بسم الله الرحمن الرحيم

Ain Shams University Information Network

جامعة عين شمس

شبكة المعلومات الجامعية

@ ASUNET

شبكة المعلومات الجامعية

شبكة المعلومات الجامعية

التوثيق الالكتروني والميكروفيلم

شبكة المعلومات الجامعية

جامعة عين شمس

التوثيق الإلكتروني والميكروفيلم

قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها
علي هذه الأقراص المدمجة قد أعدت دون أية تغيرات

يجب أن

تحفظ هذه الأقراص المدمجة بعيدا عن الغبار

Ain Sham University
Faculty of Education
Curriculum & Instruction

A Program Based on Cloud Computing Platform for Developing the Assessment Strategies for EFL for The Primary Stage Teachers

A dissertation

Submitted in partial fulfillment of

the requirements for Ph.D in education

(TEFL)

by

Walaa Abdel Fattah Salem

A senior English teacher & a teacher trainer in the Ministry of Education

Access Microscholarship Teacher by RELO Office at the US Embassy

Supervised by

Prof. Asmaa Ghanem Geith
Professor of Curriculum & EFL Instruction
Faculty of Education
Ain Shams University

Dr. Dina Sayed Nasr
Lecturer of Curriculum & EFL Instruction
Faculty of Education
Ain Shams University

2021

Research title: **A Program Based on Cloud Computing Platforms for Developing the EFL Assessment Strategies for The Primary Stage Teachers.**

Author

Walaa AbdelFattah Ahmed Salem

Supervisors

1- Dr. Asmaa Ghanem Gheith, professor of Curriculum and Instruction department (TEFL), Faculty of Education, Ain Shams University.

2- Dr. Dina Sayed Nasr, Lecturer of Curriculum and EFL Instruction department (TEFL), Faculty of Education, Ain Shams University

Source: Faculty of Education, Ain Shams University

Year: 2021

Acknowledgments

First, I would like to thank Allah, the Almighty, for giving me the strength, patience, and physical ability to complete this dissertation. Without Him, I would never be able to finish it.

After a long time of resilient hard work, here comes the coronation day. However, I was not alone, I was surrounded by supportive, loving, and positive people. So, I use this opportunity to thank all those people whom I owe a lot for their support, love and encouragement throughout this study.

I would like to express my sincere gratitude to my dear professor and advisor, **Dr. Asmaa Ghanem Gheith** for always being cooperative, supportive, respectful, considerable, caring, encouraging, loving and enthusiastic. I would like to thank her for her belief and trust in my abilities and skills. Whenever I felt discouraged, she was always there, supporting and pushing me toward success. I deeply thank her for her kind feedback that helped me a lot to discover and develop myself and to refine my study. I really do appreciate all her efforts and words cannot express how grateful I am.

I am also grateful to **Dr. Dina Sayed** whose fruitful comments helped me to successfully edit and complete my research. I really appreciate her guidance and advice.

I would like to express my deep gratitude to the rest of my dissertation committee **Prof. Zeinab El Naggar** professor of curriculum department (TEFL), Faculty of Education, Ain Shams University, and **Prof. Mostafa Badr** professor of curriculum department (TEFL), Faculty of Education, Tanta University, for accepting to take part in the dissertation committee and for giving time and effort to examine this study. I appreciate their kind presence, support, and their valuable comments.

I warmly thank all the teachers who took part in the program. I thank them for their commitment and hard work. I would also like to thank them for all the fun and good memories we had throughout the program.

Special thanks go to my family. I would really like to thank my late father who used to call me Dr. Walaa as he had great faith in me and in my abilities. I also would like to thank my husband, my mother and my children for their endless help and patience. Without their support I would not have done this dissertation.

Finally, I would like to deeply thank my Access colleagues for their assistance, help and insightful feedback. I would also like to thank my beloved Access students who walked with me during my whole journey from the very beginning.

ABSTRACT

The study aim was examining the effect of a program based on Cloud-computing platform on developing assessment strategies for EFL primary school teachers. The study reviewed the literature and previous studies dealing with assessment strategies (self-assessment, peer-assessment, strategic use of Questioning and reflection), professional learning communities, cloud computing and finally some platforms for assessment (Google Classroom, Kahoot, Quizizz, Quizlet, Wordwall, Padlet). The researcher prepared a list of assessment strategies and cloud-computing platforms as guides for the design of the instruments. The researcher also designed a pre/post assessment strategies test, a questionnaire, and a rubric, to obtain data for developing the trainees' performance, the researcher designed the proposed program. Then, after a Facebook announcement, the researcher nominated the Egyptian primary teachers (n=25) who intended to study the online assessment course for developing their assessment strategies. These participants were submitted to a pre and posttest. The scores were analyzed both quantitatively and qualitatively. Results showed that the cloud-computing platform was highly effective in developing the assessment strategies for EFL primary school teachers.

