The Degree of Using Alternative Evaluation Strategies Among English Teachers in BaniKinana According to Some Demographic Variables

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This study aims at identifying the degree of using Alternative Evaluation (AE) strategies by English teachers in BaniKinana. It also aims at identifying the influence of English teachers' years of experience, scientific qualifications and their students' educational level on their use of AE strategies. To achieve this study, a questionnaire was designed as a tool for this study. The questionnaire consisted of 19 items measuring different AE strategies. The questionnaire validity and reliability were checked then. It was applied on a sample consisting of 50 male and female English teachers who have been selected randomly by a stratified way from the whole English teachers in the District of BaniKinana. The study results showed that not all AE strategies were frequently used. Pencil and paper strategy ranked the first level, followed by discussion strategy and lastly was the conferences strategy. The study also showed that there were statistically significant differences related to the degree of using AE strategies by English teachers due to the influence of students' educational stage, teachers' scientific qualifications and their years of experience. In the light of the results, the study recommended holding training courses and workshops for English teachers on the use of AE strategies at different educational stages, which can help them to share experiences and apply AE strategies accurately. The study also recommends conducting similar studies, including other curricula and other educational zones in Jordan.

Keywords: alternative evaluation strategies, alternative evaluation tools, evaluating English teachers

Introduction

Assessment of student learning prepares the most important stage of the educational process of learning and educational development sought by most educational systems (Napoli & Raymond, 2004). Recent focus on one of the most influential contemporary trends in educational evaluation is to move away from traditional testing methods towards other ones. This recent trend of the evaluation which proclaimed that evaluation is moving students to learn to measure performance in real life situations is called "Alternative Evaluation, AE" (Reeves, 2000; Varela, 1997). By referring to the literature of Educational Measurement and Evaluation, many synonyms or equivalent concepts for this concept (AE) are noted such as: Authentic Assessment; Alternative Assessment;

Performance Assessment and Balanced Assessment (Moon, Brighton, Callahan, & Robinson, 2005; Abali & Şahin, 2014; Wiggins, 2014).

Despite the fact that this new style of evaluation (AE) is an integral part of educational reform movements, and considered advanced in the recent educational issues in many countries of the world, it has become a matter of debate and controversy in educational circles. This controversy is related to certain intellectual frameworks, methodological issues, psychological and educational foundations on which AE is based (Allam, 2004; Barootchi & Keshavarz, 2002; Gökhan, 2015).

As it is stated in the theoretical literature and previous studies, there are a range of labels for the AE, including: comprehensive evaluation, evaluation that is based on performance and provisions, dynamic evaluation, natural evaluation, and direct evaluation (Leung & Lewkowicz, 2006; Fox, White, & Kidd, 2011).

Allam (2004) defined Alternative Evaluation (AE) as “a different set of evaluation methods requiring the learner to show his competence and experience in order to form his efficiency, create responses or product innovation”. Al-Absi (2010) defined it as “a series of styles and formats, ranging from open responses written by the learner which includes comprehensive explanations and compilations of the integrated work of the learner”.

Cheng (2006) said that AE is the evaluation which is based on the assumption of knowledge that is created and constructed by the learner, where knowledge varies from one context to another. Lynch (2003) noted that AE is an integration of students in meaningful activities that requires a high-level of thinking skills, including oral interviews and tasks to solve problems collectively.

Black and Wiliam (2009) mentioned some advantages of AE such as: It provides a means of assessing valued skills that cannot be directly assessed with traditional tests; also, it provides a more realistic setting for student performance than traditional tests; moreover, it focuses on the examinees performance and the quality of work performed by examinees, and it can be easily aligned with established learning outcomes. The process can be costly in terms of time, effort, equipment, materials, facilities, or funds.

