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**Formative Asessment: Energizing Students' Achievement
Case Study of Master Students at Ibn Khaldoun University of
Tiaret**

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Fulfilment of the Requirements for the Master Degree in Didactics**

Submitted by:

Miss. Ayad Aïcha

Supervised by:

Mr.TOUAIBIA Mohammed Zahir

Board of Examiners

- **Chairman:** Mr. Belaidouni Djilali
- **Supervisor:** Mr. Touaibia Mohammed Zahir
- **Examiner:** Mr. Si Mrabet M'hamed Larbi

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Dedication

To my dear Parents fo their continuous help and patience

To My Mother for her sacrifice and prayer

To my Sister Djamila and Brother Taher for their love and support

Abstract

Formative assessment impact on students' achievement has received recognition among researchers and educators. This study attempts to tackle the fundamental issue of formative assessment in English language teaching.

The present study discusses some key issues surrounding classroom assessment ranging from conceptual definitions and importance. The research reviews different roles of teachers and students through the formative assessment process. Next some defining characteristics and key principles are explored. Furthermore, it highlights the ongoing cycle of formative assessment (before-during-after instruction). Subsequently the study states the five key strategies of quality and effective assessment. Finally, the study critically examines the significance of formative assessments by putting much attention on students' achievement, motivation and teachers' efficacy.

Keywords: Formative Assessment; Students' Achievement; teaching/learning proces.

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List of Abbreviations

EFL	English as a Foreign Language
FA	Formative Assessment
LMD	Licence Master Doctorate
OECD	Organisation for Co-operation and development
L2	Second language
ESL	English as a Second Language



General Introduction

General introduction

General Introduction

Assessment is a part and parcel of the teaching-learning process; it is responsible for checking students' progress and determining whether the stated objectives are met.

Assessment can have different manifestations including: summative and formative; each of these has certain criteria. As far as the Algerian master students are concerned, they tend to use assessment over a long period of time, this assessment is used to verify students' outcomes, grade them and make decisions accordingly, and such type of assessment is known as summative assessment. Though summative assessment plays a major role in the students' evaluation, it remains insufficient to know students' progress and to diagnose the main areas of weaknesses and lacks, and this is the essence of formative assessment. The latter which takes the form of on-going regular assessments throughout a learning course reveals many benefits for learning and teaching as well.

There are many works in the literature which concur that formative assessment regimes are very likely to improve learning outcomes. The well-known work within this area is the one of Black and William (1998) who investigated the effects of formative assessment all over the world using a meta-analysis of more than 200 reports. The conclusions reached reveal that formative assessment does improve learning. On the basis of this work, many researchers explored formative assessment in different contexts and with various aspects including language skills.

Assessment, as a viable and powerful process to improve learning, has received increased attention from educators. Significantly, formative assessment is a three-step process by which evidence is collected, interpreted and used. It is a systematic, planned and cyclical process in which teachers continually gather information about what students know, where they are, and where they might go next in their progress to implement instructional activities accordingly. The primary purpose of formative assessment is to inform, adjust and improve classroom practice and policy, and to identify areas for improvement in the teaching/learning process.

Formative assessment process is an integral part of instruction that enhances, empowers and move students' learning forward. It should be applied to the minute-to-

General introduction

the minute and day-to-day interactions between students and teachers. Formative assessment enables teachers, students and stakeholders with timely, frequent, and constructive feedback which provides information that can be implemented to play an active and distinctive role in ensuring learning by consistently working to build and consolidate students' understanding, skills and knowledge during the course. Most importantly, when students receive high quality, actionable feedback about their progress toward learning outcomes, they will be able to make well-balanced decisions to fully meet their objectives. The advantages of formative assessment to the student is countless. Teachers can help enhance student performance by sharing significant, substantial and clearly defined learning goals and success criteria for the learners. In this manner, the formative assessment process creates opportunities for students to be active participants in the decision-making process, which increases their engagement in the classroom and supports the development of a growth mindset. Formative Assessment is essential as a student procedure .It is the springboard for students to take control of their learning and for teachers to align their instruction to their learners' needs. The feeling of command and control can increase the students' intrinsic motivation to learn and can also heighten success to increase students' engagement and ensure that all classroom instruction must fulfill the needs of all students. Designing classroom instruction with the individual strengths and weaknesses of students can create personalized learning opportunities and support all students as they strive to achieve academic success.

Formative assessment, as valuable and effective process to improve English language learning at all grade levels, has increased attention from school administration and teachers in recent years. As a matter of fact, it is also called assessment for learning, it is a cyclic instructional process in which teachers continuously gather information about what students know and plan to implement instructional activities accordingly. It is a way of thinking about and organizing the teaching– learning process that has proven to promote successful learning (Black & Wiliam; 1998, Guskey, 2003; Stiggins, 2005) It is an ongoing process which takes place before, during and after teaching by implementing a wide range of strategies and techniques to collect data and receive timely and constructive feedback that aims at enhancing student learning and improving teacher instruction.

General introduction

The present study lies in offering a model of formative assessment which can be used to enhance Algerian students' competences in learning in general. Additionally, the study aims also at improving students' outcomes.

Drawing from all these considerations, and in order to reach the stated objectives, the researcher strives to provide answers to the following questions:

1. What is to be learnt?
2. How is learning running?
3. What be learned next?

These questions represent the framework leading the present research, thus, in order to thoroughly examine them, we hypothesize the following:

Nitko (1993) rightfully posits two purposes of formative assessment: (a) selecting or modifying learning procedures, and (b) choose the best remedies for improving the weak points in learning and teaching. Put simply, teachers can use formative assessments to modify their teaching practices based on the results received from the data obtained from the appropriate feedback. Learners also find it a vital tool to inform their progress toward achieving the learning outcomes

Formative assessment as systematic, cyclical and continuous process throughout instruction helps teachers to check the current status and better understanding of their students' language ability and content understanding. In other words, teachers detect what the students know and what they do not know. It give them chances to participate in modifying or planning the upcoming classes. (Bachman&Palmer,1996).

The aforementioned problematic leads to the formulation of these main questions:

1. How does formative assessment impact on students proficiency, and which extent students perceive the use of formative assessment to improve proficiency?
2. What is students Attitudes towards formative assessment process?

These research questions yield to the following hypotheses:

1. There is no significant main impact of formative assessment on students learning and Achievement?

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2.2. There is no significant impact of attitude on students learning outcome?

In order to reach the above stated objectives, explore the research questions, and test the hypotheses, an experimental research design is used. Thirty students receive an intervention. The sample population is Master year at Ibn khaldoun English language department of Tiaret. Prior to the intervention, the students are given questionnaire, in addition to a pretest; the research instruments help the researcher to draw a clear picture about the students' proficiency.

The phase is characterized by the use of a research instruments: a questionnaire, the instrument helps the researcher is taking students' perceptions and attitudes about the intervention.

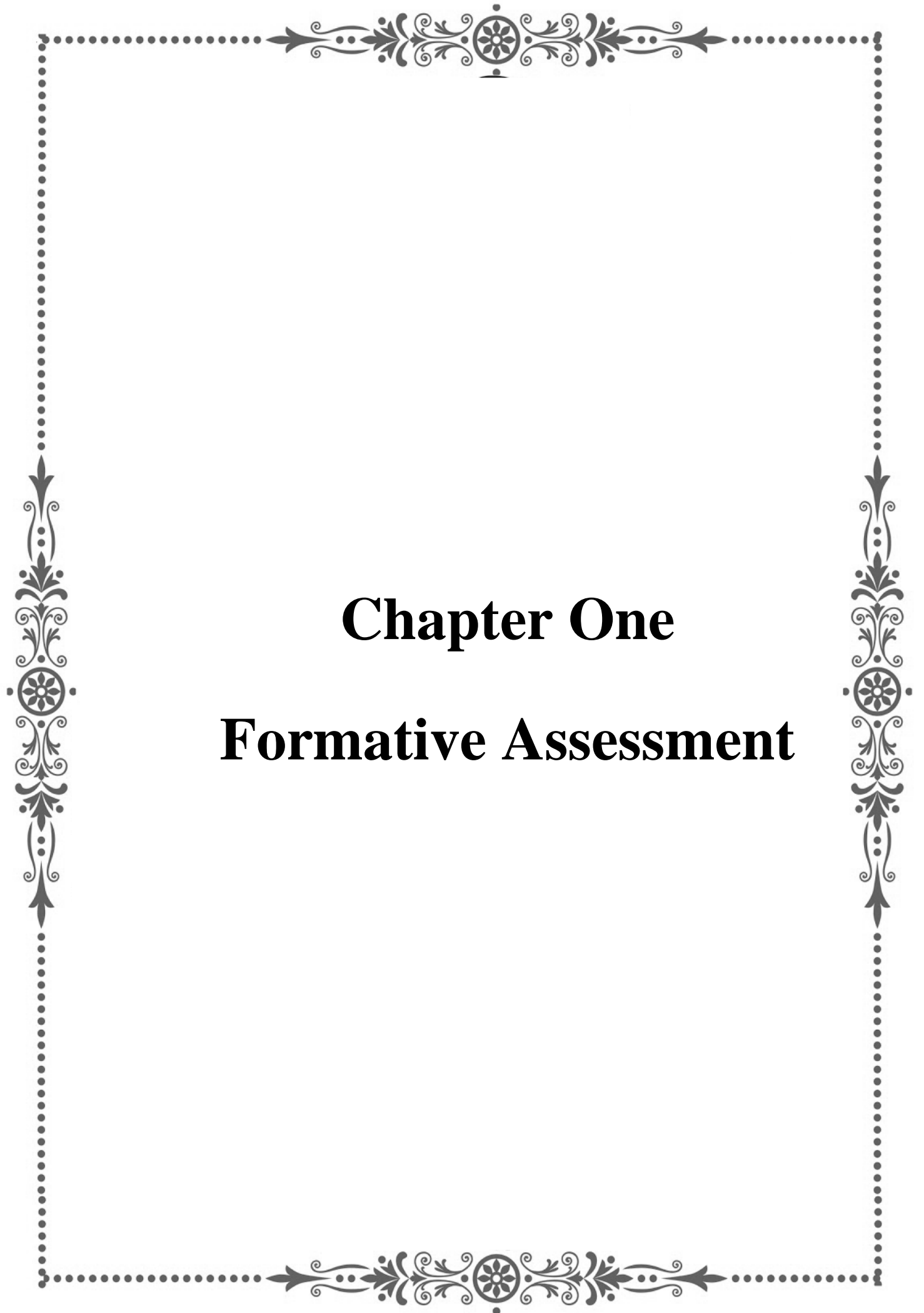
. Accordingly, the work is divided into two main phases a theoretical one and a practical one. The work is then purposefully divided into Three chapters.

In chapter one, the researcher offers the theoretical frame for formative assessment. The chapter delineates the literature related to formative assessment starting from a broad definition of assessment and the importance of the latter in the teaching and learning processes. In addition to the different types of assessment .The researcher also offers a brief history of research on formative assessment and highlights its importance..

In chapter two, the researcher will still strive to provide the theoretical background for the research work. This chapter is concerned with formative assessment and its components: principles and strategies.As far as the second chapter is concerned, the methodology for conducting this study is described. In this chapter, research design procedures (a combination of qualitative and quantitative methods) are presented in order to meet the outlined objectives and the selection of data collection instruments are justified(students' questionnaire).

Chapter three is entirely devoted to data analysis. The researcher employs both qualitative and quantitative methods for analyzing the data obtained; finally the research findings are discussed.

The chapter exploits the results obtained to provide suggestions and recommendations. It mainly focuses on promoting effective formative assessment practices in the Algerian educational system.



Chapter One
Formative Assessment

Chapter One: Formative Assessment: Literature Review, Feedback

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1.1. Introduction

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

1.2. Assessment Defined

Many people assume that ‘assessment’ means taking a test, but assessment is broader than that. There are two main types of assessment: summative assessment and formative assessment. These are sometimes referred to as assessment of learning and assessment for learning, respectively. At some level, both happen in almost all classrooms.

The term assessment has been the subject of much debate and discussions, many scholars and linguists have explored the topic deeply. In current literature dealing with assessment, there is a plethora of definitions. A more typical definition regards assessment as an integral process of gaining information about students learning and making value judgments about their progress (Black & Wiliam, 1998).

According to Zidane (2010), assessment falls into different forms according to the function they fulfill such as internal assessment which focuses on the individual student learning and it is limited to the curriculum while external assessment is not tied to a particular class and then used to judge students achievement at a larger rate .In the same sense, it is defined by Palomba and Banta as follows “ Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development” (Palomba and Banta, 1999 ,p.4,quoted in Madani ,2012,p.8).

Assessment is a process of identifying and gathering information about learners and receives formative feedback where teachers analyze these information gathered to adjust their learning and in order to seek ways of addressing needs and means of

overcoming barriers to learning. Teachers need to have a clear understanding of different language tools including the strengths, weaknesses and appropriate use of each of the tools and processes, so that they can make informed judgments about how to use these tools with English language learners.

