

**Impact of Psychological Factors on Language Assessment in EFL Classrooms:
Teachers' Beliefs and Practises**

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ABSTRACT: *The paradigm shift in educational assessment has seen assessment and student learning as intertwined and assessment as a tool for facilitating student progress. However, there are many variables that could impact language assessment, such as psychological elements such as motivation, attitude, anxiety, and self-regulation ability. These factors should be considered or overcome when assessing EFL students' language learning tests. This study was designed to investigate EFL teachers' preferences for common assessment methods in the EFL classroom, their Assessment for Learning (AFL) practises, and whether they differed in their AFL practises according to variables such as cultural and psychological factors. A meta-literature analysis was conducted to identify possible solutions and strategies to improve language assessment and comprehension and overcome these psychological barriers in the EFL context. The findings revealed that most EFL teachers, especially in the Algerian context, rely on conventional methods of assessment rather than formative assessment processes. Effectively practising AFL requires instructors to reassess their assessment methods and create AFL strategies and feedback processes. In addition, the study revealed a significant relationship between psychological factors and students' academic performance; consequently, teachers require assessment literacy and a variety of tools to comprehend how their past views influence their teaching strategies and evaluate them in light of the new evaluation paradigm. Students may perform better on academic exams if they receive comprehensive psychological assistance in various dimensions.*

KEYWORDS: Language Assessment, Psychological Factors, Teachers' Practises and Beliefs, Assessment for Learning (AFL), Algerian Higher Education EFL Context.

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Introduction

Over the past few years, there has been a discernible shift in the field of educational assessment, wherein assessment and student learning are regarded as interdependent and assessment is considered a means of facilitating student learning (Davison and Leung, 2009; Stiggins, 2008). The shift in the assessment paradigm can be attributed to reform initiatives implemented in different global contexts aimed at enhancing educational planning and practises. These initiatives include the works of the Assessment Reform Group (1999, 2002), Black and Wiliam (1998), Chow and Leung (2011), the OECD (2005), and Phakiti and Roever (2011). According to Davison and Leung (2009), "With the growing global endorsement of this policy-driven approach, English language educators are expected to implement appropriate evaluation methods to oversee and assess the advancement of their pupils within their respective learning environments."

Assessment improves student learning and academic success. As proposed by the Assessment Reform Group (2002), Black and Wiliam (1998), Black et al. (2003), and Stiggins (2005, 2008), educational institutions have introduced Assessment for Learning (AFL) as an alternative to Assessment of Learning (AOL). The traditional approach to testing, where teaching and assessment are seen as independent entities, has been replaced by an evaluation-oriented culture. To improve student learning, this culture involves formal and informal evaluations via monitoring and scaffolding. This trend has been reported by Black and Wiliam (1998), Black et al. (2003), and Davison and Leung (2009).

To guarantee reliability, validity, and equity, scholars and researchers have regularly tested evaluation methodologies and approaches. It is important to ensure that the evaluation procedure yields the desired outcomes in all facets of the pedagogical and educational process. Test-taking methods, motivation, and anxiety affect language proficiency assessments. Cultural differences in language use and interpretation may affect language ratings. Language assessment must be linguistically and culturally appropriate to accurately measure language competency, according to Bachman and Palmer (2010).

Thus, the present research seeks to investigate EFL teachers' stated perspectives on AFL practises in the EFL classroom, notably in Algeria, and find characteristics that may explain teacher differences. EFL classes will also be affected by psychological factors. Addressing these concerns may help academics and practitioners build more efficient and inclusive language assessment methods that effectively reflect learners' language skills while recognising their linguistic and cultural origins. Therefore, this study's research topics were:

- What is the potential influence of cultural and psychological factors on language assessment?
- What assessment strategies do EFL teachers employ in their classrooms (Algerian Context)?

1. Literature Review

Assessment is considered a powerful tool for appraising the advancement and achievements of students' learning and enabling the implementation of any required modifications based on the outcomes. Nonetheless, the feasibility of this proposition is contingent upon the extent to which educators possess a comprehensive comprehension of evaluation, its constituents, and its fundamental tenets.

