribute to the learning of teachers, who have completed their initial training". Professional development is an important step for teachers to be effective in their teaching by providing them with a wide range of knowledge and skills to enhance their quality and improve the learning outcomes.

Teacher continuing professional development or in-service learning takes place through multiple options; by the university and college courses in the subject matter area, through self-study where teachers engage in extensive reading, participating in distance discussions,

watching DVDs or visiting museums during summer. The third option is summer training, summer workshops on the subject area (Hindman, 2010, p. 42). There are various methods provided by professional development activities , for example Graft (2000) mentions some of them; action research, using distance learning materials, receiving and/ or giving on-the job coaching ,mentoring or tutoring, school –based and off-site courses of various lengths, membership of a working party or task group. these may include professional learning teams –school cluster projects involving collaboration, development and sharing of experience/skills –experimental assignments- collaborative learning (p. 10). Thus, it is very beneficial to schools to adapt such reforms and being a community of professionals for better teaching practice and good schooling results.

Many studies recognize the importance of professional development in enhancing teachers force and development. Graft (2000) state that "schools are now required by government to have a policy on professional development that offers a range of ways of participating as well as forms of opportunity for staff" (p. 11). School administrators have to support teachers to engage in professional development by providing time, opportunities to learn what they need and help their students learning (Mizel, 2010, p. 19). Continuing professional development that takes place within schools tend to be more effective where teachers can engage in reflected practice, action research and collaborative learning with colleagues. According to Mizel (2010) "school based professional development helps educators analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs" (p. 7). Recent studies regarding teachers' development demonstrate the positive relationship between professional development and teacher quality as well as student achievement.

The significant role professional development plays in enhancing teachers' growth and determining students' success has become the main concern of many researchers. Jusuf (2005) points that "teacher quality is an attribute that grows or diminishes based on conditions in which a teacher works, personal motivation, and opportunities for growth and development" (p. 36). Another view given by Goe and Stickler (2008, p. 6) who assert that numerous research have revealed the importance of professional development activities in improving teacher quality and learners academic achievement. Continuing professional development is a single prominent resource whereby teachers can develop their competence and performance and in whatever levels learners have 'high, low, or average', they are more likely to benefit and succeed if their teachers who are engaged in a good quality professional

development (2010, p. 18). Good professional development may help teachers to become more effective in teaching and students to achieve good learning results. Students learning and achievement increase when their teachers engage in effective professional development that provides them the best skills and practices to cope with their student temporary needs and interests (Mizel, 2010, p. 7).

Teacher education programs are very essential in providing teachers with the necessary skills and knowledge required for good teaching. However, this is not sufficient, teachers should engage in a lifelong learning along their teaching career. Engaging in an effective professional development offer them with a range of knowledge, skills and experiences required to ensure effective teaching and high educational outcomes.

1.6. Strategies for Improving Teacher Competence and Quality of Classroom Instruction

Teacher quality is an essential element in improving the teaching force. However, ensuring that all teachers meet the professional standards to teach the future generations is a difficult task. Teachers are expected to be qualified and competent enough to enhance the quality of education. Thus, developing teacher competence is seen as a significant step for raising the quality of teachers to meet the professional standards, According to European Commission (2013, p. 15) "Professional standards for teachers focus on what teachers are expected to know and be able to do. They are usually concerned with accountability and quality mechanisms, and are closely linked with the action of institutional and professional bodies". Teacher competence is a combination of knowledge, skills ,understandings and values .regarding the complexity of competencies teachers are expected to have in 21st century is enormous and teachers improbable to have all of them or even develop them to the same level (European Commission, 2013, p. 8). Consequently, researches are trying to find ways to help teacher develop their competence and the quality of classroom instruction.

There are several strategies whereby teachers can develop their competence for providing good classroom instruction:

1.6.1. Professional Development

Professional development activities can enhance teachers' knowledge, practices and experience. High quality professional development can help teachers to cope with the teaching changes and improve the instructional practice. In addition, participating in the professional development activities develop teachers' competence and the mastery of many instructional techniques and strategies to respond to different learners' needs and interests. Graft (2000) suggests that engaging in professional development improve teachers' practice, instructional skills extend experience and develop their competence in teaching (p. 9). Continuing professional development activities tend to focus on subject matter knowledge and pedagogical knowledge to enable teachers to be successful in the classroom situations. Teacher can engage in professional development by attending conferences, seminars, workshops, taking summer courses universities and college or a professional development centers. There are there forms of professional development activities as coaching ,observation (teaching observe each other), mentoring by turnovers , taking online courses …and so forth, All these resources can develop greatly teacher competence and enhance the instructional practice .

1.6. 2. Enhancing Teachers' Welfare

Attracting teachers to the profession requires providing all the necessary requirements and accommodations for better instruction. Teachers are incapable to work and develop students learning or even themselves under bad working conditions Day (1999) confirms that bad working conditions affect negatively teachers' instructional practice and only school leaders who can make the difference (p. 77). The school culture or climate also can contribute to the development of teachers 'competence by establishing good relationships, collaboration and exchanging competencies among the school members. Providing support and good treatment, tend to raise teachers self –efficacy and confidence in work. Consequently, they try to give the best in the classroom situation and working hard to develop learners' achievement. Another important element that tends to develop teachers competence is raising salaries both for experienced and inexperienced teachers. Good salaries increase teacher commitment to the job and the responsibility of providing good instruction for learners. Hanushek and Rivkin (2007) argue that Salaries and working conditions are significant determinants of the quality

of instruction. Thus, staffing good quality teachers for good quality instruction depends on effective educational decisions.

1.6.3. Adequate Provision of Instructional Aids

Most teachers are unskilled in using technology in instruction although it can greatly enhance the quality of instruction. Implementing technology in teaching serve to facilitate both teaching and support the learning processes. Giving access to use technology in instruction is a challenging way to develop teachers' competence and fostering learning. To enhance development, teachers must be prepared to use ICT to develop learners' critical skills to be able to meet the recent demands (Danner & Pessu, 2013, p. 35). Using technology in the classroom enables students to learn in different ways and it will be an easy ways of accessing information, developing competencies and producing high quality work.

1.6.4. Monitoring Quality

The process of monitoring teacher performance in the classroom serves many purposes such as ensuring quality of the instruction and evaluating teachers' performance. However, the main purpose is to develop teachers' competence and instructional practice. Monitoring teachers buy inspectors or other educational responsible make teachers more active and careful in implementing a good instruction and working towards achieving good educational results. By monitoring and controlling teacher practices, teachers recognize the responsibility to develop their competence and the quality of classroom instruction.

Conclusion

The quality of teachers and teaching depends on the qualifications, good personal traits and effective practices of teachers as well as their lifelong learning and development. High quality teachers would lead to high learners academic achievement gains. Thus, working towards enhancing teachers' professional development and providing support should be the priority of policy decisions to ensure good quality education for good schooling outcomes. Since the main goal of teaching is to enhance learning and achievement, teachers are expected

to make a difference in students learning and promote high levels of achievement. in brief, teachers quality and effectiveness have a significant role in determining students' academic achievement and the quality of education as well.

Chapter Two: Assessing Students' Academic Achievement

Introduction

Assessment is one of the most central areas of the educational system. It is a systematic inquiry about learners' attainments and teachers' performances as well. That is, it defines the professional judgment about learners and teachers performance quality through using different assessment procedures that provide feedback to inform the teaching learning processes for further improvements. The main goal of assessment is to provide feedback to learners and teaches to enhance learning and to establish their levels of achievement. Assessing learners' academic achievement using testing procedure that tend to summarizes the teaching learning process at the end of the set point to assess what has been learned and effectively it was learnt. Achievements tests indicate their current levels of achievement and abilities and can be used to evaluate the teaching practices as well. Therefore, assessment procedures have to adhere to certain criteria to measure correctly and efficiently the teaching and learning processes.

2.1. Defining Key Terms

2.1.1. Assessment

refers to the variety of procedures used to evaluate learners 'competence and performance including formal testing and examination or informal classroom assessments activities established by teachers. Griffin (2009) defines assessment as "a process of gathering, interpreting and using information about learning. The process of gathering can take many forms, from tests to performances or work samples. The interpretation usually involves some form of measurement or coding and their use leads to decisions about teaching and learning" (p. 205). Assessment is broader concept that comprises a wide range of strategies and forms to measure learners' attainment and performance providing information about learning and teaching processes necessary for the educational decisions to enhance the development of both processes. Assessment in the educational context refers to the process of gathering any type of information that permit teachers to recognize their learners present level of attainments and plan new effective ways to enhance their learning and achievement. The

assessment procedures could be formative (in the classroom situation) and summative (after learning has occurred) (Keen & Arthur-Kelly, 2009, p. 15). The main concern of educational Assessment is to monitor and support learning and teaching processes. In other words, it aims to provide feedback to inform both process about the actual level of progress and provide valuable information for designing instruction to assure good quality education.

2.1.2. Testing

Testing is an important assessment strategy that seeks to measure learners' attainments and achievement. Tests are constructed primarily as a means of assessing learners' performance and the instructional practices. Harris and Mccann (1994) define a test as "any form of formal assessment in any language area which is administered under conditions which ensure measurement of individual performance in any given area". Tests are used to elicit information that is part of the assessment procedure; they seek to discover what learners' actual level of competence and performance. They can be formal tests as examinations and informal tests that take place during the instructional practice. Formal tests or summative testing tends to offer learners grades and rank them in terms of merit where the main purposes is to measure learners academic achievement and evaluate the effectiveness of instruction. On the other hand, informal tests or formative testing aims to assess and monitor learners' development rather than focusing on the results of learning. Many research demonstrate the importance of testing for the educational context as a widely used assessment instrument that provide information about the quality of teaching and learning processes, especially if they are used for summative purposes.

2.1.3. Evaluation

Evaluation refers to the process of using the results of assessment data to judge the quality of the educational curriculum, teachers effectiveness or students attainments. Evaluation is considered as an important mean for assuring efficient and good quality educational system. It is assumed that evaluation denotes testing since when testing something, we are evaluating at the same time. However, testing is seen as part of the evaluation process. On the other hand, evaluation and assessment are sometimes used interchangeably. In fact, any evaluation process requires information about a particular situation to make the necessary judgments. Evaluation, assessment and testing are different but interrelated processes that aim to measure students learning and to develop the teaching

process. "Evaluation is an integral part of instruction; it is not a separate entity that somehow is loosely attached to the teaching process" (Ebel & Frisbie, 1991, p. 26). Evaluation is not just a part of the educational system; rather it is a daily activity within the whole system. According to Harris and Mccann (1994) the main purposes of evaluation is " looking at all the factors that influence the learning process, such as syllabus objectives, course design, materials, methodology, teacher performance and assessment" (p. 2). Evaluation process plays a central role in forming the educational decisions about learning and teaching through providing meaningful judgments on the two processes based on the assessment procedures. Ebel and Frisbie (1991, p. 24) claim that Formative evaluation check the instructional practice to verify whether learning is taking place as supposed while summative evaluation is established after learning has been occurred to check whether learning objectives are achieved. Evaluation as a broader concept is an integral part and a natural process within the educational context, it concerns not only students learning but also the effectiveness of the entire educational system. The main aim of the evaluation process to judge the teaching learning processes and determine whether or not established goals have successfully been achieved to confirm quality that may give insights into what makes a successful educational system.

2.2. Defining Learners' Academic Achievement

Learners' academic achievement refers to the levels of schooling attainments learners have achieved through receiving either a promotion for high marks or blame for the worse achievement results. Academic achievement in general refers to learners performance in the in the academic materials and the classroom activities.

2.3. Assessment of Student Achievement

Educational assessment is a critical process whereby decisions about teaching and learning are established. Furthermore, it is an important mean to judge the quality of learning and instruction since it is an integral part of teaching learning circle. According to Cizek (2010) "assessment is a central and perhaps even a defining feature of effective instruction: assessment is the only way that we can know whether what has been taught has been learned. in a very real sense, therefore, assessment is the bridge between learning and teaching" (p. 16). Assessing student achievement is the main purpose of assessment to gather information necessary for making sound, defensible decisions to improve the educational system

Westwood (2008) states that Assessment provides perfect information to teachers, educational authorities and parents about the quality of learning and instruction (p. 80). Thus, the use of assessment to judge teaching and learning is very important for both teachers and learners to identify areas of strengths and weaknesses for further improvement.

Students learning and achievement can be assessed in many ways and for different purposes and the most fundamental purposes are formative and summative assessments. While summative assessment tends to measure learners achievement at the end of each unit or the program of the study to evaluate their levels of attainments and the quality of instruction, formative assessment is a daily activity that aims to assess learners understanding during the classroom interaction. "It remains the case that formative and summative are different purposes of assessment and while the same information may be used for both, it is necessary to ensure that the information is used in ways that serve these purposes" (Harlen, 2005, P. 215). Thus, assessment purposes can vary in terms of functions and intentions. However, a shared purpose is to improve the quality of both teaching and learning processes.

2.3.1. Formative assessment

Formative assessment is an informal process that might occur at any point of the learning process using learners' actual knowledge as an important feedback to enhance both students learning and teaching practices. Irons (2008) in his book 'Enhancing Learning through Formative Assessment and Feedback' argues that "any task that creates feedback (information which helps a student learn from formative activities) or feedforward (information which will help a student amend or enhance activities in the future) to students about their learning achievements can be called formative assessment" (p. 7). In other words, Formative assessment is a mean to inform learners about their actual capabilities in relation to the learning standards and goals by providing appropriate feedback to ensure further progress. Cizek (2010, p. 4) concludes that the main purpose of formative assessment is highlights learners strengths and weaknesses, to provide teachers with the appropriate information about the quality of their practices for further adjustments, to enable learners to be responsible of their own learning ,self assess and self evaluate their performance in the learning tasks.

