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**An Investigation of EFL Teachers' and Learners' Perceptions towards the Placement
Test Assessment**
Case Study: B2 Students at CEIL, Jijel University

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in
didactics of foreign language

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Declaration

We hereby declare that the dissertation entitled “An Investigation of EFL Teachers’ and Learners’ Perceptions towards the Placement Test Assessment” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature

Date: 09/19/2021

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Dedication

I lovingly dedicate this research work to

My dearly loved parents: Mohammed and Zohra MERROUCHE.

To my beloved grandmother: Yakouta.

To all my beloved family and best friends.

To my grandparents' memory.

To all my beloved teachers who believed in my success.

Rania

Dedication

I dedicate this work to my family members who have meant and continue to mean so much to me. First and foremost to the greatest icon of love in my life, my beloved mother “*Samia*”, to the symbol of power in my life, my beloved father “*Djamel*”, to my sister “*Sarah*”, to my beloved brothers and my back up in life “*Mohammed*” and “*Yahia*”, to my grandmother “*Djamila*”, and all my friends. I’m thankful for having you in my life.

I want also to remember miss *ZEGHAD Amina*, miss *BOUKERTOUTA Moufida*, and miss *KITOUNI Amira*.

In memory of *Seyfeddine Hamadi*, you will stay alive in our hearts “*Sifou*” forever.

Amina

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Abstract

The present dissertation was aimed to investigate the validity and reliability of the placement test at the extensive language teaching centre. Additionally, it aimed at exploring its teachers of English and upper-intermediate learners' perceptions towards the placement test assessment. With regard to the investigation of face validity, two research instruments were implemented. A questionnaire was administered to a random sample of eleven upper- intermediate learners to get insights about their views towards the placement test assessment. Moreover, an interview was conducted with three teachers of English to elicit their perceived validity of the placement test. Furthermore, a questionnaire was directed to the upper- intermediate teacher to investigate the content validity of the target test. Concerning concurrent and construct validity, different correlations were computed. To measure the correlation levels, the scores were compared by means to the Pearson Correlation Coefficients. For concurrent validity, the English placement test scores were compared with the upper-intermediate learners' assessment as well as with their teacher's assessment. As for construct validity, the re-placement scores were compared with the subsets scores of reading, vocabulary and grammar. At last, as for inter-rater reliability, the placement test scores were compared with the re-placement test scores. This study outlined significant findings. First, the majority of teachers and upper- intermediate students perceived the test as face valid. Second, the results revealed that it was content valid. They also showed that there was a weak correlation between the placement test scores and the learners' self-assessment scores, yet a moderate correlation was indicated between the test scores and teacher' assessment. The findings also indicated that the re-placement test was construct valid. In addition, they revealed that the target test was inter-rater reliable. Hence, it can be inferred that the target placement test was valid and reliable.

List of Abbreviations and Acronyms

- 1- **CEIL:** Extensive Language Teaching Centre.
- 2- **PT:** Placement Test.
- 3- **EPT:** English Placement Test.
- 4- **EFL:** English as a Foreign Language.
- 5- **TEFL:** Test of English as a Foreign Language.
- 6- **IELTS:** International English Language Testing System.
- 7- **B2:** Upper-Intermediate.

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Introduction

Before students enrol in a language-teaching institution, they should sit for a placement test. The latter refers to a “test that pairs a student with an appropriate course” (Leki, 1991, as cited in Crusan, 2002, p.17), and is considered as one of the most common forms of tests utilised in many higher educational institutions including the Extensive Language Teaching Centre of Jijel University. Its purpose is to measure and check students’ readiness for University’s academic courses. The placement test is also used to sort them into homogeneous language-ability groups for instruction, in which they will be equipped with the needed language skills before they embark on their academic studies be it English or in other fields where English is the medium of instruction. In many institutions, the placement test is constructed by the University itself or is taken from proficiency tests like the Test of English as a Foreign Language (TEFL) and International English Language Testing System (IELTS), which are designed mainly for non-English native speakers.

Since placement tests in general and English placement tests, in particular, have a great role and influence on the assessment of students’ level in English, some research studies have been conducted to explore the usefulness of placement tests. Likewise, the current study sought to examine the validity and the reliability of the placement test assessment at CEIL and to explore EFL teachers and B2 learners’ perceptions towards the target test.

1- Background of the Study

Although validity and reliability are two major principles in determining the usefulness of placements tests in placing students appropriately according to their language abilities, “ research on the validity of these tests are relatively limited” (Roever & McNamara, 2006, as cited in Becky, Huang, Mingxia and Wang, 2020, p.1).

Wall, Clapham and Alderson (1994) study investigated the validity and the reliability of the English Language Battery placement test (ELBA) at Lancaster University. The latter, to

use Zubairi (2001)'s words, “ is one of the pioneering works which reports both the evaluation of their institutional test as well as the methodological approaches involved in the validation study” p (7). In their research paper, the data collected was used to examine the facets of validity, precisely face, content, construct, and concurrent validity. For face and content validity, questionnaires were administered to students and language teachers. Construct validity, however, was examined based on the correlation between the placement test items and the total test scores. Additionally, they based their study of reliability on the consistency of the test marking, in which students' papers were double marked to investigate inter-rater reliability. The results obtained from the data collected have proven face and content validity for reading and writing. Likewise, there was a satisfactory correlation between the placement test items. However, the correlation between students' self-assessment and the proficiency test understudy to examine concurrent validity is misleading due to the fact that students were not able to determine their real level in the language.

Likewise, Becky et al. (2020) examined the validity of a speaking placement test of a college-level through using a mixed-methods approach. In their study, they adapted the integrative perspective of validity suggested by Messick (1996) and the interpretation argument framework proposed by Kane (2013), and they mainly focused on two sources of validity evidence: relations to other variables, and consequences of testing. Practically, they administered surveys to 41 students and eight instructors. The former further interviewed teachers about their perceptions towards the test validity. The results were satisfactory, in the sense that, there were significant correlations between the speaking test scores of students, their self-assessments of their speaking skills, and their teacher's assessment of their English level at the end of the semester. Both the instructors and students uphold the effectiveness and the usefulness of the speaking placement test.

Bradshaw (1990), however, mainly examined teachers' and students' reactions towards the C-test-items and the relationship between them. In this vein, Chapelle (1999) and Kane (2002) claimed that exploring teachers' perceptions may supplement the placement test's validity. As cited in (Becky H. et al, 2020, p.3). In Bradshaw's study, questionnaires were directed to 96 students and 21 instructors to explore the latter's perceptions towards the placement test under study, and the latter's reliability was examined according to the criteria proposed by Nevo (1985). Then, the findings were compared with regard to timing, clarity of instruction, difficulty, fairness, pleasantness, and interest as well as how well the placement test reflects students' level of English. The results of the study represent the negative rating of the C-test. Besides this, no significant difference in students' and teachers' perceptions were found.

Most of the research studies discussed so far shed light on the importance of investigating the validity and reliability of placement tests. Interestingly, the conclusions drawn from these studies form useful databases as they highlighted the significance of placement test assessment in improving the quality of the latter. In this regard, the current study is devoted to investigating the validity and reliability of the CEIL placement test as well as exploring EFL teachers and B2 learners' perceptions towards such type of test.

2- Statement of the Problem

Although the English placement tests have a vital role in assessing and placing students according to their English level, few studies have investigated their validity and reliability, that is to say, it is rarely discussed in the language testing literature. In this vein, Zubairi (2001) argued that the investigations of validity and reliability of placement tests are restricted because they are limited to local contexts. He further claimed that "the transferability of inferences of validity is limited" (p.10), that is to say, the validity of a specific placement test cannot be generalised to other tests because it is limited to a specific

context. Consequently, since there were not enough studies investigating the validity and the reliability of placement tests, the present study attempted to bridge the gap by examining the usefulness of the placement test utilised at the CEIL institution.

3- Research Questions

Based on the problem stated above, the study in hand aimed at investigating the following questions:

- ✓ To what extent is the placement test reliable in assessing the B2 learners' level of English?
- ✓ To what extent does the placement test measure what is supposed to be measured?
- ✓ What are the perceptions of EFL teachers and B2 learners towards the placement test assessment at CEIL?

4- Aims of the Study

This research has a twofold aim. First, it aims at investigating the validity and reliability of the CEIL placement test through the use of a set of criteria. Second, it examines the EFL teachers' and B2 learners' perceptions towards the placement test assessment.

5- Methodology of the Research

To check the validity of the research study, three research instruments were implemented. A questionnaire was administered to a random sample of eleven B2 EFL learners at CEIL for the sake of getting insights about their views towards the latter's placement test assessment. Additionally, a questionnaire was directed to the B2 teacher to investigate the content validity of the target test. Lastly, an interview was conducted with three EFL teachers to elicit their perceived validity of the placement test. Therefore, the data and the analysis of the study in question utilised a mixed approach as it made use of some statistical measures and qualitative analysis to reach the results.

6- Structure of the Research

This dissertation is divided into two major chapters: the first chapter comprises a literature review of the research topic, while the second chapter is devoted to the fieldwork. The former constitutes two sections. The first section is an overview of the placement test as it discusses the background of the latter where the data was collected for the research study, and it spots the light on its importance in assessing students' language level. The second section, in its turn, deals with theoretical concepts mainly, validity and reliability, which are the essence of this research, and its different approaches. Lastly, the second chapter deals with the practical framework of the overall study in three sections. The first section presents the methodology applied in conducting the research work, as it recounts a detailed description of the participants, research instruments and procedures underlying the investigation of the CEIL placement test. The second section is concerned with the data analysis yielded from the research tools. The findings are then discussed and interpreted in relation to the three research questions and with respect to the theoretical framework in the third section. At last, the limitations of the study are acknowledged and pedagogical recommendations are suggested.

Chapter One: Literature Review

Introduction

As a result of the great role and influence placement tests have played on the assessment of students' language level, they become the widely used forms of language assessment administered in many higher educational institutions. Accordingly, investigating the assessment of such type of tests has been increasingly attracting the attention and interest of researchers.

The current chapter serves as an overview of the CEIL placement test assessment. It presented the definitions provided by different researchers, and it highlighted the importance of investigating placement tests in the first section. More importantly, the subsequent section spots light on the different approaches of validity and reliability along with the issues and methods of investigation.

1.1. An Overview of CEIL

The English Language Teaching Centre of Jijel University, which is a public institution, was founded in 2011. It is mainly a conjoined effort between the Algerian state and the Ministry of Higher Education to enhance the students' level in foreign languages. Correspondingly, it is constituted of different languages such as English, French, German, Turkish and Spanish. learners who enter this centre are either students or workers whose primary language is Arabic.

As far as the English language is concerned, it provides programs for either teaching English for a general-purpose or for specific purposes such as teaching English for law, English for management and English for medicine. Since the CEIL foundation, the administration principals used to assess their students through using locally-developed placement tests; however, due to the problems they have faced regarding the appropriate placement of students, they adopted a proficiency test, known as the New Headway

placement test. The new test goes in parallel with the syllabus content of the New Headway book. The former consists of a written test and six levels arranged from preparatory to advanced levels.

1.1.1. The EPT Structure and Scoring at CEIL

The CEIL placement test has a written test. However, the speaking test, which is a locally-developed, requires the test-takers to get above 85 points. The written test consists of three subsets of reading, vocabulary and grammar. First, the reading skill constitutes reading comprehension questions based on reading passages. Vocabulary consists of lexical points, whereas grammar comprises grammatical points. As for the speaking skill, it can be assessed only if the students score 86 or more.

The ranking of the students is based on the modified marking criteria proposed by the New Headway test's owners. They are explained as follows: the test-takers who do not score the minimum score of 49 in the placement test will be placed in the preparatory level (A1). Those who do not attain a score above 65 are either grouped in an elementary (A2) or a pre-intermediate level (B1), while the ones who come up with 65 onwards are sorted in the intermediate level (B2). Moreover, only students who score 86 or more will proceed to take an oral test. If they perform well, they will pass to the pre-intermediate level (B2). At last, in C1 and C2, which are advanced-level courses and the last levels to be attained, only students who study at least upper-intermediate level are allowed to enrol at these levels.

1.1.2. An overview of the CEIL Placement Test

The New Headway Placement Test is described in what follows:

The CEIL placement test encompasses 100 multiple-choice questions (MCQs). The former consists of 3 subsets. The latter are as follows :

➤ **Grammar**

With regard to grammar, the test-takers are supposed to use their grammatical knowledge to answer the placement test questions (MCQs). The former consists of 31 multiple-choice questions (Q1, Q2, Q3, Q4, Q5, Q14, Q21, Q22, Q23, Q24, Q25, Q26, Q28, Q29, Q30, Q41, Q42, Q43, Q44, Q45, Q49, Q61, Q62, Q63, Q65, Q66, Q81, Q83, Q84, Q85 and Q87).

➤ **Vocabulary**

This component, in its turn, includes 44 multiple-choice questions (Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q15, Q27, Q31, Q32, Q33, Q34, Q35, Q46, Q47, Q48, Q50, Q51, Q52, Q53, Q54, Q55, Q64, Q67, Q68, Q69, Q70, Q71, Q72, Q73, Q74, Q75, Q82, Q86, Q88, Q89, Q90, Q91, Q92, Q93, Q94 and Q95).

➤ **Reading**

The reading part of the EPT consists of five different texts, in which test-takers are asked to select the best answer. It includes (Q16 to Q20, Q36 to Q40, Q56 to Q60, Q76 to Q80 and Q96 to Q100).

- As far as the speaking skill is concerned, the New Headway placement test does not have a speaking test.

Section One: Placement Test Assessment

This chapter is an overview of the placement test assessment at CEIL. Accordingly, this section is devoted to presenting an overview of CEIL and its placement test along with some definitions and spotting light on the significance of investigating the latter understudy.

1.2. Definition of Assessment

Brindley (2001), as well as Bachman and Palmer (2010), agreed that language assessment is an umbrella term, which involves different activities and aims to gather the necessary data about learners' language performance. More importantly, Brindley (2001) defines language assessment as “a variety of ways of collecting information on a learner's language ability or achievement” (p. 137). In other words, it is a systematic process that aims at gathering data on students' performances in a given task. Mihai (2010) added, “assessment consists of a multitude of points of testing and other forms of measurement” (p. 24). This means that it functions as a test as well as an assessment tool which usually resulted in scores. Similarly, Onalan and Gursoy (2020) claimed that assessment plays an essential role in the process of providing instructions in an educational context (p. 250).

