Theoretical cognitive-affective approach to teacher's concepts of language assessment literature -field study-

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Abstract

The objective of the present study is to identify the Theoretical cognitive-affective approach to teachers' concepts in language assessment literacy it in Algeria, as well as the nature of the differences according to the following demographic variables: (Gender), and the sample consisted of 100 persons, with females=50 and males=50; The study tools included a scale prepared by Ibrahim Mohammad 2022, has been addressed by using standard statistical methods spss28 program, the descriptive approach was adopted, resulted the study at the following results: There are differences at the theoretical cognitive-affective approach to teachers' concepts in language assessment Literacy among language teachers in Algeria. There aren't statistically significant differences at the level of significance (α =0.01) in the Theoretical cognitive-affective approach to teachers' concepts in language assessment Literacy in Algeria according to the variable gender
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I- Introduction :

This article attempts to explore these questions by providing empirical evidence from an Algerian educational setting. Due to the need to include the perspectives of various stakeholders, the focus here is on the perspectives of Algerian language teachers. These stakeholders are well versed in the field of language teaching and assessment and influence the views and practices of language teachers whose views on this topic have not yet been systematically studied. Their views can therefore help us deepen our understanding of this topic in important ways.

Within the current conception of assessment as "assessment for learning," teachers are expected to have an appropriate level of theoretical, practical or contextual, and epistemological knowledge about assessment. Successful implementation in the language classroom requires that language teachers bridge the theoretical and practical assessment skills available to them in order to "use assessment to enhance the learning experience." This clearly requires that teachers' language skills be considered "one of the cornerstones for the successful implementation of educational policy." Evidence shows that assessments of language learning have a profound impact on students and other stakeholders involved in language learning programs, such as parents, policy makers, and teachers, especially when important decisions are made based on assessment results. As an important component of LAL, teachers' knowledge of assessments is therefore critical to their assessment practices and the related decisions they make based on assessment data. However, from the perspective of LOA, teachers' understanding of various assessment skills and techniques cannot be adequately developed or achieved unless they have a clear conceptualization and conceptualization of assessment methods and expertise, as well as an epistemological belief in the role that assessment plays (Mohammad khah, 2022: 83). Language assessment has come into focus in the field of language testing and evaluation. Various conspicuous hypothetical examinations that tend to be reasonable systems and contextualized origins have characterized the last 10 years. Student skills assessment is typically a response to public needs. This trend is evident in the growing interest in equipping teachers with the ability to conduct evaluations as part of their responsibilities. The influx of teachers with assessment skills into the profession will allow administrative resources to be redirected from in-service training to acquire a stable knowledge base to more challenging assessment topics such as online classroom assessment, alternative assessment, etc. (Kvasova, 2022: 21). Language assessment literacy (LAL) could also be characterized as the information, skills, and standards needed by partners to conduct viable assessment probes. This idea has received increasing attention in recent years. One important reason is the growing importance placed on assessment as a critical variable in student learning. Another reason is the observation that many teachers' LAL is inadequate (Bøhn, 2021: 222).

Researchers point out that the building needs more research to understand it because it is connected to different partners. For example, some authors believe that not only should language educators have assessment literacy, but also those who make decisions based on assessment information should have some level of knowledge about language assessment. Because of the importance of testing to educators, students, foundations, and society at large, language educators and other partners should be able to decode, plan, implement, and assess language assessments and understand the implications of their assessment-based activities. Therefore, language teachers and educators as a whole are at the center of conversations about language assessment. As Taylor (2009) notes, language teachers should have knowledge and skills in test design, development, and 9scoring for large-scale and classroom-based assessments (Giraldo, 2019: 36-37). Accordingly, the research problem can be formulated by the following questions:

-    Are there differences in theoretical cognitive-affective approaches to teachers' concepts of language proficiency assessment among language teachers in Algeria?

-    Are there statistically significant differences at the significance level (α=0.01) in the theoretical cognitive-affective approach to teachers' concepts in assessing language proficiency among language teachers in Algeria according of the variable gender?

1-1.   Research hypotheses:

Based on the literature of previous studies, the research hypotheses were formulated as follows:

-    There are differences in theoretical cognitive-affective approach to teacher concepts in language assessment literacy among language teachers in Algeria.