In this respect, Crooks (2002) argues that the purpose of school based assessment is to improve students' learning and to give feedback to parents and students. Assessment provides teachers with information regarding the learning needs of the students so as to provide a clear and up-to date picture of students' current capabilities, attitudes and progress. Further, Brown & Hirschfield (2008) add that students are frequently assessed in schools for the purpose of making them accountable. Broadly speaking, assessment is then an act of interpreting students' performance, and evidence can be collected through a multitude of means. Thus, the purpose of assessment is to improve learning and adjust teaching (Aouine, 2011).

Accordingly, classroom assessment helps teachers obtain useful feedback on what, how much, and how well their students are learning.

Therefore, teachers can then use this information to refocus their teaching to help students make their learning more effective. Put it simply, it is general term which includes all methods used to gather information about students' knowledge, ability, understanding, attitudes, and motivation.

1.2.1. Definition of Formative Assessment

Formative assessment is the practices that the teacher undertakes to gain immediate feedback on students learning. Through these practices teachers can diagnose and analyse students' strengths and weaknesses towards improving and shaping teaching and learning where students can be aware to follow their progress in achieving their learning objectives.

A more typical and explicit definition of formative assessment which is provided by Black and Wiliam (1998), defined it as " Encompassing all those activities undertaken by teachers and, or by their students which provide information to be used

as feedback to modify the teaching and learning activities in which they are engaged.” (Cited in Andrade & J. Cizek 2010, p.23)

Black and Wiliam (1998) suggest that formative assessment refers to “ all those activities undertaken by teachers and by their students in assessing themselves, which provide formative feedback to shape and develop the teaching and learning activities in which both teachers and students are engaged” (p.8) Wiliam (2011) summarizes some of the definitions for formative assessment (and assessment for learning) that have been proposed over the years, and suggests that the most comprehensive definition is that adopted by Black and William (1998):

Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited. (p. 9).

Wiliam and Black (1998) define formative assessment as the activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning. Many researchers have looked at the effects of formative assessment on student achievement and have found that the results are promising when consistently incorporated into the curriculum.

Broadly speaking, when formative assessment is used properly it provides the teacher with feedback about how well the students understand what is being taught and if any adaptations in instruction need to be made.

Irons (2008) defines formative assessment as ‘ ’ any task or activity which creates feedback (or feed forward) for students about their learning. Formative assessment does not carry a grade which is subsequently used in a summative judgment” (p.7).

Additionally, Hall and Burke (2004), argue that “ Formative assessment has two strands, both of which have the intention of guiding future learning. The first is to

inform teacher planning by identifying strengths and weaknesses, while the second feeds directly into pupil learning” (p.28).

1.2.2. An Operational Definition of Formative Assessment

When we attempt to examine and investigate the nature and impact of formative assessment, it is necessary to operationalize the construct of formative assessment into observable scales. Operationally, therefore, what are the key scales of formative assessment?

McManus (2008) identified the following five attributes as critical features of formative assessment :

- Learning Progressions: Learning progressions should clearly articulate the sub goals of the ultimate learning goal.
- Learning Goals and Criteria for Success: Learning goals and criteria for success should be clearly identified and communicated to students.
- Descriptive Feedback: Students should be provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success.
- Self-and Peer-Assessment: Both self-and peer-assessment are important for providing students an opportunity to think meta-cognitively about their learning.
- Collaboration: A classroom culture in which teachers and students are partners in learning should be established.(McManus ,2008,p.28).

1.2.3. Brief History of Formative Assessment

Understanding assessment as a tool to promote student learning is not a particularly new idea, since the beginnings of formal education, teachers have sought to assess student for their benefit of the system.

In educational terms, the emphasis on student learning is precisely the core of formative assessment is used throughout history. As Socrates is the early practitioner of

formative assessment so he provided his students with questions and their responses to evaluate their learning.

Thus we can say, it was primary attribute of formative assessment. Questions used as a tool to assess the student's feedback formatively by Socrates.

The root of formative assessment can be traced to a monograph of the American Educational Research Association (AERA) in which Michael Scriven (1967) first coined the term of formative evaluation (Andrade & Cizek, 2010). Scriven explained the effectiveness of formative assessment in school programs and curricula, because this process is used together information from evaluation which in turn, can effectively contribute to the reform of the program (Ibid, p5-6).

The concept of formative evaluation received boarder recognition when it is popularized by influential scholar called Benjamin Bloom in his book entitled *The Handbook of Formative and Summative Evaluation of Student Learning* (1971) stated that a clear distinction between the two concepts (Ibid, p.6).

Since the introduction of the concept, formative assessment has enticed in its meaning and it has grown substantial interest and research.

In this sense, Black and William (1998) concluded many studies on formative assessment and explored its design and the primary goal is together information for the purpose of adapting teaching and learning to current functioning and future needs of student (Andrade & Cizek, 2010).

In addition, Stiggins (2005) addressed the issue of formative assessment as a student-centred activity.

From this perspective he argued that the key of consumer and user of the information yielded by formative assessment in the students.

Additionally, one of the most comprehensive descriptions of formative assessment has been produced by Shepard (2008) when she presents a model of formative assessment as a tool for helping to guide student learning as well as to provide information that teachers can use to improve their own instructional practice.

1.3. Formative Assessment System

Making assessment an integral part of daily teaching instruction is a challenge. It requires planning specific ways to use assignments and discussions to discover what students do and do not understand. It also requires teachers to be prepared to deal with students' responses. Merely spotting when students are incorrect is relatively easy compared with understanding the reasons behind their errors. The latter demands careful attention and a deep knowledge of the models concepts and principles that students are learning... The insights we gain by making assessment a regular part of instruction enable us to meet the needs of the students who are eager for more challenges and to provide intervention for those who are struggling.

Assessment is integral to the teaching– learning process, facilitating student learning and improving instruction, and can take a variety of forms. Classroom assessment is generally divided into three types: assessment for learning, assessment of learning and assessment as learning.

1.3.1. Types of Assessments

➤ **Formative Assessment (Assessment for Learning)**

The philosophy behind assessment for learning is that assessment and teaching should be integrated into a whole. The power of such an assessment doesn't come from intricate technology or from using a specific assessment instrument. It comes from recognizing how much learning is taking place in the common tasks of the school day – and how much insight into student learning teachers can mine from this material. McNamee and Chen 2005, p. 76

Assessment for learning is ongoing assessment that allows teachers to monitor students on a day-to-day basis and modify their teaching based on what the students need to be successful. This assessment provides students with the timely, specific feedback that they need to make adjustments to their learning.

After teaching a lesson, we need to determine whether the lesson was accessible to all students while still challenging to the more capable; what the students learned and still need to know; how we can improve the lesson to make it more effective; and, if necessary, what other lesson we might offer as a better alternative. This continual evaluation of instructional choices is at the heart of improving our teaching practice. Burns 2005, p. 26

➤ **Summative Assessment (Assessment of Learning)**

Assessment of learning is the snapshot in time that lets the teacher, students and their parents know how well each student has completed the learning tasks and activities. It provides information about student achievement. While it provides useful reporting information, it often has little effect on learning.

Formative Assessment	Summative Assessment
Checks learning to determine what to do next and then provides suggestions of what to do teaching and learning are indistinguishable from assessment.	Checks what has been learned to date.
Is designed to assist educators and students in improving learning.	Is designed for the information of those not directly involved in daily learning and teaching (school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students.
Is used continually by providing descriptive feedback.	Is presented in a periodic report.
Usually uses detailed, specific and descriptive feedback—in a formal or informal report.	Usually compiles data into a single number, score or mark as part of a formal report.
Is not reported as part of an achievement grade.	Is reported as part of an achievement grade.

Usually focuses on improvement, compared with the student's “previous best” (self-referenced, making learning more personal).	Usually compares the student's learning either with other students' learning (norm-referenced, making learning highly competitive) or the standard for a grade level (criterion-referenced, making learning more collaborative and individually focused).
Involves the student.	Does not always involve the student.

Table .1.1.: Comparing Summative Assessment and Formative Assessment

1.4. Features of Formative Assessment

Formative assessments is based on the “idea that evidence of student achievement is elicited, is interpreted, and leads to action that results in better learning than would have been the case in the absence of such evidence” (William, 2010: 18) i.e. in formative assessment classroom the teacher gathers data from students, interprets these data to identify students’ proficiency level and then acts in accordance with this interpretation.

Accordingly, there are three principles which constitute the defining framework of formative assessment (William and Thompson 2007, William 2013):

- Establishing where learners are in their learning.
- Establishing where they are going
- Establishing how to get there

In the same regard, and with a more elaborated view, Allal and Mottier Lopez (cited in OECD, 2005: 247) propose that formative assessment is lead by four major elements:

- The actions that teachers and students actually carry out to alter a learning gap or to arrive at a shared vision of learning objectives.

- The degree of active student involvement in these actions.
- The uses students make of tools and resources present in the instructional environment to adapt or enrich their learning.
- The meaning attributed by teachers and students to assessment practices.

These elements promote a formative assessment culture in the classroom and enhance teacher-student interaction. Indeed, formative assessment is a collaborative process between students and educators; it is the nexus of educational improvement as

Greenstein (2010) puts it. Moreover, it is a reflective process in the sense that it uses actual students' level of learning including weaknesses and strengths to guide future instruction. Cizek (2010: 4) further offers basic criteria related to formative assessment when he states that formative assessment is based on some purposes including, but not limited to, "to identify the students' strengths and weaknesses; to assist educators in the planning of subsequent instruction; to aid students in guiding their own learning, revising their work, and gaining self-evaluation skills; and to foster increased autonomy and responsibility for learning on the part of the student". Formative assessment is also characterized by its non-evaluative aspect i.e. it "avoids assignment of penalties, grades, or other accountability-related consequences" (Cizek, 2010: 6). Drawing from all these criteria, one can state that formative assessment offers an ample scope for teachers and students also to improve learning and increase achievements.

Formative assessment is a student-focused approach in which "students become personally involved in monitoring and adjusting how they are attempting to learn" (Stiggins and Popham 2008, Qtd. in Greenstein, 2010: 142). As a matter of fact, the consideration of formative assessment in the classroom has changed the roles of teacher and learner by considering this latter as an active partner in the teaching-learning process.

At this level it is important to step back and consider Serafini's paradigms, by analogy formative assessment is similar to the third paradigm proposed by Serafini i.e. assessment as enquiry, they lie upon the same canopy of principles.

Formative assessment is a goal-oriented process as Greenstein (2010: 105) puts it: “ in a formative classroom, learning is regularly compared to goals, and instruction is adjusted accordingly” , in view of that formative assessment is based on regular ongoing assessment which aims at improving students’ learning outcomes in relation to specific objectives.

Greenstein (2010) reports that formative assessment is a reporting-in process as opposed to reporting out i.e. the reporting-out process of assessment is one in which students’ level and achievements are reported to people outside the classroom including: parents, administrators etc. while in a reporting-in process data about students’ level and achievement are maintained inside the classroom and adjust students’ learning.

Formative assessment can be conducted through different methods and by several sources including: traditional classroom tests, observations, oral questioning, class discussions, projects, homework, group work with peer feedback, and student self-assessment (Cizek 2010: 7). Regardless to the method through which the teacher gathers formative assessment data, its purpose remains “ the gathering of information for the purpose of adapting teaching and learning to the current functioning and future needs of students” (Cizek, 2010: 7). In the same line of thought, it is the purpose of the assignment which dictates the method to be used for formative assessment and what the teacher wants to extract from students necessitate the use of a certain method rather than another, regarding this point, George and Cowan (1999: 26) suggest that teachers should “ plan evaluation by choosing a method or methods appropriate to what [they] or [their] course team want to know rather than [...] choosing a method for no relevant reason” . Therefore the teacher should be sensitive when choosing the method of assessment on the basis of the course objectives and goals.

Put briefly, Black and William (1998a: 53) remark: “ assessment is formative only when comparison of actual and reference levels yields information which is then used to alter the gap” , therefore, formative assessment is driven by the fact that the students actual level and desired level are compared and the information gathered from this comparison are used to inform instruction. In the following section, a glimpse on the research on formative assessment is offered.

1.5. Research on Formative Assessment

Formative assessment as a practice existed throughout history for example with Socrates asking his students questions and using their responses as a guide for future instruction and a measure for their understanding (Greenstein 2010). However, it was till the 1960' s that formative assessment start to exist as a term with Michael Scriven (1967) who first coined the term and also distinguished between formative and summative assessment where he suggests: “ summative evaluation provided information to judge the overall value of an educational programme ..., whereas the results of formative evaluation were targeted at facilitating programme improvement” (cited in Bennett, 2011: 6); at that time formative assessment was not gaining ground. In 1971, Bloom and his associates (Hastings and Madaus) made the term formative assessment more popular and more recognizable through the introduction of ‘ Handbook of Formative and Summative Evaluation of Students Learning’ , besides they provide a more elaborated definition, according to them formative assessment is: “ the use of systematic evaluation in the process of curriculum construction, teaching and learning for the purpose of improving any of these three processes” (1971 qtd in Cizek 2010: 6). Over the following years, formative evaluation changes into formative assessment as it was, and is still, concerned with student' s learning inside the classroom.

Subsequent years witnessed a welcome move towards formative assessment and a wide exploration of the term in relation to different issues; Bloom (1977 cited in Greenstein 2010), for instance, identifies two aspects related to formative assessment: feedback for students and corrective conditions for all important components of learning.