While formative assessment is a systematic and continuous process of gathering information about students learning, learners are expected to benefit from the informative feedback that can boost their learning and achievement focuses on how they are learning

instead of how much they learn. For example, Mcmillan (2010) suggests that formative assessment stresses more on the learning processes rather than on the results of learning, it promotes students ability to self –regulate, self-assess and self- orient their own learning. Furthermore, learners have the opportunities to ask for feedback and become more aware about the various skills to deal with receptive feedbacks as, omission, correction, addition skills (p. 47). Formative assessment encourages learners to think about their learning and development, they learn to how to obtain information about their own learning and how to use this information to be successful learners. Moreover, they become more autonomous and confident in achieving the learning goals. Among the different classroom activities that are primarily formative ones, Irons (2008, p. 58) provides some of them "practical exercises, tutorials, drafts of assessments, project supervisions, group discussions and group work, student demonstrations, student presentations, portfolios, reflective log books, and diagnostic interviews and tests".

Assessing formatively students learning through these information-gathering activities during the actual interaction between teachers and learners is a critical step for improving students' achievement and the quality of classroom instruction. Researchers consistently reveal to the fact that formative assessment is an important part of the classroom practices that can strongly be associated with the high levels of achievement and success.

2.3.2. Summative Assessment

Summative assessment is more formal process that takes place after the learning has been completed to determine the extent to which the instructional and the learning goals have been met. On other words, it provides information that sums up the teaching and learning processes. This kind of assessment is more product -oriented that takes place at the end of the unit or the course program with the purpose of measurement rather than improvement. Summative assessments are high stakes or large-scale assessments that seek to measure learners' achievement as well as the quality of classroom instruction. According Harlen (2005), summative assessment can be classified into internal and external purposes. For the internal purpose comprises the use of grades and marks to inform the instruction, learners and parents about the levels of achievements where teachers base their judgments on the tests and examinations used at the end of the semester or the year of study. While their external uses is based on certifying learners for occupational credentials, choice for employment or further studies or high education by examination specialists. The quality and accountability of the

educational system are often based on the external assessment i.e., tests and examinations (p. 208). As a result, summative assessment is concerned with not just measuring learners' achievement, but also it tends to evaluate and judge the effectiveness of teachers and schools, which in turn raise the pressure on teachers and schools to provide good quality instruction.

Recently, with the increase of accountability system, high stakes assessment testing has become the most dominant way to gather accurate information about learners achievement and teaching effectiveness, "Because of their relative maturity and (often) important stakes attached to performance on them, summative assessments are the most visible, consequential, and (sometimes) controversial tests encountered in education today" (Cizek, 2010, p. 4). Since summative assessment is an important mean of measuring learning and achievement and evaluating the instructional practices, it is expected to have a high level of credibility and validity, as Irons (2008) points that "summative assessment needs to be reliable, valid, affordable and fit for purpose, i.e. usable. Reliability in assessment requires the assessment to be objective, accurate, repeatable and analytically sound" (p. 11). Thus, summative assessments need to cover all these criteria to give accurate learners achievements levels and fairly judge the quality of instruction. It needs to be as objective as possible since it more stressed on the principle of fairness and eliminate any source of biases in assessing learning and teaching.

Among the various purposes of summative assessment, the main purpose is to enhance and promote learners achievement and provide the necessary information for the educational reforms. According to Abedi (2010, p. 181) suggests that the major aim of summative assessment is to inform learners about their levels of achievement over a period of time in relation to the learning goals. It is given as a final feedback to measure their learning and improve teachers' instructional practices.

> Any test or other system of information gathering is a summative assessment if it meets the following two criteria: (1) it is administered at the end of some unit of instruction (e.g., unit, semester, school year); and (2) its purpose is primarily to categorize the performance of a student or system. its main purpose is obtain a measurement of achievement to be used in decision making; assigning grades; awarding or denying diploma, license, or credential; making promotion/retention decisions; or classifying test takers according to defined   performance categories such as the now-familiar *Basic, Proficient*, and *Advanced*. Because this primary purpose requires high quality information about *overall* test performance, summative assessments are typically designed to yield highly reliable and valid total scores. (Cizek, 2010, p. 3)

41

Cizek provides the most purposes of summative assessment, measuring learners' attainments at the end of the course program using the results in terms of grades and scores as a final feedback to establish important decisions as learners' success or failure, offering certifications and further learning opportunities. Summative assessment tends also to rank learners in terms of achievement levels and degrees. Thus, it is very important to create high quality summative assessment to obtain valid and reliable results for achieving equity and equality in the measurement process.

2.4. Language Testing

Language testing as one of the most important assessment instruments has prominent role for the improvement of education. Recently, testing has produced significant changes concerning educational decisions and reforms. In talking about language testing and its effect on the educational system, it is very important to understand its relation with assessment. According to Brown (2004), tests are a set of procedures administered at a particular point of the program to measure and evaluate learners' performance. Whereas, assessment is more broader term. It is an ongoing process where learners' actions and responses during the learning process are spontaneously assessed by the teacher. Tests are a subset of assessment, one of the various assessment procedures and tools teachers use to assess learners (p. 4). Thus, testing is one form of assessment that aims to assess and evaluate students learning and attainments. However, many research and studies confuse between the two terms and use them interchangeably to mean the assessment process for example, Harris and Mccann (1994) states that "assessment is often seen as synonymous with testing. Testing or formal assessment, where test or exam conditions are established, is certainly an important way of assessing learners" (p. 2). Despite the apparent confusion between testing and assessment, testing is seen as a part of the assessment process and one of the most important procedures in the educational system.

In the educational context, the word test has a variety of meanings that should be taken into consideration to differentiate between terms in the process of language testing. Test is a complex term that has three different meanings. First, it can refer to a high quality measurement tool that assesses students learning using statistical methods of measurement. Second, it may refer to a small and rapid activity that takes place in the classroom situation as a routine assessment practice. Third, it may refer also to a particular item within a test series or even a question in an exam. (Broughton, Brumfit, Flavell, Hill and Pincas, 1978, p. 145:

146). More general, testing is defined high stakes when they influence both the teaching learning process i.e. when their results are used to provide learners' levels of academic achievement and evaluate the quality of the instruction. According to Brown (2004, p. 47) Achievement tests are one the most significant kinds of testing. They are summative tests administered at the end of the course program and they are related to specific curriculum materials with the aim of achieving the curriculum objectives. These kinds of tests tend to measure learners attainments and diagnose their learning problems as well as determining whether curriculum objectives have been met to inform and evaluate the educational system. In other words, testing is a part of teaching and learning processes since its measurement results can be used as an evidence to make important decisions about learners future. In addition, judging and evaluating teachers 'instructional practices.

Concerning summative testing, learners academic achievement is assessed once the tests are scored and then classifying them in terms of marks and grades. Achievement test tend to rank learners according to their abilities and performance based on their scores in these tests. Fulcher and Davidson (2007) suggest that "Scoring is concerned with the how much or how good of language testing" (p. 91). Thus, with the increase of the accountability system, teachers are expected to develop their instructional practice and produce high students' achievement test scores. However, it would be unfair testing if it is just limited to judge teachers and schools on the results of schooling using test scores as definite evidence, as Ebel and Frisbie claim that low achieving learners who frequently scoring low in the tests are expected to be discouraged. Even we provide them with a good quality instruction and effective teachers, they will not progress because they are making a little learning efforts. (1991, p. 5). To get reliable and valid testing results, it is important to consider not only what and how teachers teach learners in particular schools but also, to understand learners themselves how they are learning and think about their psychological side to have a clear, accurate and real idea about their levels of achievements.

Language testing has become widely used as the most effective procedure to measure learning. Therefore, designing good quality tests is a necessary requirement to obtain valid and reliable information about learning and teaching. "If we want to motivate and reward efforts to learn, if we want effective and productive schools, if we want to deal fairly with individuals on the basis of their capabilities and accomplishments, we need more good testing, not simply less testing"(Ebel & Frisbie, 1991, p. 2). Good quality tests should reflect the curriculum objectives and meet the standards of good testing. Furthermore, test design requires individuals who are trained in test design. Assessing students learning and

achievement is not an easy task. To obtain valid, reliable and accurate information about learning and achievement, we need high quality testing, good measurements procedures to ensure appropriate decisions about teaching and learning processes.

2.5. Strategies to assess Learners' achievement

Learners' learning and achievement can be assessed by a variety of strategies that have different functions and purposes. Since assessment involve a certain kind of reference against a particular judgments areas, tests can be classified into two main groups: norm and criterion referenced tests. Norm referenced tests are made to judge learners' performance on the tests in relation to other learners. That is, it makes judgments on how well a learner performed in a test in relation to other learners who took the same test. Whereas, criterion referenced tests are designed to assess learners' abilities, skills and performance with respect to a specified set of criteria or standards. Norm-referenced and criterion referenced tests are important measures of language testing. However, they are part of the overall assessment procedures whereby student learning and achievement can be assessed.

2.5.1. Norm-Referenced Tests

Norm-referenced tests are assessment strategies designed to make a distinction among learners, often for the purpose of measuring academic progress, eligibility, determining grade promotion and identifying learning disabilities. According to Fulcher and Davidson (2007), "A test in which the score of any individual is (NRT) interpreted in relation to the scores of other individuals in the population. It is common for a test to be given to a representative sample of the entire test taking population in order to establish norms. Once the test is used in live testing, any score is interpreted in terms of where it falls on the curve of normal distribution established in the norm-setting study. (p. 373). In other words, norm-referenced tests tend to compare learners performance results against a selected group of learners who have taken the same test in the same grade. These tests tend to rank learners based on how well they did in relation to other learners. Usually in combination with the curve of 'normal distribution' that suppose that some will perform well, and some badly while the rest will be in the middle as overage. Brown (2004, p. 7) in his book 'Language assessment: principles and classroom practices' argues that, "in norm-referenced tests, each test-takers score is interpreted in relation to a mean (average score), median (middle score), standard deviation

(extent of variance in scores), and/or percentile rank. The purpose in such tests is to place test-takers along a mathematical continuum in rank order". Thus, the primary concern of norm-referenced tests is to differentiate learners and identify those who might have difficulties in learning that require more support for advancement.

Norm referenced tests are designed to measure learners' achievement to differentiate their performance in the tests not to determine the extent to which learners have met the intended learning criterion or standards, their main aim is to put learners in a particular category to determine performance levels usually in the form of numerical scores. Yorke points that norm-referenced assessment is relativistic. It tends to distinguish between learners in terms of worth rather than placing them against specific learning standards that are developed for psychological and educational testing (2008, p. 17). In addition, Ebel and Frisbie (1991) clarify that "the term' norm 'related to 'normal ', which connotes typical, usual, or average. Thus, norm referenced interpretations involve comparing a person's score with the average score of some relevant group of people" (p. 34). Researches demonstrate the importance of norm-referenced tests in identifying learners' achievement levels and those who have difficulties in learning or teachers who have difficulties in teaching. Furthermore, these tests can help in designing the educational decisions about learners and teachers problems to be solved. Despite the criticism of such tests, they are widely used as a main source of information that can greatly assist the educational system to develop and raise learners' academic achievement in terms of test scores.

2.5.2. Criterion Referenced Tests

Criterion-referenced tests are one of the most important strategies that seek to measure learners' achievement. They are designed to measure learners' performance and determine if they have achieved specific learning standards. Fulcher and Davidson (2007) define criterion-referenced test as "a test that measures knowledge, skill or ability in a specific domain. Performance is usually measured against some existing criterion level of performance, above which the test taker is deemed to have achieved mastery" (p. 370). In contrast to norm-referenced tests, criterion-referenced tests interpret learners' performance based on how much they master a particular content area. In addition, they tend to identify their weaknesses and strengths in that area based on their achievement test scores. According to Griffin (2009, p. 206), criterion referenced tests are concerned with interpreting learners performance based on

'what they can do' not on 'how they lean' i.e. categorizing them in terms of characteristics and abilities. Moreover, the tests interpretations are important when the goal is to determine whether learners have reached the intended learning objectives for further instructional reforms.

Criterion referenced tests provide information on what a student knows and can do. In other words, the scores resulting from these tests provide the level of competence achieved by a particular student that is independent of reference to the performance of others in relation to a particular content area. Yorke (2008) claims that in criterion –referenced tests learners are likely to attain the leaning objectives and get an acceptable 'grade' as they are already aware about what they are expected to learn for a specific tests. Therefore, they tend to achieve the intended learning outcomes. The major concern of criterion-referenced tests is to measure individual learning performance instead of ranking learners in terms of grades (p. 18). That is, criterion-referenced tests are mainly designed to measure individual competence and growth rather than distinct between learners, they are related to the content area learners are expected to reach. Furthermore, these type of tests aims to identify the learning tasks that learners fail to perform and closing the achievement gaps. Criterion referenced tests hold teachers and schools accountable for the results of schooling and their main goal is to determine whether they are effectively instructing learners what they are expected to learn.

Measuring learners' academic achievement by either norm-referenced or criterion-referenced tests is important for the educational decisions about teaching and learning processes. Norm-referenced tests tend to measure individuals achievement and distribute them in terms of grades and scores for the purpose of ranking them according to their achievement levels and abilities. Criterion –referenced tests are designed to assess learners' competence and performance in relation to a specified set of criteria that they are expected to master. Despite their different functions and purposes, norm and criterion referenced tests are regarded as significant measures of learners' achievement and among the main sources of information about learning and teaching for further educational reforms.

2.6. Principles of Language Assessment and Testing

Assessment as an integral part of the educational system has a strong effect on teaching and learning processes. Thus, Good assessment is characterized by a set of principles to

establish effective measurement procedures for obtaining accurate feedback that will benefit the educational decisions.

2.6.1. Validity

Validity is one of the most important characteristics of the assessment process. It refers to the extent to which an assessment measures what it intends to measure. Validity in assessment and testing indicates the criteria that determine whether a test assess exactly what it purports to assess. In other words, it refers to the extent to which the inference based on test scores is significant, valuable and suitable. Fulcher and Davidson (2007) argue that "validity presupposes that when we write a test we have an intention to measure something, that the 'something' is 'real', and that validity enquiry concerns finding out whether a test 'actually does measure' what is intended"(p. 4). Validity inquiry takes place after designing and writing the assessment instruments to check whether the content of the measurement instrument measure what is purports to measure in terms of usefulness, appropriateness and meaningfulness. According to Harris and Mccann (1994, p. 4), to achieve the goal of validity in the assessment process, it is therefore very significant to have an apparent purpose and then a strong belief that these purposes are achieved.