Black and William (1998) stressed more the engagement of teachers and students in the assessment process and defined the latter as “all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged” (p. 2). That is to say, on the one hand, the assessment process involves the participation of both teachers and students; on the other hand, it promotes the teaching and learning processes as it enables them to make the necessary modifications and changes.

The above definitions indicate that the assessment process is not bound to teachers only, but rather it also involves the participation of students. It generally aims at gathering

information about the level of students, and it is quite handy for the teaching and learning processes.

1.3. Definition of a Placement Test

Ozkanal (1998) claimed that “a placement test is easy to understand from its name. Placement tests are administered to place students in a program or at a certain level” (p. 15). In other words, as its name suggested, placement tests are designed to sort students in a particular course or language level.

Generally, a placement test is aimed at sorting test-takers in the suitable course levels (Leki, 1999 as cited in Crusan, 2002, p.17) or to place them into homogeneous language-ability groups for which they will not be studying irrelevant content, which goes beneath or beyond their language levels (Chauncey & Frederiksen, 1951, p. 109 as cited in Holster& Lake, 2012, p.24). Crusan (2002) supported this view and added that they are measures which promote placing students according to their language abilities; for instance, Universities resort to collecting non- English native speakers’ test scores of TEFL and locally- developed tests to place them in the corresponding levels (Leki, 1999, p. 19). Hence, their definition considers a placement test as a matter of sorting and placing students according to their course level or language ability. It is further defined by J. Frisbie (1982, p. 133) as “the process of matching students and courses to achieve the best fit between what students know and what they need to know”, whereas if it is revealed that learners reached the mastery of a language level, the instructors, then, allows them to skip a course unit or to pass to more advanced level of that language (Gronlund, 1982, p.33).

1.3.1. Placement Tests Vs. Proficiency Test

Although placement test and proficiency test are used interchangeably, they are distinct from each other in the literature. The latter is a proficiency-oriented and might be an institutional version of a proficiency test such as TEFL or IELTS. Additionally, the content

of such tests has no direct relationship with the language course content of the respective levels (Wall et al, 1994, p. 322). Henning (1992) added that the proficiency test is grounded on some tasks that the test-takers have to perform to be considered proficient (as cited in Dahan, 1999, p.46). Heaton supported "...defining a student's language proficiency with reference to a particular task which he will be required to perform" (as cited in Dahan, 1999, p.46). However, Ascher claimed that: "English proficiency tests do not measure students' active use of English and may inadequately assess how well students will be able to do in an English-speaking academic environment" (Ascher, 1990 as cited in Kokhan, 2012, p.293). That is to say, it may inadequately reflect the English skills level of students. A placement test, however, is designed to reflect such courses. Similarly, Brown (1996) claimed that a placement test has a direct relationship with the course content; moreover, it groups the students and equips them with the appropriate content that suits their current levels (pp. 11_12 as cited in Holster & Lake, 2012, p. 26). Unlike placement tests, a proficiency test aims to assess some language skills of learners, without resorting to any proceeding content of that language. Interestingly, it is mainly related to the learners' current proficiency level of a particular language (Hughes 1992; Harrison 1983).

1.3.2. The Importance of Placement Test Assessment

Abeywickrama (1999) insisted on the investigation of placement tests to ensure their effectiveness in placing students appropriately and achieving reliable outcomes (p5). Additionally, Namara (2000) stated that a test validation is aimed to assure a reliable interpretations of the students' test performance. He also claimed that the examination of the test validity would reveal the weaknesses of the steps followed of in the test assessment (p.48).

Conclusion

This section is concerned with the placement test assessment. First, it represents an overview of the CEIL institution as well as its placement test structure and scoring. Second, it constitutes some definitions regarding the CEIL placement test.

Section Two: The Qualities of a Placement Test

The second section is devoted to defining some key concepts, validity and reliability respectively. It also demonstrates the different kinds of validity and reliability.

1.4. Definition of Validity

Validity is the fundamental quality of the assessment of any test regarding languages (Becky et al, 2020 as cited in Rumsey, 2013, p.12). There have been different trials and attempts to find a conjoined definition for the term validity; however, they resorted to enormous definitions. Shepard (1993) claimed that validity is the extent to which it measures what it intended to measure (p.410 as cited in Wolminga and Wikströmb, 2010, p. 118). Similarly, Garrett (1937) defined validity as “the fidelity with which it measures what it purports to measure” (p.324). In other words, a test is said to be valid only if it measures what is supposed to be measured. Bachman (2000:23) added that it is the major essence because it determines the test appropriateness to what it is used for (as cited in Rumsey, 2013, p.12).

1.4.1. Approaches to Validity

In the last century, the term validity changed and became more complicated. The latter turned to constitute different types which are correlated with the test itself. There are different kinds of validity; however, this research study focuses only on four validation types which are as follows: face validity, content validity, concurrent validity and construct validity.

1.4.1.1. Face validity

A test is said to have face validity if its content is perceived positively by other test examiners, instructors, and examinees (Dahan, 1999, p.57). That is, it refers to teachers, students or experts’ perceptions of a particular test. According to Davies (1977), face validity is not a theoretical term, rather it is defined as “the surface credibility or public

acceptability” as it requires the acceptance of the surroundings to ensure the test credibility (as cited in Dahan, 1999, p.57). This type of validity is usually ignored by the test designers as they consider it useless (Stevenson 1985, as cited in Dahan, 1999, p.57).

However, Alderson (1996) stressed on the importance of face validity in achieving better results, and added that if the content of a test is seemed irrelevant or inappropriate, the examiners and the students will not take it seriously; however, if the test-takers perceived the test to be face valid, they will perform the best they could in the test. (as cited in Dahan, 1999, 58).

1.4.1.2. Content validity

Is a kind of validity which is based on collecting experts’ perceptions about whether judge the content of the test actually represent the elements of the course being taught to the learners, the test would be considered content valid for the purpose of it is designed for; otherwise, the test designers has to redesign it again (Dahan, 1999, p.64). It seeks to answer the question: does the content of the test match the content ― of the teaching programme? (Wall, 1994, p.328)

1.4.1.3. Concurrent Validity

Dahan (1999: p.56) asserted that concurrent validity, also known as empirical validity or status validity, is based on empirical and statistical results. According to him, it refers to the extent to which the students' test marks correlate with their scores of their ability measures, such as correlating their test scores with other scores obtained from proficiency or commercial tests, their self-assessment or their teachers' assessment of their language proficiency (Heaton, 1979, Alderson, et al. 1996, Wall et al. 1994).

Concurrent validation constitutes the comparison of test scores with some other measure for the same subjects taken at a closer time to the test to estimate the learners’ current performance (Alderson et al. 1996; Gronlund 1982). Alderson et al. 1996) added that the

other measures can be scores from parallel tests or other tests, the test-takers' self-assessments of their language proficiency or ratings them by subject experts. "For instance, we might want to use a test of study skills to estimate what the outcome would be of a careful observation of students in actual study situations" (Gronlund op. cit. p. 128 as cited in Dahan, 1999, p.64).

Zubairi, (1999, p.16) defined concurrent validity as a comparison of test scores of the same participants with other measures such as self-assessment or commercial tests.

1.4.1.4. Construct Validity

Anastasi (1982) defined construct validity of a test, also known as external validity, as "the extent to which the test may be said to measure a theoretical construct or trait."(p. 144). That is, it reflects how well the test scores are representative of the theoretical construct. Cronbach and Meehl (1955) as well as Palmer and Groot (1981) supported this view and added that construct validity is a theory-testing procedure and distinguish it from all kinds of validity. Cronbach and Meehl (1955: 290) claimed that construct validity is based on the researcher's belief that the interpretation of the results of the instrument goes in parallel with the construct. Then, this interpretation is used to either confirm or reject the hypotheses (as cited in Dohan, 1999, p.255). However, Palmer and Groot (1981) asserted that a test should not be investigated against a criterion or another test, but rather against a theory. In this vein, Bachman (1990) asserted that: "construct validity concerns the extent to which performance is consistent with predictions that we make based on a theory of abilities, or constructs" (as cited in Rumsey, 2013, p. 26).

According to their definition, the investigation of the construct validity requires developing or adopting a theory that justifies the test results. Eventually, the theory is either supported or rejected (as cited in Dohan, 1999, p. 256).

Their definition was further explained by Bachman quotes Messick (1975: 957) in Bachman 1990: 255) as follows: Construct Validity is “A measure estimates how much of something an individual displays or possesses.

Bachman (1996, 21) further stated that construct validity indicates whether the interpretations resulted from the test scores are appropriate. The latter serves as a measure of the learners’ levels. Generally, the explanation of test scores’ interpretation depends on finding the extent to which a test score match the domains of the learners’ levels. Hence, construct validity can be defined as the extent to which the results of the test scores reflect the learners’ levels.

1.5. Definition of Reliability

Test reliability is referred to as “consistency” in scores. It is also considered as one of the most important qualities of language assessment. A test is said to be reliable if it is handed to the same sample on different occasions, and it reveals similar results. Hence, reliability is present when an examinee's results are consistent on repeated measures (Henning, 1987). That is to say, it takes place when the repeated test scores of the participants remain consistent (as cited in Rumsey, 2013, p.18).

Similarly, Bachman and Palmer (1996) defined reliability as: “the consistency of measurement” (Bachman & Palmer, 1996, p.19). In other words, it refers to the extent to which an instrument measures the same way each time it is used under the same conditions and with the same participants. It seeks to answer questions such as: can we believe the results of the test?

Reliability, also known as consistency, is a very important test quality because a test has to be reliable in order to be valid. That is if it is handed to the same participants in different times, and the results revealed different scoring, the test, then, is considered unreliable. This suggests that for a test to be reliable, it must be consistent in its results (Dahan, 1999, p. 64).

According to Campbell and Fiske (1967), reliability refers to the accordance that exists between two efforts in order to measure the same features using the same means and methods of measurement (p.277 as cited in Hammersley Martyn, p. 73). In other words, the test is reliable when it was assessed by different assessors using a maximum of assessing tools and methods. In this vein, Goode and Hatt (1952) explains that reliability is when the repetition of study causes the same outcomes (p. 153 as cited in Hammersley). Hence, to confirm the reliability of a test, two assessors should repeat the same test with the same students and when the results and the conclusions are the same, the reliability of the test is confirmed. Henning (1987) summarized that reliability is confirmed when the results of repeated measures have consistent and similar results (as cited in Zubairi, 2001, p.18).

1.5.1. Factors that Affect Reliability

Heaton (1979) claimed that there are four factors, which affect the reliability of a test which are:

- 1- the number of the material sample selected for the test: according to him, the more the test-takers perform different materials the more reliable the test becomes.
- 2- The test administration: this depends on the quality of the materials used for testing mainly in oral and listening tests. For instance, if the material is of poor quality, this will result in unreliability.
- 3- The clarity of the test instructions: test designers are required to make the test questions understood for all the test-takers.
- 4- The test scoring: this is another factor that may affect the reliability of the test, especially for subjective tests, which face the problem of marker reliability.

Brown (1988), however, categorically distinguished between two types of factors, which might affect the learners' test scores, meaningful variance and error variance respectively,

Whereas Bachman (1990) distinguished between four different factors, which are test method facets, personal attributes, random factors and communicative language ability. Test method facets and random factors are measurement errors, for they estimate reliability; however, personal attributes, such as gender, has no relationship with the language abilities being assessed. They are considered as “test bias” (Bachman, 1990: 166 as cited in Zubairi, 2001, p. 19).

According to Zubairi (2001), reliability takes into consideration the errors of measurement and the physical and psychological factors such as fatigue, health, motivation.... that lead to commitment of those errors (p. 18). In other words, reliability’s importance lied in its concern with the nature and sources of the committed errors. Additionally, Henning (1987) provided a list of errors of measurement which includes the following: fluctuation in learners’ scores, test characteristics, test administration, and errors associated with response characteristics (as cited in Zubairi 2001, p.18).

Zubairi (2001) further claimed that reliability “concerns how much individual performance in tests is due to measurement errors”(p.19). The Standards for Educational and Psychological Testing defined reliability as the extent to which it is not related to the measurement errors (APA, 1986: 19 as cited in Zubairi, 2001, p. 20). Generally, reliability can be affected by the number of the test items, the test design, the association of items as well as the organization of test items (Gravetter and Wallnau, 1995 as cited in Zubairi, 2001, p.20).

1.5.2. Methods of Measuring Reliability

Different methods can be used for measuring the reliability of a test. However, this study Focuses only on the methods suggested by (Dahan, 1999), which are classified as follows:

1.5.2.1. Test-Retest Method

It is administering the same test for a second time to the same subjects with a time interval in between. This method is applicable for tests such as cloze and dictation tests, which cannot be done using a different method. It can also be used to administer tests for measuring students' language levels at different points in time. This method is mainly concerned with assuring that test-takers do not differentially change in their abilities within the test administrations. This change is of two types, differential change and differential practice effects respectively. Differential change takes place when the test-takers rely on their background knowledge to perform the second test. This results in a better achievement of the second test. Additionally, Changes in ability takes place when the learners' language ability improves or declines and this may affect the reliability coefficient of the test.; as a result, they perform differently the second time. For this reason, Gronlund (1982) suggested the inclusion of the time interval in examining test-retest reliability coefficients.

1.5.2.2. Equivalent-Forms or Parallel Forms Method

It involves administering two equivalent versions of the test in a closer time. However, it was difficult to maintain the equivalence between the tests in terms of difficulty.

1.5.2.3. Internal-Consistency Method

It refers to administering the test once and computing the answers consistently within the test (Gronlund 1982; Heaton 1979; Henning 1987; Bachman 1990; Alderson et al. 1996). It requires the administration of one test and is concerned with how consistent test takers' performances on the different parts of the test are with each other (Bachman 1990 as cited in Dahan, 1999, p. 64).