Moreover, he asserts that data gathered from formative assessment can be used to divide the class into groups on the basis of students' performance, and this can in June I'm turn assists teachers to select appropriate teaching strategies and suitable corrective feedback with regard to individual student' s needs.

In 1988, Terry Crooks investigated the effects of classroom assessment practices (formative assessment) on students learning and motivation, he came to the conclusion that classroom assessment “ appears to be one of the most potent forces influencing education. Accordingly it deserves very careful planning and considerable investment of time from educators” (1988: 476). One year after, Sadler (1989) investigated formative assessment in relation to the design of instructional systems and draws the conclusion that: “ instructional systems which do not make explicit provision for the evaluative expertise are deficient, because they set up artificial but potentially removable performance ceilings for students” (1989, 119) which means that instructional systems which do not provide effective feedback to students are poor, this is just another way to emphasize the importance of formative assessment and formative feedback in students’ learning. Sadler further states that one way to improve learning outcomes is self-monitoring including self-assessment which is a key component in formative assessment: “ a key premise is that for students to be able to improve, they must develop the capacity to monitor the quality of their own work during actual production” (1989: 119). Then in 1998 comes the oft-cited and highly influential research of Paul Black and Dylan William who investigated formative assessment through a meta-analysis which lasted about nine years , they reviewed approximately 250 reports in the area of formative assessment. Black and William’ s meta-analysis was concluded by the fact that “ formative assessment does improve learning” (1998a: 61). They assert other conclusions which were summarized by Greenstein (2010: 22):

- The success of formative assessment is highly related to how teachers use it to adjust teaching and learning practices.
- Effective learning is based on active student involvement.
- Enhanced feedback is crucial to improve outcomes.
- There is a link between formative assessment and self-assessment.

This work was followed by a summary under the title: “ Inside the black box” (1998b) in which Black and William further assert that “ formative assessment is an essential component of classroom work and that its development can raise standards of achievement” (1998b: 139). The work of Black and William gives more ground to formative assessment and build a strong basis upon which formative assessment

practices all over the world can be defined and conducted. Accordingly, several research works have been conducted in the area. Indeed, formative assessment was applied to different areas of education including not only language learning but also content areas.

In 2004, William, Lee, Harrison and Black investigated the effects of formative assessment on science and math classes through an experiment, the 24 teachers participating in the study were trained to use formative assessment during six months, they found that formative assessment has a considerable influence on the aforementioned classes. During the same year, Ruiz-Primo and Furtak also examined formative assessment within science classes and concluded that there is a positive relationship between teachers' formative assessment practices and students' learning. There were also many formative assessment works that were web-based. Sly (1999 cited in Dunn and Mulvenon 2009), for instance, investigated the influence of formative assessment among Curtin university students using a computer-managed learning assessments, and found that students who participated in formative assessment significantly outperform those who did not in the exam.

Worth noting is the fact that formative assessment initially (Bloom et.al 1971) was conducted at the end of each unit, however, subsequent works (Allal 1979, 1988; Perrenoud 1998b cited in OECD 2005) contrasted Bloom's view and call for the integration of formative assessment within instructional activities, using formative assessment in such an integrated way needs different ways of assessment including: formal (paper-pencil tests, quizzes etc.) and informal (direct observation, classroom discussions etc.) ways to elicit students' understanding (Allal and Mottier Lopez cited in OECD 2005). Allal and Mottier Lopez (2005) offer a thorough differentiation between the two views:

Bloom's initial conception	An enlarged conception
<ul style="list-style-type: none"> ➤ Insertion of FA after a phase of teaching. ➤ Use of formative tests ➤ Feedback+correction =remediation. 	<ul style="list-style-type: none"> ➤ Integration of FA in all situation. ➤ Use of varied means of data collection. ➤ Feedback+ adaptation of instruction= regulation.

<ul style="list-style-type: none"> ➤ Management of FA by the teacher ➤ Instruction given to all students. ➤ Remediation benefits the students who where assessed 	<ul style="list-style-type: none"> ➤ Active students involvement in FA. ➤ Differentiation of instuction according to individual students. ➤ Regulations at 2 levels fo the students assessed, for future students (continuing instructional improvement).
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Table 1.2: Bloom' s Initial Conception vs. an Enlarged Conception of Formative Assessment (OECD, 2005: 245)

The two views are contrasted in terms of the period of assessment, the methods used, the degree of students' and teachers' involvement in the process, the feedback and the instruction provided.

As far as regulation is concerned, there are three types in relation to formative assessment: interactive regulation, retroactive regulation and proactive regulation (Allal 1979, 1988 cited in OECD 2005: 245).

1.6. Feedback

Feedback, as defined by Brookhart (2007), is thought to be a critical component of good formative assessment. In this very specific context, students can assess their own competence as a result of feedback received from an instructor. Besides, students can use this information to inform their learning and further their study. Moreover, feedback should also be immediate when basic skills are being assessed.

On the grounds of these, Brookhart (ibid) further notes that for topics that take longer to develop, feedback should be given once patterns are developed by students, and should be given in a descriptive, non-judgmental manner. In a meta-analysis, Bangert Drowns,et al(1991) studied the effects of feedback. To fulfill this, findings showed that feedback improved and promoted learning when given appropriately.

Interestingly, when students were able to produce their own feedback, such as on simple tasks, external feedback tended to promote negative impacts on the learning process.

In short, the important factor was that feedback given needed to be “mindful” to promote learning.

1.7. Significance of Formative Feedback in Assessment

Feedback is a significant aspect of assessment to support learning.

A related point worth raising here is that feedback can exist in various forms, from written comments in the form of grades or marks to oral responses or gestures to students. Feedback is often embedded in to the teaching/learning process.

From an instructional standpoint, teachers can either plan feedback to students or it can be a spontaneous process.

Admittedly, it is an important component in the assessment for learning process both for the teachers and for the students (Bell & Cowie, 2001; Black & Wiliam 1998). According to Hattie and Timperley’s (2007) findings, feedback in the formative function can reduce the gap between students’ current understanding of their performance and the goals they are trying to achieve. As mentioned, feedback from teachers in a traditional context, which is a one-way communication, has been criticized due to students becoming dependent on teachers (Sadler, 1989), so in the present conception, it is considered that feedback should be interactive. Ideally, effective feedback enables learners to self-assess, self-reflect, and self-regulate their learning (Butler & Winne, 1995; Sadler, 1989).

Put differently, self-regulated learning is defined as the process of learners setting their own goals for their learning, and then monitoring and regulating their motivation, behaviour and cognition to reach their goals.

During this process, teachers’ facilitative feedback is seen to be significant to successful achievement.

Formative assessment and feedback aim to enable students to self-assess, reflect and monitor their learning to grow as lifelong learners. According to previous studies,

feedback is significant in influencing learning (Black & Wiliam, 1998; Sadler, 1989) can act as a facilitator in enhancing performance and it is significant in the classroom structure as a whole.

Ideally, teachers would use evidence gained from formative assessment to make changes in teaching, while students would receive feedback to improve their learning.

Feedback within the assessment for learning then is information about the students' current/desired performance, and in a formative conception of feedback, students also have knowledge about the desired quality for their work, and are able to perform self-monitoring and self-regulation to enhance their learning (Dixon, 2011).

In order for feedback to be formative, it has to be communicated to students in a way they are able to engage with the feedback.

Certainly, students' understanding and engaging with the feedback is considered significant (Sadler, 2010), and an essential condition in bridging the gap between current and desired achievement (Ramaprasad, 1983; Sadler, 1989).

As Boud (2000) claims, unless students use the feedback to improve their work and performance, neither the provider nor the receiver of the feedback will know its effectiveness.

In short, formative feedback is intended to provide the information given by teachers to close gaps and improve students' work.

1.7.1 Self-and Peer-Assessment

The formative assessment process recognises both teachers and students as important partners in the teaching and learning process. As a result teachers and students are directly involved in the process.

In the same line of thought, Heritage (2010) agrees that in addition to teacher feedback, students and their peers, when they are involved, are able to share many more opportunities and receive feedback that helps to create a learning community within a classroom. This is similarly shared by Garrison & Ehringhaus (2009) when they explain that peer and self-assessment help to establish a healthy learning community. Garrison

and Ehringhaus further demonstrate that students who can reflect while engaged in meta-cognitive thinking are involved in their learning. Moreover, when students have been involved in criteria and goal setting, self-assessment is a potential step in the learning process.

Actually, with peer assessment, students see one another as resources for understanding and checking for quality work against previously established criteria.

Therefore, the teacher must be the technical who knows how to provide structure and support to lay the foundation of both self- and peer-assessment so that reflection on one's own work and that of peers, collaboration, progress and improvement can be made as a natural part of the process of students' learning (Clark, 2006).

1.7.2. Peer-Assessment

Initially, peer assessment, as complementary to self-assessment is generally recognized as an integral component of formative assessment. Although the definition for peer assessment varies, assessors and evaluators generally agree that peer-assessment involves “one student’s assessment of the performance or success of another student” (Noonan & Duncan, 2005, p. 2).

Moreover, this process may involve various types of activities such as peer feedback and peer learning.

That is to say, the central purpose of peer assessment is to enhance students’ understandings in the cognitive and meta-cognitive process so that one’s social and transferable skills are developed (Brown, Bull & Pendlebury, 1997).

Peer assessment, as formative strategy, is critical to students’ interaction, understanding and learning gains (Anthony & Lewis, 2008). It enables students to take control over their own learning and to gain insight into their own performance (Heywood, 2000). A number of studies in this area found that peer assessment increases student-student and student-teacher interactions and student understandings about other students’ ideas during the learning experience.

In this respect, for peer assessment to be successfully implemented in the classroom, Dochy and Segers (1999) suggested that peer assessment criteria must be made beforehand and presented in operational terms with which all students are familiar. Dochy and Segers further argue that peer assessment works well when these criteria are determined jointly by teachers and students.

1.7.3. Self-assessment

Self-assessment is a process of formative assessment where students can reflect on the quality of their work, judge the degree to which it reflects explicitly stated goals or criteria, and revise accordingly. Put simply, self-assessment is considered as a complementary component of formative assessment (Black and Wiliam, 1998) and provides a fundamental link with learning.

According to Boud (1995), self-assessment is concerned with learners valuing their own learning and achievements on the basis of evidence from themselves and from others and being encouraged to take responsibility, especially when they are involved in considering criteria which are meaningful to them.

In general, it is a means by which students take responsibility over their own learning.

A number of studies have investigated self-assessment and have provided descriptions of what it might look like in practice (Black & Wiliam, 1998; Hill, 1995). Convincingly, they concluded that self-assessment, if suitably organised, could lead to a significant increase in learning and achievement. Generally speaking, developing effective self-assessment is a critical component of managing one's own learning.

Certainly, it requires students to have a clear picture of the learning targets, an understanding of what could count as good quality work that meets these targets, an idea of where one stands in relation to those targets and a means to achieve them (Black & Jones, 2006; Hill, 1995).

More importantly, once students understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves progress.

Certainly, self -assessment as an essential component of assessment for learning is beneficial to both the student and the teacher. In more educational terms, self -assessment can help students to become actively engaged in the classroom which in turn make them as active participants in the learning process. Moreover, they will have appositive attitudes towards learning and their self-esteem will be raised as independent and motivated learners.

Admittedly, self-assessment is an important tool for teachers.

In this vein, Gregory, and al (2000) highlighted that when teachers employ self-assessment in their classroom, they were able to view the gaps between what they have taught and what students have learned.

Basically, this gave students time to process new information.

To illustrate this, both the teacher and students can set targets relating to specific goals rather than to national curriculum levels. As a result, the students will then be able to guide their own learning, with the teacher providing help and support where necessary or appropriate.

1.8. Conclusion

The overarching purpose of this chapter has been to provide a thorough theoretical background of the three major concepts of the present study, namely, formative assessment, feedback and motivation. The first section of this chapter surveys a wide range of scholarly definitions of formative assessment as being a prominent educational construct, and elaborated on its relationship with the teaching and learning process. The significance of assessment in education is highlighted, an operational definition of formative assessment is delineated, the relationship between formative assessment and summative assessment is stated. Enough space was also devoted to the high quality formative assessment, the significance of formative feedback, the efficacy of formative assessment in classrooms and the challenges that encounter teachers when implementing the process.



Chapter two

**Strategies of Formative Assessment
and Research Design**

Chapter Two: Strategies of Formative Assessment, Methodology and Research Design

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2.1 Introduction:

The starting point for the work on formative assessment was the idea of providing feedback (Clark, 2010b). Hattie and Temperley (2007) contribute to an understanding of feedback as a powerful instructional approach in their meta-study that derived effect sizes for different kinds of feedback. They obtain high effect sizes when students are given 'formative feedback; feedback on how to perform a task more effectively and far lower effect sizes when students are given praise, rewards or punishment. It is the notion of students being given strategic guidance on how to improve their work that resides at the center of formative assessment practice. Torrance & Pryor (1998) argue, "many teachers focus on praise as a form of 'feedback because of the efficacy of behaviorist reinforcement systems" (p. 40). However, when feedback is used effectively it is, "the most powerful single moderator that enhances achievement" (Hattie. 1999 p. 9). Feedback becomes formative when students are provided with scaffolded instruction or thoughtful questioning that serve as prompts for sustained and deeper discussion. This instructional approach closes the gap between their current level of understanding and the desired learning goal. Simply telling a student to try again' or 'reconsider your work' does not possess the qualities of formative feedback because it does not strategically guide (or scaffold) learning by telling the student how or why they need to do this. Feedback, therefore, becomes formative when learners: a) are engaged in a process which focuses on meta-cognitive strategies that can be generalized to similar problems of varying degrees of uniqueness; b) are supported in their efforts to think about their own thinking; c) understand the relationship between their prior performance, their current understanding, and clearly defined success criteria; and d) are activated as owners of their own learning.