1.1. Definitions of Language Assessment

Assessment is a term commonly employed to refer to the systematic procedure used to validate the attainment of the desired educational objectives. Teachers commonly employ assessments as a tool to gauge the academic progress of their students and inform their pedagogical choices based on the outcomes derived from such evaluations. According to Richards and Schmidt's (2002) definition, assessment is a methodical process that involves gathering data from multiple sources to draw conclusions about a student's abilities or the effectiveness of a teaching course. (p35). Assessment is a systematic process aimed at evaluating the abilities and performance of students as well as the efficacy of instructional methodologies. As per Popham's (2008) definition, assessment is a deliberate approach employed by educators to modify current educational practises based on evidence of learners' progress or by learners themselves to adjust their

teaching strategies based on evidence of their own progress. The act of assessment serves as a means to connect the present educational situation of a student with their intended learning outcomes, as stated by Heritage (2012).

1.2. Types of Assessment

Summative and formative assessments are two primary types of assessments. In this section, a concise overview of both forms is presented. First, the summative evaluation gives pupils a numerical score based on restricted comments, as per Glazer (2014). Thus, summative evaluation is often used to evaluate learning outcomes rather than promote training. Teachers may turn summative evaluations into formative ones by letting students learn from them. Exam feedback is crucial to maximising exam learning. Winger (2005) combined formative and summative assessments. Summative-formative evaluation integrates formative and summative evaluations. Summative-formative evaluation, according to Winger, entails revisiting the exam with students to measure understanding. Formative-summative evaluation might entail the administration of a practise test before the final assessment or the execution of the final assessment before the option for a retake.

Second, summative assessment evaluates learning, whereas formative assessment enhances it. Formative evaluation is frequent and interactive evaluation of students' progress and knowledge to identify requirements and adjust instruction, according to Alahmadi et al. (2019). Formative assessment is an instructional practise that provides students' academic progress feedback throughout a course, according to Glazer (2014). Evaluations help teachers identify issues following courses and modules. Exams may reveal student misconceptions and give helpful feedback, according to Dixson and Worrell (2016). Formative assessments may teach, but teachers mainly use them to assess student learning. Black et al. (2004) recommend formative assessments for introspective and dynamic course content revision. Buyukkarci and Sahinkarakas (2021) say formative assessment promotes learning. As well as formative assessment, it helps students understand evaluation and improve. Clark (2011) says many teachers fail to provide appropriate and timely feedback in learning assessment, a new subject.

1.3. Psychological Factors

As scholars argue that psychological aspects may have an influence on scholastic accomplishment in this area, there is an increasing interest in improving the pedagogical, cultural, and linguistic practises of assessing foreign languages. Furthermore, numerous psychological elements might have impacts on learners, which can be positive or negative. Language skill evaluation must take psychological variables into account. Other psychological elements, such as motivation and self-esteem, may also influence language learning and evaluation results (Dörnyei, 2005). Accurate language ability diagnoses require an understanding of the differences between assessment, testing, and evaluation, as well as taking psychological aspects into account.

1.3.1. Motivation

Motivation is typically defined as a student's proclivity to participate in the process of language learning. According to Ortega (2009), students must work hard to learn a language. Second or foreign language acquisition may be separated into two categories: learners' communicative demands and their attitudes towards the language community (Lightbrown & Spada, 2001). Students are likely to be encouraged to study a second or foreign language as they will need to utilise it socially to achieve their professional goals. Thus, teachers must communicate positively with skilled target language learners. In conclusion, a person's motives may affect their decision to take a language lesson, like a speaking class.

1.3.2. Anxiety

Anxiety is a natural psychological condition that cannot be controlled, according to Javed et al. (2013). Foreign language anxiety (FLA) is common throughout language learning. Students cannot disregard anxiety and apprehension while studying foreign languages, according to Ortega (2009). Adults talk differently from newborns while learning a language. In particular, adults are more apprehensive about making errors, particularly in public, owing to the possible influence on their perceived ability and others' assessments (Latha, 2012). Communicating with unintelligible or unsuitable speakers of a second or foreign language may lower social standing and reveal ignorance.