Brown (2004, p. 22-23-25-26) argues that tests to be valid, it requires meeting the validity parameters: first, content-related validity (the content of the test should be representative and correspondent with the content of the material to be tested). Second, criterion-related evidence (the degree to which a test criterion have been achieved i.e. the connection between the actual test results with the results attained from an already-established test). Third, construct-related evidence (the extent to which a test measures a particular construct 'theoretical construct' that it intended to measure). Fourth, consequential validity (the consequences of a test on learners and evaluate intended or unintended consequences of a test's interpretation and utilization). Fifth, face validity (the degree to which a test really measure what is supposed to measure, how the test takers or administrators perceive the test to be valid). Designing good quality and valid tests for formative or summative purposes is an important initiative step for obtaining accurate and valid results whereby we inform the educational decisions.

2.6.2. Reliability

Reliability refers to the consistency of assessment results at different test administrations to the same group of learners in which their attainments and performances are to be measured.

"Assessment must also have some degree of *reliability* i.e. that it is consistent and that under the same conditions and with the same performance by students our assessment produces the same or at least similar results (Harris & McCann, 1994, p. 4). Reliability is more important in summative assessment than in formative one. The reliability or consistency of test scores in large-scale assessment is based on four criteria as Fulcher and Davidson (2007, p. 31) mention. First, stability, implies that learners' capacities cannot change in a short period of time and that summative tests score are given a shelf life of two years. However, in the classroom situation, learners' abilities changes as the teaching and learning develop of continuing assessment because the main purpose of formative assessment is to neglect the scoring process. Second, discrimination, summative tests are primarily designed in a manner that distinguish between learners in terms of ability levels. Thus, test items and assignments are also different. However, classroom tests and tasks are not designed to discriminate or rank learners in terms of ability levels because this does not serve the pedagogical purposes. The main concern is to help learners progress from one activity to the next. Third, test length, the more tests are lengthy, the more reliable they are.

In contrast to summative tests, formative tests are generally short because the teachers are continually checking their learners' development. Fourth, homogeneity is large-scale testing tasks, items are interrelated, and measures the same construct with separate parts of information contribute to test score that represent learners capacities. Whereas, the classroom tasks and activities are varied and unrelated to each other to provide varied learning opportunities that in turn produce different learning results.

Reliability as an essential characteristic of any measurement procedure can be influenced by many factors that may affect the interpretation of the assessment results. Mousavi (2002) states some reasons of unreliable tests as, student-related reliability that refers to the learners psychological or physical that may affect negatively their performance on tests. Rater reliability is also another factor that refers to the subjectivity and bias in the scoring process that may be due to the lack of concentration or inexpert or even bias towards some learners. Test administration reliability, implies that the test administration circumstances as the temperature, the physical conditions that may greatly cause unreliable results. Finally, test reliability that refers to the nature of the test itself such as its length, limited time and poorly written tests may also cause unreliability (as cited in Brown, 2004 p. 21-22). Reliability is part of the assessment instrument construction that is essential to obtain good results. However, high reliable assessment is not sufficient since it is related to other important parameters that may contribute to good quality assessment measurements.

2.6.3. Fairness

Fairness is a fundamental feature of good quality assessment that refers to the applying justice and equality between learners. It is essential for the assessment developers and interpreters to be fair and working towards protecting and minimizing any sort of bias between learners to ensure good results. According to Stowell (2004) defines that fairness as "a complex issue involving considerations of both equity (in which 'fairness' is not equivalent to 'sameness') and justice" (as cited in Yorke, 2008, p. 25). Many studies demonstrate the significance of fairness in the assessment process and that iniquity and inequality are the most influential factors that can yield to bad results. Brookhart (2009) argues that Fairness is a critical and obscure term. It plays a central role in ensuring high quality educational assessment, allowing diverse individuals to sit, and be assessed by the same test is a simplistic vision. Thus, fairness requires equality of chances between individuals (p. 115). In other words, fairness in assessment concerns the implementation of equity, equality and justice between learners thus; it has a prominent function in raising learners' opportunities for further advancement and assuring good quality educational measurements.

Learners' performances on tests are related largely to the nature of this test. Thus, biases in assessing learners are likely to produce inconsistent results and different level of achievement as Gipps and Stobart (2009) point that variation in learners 'achievements are resulted from the varied access to learning or the biased tests that discriminate between learners (p. 105). Fair assessment requires fair test design as well as fair resources. That is, assessment developers should be as fair as possible while designing the content of the test and provide the same resources for all learners. For example, Gipps and Stobart (2009) claim that "Fairness in assessment involves both what precedes an assessment (for example, access and resources) and its consequences (for example, interpretations of results and impact) as well as aspects of the assessment design itself" (p. 105). To achieve fair measurement of learners' performance, it is also important to interpret the results in a fair manner and provide equal opportunities for all learners to perform well.

Equality in assessment should be differentiated from equity that are essentials components of fairness principle, equity does not denote equality. Gipps and Stobart (2009, p. 106) argue that Equity means to check whether the provided opportunities and the achievement results are fair and equal between learners. In other words, equality concerns offering equal opportunities and not discriminating between learners while equity is goes away and views

the justice of the preparation proceeding to the assessment. To sum up, fairness is an important assessment criterion that aims mainly to ensure social equality and equity between learners. Thus, it affect positively on the assessment results and interpretations since it is a part of a good assessment process.

2.6.4. Practicality

Practicality is an essential characteristic of a good assessment. It refers to the services accessible for administrating, scoring the test instrument. According to Brown (2004) the practical test indicate that "it is not excessively expensive, stay within appropriate time constraints, is relatively easy to administer, and has a scoring/evaluation procedure that is specific and time-efficient" (p. 19). In other words, a test that takes a long time and consumes much money, administered to huge number of test-takers, or takes much time to evaluate and scored only by computers is impractical test. Harris and Mccann claim that Practicality is an important aspect of assessment and that assessment should not take much time in or outside the class, it is just one element of the teaching work. In addition, assessment should be practical in terms of materials availability such as, audio equipments and/or photocopies (1994, p. 4). Thus, practicality principle implies that the assessment procedures should be easy to administer, score and interpret.

In addition to the need for easiness of the test scoring, interpretation and evaluation processes for ensuring practicality in tests, test developers should consider the availability of the physical conditions while designing a test such as the classroom equipments. Harris and Mccann (1994) say that designing a practical test requires attention to many things "They must not take too long to do or mark, be too difficult to organise or involve equipment and resources that we do not possess" (p. 34). The practicality criterion of a test is very essential component of a good quality assessment process since it affects learners' performance as well as the interpretation of the assessment results. Assuring a practical test and presents, it under good conditions can have a positive effect on the assessment quality although the test is highly valid and reliable.

2.7. Purposes of Assessment

Assessment as an integral part of teaching learning processes plays a central role in advising and guiding teachers' practices and students learning. Assessment is the mean whereby students learning and teaching practices are analyzed to ensure good quality

education. Assessing students learning and academic achievement using different types of assessment provide valuable information about students' levels and progress. Furthermore, it can inform teachers, school leaders, and even parents about the quality of the instruction and identify the learning problems. According to Yorke (2008) "students are assessed for three main reasons: to promote learning; to certify achievements; and to provide data that can be used for quality assurance (sometimes quality control) purposes" (p. 10). In other words, the main purposes of assessment is to enhance learning, provide information about students levels of academic achievement and inform the educational system about the necessary actions to ensure high quality teaching and learning. Danielson (2002) reports that Among the various purposes of assessment, assessment in the educational context is used to know to what extent learner reach the curriculum standards and using the results to evaluate the effectiveness of the teachers, school and the instructional program (p. 86). Assessment results can used to help teachers and learners to understand where they have been, where they are, and where they might go next.

Assessment has two different but important purposes whereby students learning and academic achievement can be measured, assessment of learning and assessment for learning. Assessment of learning is used to determine what and how learners have learned based on specific learning tasks .whereas, assessment for learning is based on a set of criteria such as validity, reliability, and utility, grading and marking (Davidson & McKenzie, 2009, p. 4). Summative and formative types of assessment have a strong effect on teaching and learning. The former, provides learners levels of attainments and summarizes their achievements at the end of a course or unit. Whereas, the latter aims to improve students' learning and highlight their weaknesses and strengths for helping them progress continually. In addition, assessment has a wide range of purpose that can support teaching and learning processes; the major broad purposes of assessment summarized in the table below:

Table 1.1 Purposes of assessment

Broad purpose	More detailed purpose
Learning	To motivate students
	To diagnose strengths and weaknesses
	To provide feedback

	To consolidate work done to date
	To help students develop their capacity for self-assessment
	To establish the level of achievement at the end of a unit of study
Certification	To establish the level of achievement at the end of a programme of study
	To pass or fail a student
	To grade or rank a student (with reference to norms and/or criteria)
	To underwrite a 'license to practise'
	To demonstrate conformity with external regulations, such as those of a professional or statutory body
	To select for employment, further educational activity, etc.
	To predict future performance
Quality assurance	To assess the extent to which a programme's aims have been achieved
	To judge the effectiveness of the learning environment
	To provide feedback to teachers regarding their personal effectiveness
	To monitor levels of achievement over time
	To assure interested parties that the programme or unit of study is of an appropriate standard
	To protect the relevant profession
	To protect the public

Table 2.1. Broad purposes of assessment (Note: This table is from Yorke (2005), and draws on Atkins *et al.* (1993), Brown *et al.* (1997: 11), Yorke (1998a:178) and Nicklin and Kenworthy (2000: 108–109)

(York, 2008, p. 11)

This table explains the major broad purposes of assessment that are divided into three main categories, learning, certification and quality assurance. That is, formatively, assessment aims to enhance learning and achievement by providing learners with informative feedback that identify their strengths and weaknesses, encourage them to be motivated and to assess their own learning and development. In the other hand, summatively, assessment aims to offer and summarizes learners' levels of achievement at the end of the instructional unit or program. The second purpose of assessment is to inform learners about their success or failure

in learning by grading and ranking them based on the curriculum standards. Moreover, it authorizes learners for future performance. The final purpose of assessment is to see the extent to which the program aims have been fulfilled, to check learners' attainments eventually .to evaluate teachers effectiveness as well as the effectiveness of the teaching programs for further adjustments. Despite the various means and purposes of assessment, the main purpose is providing information that is used to enhance both teaching and learning process.

2.8. Student Self –Assessment

The main goal of formative assessment is to provide both teachers and learners with feedback for the improvement of learning and teaching practices as well. Formative feedback has a strong effect on students learning, development as well as their academic achievement since it provides them with information about where they are in relation to their learning goals and then guides them for further improvements. Students consider formative feedback as a main source to gather information about their levels of achievements whereby they can develop themselves. In the other hand, students are considered as significant part of the assessment process. They can be a source of feedback by engaging in self-assessment process. According to Andrade (2010), the fact that students are the ultimate source of feedback is new and a good idea concerning the important role of the learner in assessment (p. 90). In other words, teachers' feedback is very important for enhancing students learning and achievement. However, receiving feedback from students self -assessment is a new way that helps both teacher and learners to develop their own works.

Good students tend to self- assess continually and make the necessary adjustments whenever necessary to improve their learning and academic achievement. Andrade "self-assessment is a process of formative assessment during which students reflect on the quality of their work, judge the degree to which it reflects explicitly stated goals or criteria, and revise accordingly"(Andrade & Boulay as cited in Andrade ,2010, p. 91). Another definition proposed by Moss and Brookhart (2009) who say that "Students self-assess when they compare their work against their own conception of what they were trying to accomplish. Students identify their own strengths and weaknesses, decide how they are progressing on their way to a goal, and decide what they think they should do next" (p. 80). In trying to develop their performance in the learning tasks, good students constantly judge their own works, highlighting their strengths and weaknesses and provide solutions to enhance leaning.

Harris and Mccann (1994, p. 63) propose the main benefits of students' self-assessment practice claiming that, self- assessment can offer teachers with valuable information about their learners' expectations and requirements , their interests and learning obstacles, their views about the learning tasks and how they deal with them to achieve their goals. Students' self-assessment can be more beneficial, efficient way of getting feedback to understand students learning and development than teachers' assessment.

Students engage in self-assessment as a part of their learning activities with a set of goals thinking about improving their performance by judging, reflecting and evaluating their own works using different strategies for example, Andrade in his chapter ' Students as the Definitive Source of Formative Assessment' argues that , students engage in a number of strategies to self- assess effectively. First, articulating expectations. Where learners or teachers or together articulate the expectations of the tasks. Second, critique of work in terms of expectations. Where learners make the first draft concerning a particular assignment either written works or oral performances than they check their work in terms of meeting the standards to create the final draft using for example, rubrics, colored pencils. The final step is revising. Students self-assess their work using feedback to guide revision. Self- assessment can be effective if students make sure that they are able to improve their learning (2010, p. 92). Self-assessment is primarily done in a form of written drafts to provide revision and adjustments to enhance learning. Furthermore, self- assessment can strongly direct students leaning and improve their academic achievement.

Many studies show the important role of learners in directing their own learning, self-regulated is another process whereby learners can develop themselves and achieve the learning goals. Self- regulated differ from self-assessment in terms of processes and products. That is, Self- regulated learning focuses on how students control the learning process. Students' attempts to understand the learning tasks, keeping themselves motivated for learning. Whereas, self- assessment concerned with students judging the product of their learning for instance, their written products, oral performances, or explanations of problems. The main purpose of both self-regulated and self-assessment is to offer students with feedback to improve their learning (Andrade, 2010, P. 91). On other words, in self-regulated process learners monitor, evaluate and direct their learning based on a set of goals and planned strategies to improve their performance while in self –assessment process, learners review the products of their work making such judgments, identifying their weaknesses and strengths and then proposing solutions to further progress. Andrade (2010) states that "Because self-assessment and self-regulation involve students in thinking about the quality of their own

products and processes rather than relying on their teacher as the sole source of evaluative judgments (or getting no feedback at all), they are key elements of formative assessment" (p. 91). In fact, most studies appreciate the importance of learners as active members in the learning process and that there is no weak learners but, weak teachers. Thus, enhancing learners to self assess and self- regulate learning can be an important step for developing both teachers practice and students learning.