The purpose of AE is to collect information and document the abilities, skills, progress, and attitudes of students (Norris, Brown, Hudson, & Yoshioka, 1998; Varela, 1997). AE methods have a variety of uses and aims: They can be used in the process of training, needs, analysis, and the identifications of the best teaching materials to be used; they are also valuable tools in the process of monitoring progress and evaluating the extent to which the course objectives have been reached; they can also be used in all kinds of foreign language programs, including those in universities of applied sciences (A. Dejica-Carţiş & G. Dejica-Carţiş, 2013).

The main strategies that are used in AE are: assessment-based performance, pencil and paper, observation, communication, and reflection assessment (Muirhead, 2002; Talento-Miller & Rudner, 2008).

This kind of evaluation (AE) is mainly based on the interesting assessment of thinking process, using problem-solving, emphasizing on the application of the real world to get knowledge and information, and focusing on the processes used by students in order to reach results (Mueller, 2002).

While there is no consensus to precisely what constitutes AE, there is a general agreement that it incorporates and emphasizes on the learner performance. It also assesses not only what the learner knows, but also what he can do (Gipps, 1995). In response to this change of evaluation (AE), many studies have been conducted:

Thawaybeh and Al-S'oud (2016) conducted a study which aimed to define the obstacles of applying

authentic assessment strategy and its tools from the Islamic education teachers' perspectives in Tafila educational directorate. The population of the study consisted of 140 teachers; the sample of the study consisted of 49 teachers. For achieving the goal of the study, an instrument of 26 items was developed and distributed into four domains; validity and reliability were checked. The study indicated that the obstacles related to the application condition came in the first rank followed by obstacles related to teachers. Then came the obstacles related to textbooks, and the last rank was the obstacles related to students. The results also stated that there are statistically significant differences between the means of authentic assessment obstacles attributed to gender in the domains related to students, teachers and textbooks for the favor of female teachers and to the instructional stage in the domains of students and textbooks for the favor of secondary stage ($\alpha \leq 0.05$). There are no statistically significant differences attributed to the other domains or to the interactions between them.

Gökhan's (2015) study aimed to explore alignment between reform-based Turkish primary science curriculum and AE practices of a classroom teacher. An observational case study approach was utilized. A classroom teacher with 32 years of experience and his 31 students participated in the study. Analysis of the data indicated that the teacher's use of traditional assessment activities was more dominant than AE activities although the latter was strongly emphasized by the curriculum. Moreover, implementation of AE activities was not in line with what the curriculum stated. Decisions of policy makers, lack of instructional time, exclusion of the curriculum by the teacher, inadequate pedagogical content knowledge, and insufficient teacher training on assessment were found to be the elements that might have negatively affected the alignment.

Ozturk and Sahin (2014) conducted a study which aimed to determine the effects of AE and evaluation methods on academic achievement in mathematics, persistence of learning, self-efficacy perception, and attitude. The study used quasi-experimental design as a quantitative research model. The study group of the research was comprised of four groups of the fifth grade students from state primary schools in Çanakkale. To collect data, the study made use of questionnaires which were developed by the researcher. The results indicated that AE and evaluation methods positively increased the fifth grade students' math-related academic achievements, self-efficacy levels, attitudes, and persistence of their learning when compared to traditional assessment and evaluation methods.

Alkan's (2013) study aimed to examine the effect of AE techniques supported by learning cycle model and traditional teacher centered education on chemistry competency perception and chemistry success of prospective science teachers. As data collection tools, chemistry competency perceptions scale and chemistry success test were used. It was determined that there is a significant effect of AE techniques supported by learning cycle model of chemistry competency perceptions and chemistry success of prospective science teachers. It has been determined that there was a significant effect of traditional teacher centered education on chemistry success. Also, it has been revealed that there was an increase in chemistry competency scores of prospective science teachers in control group; however, this increase was not statistically significant.