1.3.3. Self-esteem

Self-esteem affects learners' speaking skills, according to Lathifah (2015). Due to their lessened anxiety about making mistakes, people with strong self-esteem can make presentations more smoothly. High-self-esteem kids are more likely to feel secure and succeed in language learning, according to Lathifah, Dulay, Burt, and Krashen (1982). However, self-esteem might hinder students' speaking abilities, especially university-aged adults (Jamila, 2014). Academic performance is affected by self-esteem. Students with strong self-esteem tend to do better academically. An improper assessment might adversely affect the student's self-esteem, motivation, and attitude towards learning a foreign language in general. The students require an evaluation system that considers their future specialisation and professional abilities (Semenova, 2018). Assessment is crucial for everyone engaged in learning. In other words, assessment measures students' activities on many levels and diagnoses their issues and successes in a constructive way (Maley, 2003)

Moreover, psychological elements have the largest negative influence on students' speaking actions, according to Bourezzane (2014). According to Haidara (2014), psychological issues may negatively impact learners' English-speaking skills. Putri (2014) conducted a study examining the relationship between anxiety, a psychological factor, and the speaking performance of students. The results show a substantial positive link between students' low anxiety ratings and their speaking performance and a significant negative correlation between high anxiety scores and test performance. In other words, psychological factors may lower kids' language exam performance. This research examines the psychological variables that affect language test performance and the psychological issues that hinder it.

1.4. Teachers' Beliefs and Practises Regarding the EFL Classroom

Studies have been conducted to explore the correlation between teachers' attitudes and behaviours concerning different facets of language instruction and acquisition. Brown et al. (2009) conducted a survey to investigate the beliefs and practises of Hong Kong primary teachers regarding language classroom assessment. The study found a significant correlation between the instructors' perceptions of utilising assessment as a means to enhance teaching and learning and the students' responsibility, which led to frequent engagement in exam preparation. James and Pedder (2006) conducted a survey study to examine the values and practises of schoolteachers in Britain with respect to classroom assessment.

The views and practises of teachers on learner autonomy and classroom performance differed significantly. Warwick et al. (2015) studied schoolteachers in Argentina, India, Indonesia, Nigeria, and Saudi Arabia using the original author's questionnaire. Teachers in different educational situations showed both congruence and incongruence, according to the research. In a mixed-methods study, Wang et al. (2020) examined Chinese EFL instructors' writing assessment perspectives and practises. The researchers found both congruence and mismatch between instructors' educational views and teaching practises. Instead of assessment of learning, educators valued assessment for learning that empowered students in the assessment authoring process. They were implemented differently, however.

The aforementioned studies collectively demonstrate that investigating teachers' beliefs and practises regarding particular facets of language education is a crucial research domain, as it can facilitate comprehension of teachers' instructional conduct in the classroom. The acquisition of new knowledge, as a

result, enhances the efficacy of pedagogy and educational attainment. The significance of language assessment in the field of education cannot be overstated. However, there is a dearth of research that examines the attitudes and methodologies of teachers with respect to language assessment in the classroom.

1.4.1. Classroom Dynamic Assessment: Teachers' Practises

In practical contexts, the instructor assesses the student's language competency and provides help to improve it. This implies that individualised instruction may help students learn languages. As illustrated by Da Silva Iddings (2014), Poehner (2008), Poehner and van Compernelle (2013), and Siekmann and Charles (2013), most dynamic evaluations in second language (L2) contexts have comprised one assessor and one or two learners. Dynamic evaluation has seldom been used in large classrooms. Davin (2013), Davin, Troyan, and Hellmann (2014), Lantolf and Poehner (2011), and Tavakoli and Nezakat-Alhossaini (4) are among these researchers. These questions examine second-language classroom mistakes to discover students' educational requirements and allow teachers to actively help by reorganising activities (Wertsch, 2007). The aforementioned indicators are occasionally used as vocal prompts, which are suggested queries, duplications, or predefined indications.

In current classroom discourse analysis, educators examine their educational purpose, anticipate student misunderstandings, and provide planned signals to help students correct their mistakes. If a student cannot answer the question, the instructor offers the next prompt on the script, stopping after each suggestion to allow them to rethink their response. Each prompt clarifies. This strategy provides students with additional error-fixing information. Graduation helps students control their behaviours and feel independent in their new language, according to Lantolf (2012) (p. 60). The lecturer assesses students using the script. People who can learn or accomplish a job with little guidance require less external control than those who need more. Awareness of this aspect may assist instructors in identifying a learner's explicitness, reducing data collection and instructional pauses (Lantolf & Poehner, 2011). A reduction in prompting frequency and quality indicates a learner's progress and self-regulation. Aljaafreh and Lantolf (1994) found that this alteration indicates the learner's independence and self-sufficiency.