2.9. Student Assessment and Teacher Evaluation

Currently, most researches refer to teachers' effectiveness as gains in student achievement .Thus; they tend to evaluate teachers based on students' outcomes. Recent Teacher evaluation systems consider teachers accountable for the results of learning and the improvement of the educational system. Goe and Bell (2008) argue that evaluating and judging teacher effectiveness based on student achievement has become an important issue because of increasing accountability pressure (p. 7). Teacher evaluation systems serve many important roles concerning the improvement of teaching learning processes. "There are two fundamental purposes for teacher evaluation: quality assurance and professional learning. Teacher evaluation systems are the only systems a school or district has to ensure that every student is taught by a competent professional; the system must be able to make that guarantee" (p. 64). Teacher evaluation that is based on student assessment is seen as an important source that provides teachers and school leaders with the necessary information about the quality of the school organization and the required adjustments concerning teaching practices for further improvement, Danielson (2002, p. 86). The main purposes of assessment is to discover to what extent learners reach the content standards holding learners accountable for their learning and to evaluate teacher effectiveness and the school instructional program as well.

Measuring teachers' effectiveness focusing on student assessment in terms of achievement test scores is an alternative way for making important decisions concerning the improvement of instruction, According to Joshua, Joshua and Kritsonis (2006) "Test scores of students are used as a measure of not only student achievement but also of teacher achievement, performance and effectiveness" (p. 3). Current research have identified different ways for judging teachers effectiveness and most of them have been focused on learners academic achievement, Ferguson and Brown (2000, p. 134) conclude that teachers are

recently evaluated in terms of their certification test scores, classroom observation and learners academic achievement gains.

Although teacher evaluation is very important for the improvement of instruction and for making educational decisions, there are controversial discussions about the best methods for evaluating teachers and obtain valid and reliable information about teachers. Darling-Hammond (2012) in her paper 'creating a comprehensive system for evaluating and supporting effective teaching' states that, the productive evaluation system has to take into account teachers 'practices aligned with the curriculum goals and learners needs and their role in improving both learners' achievement and school quality (p. 2), She provides some criteria for effective evaluation system including, 1) Teacher evaluation should be based on professional teaching standards, 2) Evaluations should include multi-faceted evidence of teacher practice, student learning, and professional contributions, 3) Evaluators should be knowledgeable about instruction and well trained in the evaluation system, 4) Evaluation should be accompanied by useful feedback, and connected to professional development opportunities, 5) The evaluation system should value and encourage teacher collaboration, 6) Expert teachers should be part of the assistance and review process, 7) Panels of teachers and administrators should oversee the evaluation process (p. iv).

Evaluation is seen as a difficult procedure that requires careful mechanisms and expertise for better measuring the effectiveness of teachers whereby important educational decisions will be taken to ensure good quality teaching and learning. A significant evolvement in the evaluation system methods from the classroom observation, principle evaluation, instructional artifact, portfolios, teacher self report and student survey (Goe & Bell, 2008, p. 16-18). to the more recent methods that thought to be more beneficial for the development of teacher, learners and schools as Maguad (2005) claims that "Teaching evaluation has evolved from a simple reliance on the supervisor's assessment to a more formal, systematic, and multiple approaches, which include student ratings, peer reviews, self-evaluations, document reviews, and evidence of achievement"(p. 1). Teacher evaluation systems differ across countries and districts but the common point is to seek the appropriate ways to provide good instruction. Tucker and Strong (2005, p. 7) say that we are not depreciate the implementation of classroom observation to improve teachers practice but we believe that teacher effectiveness be measured by the classroom practices and the learners achievement gains. Thus, student assessment is considered as a powerful indicator of teacher effectiveness and

many recent teacher evaluation systems focus mainly on the learners' achievement test scores for making judgments about teachers' effectiveness.

Recently, due to the accountability pressure on teachers and the school principals, teachers are obliged to raise students' achievement levels. For that reason, evaluating teachers' effectiveness based on learners academic achievement becomes the preferable way for the improvement of instruction despite the disagreement on the appropriate method for evaluating teachers' effectiveness.

2.10. Some Factors Affecting Student Academic Achievement

Among the various factors that affect negatively learners' learning and academic achievement, psychological and social problems are the most influential factors that hinder the learning process as well as learners' academic achievement gains. Underachievement learners are more likely to be influenced by one of these factors mainly, parents, motivation and peer group as the prominent factors that can determine learners' development and success.

2.10.1. Parents

Family and the home environment have a great impact on students learning and development. Parents' responsibility towards enhancing their children psychological and educational development is critical for their advancement and high levels of academic achievement. According to Rafiq, Fatima, Sohail, Saleem and Khan (2013) there are assumptions, which reveal to the fact that students academic achievement may not determined only by the quality of teachers and schools but also to a large extent by the parental involvement and support that plays an important role in raising their children academic achievement (p. 209). Learners require their teachers' competence and quality for learning. However, this is not sufficient for them to be successful learners, parents help and support as well as their involvement in learning and education remains a vital element for learners' development and high academic achievements. Rafiq et al (2013, p. 211) claim that students 'parental involvement is critically related to their academic achievement and the quality of education as well, it may lessen the learners' failure in examinations that affects both parents and education. Thus, parents' involvement in their children education can raise their academic achievement gains and develop the quality of schools.

Most of researches indicate the importance of the various forms of parents' involvement in students' education, they study the relationship between family culture, ethnicity, socioeconomic status and learners levels of academic achievement. Chohan and Khan (2010) suggest, "The extent and effectiveness of parental support depends on a variety of reasons such as, ethnicity, family income, home environment and their awareness about the importance of education" (p. 15). For example, illiterate parents cannot support their children education. Moreover, they do not even have an idea about how and what they are learning. Thus, their children display a limited opportunities for advancement and low academic achievement gains. In low socioeconomic families, illiterate and poor parents do not understand their children educational needs. Some of them try to provide them with simple requirements for helping their learning while others cannot provide them even with the necessary resources relaying on the school organization to educate and provide them with the necessary resources (ibid). By contrast, families with high socioeconomic status demonstrate a great interest and care about their children' education, educate them and offer them with all the necessary resources to enhance their learning and development.

The family structure plays a central role in determining learners' behavior and performance in school. Most learners of single parents tend to have psychological and social problems. Thus, they demonstrate low academic achievement gains and they are unmotivated to learn due to the absence of support and sense of belonging compared to others who live with two parents. According to Chiu and Chu Ho (2006) in their study of Family Effects on Student Achievement in Hong Kong,

> Families with two parents typically have higher socio-economic status
> (SES), invest more in educational resources, spend more time with their
> children and have larger social networks for their children to tap on than
> families with single or absent parents. Hence, students living without
> parents (on their own, with friends or other non-parents) might perform
> worse than all other students (P. 22).

Besides the socioeconomic factors that may affect their academic achievement, learners look for the emotional support of their parents to overcome the difficulties they encounter over their education. Parents' positive or negative expectations about their children learning and abilities affect children achievement and motivation to learn. Grolnick, Friendly and Bellas (2009) claim that parents beliefs on their children abilities to succeed in school affect their learning, motivation as well as their academic achievement (p. 287). The lack of parents support and reinforcements as well as involvement to enhance their children growth

and learning development affect negatively their motivation to learn, their levels of academic achievement gains as well as the quality of education.

2.10.2. Motivation

"Motivation is some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2001, p. 51). Motivation is seen as one of the most affecting factors on the success of language learners. The degree of motivation is strongly linked with the learners' levels of achievement. Thus it is important to distinguish between the two orientations of motivation that influence differently the learners' academic achievement intrinsic and extrinsic motivation. Whereas the former refers to motivation from one's own interest in the learning tasks, he latter refers to motivation that comes from outside factors as Danielson (2002) points that " Extrinsic motivation, as its name suggests, is influenced by factors external to the learner, such as praise or material rewards. Intrinsic motivation. on the other hand, refers to the learner's own internal drive for achievement, fueled by the satisfaction of mastery or of a job well done" (p. 25). The two orientations of motivation are essential for the learning processes, Furthermore; learning will be more effective if learners combine between the two. Brophy (2004, p. 7) argues that motivation to learn is the learners cognitive engagement in the learning tasks, not the physical effort to conduct such tasks. In fact, learners' motivation can be defined as the degree to which learners are willing to learn.

Improving learners' academic achievement has always been the vehicle for driving education to success. Setting learning goals can be essential for learners. However, the realization of these goals depends on learners' motivation. Brophy (2010) claims that learners 'goals indicate their commitments to achieve the desired results, learners with learning goals tend to engage in whatever the activities given to them while those with performance goals achieve high learning gains aiming to preserve their self perception and reputation (p. 6). Learners who demonstrate willingness to learn and to achieve good results, tend to be more successful in leaning while others who are not motivated either to learn nor to achieve they certainly fail in learning.

The lack of motivation leads to bad schooling results that may affect both learning and the quality of teaching. According to Brophy "Students who are motivated to learn do not necessarily find classroom activities intensely pleasurable or exciting, but they do find them meaningful and worthwhile, and therefore take them seriously by trying to get the intended enrichment and empowerment benefits from them" (2010, p. 12). Motivated learners enjoy

the leaning tasks and build a positive attitude towards the tasks, teachers, and the schools .unlike those who may have problems in learning and achievement Kyriacou for example proposes some factors that may affect learners motivation " lack of understanding , poor self – confidence , reluctance to apply the required mental effort , or fear of failure "(2009, p. 62). The lack of motivation is not limited only to the rise of some undesirable actions from learners such as absences, dropping out of school and making disruptions while learning, it may affect greatly the learning outcomes as well as the educational success. Motivating learners to learn should be the main concern of parents, teachers and even a central educational objective.

2.10.3. Peers

The social interaction between learners in the school situation has a great influence on individuals' behaviors and performance rather than other forms of interactions. Many researchers have shown the impact of classroom peers on the individual learner performance and achievement. Bettsa and Zau (2004) conclude that socialists for many years assume that the social interaction between individuals can influence or change the other behaviors and outcomes (p. 1). Peer group behaviors are regarded the most influential factor in determining learners' academic achievement. Learners build social relationships with other learners and form peer groups that are characterized by common attitudes, ideas and even goals. When learners feel accepted in a particular group, they tend to be more confident and demonstrate a readiness to engage in the learning process, for example, Ladd, Herald-Brown and Kochel (2009, p. 333) point that studies have found that classroom friendships and peer group acceptance raise learners' engagement and success. Furthermore, these firm relationships can develop learners self esteem and self-extroversion that promote their learning. In other words, learners' peer group acceptance can creates such positive feeling towards learning and school and enhance their academic achievement gains.

Learners' academic achievement and engagement in the leaning activities is related to the nature of their position regarding their peer group. Learners who are rejected by peers create negative self-perception that affects their learning and achievement. According to Ladd et al. (2009), it has been assumed that rejected learners frequently show lower levels in learning and classroom engagement and that learners who experience rejection for a lengthy periods, they may achieve bad learning results (p. 335). Furthermore, peer groups may differ in their abilities and levels of intelligence and through their daily interaction, they may affect open their abilities and behaviors. Thus, learners may be influenced positively or negatively

by their peers learning levels and abilities. Peer group with limited learning capacities may affect negatively learners' academic achievement. Whereas, high ability peer groups enhance learners' development and contribute to their high academic achievement gains. Bettsa and Zau (2004, p. 1) argue that several studies conclude that American school students are classified in terms of their abilities which they termed "ability grouping" or "achievement grouping" which mains classifying learners to classrooms in according to their levels of achievement at the end of the earlier year.

Regardless what may affect learners' academic achievement and learning, peer group is seen as an important factor that may determines learners' success. In the school, situation learners are exposed to different people with different personalities, abilities, ideas that can influence or even change their behaviors, thought and level of learning. According to Ladd et al. (2009, p. 338) researches have demonstrate that learners imitate their school peers behaviors and targets which can affect their engagement or disengagement in the learning tasks. Peer group may enhance learners' engagement if they have a positive attitude towards the schooling practices. However, if they have the opposite, they try to disturb others learning and the teaching practices as well. Learners' academic achievement is linked with the school environment, especially classrooms where they are in a continuous interaction with different models of peer groups that can shape their levels of achievement.

Conclusion

Assessment plays a significant role in the educational process since it determines whether and to what extent learners achieved the intended learning objectives through providing a meaningful feedback to improve their learning. Measuring learners' academic achievement through testing procedures is increasingly used to describe learners' attainments and to evaluate the effectiveness of teaching. Therefore, creating good quality assessments procedures is a critical step for ensuring good results about teaching learning processes to guide the educational decisions. Assessing learners summatively indicates their competence and levels of attainments while formative assessment tends to provide an immediate feedback to improve learners' progress as an indirect measurement of their learning and performance. Therefore, high stakes assessments are used to measure not only learners' attainments in final achievement tests but also the quality of the program, school system in particular and the educational system in general. Whereas, low stakes assessment enhance learning and provide

information to improve learners' learning and teachers' instructional practices. The main purpose of assessment is to inform teaching and learning processes for further improvements.

Chapter Three

Data Analysis

Introduction

In trying to discover the role of language teacher quality in enhancing EFL learners' academic achievement, we reviewed the theoretical works on this issue and as an attempt to understand it in the Algerian context; we conducted this present empirical work. This chapter is concerned with data collection and analysis. It is based on a set of research methods, instruments and procedures used to provide the intended results. We will describe data on teachers' quality and their role in enhancing learners' academic achievement gains gathered by using learners' feedback questionnaires and teachers' feedback interviews. Data analysis will be reported in a form of tables and figures.

3.1 Learners' Feedback Questionnaire

3.1.1 Aims of Learners' Questionnaire

This questionnaire is designed to discover learners' perceptions about their English teachers and how teacher quality can enhance their academic achievement. Furthermore, it aims to investigate the other factors that may affect their learning and achievement.

3. 1.1.2 Description of Learners` Feedback Questionnaire

The questionnaire is composed of fifteen questions; yes/no, multiple choice and open-ended, divided into two sections that fit the variables of this study.