1.5.2.4. Inter-Rater Reliability

In a subjective test, reliability is assessed by correlating the scores provided by two raters to the same subjects on different occasions. This procedure of obtaining the reliability of the

test is called inter-rater reliability. The results obtained from estimating reliability has to be the same or close to each other (Namara, 2000).

When trying to examine the extent of agreement between raters, this coefficient is known as inter-rater reliability (Namara, 2000, p.58).

Conclusion

This chapter aims at presenting an overview of the CEIL institution of Jijel University and its placement test structure and scoring and providing some definitions and distinctions in the first section. The second section, however, deals with two major concepts, which are the essence of this research work. Furthermore, it spots light on their different approaches validity and reliability.

Chapter Two: Methodology and Data Analysis and Data Interpretation

Introduction

While the previous chapter had discussed the basic literature about the placement test assessment at CEIL, the second chapter was devoted to the practical fieldwork. Accordingly, it targeted EFL teachers' and B2 learners' perceptions towards the placement test assessment at CEIL, along with investigating the validity and the reliability of the latter with regard to certain criteria. This chapter consisted of three sections: the first section, methodology, in which the general framework is discussed. The second section is concerned with data analysis, while the third section is devoted to the discussion and the interpretation of the results obtained from the research work. Last but not least, the chapter ended up acknowledging the limitations of the research work as well as providing some recommendations for future research.

Section One: Methodology

The methodology section cast light upon the population and sampling as well as the research framework which accounted for the data gathering instruments as well as the nature of data analysis and data analysis procedures.

2.1. Population and Sampling

This sub-section dealt with the population and the sample involved in the study. Furthermore, it provided reasonable explanations for their selection.

❖ The Population of the Study

Opting for upper-intermediate learners of English at CEIL to be the participants under study was justifiable. The rationale behind choosing B2 learners of English and not any other level was twofold :

- EFL Upper-intermediate learners have already and sufficiently equipped with the needed language skills that enable them to express their viewpoints

about the research work.

- B2 learners were expected to be more experienced than other learners about the placement test format and use; thus, they would show interest to participate in this inquiry and would furnish it with useful data.

❖ **Sample of the Study**

It would be impractical to put the entire population under study; hence, sampling was the appropriate procedure to achieve useful and reliable results. Sampling refers to the selection of a group of participants, from whom the data will be collected to represent the target population. Based on a random selection of subjects, the sample of the current study targeted the only group of B2 EFL learners at CEIL. In fact, the target group consisted of 11 recipients as a whole.

2.2. The Research Framework

This sub-section covered the data gathering instruments, the nature of data analysis as well as the data analysis procedures.

2.2.1. Data Gathering Instruments

To probe into the topic, the researchers opted for three research instruments, a B2 EFL learners' questionnaire, a B2 teacher's questionnaire as well as a semi-structured interview for EFL teachers. The first instrument, the questionnaire, was administered to the B2 EFL learners at CEIL to elicit their perceptions towards the target placement test. Furthermore, a questionnaire was directed to the B2 EFL teacher to investigate the latter's content validity. Lastly, an interview was conducted with three EFL teachers to explore their perceived validity of the placement test assessment.

2.2.1.1. Description of the Placement Test Assessment

To probe into the topic, the four facets of validity, face, content, concurrent and construct validity as well as the inter-rater reliability of the placement test at CEIL were investigated

through a series of criteria. The purpose of this study was to examine whether the target test reflected the criteria selected for its validation and reliability.

2.2.1.2.1. Description of the B2 EFL Learners' Questionnaire

The B2 EFL learners' questionnaire consisted of 14 questions organised in two sections. Section one was entitled "General information", while section two was entitled "B2 Learners' of English Perceptions towards the CEIL Placement Test".

The first section gathered general information about the B2 EFL learners, the sample of this study. It consisted of eight questions. Q1 aimed at identifying the test-takers. In Q2 and Q3, the B2 EFL learners were asked to report about their final placement scores as well as to express their satisfaction or dissatisfaction with the results of the placement test, and to provide justifications in case they were not satisfied. In Q4 and Q5, the latter were asked to rate their English proficiency level with regard to reading, grammar and vocabulary, before they enrolled at CEIL. Q6 requested the learners to express their opinions about the validity of the placement test they had taken. It aimed at exploring their perceptions towards the latter as one way to answer the following question: does the CEIL placement measure what is supposed to be measured? and to explain the reasons for their claim. Q7 and Q8 demanded from the participants of the study to rate the degree of confidence they have to attend their English class, to count the number of sessions they had attended so far (Q8.1) as well as to provide justifications in case they did not attend all the sessions (Q8.2). The former aimed at investigating the face validity of the placement test with regard to the learners' attendance as a criterion chosen for this study, and which will be discussed in the data analysis procedures of the research work.

The second section, however, was adapted from Jenny Bradshaw's questionnaire (1990). The former was entitled "B2 Learners' Perceptions towards the Placement Test", and it encompassed six questions (Q09 to Q14). This section was devoted to gathering

insights about the B2 EFL learners' perceptions towards the CEIL placement test. Q09 to Q14 aimed at collecting insights about the learners' perceived validity of the latter. Q09 and Q10 aimed at rating the time allocated for the test and the difficulty of the latter's instruction. Q11, however, sought to find out whether the learners were familiar with this kind of test, the multiple-choice test. Q12 sought to identify the effects of stress on their results of the placement test. In Q13, the test-takers were asked to rate their English proficiency level while sitting for the CEIL placement test. In Q14, they were asked to rate the placement test with regard to difficulty (Q14.1), fairness (Q14.2), interest (Q14.3) and pleasantness (Q14.4).

2.2.1.2.2. Administration of the B2 EFL Learners' Questionnaire

The questionnaire was administered to 11 out of 15 recipients, B2 EFL learners at CEIL. The subjects of the study were randomly selected from approximately 130 learners of English. Surprisingly, eleven students answered the questionnaire and handed it back to the researchers.

2.2.1.3.1. Description of the B2 EFL Teacher's Questionnaire

The teacher's questionnaire was aimed at measuring the extent to which the content being tested in the CEIL placement test reflected the one being taught in its class.

This questionnaire comprised the students' attendance list, the B2 teacher's assessment of the learners' English proficiency as well as her perception towards the content validity of the target placement test. First, the attendance list sought to check whether the B2 EFL learners attended their class. Within the latter, the B2 teacher was requested to check her students' attendance within four weeks. Moreover, as far as the B2 teacher's assessment was concerned, she was asked to comment on each B2 learner's level in reading, grammar and vocabulary. This was so because the latter are the corresponding English areas being tested in the CEIL placement test. In addition, she was asked to indicate whether her students had

been placed appropriately as well as to provide justifications for her claim (item 02). Item 1, however, demanded from the teacher to rate on a five-point Likert scale the degree of agreement or disagreement with whether the EPT scores reflected the B2 learners' English proficiency level in terms of reading, vocabulary and grammar. Lastly, with regard to the B2 EFL teacher's perception towards the content validity of the EPT, Q03 aimed at eliciting her perception about whether the items in the English areas being tested in the EPT were representative of the points taught in the corresponding skills of the CEIL class.

2.2.1.3.2. Administration of the Teacher's Questionnaire

The questionnaire was handed to the B2 EFL teacher approximately four weeks after the upper-intermediate class had started, and she was requested to return the questionnaire within a month.

2.2.1.4. Description and Administration of Teachers' Interview

To provide reliable data about the CEIL placement test, an interview was further conducted with three out of seven EFL teachers at CEIL.

This interview was semi-structured, and it comprised fourteen items. It was conducted with three EFL teachers at CEIL, who were asked to answer 14 questions related to their teaching experience at CEIL, their perceptions towards the EPT as well as their perceived validity of the latter and their assessment of the CEIL learners' level. The interview was administered and taped recorded.

2.2.2. The Nature of Data Analysis

As far as data analysis is concerned, the researchers adopted both quantitative and qualitative approaches. Accordingly, the rationale behind using a mixed approach was twofold. The researchers aimed not only to explore EFL teachers' and upper-intermediate learners' perceptions towards the EPT at CEIL, but also to investigate the validity and

reliability of the target placement test in accordance with certain criteria, and this would require the use of some statistical measures and qualitative analysis to reach the results.

2.2.3. Data Analysis Procedures

The main objective of assessing the placement test at CEIL was to investigate the four types of the latter's validity, as well as to examine its reliability, that is, this study sought to examine the face, content, concurrent as well as construct validity of the CEIL placement test, and to assess its reliability, paying particular attention to inter-rater reliability. Accordingly, the criteria used for such investigation were adapted from (Wall, Clapham and Alderson, 1994). However, the criterion suggested for construct validity was adopted from (Wall et al, 1994).

❖ The overall data collected was analysed based on the following research questions:

➤ **Validity:** does the placement test measure what is supposed to be measured?

1. Face Validity: what are EFL teachers' and B2 learners' perceptions towards the CEIL placement test?

✓ **Question One:** what are the EFL teachers' perceptions towards the EPT at CEIL?

1.1. a. Do EFL teachers feel that the placement results reflected their students' level in the English areas, reading, vocabulary and grammar, being tested in the CEIL placement test?

✓ **Question Two:** what are the B2 EFL learners' perceptions towards the CEIL placement test?

2.1. a. Do B2 EFL learners feel that their test scores accurately reflected their level in the three English areas, reading, vocabulary and grammar?

2.2. b. Do they regularly attend their EFL class after the placement results?

The first set of evidence for validity that was dealt with in this study was the face validity of the EPT. To this end, three criteria were selected for this investigation, which were as follows the B2 EFL learners' perception towards the CEIL placement test, the B2 EFL

learners' attendance as well as The EFL teachers' perceptions towards the CEIL placement test.

a. The EFL Teachers' Perceptions towards the CEIL Placement Test

This part of the study aimed at exploring the EFL teachers' views about the CEIL placement test. To this end, the data were obtained from the EFL teachers' interviews. Within the latter, the teacher examiners were requested to rate their degree of agreement or disagreement with the items that were meant to elicit their perceptions towards the placement test. The items were analysed by the teachers in terms of the clarity of instructions, timing, difficulty, fairness, interest and pleasantness.

b. B2 Learners' Perceptions towards the CEIL Placement Test

In the same pattern, this criterion aimed at eliciting the upper-intermediate learners' of English perceived validity of the CEIL placement test. To this end, the validity data were obtained from the B2 EFL learners' questionnaire. The latter was designed to parallel their perceived validity of the placement test with those of CEIL teachers' interviews. The questionnaire included general questions about the PT as well as items about the effectiveness of the latter in terms of instructions and the time allocated for it. The former further included items related to its difficulty or easiness, interest or boredom, fairness or unfairness, pleasantness or unpleasantness.

c. B2 Learners' Attendance

The learners' attendance further contributes to the validity of the test. If the learners attended their class, this suggests that they have faith in the results of the placement test and the English level they were placed into. To this end, within the B2 EFL teacher's questionnaire, she was requested to check her students' attendance within four weeks. Furthermore, the B2 EFL learners' questionnaire included two items (see the appendix: 01 questions 7 and 8), in which the students were requested to rate the degree of confidence to

attend the CEIL class after their placement, to identify the frequency of attending their class and to state the reasons behind their non-attendance.

2. Content Validity: this part of the study attempted to answer the following questions

Question One: does the content of the placement test reflect one of the CEIL teaching programs?

2.1. a. Does the B2 EFL teacher feel that CEIL placement test's content was representative of the one she has taught in her class?

Question Two:

2.2. a. Does the B2 teacher of English believe that her students were placed appropriately?

The second set of evidence for validity that was conducted in this study was the content validity of the EPT. There were two major objectives for conducting this part of the study. The first aim was to examine the extent to which the content being tested in the EPT at CEIL mainly, reading, grammar and vocabulary matched the corresponding course of the B2 level. More importantly, it sought to explore the B2 EFL teacher's evaluation of the placement decisions of the upper-intermediate learners, precisely to identify whether they were well placed or misplaced. To this end, the B2 EFL teacher was handed a questionnaire. The latter was administered approximately four weeks after the upper-intermediate level had begun, and she was asked to return the questionnaire within four weeks, by which time it was supposed to be sufficient for her to assess her students. As far as content validity was concerned, the teacher's questionnaire included two questions, in which the teacher had to comment on whether the items in the English areas being tested in the EPT were representative of the points taught in the corresponding skills of the CEIL class (see appendix 01, question 3). She was also requested to indicate whether students had been placed appropriately (see appendix 01, question 2 and the table). Consequently, the data collected from both parts would reveal whether the EPT at CEIL was content valid.

3) Concurrent Validity: to what extent do the B2 learners' scores on the CEIL multiple-choice test correlate with other measures of the latter's English proficiency?

3.1. a. To what extent do the B2 learners' scores on the CEIL multiple-choice test match their self-assessments of their English proficiency level?

3.2. b. Do the B2 learners' scores on the CEIL placement test correlate with the B2 EFL teacher's assessment?

3.3. c. Do the CEIL EFL teachers of English feel that their students have been accurately placed according to the level they belong to?

❖ In this part of the study, correlations between the EPT scores and three criteria had been examined, the first criterion was self-assessment, the second was B2 EFL teacher's assessment and the third was EFL teachers' views on the learners' placement.

- The first study conducted for concurrent validity was to investigate the correlation between the B2 learners' self-rating of their English proficiency with regard to reading, grammar as well as vocabulary, and their EPT scores at CEIL.

a. Self-Assessment

The first criterion used to investigate concurrent validity was the B2 learners' self-assessment of their English proficiency. The latter aimed at identifying the extent to which the EPT scores reflected the B2 learners' self-rating of their English proficiency and to find out the significance of integrating self-assessment in the validation of placement tests. Specifically, the assessment was conducted in the three English areas being tested in the EPT at CEIL. The data were collected through the use of a student questionnaire. To elicit the learners' evaluation of their English proficiency, the questionnaire included two self-rating items that requested the students to rate their English proficiency in terms of reading, vocabulary and grammar on a five-point Likert scale before sitting for the placement test (see Appendix 02, Q04). These items were intended to measure how well the students

thought they were in the English areas. Practically, the assessment was marked out of one hundred (100). Correspondingly, within each category of the five-point Likert scale, there was a corresponding score. The reading represented 33%, whereas both vocabulary and grammar represented 33.5%. In reading, it ranged from 10 to 33 (poor= 10, fair= 20, neutral= 0, good= 26 and excellent= 33) (see appendix 02, item 4). For grammar and vocabulary, the corresponding score ranged from 10 to 33.5 (poor= 10, fair= 20, neutral= 0, good= 27 and excellent= 33.5). Consequently, the data were analysed by adding the scores of each participant's answer to item four. Lastly, to investigate the correlation between the B2 learners' self-assessment of their English proficiency level and their placement test scores, the researchers had to calculate the R-value, which stands for the Pearson Correlation Coefficient.

a. B2 EFL Teacher's Assessment

The second part of the study examined for concurrent validity was to investigate the correlation between the B2 EFL teacher's assessment of the B2 learners' English proficiency with regard to reading, grammar as well as vocabulary, and their EPT scores at CEIL.