Al-Basheer and Barham's (2012) study aimed at investigating the degree of Mathematics and Arabic teachers' using of the AE strategies and its tools in Jordan. To achieve the objectives of the study, a questionnaire was built and it was distributed over 86 teachers. Semi-structured interviews were conducted with 20 teachers from the two specializations. The results indicated that the degree of teachers' uses of the pencil and paper strategy was high, while it was intermediate for the use of performance-based assessment strategy, the

observation strategy, and the communication strategy. Also, it was low for the reflection assessment strategy and the use of the AE tools. It has been revealed that there were no statistically significant differences in the degree of teachers' uses of AE strategies related to the effect of teachers' specialization. There are statistically significant differences related to the effect of the number of years of experience and the effect of the training courses.

Kirikkaya and Vurkaya (2011) conducted a study which aimed at identifying the impact of AE activities on students' academic achievement levels and attitudes. They employed these activities in the unit "Electricity in Our Lives" of the Science and Technology Course. The research was carried out in three elementary schools in the city of Kocaeli, which exhibited three different levels of success in the SBS (National Level Determination Exam). The academic achievement test, which was one of the data collection tools of the study, was developed by the researchers and its reliability was found to be 0.85. A Likert-type scale, whose reliability was found to be 0.96, was employed in order to measure students' attitudes towards science. In addition, 14 AE activities were used in the study, which were developed by the researchers and composed of structural communication grid, diagnostic tree and predict-observe explain activities. According to the findings of the research, a significant difference was found between the experimental and the control groups with respect to science attitudes and achievement in the favor of the experimental groups.

Abu-Awwad and Abu-Sneenah's (2011) study aimed to investigate the beliefs of social studies teachers in the basic schools at UNRWA about AE. To achieve this goal, a questionnaire containing 44 items was developed. It was distributed into three domains of AE, namely: the nature of the AE, the advantages of AE, and practices of teachers in AE. It was applied to a sample of 84 teachers of social studies. The results indicated that the views of social studies teachers were supportive of the benefits of AE and the nature and practices of teachers about it. Also, the results indicated that there was no statistically significant difference in the views of teachers of AE due to the sex of the teacher. There were statistically significant differences due to the following variables: qualifications of teachers, specialization, and the number of years of experience on one or all areas of the study tools.

Wikstrom (2008) conducted a study that aimed to find out the AE forms that are practiced in a public school with an international program and to explore the teachers' attitudes towards the use of AE procedures. Various assessment models and strategies have been investigated and discussed such as presenting a part of the educational practice in the primary classrooms which engaged the International Baccalaureate/Primary years Program at the elementary school level (age range 6-11) in the years 0-5. AE forms are used in conjunction with other forms of assessment such as standardized tests in order to assess both student performance and the intentions of the International Baccalaureate/Primary Years Programme. That paper investigated some AE practices (portfolio, performance assessment, exhibition, self-assessment) that are applied and used in the same school where the standardized tests are also applied and used (text book tests, teacher-made tests, local and national test). The study findings suggested that various types of assessments were needed to fairly evaluate students' needs. Also, it was found that AE has an important positive role in meeting individual students' needs that can support the process of learning.

Finally, Culbertson and Wenfan (2003) conducted a study which aimed to investigate primary grade literacy teachers' attitudes towards the practices of AE by examining the relationship between each and by identifying factors which influence each. Data collection consisted of a survey of 73 elementary schools within one

Intermediate Unit in Pennsylvania. Both quantitative and qualitative measures were analyzed to answer the research questions. Primary grade literacy teachers ($n = 482$) were asked to respond to questions related to their schools and professional attributes, the professional development opportunities that afforded them, and their knowledge or/and practices in AE. Survey findings from 159 respondents showed that small classes used to have district-sponsored training and sufficient time for planning, implementation, collaboration, and reflection that contributed to teachers' knowledge of practices in AE. Teachers' attitudes towards AE were also influenced by the professional freedom to choose assessment techniques. Teachers' practices in AE were shown to increase administrators' support, sufficient resources, scholar reading, and the professional freedom to choose assessment techniques.