Section one contains nine questions about learners' perceptions towards their English teachers and the role of teacher quality in enhancing their academic achievement.

Section two is entitled "learners' achievement" that contains six questions. The aim of this section is to know learners levels of academic achievement in terms of test scores, in addition to the other factors that may affect their advancement in learning and their academic achievement gains.

3.1.1. 3 Administration of the Questionnaire

This questionnaire was administered to a sample of fifteen third year learners at Mohamed Lhadj Mokrani high school- Tolga. From just two classes of different teachers, twenty-five learners were chosen randomly and they handed the questionnaire back during the session in two days.

3.1.1.4 Results of Learners` Feedback Questionnaire

Section One: Learners' Perception towards Teachers

Item One:

Do you like your teacher of English?

Options	Yes	No	Total
Numbers	34	16	50
Percentage	68%	32%	100%

Table 3.1 Learners Likelihood of English Teachers.
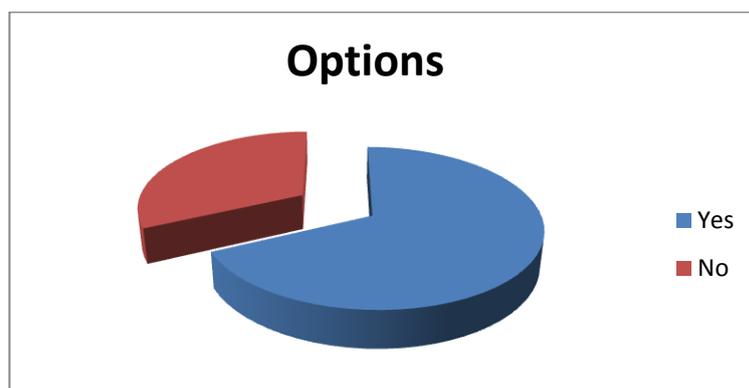
Figure 3.1 Learners Likelihood of English Teachers.

The above results show that the majority of informants taught by teacher A like their teacher of English because she is a good teacher who treats them equally and with respect. Furthermore, she demonstrates responsibility and seriousness during work. Concerning teacher B informants, they showed dissatisfaction about their teacher because she discriminates between them, speaks very quickly and treats them as university students.

Moreover, the informants confirmed that they dislike their teacher because she insults them whenever they make mistakes or give an incorrect answer in front of all the class.

Item two:

How do you find your English language in teaching?

Options	Bad	Good	Very good	Excellent	Total
Number	4	22	8	16	50
Percentage	8%	44%	16%	32%	100%

Table 3.2 Learners Perceptions about Teachers' Teaching Quality.
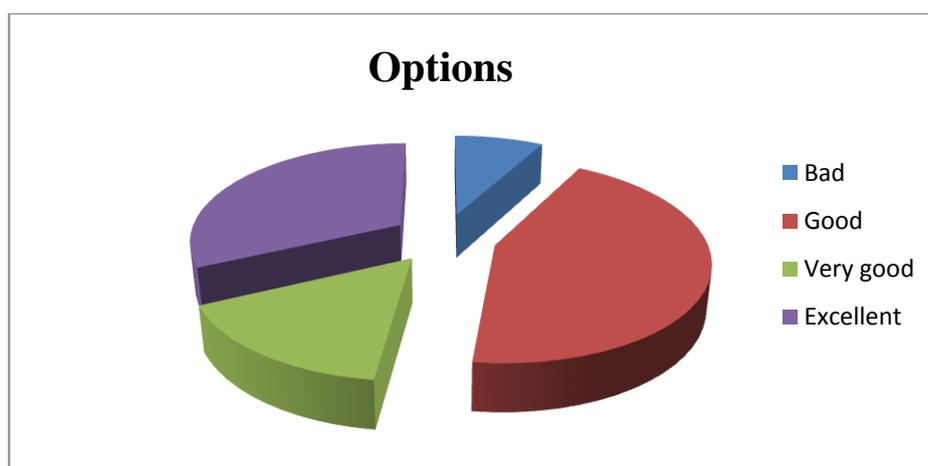
Figure 3.2 Learners Perceptions about Teachers' Teaching Quality.

From the above table, we can deduce that the majority of respondents consider their teachers as good or even excellent teachers. Generally, teacher A respondents find their English teacher excellent in teaching since she is working hard in order to facilitate their learning and make them understand the lessons in whatever circumstances. Furthermore, they claimed that she instructs in a good way and usually tries to simplify the lessons by using different strategies to explain it even in Arabic sometimes. On the other hand, teacher B respondents consider their teacher as a good teacher. However, they do not understand their lessons clearly, since she explains the lesson rapidly as if they are university Students or even

teachers. She explains everything in English and they are not comfortable with her way of teaching at all. They asserted that their teacher has some qualifications to teach. However, she lacks the good way to instruct successfully.

Item three:

Do you find the way of teaching of your teachers appealing to you?

Options	Yes	No	Total
Number	27	23	50
Percentage	54%	46%	100%

Table 3.3 Learners' Perceptions about Teachers' Instructional Delivery
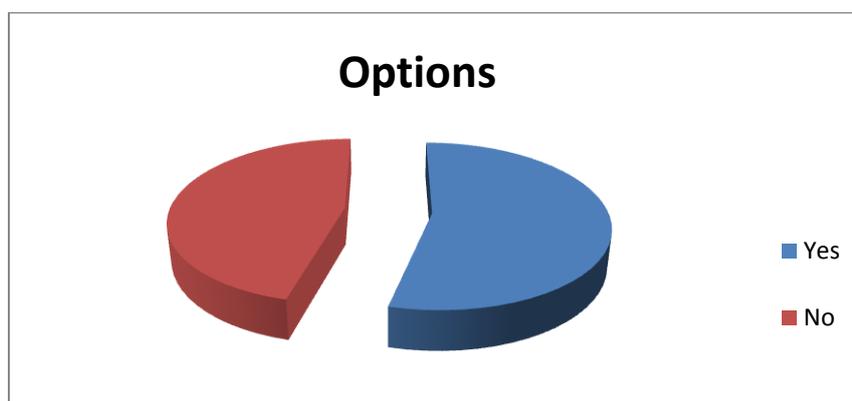
Table 3.3 Learners' Perceptions about Teachers' Instructional Delivery

The results show that, 54% of respondents are satisfied with their teachers' instructional delivery. By contrast, 46% demonstrate the opposite. For teacher A respondents, their teacher presents the lessons in a serious, simple, clear and motivated way that help them understand and concentrate in the learning activities. She uses a variety of strategies to facilitate their comprehension and usually asking them questions to check their understanding and repeats the important points many times for those who are weak. In addition, she sometimes uses technology materials as 'data show' to enhance their learning and get them all involved in the learning tasks.

According to teacher B respondents, their teacher represents the lesson in an ambiguous, boring, difficult and very quick manner that hinders their comprehension of the lessons. She explains everything in English and does not speak even a word in Arabic where respondents do not understand anything since they are not good in English and the teachers is very rapid in which they confuse if she is explaining the lesson or talking about something else. The informants are suffering from discrimination because their teacher deals only with the good respondents and neglects the rest. Furthermore, she does not ask them questions and if she does, they cannot grasp the answer because she is very fast.

Item four:

Does teacher quality contribute positively to the improvement of your learning and academic achievement?

Options	Yes	No	Total
Number	44	6	50
Percentage	88%	12%	100%

Table 3.4 The Role of Teacher Quality in Enhancing learners' Academic Achievement.
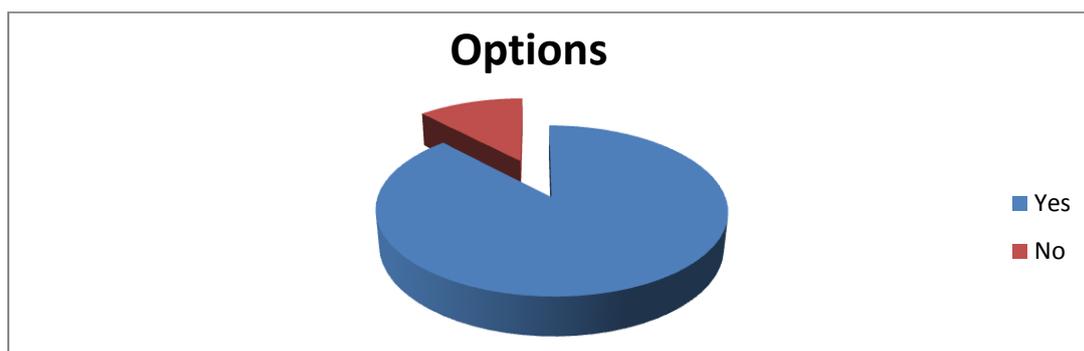
Figure 3.4 The Role of Teacher Quality in Enhancing Learners' Academic Achievement.

The majority of informants 88% demonstrated the importance of teacher quality in enhancing their academic achievement gains while the rest 12% attributed their levels of achievement to other factors that may affect their learning. The respondents of both teachers consider the teacher as the most important factor that determines their learning and academic achievement gains. However, they are not always the only responsible for

67

the schooling results because respondents should help them to facilitate the teaching learning processes. Specifically, they may obtain bad achievement gains due to the negligence, the difficulty of understanding, lack of attention and interest in the language and that they should not always rely on their teachers as the only source of information, they must learn at home.

The informants consider the qualifications teachers have are not sufficient to make them successful teachers because the only reason whereby informants can achieve good results depends on their teachers' personal traits and the more they are kind and respectful, the more informants will like the module and achieve good learning results. They asserted that because they were exposed to low quality teachers in the previous years, they are weak English language learners. Moreover, they emphasized that good teachers are likely to raise their academic achievement and enhance their learning in addition to their critical role in determining their own levels of achievement as well.

Item five:

Is your teacher able to get you all involved in the learning process?

Options	Yes	No	Total
Number	33	17	50
Percentage	66%	34%	100%

Table 3.5 Teachers' Ability in Managing the Classroom.
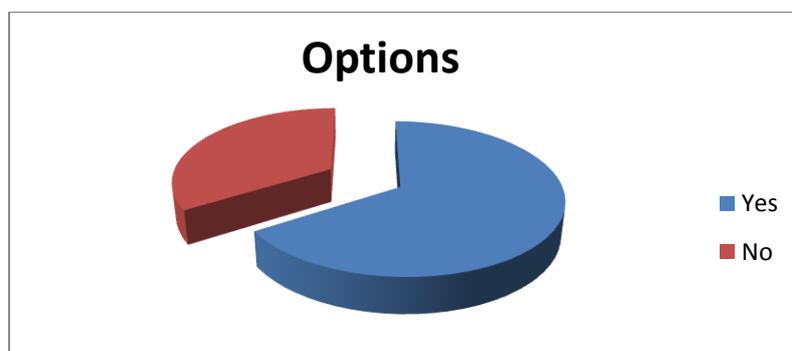
Table 3.5 Teachers' Ability in Managing the Classroom.

It seems form the above results that the large portion of respondents who answered positively are those of teacher A, while those who answered negatively are taught by teacher B. According to the formers, their teacher is able to get most of them involved in the learning process because she has a strong personality. In other words, she is severe in her decisions, nervous and disciplined. Furthermore, she demonstrates respect that makes respondents respect her in turn. Respondents claimed that they participate and concentrate in the learning activities since their teacher asks them questions, promotes competition among them and engages even those who are weak or those who lack attention and interest in the learning activities and accepts their incorrect answers.

Respondents of teacher B declare that their teacher is unable to get all of them involved in the learning activities and she is capable only in maintaining calm and silence during the lesson. Since the session is boring and presented in a bad way, most respondents do not participate or engage in the learning activities. Although she tries to involve all of them in the learning process as asking them questions to check understanding, they cannot answer because they do not even understand the lesson. In addition, she deals only with good respondents and neglects the rest, this may promote the misbehaviors through interruptions, talking or sleeping during the lesson.

Item six:

Are your lessons clear and well organized in a way that facilitates your comprehension?

Options	Yes	No	Total
Number	31	19	50
Percentage	62%	38%	100%

Table 3.6 The Effectiveness of Teachers Planning Practice.
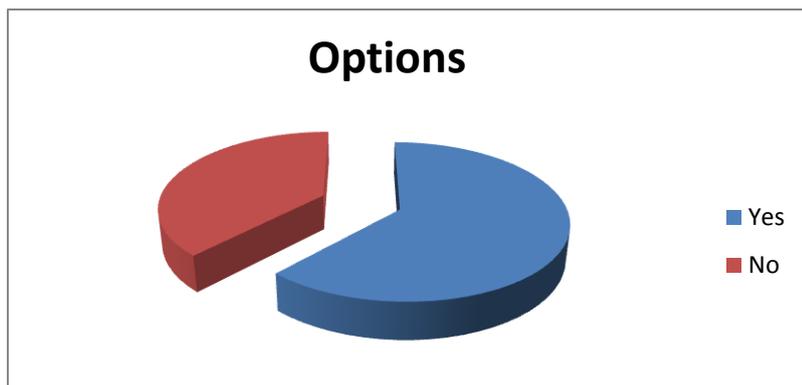
Figure 3.6 The Effectiveness of Teachers Planning Practice.

The answers provided by respondents concerning their opinions about their teachers' preparation and organization of the lessons and the extent to which this facilitates their comprehension and learning. We notice that, 62% of the respondents are satisfied with their teachers' lesson plan and only 38% of them are not satisfied. The majority of them are teacher A respondents who claimed that their lessons are organized and planned in a good way that facilitates their understanding of the content being taught. She uses a simple and easy language, moves smoothly from the most easiest to the most difficult elements and chooses the activities and tasks that suit all the levels and abilities of respondents. In addition, she usually activates their prior knowledge before starting learning the new lesson that makes them comprehend the new lesson before it starts. According to teacher B respondents, their lessons are not adhering to any kind of organization. She delivers the lesson in a random way uses new and difficult expressions without explaining their meaning, moves randomly from the different parts of the lesson and mixes even between lessons. Therefore, they have difficulties in comprehending the lessons and do not know from where she started and when she finished the lesson and even if the lesson is easy, she makes it too difficult.

Item seven:

How does your teacher respond to your questions in the classroom?