2.2 Principles

The principles of formative assessment may be applied at the school and policy levels, to identify areas for improvement and to promote effective and constructive cultures of evaluation throughout education systems. More consistent use of formative assessment throughout education systems may help stakeholders address the very barriers to its wider practice in classrooms.

This overview shows how formative assessment promotes it by use the goals of lifelong learning, including higher levels of student achievement, greater equity of student outcomes, and improved learning to learn skills. The chapter then discusses barriers to wider practice of formative assessment and ways in which those barriers can be addressed, and outlines the study scope and methodology.

2.2.1. Formative Assessment Works along with the Perspectives of Assessment “for” and “as” Learning:

Assessment begins with a change in perspective. Assessment is beyond the idea of recording, checking, marking, and grading students. Assessment should be seen beyond test papers and recognized as a set of practices that is more vital and functional in helping students learn better. Assessment “for” learning raises the idea that assessment is used to motivate students to learn further (Stiggins, 2002). Results of assessment, such as test scores and feedback using rubrics and checklists, should be used by teachers to help them direct their instruction on the learning needs of their students. Related to the previous point, assessment served two purposes.

One is that it helps the teacher decide on the appropriate kind of instruction for the students. Second is that the students will benefit much from the instruction because it matches their specific needs. In the idea of assessment for learning, the teacher uses assessment in order to determine what the students know and do not know, what they can do and cannot do, and their misconceptions, and their confusions.

The teacher then addresses these needs by providing information on what students cannot do, correct misconceptions, and clarify confusions. On what students do not know, more opportunities to practice what students cannot do, correct misconceptions, and clarify confusions. On the other hand, assessment “as” learning ensures that students decide on ways to improve themselves by looking at their assessment results.

When students start to take action on what they do not know and start to become strategic to attain their goals they become conscious and aware of their own learning

and develop self-regulation (Clark, 2012b; Magno, 2009) and metacognition (Hudesman et al. 2013; Magno, 2010).

Students become aware of their assessment results when they make a checklist of what they know and what they need to know, when they graph their progress, and when they maximize the use of portfolios to see their progress over time. The outcome of assessment “as” learning is twofold. First, it helps students to become strategic by thinking of a variety of learning strategies to attain their goal (self-regulation). Second, it assists students to become conscious on the conditions in which these strategies work best (metacognition) and ultimately students achieve improved performance.

2.2.2 Formative Assessment is Embedded with Instruction:

The idea of an effective assessment system that translates to students’ achievement and other outcomes is when assessment is integrated with instruction. Assessment when it becomes part of instruction is positioned in every key part of the teaching and learning process such as before instruction, during instruction, and after instruction (McMillan, 2011). Assessment takes an active and important role before instruction. Assessment before instruction serves as a diagnostic assessment. There are two domains that can be determined in the diagnostic process. One is the prior knowledge of the learner which is also a summative assessment of the past lesson. This phase helps the teacher determine how strong is the connection between the past and prerequisite skills to the new lesson. In cases where students have not acquired the prerequisite skills yet, the teacher can decide to review the past lesson first before moving to the new lesson. Another is that diagnostic assessment determines if the students are already knowledgeable of the lesson or competencies that are about to be taught. In other words, diagnostic assessment can determine the existing schema of the learner for the new lesson that will be taught. When the learner could not demonstrate the schema required, the teacher can approach the lesson as introductory. If the schema is already advanced for the new lesson, the teacher can introduce advanced levels or move to the next lesson. Assessment is also integrated during instruction. This is the kind of assessment that is done while teaching is ongoing. Conducting assessment while instruction is ongoing is described as a double helix model. Assessment and instruction become intertwined improving on each other. While presenting a lesson, the teacher

stops at certain points in time to check for understanding and coping. The teacher stops after every small part of the presentation to ask questions, ask students to demonstrate the skills, conduct board work, monitoring during group work, and feedback during practices and performances. The formative assessment while instruction is ongoing allows the teacher to closely monitor the progress of the learner. The adjustment based on students needs include the pacing in the instruction whether it is appropriate for learners. The teacher continually improves the instruction based on the responses and answers of the students. Formative assessment at the end of the lesson allows the teacher to see whether the objectives are already met by the students. If the students can demonstrate well the task, then the teacher uses the results to decide on the next step in the instructional process.

2.2.3. Helping the Students Focus on the Learning Goal:

Formative assessment starts when the goals that need to be learned is clear for both the students and the teacher.

These goals may come in the form of learning competencies, skills, and standards that are prescribed in a national or international curriculum. These competencies are used as basis on the kind of assessment that needs to be conducted and the contents of the assessment.

These goals may require competencies to be demonstrated using paper and pencil tasks or performance-based tasks. The goals also help the teacher create diagnostic assessment of students' schema. If the goal requires students to “classify matter that absorb water, sink, float, and decay” the diagnostic assessment should at least enable students to engage in a classification task in a paper -and -pencil task or written work. The learning goals are important because it serves as the target for the teacher and the student on what need to be worked out.

If the goal is to “solve word problems involving quadratic equation” , and students during the diagnostic assessment showed difficulty on this task, the teacher starts to think of appropriate steps to help the students achieve this competency. On the other hand, the students become focused on what they need to do in attaining the competency. Making students become aware of the competency can be done in a variety

of ways. The teacher can directly tell the students before the start of the lesson on what they need to learn, demonstrate, and be able to do. An advanced organizer is helpful to show the outline of what students need to learn for the lesson (Hudesman et al., 2013).

The kind of questions and items asked in the diagnostic assessment can hint students on the lesson to be taken up. Asking the students create a concept map of what they know about the term is helpful in making student realize the big idea in the lesson (Hattie & Timperly, 2007). Students can also accomplish a checklist containing the subtopics and specific competencies to be learned. These strategies help students realize the goals of learning. The goals help them focus to think about ways on how to reach them.

2.2.4. Diagnostic Assessment on the Target Competency Serves the Function of Formative Assessment:

Diagnostic assessment is generally provided before instruction is provided to determine if students already have an existing schema and prior knowledge on the target competency (Parhomenko, 2014). If the target competency is for learners to determine the place value of digits up to thousands place, a set of digits are provided where one digit is underlined and they will identify the place value. This task is given to the learners before instruction. The work is later checked if students can identify the place value. In the same way, if the teacher wanted to determine students existing understanding of photosynthesis, the teacher can ask students to list sentences about how photosynthesis works. If a physical education teacher aims to diagnose students' ability to serve a shuttlecock in badminton, learners are asked to demonstrate the serving before instruction. The responses in diagnostic assessment raises concerns that include misconceptions, misinterpretations, confusions, difficulties in demonstrating the skill or a schema that is not yet developed. In the perspective of Vygotsky' s zone of proximal development, this is the learner' s stage of actual devel Given the difficulties, the teacher is given information on how to approach instruction in order to clarify confusions, correct misconceptions, teach skills that are not yet known, and provide opportunities to practice tasks that need enhancement. The diagnostic assessment helps the teacher focus instruction where corrective feedback is necessary for students with misconceptions about photosynthesis. Clarification on place value is provided for

students who still cannot identify. More time to practice serving the shuttlecock is provided by the physical education teacher for learners who still have difficulty. Instruction anchored on diagnostic assessment is tailored to the needs of the learners addressing their difficulties. In rare cases, students might have gained the necessary competencies as shown by the diagnostic assessment. In such cases, further and lengthy instruction may not be necessary anymore and the teacher can decide to just provide a review and then move on to the next lesson. Further assessment needs to be conducted later on to determine if students have progressed on the target competency.

2.2.5. Formative Assessment Moves from Determining Discrete Skills to Integrated Skills:

Formative assessment involves a gradual process from determining students' ability to demonstrate single skills to integrated skills. When students need further scaffolding on a skill, the teacher starts by assessing single discrete skills (Torrance & Pryor, 2001). For example, in the English language subject, students are assessed if they can determine whether the noun agrees with the verb. When students have attained mastery on this skill, the teacher can ask the students to write an essay where the sentences show proper subject and verb agreement. At this stage, the student is assessed on two things: one is their ability to write the paragraph and second is their ability to use verbs that agrees with the subject in the paragraph. A two stage assessment is conducted in order to help the student master each skill first before they are assessed on multiple skills. The two -stage process of assessment eases the cognitive load of the student when two skills are already required and assessed (Sweeler, 1994). (27 ISSN 2094-5876 Educational Measurement and Evaluation Review (EMEReview), June 2020)

2.2.6. Using Continuous and Multiple Forms of Assessment:

Formative assessment gives the teacher accurate information about students' level of competency if the process is done several times. When the teacher initially assesses the students' competency and found that there is still a certain number of students who could not do the task, it informs them that the lesson needs re-teaching and the strategy needs to be taught in a different way. After re-teaching, the teacher

needs to conduct another round of assessment in order to determine if learning took place.

The round of re-teaching and re-assessing continues until majority or all of the students are able to meet the competency of the same task needed. In this process, learning is ensured to take place. Various definitions of formative assessment include a focus on moving forward and making improvement on instruction (i. e. Black, 1993; Frey & Fisher, 2011; Stigler, 2010). Instruction improves if the teacher is continuously informed whether the learners are attaining the skill or not.

An important aspect of formative assessment is the improvement of instruction because it is informed by several assessment results. Multiple assessments are necessary for two reasons. One is ensuring that skills are practiced and enhanced and to establish a reliable assessment of students' competency. If students have indeed mastered a competency, the mastery should be evidenced by consistent results from multiple sources of assessment.

2.2.7. Feedback Practices Should be Along side with the Assessment Results

There are several reviews and empirical reports supporting the power of feedback on improving students' performance (Tarras, 2005). Feedback is given directly to a student and the specific aspect of learning that needs to be improved is pointed out and addressed through feedback. When a child makes a mistake in a spelling of a word while writing a paragraph in the process of formative assessment, the teacher immediately provides the correctives enabling the child to revise and improve their work.

Feedback comes in two forms according to its time implementation. First, performance or students' work needs to be demonstrated first then feedback follows (Hudson et al., 2013). This usually occurs when doing written seatwork and exercises with a large group of students. The work needs to be completed then checking and corrective feedback follows. When the teacher provides the correct answers during the checking, it serves as a corrective feedback for the student.

For assessment tasks that are done as an assignment, the students bring the completed work in school. The completed work is brought to school and is then provided feedback. Feedback can come in the form of written comments, checking for mistakes, and verbal comments. For performance-based tasks, the learner completes the performance, and then feedback is provided about the strong and weak points. The disadvantage of feedback after performance is losing the chance to immediately correct the work of the learner. If assessment will fulfill its role to help the learner improve their learning, then assessment should be functional to help the child attain the necessary criterion. Another form of feedback is provided as a support to the learner while assessment task is ongoing (Clark, 2012b). This form of feedback happens while the students are accomplishing written seatwork like exercises and essays, the teacher can specifically point out what needs to be checked again, improved, revised, changed, or reworked.

When a teacher notices incorrect solutions, procedures, and derived answers in solving mathematics word problems, the child is asked to check again his work. When there are deviations in the writing mechanics during essay writing in a language class, the inconsistency is pointed out and the learner is requested to revise. When there are misspelled words, these are pointed out to be immediately corrected. During performance-based tasks, the teacher can provide nonverbal cues as a form of feedback while the learner is delivering the performance. These nonverbal cues are meant to prevent the learner from getting low marks and to maintain the performance within the criteria. Nonverbal cues during performance-based tasks are used to feedback on loudness of voice, maintaining eye contact, movement in one's place, tone of voice, breathing, and others.

Feedback is provided during formative assessment to allow the child on focused revision (Hattie & Timperly, 2007).

The result of formative assessment is not graded allowing the learner to make continuous improvement and revisions in one's work. After specific feedback is given in a written essay, the student rewrites the essay in another draft addressing the feedback provided. The rewritten work is an improved version of the essay which is closer to the target criteria and competency required. The cycle of feedback and revision

in the formative assessment process continue until the learner moves closer to the standards. This aspect of formative assessment makes it powerful in explaining students' performance. Feedback also makes it possible for assessment to be integrated with instruction.

The process of feedback, revision, teaching, and reteaching are intertwined in order to scaffold the learner and to ensure that the competency is developed. Formative assessment will not serve its function to ensure learning if the feedback, revision, teaching, and re-teaching are absent in the process. The process also assumes that when feedback is provided, teaching is already ongoing. Feedback is said to be powerful in ensuring the learning of students. The quality and type of feedback given by teachers to students is very important. For example, a positive feedback can increase the persistence of an individual with the at-hand that interests them (Deci, Koestner, & Ryan, 1999). Feedback is an important component which helps teachers make students' perform better. Feedback also helps students become self-regulated learners since it gives them an idea of what they could improve on. Asking for help is said to be one of many types of self-regulation which distinguishes that students who receive feedback perform better than those who didnot (Hattie & Timperley, 2007). Feedback also lessens the gap between the actual outcome by the student and the expected outcome by the teacher.