After this review, it was clear that many studies were conducted to measure the use of AE in teaching different subjects such as: maths, science, social studies, chemistry, and languages. This underlines the importance of AE in the learning of different subjects. Some of these studies seem in the detection of the evaluation strategies which are mostly used (Classic, Modern). It is also noted that the search tools in these studies varied between interviews and questionnaires. The study population covered teachers and students. All these studies confirmed the importance of using AE strategies. Whereas some studies focused on one of these strategies, the current study includes all AE strategies that might be used by English teachers in the District of BaniKinana in order to highlight the mostly used AE strategy. This study also identifies the influence of English teachers' educational stage study, years of experience and scientific qualifications on their use of AE strategies.

Problem Statement and Research Questions

Since AE is one of the most important new trends in the field of Educational Measurement and Evaluation, the true value of the philosophy of evaluation will not be realized unless it is combined with exercise, realistic methodology, and scientific response to an application of AE strategies by English teachers. This study focuses on the recent efforts adopted by the Ministry of Education to include AE strategies in the English language curricula because of their importance in various fields. Specifically, the current study aimed to answer the following two questions:

(1) What is the degree of using AE strategies by English teachers in the District of BaniKinana from their points of view?

(2) Are there any statistically significant differences at the level of significance ($\alpha = 0.05$) in the averages of using AE strategies by English teachers in the District of BaniKinana from their points of view due to some demographic variables: students' educational stage, teachers' years of experience, and teachers' scientific qualifications)?

Significance of the Research

The significance of the current study can be described by the following aspects:

First: Theoretically, this study focuses on the recent efforts that should be implemented by the Ministry of Education to include AE strategies in the curricula of English language that have great roles in the development of students' capabilities in learning languages .

Second: Practically, its importance lies in the fact that it helps officials in the Ministry of Education, specifically English language teachers to focus on the AE strategies which are badly needed to be used by

teachers. In addition, it involves detecting the degree of using AE strategies by English teachers in the District of BaniKinana from their points of view. Thus, it may be efforts a recommendations and suggestions to those who are interest in charge of the educational process to know the degree of the use of these strategies by English teachers.

Research Objectives

The current study seeks to achieve the following two objectives: First, it aims at detecting the degree of using AE strategies by English teachers in the District of BaniKinana from their points of view; second, it aims at identifying whether there are statistically significant differences in the averages of using AE strategies by English teachers in the District of BaniKinana from their points of view due to some demographic variables.

Operational Definitions

The Degree of Use: the frequency of using AE strategies by English teachers in the District of BaniKinana from their points of view. This is measured by subjects score in responding to the study instrument prepared for this purpose.

Alternative Evaluation Strategies: They are all strategies that include evaluation-based performance, observation, communication, pencil and paper, interviews, and self-assessment. Hence, this is measured by the subjects score on the study checklist.

English Language Teachers: They are all English teachers (male and female) who have academic qualifications in the speciality of English language in the Ministry of Education in the District of BaniKinana public schools, during the academic year 2015/2016.

Limitations of the Research

The generalizations of this study results will be confined in the light of the following limitations:

- (1) The study sample consisted of English teachers in the District of BaniKinana during 2015/2016 academic year in Irbid, Jordan.
- (2) Generalizing the results of the study depends on the degree of the study tools such as validity, reliability, and certain psychometric characteristics.

Methodology

Participants

The population of this study consisted of all English language teachers, working in the Ministry of Education in the District of BaniKinana, during the academic year 2015/2016. The number of teachers is 235, including 102 males and 133 females.

The study sample was chosen as a stratified random sample of various English language teachers in the District of BaniKinana, during the academic year 2015/2016. The number of members reached 50 male and female teachers, which represents 21.28%. Table 1 shows the distribution of the study sample according to three independent variables (educational stage, years of experience, and scientific qualifications).