From the provided answers, we notice that teacher A informants agree that their teacher often answers their different questions and even if she does not know the answer she inquires about it and gives it next time. Moreover, she simplifies the answers for them and if they did not grasp the idea, she provides real examples to make them understand. She often encourages them to ask questions in order to understand and the others will benefit from their questions. They declare that she becomes very happy if someone asks her questions. For the

70

teacher B respondents, their teacher do not frequently replies to all the questions she receives because she escapes from the difficult questions and move around the same answer if they ask for more clarification. She always provides ambiguous answers and since they do not understand her answers, they do not like even to ask her questions.

Item eight:

To what extent do you receive enough carefulness from the part of your teacher during and after the lesson?

From the obtained results regarding the extent to which our respondents receive enough carefulness from their teachers, we conclude that teacher A respondents do not receive sufficient care from their teacher who does not ask them about their personal problems and the daily life problems they are suffering from. Moreover, their relationship with their teacher is very limited. That is, she asks them only about their studies and does not give them any opportunity to express their feelings and interest, she deliver the lesson and leave the classroom. They state that sometimes she demonstrates a sense of care about others who are constantly silent or gloomy and tries to understand their problem by asking them frequently to check their understanding and if they require assistance. According to teacher B respondents, their teacher cares a little about only their studies and learning problems inside the classroom. However, outside the classroom there is no relationship between each other. She tries usually to understand their respondents' needs and interests by asking them if they need help, seating beside them to give advice and provide guidance to enhance their learning. However, she does not care about their personal problems and sets limits to maintain respect.

Item nine:

How closely do you find your relationship with your teacher?

The results reveal that the majority of informants declare that the relationship with their English teachers is built on a shared respect and understanding and limited in the classroom context. According to teacher A informants, their teacher interacts with them sometimes by communicating some learning issues inside the classroom with all of them even the undisciplined informants and this good relationship is due to her modesty and sincerity.

71

Thus, they respect her and demonstrate gratitude for her efforts to enhance their learning. On the other hand, teacher B informants, declare that the relationship with their English teacher is normal and she communicates with them only to solve their learning problems. In addition, she communicates just with good learners and neglects the rest. Since she is usually nervous, they do not like even to speak with her. We can say that both teachers are working just to solve their learners' learning problems and neglect totally their psychological problems that are more important.

Section Two: Learners' Academic Achievement

Item ten

Do you like English as a foreign language?

Options	Yes	No	Total
Number	45	5	50
Percentage	90%	10%	100%

Table 3.10 Learners Likelihood of English.
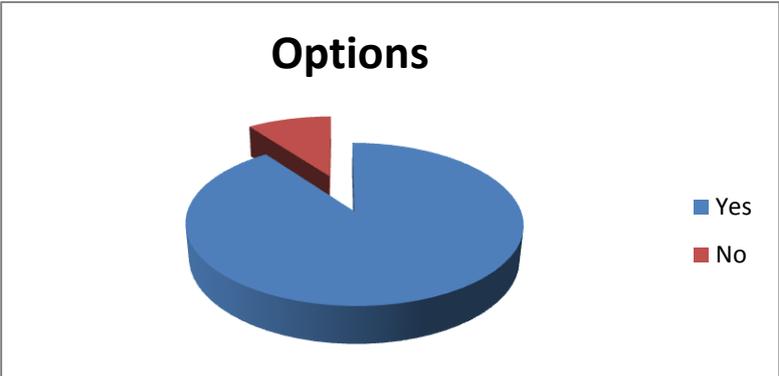
Figure 3.10 Learners Likelihood of English.

From the table above, we notice that the majority of respondents like the English language and only 10% of them dislike the language. This indicate that respondents are

pleased in learning the English language and aware about the importance of this language since it is the language of technology and required for future cross-cultural communication situations. On the other hand, those respondents who dislike English language argue that since it is a foreign language, they have a difficulty in learning and communicating it and they consider English as a difficult and ambiguous language in terms of pronunciation and linguistic structure in which everything is turned and complicated. Since they dislike their English teacher, they dislike the language as well. Therefore, sometimes they do not even listen to the teacher during the lesson putting music or doing something else. We can say that since respondents do not understand the English language, they do not like it.

Item eleven:

Do you enjoy learning English?

Options	Yes	No	Somehow	Total
Number	28	17	5	50
Percentage	56%	34%	10%	100%

Table 3.11 Learners' Motivation.
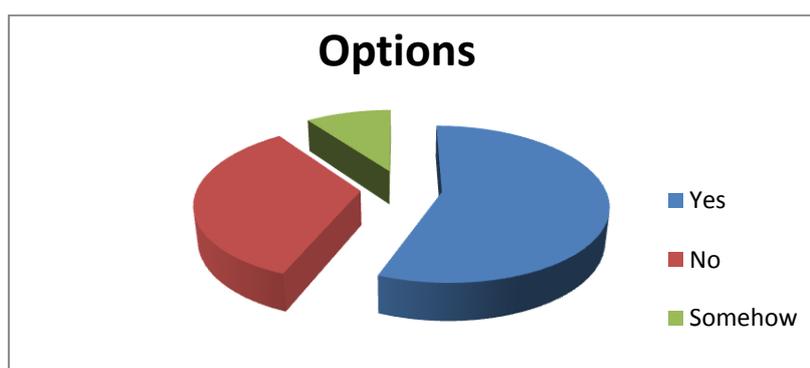
Figure 3.11 Learners' Motivation.

This question aims to determine whether respondents are motivated to learn the English language or not. The analysis of the results above reveals that the majority of respondents enjoy learning English language because they feel comfortable and happy when listening to English. Furthermore, they like the English pronunciation and consider this language very easy and vivid that stimulates their curiosity and interest to discover it.

Respondents attribute their interest and pleasure while learning English to the significant role of the teacher who may determine their attitude and fillings towards this language. On the other hand, the respondents who answer negatively claim that since they do not understand the language, they do not enjoy learning it and that the teacher does not create the good learning environment to enjoy learning the language. Moreover, they state that attending the English course make them feel bored, anxious where the time is getting long and they wait when the time get over to leave. For the rest of respondents who answer by 'somehow', English language is a secondary language and they study it only to achieve good learning results. Furthermore, enjoying learning this language depends on their psychological state, the topic of the lesson and the teacher who play the prominent role in their motivation.

Item twelve:

What is your level of academic achievement in terms of test scores?

Options	Excellent	Very good	Good	Bad	Total
Number	4	0	12	34	50
Percentage	8%	0%	24%	68%	100%

Table 3.12 Learners' Level of Achievement Test Scores.
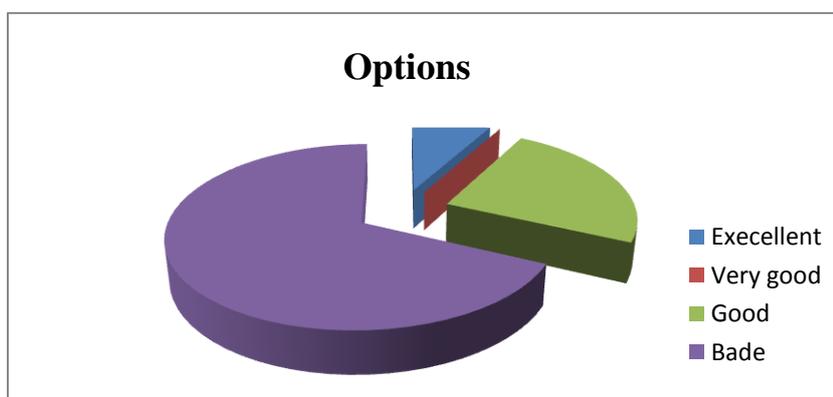
Figure 3.12 Learners' Level of Achievement Test Scores.

The aim of this question is to discover respondents' levels of academic achievement and the reason behind these levels. The results show that the majority of respondents are weak

English language learners. Most respondents who respond by 'bad' concerns teacher B, they attribute their bad learning results to the low quality of the teacher in addition to the other factors as the lack of interest, revising only during exams and home problems. They declare that since they do not understand the lessons in the classroom and their weak levels in English, they score low in tests. Moreover, they do not understand the exam questions and they are unable to write even a single paragraph. According to teacher B respondents, since they do not have background knowledge about the language and the sufficient vocabulary, they do not write correctly and meaningfully. Furthermore, they do not revise their lessons at home because they do not understand the language. Thus, they give it little interest and prefer to study other essential modules. Respondents are very weak in English due to the teacher and their lack of understanding. Therefore, they are unable to achieve good results.

Item thirteen:

To what extent are your parents related to your learning and achievement?

From respondents answers we conclude that, parents play a significant role in enhancing their learning and achievement. The great majority of respondents argue that their parents assist them to learn and succeed through the continuous monitoring of their studies and providing the necessary resources to boost them to achieve good learning results. They claim that their parents are not concerned with their low academic achievement gains and that the teacher remains the most important factor that may determine their learning results in addition to their limited abilities in the English language. However, the minority of respondents argue that their parents do not care about their studies and they have many problems at home. Their parents do not provide them with the good learning environment that enhances their learning. Therefore, they mostly achieve low learning results.

Item fourteen:

To what extent does your peer group affect your learning and achievement in tests?

The answers provided by respondents are extremely motivated because the majority of them declare that their peers groups affect positively on their learning and academic achievement and that only some of them tend to influence negatively on their learning during

the lesson by making such disruptions as noise and troubles. Respondents are proud because they have such peers who help them to learn and engage in the learning activities through discussing the unclear points of the lesson, imitating and guiding each other to continue in studying and to achieve the common learning goals. The Respondents consider peer group the second important element that may determine the learning results after the teacher.

Item fifteen:

What other factors that may affect negatively your advancement in learning?

The results of this question reveal that the other factors that may affect negatively informants' progress in learning the English language are generally related to their psychological and social problems. Most informants declare that since they have limited abilities in learning English language, they neglect it and prefer to study other essential modules. Furthermore, they think that the find a difficulty to balance between all the modules of the educational program and they are not satisfied with the school system in particular and the Algerian educational system in general. Informants claim that they have no opportunity to speak English language in the society that may help their learning in school. They are suffering from some psychological problems as fear of failure, stress during exams and lack of confidence. Some informants attribute their low achievement to their lack of interest in learning this language and preferring chatting in facebook or playing games instead of learning English.

Item sixteen

The mean of both teachers' classes

Teachers	Groups	Mean
Teacher A	Class 1	9.82
Teacher B	Class 2	9.2

3.16. Mean of the Two Classes

Options

- Groupe1
- Groupe2
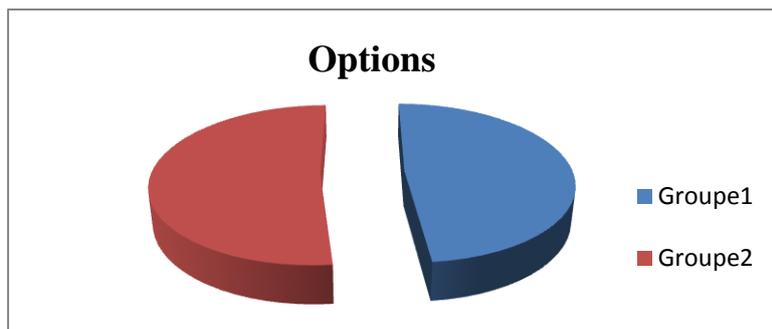
3.16. Mean of the Two Classes

From the above table we notice that both teachers' classes perform low in the final tests and this is attributed to the above stated reasons. These results explain that respondents are weak English language learners. The mean of both classes is nearly the same. However, it seems that teacher A class is somehow better than teacher B class and this can be interpreted to the difference of teachers effectiveness in teaching. Although both teachers differ in terms of effectiveness, they fail to raise the respondents' levels of achievement and enhance their learning because of the respondents' limited abilities in English and the lack of interest in learning it. We conclude that the low achievement gains can be attributed to both teachers low quality and to respondents' weak levels in English.

3.1.1.5 Interpretation of the Results

The major aim of this study is to investigate the role of English language teacher quality in enhancing EFL learners' academic achievement. We tend to measure the quality of teachers and discover the other factors that may affect learners learning and academic achievement test scores through inquiring learners to respond to fifteen items of the questionnaire administered to them divided into two sections that reveal the following results:

Section One: Learners 'Perceptions Towards English Teachers

In this section, the results show that most of informants like their teachers of English. Concerning teacher A, informants are admired with her character and seriousness in work. Whereas teacher B informants are dissatisfied with their teacher treatment and way of instruction (see table 3.1). We conclude that teacher A demonstrates seriousness and accountability in work that may maintain learners concentrate in the learning tasks. While teacher B instructs in a very rapid way and does not take into consideration learners limited

abilities in English. Therefore, teacher A seems more successful in the process of teaching than teacher B who is deficient in teaching in a comprehensible and clear way. Concerning respondents' views about their teachers teaching quality, results reveal that teacher A instructs in a good way that improves to some extent the respondents' levels in English. By contrast, teacher B teaches that affects negatively the respondents' learning and achievement gains (see table 3.2). Results show that most respondents are dissatisfied with their teachers' instructional delivery where teacher A instructs in a clear and motivated way and takes into account learners' differences and abilities. However, teacher B demonstrates low quality instructional delivery. Thus, teacher A is more likely to enhance her learners understanding and learning as well as their academic achievement than teacher A who may affect negatively their learning and hence their achievement.

As the aim of this research is to investigate the role of English language teacher quality in enhancing learners' academic achievement, the findings show that (88%) of learners agree on the importance of teacher quality in raising their achievement gains and that the personal characteristics are the most important determined of their success. We conclude that their low scores in English resulted from the low quality teachers they were exposed to in the Middle School, lack of interest and preferring to study other essential modules instead of learning English (see table 3.4). Regarding teachers' classroom management, teacher A is able to manage the classroom since she is severe and respect all respondents who in turn respect her. Therefore, they tend engage in the learning tasks and concentrate in the learning process. By contrast, teacher B is unable to get all the respondents involved in the learning process because of the low quality instructional delivery in which respondents feel bored when attending the session since they do not understand the lesson. In addition, the teacher discriminates between them and this may cause the misbehaviors from some respondents (see table3.5). Thus, there is a noticeable difference between the two teachers where teacher A is working towards maintaining a good learning environment and engage respondents in the learning tasks while teacher B deals only with good learners and neglect the others which may affect their learning and academic achievement.