1.4.2. Learning-Oriented Assessment in the Classroom

Assessment is essential to education. Classroom evaluations are directly and indirectly affected by instructors' pedagogical approach and instructional methods. To improve students' intellectual and psychological well-being, Bachman (2015) suggests learning-oriented assessment in the classroom. According to Tavousi and Pour Sales (2018), foundational self-assessment (CSA) is an important aspect of self-evaluation. GuoJie (2021) states that the Core Self-Assessment (CSA) is a complete personality framework that evaluates and understands student learning. Wongdaeng (2022) states that the CSA encourages students to reflect on their academic careers and take responsibility. Computer-Supported Autonomy (CSA) may promote learners' autonomy, emotion management, second language (L2) persistence, and social interactions, according to recent research by Heydarnejad et al. (2022), Jiang et al. (2022), and Zhuoyuan (2021).

Critical thinking (CT) is a higher-order cognitive capacity that prioritises utilising intuition, insight, and creativity to make informed judgements about any topic (Amirian et al., 2022; Heshmat Ghahderijani et al., 2022). CT helps people swiftly switch attention between stimuli, according to Li et al. (2022). Critical thinking (CT) ensures a secure learning path for pupils. Students may face a variety of issues that demand swift and decisive responses throughout their academic careers. Critical thinking skills are needed to optimise metacognitive and cognitive processes. Critical thinking (CT) allows students to briefly pause their mental processes and review their viewpoints, introspection, and performance assessment (Syairofi et al., 2022; Zhang et al., 2020).

The psychological construct of self-evaluation relates to an individual's self-perceptions and affective states. According to Smith and Mackie (2007), self-evaluation (SE) refers to optimistic or

pessimistic assessments of oneself, including one's feelings towards oneself. Self-esteem (SE) in the context of education refers to a student's belief in their value or abilities. According to Faramarzzadeh and Amini (2017), self-evaluation promotion in learning environments is more conducive to the development of self-esteem in students. According to Zhang's research (2022a, 2022b), individuals with a positive self-image have a tendency towards problem-solving and conformity to societal norms.

According to Mandokhail et al. (2018), the implementation of SE equips students with the skills necessary to navigate the complexities of the contemporary world. Therefore, it is essential to prioritise the preconditions that contribute to the development and success of social entrepreneurship in educational research. Due to a lack of empirical data on the nature and extent of their interaction, it is unclear what effect CSA, CT, AE, and ES could have on the well-being of students. By delving deeper into the dynamics of interpersonal relationships, this section sought to close the knowledge divide. The subsequent section evaluates the pertinent literature critically.

1.4.3. The Core Self-Assessment (CSA)

Bachman (2015) defines assessment as a systematic strategy for drawing conclusions about students' development and educational achievement. Over time, many evaluation methods have been created to improve credibility and uniformity. CSA requires students to evaluate their activities, attitudes, and performance. Therefore, Bachman et al. (2010, p. 12) recommend encouraging and training learners to go through this process. CSA is based on CT, metacognition, monitoring, and self-regulated learning, according to Andrade (2019). According to Judge et al.'s 1997 study, CSA reflects a higher level of character that includes self-regard, self-assurance, emotional instability, and life control.

Bourke and Mentis (2007) found that internal and external variables may yield a core self-assessment (CSA). The extrinsic phase of academic achievement is distinguished by external influences, including grades, feedback, and social standards. Extrinsic child sexual abuse (CSA) is characterised by internal ideals and aims. Bourke and Mentis (2007) and Mentis and Bourke (2013) emphasised that CSA development depends on sociocultural circumstances and the learner's self-determination and self-identity. Students must self-assess their learning and actively solve problems. Al-Mamoory and Abathar Witwit (2021) researched the subject.

According to Hu's (2022) findings, the implementation of CSA has been observed to improve students' emotional regulation skills. Individuals who exhibit high levels of cognitive self-awareness are able to surmount a variety of challenges and exercise deliberate judgement. The statement implies that the self-assessment process influences both the cognitive and affective domains of students' educational experiences. The investigations by Punpromthada et al. (2022) A high degree of cognitive self-regulation, particularly in the context of language acquisition, has the potential to modulate affective experiences and improve academic performance.