2.2.8. Working out with Students to Reach the Learning Goal

The ultimate goal of formative assessment is to bring the students towards learning by reaching the learning goal. Repetitive, continuous, and multiple assessments are provided in order to move the learner closer towards the goals. In between the assessment, further support is provided through teaching and re-teaching. The teacher needs to focus instruction on the target standard to help learners move toward the goal. This can be accomplished through intentional teaching (Clark, 2012a). In intentional teaching, time is devoted on teaching the necessary competencies found in a set of standards. In this approach, both instruction and assessment are focused on the goal that the learner needs to meet. In the same way, instruction and assessment are aligned with the necessary performance standards.

The teacher continuously observes and monitors students' progress until they reach the goals. The idea of teaching for learning and reaching the learning competency is explained in Vygotsky's zone of proximal development. In order to bridge the gap between what the child does not know to a child who knows, the child needs to socialize with a more expert learner, with learning resources, and with the physical environment (van Geert, 1998). The gap is eventually closed when the child starts to demonstrate skills and can accomplish the assessment tasks.

The learning goals are met as evidenced by acceptable level of standards in the summative assessment (Tarras, 2005).

If the attainment of learning goals is shown in the summative assessment, formative assessment, therefore, needs to scaffold students in the summative assessment. If problem solving involving division of decimals are part of the summative assessment, the students need to be practiced in the same skill during the formative assessment. If the final performance is for students to demonstrate proper ways of disposing matter, examples and exercises needs to be provided on different ways of proper disposal. The processing of moving towards the learning goal is well-accomplished if the teacher and students are clear with the goal they need to meet and the tasks are directly aligned with the goals.

2.2.9. Deciding to Move Instruction to the Next Competency:

The indicator that students are ready for the new lesson is when majority or all students can demonstrate the target competency (Yorke, 2003). If about three or two students are still having difficulty, the teacher can work out the task with them on a separate time. The final phases of reteaching and reassessing learners should indicate that progress is attained until such a time that the learners are ready to take the summative assessment. The continuous and multiple assessments should ensure that learners move closer towards the goal. The results of the final phase of the formative assessment or the summative assessment should help the teacher decide if students can move on to the next lesson.

2.3. Strategies:

Formative assessment strategies in the classroom provide both teachers and students with invaluable information about what students understand, and what they don't. These ungraded assessments are valuable guides for students to help them enhance their performance. They also help teachers determine if further instruction is necessary.

When formative assessments are used consistently, and effectively, neither teachers nor students are surprised by their final grades.

Some formative assessments can take just a few minutes, while others require longer periods of time. The following are 5 great formative assessment strategies for teachers.

2.3.1. Analysis of Student Work

A great deal of information can be learned from students' homework, tests, and quizzes-especially if the students are required to explain their thinking. When teachers take the time to analyze student work, they gain knowledge about:

- A student's current knowledge, attitudes, and skills about subject matter
- Strengths, weaknesses, and learning styles
- Need for further, or special, assistance

The analysis of students' classroom work allows teachers to modify their instruction so that they will be more effective in the future.

2.3.2. Questioning Strategies

Questioning strategies may be used with individuals, small groups, or the entire class. Effective formative assessment strategies involve asking students to answer well-thought-out, higher-order questions such as "why" and "how." Higher-order questions require more in-depth thinking from the students, and help the teacher discern the level and extent of the students' understanding. You can find plenty of question prompts on our Critical Thinking Cheatsheet.

Another strategic questioning strategy used in formative assessment is to give the students a "wait time" to respond. Studies have found that most students become more engaged in classroom dialogue when higher-order questions are combined with a wait period.

2.3.3. Think-Pair-Share

This is one of the many formative assessment strategies that is simple for teachers to use. The instructor asks a question, and students write down their answers. Students are then placed in pairs to discuss their responses. Teachers are able to move around the classroom and listen to various discussions, gaining insight into an individual's levels of understanding.

After a time, the students discuss their responses with the entire class.

Research has indicated that when students are responsible for their own learning, their performance is enhanced. This is another benefit of formative assessment strategies, especially this one.

2.3.4. Exit/Admit Tickets

A simple but effective formative assessment is the Exit Ticket. Exit Tickets are small pieces of paper, or index cards, that students deposit as they leave the classroom.

Students are required to write down an accurate interpretation of the main idea behind the lesson taught that day, and then provide more detail about the topic.

Teachers review the responses, and gain insight as to which students have fully learned the concept, and those that are still struggling. The information obtained can be used to plan a whole-group or partial-group lesson to re-teach the concept. Admit Tickets are done at the very beginning of the class. Students may respond to questions about homework, or on the lesson taught the day before.

2.3.5. One-Minute Papers

One-minute papers are usually done at the end of the day.

Students in groups (or individually) are asked to answer a brief question in writing.

The papers are collected and analyzed by the instructor to gain awareness of the students' understanding. One-minute papers have been found to be more effective when done on a frequent basis. Typical questions posed by teachers center around:

- Main point
- Most surprising concept
- Questions not answered
- Most confusing area of topic
- What question from the topic might appear on the next test?

Without formative assessments, the first indication that a student doesn't grasp the material is when they fail a quiz or a test. Effective and engaging formative assessment strategies like this can take failure out of the classroom.

2.4. Methodes

Formative assessment methods have been important to raising overall levels of student achievement.

Quantitative and qualitative research on formative assessment has shown that it is perhaps one of the most important interventions for promoting high-performance ever studied. In their influential 1998 review of the English-language literature on formative assessment, Black and Wiliam concluded that: "...formative assessment does improve learning. The gains in achievement appear to be quite considerable, and as noted earlier, among the largest ever reported for educational interventions.

As an illustration of just how big these gains are, an effect size of 0.7, if it could be achieved on a nationwide scale, would be equivalent to raising the mathematics attainment score of an 'average' country like England, New Zealand or the United States into the 'top five' after the Pacific Rim countries of Singapore, Korea, Japan and Hong Kong." (Beaton et al., 1996, Black and Wiliam, 1998, p. 61)

These findings provide a strong foundation for further research on effective teaching, learning and assessment strategies (including the present study).

2.4.1. Chomsky' s Dichotomy

Chomsky' s dichotomy (1965) of competence and performance was a landmark in the area of language learning. Linguistic competence refers to tacit knowledge that members of society possess regarding their language and which assist them to produce and understand an infinite number of sentences; linguistic performance is related to encoding and decoding processes i.e. it is the actual language use in real situations.

Chomsky has put aside performance and dealt only with competence as he considered the linguistic theory as a homogeneous pure one which is far from any heterogeneity or grammatical irrelevance (Chomsky 1965). However, linguistic theory is concerned not only with pure language and grammar; it is rather the combination of both performance and competence which makes the core of the language. In 1972, Hymes took into consideration performance as a focal part in the language system because for him if performance is neglected, then all the difficulties that children particularly and adult generally confront are swept away from view (1972).

Hymes proposed the term communicative competence which refers not only to inherent grammatical competence but also to the use of this competence in a variety of communicative settings (Bagari and Djigunoviy 2007). According to Hymes (1972: 278) “ there are rules of use without which the rules of grammar would be useless” , for him language use (performance) is as important as grammar rules (competence). Hymes' claim paves the way for many researchers to explore the scope of the newly coined term “ communicative competence” .

Indeed, different models were proposed to deal with the intricacies of communicative competence. Yet, one can distinguish two outstanding models: the one of Canale and Swain (1980), later elaborated by Canale (1983), and the one of Bachman and Palmer (1996).

2.4.2. Canale and Swain' s/ Canale' s Model

Canale and Swain (1980: 7) posit that the term competence refers to the “ underlying knowledge in a given sphere” ; this knowledge can encompass different aspects: grammatical, sociolinguistic etc. They further claim that communicative

competence is not “ the highest or broadest level of language competence that can be distinguished or that is relevant for second language teaching purposes” (1980: 7), communicative competence rather interacts with other systems of human knowledge such as world knowledge to achieve certain purposes in language teaching and learning. Thus, communicative competence is part of language competence as it helps for better assimilation of the language, i.e., full mastery of the language necessitates an understanding of how its different components interact and communicative competence is one of these components. In this way, then, a full command of the language competences is responsible for good achievement in the different language areas including text comprehension.

In the initial model, Canale and Swain (1980) distinguish three categories of communicative competence: grammatical competence, sociolinguistic competence, and strategic competence. Canale (1983) further elaborates the model and adds discourse competence.

- ***Grammatical competence***: is related to knowledge of lexical items and the rules of morphology, syntax, sentence-grammar semantics, and phonology” (Canale and Swain, 1980: 29), this type of competence is concerned with the different levels of language analysis. Grammatical competence is useful to instructors whose main goal is to provide students with the necessary knowledge about how to accurately determine and express the literal meaning of an utterance.
- ***Sociolinguistic competence***: refers to the relationship between language and nonlinguistic context, knowing how to use and respond to the different types of Speech Acts. It is concerned with the knowledge of what forms of language to use with specific persons and in specific situations (register, style, level of formality). Canale and Swain (1980) point out that there are two sets of rules within sociolinguistic competence: sociocultural rules of use and rules of discourse. The former are concerned with appropriate production and perception of utterances in a given situation taking into consideration different parameters such as: the style, the register, the interlocutor and so on. The latter is related to cohesion and coherence: the ability of the speaker to keep the discourse coherent and cohesive in terms of production and perception. The two rules assist the person in interpreting the message accurately especially when there is low level of transparency between the literal meaning and the speaker’ s intention.
- ***Strategic competence***: refers to the verbal and non-verbal communication strategies used to compensate breakdowns and weaknesses in communication because of

insufficient competence. Canale and Swain (1980) highlight two types of these strategies: strategies that relate to grammatical competence and strategies that relate to sociolinguistic competence. Examples for the former include: paraphrasing grammatical forms that the speaker cannot master or cannot remember during discourse; the latter can be related to role play e.g. how to address a person whose social status is unclear for the speaker. Students of second and foreign language should be taught about these strategies and how to use them as they are more likely to encounter breakdowns of communication. Moreover, these strategies can be best assimilated through real life communication situations instead of immediate instruction.

- **Discourse Competence:** Canale (1983) adds this competence which is in fact derived from the second set of rules in sociolinguistic competence, i.e., rules of discourse. Thus, discourse competence “concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres” (1983: 9), it is related to the knowledge of different types of discourse: political, poetry etc. In addition mainly to coherence and cohesion in utterances and sentences, coherence concerns the relationship between different meanings in the text, while cohesion refers to the structural link between utterances which facilitates interpretation of the text.

Canale and Swain’s model serves the area of language learning and teaching; it has been influential in terms of defining the main facets of communicative language use, it helps also to enlarge the scope of language instruction and also paves the way for further research in this area. Subsequent years witnessed the emergence of another significant model developed by Bachman (1990) and Bachman and Palmer (1996).

2.4.3. Bachman and Palmer’s Model

On the basis of research in the area of language learning in the late 1980’s, Bachman proposed a new model of communicative competence which she called communicative language ability; then the model was more elaborated with the assistance of Palmer, and the first model was replaced by the second.

The model that Bachman and Palmer (1996) envisage is more elaborated than that of Canale and Swain (1980) and Canale (1983). Bachman and Palmer point out that language use is based upon different components. These components should be taken into account when assessing language use; these are: individual characteristics and strategic competence.

The former includes a set of sub-components including: Personal characteristics, topical knowledge, affective schemata and language ability (Bachman and Palmer, 1996: 63).

While the latter is concerned with the ability of individuals to employ the individual characteristics effectively in a given setting.

Stated differently, strategic competence links between individual characteristics and the language use in a given setting or task, i.e., how individuals use these components (individual characteristics) and how these components help individuals to achieve communication in a given setting of language use.

Accordingly, this model is seen as a comprehensive one as it consists of both competence (including all the individual characteristics) and the capacity for implementing this competence in a given language setting including language assessment settings, and this capacity is interpreted in strategic competence as stated by Bachman (1990: 84): “strategic competence is the mental capacity for implementing the components of language competence in contextualized communicative language use”, the term “language competence” in Bachman’s quote denotes that strategic competence is mainly related to language ability, yet it is also concerned with the other individual characteristics.

These components come into play in different settings of language use mainly in language testing; a brief representation of each component is offered in what follows.

2.5. Methodology.

This section is concerned with the data collection and analysis. It provides a description of the research methods, instruments and procedures used in this research. In addition, it presents the analysis of data gathered by students’ feedback questionnaire and their interpretation. Data analysis will be reported in tabular and graphic presentations so that results will be clearer.

2.5.1. Research Design

The purpose of this design study was to investigate the perceptions of students master university students of English department concerning their perceptions of using formative assessment to improve students proficiency. The following research questions require the application of the descriptive method.

Research Questions:

1- Research Question Number one:

The question involved above : age, sex, feild of study.

2- Research Question Number Two:

How does formative assasment impact on students proficiency and which extent students perceive the use of formative assessment to improve proficiency?