Concerning the quality of teachers' lesson plan, results collected from respondents show that teacher A lesson plan facilitates the respondents comprehension and learning since it is very organized, clear and suit their learning abilities and levels. By contrast, teacher B lessons seems very difficult and ambiguous to respondents since they are delivered in a random and unclear way. Therefore, most of the respondents do not understand the lessons

and they usually have problem with learning the language (see table 3.6). This indicates that teacher A plans in an effective way that facilitates the respondents understanding while teacher B seems mostly unprepared to successfully deliver the lessons and this may impact her effectiveness and the learning process as well. Concerning measuring teachers' competence in the subject matter through learners' perceptions, we conclude that teacher A mostly answers all the questions oriented to her which indicates that she is knowledgeable enough about the subject matter being taught. However, teacher B mostly escapes from the difficult questions and gives the known answers in unclear way, which signifies that she is incompetent teacher.

From the respondents' answers, we notice that both teachers care a little about the respondents' psychological needs and interests and tend to focus only on their learning needs and problems. Therefore, they feel that they are neglected and this hinders their motivation, and hence their learning and academic achievement. The results show that both teachers' interaction with respondents is very limited. That is, they communicate only their learning problems inside the classroom situation and neglect their psychological problems. It seems that both teachers are trying to enhance respondents learning through focusing on their learning problems. Nevertheless, they fail to reach their objectives since they do not consider the importance of their personal traits that can make a difference on the respondents' learning and achievement.

Section Two: Learners' Academic Achievement

From this analysis, it emerges that the majority of respondents like learning English language because they think that they need it in the future. However, the minority of respondents who dislike learning English have a difficulty in learning it because of its ambiguity and complexity in terms of pronunciation and linguistic structure. Therefore, respondents have a tendency to learn English but they do not understand it since they have not the basics of the language. Concerning the degree of their motivation, the majority of respondents are motivated in learning English as foreign language because they want to discover the language and being able to communicate it. Whereas, the minority are unmotivated since they do not understand the language and their motivation depends on the teacher and the nature of the lessons. We can say that respondents' motivation depends

largely on their love of the language and the nature of the lessons and the way in which they are delivered.

The analysis of respondents current levels of achievement test scores reveal that the majority of respondents are weak in English. Due to the low quality instruction they receive from their teachers and the lack of interest in the language, respondents are unable to write in English for the lack of vocabulary and knowledge about language. We conclude that respondents' low achievement levels can be attributed to the lack of interest, the ineffective high school teachers and the low quality middle school teachers they were exposed to. Concerning the parental influence in the process of learning and the academic achievement, we notice that respondents' parents play a significant role in enhancing their learning and achievement through providing the necessary resources and support to boost them to achieve good learning results. However, what is surprising is that respondents peer group affect positively on their learning through the cooperative work to improve their levels in the language. Regarding the other factors that may affect negatively respondents' learning and achievement they are mostly psychological and social problems as fair of failure, lack of self-confidence and interest in the language. Moreover, they are not exposed to the language and they are dissatisfied with the Algerian educational system since they are unable to balance between all the modules.

Finally, our study tends to investigate the effect of teacher quality on learners academic achievement test scores. Our results show that more experienced teachers have a negative impact on learners learning and academic achievement and this effect appears in learners views about their teachers and their achievement test scores. From the analysis, it emerges that teachers' personal characteristics and qualifications also have a negative impact on learners' achievement. This study pertains to just two English teachers who teach third year classes and investigates their teaching effectiveness and from the respondents' opinions about their teachers quality we conclude that third year high school English language teachers at Mohamed Elhadj Mokrani- Tolga- are not high quality teachers. Teacher A demonstrates some qualifications and good teaching practices that improves to some extent respondents learning while teacher B seems ineffective and unqualified enough to teach successfully despite her experience in teaching. Unfortunately, Although both teachers' efforts to enhance their learning, respondents levels in English are low because of the lack of interest in learning English language and the low quality middle school teachers they were exposed to. We conclude that learners do not understand English language and teachers cannot enhance their

achievements because they still require some qualities that can contribute to their effectiveness.

3.2 Teachers' Feedback Interview

3. 2. 1 Description of the Interview

This present interview seeks to explore whether English language teachers are qualified and competent enough to teach and how effectively they instruct. Furthermore, it tends to explore their role in enhancing students learning and achievement. This interview is semi-structured consist of fourteen questions, from (1- 5) aim to gather information about teacher qualifications, from (6- 9) aims to know their personal characteristics and from (10-13) aims to discover their teaching practices and concerning question number (14) aims to see the extent to which teachers develop themselves and their teaching practices. Moreover, it seeks to know the kind of professional development activities they are engaged in.

3. 2. 2 Results of Teachers` Interview

Question one:

Do you like teaching English?

Teacher A: yes, I do

Teacher B: yes, I do

From the above answers, we notice that our sample like teaching English as a foreign language. We observe that they like teaching English but they dislike the teaching profession. In addition, they are unsatisfied with the school system and the program they teach to their learners. We conclude that our sample have a negative attitude towards the teaching profession and the school community in general that may affect negatively their performance and their commitment to the profession and learners. Therefore, learners may receive little instruction and interest and they are likely to achieve low learning results.

Question two:

What kind of certification do you have? What degree do you have?

Teacher A: graduated From Mohamed Kheider University and have a master degree.

Teacher B: graduated from Constantine University and have a license degree.

Concerning the certification status, our sample hold is traditional. They are graduated from universities and they declare that their experience in these educational programs has a great effect on their teaching. They receive little pedagogical and didactic knowledge since teacher A studied in a literature branch and teacher B studied just about the language. Thus, the both teachers are not competent enough in pedagogy and didactics that may have a negative effect on the learning process and the schooling outcomes as well.

Question three

How long have you been teaching English?

Teacher A: three years

Teacher B: ten years

From the above results we notice that our sample have been teaching English language for a long period. This means that our sample is experienced in teaching. However, there is a large difference in terms of effectiveness. Both teachers exhibited a wide range of teaching skills, knowledgeable about the content and the learners they teach but the only difference is that teacher A tends to contribute positively to learners learning since she is in her first three years and she is more likely to give her best. While teacher B is less effective in enhancing learning since after the first five years her ability to teach begin to decrease that may affect her performance as well as the learners learning and academic achievement. Therefore, teacher experience matters in teacher effectiveness, but it does not guarantee that teachers are successful as it just provides opportunities to grow professionally.

Question four

Where did you get your training? To what extent does the education program contribute to your competence and effectiveness in the teaching profession?

Teacher A: university. Yes, it contribute a little

Teacher B: university. Yes, it contribute a little

The results show that our sample have got their training at the university level. They declare that they did not get in fact training they just studied some theoretical basis about the language. According to them, they are not prepared enough to teach since they did not studied pedagogy, psychology and the basic knowledge of language required to teach in high school level and despite the worse university program, they taught by highly qualified university educators. Furthermore, they affirm that the university preparation contribute to some extent to their competence. However, it does not make them effective teachers because they still require more competencies to teach effectively the future generations. We can say that our sample are not highly qualified and trained enough to teach since they lack much knowledge about didactics, pedagogy as well as psychology that have a great effect on the effectiveness of teaching and learning processes. Therefore, teachers' initial training and preparation does not contribute to their effectiveness since these programs do not emphasize on the core mechanism of teacher quality.

Question five:

Have you taken a certification exam before entering the profession?

Teacher A: Yes

Teacher B: No

The results imply that teacher A has taken the licensure test while teacher B has not. This means that teacher A is tested in terms of content and pedagogical knowledge before entering the teaching profession. Thus, she may have some professional standards that enable her to teach effectively. While teacher B claims that in her time, there were no licensure exams and she started teaching as in-part time teacher. Therefore, she may enter the profession with no qualifications and no measurement process of her competence and performance to judge and predict the professional effectiveness. This can have a great effect on teaching quality as well as learning outcomes.

Question six:

Do you have such positive expectations about the teaching practices you conduct?

Teacher A: yes, I do

Teacher B: It depends

This question aims to see the extent to which teachers are confident on their abilities to teach. The results show that our sample are confident on themselves and they think that they are good teachers. Teacher A claims that she is confident on her capacities to accomplish her work effectively and often accepts the new challenges sets goals and sustains commitment to them. However, she confirms that to guarantee success is a difficult task because of many factors as learners' personality, their problems as well as the teaching program that may have a great effect on the learning outcomes. For teacher B the sense of self-efficacy depends on the situation she is in, if she has a strong belief that she posses the skills and capacities to enhance learning this may be changed when she is confronted with bad learners, program or bad working conditions. Thus, she cannot give her best and the belief that the performed abilities will result the intended outcomes will be impossible. She declares that she is just trying to be teachers. We can say that our sample believe to some extent on their capacities to instruct successfully. However, they lack the confidence in reaching the learning goals due to the various affecting factors within the school system as the program, working conditions and mainly the undisciplined learners who tend to hider the teaching process.

Question seven:

How do you find the teaching profession?

Teacher A: difficult but I like it

Teacher B: good but tired

It seems from the results above that our sample find the teaching profession difficult despite their love to the English language. The major problems they face arise from their learners and the difficulty to deal with them since they are in a sensitive period. They claim that teaching becomes a hard job and they are not willing to continue in teaching. They demonstrate a sense of dissatisfaction with the level of their learners and their relationship

with the school administration. Therefore, they have bad experiences in teaching and they find it difficult to create or maintain mutual relations with learners and the school community. We can say that both teachers have a negative attitude towards the teaching profession and the school system and this may affect their teaching practices and job commitment that in turn affect learners learning and achievement. If the school system is not good and the teacher is not comfortable in teaching, learners are more likely to behave badly and their results will be certainly lowered.

Question eight:

Do you care about the students needs?

Teacher A: Yes, I do because they are teenagers but with some limits.

Teacher B: Yes, of course but not always.

From the above answers, we can say that our sample tend to care about learners needs and interests but to some extent. That is, they care about their learners only in the classroom situation. They ask them about their learning needs and seek to understand their problems regarding the teaching method or lesson delivery to boost their learning. They think that asking their learners about their psychological, family or healthy problems are more personal issues and they cannot go beyond their life because their job is limited in the classroom context. Concerning the content they teach, teachers often try to give their best and select the most important elements for their learners. Therefore, we conclude that our sample care a little about their learners' needs and interests since this takes place only inside the classroom situation and they do not care about their psychological state or problems. In fact, learners require more attention and care that could raise their confidence and self- esteem as well as their learning and performance.

Question nine:

Do you assess your teaching practices? How do you do that?

Teacher A: Yes, I do after each lesson. I evaluate my work and try to improve it.

Teacher B: yes, I do inside and outside the classroom

The above results demonstrate that both teachers tend to reflect on their own teaching practices. Teacher A assumes that reflection is a part of her daily life and that after each lesson she analyze and judge her performance through engaging in critical thinking about the quality of the work she have done. Moreover, she often tries to find areas of weaknesses and improve them. On the other hand, teacher B asserts that she always attempts to get a meaningful feedback from the reflection process during and after the lesson. In addition, she often asks questions about the quality of their actions and makes adjustments whenever necessary. Despite their reflection on their teaching practices and their attempts to improve themselves, our sample do not engage in meaningful discussions with colleagues or even conducting action research as an important processes that may contribute to their effectiveness. Consequently, they not successfully engaged in self-reflection and are relying only on getting feedback from their observation or their learners' reactions during the lesson.

Question ten:

Do you plan your lessons? Do you achieve your plan's objectives?

Teacher A: yes, I do. I achieve my objectives because I prepared myself well before class

Teacher B: yes, I plan sometimes and I do not always achieve my objectives

Concerning the importance of lesson plan in the effectiveness of teachers, our sample declare that they plan the lessons before class. However, they generally fail to achieve the desired objectives. According to teacher A, she often establishes a set of objectives before planning the lessons and work towards achieving them. She chooses the appropriate plans that meet the learners' needs and interests and selects the most interested activities that may catch learners' attention and concentration. However, she rarely achieve the intended objectives and only with the good learners since she is incapable to reach all the learners. For teacher B, planning the lesson is not a usual activity. Since she is an experienced teacher for ten years, she knows more about the content of the subject matter being taught and the different planning strategies that suit the diverse learning styles. In addition, she considers the inability to reach the lesson objectives is due to learners' lack of motivation and the misbehaviors that arise during the lesson.

Question eleven:

Do you use these strategies: questioning differentiated instruction, indirect instruction and direct instruction when delivering the lesson? How far do you effectively deliver it?

Teacher A: Yes, I do sometimes. Since I did not study pedagogy and didactics during my training, I do not have any idea about how to teach.

Teacher B: Yes, I do to some extent. Due to my experience in teaching, I am knowledgeable enough about the different learners' characters, styles and abilities. Thus, I do not need to think more on the appropriate strategies that suit their needs.

From the above answers, we can say that our sample do not always adapt different strategies to meet their learners' needs and abilities. Teacher A is incompetent in pedagogy and didactics since she did not study them during her training. She claims that she plans clear, well-organized and simple lessons that may facilitate learners' comprehension. However, due to the weaknesses of learners in English, she adapts some strategies as questioning; communicating ideas to activate their prior knowledge and mental processes for learning the new situations and she cannot use often the indirect instruction as engaging them in a critical thinking, problem solving and analyzing the learning situation.

On the other hand, teacher B demonstrates a great reliance on their experience with learners' differences in terms of styles, abilities and learning levels. Thus, she spontaneously uses different strategies that meet the learners' abilities. She attempts to engage learners in the processes of monitoring, examining and drawing conclusions of the new learning experiences to raise their curiosity and activate their thinking, particularly learners who have learning difficulties to encourage them to learn. Concerning gifted learners, both teachers declare that they do not have gifted English language learners. We conclude that despite their efforts to deliver a good instruction to assist learners succeed, our sample fail to respond to all learners' abilities and styles because they lack the necessary instructional strategies that motivate and engage learners in active learning as well as reinforce their comprehension of the learning activities.