1.4.3.1. Critical Thinking

Socrates invented critical thinking around two centuries ago, according to Fisher (2001). The logical deduction, critical analysis, and assessment were Socrates' core concepts of personal knowledge. Fasko (2003) and Halonen (1995) emphasised that a general definition of critical thinking (CT) has yet to be created despite its broad introduction and varied implementation. According to Paul (1988) and Halpern (2003), critical thinking (CT) involves complex thinking and cognitive processes. Dewey (1933) defined critical thinking (CT) as the dynamic and continuous cognitive process of deconstructing complex information into its fundamental components, integrating those components in novel and significant ways, and evaluating the resultant outcome to reach a satisfactory conclusion. Critical thinking, according to Ennis (1996), is a precise and deliberate cognitive process that requires critical reflection. Critical thinking (CT) is based on knowledge, abilities, and temperament, according to Thomas and Lok (2015).

Due to its significant impact on academic performance, a number of studies have investigated the most effective ways to incorporate technology into student learning. Rashtchi and Khoshnevisan (2020) suggest that EFL students can benefit from the implementation of CT strategies in writing assignments. In their autonomous research, Sheikhy Behdani and Rashtchi (2019) highlighted the significance of process writing and its impact on the development of critical thinking skills. In addition, Davoudi and Heydarnejad (2022) examined the implementation of reflective thinking in English as a Foreign Language (EFL) classrooms. As a higher-order cognitive skill, reflective thinking has the potential to improve students' language proficiency, according to their findings.

1.4.4. Academic Engagement (AE)

Engagement is a multifaceted concept with many elements. Robinson and Hullinger (2008) found that students' motivation, cognition, conduct, and emotions were affected. Engagement has been defined by several frameworks and theories. The two basic models of involvement, defined by Fredricks et al. (2004) and Schaufeli et al. (2002), are well regarded for their dependability and applicability in empirical research. The Fredricks et al. (2004) Model of Engagement states that engagement has behavioural, cognitive, and emotional components. The interconnection of these three aspects is perceived by the individual.

According to Schaufeli, Bakker, and Salanova (2002), engagement has three dimensions: absorption, ardour, and dedication. Both approaches analyse various aspects of student participation, but they agree that engagement is essential to academic involvement. Cognitive engagement and enthusiasm are defined as school-related activities and a strong interest in learning by the two models under discussion (Rezai et al., 2022; Tuominen-Soini & Salmela-Aro, 2014). Academic engagement (AE) promotes resilience, tenacity, and positive attitudes towards learning, according to Fredricks et al. (2004) and Schaufeli et al. (2002). Numerous empirical investigations have shown that academic engagement (AE) increases student well-being. AE was positively associated with motivation, self-efficacy, mood, self-regulation, and satisfaction, according to Alonso-Tapia et al. (2022). The research found that university academic teachers who regulate their emotions feel involved and competent. Such an atmosphere may help people regulate their anger.

1.4.5. Self-Esteem

Self-esteem (SE), according to Mackinnon (2015), is a person's assessment of their own value or skills. According to Wang and Ollendick (2001), an individual's self-esteem is generated from their views and beliefs about their skills, abilities, social relationships esteem is generated from their views and beliefs about their skills, abilities, and social relationships. The establishment and growth of an individual's self-image and self-awareness are linked to social emotion (SE). According to Manning et al. (2006), software engineering (SE) is linked to self-evaluation, which includes cognitive judgements of one's self-worth as well as emotional experiences.

In addition, Dornyei and Ryan (2015) also found a link between SE and self-concept and self-evaluation. Self-concept is an individual's view of themselves, whereas self-evaluation is the cognitive process that produces that impression. Self-esteem, self-image, and the ideal self are all part of the self-concept, according to Lawrence (2006). SE has a significant impact on student's academic performance. Murk (2006) found that those with higher self-efficacy are more confident and set higher goals, even when presented with barriers. Individual success depends on persistence. SE may improve self-regulation and mood, according to Hosseinmardi et al. (2021). According to Brown (2000), "no successful activity can occur without some degree of self-esteem" (p. 145).