Table 1

Distribution of the Study Sample According to Three Independent Variables (Educational Stage, Years of Experience, and Scientific Qualifications)

Years of experience	Scientific qualifications	Educational stage		Total
		Secondary stage	Primary stage	
1–5 years	B.A. degree	1	7	8
	Diploma degree	1	4	5
	M.A. degree and more	1	2	3
6–10 years	B.A. degree	3	4	7
	Diploma degree	2	3	5
	M.A. degree and more	1	1	2
	B.A. degree	6	3	9
More than 10 years	Diploma degree	4	3	7
	M.A. degree and more	3	1	4
Total		22	28	50

Instrument

To achieve the aim of this current study, a questionnaire was built in several steps including: reviewing theoretical background (theoretical framework) that is required for the alternative evaluation (AE) strategies, and reviewing of the literature of the educational topics that are related (Awwad & Abu-Sneenah, 2011; Culbertson & Wenfan, 2003; Gökhan, 2015). This study directs open questions to be answered by a number of English language teachers about the necessary needs of using AE strategies from their points of view. Then, a questionnaire was written that consisted of 19 items measuring all AE strategies that might be possible.

The tool was presented to the committee of arbitrators which consisted of members from Jordanian universities professors in measurement and evaluation, and the administrators of English language at the Ministry of Education in Jordan. These members were interested in spending enough time for arbitration in order to verify the validity of the tool. The committee expressed their views in the tool items, they suggested adding of other needs, deleting duplicate requirements or overlapping, and modifying the language of some of the other items. Finally, the researcher has received the approval of the Commission. The final tool composed of 19 items, which measured all AE strategies that might be possible.

To estimate the reliability of the tool, an internal consistency coefficient was applied (after an application to a sample consisting of 20 English teachers of the study population and outside the study sample). Then, it was estimated by using Cronbach Alpha. Hence, the internal consistency coefficient was 0.91.

The quadruple Likert scale (high, good, medium, weak) was used and given grades (4, 3, 2, 1), respectively. This is because it is the most common response for each item. In addition, the lowest score obtained by the responder was 19 on the tool as a whole. And to detect the degree of using AE strategies among English teachers in the District of BaniKinana from their points of view, it has been classified into three categories as follows:

- (1) Upper category (80% = More than 3.20);
- (2) Medium category (60%–79.75% = 3.19–2.40);
- (3) Weak category (59.75% = Less than 2.39).

And it has been the adoption of educationally acceptable level (80%), in the light of committee arbitrators.

Procedures

The researcher distributed the questionnaire (19 items) to the participants of the study. The researcher explained to them that this questionnaire aims to detect the degree of using AE strategies by English teachers in the District of BaniKinana from their points of view. It also aims to identify the importance of each of the educational stage, years of experience, and scientific qualifications, with respect to identifying the importance of AE strategies.

She asked the participants to give the tool the importance it deserves, and to answer its items accurately. Thus, their answers were subject to an analysis in order to identify the mostly used AE strategies.

The questionnaires were corrected, and a score was extracted for each teacher in the total tool. Furthermore, the degree of each item was considered in order to answer the study questions.

Variables

The study included the following variables:

(1) Independent variables, namely:

Educational Stage: It has two levels, Primary and Secondary.

Years of Experience: It has three levels, 1–5 years, 6–10 years, and More than 10 years.

Scientific Qualifications: It has three levels, B.A. degree, Diploma degree, and M.A. degree and more.

(2) Dependent Variables:

The dependent variable is the estimates of English teachers on the questionnaire which is prepared. However, this was aimed at in identifying the degree of using AE strategies by English teachers in the District of BaniKinana from their points of view.

Statistical Analysis

To answer the study questions, statistical software (SPSS), means and standard deviations were extracted for each item of the questionnaire in order to answer the first question. In addition, ANOVA and Post Hoc Comparisons (Scheffe' Test) were used to answer the second question of the study.

Results and Discussion**To Answer the First Question**

“What is the degree of using AE strategies among English teachers in the District of BaniKinana from their points of view?”

The means and the standard deviations were extracted for each item of the questionnaire. Thus, this was done for each item, and for the total tool as shown in Table 2.

