



## A bet on reforming the language learning system in light of educational evaluation strategies

رهان على إصلاح نظام تعلم اللغة في ضوء إستراتيجيات التقويم التربوي

Dr/Adel Ameer Lahmidi <sup>\*1</sup>

د/ عادل عامر لحميدي

University Akli Mohand oulhadj Bouira. Algeria <sup>\*1</sup>

جامعة اكلي محند اولحاج. البويرة الجزائر

E-mail: a.lahmidi@univ-bouira.dz: البريد الإلكتروني:

Phone Number: 0664013088: رقم الهاتف:

Dr/Fatima Djelloul Chadi<sup>2</sup>

د/ فاطمة جلول شادي

University Akli Mohand oulhadj Bouira. Algeria <sup>2</sup>

جامعة اكلي محند اولحاج. البويرة- الجزائر

E-mail: f.chadi@univ-bouira.dz: البريد الإلكتروني:

Phone Number: 0676338570: رقم الهاتف:

Received: 15/07/2024 Accepted: 21/07/2024 Published: 15/09/2024

### Abstract:

The research paper aims to study one of the important topics in the field of the educational system in Algeria, because the education sector is a basic, reference sector and a source for many other social and economic sectors. This is done by changing the curriculum, reducing the number of students in the classroom, introducing educational technology, or granting independence and some powers in making decisions at the level of the educational institution to other ways and means. Because the Algerian school, like its counterparts in the world, always needs review,

\*-Corresponding author Lahmidi Adel, e-mail: lahmidiadel3@gmail.com

reconsideration and development, which is usually called educational reform. Keywords: education - educational evaluation - educational system

**Keywords:** education - educational evaluation - the educational system

### الملخص:

تهدف الورقة البحثية إلى دراسة أحد المواضيع المهمة في مجال النظام التعليمي في الجزائر، لأن قطاع التعليم قطاع أساسي ومرجعي ومصدر للعديد من القطاعات الاجتماعية والاقتصادية الأخرى. وذلك من خلال تغيير المناهج الدراسية، أو تقليل عدد الطلاب في الفصول الدراسية، أو إدخال تكنولوجيا التعليم، أو منح الاستقلالية وبعض الصلاحيات في اتخاذ القرارات على مستوى المدرسة إلى طرق ووسائل أخرى. لأن المدرسة الجزائرية كأى مدرسة في العالم تحتاج دائما إلى المراجعة وإعادة النظر والتطوير، وهو ما يسمى عادة بالإصلاح التربوي.

الكلمات المفتاحية: التعليم - التقييم التربوي - النظام التعليمي

### Introduction:

The education sector occupies an important position due to its impact on society, with the aim of achieving development and progress in all social, cultural, economic and other fields. Therefore, we find that the educational field receives the attention of all countries without exception. Of course, to varying and different degrees, as these countries are making great efforts to achieve the desired progress and join the ranks of civilization, hence the interest in education, making it the largest cultural

transformation the world has witnessed in many decades. Algeria, like other countries, has paid great attention to the education sector. By introducing a number of procedures and amendments to its educational system at all educational levels, which included curricula and teaching methods, teacher and professor preparation programs, educational guidance and others, which always need review, reconsideration and development, which is what is usually called through the process of evaluation or reform. In order to introduce amendments and changes that are compatible with the reality of society.