Zhang's research in 2022a and 2022b demonstrates that self-efficacy (SE) has a positive correlation with the autonomy of students and has the potential to improve their reading comprehension. Faramarzzadeh and Amini (2017) determined that software engineering (SE) acts as a mediator in the improvement of oral proficiency among advanced and intermediate language learners. Within mixed groups, language learners with higher levels of self-esteem performed better in terms of total spoken words, total

spoken turns, and interruptions. According to Mandokhail et al. (2018), teachers' positive self-efficacy facilitates the development of positive self-efficacy (SE) in students.

3. Discussion of Literature

This literature analysis shows that students' psychological and cultural states need to be assessed. The following paragraphs explain how Assessment for Learning (AfL) in heterogeneous educational institutions can be used to achieve Culturally Responsive Assessment (CRA), which requires a variety of assessment structures and methodologies (Aronson and Laughter 2016; Castagno and Brayboy 2008; Espinosa 2005). The authors' submitted research revealed four culturally relevant techniques. Baker, O'Neil, and Linn (1993), Hood (1998a), and Kim and Zabelina (2015) have all discussed performance-based assessment, peer- and self-assessment, creativity assessment, and dynamic assessment.

1. Performance-based evaluation assesses knowledge and skill use, application, and display. The above assessment strategies prioritise open-ended, higher-order, complex, context-sensitive, and complex problems that require multiple types of performance and a lot of student time. Baker et al. (1993) state that evaluations may include student autonomy and individual or group performance (p. 1211). Performance-based evaluation may accommodate individualistic and collectivistic students.
2. According to Hayward (2012), assessment for learning (AfL) requires peer and self-assessment. Heritage and Wylie (2018) and O'Hara et al. (2015) remarked that this strategy might improve evaluation in culturally diverse classes. Peer and self-assessment include students' self- and peer-evaluation and shared assessment with the instructor. The educator must design classroom norms that encourage collaboration, confidence, and variety to support such methods (Heritage and Wylie 2018). Peer and self-assessment entail giving comments on examinations, oral presentations, portfolios, and skillful behaviours (Topping, 2009). Classroom activities like problem-solving may also be assessed.
3. Different methods are used to measure students' creative thinking skills. According to Kim and Zabelina (2015), creativity is the creation of something new and beneficial. Their study also reveals that creativity is not affected by gender or race. Their publication records this discovery on page 136. As a way to avoid cultural bias, Hempel, and Sue-Chan (2010) and Kim and Zabelina (2015) suggest using creativity assessment.
4. Student language competency is assessed using dynamic assessment methods. Dynamic assessment involves student and examiner participation, according to Lidz (2001). Lidz (2001) states that the assessor observes and documents kids' experiences. Task completion is prioritised while the educator examines the child's problem-solving approach and fosters expertise in transferrable ideas and strategies (Lidz, 2001, p. 526). Student activities are also assessed for cognitive demands such as attention, perception, memory, and executive skills. These cognitive processes determine the student's performance. Lidz (2001) lists it on pages 526–527.

In diverse classrooms, these four methodologies may be used for formative and summative evaluations. Both methods focus on student competency, making them summative assessment methods. Formative assessment, such as Assessment for Learning (AfL), focuses on the learning process and how students use their knowledge, abilities, and strategies to learn. Formative use of the four techniques may reveal students' knowledge and skills. This data may be used to provide students with feedback. The techniques may be used to assess migrant students' knowledge and learning methods.

Hayward (2012) states that when a classroom prioritises formative assessment, or AfL, the community of learning, including teacher and student roles, must be reevaluated. DeLuca et al. (2018) and Kirova and Hennig (2013) advise instructors to emphasise student viewpoints. Students should also be encouraged to become more involved in their academic community. According to Stobart (2012), assessment for learning (AfL) needs teacher-student trust. Both instructor and student evaluation outcomes should be valid. Students from societies that do not value student engagement, where pedagogy is teacher-focused, or where

elders are respected may find this work challenging. According to previous research, students from specific cultural backgrounds may struggle with such activities (Civil and Hunter, 2015).