Table 2

The Means and the Standard Deviations of the Tool Items in Descending Order

Item number	Items	Mean	Standard deviation
8	Pencil and paper strategy	3.31	0.786
5	Discussion strategy	3.24	0.798
11	Questions and answers strategy	3.22	0.692
9	Unstructured observation strategy	3.21	0.791
1	Presentation slide strategy	3.18	0.758
2	Reflection assessment strategy	2.96	0.812
3	Talk strategy	2.82	0.824
4	Simulation/role-playing strategy	2.79	0.849
7	Exhibition strategy	2.68	0.821
10	Structured observation strategy	2.68	1.048
17	Portfolio strategy	2.61	0.829
18	Student diary strategy	2.59	0.841
19	Self-assessment strategy	2.55	0.806
15	Unstructured interview strategy	2.47	0.919
12	Structured interview strategy	2.46	0.852
14	Group interview strategy	2.45	0.913
13	Individual interview strategy	2.43	0.898
6	Project strategy	2.41	0.747
16	Conferences strategy	1.81	0.994
Total		2.9192	0.56641

Data in Table 2 shows clearly the extent of the degree of using AE strategies among English language teachers; we can see that the degree of use was medium, in general. The arithmetic average of all the items of the study tool (2.9192) and percentage of 76% is not within the acceptable educational level. It could be due to the recent interest in these strategies emanating from the philosophy of education in Jordan, which focuses on the trend towards its use. This result is consistent to some extent with some of the studies that have looked at identifying AE strategies such as Kirikkaya and Vurkaya's study (2011) and the study of Abu-Awwad and Abu-Sneenah (2011) which indicated that teachers' knowledge and use about AE strategies was medium.

As can be seen, the English language teachers have given a great importance to use pencil and paper strategy. The use of this strategy was 3.31 with a Standard deviation 0.786, followed by the discussion strategy with mean of 3.24 and Standard deviation 0.798. From Table 2, we also note that the lowest commonly used of AE strategies are conferences strategy and project strategy with mean 1.81 and 2.41 respectively.

This could be interpreted that the use of pencil and paper strategy that was in the first rank, may be attributable to the frequent use of teachers and long periods of this kind of evaluation. The evaluation with pencil and paper is the style evaluation strategy used only by some teachers to evaluate students until recently. This shows that many teachers resist change, and they are not enthusiastic to use new evaluation methods. It also shows that there are clear shortcomings in the strategies that use alternative evaluation, and that this strategy is part of the daily practices of teachers. On the other hand, it could be interpreted that the use of the discussion strategy, that took the second rank, is due to the familiarity of teachers with this strategy, and its suitability for a lot of lessons in English; it is also easy to be used if compared to some other AE strategies, which need higher preparations and higher skills such as the ability to use conferences strategy and project strategy.

However, this result is consistent to Culbertson and Wenfan's (2003) study which shows that small class size, district-sponsored training, and sufficient time for planning, implementation, collaboration, and reflection contributed overall to teachers' knowledge of practices in AE. Also, this result is consistent to Gökhan's (2015) study which indicated that the teachers' use of traditional assessment activities was more dominant than AE activities.

With regard to the use of conferences strategy that took the last rank, it is attributable to the nature of this strategy which needs significant minutes and great efforts; it also requires a long time to prepare as well as various types of AE strategies such as project strategy and interviews strategies. Also, the lack of teacher training on the mechanisms of implementation of these strategies and lack of suitability for some lessons in English contributes to the reduction of its use. This result is consistent with Wikstrom's (2008) study and Culbertson and Wenfan's (2003) study.

To Find out the Results of the Second Question

"Are there any statistically significant differences at the level of significance ($\alpha = 0.05$) in the averages of using AE strategies among English teachers in the District of BaniKinana from their points of view due to some demographic variables (educational stage, years of experience, and scientific qualifications)?" Analysis of variance (ANOVA) was used, and the results were as shown in Table 3.