### **1- The concept of evaluation:**

means “appreciating a thing, giving it some value, judging it, and correcting its crookedness.” Some people confuse evaluation and evaluation, and some believe that they give the same meaning. Evaluation means, in addition to dividing a thing or work, modifying, correcting, or correcting something. It is crooked. As for the word evaluation, it only indicates giving value to that thing or work. One of the most important definitions of evaluation is what Bloom proposed, and he saw that evaluation is “issuing a judgment about ideas, actions, teaching methods, materials, and other various educational matters, and this requires evaluation.” Using criteria, levels, or standards to evaluate the accuracy and effectiveness of matters or things, and to determine the economic feasibility behind them” (Saadeh and Ibrahim, 1997, pp. 446-448). However, he defined it as the diagnostic process through which the positives and Negatives, searching for the reasons behind every deficiency and weakness, and thinking about ways to treat them. Educational evaluation: There are many definitions of educational evaluation. Some consider evaluation synonymous with educational measurement, some consider it issuing judgments, and some consider it comparing achievement with educational goals. (Al-Laqani, 1989, p. 272) It is also known as a type of normative judgment that is issued regarding

one aspect of the educational process to indicate the extent to which it is close or far from the goals that were previously set, in order to support the positive aspects and treat the negative ones.

Thus, it is a process that aims to give specific results from issuing judgments and making decisions, whether regarding learners, contents, methods and means, and even the assessment tools themselves. (National Institute, 2004, p. 184) It is also defined as an effort aimed at issuing a judgment on the extent to which the intended learning has been achieved within the learner's daily activity efficiently and competently.

In clearer terms, it is "the process of issuing a judgment on the extent of the learner's competence that is in the process of growing and building through various learning activities." (Samir, 2010.p.15) Because it follows all stages of the educational process and includes all its elements without exception, it is characterized by continuity, comprehensiveness, and objectivity, and the evaluation process is not related to the student or his results only, but rather it goes beyond that, as it includes various elements of the educational process, including content, teaching methods, and the goals of education and evaluation

## 2- Calendar foundations:

Adopting the broad concept of the curriculum, as the addresses the various aspects of the learner's personality and is concerned with the change in his behavior in the desired direction. Conduct evaluation in light of educational objectives Use various methods and tools and not rely on one method or tool.

□ Careful analysis of the results and their interpretation in a way that ensures good use of them and leads to sound judgments based on them, after carefully identifying the positives and negatives.

□ Developing alternatives and proposals to develop the various aspects of the approach, or adopting it completely if its safety is proven, or canceling it in the event of its failure, and stating the point of view on the preferred alternative to assist the decision maker. (Al-Shibli, 2000, pp. 197-198). The evaluation must be objective and not affected by personal or other factors.

□ The evaluation must be honest and evaluate only what is intended to be evaluated.

It should be continuous, starting with the beginning of preparing the curriculum and continuing with the educational process until its end.

□ The levels should vary in a manner that takes into account individual differences among learners. The evaluation should be diagnostic and therapeutic, meaning that it describes the strengths and weaknesses in the performance processes. (Abu Huwajj, 2000, p. 269).

### **3- Types of calendars:**

There are many types of can be limited to the following machines:

#### **3-1 Preliminary or initial evaluation:**

This type of is done before trying any educational program to obtain basic information about its various elements, such as the condition of the students before trying the program. The importance of this type comes in that it gives researchers a complete idea of all the circumstances and factors involved in the program. If it is assumed that those who will be recruited by the program are first-year intermediate students, then we need to know their attitudes, their behavior, the types of skills they have

mastered, and the knowledge they have learned. Through this data, a person can predict the types of changes that may occur to them after they pass through the specific educational program.

### **3-2 Developmental evaluation:**

This type of is carried out during the implementation of the educational program with the intention of selecting the work during its progress. Developmental evaluation is not carried out unless those in charge of it are related to the work itself, such that they see the extent of progress that is being made in it, or the obstacles that stand in its way. Among these are: Examples of this are the teacher's evaluation of the results of his work in the behavior of his students and the extent of modification or change that occurs in this behavior as a result of his program.

### **3-3 Final evaluation:**

This is done at the end of the educational work with the intention of judging the entire experience, and knowing the positives that were achieved through it, or the negatives that appeared during it, and this type of evaluation is followed by a type of decisive decisions that may support continuing the work, or leaving. Completely about him. An example of this is the Kingdom of Saudi Arabia's application of modern mathematics.