3- Research Question Number three:

What is students attitudes towards formative assessment process?

2.5.2. Statement of hypotheses:

The following hypotheses were formulated for the study which are:

1. There is no significant main impact of formative assessment on students' learning and Achievement?

2. There is no significant impact of attitude on students' learning outcome ?

2.5.3. Research Population

The sample was selected randomly from the English departments. Master degree English students studying at Tiaret university were selected for the study.

A. Instrument

One survey were Launched a questionnaire for srudents which is designed to seek information to improve students'' proficiency. The questionnaire include background and three sections; the first section was about personnel informations, the second one

was about impact of formative assessment on students, and the third one was about attitudes towards formative assessment. This helped us to accomplish the objective of this study.

B. Procedure

To collect data, we used one survey. was for students. We chose the questionnaire as our data collection tool. This research quantifies the students' perceptions. Simple questionnaire items generated not only based on our knowledge, but also based on the literature review and the internet search.

in order to fit five point Likert- type scale (see the teachers' questionnaires in Appendix D). Gay, et al (2009) argued that Likert- type surveys provide more objective manner in which to collect data, so that it may be quantitatively analyzed. Cited in (Robin Barnard Bachelor, 2015). The choices on five point Likert- type scale included Strongly Disagree, Disagree, Neutral, Strongly Agree. We used five point Likert- type scale because its structure is simple, it has a highly reliable scale and it easy is to read and complete for the participants (Dane Bertman, p.07).

1.6. Conclusion:

The overarching purpose of this chapter has been to provide a thorough theoretical background of the Two major concepts of the present study, namely, principles and strategies of formative assessment and Methodology. The first section of this chapter surveys scholarly definition of formative assessment as being a prominent educational construct, and elaborated on its relationship with the teaching and learning process. The significance of assessment in education is highlighted,

This section highlighted on Black and Wiliam' s review included studies showing the potential instructional benefits of different strategies for carrying out formative assessment. It can be expected that a classroom practice that integrate such key strategies to a unity would open up extended opportunities for learning and thus offer higher potential for improving student achievement.

The different key strategies in formative assessment are connected and sometimes dependent on each other's existence and performance. For example, clear learning intentions guide the teacher to choose questions/tasks that elicit relevant information about students' learning and help the teacher to provide goal directed feedback. In addition, learning intentions clear to the students enhance their opportunities to be engaged and involved in the learning process (their own or their peers'). the efficacy of formative assessment in classrooms and the challenges that encounter teachers when implementing the process. The second section, The chapter then discusses barriers to wider practice of formative assessment and ways in which those barrier can be addressed, and outlines the study scope and methodology.



Chapter Three

**Data Analysis, Results and
Discussion**

Chapter Three: Data Analysis, Results and Discussion

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3.1. Introduction

In the previous chapter the researcher has described the design of the present research work which involved the selecting of a number of data collection techniques, namely questionnaire.

The main results obtained from the data collection tools are going to be systematically analyzed, discussed, and interpreted in this chapter in an attempt to answer the outlined research questions.

The discussion attempts to illuminate classroom perceptions and understandings of the value and the impact of formative assessment on students achievement. This chapter, therefore, stands for the practical (analytical) part of the study which involves the combine use of both qualitative and quantitative data analysis techniques.

3.2. Analysis of the Students' Questionnaire

Quantitative findings of the students' questionnaire are divided into three sections. The first section presents the background information of the participants. The second section examines students' attitudes towards the impact of formative assessment, and the third section focuses on the perception of the impact of formative assessment and its effective role in enhancing Tiaret University students' achievement towards learning English Language.

3.2.1. Students' Background Information

This section provides a thorough analysis of the questionnaire participants' demographic information including three main variables: gender, field of study, and academic degrees.

This analysis is supported by circle charts. Quantitative data, students perceptions of assessment questionnaire items, were analyzed using the Statistical Package for the Social Sciences version 22.0 (SPSS).

A group of twenty six (26) respondents from the English section (Tiaret English Department of foreign languages) filled The Students' Perceptions of Classroom

Assessment Practices Questionnaire. However,. The researchers entered all data into SPSS program. Responses to the five point Likerttype questions were coded as follows:

- 1 Strongly Agree with,
- 2 Agree with,
- 3 Neutral with,
- 4 Disagree with,
- 5 Strongly Disagree with.

Overall item mean values were averaged over the respondents to compute average overall item mean value. Then, the investigators read the data several times familiarizing with the data, making notes, referring back to the questions. The data, students items, were sorted to find connections by generating themes and patterns. The researchers decided to combine teachers' items with students' items of each section in order to compare the item mean scores, giving possible interpretations and reasons behind.

3.3. Limitations

Some limitations existed for this study. One limitation was the sample size with twenty-five (25) total participants, the study results may not be generalize to the wider national audience of second language learners. This study took one place in only one university, expanding the study to more universities may create a more generalizable study. Another limitation was the students questionnaire answers. Being irresponsible, some students may have carelessly completed the questionnaire just to fulfill their obligations not genuinely answered the questions.

The following section of questionnaire seeks to gauge students' perceptions towards formative assessment.It comprises ten statements that examine different elements of formative assessment.Frequencies and percentages of students' responses to the ten statements are summarized:

3.2.1.1. Gender

Reponse	Number	Percentage %
Male	6	23.1
Female	20	76.9
total	26	100

Table 3.1: Students' Gender

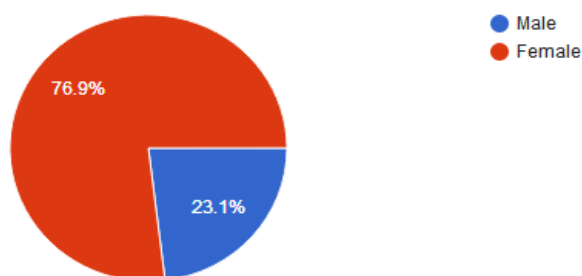


Figure 3.1. Students' Gender Circle Graph

Participants of the study were twenty two Master Degree students at English section at Ibn Khaldoun the University of Tiaret English Language Department. Figure (3.1) below shows that the female students rated higher than males. 76,9% of the participants were female 23,1% of them.

3.2.1.2. Field of Study

Reponse	Number	Percentage %
Dedactics	15	57.7
linguistics	11	42.3
total	26	100

Table 3.2. Students' Field of Study

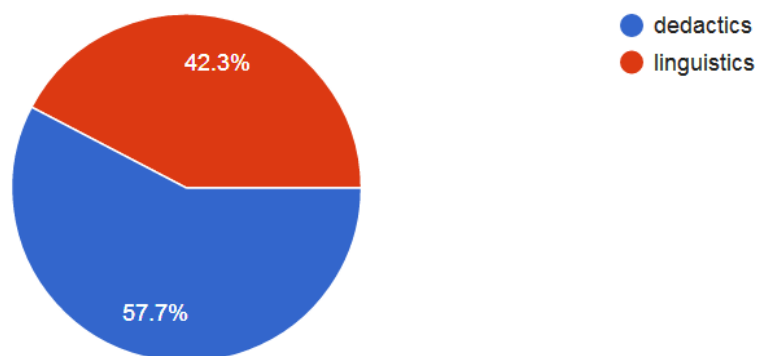


Figure 3.2. Students' Field of Study

Fig 3.2 below displays that The respondents were classified into two categories of field of study range. 42,3% of participants were studying didactics, and 57,7% of participants were studying linguistics.

3.3.1.4. Academic Degrees

Reponse	Number	Percentage %
Master 02	23	88.5
Master 01	03	11.5
Licence (L1, L2, L3)	00	00
total	26	100

Table3.3. Academic Degree

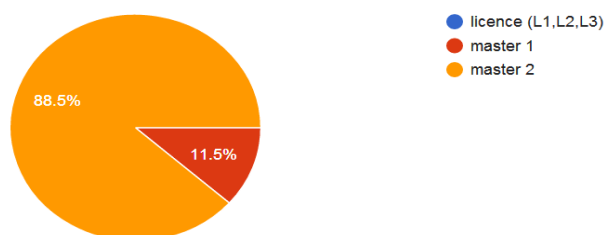


Figure 3.3. Students' Academic Degrees

As in Figure (fig 3. 3) the number of students who had master2 degree was the largest representing a percentage of 88,5 %, these students had Master 1degrees were 11,5%.

3.2,2.3 Students' Perceptions Towards the Impact of Formative Assessment

The second section of the questionnaire seeks to gauge students' perceptions towards the impact of formative assessment on students achievement in EFL classes at the university of Tiaret in a bid to answer the first research question. This section comprises ten statements that examine different aspects of factors and elements of formative assessment.

Frequencies and percentages of students' responses to the ten statements are summarized, each statement is represented through a circle graph and analyzed independently.

Question 01: Formative Assessment is Designed to Identify a Student's Current Level of Learning

Reponse	Number	Percentage %
Strongly disagry	7	27
disagree	3	11
neutral	4	12
Agree	11	46
Strongly agree	1	4
total	26	100

Table 3.4: Assessment for Learning Formative Assessment.

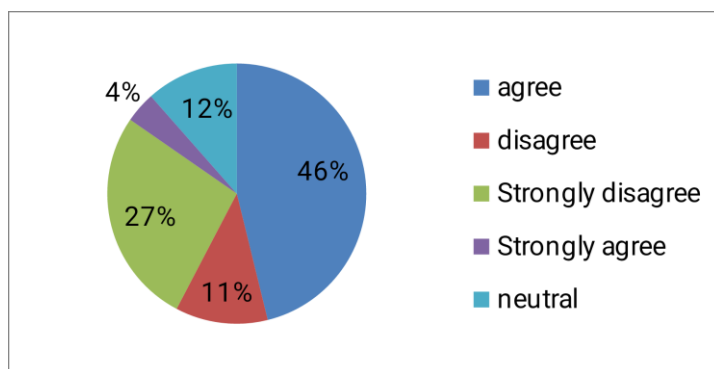


Figure 3.4. :Assessment for Learning Formative Assessment

Assessment is designed to identify a student's current level of learning: In this statement Current feedback system helps in raising students' performance level. The findings in figure 3.4 below shows that respondents strongly agreed, and agreed in this statement respectively were 46% agree, 12% strongly disagreed, and 12% were neutered. Student who were disagreed 11%, and strongly disagreed 27%.

Question 02: Formative assessment is designed to help the student to reach learning goals

Reponse	Number	Percentage %
Strongly disagry	6	19
disagree	3	12
neutral	3	12
Agree	12	46
Strongly agree	2	11
total	26	100

Table 3.5: Formative Assessment and Learning Goals.

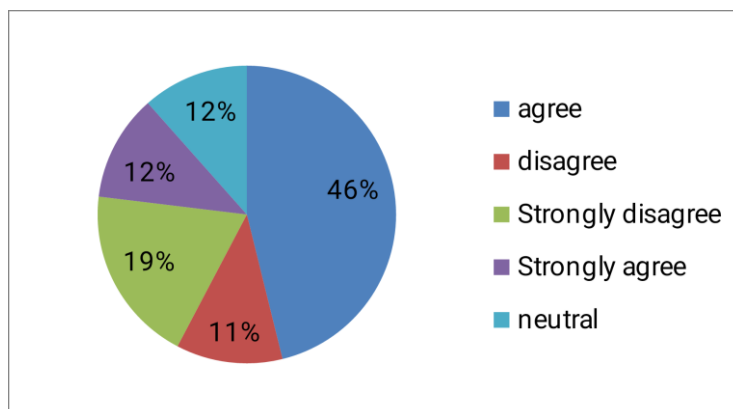


Figure 3.5. Formative Assessment and Learning Goals.

Formative assessment is designed to help the student to reach learning goals. The statement is concerned to check the effectiveness of the activities and practices the teacher uses to help students achieve their learning objectives.

The findings in figure 3.5. below shows that, Interestingly 19% of the responses were strongly disagree and 11% disagree, while 46% were neutered, 12% respond agree with the statement and 12% strongly agree.

Question 03: Formative assessment is designed to provide feedback at multiple levels for motivation of students

Reponse	Number	Percentage
Strongly disagry	7	27
disagree	3	11
neutral	4	12
Agree	11	46
Strongly agree	1	4
total	26	100

Table 3.6.: Student's Motivation and Feedback

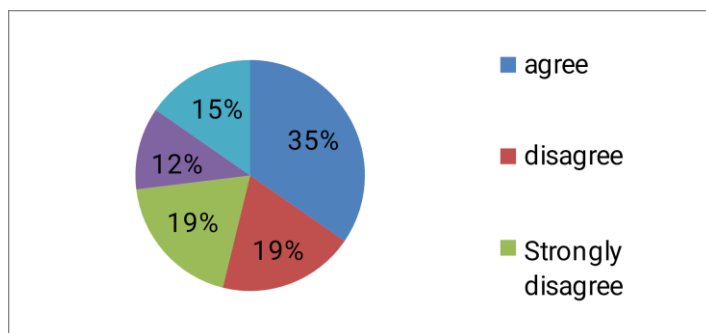


Figure 3.6.: Table 3.6. Student's Motivation and Feedback.