Table 3

Results of ANOVA Analysis of the Impact of Demographic Variables (Educational Stage, Years of Experience, and Scientific Qualifications) on the Degree of Using AE Strategies Among English Teachers in the District of BaniKinana

Variables		Mean	Standard deviation	F	Sig.
Educational stage	Primary stage	3.1404	0.3528	6.371	0.008
	Secondary stage	2.7731	0.4413		
Years of experience	1–5 years	3.2286	0.3301	16.204	0.000
	6–10 years	3.1732	0.3179		
	More than 10 years	2.4715	0.3386		
Scientific qualifications	B.A. degree	3.0573	0.3205	0.415	0.506
	Diploma degree	2.8275	0.5429		
	M.A. degree and more.	3.1997	0.5591		
Total		3.4126	24.206	0.608	

Table 3 shows that there were statistically significant differences at the level of significance ($\alpha = 0.05$) between the English teachers who teach primary stages and teachers who teach secondary stages in the degree of their use of AE strategies; the difference in means was 0.367 in favor of teachers who teach the primary stage. Thus, F values reached 6.371 which is significant at the level 0.05 which is due to the nature of these strategies that may be needs individual and group interviews, or it may need a time frame outside of working hours, such as conferences to be implemented. It may also be attributed to the enthusiasm of teachers teaching primary stage who try to learn about new methods of evaluating students. This result is consistent to Thawaybeh and Al-S'oud's (2016) study which shows that there are statistically significant differences related to the means of authentic assessment obstacles of the instructional stage, but not for the favor of secondary stage.

Also, Table 3 shows that there are statistically significant differences at the level of significance ($\alpha = 0.05$) that are related to English teachers' years of experience in the degree of their use of AE strategies. Furthermore, there are no statistically significant differences related to English teachers' scientific qualifications in the degree of their use of AE strategies. This result is consistent to Abu-Awwad and Abu-Sneenah's (2011) study which indicated that there were statistically significant differences in using AE strategies due to the number of experience years. However, it conflicted with the results of that study itself with respect to qualifications of teachers variable. The result of the current study also conflicted with Thawaybeh and Al-S'oud's (2016) study with respect of teachers' experience years variable.

To determine which levels of years of experience these differences got in the degree of teachers use of AE strategies, Post Hoc Comparisons and (Scheffe' Test) were used, as shown in Table 4.

Table 4

Results of Post Hoc Comparisons (Scheffe' Test), According to Years of Experience Variable

Years of experience	6–10	More than 10
1–5	0.000	0.845
6–10	-	0.000

Table 4 shows that the use of AE strategies by English teachers who have less experience years (1–5 years) was higher than the teachers whose experience was more than 10 years. It can be attributed to a high degree of the use of AE strategies by English teachers with little experience compared to teachers with long experience. This might be due to the nature of preparation and training, which has been made available for this category (less experience years). Previously, AE strategies have not been focused on in teachers preparation and training. At the present time, the new trends in education calls for the need to use a variety of strategies in students evaluation and the need to emphasize on the various AE strategies. This result is consistent with Gökhan's study (2015).

Recommendations and Suggestions

In the light of the above findings, the researcher hereby recommends the following:

- (1) Benefiting from these findings to hold training courses and workshops on the use of AE strategies at the different educational stage in order to exchange experiences and talents along with preparing systematic issues that include adequate explanations of how English teachers can apply AE strategies in classrooms.
- (2) Conducting similar studies on AE strategies with other psychological disorder variables, and other curricula.
- (3) Conducting similar studies on similar samples in other areas in Jordan to confirm the current findings, reject them, or modify them especially with the conferences strategy.

Conclusion

In the light of this study, the researcher has concluded the following:

- (1) Developing AE strategies plays a great essential role in developing the educational process. Also, the use of effective AE strategies helps a lot in evaluating students positively.
- (2) It is necessary to hold training workshops about the use of AE strategies to all English teachers in Banikenaneh District specially those teachers with a long experience and those who teach secondary stages.

(3) AE strategies should be accompanied with traditional ways of evaluation in order to make a comprehensive evaluation.

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