There is no doubt that there are types of developmental evaluation that accompany the experiment with the aim of modifying its course, and in the end those in charge of the experiment will resort to a final evaluation for the purpose of knowing the benefits, the positives that have accrued to the students, or the harms that have been caused to teaching.

Mathematics because it is followed, and then it can be approved or completely abolished.

#### **4- Characteristics of good evaluation:**

From the above, we conclude that the most important features of good and effective evaluation are the following:

##### **4-1 Consistency with objectives:**

It is necessary for the process to go with the concept, philosophy, and objectives of the curriculum. If the curriculum aims to help the student in every aspect of growth, and if it aims to train the student to think and solve problems, it must focus on measuring these aspects. .

##### **4-2 Comprehensiveness:**

The must include the person or topic that we are conducting. If we want to evaluate the impact of the curriculum on the student, this means that we evaluate the extent of the student's development in all mental, physical, social, artistic, cultural, and religious aspects. If we want to evaluate the curriculum itself, it must include The evaluation includes its objectives, the course, the book, teaching methods, teaching aids, and activities. If we want to evaluate the teacher, his evaluation includes his preparation, training, academic material, teaching method, and his relationship with the management, teachers, students, and their Parents. That is, the evaluation focuses on all aspects of any field it deals with.

##### **4 -3 Continuity:**

should go hand in hand with education from its beginning to its end. It begins with setting goals and developing plans and continues with implementation, extending to all different aspects of activity in the school and to the work of teachers, so that areas

of weakness and areas of strength in the aspects to be evaluated can be identified. Thus, there is ample time to work on avoiding weaknesses and overcoming difficulties.

#### **4-4 Integration:**

Since the different and varied methods of work for one purpose, integration between them gives us a clear and accurate picture of the topic or individual to be evaluated. This is the opposite of what was done in the past, when the view on topics or problems was partial, that is, from one side. There is integration and coordination between assessment methods, which ultimately give us a clear picture of the extent of the student's growth in all aspects

#### **4-5 Cooperation:**

should not be undertaken by one person alone. The teacher's evaluation depends on the principal or mentor, but rather a partnership between the teacher, the first teacher, the principal, the mentor, and even the students themselves. Student evaluation must involve the student, the teacher, and the parents who are members of the community surrounding the school. As for evaluating the book, it is also necessary for students, teachers, mentors, parents, and educators and psychologists to participate in it.

#### **4-6 The should be economical:**

meaning that it should be economical in terms of time, effort, and costs. With regard to time, the teacher should not waste part of his time preparing, conducting, correcting, and monitoring the results of the tests because that will distract him from the main work required.



With regard to effort, the teacher should not exhaust the students with successive tests and assignments. At home, which keeps them away from studying, outside learning, or social or sports activity, the student becomes bored, hates studying, and is alienated from it.

All of this has an impact on his education and upbringing. With regard to costs, it is necessary that there should not be an exaggeration in spending on the evaluation process so that it does not become a burden on the budget allocated for education.

#### **4-7 That its tools be valid:**

meaning that the correct evaluation depends on the validity of the evaluation tools, and that they measure what is intended by them, meaning that they do not measure the ability to memorize if we put them to measure the student's ability to solve problems, for example, and that they measure each aspect separately so that it is easy to diagnose the aspects. It is then interpreted, and it covers everything that is intended to be measured  
Recommendations: Educational reform must involve the actual and real involvement of all concerned, i.e. teachers, parents of students, and unions.) Because, the lack of consultation and dialogue inevitably leads to the complete failure of all educational reforms.

Reducing educational programs for various educational stages.)  
Reducing the academic hours to suit different educational levels.)  
Building new educational structures to relieve pressure and overcrowding in departments, because this prevents the absorption of many learners.)  
Conducting serious and in-depth actual studies on undertaking any educational reform and its positive or negative consequences.)  
Assigning specialized

committees in the educational field that work to activate and monitor the evaluation process for each educational reform that takes place.