Question twelve:

Do you find any difficulties in managing your classroom? Where do these difficulties arise?

Teacher A: Yes, sometimes I find problems in managing the classroom because the numerous number of learners.

Teacher B: Yes, I have difficulties in maintaining a good learning environment because learners make troubles.

We deduce from the above answers that our sample find difficulties in managing their classes for different reasons and the major reason is the discipline problems. For teacher A, it is impossible to manage classes with approximately forty-five learners in each classroom. With these numerous numbers, she cannot work effectively and monitor each learner' actions and behaviors. She affirms that maintaining good relations with learners and trying to control their actions by establishing suitable rules to support their learning can be an efficient way with just good learners and she tends to be more careful when dealing with bad learners to maintain respect. Concerning the organization of the classroom environment in terms of seating, placement of students, classroom decoration are her main concern to promote motivation and support learning. On the other hand, teacher B argues that good preparation, planning and time organization are the vital ways for good classroom management. However, some learners tend to lose time by interruptions as asking for going out and making noise. Regarding the classroom organization, she does not care about the classroom decoration and accessibility because she is not responsible.

From the obtained results, our sample suffer from learners 'misbehaviors and lack of interest during the session that hinder the instructional process. Thus, they find a difficulty in creating a good learning environment. They set some procedures, routines or even rude rules to prevent any kind of disruptions or inappropriate behaviors. However, they still enable to maintain discipline in the classroom because learners are passing during a very difficult period and teachers sometime afraid from their reactions when trying to insult them. Therefore, we conclude that both teachers attempts to manage their classes and maintain discipline. However, they are not able to get all learners involved in the learning process since they are not skilled at adapting the suitable strategies and implementing them appropriately.

Question thirteen:

How successful are you in interacting with your learners?

Teacher A: It depends. I do no interact with them only if they need something or when we communicate such problems related to their learning.

Teacher B: my relationship with learners is limited. Only inside the classroom and outside the classroom I am another person.

The answers our sample provide seems very important to decide the extent to which they interact with their learners. We notice that, our sample do not really provide learners with opportunities to communicate their interests and needs that may not be related to learning problems. Our sample aims to build a positive rapport with their learners but only inside the classroom situation. In addition, they do no treat them in a personal manner or even demonstrate a sense of fun and willingness to communicate with them as worthy members. According to teacher A, communicating constantly with learners, especially on their personal issues, result disrespect and as teachers they have to put barriers between them and their learners to maintain good relationships. On the other hand, teacher B tends to be somehow strict in her relation with learners claiming that, she interact constantly with her learners but only inside the classroom trying to exchange opinions and talk about the learning problems. By contrast, outside the classroom she becomes another person not a teacher. We conclude that our sample are not socially involved with their learners. Thus, they do not know more about their lives, interests and their personal problems assuming that their work is limited to the classroom context that may affect their effectiveness and learners' psychological state and their academic achievement as well.

Question fourteen:

What kind of professional development activity are you engaged in?

Teacher A: sorry, I am not engaged in any professional development activity because I have not time even to read something interesting. I just read about the program I teach.

Teacher B: unfortunately, I just read and read and I am just trying to be a good teacher

From the above results, we observe that teacher A is not engaged in any kind of professional development activities while teacher B is developing herself through extensive reading activity. Generally, they declare that they have not yet coped with the recent developments concerning the educational system and the culture of developing teachers as

providing opportunities of in-service learning. They are not interested in attending conferences, summer workshops on the subject area they teach because they are available in their state and have not time. Moreover, they do not even try to extend their knowledge about the subject matter and pedagogy for example, through action research and distance learning. Regarding the school -based professional development, they declare that there are no professional activities within the school system and any collaboration or even meaningful communication about the shared teaching objectives. We can say that our sample receive a little consideration and interest from the educational authorities to promote their practices and provide them with the opportunities for further learning to enhance their teaching practices. In addition, teachers themselves are not intending to engage in whatever activity because they exhausted in teaching.

Conclusion

This present chapter has presented the findings concerning the role of English language teacher quality in enhancing EFL learners' academic achievement gains that have confirmed the stated hypothesis. In other words, teacher quality has a prominent role in enhancing learners' academic achievement since learners' low achievement test scores can be attributed to the lack teaching development middle school teachers, the ineffective high school teachers and largely to learners' lack of interest in the language and effort to learn it. We have investigated the main qualities of effective teachers from the learners' part in addition to the other factors that may affect learners learning and achievement. We have also conducted an interview with teachers to investigate the extent to which they are high quality teachers to provide good quality instruction. The results of the study reveal that teacher quality plays a central role in enhancing learners' academic achievement than any other affective factors as parents, peer group or motivation. That is, learners' weak levels in English are primarily related to the low quality teachers that affect negatively their learning and achievement in addition to the learners' lack of interest and efforts to learn and achieve good learning outcomes.

General Conclusion

The main goal of education is to develop learners' competence and performance through providing effective instruction that is based on the assignment of high quality teachers to raise the quality of teaching and learning and hence the schooling outcomes. In other words, effective teaching is the result of the combination of teachers' qualifications, personal characteristics as well as effective classroom practices that enhance teaching and learning processes. Most today's educational researches assert that teacher quality is the most school related factor that determines learners' academic achievement gains. Thus, there is a growing interest on measuring what teachers know and can do in terms of learners' performance. Teachers are expected to have a wide range of knowledge and skills even complicated abilities to teach the different learners styles and with different backgrounds to develop and raise their learning and academic achievement gains.

The main purpose of this work is to highlight the importance of teacher quality in enhancing learners' academic achievement. Therefore, we investigated learners' perceptions towards their teachers' effectiveness and we attempted to identify the other factors that may hinder learners' learning and academic achievement. This present study is divided into three chapters. The first two chapters are devoted to literature review, while the first one provided a description of the most important aspects of teacher quality and the most basic related issues regarding teacher professional development, the second chapter provided the different assessment procedures to measure learners' achievement focusing mainly on testing procedure. In addition, it stated some factors that may affect negatively learners learning and academic achievement.

The third chapter is the practical part of the study that used questionnaire and interview research instruments to investigate the different aspects of teachers' quality based on reviewing learners' academic achievement test score and their perceptions towards their teachers' effectiveness. To test our hypothesis that claimed that teacher quality may enhance EFL learners academic achievement test scores, the obtained results revealed that the majority of learners are low English language performers since they do not understand the language and they are not interested in learning it in addition to the low quality teachers they are exposed to. Therefore, we have confirmed the stated hypothesis since learners' academic

achievement is more likely to be enhanced if they were taught by high quality teachers. The different aspects of teacher quality as experience, personal characteristics and practices tend to affect negatively learners learning. That is, due to their low quality and learners' weak levels in the English language, teachers are less likely to enhance the learning process and raise the academic achievement gains.

Recently, most researches investigate the role of teacher quality in enhancing learners' academic achievement gains as appropriate indicators of teacher effectiveness. This present study targeted to explore the different aspects that contribute to teacher effectiveness and the learning outcomes as well as the educational success. This study remains an attempt to investigate the prominent role of teacher quality in determining the schooling outcomes. However, many questions are still open to debate concerning the main qualities that may contribute positively to teacher effectiveness and learners academic achievement.

This study leads us to provide some suggestions for improving and developing teachers' quality to ensure high quality educational system

- Conducting comprehensive and continuous monitoring and evaluation systems to identify teachers' areas of weaknesses and improve them.
- Providing ongoing professional learning opportunities to foster their professional competencies and teaching practices and to help weaker teachers to be more effective as school-based professional development and collaborative learning
- School systems and administrators should support teachers learning through providing services and facilities to tackle the different learning problems
- Provide good quality preparation programs for undergraduate student teachers that focuses on the core mechanism of teacher quality as subject matter knowledge and the pedagogical skills to develop their teaching performance and hence the educational quality.
- Creating good working conditions to support teaching learning processes
- Enhancing coaching, mentoring and tutoring at the school level and building a culture of collaborative learning among teachers for developing and sharing experiences to improve the teaching practices.

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Appendices

Appendix 1: Learners' questionnaire

Appendix 2: Teachers' interview

Appendix 1   Learners' feedback questionnaire

Dear student, you are kindly requested to fill in this questionnaire giving your opinions concerning teachers 'quality, your levels of achievement and the factors that may affect your achievement test scores in English. Your answers are quite significant for the validity of the research I am conducting. I wish you would answer with full attention, honesty and interest. Please, tick or circle the appropriate answer or make full statements whenever necessary.

Bouaziz louiza

Section one

Learners 'perceptions towards teachers

1. Do you like your teacher of English?

a. yes

b. no

Why,………………………………………………………………………………………….

…………………………………………………………………………………………………...

…………………………………………………………………………………………………...

…………………………………………………………………………………………………...

2. How do you find your English language teacher in teaching?

a. bad

b. good

c. very good

d. excellent

Explain, ……………………………………………………………………………………

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

3. Do you find the way of teaching of your teachers appealing to you?

1. Yes

2. No

Explain,…………………………………………………………………………………….

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4. Does teacher quality contribute positively to the improvement of your learning and academic achievement?

a. Yes

b. No

Explain,…………………………………………………………………………………………

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5. Is your teacher able to get you all involved in the learning process?

a. Yes

b. No

Explain, ………………………………………………………………………………………

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6. Are your lessons clear and well organized in a way that facilitates your comprehension?

a. Yes

b. No

Explain…………………………………………………………………………………………..

……………………………………………………………………………………………………..

……..…

……..…

…….......

7. How do your teachers respond to your questions in the classroom?

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8. To what extent do you receive enough carefulness from the part of your teacher during and after the lesson?

……..…

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……..…

9. How closely do you find your relationship with your teachers?

………

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……...

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Section two

Learners' academic achievement

10. Do you like English as a foreign language?

          a. Yes ☐

          b. No ☐

 If no, say why ………………………………………………………………………………………

………

………

…………………………...

11. Do you enjoy learning English?

          a. Yes ☐

          b. No ☐

          c. somehow ☐

Why ……………………………………………………………………………….....

…………………………………………………………………………………………...

…………………………………………………………………………………………...

12. What is your level of academic achievement in terms of test scores?

1. Excellent	☐	2. Good	☐
2. Very good	☐	4. Bad	☐

Because,………………………………………………………………………………….

…………………………………………………………………………………………...

…………………………………………………………………………………………...

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13. To what extent are your parents related to you learning and achievement?

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…………………………………………………………………………………………...

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…………………………………………………………………………………………...

14. To what extent does your peer group affect your learning and achievement in tests?

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15. What are other factors that may affect negatively your advancement in learning?

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……...

…………………………………………………………………………………………………............…..

Thank you for your cooperation

Appendix 2   **Teacher Feedback Interview**

Dear teachers, we would be so grateful if you could answer these questions required for the accomplishment of my master dissertation that aims to seek information about your qualities in teaching and its role in enhancing learners' academic achievement test scores. We hope that you will give us your interest and attention. Thank you

1. Do you like teaching English?
2. What kind of certification do you have? What degree do you have?
3. How long have you been teaching English?
4. Where did you get your training? To what extent does the education program contribute to your competence and effectiveness in the teaching profession?
5. Have you taken a certification exam before entering the profession?
6. Do you have such positive expectations about the teaching practices you conduct? And how you perceive yourself in teaching?
7. How do you find the teaching profession?
8. Do you care about the student needs?
9. Do you plan your lessons? Do you achieve your plans 'objectives?
10. Do you use these strategies questioning, differentiated instruction, indirect instruction and direct instruction when delivering the lesson? How far you effectively deliver it?
11. Do you find difficulties in managing your classroom? Where do these difficulties arise?
12. How successful are you in interaction with your students?
13. Do you assess your teaching practices? How do you do so?
14. What kind of professional development activity are you engaged in?

Thank you very much.

ملخص

أي نظام تربوي يركز بشكل متزايد على تطوير ورفع مستوى المتعلم. الهدف الرئيسي من النظام التعليمي هو ضمان تعليم جيد النوعية للمتعلمين من خلال القيام بمجموعة واسعة من الإصلاحات لتعزيز كل من عمليتي التعليم والتعلم. هذه الدراسة تهدف لاستكشاف دور كفاءة معلم اللغة الإنجليزية في تعزيز مكاسب الإنجاز الأكاديمي للمتعلمين والعوامل الأخرى التي قد تؤثر سلبا على التعلم والإنجاز. من أجل اختبار فرضية أن كفاءة المعلم قد تعزز تحصيلات الاختبارات الأكاديمية للمتعلمين، تم استخدام المنهج الوصفي استنادا على اثنين من أدوات جمع البيانات: مقابلة واستبيان.وقد أجريت المقابلة مع اثنين من معلمي (2 = N) السنة الثالثة في المدرسة الثانوية الحاج محمد المقراني ، للتحقيق في جوانب مختلفة من كفاءة المعلم ، وأن نرى إلى أي مدى المعلمون ذوو كفاءة عالية. و قد وزّع الاستبيان على عينة من المتعلمين في المدرسة الثانوية السنة الثالثة (50 = N) تنقسم إلى (25 = N) تم اختيارها عشوائيا من صفين دراسيين لمعلمين مختلفين من أجل معرفة تصوراتهم نحو معلميهم بالإضافة إلى العوامل التي قد تؤثر على التعلم والإنجاز. أظهرت نتائج المقابلة أنه على الرغم من وجود معلم واحد أثبت بعض الفعالية في التدريس، إلا أنّ كلا من المعلمين كانا ذو جودة منخفضة نظرا لأنهم غير مؤهلين بما فيه الكفاية للتعليم ،والخصائص والممارسات الشخصية تؤثر سلبا على تعلم المتعلمين وتحصيلهم الدراسي. وقد أظهرت نتائج الاستبيان أن معلم واحد هو أكثر فعالية من الآخر ومتعلمو المعلمين على حد سواء أداؤهم منخفض. ويمكن أن يعزى ذلك إلى نقص تطور مستوى تعليم معلمي المدارس المتوسطة، بالإضافة لعدم وجود التدريب أثناء الخدمة وبشكل كبير نقص اهتمام المتعلمين بمادة اللغة الانجليزية.