The second criterion used for the investigation of concurrent validity was the B2 EFL teacher's assessment. This part of the study aimed at identifying the extent to which the B2 learners' test scores correlated with their teacher's assessment of the English level as well as to find out the significance of integrating the teacher's assessment in the validation of placement tests. To this end, the data were collected from the B2 teacher's questionnaire. With regard to the B2 teacher's assessment, the analysis of the B2 learners' level was based on counting the final score of the English areas for each student. The EPT, as it was mentioned in the methodological framework, is out of 100 points, in the sense that, each question is scored one point. Reading, for instance, represents 25%. Moreover, vocabulary represents 44%, while grammar represents 31%. Accordingly, within each category of the

proficiency level of the English domain, there was a corresponding score; for example, in reading, the corresponding score ranged from 8 to 25 (poor= 8, fair= 15, Neutral= 0, good= 20 and excellent = 25). Whereas for vocabulary, it ranged from 13 to 44 (poor= 13, fair= 26, Neutral=0, good= 35 and excellent = 44). As for the grammar part, the corresponding score ranged from 9 to 31 (poor=9, fair= 19, Neutral=0, good= 25 and excellent = 31). More importantly, to indicate the relationship between the B2 learners' scores in the corresponding skills of the CEIL class and their EPT scores, the researchers had to calculate the R-value namely, the Pearson Correlation Coefficient which measures the strength and the relationship between two variables.

c. EFL Teachers' Views on the Learners' Placement

The third criterion suggested for examining concurrent validity was the EFL teachers' views on the learners' placement. As its name suggested, it aimed at eliciting the four EFL teachers' perceptions about the placement decisions of their students. To this end, within the EFL teachers' interview as well as the B2 teacher's questionnaire, they were asked to rate their students' English proficiency level in terms of their placement.

4) Construct Validity: do the different subsets of the EPT assess the different skills?

This part of study sought to investigate whether the different subsets of reading, vocabulary and grammar assessed the different skills. To this end, four correlations were examined. The first correlation was between reading and reading, vocabulary, grammar and the re-placement test scores of the students. The second correlation was between vocabulary and reading, vocabulary, grammar and the total scores of the learners. The correlation was between grammar and reading, vocabulary, grammar and the final scores of the students. The last correlation was between the final scores of the re-placement tests and reading, vocabulary, grammar and the total scores.

Reliability: to what extent is the CEIL placement test reliable?

- **Inter-Rater Reliability:** are the placement test scores given to the same test-takers by two different markers similar?

The inter-rater reliability of the test was investigated to assess the consistency across raters and the B2 EFL learners' test scores. Correspondingly, the CEIL placement test scores were collected for 11 upper-intermediate learners of English who had sat for the test in different sessions between 2019 and 2021. More importantly, eleven out of fifteen B2 EFL learners at CEIL were retested and marked by another teacher examiner. Then, the recent score of the CEIL placement test was compared to the previous one.

Conclusion

All in all, the first section had cast light upon the research methodology. It touched upon the population and sampling as well as the research design which accounts for the research tools namely, the B2 learners' of English questionnaire, the B2 EFL teacher's questionnaire and the semi-structured interview for CEIL teachers, as well as the nature of data analysis along with data analysis procedures. Evidently, this section served as an overview and an illustrative description of the procedures underlying the investigation of the CEIL placement test as it described and explained in detail the criteria and the steps followed in the data analysis and interpretation. Correspondingly, the subsequent section is concerned with the analysis of the data yielded from the research instruments.

Section Two: Data Analysis

The current study aimed at investigating the validity and the reliability of the CEIL placement test through using a set of criteria. Additionally, it aimed at exploring EFL teachers' and B2 learners' perceptions towards the latter's assessment. Accordingly, this section is devoted to the data analysis yielded from the B2 learners' questionnaire, B2 EFL teacher' questionnaire and interview for teachers.

2.3. Analysis of the Results of the Students' Questionnaire

Section One: General Information

Q1. Did you sit for the CEIL placement test?

Table 01: The Number of the CEIL Test-Takers

Options	Yes	No	Total
Frequency	11	0	11
Percentage	100%	0%	100%

The purpose of this question was to identify the CEIL test-takers, the participants of this study. The findings revealed that all the B2 EFL learners (100%) sat for the CEIL placement test under investigation.

Q2. What was your final placement score?

Table 02: Students' EPT Scores Results

The B2 EFL Learners	EPT Scores
Student 1	80
Student 2	69
Student 3	92
Student 4	68
Student 5	75
Student 6	69
Student 7	67
Student 8	38
Student 9	77
Student 10	76
Student 11	61

The aim of this question was to identify the B2 learners' placement scores at CEIL. The

table above denotes a variation among the students' scores in the CEIL placement test. Significantly, four students were ranked between 75 and 80, whereas only one student got 92. Besides, two test-takers got 69, while the rest four B2 learners got below 69.

Q3. Are you satisfied with your placement score?

Table03: The Learners' Satisfaction or Dissatisfaction with the EPT Scores

Options	Yes	No	Total
Frequency	7	4	11
Percentage	63.6%	36.4%	100%

This question was aimed at identifying whether the B2 EFL learners were satisfied or dissatisfied with their placement scores. Most notably, the majority of students (63.6%) were satisfied with their test scores, while 36.4% were unsatisfied. Two B2 learners reported that they were dissatisfied because they did not have enough time to answer the EPT questions, for they came late, whereas another student stated that he/she "did not do well". More importantly, the fourth one claimed that the placement score did not reflect his/her level of English. This may indicate that the majority of upper-intermediate learners were pleased with their scores.

Q4. How do you consider your level in English components, Reading, Grammar and Vocabulary, before you enrolled at CEIL?

Table04: The students' Self-Rating of their English Proficiency with regard to Reading, Grammar and Vocabulary

Reading						
Options	Poor	Fair	Neutral	Good	Excellent	Total
Frequency	1	4	0	6	0	11
Percentage	9.1%	36.4%	0%	54.5%	0%	100%
Grammar						
Options	Poor	Fair	Neutral	Good	Excellent	Total
Frequency	0	7	0	4	0	11
Percentage	0%	63.6%	0%	36.4%	0%	100%
Vocabulary						
Options	Poor	Fair	Neutral	Good	Excellent	Total
Frequency	1	5	0	5	0	11
Percentage	9.1%	45.5%	0%	45.5%	0%	100%

Question 4 was aimed at examining the students' self-rating of their English proficiency level with regard to reading, grammar and vocabulary, before they enrolled at CEIL. As it is shown in the above table, the findings revealed that only one student (9.1%) considered his/ her level in reading as poor, whereas almost half of the students (36.4%) rated their reading level as fair. None of them signalled the neutral option. Furthermore, more than half of the learners (54.5%) perceived their level as good. As for the fifth option, excellent, none of them (0%) chose it as (as if) they believed that they haven't reached that level yet. This may suggest that the B2 learners' level of reading is deemed either fair or good.

The findings further revealed that none of the upper-intermediate learners (0%) perceived his/her grammar level to be poor, whereas seven of them (63.6%) perceived it to be fair. Moreover, none of the students (0%) replied by he/she was neutral with his/her perceived level of grammar. Four students (36.4%) claimed that they were good in grammar, while none of them (0%) claimed that they were excellent. The results may demonstrate an adequate level of students with regard to grammar.

The results also showed that only one student (9.1%) perceived his/her vocabulary level to be poor, whereas a fair percentage of the learners (45.5%) perceived it to be fair. None of them (0%) replied by he/she was neutral with his/her perceived level of English vocabulary. Moreover, a good percentage of students (45.5%) claimed that they were good in vocabulary, while none of them (0%) claimed that they were excellent. The findings may suggest that the B2 learners perceived their vocabulary level to be fair or good.

Q5. Do you believe that the CEIL placement test assessed your real level in English?

Table05: The B2 EFL Learners' Perceived Validity of the CEIL Placement Test Assessment

Options	Yes	No	Total
Frequency	6	5	11
Percentage	54.5%	45.5%	100%

The purpose of this question was to explore the B2 EFL learners' perceived validity of the placement test assessment. As it is revealed in the table above, six of the students (54.5%) replied by saying "yes"; nevertheless, five of them said "no". The results may indicate that more than the greatest share of upper-intermediate learners perceived the CEIL placement test to be valid.

Q5.1. If you say no, please explain the reason behind saying that?

The five students (45.5%), who replied by saying no, gave reasons for their responses. The first reason was that more time was needed to answer the 100 multiple-choice questions. A student supported that claim "the time is not sufficient" (student 1). The second reason was that the use of multiple-choice placement tests should be avoided, for it does not reflect the test-takers English proficiency, "the multiple-choice test does not show the real level, it is easier than the assessment questions" (student2). Another reason was the fact that the CEIL placement test does not cover all the English language skills "it ignores other skills...". He/ She further stated that "it is not a general test which covers all the English skills."(student3). In this vein, another student claimed that "... the test should not be just a written one, but we should have an oral one as well." (student4). However, student 5 justified his/ her response claiming that he/she was late on the placement test day. The findings may indicate that the learners' dissatisfaction with their placement in the test was not due to the incredibility of the placement test, but rather it was due to the restrictions which are imposed by the CEIL administration such as time constraints, the use of multiple-choice questions and the lack of a speaking placement test.

Q5.2. If you did not trust the placement decision, which English level you think you belong to?

Table 05.2: The Five B2 Learners' Perceived Level of English

Options	Advanced Level	Intermediate Level	Pre-Intermediate level	Total
Frequency	1	4	0	5
Percentage	20%	80%	0%	100%

This sub-question aimed to know which English level the five upper-intermediate learners believed they belonged to. The findings showed that only one student believed that he/she was advanced in English, while the other four students claimed that they still had an intermediate English level. This may mean that the majority of these students feel that their level was inferior than the one they were placed into.

Section Two: The B2 Learners' Attendance to a B2 Class

Q6. Please, tick the degree of confidence you have to attend your English classes at CEIL?

Table06: The Degree of Confidence the Learners Have to Attend the B2 Class

Options	Very confident	Somehow confident	Not confident	Total
Frequency	2	8	1	11
Percentage	18.2%	72.7%	9.1%	100%

This question aimed at identifying the extent to which the upper-intermediate learners of English were confident to attend the CEIL class. As it is shown from the table, two students (18.2%) were very confident to attend their class, while one student (9.1%) was not. Significantly, the vast majority of the B2 EFL learners (72.7%) were somehow confident to assist their CEIL class. This may indicate that most students were confident enough to attend a B2 class.

Q7. Do you regularly attend your English classes at CEIL?

Table07: The B2 Learners' attendance to the CEIL Class

Options	Yes	No	Total
Frequency	11	0	11
Percentage	100%	0%	100%

The purpose of this question was to know whether the B2 EFL learners attended their class. The results showed that all the students (100%) assisted their course.

Q7.1. If yes? How often do you attend your EFL classes?

Table 7.1: The Frequency of Attending the Upper-Intermediate Class

Options	Always	Sometimes	Often	Rarely	Never	Total
Frequency	3	7	1	0	0	11
Percentage	27.3%	63.6%	9.1%	0%	0%	100%

This inquiry was intended to identify the frequency of attending the upper-intermediate class at CEIL. The findings showed that three learners (27.3%) always attended their class. Moreover, the vast majority (63.6%) sometimes attended their course. However, only one student (9.1%) reported that he/she often assisted his/her sessions. The results also revealed that none of the learners (0%) rarely or never assisted their class. The findings may demonstrate that the least percentage of students often attended their course because they are bound to their jobs or education.

Q7.2. If you did not attend all the sessions, explain why? (justify your answer?)

Table 7 demonstrates a higher percentage of 72.7% of students who either sometimes or often attended their sessions. The latter claimed that this was because of work and/ or education. Therefore, the justifications provided by the students revealed that their inconsistent attendance had nothing to do with their placement in the test.

Section Three: B2 Learners' Perceptions towards the Placement Test

Item 8. The time allowed for the placement test was:

Table 08: The Timing of the Placement Test

Options	Too much	Sufficient	Not enough	Total
Frequency	0	7	4	11
Percentage	0%	63.6%	36.4%	100%

The aim of this question was to know whether the timing of the placement test was enough. The table above showed that none of the learners claimed that the time allotted for the EPT was too much. It also demonstrates a fair percentage of 63.6% of students who reported that the timing was sufficient. However, the other four learners (36.4%) said that it

was not enough. This may indicate that the majority of learners believed that the time devoted to taking the test was sufficient.

Item 9. The instructions for the placement test were:

Options: a. very easy to understand, b. easy to understand, c. neither easy nor difficult, d. difficult to understand, e. very difficult to understand.

Table 09: The Difficulty of the CEIL Placement Test's Instructions

Options	Very easy	Easy	Neither easy nor difficult	Difficult	Very difficult	Total
Frequency	4	5	2	0	0	11
Percentage	36.4%	45.5%	18.2%	0%	0%	100%

Question 09 aimed at rating the difficulty of the CEIL placement test's instructions. The table above demonstrates varied responses among the B2 EFL learners. As far as the instructions difficulty were concerned, 45.5% of respondents perceived the instructions of placement test as to be easy, 36.4% of them reported that they were very easy, 18.2% stated that the latter was neither easy nor difficult, while 0% signaled the difficult and the very difficult options. The results may reveal that the EPT instructions were perceived to be easy by the vast majority of learners.