### **5- The appropriation of evaluation for learning by political decision-makers**

The assessment strategy for apprenticeships announced by the English government in 2008 constitutes the perfect illustration of the difficulties encountered by political decision-makers in adopting local experiments. On the surface, it presents itself as a well-funded national strategy encouraging schools to develop their formative assessment practices, as defined by the Assessment Reform Group. However, other political Issues interfere with the system, following changes to the national system of summative tests of student skills.

This is due to the government withdrawing some tests and the controversy surrounding the retention of others. In fact, the national tests intended for 14-year-old students were suddenly withdrawn, following the controversy which affected students' scores in 2008: The American testing agency (Educational Testing Service) chosen by the government is not failed to publish student results on time. In terms of performance requirements, this hardly posed a problem as the government's key objectives are based on national exams for 16-year-old students. In contrast, all measures of 14-year-old students' academic performance in English, mathematics and science were based solely on the students' assessments by their teachers. So what measures should be taken to make them more precise and reliable? The same question arose for the assessments given at

the level of the first cycle of secondary education at a time when, on a national scale, new pilot tests were being put in place, for which teachers had to nominate a single student per level of schooling (whereas until then all students took the same test over several school cycles). It was important that teachers were able to accurately assess the level achieved by their students.

### **6- The relationship between evaluation and educational objectives:**

follow-up, and development are indispensable mechanism elements for monitoring the processes of building the curriculum and its objectives, its implementation, the role of its implementers in it, and the feedback provided by these implementers through their dealings with the elements of the curriculum. This mechanism is what determines the success or failure of the curriculum, as well. It determines the extent of its ability to change and keep pace with societal trends and trends, and keep pace with scientific developments in the field of linguistics, learning theories, and theories of language use in society, as well as technical developments that can be used to improve performance. Perhaps it is appropriate to talk about the evaluation mechanism as one of the components of the curriculum, by enumerating some of the “values” that some put forward regarding the role of this mechanism, and these values are: The value of the study program: Does it represent the latest developments in science in the field of programs? Do specialists consider it so? The value of the program in terms of its ability to continuously develop in order to become ideal. The value of the program compared to similar programs: Is the program better than the previous one, or is the program better than current

similar programs with regard to ease of application, costs, suitability of learners and the needs of society.

### **Conclusion:**

Through this research paper, we tried to define some concepts related to its functions, methods, and types in the educational field in particular, but through our exposure to the topic, it becomes clear to us that evaluation does not concern the educational field only, but rather it concerns and is important for all other fields, including The field of our daily life, as the individual is required to establish himself, meaning his behaviors, thoughts, knowledge, and beliefs, and to modify them according to what is required by the environment in which he lives, including its customs, traditions, religion, and other matters that serve as a reference for him in his evaluation of himself. We've covered learning strategies in this post, but we've talked little about teaching. Both learning and teaching are educational processes, in which the teacher and the learner are two very distinct actors.

### List of sources and references

- 1) Abu Huwajj, 2000, Contemporary Educational Curricula - Their Concepts, Elements, Foundations and Operations, Amman: International Scientific House and Dar Al-Thaqafa for Publishing and Distribution.
- 2) Al-Lalqani, Ahmed Hussein, 1989, Curricula between theory and practice. Cairo: World of Books.
- 3) Al-Shibli, Ibrahim Mahdi, 2000, Curricula, their construction - implementation - evaluation - development, Dar Al-Amal for Publishing and Distribution.
- 4) National Institute for the Training and Improvement of Educational Users, 2004, Educational System and Curricula, El Harrach, Algeria.
- 5) Saada, and Ibrahim, Abdullah Muhammad, 1997, The School Curriculum in the Twenty-First Century, Kuwait, Al-Falah Library.
- 6) Samir Johari, 2010, The reality of teaching philosophy in secondary education in Algeria, Constantine, Algeria.