- There are statistically significant differences at the significance level (α=0.01) in the theoretical cognitive-affective approach to teachers' concepts in language assessment literacy in Algeria according of the variable gender.

I.1.The importance of the choice of the research topic:

The importance of the topic lies in the following points:
- Enriching the scientific library with such studies that meet the scientific and academic requirements and are based on the literature on the importance of reading and the extent of its popularity.
- To use the research results as a guide for researchers who will deal with the same subject in their studies.
- By the urgent need to do both theoretically and in practice, and the need for this type of research to develop the educational process.

I. 2. Research Concepts and Procedural Terms:

2.1- Language Assessment Literacy: In the past, the definition of language assessment literacy (LAL) has expanded from a narrow view of required knowledge and skills to considerations of ethical practices in language testing and assessment (Davies, 2008). In its broadest sense, LAL can be understood as the competence of teachers and other stakeholders in designing, administering, and using tests and assessment results. However, a closer examination of the definitions provided by the various authors suggests that the concept has been refined. Currently, LAL encompasses not only the competencies of test developers, but also the need to foster a "culture of assessment" in which these practices are properly used (Bolivar, 2020: 39). Language assessment literacy is generally considered to be a repertoire of competencies, knowledge of how to use assessment methods, and the application of appropriate instruments at an appropriate time that enables an individual to understand, assess, construct language tests, and analyze test data (Coombe, 2020: 2) Through an examination of the language testing literature, six assessment themes were identified that reflect current constructs of language learning: Assessment to promote language learning. Assessment in the classroom. Integrated language assessment. Content assessment. Multilingual assessment. Multi-model assessment.

What is the meaning of language assessment?

Language assessment is a measure of a language user's proficiency in a particular language. This can be a first or second language. Tests are one form of language assessment, but there are many others. They fall into two categories: summative and formative. Read our other wikis on teaching to learn more about summative and formative assessment. There are three important concepts in meaningful language assessment: validity, reliability, and feasibility.

1- Validity means that what is being assessed should actually be assessed.

2- Reliability refers to the accuracy of the decisions that are made based on the assessment.

3- Feasibility means that the assessment must be practical. A language assessment can cover one or more of the following four key competencies: reading, writing, speaking, and listening. https://www.twinkl.com/teaching-wiki/language-assessment.

2.2- Cognitive: Regardless of the separation involving delivery, structure, location, etc. in the learning environment, it can be said that performance in any type of learning environment depends on what a learner contributes and brings to the instruction provided (Mayr & Weller, 2017). In defining an effective dimensional model for interactive learners in media studies with reference to Carroll's school-based learning models, the researcher emphasizes the importance of learning skills and language comprehension as compelling variables, as well as the individual differences that might be responsible for learning media studies as a vehicle (Li & Tsai, 2013). He also explains that any individual who has better learning skills minimizes the amount of time

spent on learning, thus maximizing their learning ability (Kabha, 2019: 1288). In short, affective states, as part of the appraisal process, serve as additional information for individuals when interacting with a complex, stressful message. Anxiety and fear that are not mitigated by the positive feelings associated with high efficacy result in avoidance behaviors and minimal processing based on heuristic cues (Gregoire, 2003: 168). The replacement of the behavioral view with the cognitive view, which recognizes the interaction between the external stimuli presented in any way and the internal cognitive processes that support learning, has led to the development of this approach, which examines the interactions between the symbolic systems of students' cognitive structures, taking into account their cognitive effects, the ways of understanding and codifying the reality they promote, and the cognitive styles (Kabha, 2019: 1289).

2.3- Affective: the systemic approach becomes a "processing tool to achieve the desired educational outcomes more effectively and efficiently, and a way of thinking that emphasizes the determination and resolution of problems". The elements that the technologist must consider in designing effective instructional interventions are goals and content, material resources, methodology, teachers, students, and other elements of context. The influence of General Systems Theory can be seen in some definitions of media studies and in the use of terms such as system, structure, model, algorithm in education (Kabha, 2019: 1289). Divided into two dimensions of teachers' assessment ideas: cognitive and affective dimensions. The cognitive dimension refers to teachers' perceptions of assessment purposes (assessment of/for/as learning). In this case, the studies found that teachers are generally more adept and confident in assessing learning (AoL) than in assessing for/as learning (Af/aL). Otherwise, the affective dimension refers to teachers' emotions about assessment (Aria, 2021: 19).