Item 10. I have done similar tests before (multiple-choice tests):

Options: a. often, b. rarely, c. never.

Table 10: The Frequency of Sitting for Multiple-Choice Placement Tests

Options	Often	Rarely	Never	Total
Frequency	4	5	2	11
Percentage	36.4%	45.5%	18.2%	100%

The aim behind this question was to find out whether the B2 learners were familiar with the multiple-choice placement test. The table above revealed that 36.4% of students stood for often; however, almost half of them (45.5%) stood for rarely. Few learners (18.2%) stood for never. The results might show that the students' high scores of the placement test may not be due to their familiarity with such type of tests.

Item 11. During the placement test, I was: Options: a. stressed, b. relaxed

Table 11: The Effects of Stress on the B2 Learners' Scores of the Placement Test

Options	Stressed	Relaxed	Total
Frequency	5	6	11
Percentage	45.5%	54.5%	100%

This question aimed at identifying whether the CEIL test-takers were stressed or relaxed while sitting for the placement test. The findings showed that almost half of the test-takers (45.5%) were stressed during the EPT, whereas the vast majority of them (54.5%) were relaxed. The findings may indicate that factors, such as stress, affect the test-takers' performance in the EPT.

Item 12. During the placement test, my English level was:

Options: a. poor, b. fair (medium), c. neutral, d. good, e. excellent.

Table 12: The B2 Learners' Perceived Validity of the CEIL Placement Test

Options	Poor	Fair	Neutral	Good	Excellent	Total
Frequency	0	7	1	3	0	11
Percentage	0%	63.6%	9.1%	27.3%	0%	100%

This question aimed at finding out the learners' perceived level of their English language during the placement test. The results revealed that none of the students (0%) felt that his/her level was poor, whereas the vast majority of them (63.6%) considered their level to be fair and the least percentage of learners (9.1%) felt unsure and signalled the neutral option. Moreover, the rest of learners (27.3%) perceived their level as to be good, and no one signalled the excellent option. This may indicate that the CEIL placement test reflects the real level of the learners in question; that is, their level before enrolling at CEIL.

Item 13.1. The placement test was:

Options: a. very easy, b. easy, c. neutral, d. difficult, e. very difficult.

Table 13.1: The B2 EFL Learners' View towards the Difficulty of the CEIL Placement Test

Options	Very Easy	Easy	Neutral	Difficult	Very Difficult	Total
Frequency	1	7	3	0	0	11
Percentage	9.1%	63.6%	27.3%	0%	0%	100%

The purpose of this sub- question was to examine the B2 learners’ perceived validity with regard to the difficulty of the placement test. All the learners agreed on the simplicity of the CEIL placement tests; nonetheless, they differ in terms of frequency. The findings indicated that only one student claimed that the test was very easy. Moreover, the vast majority of the students (63.6%) perceived it as to be easy, while the three remaining students (27.3%) were neutral. However, none of them (0%) perceived it as to be difficult or very difficult. This may reveal that the learners in question were well-prepared for the aforementioned test.

Item 13.2. The placement test was:

Options: a. very fair, b. fair, c. neutral, d. unfair, e. very unfair.

Table 13.2: The Upper- Intermediate Learners’ Perceived Fairness towards the CEIL Placement Test

Options	Very Fair	Fair	Neutral	Unfair	Very unfair	Total
Frequency	1	8	2	0	0	11
Percentage	9.1%	72.7%	18.2%	0%	0%	100%

This sub-question sought to examine the B2 EFL learners’ perceived fairness towards the CEIL placement test. The findings revealed that only one student (9.1%) stated that the EPT was very fair. The vast majority of students (72.7%) said that it was fair. Two B2 learners (18.2%) claimed that the placement test was neither fair nor unfair, while none of them (0%) signalled the unfair or the very unfair options. This may betoken that the test reflects the students real level.

Item 13.3. The placement test was:

Options: a. very interesting, b. interesting, c. neutral, d. boring, e. very boring.

Table 13.3: The B2 Learners’ Perceived Interest towards the CEIL Placement Test

Options	Very Interesting	Interesting	Neutral	Boring	Very Boring	Total
Frequency	5	3	3	0	0	11
Percentage	45.5%	27.3 %	27.3 %	0%	0%	100%

This sub-question aimed to explore the B2 EFL learners’ perceived interest towards the CEIL placement test. The results shown in the table above demonstrates that the majority of

the B2 learners (45.5%) found the CEIL placement test very interesting. Moreover, three students (27.3%) reported that it was interesting, and the three remaining students said that it was neither interesting nor boring. As for the fourth and the fifth options_ boring and very boring, none of the learners opted for. This may indicate that the CEIL placement test is well-designed that the learners are willing to continue taking it.

Item 13.4. The placement test was:

Options: a. pleasant, b. pleasant, c. neutral, d. unpleasant, e. very unpleasant.

Table 13.4: The B2 Learners' Perceived Pleasantness towards the CEIL Placement Test

Options	Very Pleasant	Pleasant	Neutral	Unpleasant	Very Unpleasant	Total
Frequency	1	4	6	0	0	11
Percentage	9.1%	36.4%	54.5%	0%	0%	100%

This sub-question sought to identify the learners' perceived pleasantness towards the CEIL placement test. The results are shown in the table above advocate a kind of positive to neutral stands with regard to the learners' pleasantness towards the CEIL placement test. It demonstrates that only one student (9.1%) was very pleasant towards the EPT. Furthermore, four students (36.4%) stated that they were pleasant. A fair percentage of 54.5% of students stood for the neutral option; however, none of them (0%) claimed that they were unpleasant or very unpleasant. This may demonstrate that the EPT is well-designed that the learners are willing to take it again, if needed.

2.4. The Analysis of the B2 EFL Teacher's Questionnaire

Item 1. There is no connection between the learners' English proficiency and the English areas, reading, vocabulary and grammar, being tested in the CEIL placement test.

Options: a. strongly agree, b. agree, c. disagree, d. strongly disagree.

The B2 EFL teacher claimed that there is a connection between the B2 learners' English proficiency and the English areas, reading, vocabulary and grammar, being tested in the

CEIL placement test. She justified her answer by saying that “English proficiency has to do with the students’ ability to produce both accurate and fluent utterances. Thus, to test the learners’ English proficiency, one has to test not only their speaking skills but also their linguistic knowledge of the language”. She further claimed that the placement test should include the four English language skills which the CEIL EPT ignores.

Item 2. The CEIL placement test placed the test-takers appropriately. Please, justify your answer? Options: a. strongly agree, b. agree, c. disagree, d. strongly disagree

Table 14: The B2 Teacher’s Perception towards the Placement of Students

Options	Placed Appropriately	Misplaced	Total
Frequency	10	1	11
Percentage	90.90%	9.09%	100%

Although question 6.2 in students’ questionnaire revealed that five upper-intermediate learners feel that they were misplaced, this question denoted that the B2 EFL teacher agreed that the majority of the upper-intermediate learners (90.90%) were placed appropriately, for their English level with regard to reading, vocabulary and grammar are quite good, yet one student (9.09%) was misplaced because his English level, mainly in reading, did not match the required level for a B2 EFL learner.

Q3. Does the content of the placement test reflect the content taught to the B2 learners at CEIL? Please, justify your answer?

The tutor asserted that, to a certain degree, the grammatical and lexical points as well as the reading comprehension part represented the content of the CEIL levels. Yet, there is a slight difference between the two. First, as far as vocabulary is concerned, the EPT includes daily English conversation; however, vocabulary is taught in different contexts in the B2 class. She further exemplified, using her words, “in the placement test, you can find a question to choose the appropriate word to fill-in one sentence; meanwhile, in the B2 textbook there are different uses of the same word”. Second, with regard to grammar, she stated that EPT tested the grammatical knowledge of the learners in terms of the tenses in

general; however, the tenses are taught to the learners in detail. Furthermore, she claimed that grammar is tested in isolation in the placement test, whereas, it is taught to the students in context. Finally, unlike the CEIL placement test which tested the reading skill through the use of multiple-choice questions, the upper-intermediate book includes a variety of text types, which constitutes reading comprehension questions.

The B2 Learners' Attendance within Four Weeks

Table15: The Number of B2 Learners' Attending their CEIL Class within Four weeks

The Attendance List	Attend		Did Not Attend		Total	
	F	P	F	P	F	P
Session 8	6	(54.5 %)	5	(45.5%)	11	100%
Session9	10	(90.9 %)	1	(9.1 %)	11	100%
Session 10	8	(72.7 %)	3	(27.3%)	11	100%
Session 11	7	(63.6%)	4	(36.4 %)	11	100%
Session12	8	(72.7%)	3	(27.3%)	11	100%
Session13	11	(100 %)	0	(0%)	11	100%
Session14	11	(100 %)	0	(0%)	11	100%

Attendance at CEIL courses is generally very high, and the number of students who attended, within four weeks, was higher than the ones who did not attend. Total attendances in the upper- intermediate class reached 11 students. Correspondingly, the results seemed to be satisfactory.

2.5. The Analysis of the EFL Teachers' Interview

The semi-structured interview consists of 14 questions, some of them containing sub-questions.

Section One: General Information

1. How long have you been teaching at CEIL?

The teachers' experiences in teaching at CEIL ranged from 1 to 4 years.

Section Two: Placement test Assessment

1. Who assesses the students' placement test?

When the three EFL teachers were asked about who is in charge of the assessment of the students' placement test, they responded "novice and experienced teachers." This may

indicate that all teachers, be them novice or experienced, are involved in the assessment process.

2. How many teachers are involved in the assessment?

They agreed that the number of examiners ranged from three to four.

3. Have you received any teacher training in assessing or correcting the learners' placement test papers?

All the interview answers of the previous teachers indicated that they did not receive any training while assessing or correcting the placement test papers, teacher one responded: "No, there was no training...". Teacher two added: "The director just provide us with a model of the test, from which we correct the students' papers...". Teacher three supported: "...The test itself has its instructions, which they are supposed to follow...". She also mentioned "changes". Then, she was asked what kind of changes does she make.

4.1. What kind of changes do you make?

When teacher three was asked about this, she said "Changes are mainly related to the ranking". She explained that if a student was misplaced; he/she will be given a chance to sit for another test, which is designed by his/her teacher and is based on the book content.

5. Which type of scoring method do you use to assess the multiple-choice test?

Question 5 was answered only by the third interviewee. She clarified that the test scores one hundred points, and each answer is marked as one point.

Section Three: EFL Teachers' Perceptions towards the CEIL Placement Test

6. Based on your experience while invigilating or correcting the EPT, do you think that the time allotted for the placement test was sufficient?

When teachers were asked about the timing of the placement test, they gave opposing responses. The first teacher said: "No, it is not sufficient, and many students were complaining about that"; she further exemplified: "some students are good, but time was not

sufficient for them.”. The second teacher-supported: “I think the time is not sufficient for completing 100 questions...”. However, the third interviewee claimed that the time allotted for the EPT was fairly enough, for the students are requested to select the right option.

6.1. Were the test-takers able to manage their time while having the test?

This sub-question aimed at exploring the examiners’ perceptions towards test-takers’ management of time during the EPT. The findings revealed that a fair percentage of the test-takers were not able to manage their time while sitting for the EPT. The first and the second teacher mentioned that majority of the test-takers were not able to complete the test. The latter also clarified, in a follow-up question that this occurred due to the lack of language practice. The teachers’ answers revealed that the students’ inability to finish their test was related to other factors rather than to the restriction of time provided by the CEIL administration.

7. In terms of difficulty, how do you think the instructions of the placement test were?

Why do you think so?

The purpose of this question was to examine the test instructions in terms of difficulty. When asked about this, all teachers agreed that the instructions of the placement test were arranged from the easiest to the most difficult. Teacher three added “They are all derived from the manual, the New Headway book. The questions are about what the students are going to study. If they know the answer, it means they have the level. If they do not know, it means they have to study that level”.

8. In terms of anxiety, do you think the students were stressed or relaxed while sitting for the placement test? Why?

The rationale for asking this question was to know whether there was other factors affecting the scores of the placement test other than the test questions themselves. The results revealed that all teachers agreed that a fair percentage of the test-takers were stressed during

the placement test. Teacher one said: “Students were stressed while having the test, but some of them were relaxed.”, and she justified her claim by saying that this was due to time constraints. The teacher was also asked how did she notice that. As a response, she said that she knew that from their facial expressions. Teacher two, as well, gave the same point of view, but she explained that “The language was not easy for some students”. Teacher three, however, suggested that it is quite normal to observe students stressed in tests.

9. To what extent do you agree or disagree with the following statement: in the placement test, the test-takers could show how much English they have learnt?

The first teacher’s answer was negative. She affirmed that the students cannot show their overall competence while sitting for tests. The second teacher, however, agreed to a certain extent that their English levels are reflected in the placement test scores, but still not for all cases. About the same question, teacher three explained that the primary objective of a placement test is to assess how much- the test-takers know in English for the sake of placing them at the appropriate level. She also clarified that for most cases, the majority of students showed how much they have learnt in the EPT, whereas a minority of them could not.

9.1. As a teacher how could you notice that?

The first teacher related the students’ inability to show how much they know in the English language during the EPT to time constraints when she said “When the time is not enough, they will be nervous and they may forget some questions.”. Teacher two had students who were misplaced. One had a higher level and was supposed to be in the next level, while the other had a lower level and needed to be degraded. Teacher 3 supported: “for example, the teacher finds that the student has a lower or a higher level, so he/she places him/her in the right level”.

9.1.1. As far as the misplacement of students is concerned, do you think it is a limitation of your placement test?

When asked about this, only teacher three responded to this question. The latter disagreed that the misplacement of students was a weakness to the CEIL placement test, and mentioned that the latter is generated from the book's content of the respective levels. The teacher's answer affirmed that students' misplacement was related to other factors rather than on the CEIL placement test.

9.1.2. How do you test a misplaced student?

When the third interviewee was asked how they assess a misplaced student, she said: "It happens, sometimes, that we find someone has a higher or a lower level, so the teacher makes the test from the book, so that we do not bring something irrelevant to our content". According to the interviewee, it is the job of the teacher who teaches a misplaced student to design a new test for placing him/her in the appropriate level.