Formative assessment is designed to provide feedback at multiple levels for motivation of students: This statement shows the impact of formative assessment on raising learners motivation. It can be inferred from student responses that most of the students see formative assessment as motivational tool. The findings in 3.6 Figure revealed that 35% of the responses were in favor of "agree" as well as 12% indicated "strongly agree". Interestingly 19% indicated they are "strongly disagree", and 19% disagree Among the remaining responses 15% replied neutral

Question 04: In formative assessment, students learn the skill of self and peer assessment.

Reponse	Number	Percentage %
Strongly disagry	4	15
disagree	4	15
neutral	3	12
Agree	13	50
Strongly agree	2	8
total	26	100

Table 3.7: Self and Peer Assessment for Students.

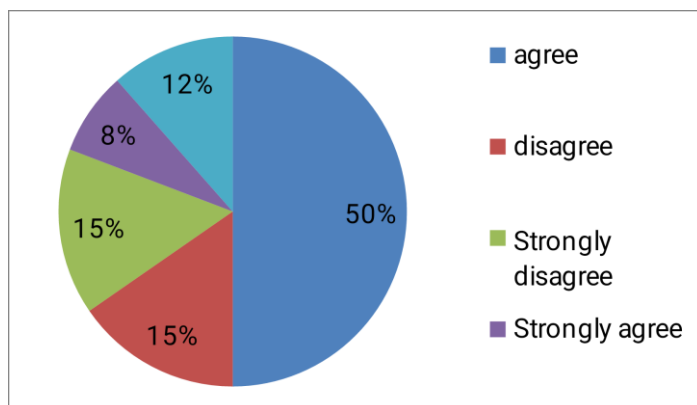


Figure 3.7. Self and Peer Assessment for Students.

In formative assessment students learn the skill of self and peer assessment: This statement means that classroom assessment system gives learners the opportunity to evaluate themselves and creating a more participatory learning culture. The respondents selected 8% strongly agree and 50% replied with agree, additionally, 12% of the respondents indicated neutral, and 15% replied neither disagree nor disagree to the statement.

Question 05: Formative assessment implies decision being made concerning the progress and needs of students in studies.

Reponse	Number	Percentage %
Strongly disagry	5	19
disagree	4	15
neutral	4	15
Agree	11	42
Strongly agree	2	8
total	26	100

Table 3.8: The role of Formative Assessment.

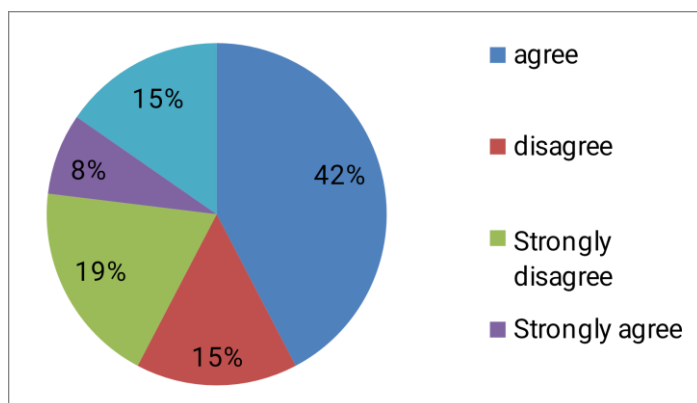


Figure 3.8. The Role of Formative Assessment.

assessment implies decision being made concerning the progress and needs of students in studies:which mean,It allows to shape instruction, plan, adapt, and differentiate, depending on what students need to learn. This statement shows that 8% of respondents replied that they strongly agree and 42% of them also agree and 19% strongly disagree and 15% agree, the remaining 15% neutral.

Question 06 : Formative assessment provides a valuable learning experience for students

Reponse	Number	Percentage %
Strongly disagry	5	19
disagree	5	19
neutral	4	15
Agree	10	38
Strongly agree	2	8
total	26	100

Table 3.9: Formative Assessment Outcomes.

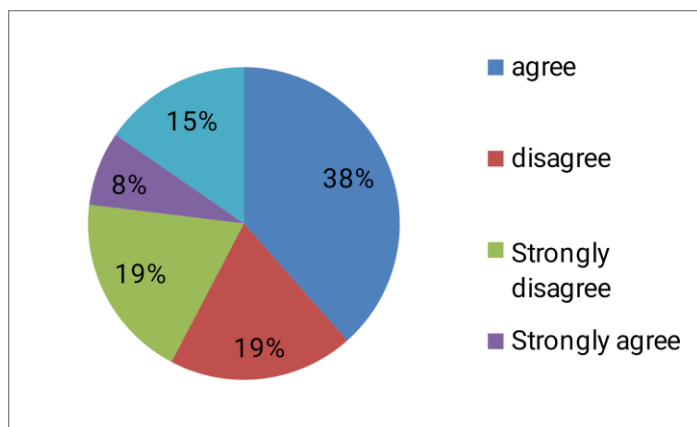


Figure 3.9. Formative Assessment Outcomes.

Formative assessment provides a valuable learning experience for students: It provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. This statement shows that the agreement rate was 38% agreed and 8% strongly agreed with statement, 19% were strongly disagree and disagree, and 15% neutral.

Question07 : Formative assessment results have an important effect on student's self concept.

Reponse	Number	Percentage %
Strongly disagry	6	23
disagree	4	15
neutral	2	08
Agree	11	42
Strongly agree	3	12
total	26	100

Table 3.10: Formative Assessment and Self Concept

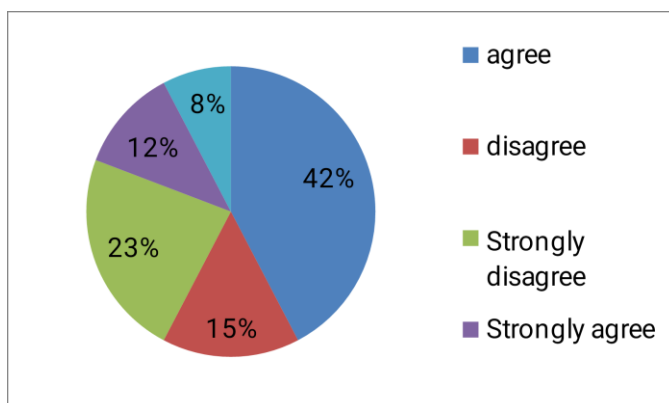


Figure 3.10. Formative Assessment and Self Concept.

Formative assessment results have an important effect on student's self concept. So, formative assessment can lead to gains obtainment of self-perception and criteria.. Interestingly, respondents reflects to the statement were 12% strongly agree ,and 42% agree respectively, while 08% were undecided, respondents were 15% disagree with the statement and 23% strongly disagree.

Question 08 : Formative assessment creates competition among students.

Reponse	Number	Percentage %
Strongly disagry	4	15
disagree	6	23
neutral	4	12
Agree	10	42
Strongly agree	3	08
total	26	100

Table 3.11 : Foster Competitions.

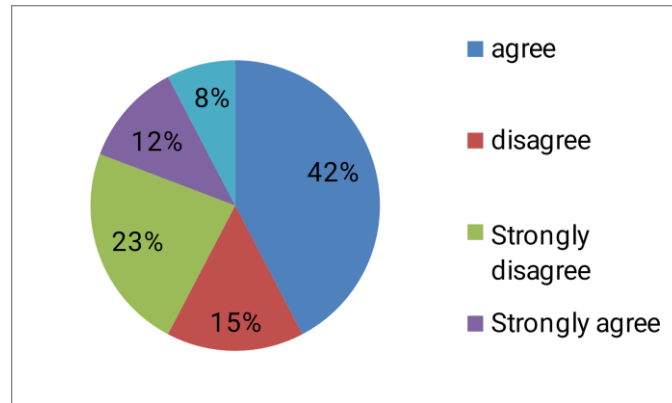


Figure 3.11. Foster Competitions.

assessment creates competition among students: Formative assessments fostering active engagement, innovative approach, and competing teams. Hence, the response reflects 12% "strongly agreed". 27% indicate agreement to this statement,. However 15% of the respondents replied neutrally , 23 % disagree , and 23% strongly disagree.

Question 09 : Formative assessment is used for meta-cognitive processes .

Reponse	Number	Percentage %
Strongly disagry	5	23
disagree	6	27
neutral	5	23
Agree	7	27
Strongly agree	3	12
total	26	100

Table 3.12: Formative Assessment and Meta-Cognition Processes

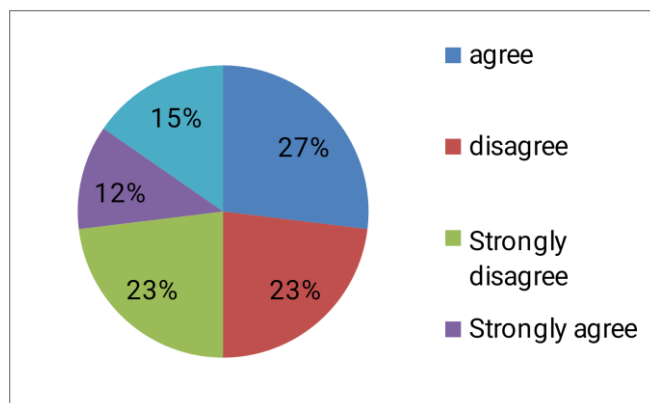


Figure 3.12. Formative Assessment and Meta-Cognition Processes

Formative assessment is used for meta-cognitive process: The findings revealed that formative assessment in teaching process is the good way to cultivate students' metacognition and autonomous learning ability. This statement shows that the agreement rate was very high 27% agreed and 12% strongly agreed with the statement, 15% were neutral, 23% disagreed and 23% strongly disagreed.

Question 10 : Formative assessment improves learning directly or indirectly by improving student's confidence.

Response	Number	Percentage %
Strongly disagree	6	23
disagree	3	12
neutral	4	19
Agree	9	27
Strongly agree	4	19
total	26	100

Table 3.13 : The Impact of Formative Assessment

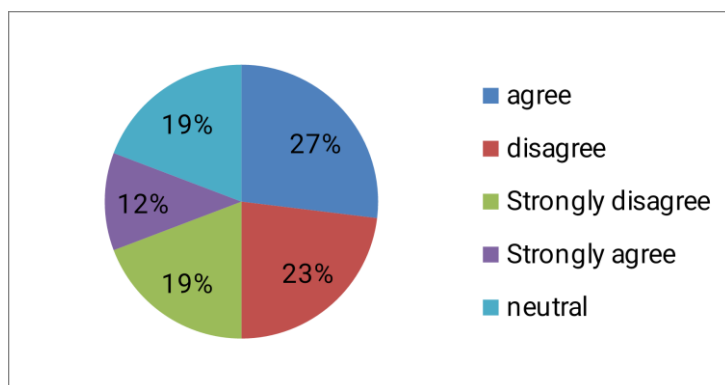


Figure 3.13. The impact of Formative Assessment.

Formative assessment improves learning directly or indirectly by improving student's confidence. That is, Formative assessment has the potential to foster students' self-efficacy. This statement shows that the respondents responded respectively were 12% strongly agreed and 27% agree, 19% were neutral. 23% of the respondents replied disagree to the statement and 19% strongly disagree.

3.4. Discussion and Interpretation of Students' Questionnaire

The major purpose of this descriptive research was to investigate the impact of formative assessment on enhancing student's performance and achievement. The findings of this study based on the views and perceptions of the participants regarding how they can benefit from formative assessment practices in their learning.

In the beginning, the first statement in the results revealed that, formative assessment gives students signs about their progress and help them improve their learning. It seems that formative assessment lead to increases in language proficiency. Clearly, the participants agree with this statement

More importantly, most of the informants show that formative assessment achieving students' learning objectives. Arguably, research in this area presented in the literature review shows that assessment for formative reasons facilitate the different assessment purposes. For instance, William (2011) and Black and Wiliam (1998) strongly maintain that formative assessment is an ongoing, dynamic process involving far more than frequent testing and measurement of student learning.

In the third statement, the impact of formative assessment in enhancing students motivation is widely seen here. Surely, the majority of the informants react to this statement.

Moreover, in statement four, showed that formative assessment is potential strategy in giving opportunity for students to self-evaluate. Evidently, most of the respondents express their agreement to the statement. Indeed, in self-assessment students reflect on the quality of their work, judge the degree to which it reflects stated goals or criteria. Therefore, it is useful to engage students in a careful self-assessment to boost learning and achievement. It does so by providing them with constructive feedback about their own understandings and performances. Besides, actively involving students in self-assessing their work has been associated with remarkable improvements in performance. Most of the students stated that self and peer assessments are considered as parts of the formative assessment process.

The study generally gathered data pertinent to the question of teachers understandings and conceptions of formative assessment. Most of the participants understood the meaning of the concept formative assessment. Apparently the questionnaire results largely indicate that English Language students understand the nature and purpose of formative assessment.

Undoubtedly. In the process of assessment, learning process is more important than the result, learning ability is more important than scores. Students' learning process should be evaluated comprehensively, objectively, scientifically, exactly and dynamically, emphasizing on students' self-reflection and self-improvement in their autonomous learning.