I. 3. Method and Tools:

3.1- Method: the method means those methods and procedures that have the researcher in the process of collecting data, so in our study we used the descriptive method, which is the description and interpretation of what an object is, and the collection of data in both qualitative and quantitative ways about the phenomenon in question, in order to analyze and interpret to draw conclusions and reach generalizations (Daoudi, 2007: 81) The descriptive approach can be defined by Abdel-Al (2004:166) as "an investigation that focuses on a phenomenon as it exists in the present with the aim of diagnosing it, identifying its aspects and determining the relationships between its elements and other phenomena, pointing out that the descriptive method of research" is a form of analysis and scientific interpretation organized to describe a particular phenomenon or problem and quantify it by collecting data and codified information about the phenomenon or problem, classifying it, analyzing it and subjecting it to careful study (Solomon, 2014: 131).

3.1- Study instruments and their psychometric properties:
• **Language Ability Assessment Scale (LAL):** this scale was created by Ebrahim Mohammad khah and Gholam Reza Kiany 2022 and consists of 23 specific items with response alternatives such as (not qualified at all=1; slightly qualified=2; qualified=3; highly qualified=4), with the lowest level corresponding to a score of 23 and the highest score corresponding to a score of 92, and divided into five domains:
-Assessment in Language Pedagogy: consisting of 8 sections.
- Assessment theories: consisting of 5 paragraphs. -Disciplinary knowledge: consists of 3 paragraphs. -Personal beliefs and attitudes: consisting of 3 paragraphs. - Social and local values: consists of 4 paragraphs.

4. Consideration, analysis, discussion and interpretation of the results:

4.1- Presentation, analysis and discussion of the first hypothesis: the text of the hypothesis: there are differences in theoretical cognitive-affective approach to teacher concepts in language assessment literacy among language teachers in Algeria"; In order to confirm the validity of the hypothesis, the average and standard deviation of each range of the scale were calculated, as the average scores of [3-4] represent the high slope, of [2-3] represent the average slope, and of [2-1]the slope is weak, and the following table shows this:

Table 1. Represents the arithmetic average and the standard deviation of dimensions of the scale

Size variable	N	$\overline{X}$	S^2	Estimate	Ranking
Assessment in language pedagogy	100	3.05	0.51	high	Second
Assessment theories	100	2.75	0.59	Average	five
Disciplinary knowledge	100	3.02	0.58	high	Third
Personal beliefs and attitudes	100	3.08	0.60	high	First
Social and local values	100	3.00	0.49	high	fore
Total	100	2.98	0.23	Average	///

Source: spss$_{28}$

We take from the above table: Variation in theoretical cognitive-affective approach to teacher concepts in language assessment Literacy among language teachers in Algeria is obtained with an average estimate total ale of a mean of 2.98 and a variance of 0.23, where he "Personal Beliefs and Attitudes" in the first ranking at a high level with a mean of 3.08 and a deviation of 0.60, while "Assessment in Language Pedagogy" factors in the

second ranking at a high level with a mean of 3.05 and a deviation of 0.51 and "Disciplinary Knowledge" ranked third at a high level with a mean of 3.02 and a deviation of 0.58, while "Social and Local Values" ranked first at a medium level with a mean of 3.00 and a deviation of 0.49 and "Assessment Theories" ranked fifth at a medium level with a mean of 2.75 and a deviation of 0.59.

The statement that **"there are differences in theoretical cognitive-affective approach to teacher concepts in language assessment literacy among language teachers in Algeria"** was accepted.

This result can be attributed to the importance of perceiving teachers' personal attitudes towards language assessment and understanding whether there are attitudinal conflicts with other assessment stakeholders (parents, administrators). At this stage, it is important to know the impact of assessments on instruction, learning, and materials; train my students to self-assess their performance; know how assessments can influence the design of a language course or curriculum; technology or digital assessment tools (e.g. mobile apps, web-based platforms) to provide feedback to students; train my students to assess the performance of others; engage my students in self-monitoring their learning by using assessment information; know how to statistically evaluate language assessments for reliability and validity; know different learning theories of language proficiency (e.g.., Universal grammar, functional grammar...); align assessment goals (e.g., teaching/learning objectives) with national guidelines and policy documents (e.g., education reform document) during specification and design phases; know the influence of social values (e.g., Knowledge of the influence of social values (e.g., individualism) on language assessment practices (i.e., design, implementation, or use of language assessment tasks); Knowledge of the fact that assessment results are used in inappropriate ways (e.g., unfair pass/fail and selection decisions); Maintaining equal assessment protocols for all students involved (e.g., equal time, assignment, ...).