For students to understand teacher feedback, it must correspond with their pre-existing views about teaching and learning and their understanding of the interaction between students and instructors and their respective obligations. Alternatively, the educational method should enable instructors and students to collaborate on a didactic accord. Hodge and Cobb (2016), Hunter et al. (2016), and Siemon et al. (2004) recommend that students take on roles and responsibilities that promote learning and correspond with Assessment for Learning (AfL) concepts. Professional development helps instructors implement Assessment for Learning (AfL), according to Peddar and James (2012) and Siemon et al. (2004).

If educators apply Assessment for Learning (AfL) in diverse classrooms, this might complicate their instructional settings. Students may understand evaluation better if the focus shifts. According to Nayir et al. (2019), several European nations have begun to lay the basis for culturally responsive approaches (CRA), but teachers still need training and professional development to sensitise and equip them for CRA practises. Thus, knowing learning's psychological processes may help prevent creating questions that are beyond students' abilities. Crisp and Sweiry (2003) stressed the relevance of modest changes in conspicuous components of a question, such as diagrams or visuals, which might dominate the mental representation. Many studies (Oakhill, 1988; Davey, 1990) employ the information processing model to explain how students struggle to answer negative questions. Lu and Suen (1995) found that cognitive style affects student performance across assessment modalities. Pollitt et al. (2000) also addressed the linguistic barriers that students confront while studying a foreign language. They found linguistic, contextual, and cultural issues. Information overload may cause linguistic issues (Selepeng and Johnstone, 2001).

If Algerian EFL educators use improper assessment techniques, pupils' motivation and self-esteem may suffer. Finding the right evaluation forms and eliciting the highest performance from people is also crucial. To achieve this, teachers must grasp learning theories and link tests with them to understand why children struggle. Different evaluation methods tend to promote deep or superficial learning (Struyven et al., 2002). Fixed-response questions, especially if meant to go beyond memory concerns, may foster dualistic thinking since students must choose one appropriate answer. Thus, exam content and approach may teach pupils about science and intellectual growth (Boud, 1995).

5. Conclusion and Implications

The findings have educational implications for teachers' practises and beliefs. Our research demonstrated that examining many factors that affect students' productivity on a university topic is crucial. Self-efficacy, motivation, stress, and exam anxiety for the topic they study are the most essential psychological factors for student responsibility over the academic year. Therefore, teachers should pick relevant and real projects that students will find useful for their future careers. The quality of students' individual and group work on the topic might be affected by such challenges.

Students' extrinsic motivation might also improve their academics. Teachers should know that extrinsic-intrinsic motivation is two-dimensional, not a continuum with two extremes. Students might be low in one and high in the other. Students who do not initially appreciate the topic might benefit most from extrinsic incentives. It may keep kids busy and help them build intrinsic motivation if they succeed at diverse things. Students' motivation, particularly anxiety, affects learning. They hinder performance and achievement but motivate individuals to strive more and employ better learning tactics to avoid unpleasant results. Anxiety may be adaptive, but it needs an open, non-judgmental environment where errors are accepted as part of the learning process. Students should put their best effort into group work when appropriate, but individual responsibility is vital for success. Teaching collaborative abilities should emphasise positive interdependence and cooperation as social skills.

This study also showed how core self-assessment (CSA) and critical thinking (CT) affect academic engagement (AE) and self-evaluation (SE) in EFL higher education. CSA and CT provide learning-oriented

assessments in the classroom. They boost AE and SE. Thus, CSA and CT guide EFL students along the educational path. CSA and CT may affect SE's personal growth and development. CSA also enlightens students, especially EFL students. Testing professionals should prioritise learning-oriented assessment, which measures language usage in language learning. CSA, CT, AE, and SE research in education, especially EFL, is scarce and needs greater attention. CSA, CT, AE, and SE were initially compared in this study.

Thus, the results may advance educational research and promote learning-oriented evaluation in the classroom, particularly in EFL. Finally, this research has several flaws. The case study focuses on EFL learners. In future studies, defining and expanding the student sample would strengthen the findings. Further statistical research might determine which psychological variables explain the most student success variation. Other indicators of student achievement (teachers, coworkers) might help improve outcomes' generalizability. Finally, subsequent research pertaining to evaluating students from diverse backgrounds in EFL classrooms should concentrate not solely on the sensitization of teachers towards practical and psychological concerns, as discussed in this article, but also on the impact of assessment paradigms and national policies on classroom assessment.

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