Keywords: *assessment strategies, cloud-computing, professional development*

Table of Contents

CHAPTER ONE

Introduction 1

Background and Problem 1

Context of the Problem 6

Statement of the Problem 7

Study Questions 7

Hypothesis of the study 8

Aims of the study 8

Significance of the Study 9

Participants 9

Instruments 9

Delimitations of the Study 9

Definitions of terms 10

CHAPTER TWO

Review of Literature and Related Studies

Part one: Assessment strategies of EFL teachers 11

2.1.2 Importance of Assessment 14

2.1.3 Assessment strategies 16

2.1.3.1 Reflection 17

2.1.3.2 Peer-assessment 18

2.1.3.4 Self-assessment 20

2.1.3.5 Questioning 21

2.1.4 Feedback as an assessment strategy 23

2.1.5Observation 25

2.1.6 Professional development for EFL teachers 26

Part 2 Cloud-computing **28**

2.2.1 Interactive learning system **28**

2.2.2 Cloud-computing and EFL **32**

2.2.3EFL e-assessment **33**

2.2.4 Cloud-Computing as an assessment platform **35**

2.2.5Types of cloud computing **36**

2.2.6 Cloud computing in the Egyptian Educational system **39**

2.2.7 Some online assessment platforms **41**

2.2.7.1 Zoom **41**

2.2.7.2 Kahoot **43**

2.2.7.3Socrative **43**

2.2.7.4 Quizlet **44**

2.2.7.5 Wordwall **45**

2.2.7.6 Flipgrid **46**

2.2.7.7 Quizizz **46**

2.2.7.8Padlet **47**

2.2.7.9 Google Classroom **48**

CHAPTER THREE

Methodology

3.1Study Design **50**

3.2 Participants **50**

3.3Variables **50**

3.4 Instruments **51**

3.4.1. The pre/posttest **52**

3.4.1.1 Piloting the test **54**

3.4.1.2Test Reliability **55**

3.4.1.3 Test validity **57**

3.4.2 Questionnaire **57**

3.4.3 Rubric **58**

3.4.4The assessment strategies program **59**

3.5 Observation during study **64**

CHAPTER FOUR

Results and Discussion

4.1 Results of the Study **65**

4.1.1 Testing the validity of H01 **65**

4.1.2 Testing the validity of H02 **66**

4.1.3 Testing the validity of H03 **67**

4.1.4 Testing the validity of H04 **68**

4.1.5 Testing the validity of H05 **69**

4.1.6Testing the validity of H06 **69**

4.2 Discussion of Results **70**

4.2.1 Self-assessment **71**

4.2.2 Peer-assessment **71**

4.2.3 Feedback **72**

4.2.4 Strategic use of Questioning **73**

4.2.5 Reflection **74**

4.2.6 The total assessment strategies **75**

4.3 Qualitative Analysis of the Learners **77**

CHAPTER FIVE

Summary, Conclusions, and Recommendations

5.1 Summary **86**

5.2 pedagogical Implications **90**

5.3 Limitations **91**

5.4 The challenges of the research **92**

5.5 Results of the Study **93**

5.6 Conclusions **93**

5.7 Recommendations **94**

5.8 Suggestions for Further Research **95**

REFERENCES **96**

APPENDICES

Appendix (A): Pre/Post assessment strategies Test **116**

Appendix (B): Questionnaire **120**

Appendix (C): self-assessment rubric for assessment strategies participants **122**

Appendix (D) The program of the study **123**

Appendix (E) The lesson plans of the program **128**

Appendix (F) The participants' study consent **138**

Arabic Summary

List of Tables

Table	Name	Page
1	Pre/post Test Specifications (list number of questions, assessment strategies and scores)	53
2	Pre/post-test Correlation coefficient between the score of each individual single question with the total degree of the test	54
3	Correlation and reliability coefficients for the study	55
4	Inter-rater reliability of the second part of the test on the pre/post administration	56
5	T-test Results for the significance of difference between the pre-test and post-test mean scores of the experimental group on the assessment strategy 'self –assessment'	65
6	T-test Results for the significance of difference between the pre-test and posttest mean scores of the experimental group on the assessment strategy 'peer-assessment'	66
7	T-test Results for the significance of difference between the pre-test and posttest mean scores of the experimental group on the assessment strategy 'feedback'	67
8	T-test Results for the significance of difference between the pre-test and posttest mean scores of the experimental group on the assessment strategy 'strategic use of questioning'	68
9	T-test Results for the significance of difference between the pre-test and posttest mean scores of the experimental group on the	69

	assessment strategy 'Reflection'	
10	T-test Results for the significance of difference between the pre-test and posttest mean scores of the experimental group on the total assessment strategies	70

List of Figures

Fig.	Name of the figure	Page number
1	A list of the five chosen assessment strategies	51
2	Self-assessment t-test for the experiment group	71
3	Peer-assessment t-test for the experiment group	72
4	Feedback t-test for the experiment group	73
5	Strategic use of Questioning t-test for the experiment group	74
6	Reflection t-test for the experiment group	75
7	Formative assessment strategies as a whole t-test for the experiment group	76