4.2- Presentation, analysis, discussion and interpretation of the second hypothesis: the text of the hypothesis: **"There are statistically significant differences at the significance level ($\alpha=0.01$) in the Theoretical cognitive-affective approach to teachers' concepts in the assessment of language proficiency in Algeria according to the variable gender"**; to test this hypothesis, the means and standard deviations of the level of inclination of teachers were calculated, then the calculation of 'T' and the following table shows this:

Table 2. Represents the arithmetic average, standard deviation and t- test

Size variable	gender	N	$\overline{X}$	S^2	T	Df	sig

Theoretical cognitive-affective approach to teachers' concepts in language assessment Literacy	Male	52	69	5.41	1.13	98	N S 0.260
	Female	48	67.81	5.04			
		F= 0.035			sig= 0.853		

Source: spss₂₈

The above table states the following: - The t-values in the table indicate that no significant difference was found between the two genders (T= 1.13; α =0.01) in relation to the theoretical cognitive-affective approach to teacher concepts in language assessment literacy, the sig value is 0.260 because the sig value is greater than the significance level (0.01). Based on these calculated statistical values, it can be claimed that there is no difference at the significance level (α=0.01) in the theoretical cognitive-affective approach to teachers' concepts in language assessment literacy in Algeria in relation to the variable gender, which is not statistically significant, and therefore there are no statistically significant differences at the significance level(α=0.01) in the theoretical cognitive-affective approach to teachers' concepts in language assessment of literacy in Algeria in relation to the variable gender.

The **statement "There are no statistically significant differences at the significance level (α=0.01) in the theoretical cognitive-affective approach to teachers' concepts of language proficiency assessment in Algeria according to the variable gender"** wasn't accepted.

This result can be attributed to the way teachers and educators organize classes in reading instruction, with the result reflecting the number of learning groups and the size of the groups determined by specific characteristics such as class size and the number of low-ability students in the class, also that teachers transfer students from one group to another during most of the school year, relying on their good performance, which is an important determinant of individuals' readiness to read, which is also the main determinant of the amount of topics covered in the reading texts and, ultimately, of the amount learned by students at the two levels. This finding can also be attributed to the fact that establishing a solid foundation for reading in elementary and middle school is an essential prerequisite for learning to read and is an important prerequisite for active participation in society and in the workforce. Written language is an essential means of communication, and reading texts that use descriptive and emotional language also opens up worlds. New worlds, real or imaginary, that students of both sexes can enjoy.

II- Conclusion:

In conclusion, the hypotheses have been partially fulfilled and through this research we aim to present what constitutes the conceptions and understandings of language

evaluation, reflecting teachers' epistemological, affective, cognitive and conceptual knowledge base. These feelings they experience are an inspiration to read more, from here the results revealed the following: There are differences in theoretical cognitive-affective approach to teachers' concepts in language proficiency assessment among language teachers in Algeria. There are no statistically significant differences at the significance level (α =0.01) in the theoretical cognitive-affective approach to teachers' concepts in language assessment literacy in Algeria according to the variable gender. In conclusion, and based on what has been presented in the theoretical heritage and field site, it can be said that the study has achieved some of its hypotheses and thus has achieved its objectives by answering the questions raised and discussing, analyzing and interpreting its results. Therefore, the results of the study can only be generalized to a sample.

- Propositions: We can show procedural and scientific perspectives that can be proposed by the following points:

- The social background to develop teachers' concepts in language assessment literacy.

- Improving the theoretical cognitive-affective approach to teachers' concepts in language assessment.

- National standards for improving and developing teachers' approaches to language assessment.

- Establish effective learning standards and develop the theoretical cognitive-affective approach to teachers' approaches to assessing students' language proficiency.

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