9.1.3. How do you relate the misplacement of some students at your centre?

When asked about this, the third teacher claimed that some factors may hinder the appropriate placement of students such as stress and lateness.

10.1. In terms of the placement test difficulty, to what extent do you think it was easy or difficult? Why?

The rationale for asking this question was to investigate the CEIL placement test difficulty. Interestingly, all teachers' responses indicated that the placement test in question was neither easy nor difficult and that the instructions were arranged from the easiest to the most difficult.

10.2. With regard to the placement test language and the test-takers' English level, to what extent do you think the EPT was fair? Why?

The aim of this question was to know whether the placement test in question reflects

test-takers' English proficiency level. Significantly, all three teachers agreed that the EPT is fair, and as the third teacher explained, the latter covers what the test-takers are supposed to be familiar with regarding English learning.

10.3. To what extent do you think the placement test was interesting?

When teachers were asked about their perceived interest in the CEIL placement test, teacher two said that it is interesting, and it includes a variety of questions regarding grammatical, lexical and reading comprehension points, which the test-takers are supposed to answer. Teacher three added: "it is interesting. It is objective because it is related to what they are going to learn when they become students". Unlike the other interviewees, teacher one found the EPT neither interesting nor boring.

10.4. How pleasant do you think the placement test was?

When the interviewees were asked about their perceived pleasantness of the CEIL placement test, they all said that it was pleasant.

Section four: EFL Teachers' Assessment of the CEIL Placement Test

11. In the light of your teaching experience at CEIL and your familiarity with the latter's placement test, do you think that your students were placed appropriately?

Why do you think so?

All teachers agreed that the majority of students were placed appropriately, whereas a minority of them were misplaced. Teacher one claimed that: "It was not fair for all the students", and that these students sit for a second test. Regarding the misplaced students, teacher two exemplified: "two A1 students were misplaced because one of them should be in a higher level, while the other was supposed to be in a lower level.". Teacher three, however, related their misplacement to some factors like stress and lateness.

11.1. When do you do that? Why?

Within the interview with teacher one, she mentioned that misplaced students sit for

another test. The researchers, then, asked when do they do so. The interviewee responded that when an EFL learner complained about his/her placement, he/she would sit for an oral and a written test.

12. Based on your experience on correcting the placement test papers at CEIL, do you think that the latter assessed the test-takers real English proficiency level?

As a response to this question, teacher one claimed that the placement test showed the level of more able students only. Teacher two gave a yes response only. While, teacher three clarified that it reflected the students' level, for it constitutes the points which they were supposed to cover in the corresponding levels.

12.1. How it may affect their assessment?

The teachers' answers revealed that that the CEIL placement test results reflected the level of the CEIL test-takers.

13. Do you believe that testing only reading, vocabulary, and grammar, is sufficient to assess someone's English proficiency? Why?

Teachers one and two claimed that testing reading, vocabulary and grammar is not enough to test the test-takers' English proficiency, and she insisted on the inclusion of other skills such as speaking and listening in the assessment of students' level. Teacher three, however, had an opposing view. According to her, reading, vocabulary and grammar are the basic skills to assess the students' English proficiency. She also mentioned that these English areas as well as the other skills like speaking are taught during the CEIL teaching program.

13.1. What about speaking?

When teacher three was asked about the speaking skill, she stated that they do not test the test-takers' oral performance in the basic levels, A1 and A2 respectively because using her words: *"someone who has a low vocabulary and grammar cannot speak English"*.

13.2. Why do you place students with higher scores in B1 and not in B2?

When the third interviewee was asked about this, she indicated that only students who with an 86 or more were allowed to sit for an oral test. If they performed well, they would move up to the B2 level; otherwise, they remained in B1.

14. How do you think the lack of the speaking placement test may affect the assessment of the test-takers English proficiency?

Unlike teacher three, teachers one and two gave negative responses. They claimed that neglecting the assessment of the test-takers oral performance is misleading because some students were placed in higher levels, but they were not making simple sentences. They also insisted on the importance of testing the latter's speaking skills in addition to testing their vocabulary, grammar, and reading. Teacher three, however, said: "grammar, vocabulary and reading are the basics to have a good speaker".

14.1. Don't you think that speaking is neglected in your placement test?

The rationale for asking this question was to see whether the placement test includes all the English language skills. When asked about this, teacher3 said: "Speaking is given great importance in the lessons...This test is designed for A1, A2 and B1. A1 and A2 are the basic levels. At these levels, we... give the students the basics in terms of grammar, vocabulary, reading...we strengthen the language itself. Then, in the other levels, they will be able to rely on themselves while using the language in terms of speaking or writing".

2.6. The Correlation between the Students' EPT Scores and their Self- Assessment of their English Proficiency Level

The rationale for asking this question was to examine concurrent validity. That is, to investigate whether there was a relationship between the students' placement test scores and their self-assessment of their English level. Interestingly, the B2 teacher's questionnaire data demonstrated a positive relationship between the learners' scores and the self-evaluation of

their English level (see appendix 02, Q4). Accordingly, analyzing the relationship between the aforementioned variables required calculating the Pearson Correlation Coefficient. To this end, Guildford's interpretation of the R-value was adopted to interpret the relationship strength. According to Guildford:

- If the $r < 0.2$ a negligible positive or negative correlation is indicated.
- If the $0.2 < r < 0.4$ the correlation is either low positive or low negative.
- If the $0.4 < r < 0.7$ a moderate positive or negative correlation is indicated.
- If the $0.7 < r < 0.9$ a high positive or negative correlation is demonstrated.
- If the $r > 0.9$ a very high positive or negative correlation is indicated.

Table 16: A Correlation between Students' Self- Assessment of their English Proficiency Level and their EPT Scores

Pearson Correlation Coefficient	
The EPT Scores	r= 0.36
Students' Self-Assessment	

Using the link (<http://www.socscistatistics.com/tests/pearson/Default2.aspx>), the R-value was marked 0.36 (see appendix 04). It indicated that the English placement test did not yield a strong relationship with the students' self-assessment of reading, vocabulary and grammar. Moreover, it was linear because the patterns X- and Y- values resemble a line (see appendix 4). The low correlation was not surprising, for it went in parallel with other studies; for instance, Wall et al. (1994) found a low correlation of 0.3 and 0.4 in writing and reading respectively, Fok (1982) found a correlation of 0.3, and Criper and Davies (1988: 52) found one of 0.39 between students' self-assessments and test scores.

2.7. The Correlation between the EPT Scores and the B2 Teacher's Assessment

Table 17: A Correlation between the EPT Scores and the B2 EFL Teacher's Assessment

Pearson Correlation Coefficient	
The EPT Scores	r= 0.4557
The B2 Teacher's Assessment	

Using the link (<http://www.socscistatistics.com/tests/pearson/Default2.aspx>), the Pearson Product Correlation Coefficient was marked 0.4557 (see appendix 05). This result indicated a moderate positive correlation. The relationship is linear (see appendix 05).

2.8. Construct Validity

Table 18: Pearson Correlation Coefficients

	Reading	Vocabulary	Grammar	The Total Scores
Reading	—	0.39	0.68	0.80
Vocabulary	0.39	—	0.57	0.80
Grammar	0.68	0.57	—	0.88
The Total Scores	0.80	0.80	0.88	—

The results indicated a strong correlation between the subsets of the placement test with each other on the one hand, except for the correlation between reading and vocabulary. On the other hand, a strong positive relationship was indicated between the total re-placement test scores and the different subsets of reading, vocabulary and grammar.

2.9. The Correlation between the Placement Test and the Re-Placement Test

Table 19: A Correlation between the Placement Test and the Re-Placement Test

Pearson Correlation Coefficient	
The Placement Test	r= 0.8079
The Re-Placement Test	

The R-value was 0.8079 (see appendix 06). This was a strong positive correlation, which means that the high X variable went with the high Y variable scores and vice versa. Hence, the relationship was linear (see appendix 06).

Conclusion

This section has been devoted to the analysis of the research instruments. First, it analysed the results of the B2 EFL learners' questionnaire. Additionally, it analysed the B2 teacher's questionnaire. Furthermore, it examined the CEIL teachers' perceived validity of the placement test assessment. At last, it indicated the correlation between the EPT scores of the B2 learners and the latter's self-assessment as well between the EPT scores and the B2

teacher's assessment and it investigated the test inter-rater reliability The subsequent section will provide the interpretations of the overall results.

Section Three: Discussion and Data Interpretation

The current section sets the grounds for the research work. Hence, It provides interpretations and discussions of the findings obtained from the research instruments. More importantly, it seeks to answer the research questions with respect to the theoretical framework.

1. To what extent is the placement test reliable in assessing the B2 learners' level of English?

The placement test' reliability was examined by correlating the CEIL placement test and the replacement test. The findings revealed that a strong correlation was marked between the scores. The R-value was 0.807. Hence, the CEIL placement test is reliable

2. To what extent does the placement test measure what is supposed to be measured?

To investigate the validity of the placement test, four types of validity were examined. With regard to face validity, the analysis of EFL teachers' interview and students' questionnaire revealed that both the examinees and CEIL teachers perceived the target test to be appropriate and fair. They also believed that the placement decisions were accurate as they reflected the English level of the vast majority of learners. Hence, it can be inferred that the EPT in question is face valid. As far as content validity was concerned, the analysis of the B2 teacher's questionnaire revealed that the placement test content seems satisfactory as it reflects the corresponding course levels. The findings suggest that the placement test in question is content valid. As far as concurrent validity was concerned, the analysis of the correlational levels outlined significant findings. First, the students' responses to self-rating evaluation showed an adequate level of their English proficiency level with regard to the English areas being tested in the placement test, namely reading, vocabulary and grammar. On the contrary, the CEIL placement test yielded a weak correlation with students' self-assessment of their English level, and this is may be due to the lack of self- confidence and

their inability to assess their English level. Yet, the result was not surprising as it is in parallel with other studies, such as Wall (1994). Second, a moderately positive correlation was marked between the test scores and the B2 teacher's assessment of students' English proficiency level, indicating a moderate relationship between these two variables. As for construct validity, the correlational analysis demonstrated strong relationships between the placement test scores and the different subsets of reading, vocabulary and grammar. Therefore, the findings revealed that the placement test in question is construct valid. Eventually, the strong positive correlational levels revealed that the CEIL placement test is quite valid to be used as an instrument for placing students according to their proficiency level.

3. What are the perceptions of EFL teachers and B2 learners towards the placement test assessment at CEIL?

EFL teachers and B2 students' perceptions were investigated through using interviews and questionnaires respectively. As far as the interview analysis was concerned, the analysis of the results showed significant findings. First, the vast majority of EFL teachers perceived the test format and questions to be appropriate and easy for test-takers. Second, they reported that the target test was fair as they believed that it reflected the English proficiency level of the majority of learners, whereas the rest of learners, according to them, were affected by some factors such as stress. However, two teachers appeared to have some concerns about the speaking placement test in determining students' English proficiency in the first levels. The analysis of students' questionnaire also revealed that B2 learners found the EPT structure and instructions appropriate. To a large degree, they enjoyed taking the test, and they were pleasant towards it. In terms of attendance, B2 learners reported high confidence in attending CEIL class. They also believed that their placement decision was accurate and reflective of their English level. As a result, it is assumed that the test in question was

perceived to face valid by the participants of this study, EFL teachers and B2 learners at CEIL.

All in all, the findings obtained from the overall research are in parallel with previous studies supporting the examination of validity and reliability of placement tests as well as the perceptions of teachers and students such as Wall (1994).

Conclusion

The chapter in hand presented an investigation of the validity and reliability of the CEIL placement test with regard to certain criteria, along with exploring EFL teachers' and B2 learners' perceptions towards the placement test assessment at CEIL. With regard to face validity, the analysis of the results of the B2 teacher's questionnaire and the EFL teachers' interview revealed significant findings. Firstly, the vast majority of EFL teachers perceived the test format and questions to be appropriate and easy for test-takers. Additionally, they reported that the EPT in question reflected the English proficiency level of learners with few exceptions. These exceptions, according to them, were affected by some factors such as stress. However, two of them appeared to have some concerns about the speaking placement test in determining students' English proficiency in the first levels. Secondly, the B2 learners also reported that the EPT structure and instructions were appropriate. To a large degree, they enjoyed taking the test, and they were pleasant towards it. They also believed that their placement decision was accurate and reflective of their English level. As a result, it is assumed that the test in question was perceived to face valid by the participants of this study. As far as content validity was concerned, the analysis of the B2 teacher's questionnaire revealed that the placement test content seems satisfactory as it reflects the corresponding course levels. The findings suggest that the CEIL placement test is content valid. As far as concurrent validity was concerned, the analysis of the correlational levels outlined significant findings. First, the students' responses to self-rating evaluation showed an

adequate level of their English proficiency level with regard to the English domains being tested in the placement test, namely reading, vocabulary and grammar. On the contrary, the CEIL placement test yielded a weak correlation with students' self-assessment of their English level, and this is may be due to the lack of self- confidence and their inability to assess their English level. Yet, the result was not surprising as it is in parallel with other studies, such as Wall (1994). Second, a moderately positive correlation was marked between the test scores and the B2 teacher's assessment of students' English proficiency level, indicating a moderate relationship between these two variables. As for construct validity, the correlational analysis demonstrated strong relationships between the placement test scores and the different subsets of reading, vocabulary and grammar. Hence, the findings suggest that the target test is construct valid. At last, as far as inter-rater reliability was concerned, a strong positive correlation was marked between the placement test and the re-placement test. Overall, the strong positive correlational levels demonstrate that the CEIL placement test is valid and reliable to be used as an instrument for placing students according to their proficiency level.

General Conclusion

The study in hand aimed at investigating the reliability and validity of the CEIL placement test as well as to explore EFL teachers and B2 learners' perceptions towards the target test. It consists of two chapters, the first chapter is devoted to the literature review of the latter's placement test, whereas the second chapter is concerned with the research fieldwork.

The first chapter is divided into two types. The first section serves as an overview of the placement test assessment at CEIL as well as presenting an overview of CEIL and its placement test along with some definitions and spotting light on the significance of investigating the latter understudy. The section, however, presented validity and reliability and demonstrated different types of each one of them.

The second chapter is devoted to the fieldwork. Accordingly, it targeted EFL teachers' and B2 learners' perceptions towards the placement test assessment at CEIL, along with investigating the validity and the reliability of the latter with regard to certain criteria. This chapter consisted of three sections: the first section, methodology, in which the general framework is discussed. The second section is concerned with data analysis, while the third section is devoted to the discussion and the interpretation of the results obtained from the research work.

The study in hand outlined significant findings. First, with regard to face validity, the analysis of the results of the B2 teacher's questionnaire and the EFL teachers' interview revealed significant findings. Firstly, the vast majority of EFL teachers perceived the test format and questions to be appropriate and easy for test-takers. Additionally, they reported that the EPT in question reflected the English proficiency level of learners with few exceptions. These exceptions, according to them, were affected by some factors such as stress. Secondly, the B2 learners also reported that the EPT structure and instructions were

appropriate. To a large degree, they enjoyed taking the test, and they were pleasant towards it. They also believed that their placement decision was accurate and reflective of their English level. As a result, it is assumed that the test in question was perceived to face valid by the participants of this study. As far as content validity was concerned, the analysis of the B2 teacher's questionnaire revealed that the placement test content seems satisfactory as it reflects the corresponding course levels. The findings suggest that the CEIL placement test is content valid. As far as concurrent validity was concerned, the analysis of the correlational levels outlined significant findings. First, the students' responses to self-rating evaluation showed an adequate level of their English proficiency level with regard to the English domains being tested in the placement test, namely reading, vocabulary and grammar. On the contrary, the CEIL placement test yielded a weak correlation with students' self-assessment of their English level, and this is may be due to the lack of self- confidence and their inability to assess their English level. Second, a moderately positive correlation was marked between the test scores and the B2 teacher's assessment of students' English proficiency level, indicating a moderate relationship between these two variables. As for construct validity, the correlational analysis demonstrated strong relationships between the placement test scores and the different subsets of reading, vocabulary and grammar. Hence, the findings suggest that the target test is construct valid. At last, with regard to inter-rater reliability, a strong positive correlation was marked between the placement test and the re-placement test. Overall, the strong positive correlational levels demonstrate that the CEIL placement test is valid and reliable to be used as an instrument for placing students according to their proficiency level.

2. Limitations of the Study

When conducting the practical part of this study, the researchers confronted some constraints that hindered its successful implementation and resulted in certain limitations

which were as follows:

- ✓ The researchers encountered some constraints when dealing with the scores of the participants under study, for the latter had sat for the placement test in different sessions between 2019 and 2021. Specifically, during this period, the test-takers who had scored less than 66 were placed in lower levels, the elementary (A1) or the pre-intermediate level (A2), while those who had higher scores were placed in the intermediate level (B1), and all of them were required to spend more semesters to reach the upper- intermediate level which was referred to as B2.
- ✓ The second constraint, which the researchers had confronted, was the lack of the speaking placement test at CEIL, and this due to the fact that the placement test applied in this institution consists only of a multiple-choice placement test.
- ✓ The sample of the study was fifteen at the outset; however, four students have dropped out their class right from the beginning of the B2 level. Accordingly, the researchers have dealt only with eleven B2 learners of English.

3. Suggestions and Recommendations

1. Due to the fact that this research was done on a small size of samples, it is highly recommended to investigate the placement test assessment on a larger sample to obtain more accurate data.
2. The teachers' perceptions were also investigated in the present study, although the small number involved did not enable any firm conclusions to be drawn. This, however, also seems to be a fruitful area for research. Teachers are involved in writing, administering and marking tests, and help to interpret results for students; they also frequently have to cope with post-test reactions, and may conceivably play a great importance in contributing to test validity. Therefore, research in this area needed to be conducted.

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Appendices

Appendix 01: B2 EFL Teacher's Questionnaire for Content Validity

Dear Teacher,

You are kindly requested to fill in this questionnaire which aims at investigating content validity of the CEIL placement testing B2 EFL classes.

The success of this research work depends on your cooperation in answering this questionnaire.

It should be noted that the data collected will be used in the practical part of a master's dissertation. Thank you in advance for your contribution.

Please, rate each learner's ability in reading, speaking, grammar and vocabulary?

*Please tick the appropriate answer for each English area?

Note: P= Poor, **F=** Fair, **N=** Neutral, **G=** Good, **E=** Excellent

The English Areas Placed Appropriately or Misplaced	Reading					Vocabulary					Grammar					Placed Appropriately	Misplaced
	P	F	N	G	E	P	F	N	G	E	P	F	N	G	E		
The Level of Proficiency																	
B2 Learners of English																	
Student 01																	
Student 02																	
Student 03																	
Student 04																	
Student 05																	
Student 06																	
Student 07																	
Student 08																	
Student 09																	
Student 10																	
Student 11																	

❖ Tick the best answer

1. There is no connection between the learners' English proficiency and the English areas, reading, vocabulary and grammar, being tested in the CEIL placement test.

a. strongly agree b. agree c. disagree d. strongly disagree

Please, justify your answer?

.....

.....

.....

2. The CEIL placement test placed the test-takers appropriately.

a. strongly agree b. agree c. disagree d. strongly disagree

*Please, justify your answer?

.....

.....

3. Does the content of the placement test reflect (match) the content taught to B2 learners at CEIL? Please, justify your answer?

.....

.....

.....

Thank you for your cooperation.

4. How do you consider your level in English components, Reading, Grammar and Vocabulary, before you enrolled at CEIL?

* Tick the appropriate answer?

English Skill	Poor	Fair (Medium)	Neutral	Good	Excellent
Reading					
Grammar					
Vocabulary					

5. Do you believe that the CEIL placement test assessed (tested) your real level in English?

a. yes

b. no

5.1. If you say no, please explain the reason behind saying that?

.....

.....

.....

5.2. If you did not trust the placement decision, which English level you think you belong to?

a. advanced level

b. intermediate level

c. pre-intermediate level

Section Two: The B2 Learners' Attendance to B2 Class

6. Please, tick the degree of confidence you have to attend your English classes at CEIL?

a. very confident

b. somehow confident

c. not confident

7. Do you regularly attend your English classes at CEIL?

a. yes

b. no

7.1. If yes? How often do you attend your EFL classes?

a. always b. sometimes c. often d. rarely e. never

7.2. If you did not attend all the sessions, explain why? (justify your answer?)

.....

Section Three: B2 Learners' Perceptions towards the Placement Test

Please, answer these questions honestly.

* Reminder: In the CEIL placement test, you were asked to choose (to circle) the best answer from the four options, a, b, c, d, for each sentence.

_ Please, Tick the most appropriate answer (only one answer), and do not leave out any statement (sentence).

8. The time allowed for the placement test was:

a. too much b. sufficient c. not enough

9. The instructions for the placement test were:

- a. Very easy to understand.
- b. Easy to understand.
- c. Neither easy nor difficult.
- d. Difficult to understand.
- e. Very difficult to understand.

10. I have done similar tests before (multiple-choice tests):

a. often b. rarely c. never

11. During the placement test, I was: a. stressed b. relaxed

12. During the placement test, my English level was:

a. poor b. fair(medium) c. neutral d. good e. excellent

13. The placement test was:

13.1. a. very easy b. easy c. neutral d. difficult e. very difficult

13.2. a. very fair b. fair c. neutral d. unfair e. very unfair

13.3. a. very interesting b. interesting c. neutral d. boring e. very boring

13.4. a. very pleasant b. pleasant c. neutral d. unpleasant e. very unpleasant

Appendix03: A Semi-Structured Interview for EFL Teachers at CEIL

Thank you for accepting to participate in this interview, which will serve as a data collection tool that will be used in the practical part of our master's dissertation, which is entitled: "Investigating EFL teachers' and B2 learners' perceptions towards the placement test assessment".

Section One: General Information

1. How long have you been teaching at CEIL?

Section Two: Placement test Assessment

2. Who assesses the students' placement test?

3. How many teachers are involved in the assessment?

4. Have you received any teacher training in assessing or correcting the learners' placement test papers?

5. Which type of scoring method do you use to assess the multiple-choice test?

Section Three: EFL Teachers' Perceptions towards the CEIL Placement Test

6. Based on your experience while invigilating or correcting the EPT, do you think that the time allotted for the placement test was sufficient?

6.1. Were the test-takers able to manage their time while having the test?

7. In terms of difficulty, how do you think the instructions of the placement test were?

Why do you think so?

8. In terms of anxiety, do you think the students were stressed or relaxed while sitting for the placement test? Why?

9. To what extent do you agree or disagree with the following statement: in the placement test, the test-takers could show how much English they have learnt?

9.1. As a teacher how could you notice that?

10.1. In terms of the placement test difficulty, to what extent do you think it was easy or difficult? Why?

10.2. With regard to the placement test language and the test-takers' English level, to what extent do you think the EPT was fair? Why?

10.3. To what extent do you think the placement test was interesting?

10.4. How pleasant do you think the placement test was?

Section four: EFL Teachers' Assessment of the CEIL Placement Test

11. In the light of your teaching experience at CEIL and your familiarity with the latter's placement test, do you think that your students were placed appropriately? Why do you think so?

12. Based on your experience on correcting the placement test papers at CEIL, do you think that the latter assessed the test-takers real English proficiency level?

12.1. How it may affect their assessment?

13. Do you believe that testing only reading, vocabulary, and grammar, is sufficient to assess someone's English proficiency? Why?

14. How do you think that the lack of the speaking placement test may affect the assessment of the test-takers English proficiency?

Appendix04: A Correlation between Students' Self- Assessment of their English

Proficiency Level and their EPT Scores

Table 16: A Correlation between Students' Self- Assessment of their English Proficiency Level and their EPT Scores

B2 EFL Learners	The EPT Scores	Students' Self-Assessment
Student1	80	66
Student2	69	73
Student3	92	67
Student4	68	60
Student5	75	80
Student6	69	73
Student7	67	80
Student8	38	60
Student9	77	80
Student10	76	67
Student11	61	60
Pearson Correlation Coefficient= 0.36		

Corrélations

		EPTScores	Selfassessment
EPTScores	Corrélation de Pearson	1	,360
	Sig. (bilatérale)		,277
	N	11	11
Selfassessment	Corrélation de Pearson	,360	1
	Sig. (bilatérale)	,277	
	N	11	11

* Générateur de graphiques.

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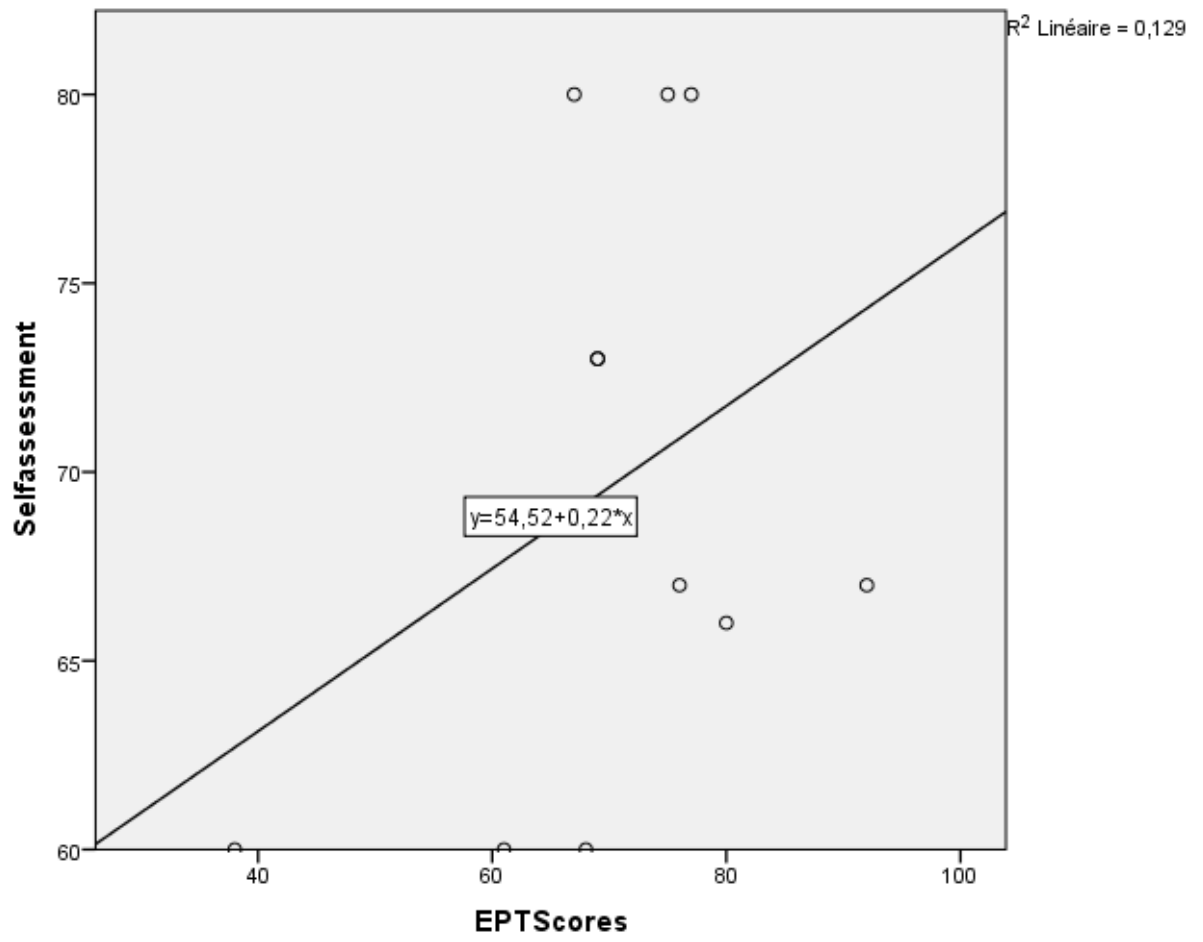
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**Appendix 05: A Correlation between the EPT Scores and the B2 EFL Teacher's
Assessment**

Table 17: A Correlation between the EPT Scores and the B2 EFL Teacher's Assessment

B2 EFL Learners	The EPT Scores	The B2 Teacher's Assessment
Student1	80	100
Student2	69	77
Student3	92	91
Student4	68	76
Student5	75	91
Student6	69	86
Student7	67	69
Student8	38	75
Student9	77	85
Student10	76	60
Student11	61	60
Pearson Correlation Coefficient= 0.4557		

* Générateur de graphiques.

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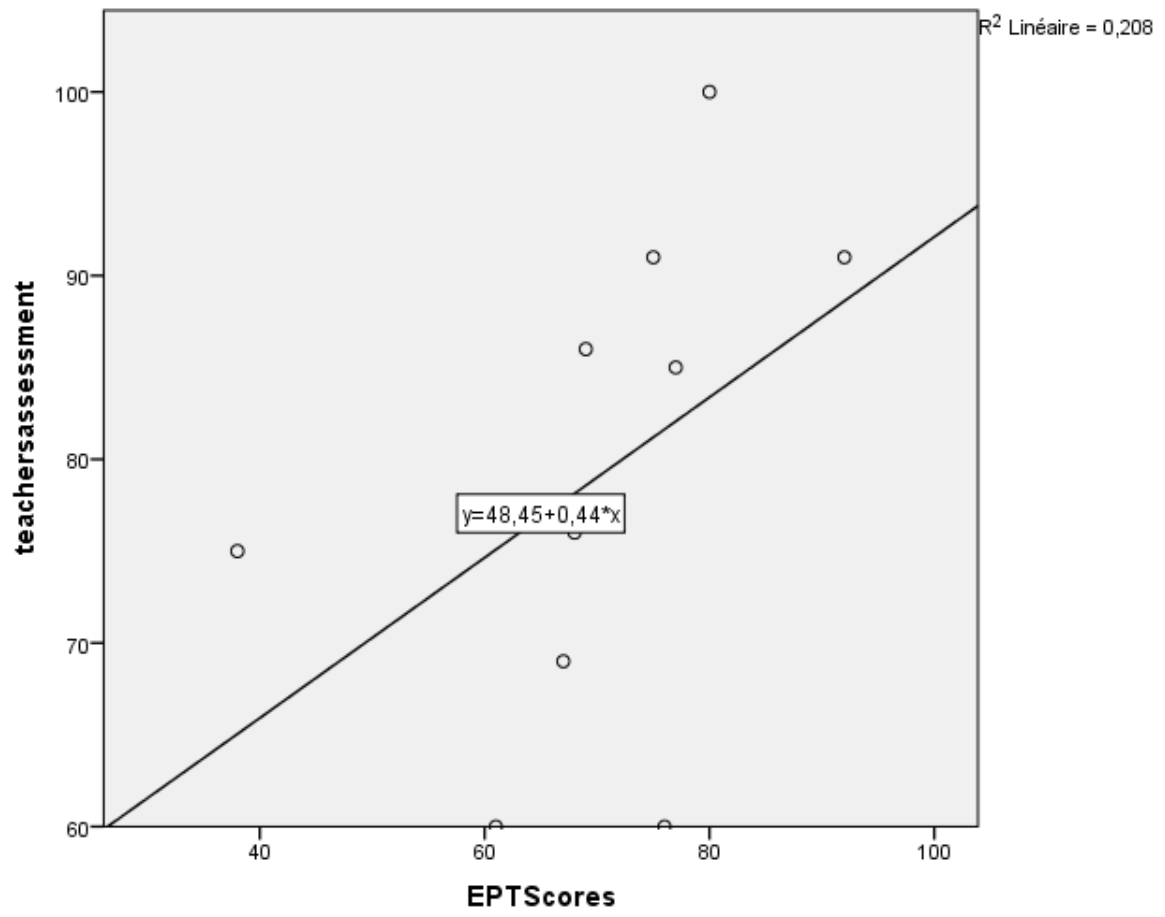
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Remarques

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Appendix 06: Inter- Rater Reliability

Table 19: A Correlation between the Placement Test and the Re-Placement Test

The B2 Learners	The Placement Test Scores	The Re-Placement Test Scores
Student 1	80	88
Student 2	69	71
Student 3	92	93
Student 4	68	74
Student 5	75	81
Student 6	69	77
Student 7	67	79
Student 8	38	53
Student 9	77	68
Student10	76	71
Student 11	61	78
Pearson Correlation Coefficient was= 0.8079		

* Générateur de graphiques.

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```

```
SecondEPTScores MISSING=LISTWISE
```

```
REPORTMISSING=NO
```

```
/GRAPHSPEC SOURCE=INLINE.
```

```
BEGIN GPL
```

```
SOURCE: s=userSource(id("graphdataset"))
```

```
DATA: firstEPTScores=col(source(s), name("firstEPTScores"))
```

```
DATA: SecondEPTScores=col(source(s), name("SecondEPTScores"))
```

```
GUIDE: axis(dim(1), label("firstEPTScores"))
```

```
GUIDE: axis(dim(2), label("SecondEPTScores"))
```

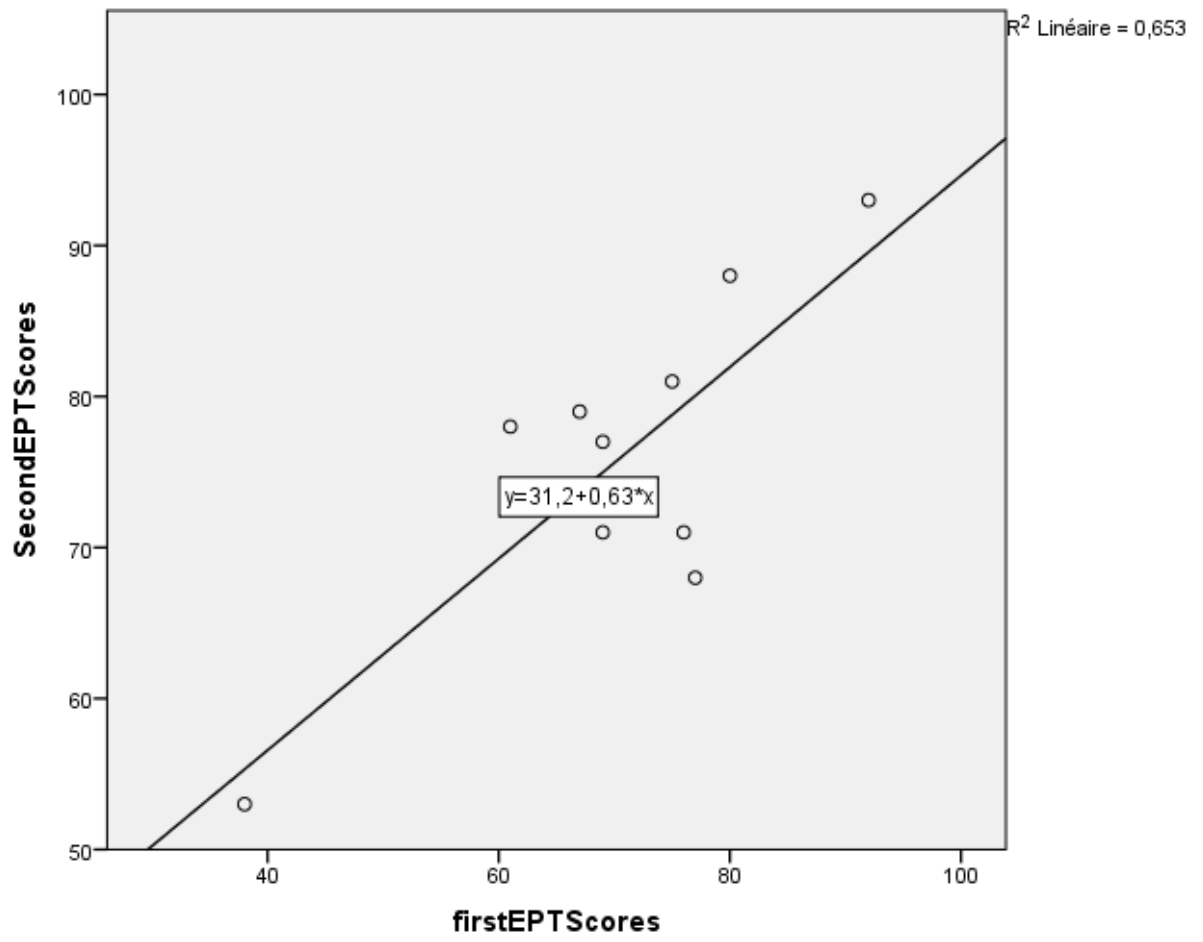
```
ELEMENT: point(position(firstEPTScores*SecondEPTScores))
```

```
END GPL.
```

GGraph

Remarques

Commentaires			
Entrée	Jeu de données actif Filtre Pondération Fichier scindé N de lignes dans le fichier de travail	Jeu_de_données0 <sans> <sans> <sans>	11
Syntaxe		GGRAPH /GRAPHDATASET NAME="graphdataset" VARIABLES=firstEPTScores SecondEPTScores MISSING=LISTWISE REPORTMISSING=NO /GRAPHSPEC SOURCE=INLINE. BEGIN GPL SOURCE: s=userSource(id("graphdataset")) DATA: firstEPTScores=col(source(s), name("firstEPTScores")) DATA: SecondEPTScores=col(source(s), name("SecondEPTScores")) GUIDE: axis(dim(1), label("firstEPTScores")) GUIDE: axis(dim(2), label("SecondEPTScores")) ELEMENT: point(position(firstEPTScores*SecondEPTScores)) END GPL.	
Ressources	Temps de processeur Temps écoulé		00:00:05,62 00:00:06,84



Résumé

Cette étude visait à examiner la validité et la fiabilité du test de placement au centre d'enseignement des langues extensif. En outre, il visait à explorer les perceptions de ses enseignants d'anglais et des apprenants de niveau intermédiaire supérieur à l'égard de l'évaluation du test de placement. En ce qui concerne l'investigation de la validité apparente, deux instruments de recherche ont été mis en œuvre. Un questionnaire a été administré à un échantillon aléatoire de onze apprenants de niveau intermédiaire supérieur pour obtenir un aperçu de leurs points de vue sur l'évaluation du test de classement. De plus, un entretien a été mené avec trois professeurs d'anglais pour déterminer leur perception de la validité du test de classement. De plus, un questionnaire a été adressé à l'enseignant du niveau intermédiaire supérieur pour évaluer la validité du contenu du test. Concernant la validité concurrente et la validité de construit, différentes corrélations ont été calculées. Pour mesurer les niveaux de corrélation, les scores ont été comparés au moyen des coefficients de corrélation de Pearson. Pour la validité concurrente, les scores du test de placement en anglais ont été comparés à l'évaluation des apprenants de niveau intermédiaire supérieur ainsi qu'à l'évaluation de leur enseignant. Quant à la validité de construit, les scores de remplacement ont été comparés aux scores des sous-ensembles de lecture, de vocabulaire et de grammaire. Enfin, comme pour la fidélité inter-juges, les scores des tests de classement ont été comparés aux scores des tests de remplacement. Cette étude a fait ressortir des conclusions importantes. Premièrement, la majorité des enseignants et des élèves du niveau intermédiaire supérieur percevaient le test comme valide. Deuxièmement, les résultats ont révélé que le contenu était valide. Ils ont également montré qu'il y avait une faible corrélation entre les scores des tests de placement et les scores d'auto-évaluation des apprenants, mais une corrélation modérée a été indiquée entre les scores des tests et l'évaluation des enseignants. Les résultats ont également indiqué que le test de remplacement était construit

valide. De plus, ils ont révélé que le test cible était fiable entre les évaluateurs. Par conséquent, on peut en déduire que le test de placement cible était valide et fiable.

ملخص

تهدف هذه الدراسة إلى التحقق من صحة وموثوقية اختبار تحديد المستوى في مركز التعليم المكثف للغات، كما تهدف إلى استكشاف تصورات معلمي ومتعلمي اللغة الإنجليزية حول تقييم امتحان تحديد المستوى. من أجل التحقيق في الصلاحية الظاهرية للاختبار المعني بالدراسة، تم اللجوء إلى استعمال أداتين من أدوات البحث. تم إجراء استبيان على عينة عشوائية مكونة من أحد عشر متعلمًا ذوي مستوى فوق المتوسط للحصول على خلاصة حول آرائهم تجاه تقييم اختبار تحديد المستوى. علاوة على ذلك، أجريت مقابلة مع ثلاثة من مدرسي اللغة الإنجليزية لمعرفة مدى صدق اختبار تحديد المستوى، فيما تم توجيه استبيان إلى المعلم الذي يدرس أقسام فوق المتوسط للتحقق من صحة محتوى الاختبار المستهدف. أما بالنسبة للصلاحية المتزامنة والبنائية، فقد تم حساب الارتباطات المختلفة. لقياس مدى ارتباط المتغيرات، تمت مقارنة الدرجات عن طريق معاملات ارتباط بيرسون. من أجل الصلاحية المتزامنة، تمت مقارنة درجات اختبار تحديد المستوى في اللغة الإنجليزية مع تقييم المتعلمين من المستوى فوق المتوسط وكذلك مع تقييم معلمهم. فيما يتعلق بصلاحية البناء، تمت مقارنة درجات إعادة التنسيب بمجموعات فرعية من درجات القراءة والمفردات والقواعد. وفي الختام، فيما يتعلق بالموثوقية بين المقيمين، تمت مقارنة درجات اختبار تحديد المستوى مع درجات اختبار إعادة تحديد المستوى. أظهرت هذه الدراسة نتائج الهامة. أولاً، اعتبر غالبية المعلمين والطلاب فوق المتوسط أن الاختبار صحيح. ثانياً، أظهرت النتائج أن المحتوى صالح. كما أظهرت النتائج أن هناك علاقة ارتباط ضعيفة بين درجات اختبار تحديد المستوى ودرجات التقييم الذاتي للمتعلمين، ومع ذلك تمت الإشارة إلى وجود ارتباط متوسط بين درجات الاختبار وتقييم المعلم. أشارت النتائج أيضاً إلى أن اختبار إعادة تحديد المستوى كان صالحاً. بالإضافة إلى ذلك، أظهرت النتائج أن الاختبار المستهدف موثوق به بين المقيمين. وبالتالي، يمكن استنتاج أن اختبار تحديد المستوى المستهدف صحيح وموثوق به.