Finally, formative assessment guides students through ways to remove or bridge the potential gaps in learning and improve their weaknesses. In short, the role of effective formative assessment on a student' s progress is undeniable. Certainly, it helps students identify gaps in knowledge to reach the desired learning outcomes and to clarify what good performance is. In essence, the process of formative assessment facilitates self-assessment to help students reflect on their learning

3.5. Students' Attitudes Towards Formative Assessment

The second section of the questionnaire seeks to gauge students' attitudes towards formative assessment in EFL classes at the university of Tiaret in a bid to answer the second research question. It comprises twelve statements that examine different aspects

of factors and elements of formative assessment. Frequencies and percentages of students' responses to the twelve statements are summarized

Question 01: The use of formative assessment improves my performance.

Reponse	Number	Percentage %
Strongly disagry	5	23
disagree	2	12
neutral	3	15
Agree	14	31
Strongly agree	4	19
total	26	100

Table 3.14: Benefits of Formative Assessment.

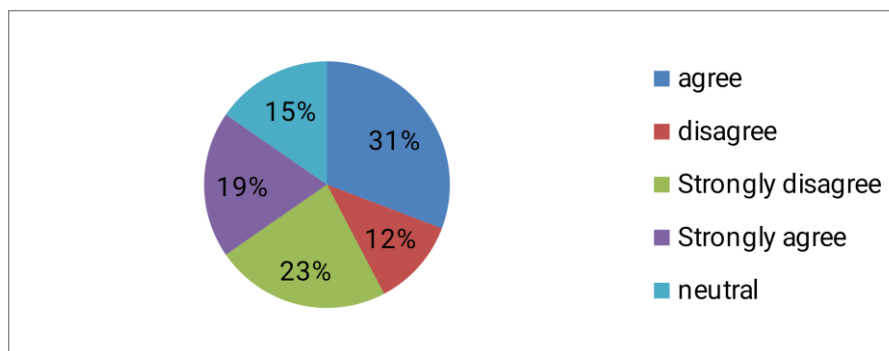


Figure 3.14. Benefits of Formative Assessment.

The use of formative assessment improves my performance:Formative assessment suggests the ways which learning could be improved. It shows the taht tcaaf .gninrael evorpmi secitcarp tnemssessa evitamrofThus, 50% of the responses were in favour of "agree" as well as 15% indicated "strongly agree". Interestingly 19% indicated

they are "strongly disagree", and 8% disagree Among the remaining responses 8% replied neutral.

Question 02: Formative assessment makes me to be actively involved in learning process.

Reponse	Number	Percentage %
Strongly disagry	4	15
disagree	3	12
neutral	1	4
Agree	15	58
Strongly agree	3	12
total	26	100

Table 3.15: The Active Involvement of Students.

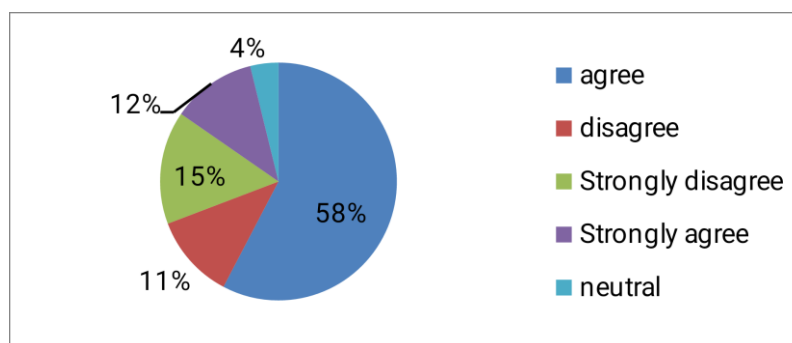


Figure 3.15: The active Involvement of Students.

Formative assessment makes me to be actively involved in learning process:It involves students becoming more active in their learning and starting to ' think like a teacher' .For instance,58% of the responses were in favour of "agree" as well as 12% indicated "strongly agree". Interestingly 15% indicated they are "strongly disagree", and 11% disagree Among the remaining responses 4% replied neutral

Question 03 : The use of formative assessment in English Language instruction bores me.

Reponse	Number	Percentage %
Strongly disagry	5	19
disagree	9	35
neutral	8	31
Agree	3	11
Strongly agree	1	4
total	26	100

Table 3.16: Attitudes to Formative Assessment.

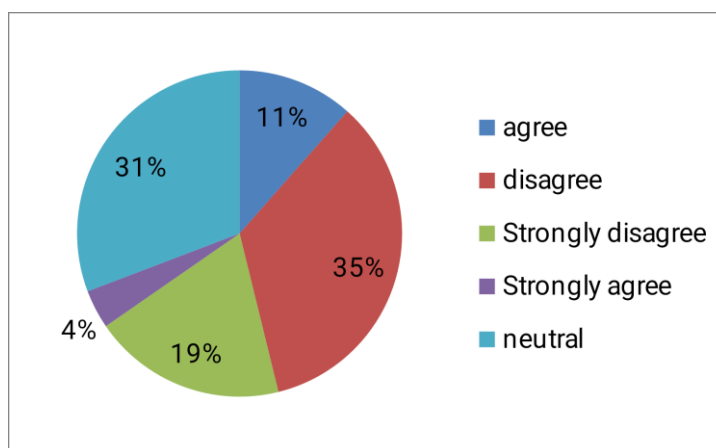
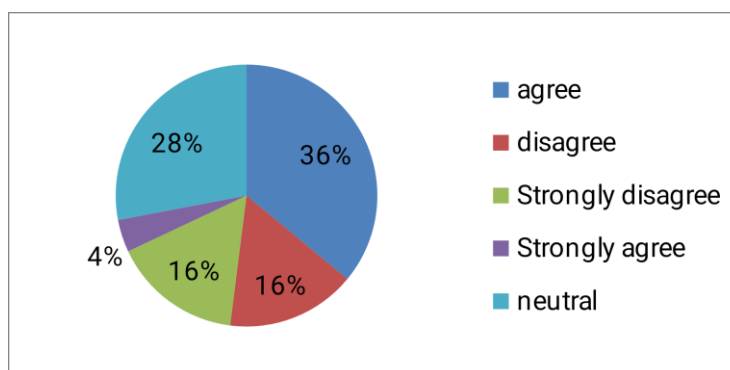


Figure 3.16. Attitudes to Formative Assessment.

The use of formative assessment in English Language instruction bores me: students' negative stand for The use of formative assessment in English instruction. This statement shows that the agreement rate was 11% agreed and 4% strongly agreed with statement, 19% were strongly disagree and 35% disagree, and 31% neutral.

Question 04: I enjoy my teacher asking questions during lesson.

Reponse	Number	Percentage %
Strongly disagry	4	16
disagree	4	16
neutral	7	28
Agree	9	36
Strongly agree	2	4
total	26	100

Table 3.17: Asking Questions.**Figure 3.17. Asking Questions**

I enjoy my teacher asking questions during lesson: One of the primary elements of formative assessment is asking questions. Interestingly, the responses say 4% strongly agree and 36% agree respectively, while 28% were undecided, respondents 16% disagree with the statement and strongly disagree.

Question 05: Asking me questions when the lesson is going on distracts my attention

Reponse	Number	Percentage %
Strongly disagry	4	15
disagree	8	27
neutral	4	15
Agree	7	31
Strongly agree	3	12
total	26	100

Table 3.18 : Attention Issues.

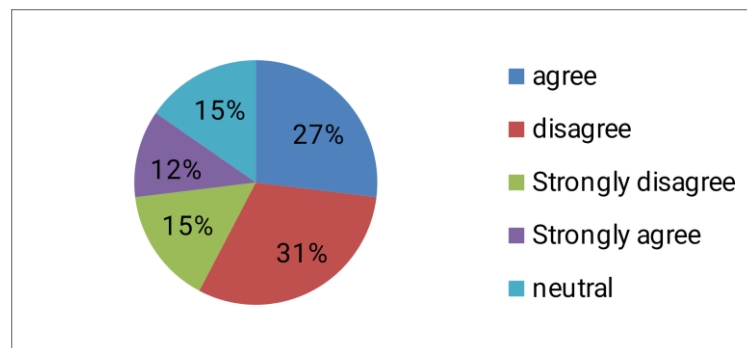
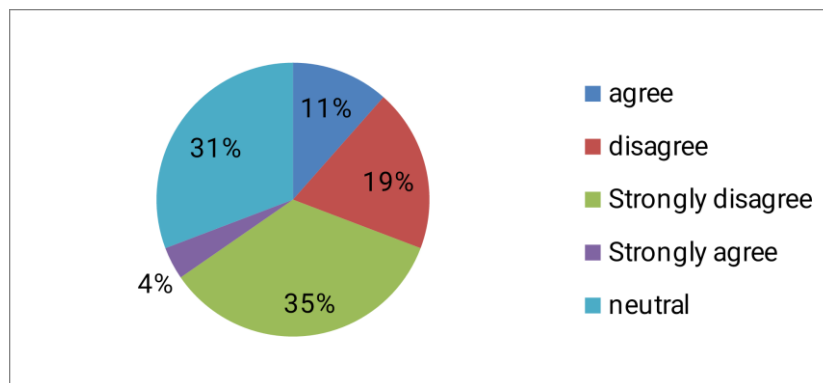


Figure 3.18. Attention Issues.

Asking me questions when the lesson is going on distracts my attention: students lack attention during asking questions, Interestingly of the responses say strongly agree 12% and agree 27% respectively, while 15% were undecided, respondents 31% disagree with the statement and 15% strongly disagree.

Question 06: Formative assessment is time consuming.

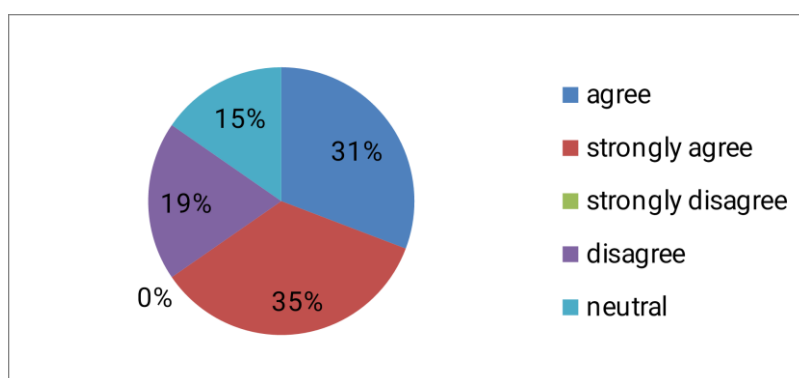
Reponse	Number	Percentage %
Strongly disagry	9	35
disagree	5	19
neutral	8	31
Agree	3	11
Strongly agree	1	4
total	26	100

Table 3.19: The Challenges of Formative Assessment.**Figure 3.19. The Challenges of Formative Assessment.**

Formative assessment is time consuming: assessment is complex and not easy; many factors need to be taken into account, including numbers of students, time, resources and course objectives. Interestingly, of the responses say strongly agree 4% and agree 11% respectively, while 31% were undecided, respondents 19% disagree with the statement and 35% disagree.

Question 07: Corrective feedback enhances my learning.

Reponse	Number	Percentage %
Strongly disagry	00	00
disagree	4	19
neutral	3	15
Agree	11	35
Strongly agree	8	31
total	26	100

Table 3.20: Corrective Feedback Effectiveness.**Figure 3.20. The Effectiveness of Corrective Feedback.**

Corrective feedback enhances my learning: is meant to encourage the students and also to help them develop their proficiency in the foreign language. This statement shows that the agreement rate was 31% agreed and 35% strongly agreed with statement, 0%% were strongly disagree and 19% disagree, and 15% neutral.

Question 08 : I adopt a deeper approach to learning whenever I am corrected.

Reponse	Number	Percentage %
Strongly disagry	5	12
disagree	4	15
neutral	6	23
Agree	7	35
Strongly agree	4	15
total	26	100

Table 3.21: Deep Approaches to Learning.

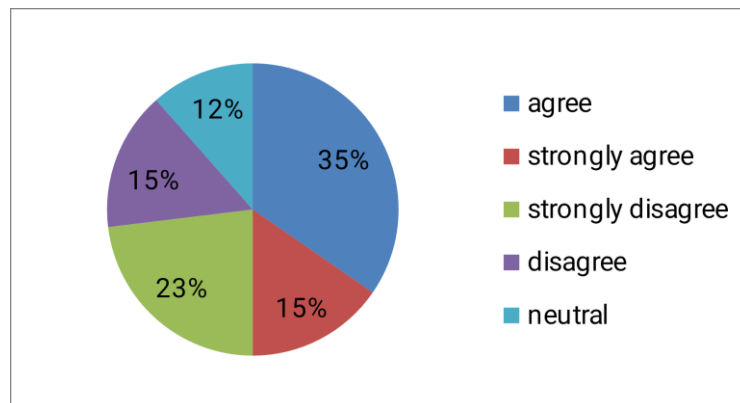


Figure 3.21. Deep Approaches to Learning.

I adopt a deeper approach to learning whenever I am corrected: Students who adopt a deep approach, on the other hand, make a serious attempt to turn other people's ideas into their own personalised structure of knowledge. This statement shows that the agreement rate was 35% agreed and 15% strongly agreed with statement, 23% were strongly disagree and 15% disagree, and 12% neutral.

Q09: I feel bad when my mistake is pointed out in the class.

Reponse	Number	Percentage %
Strongly disagry	4	15
disagree	3	8
neutral	1	4
Agree	11	46
Strongly agree	7	27
total	26	100

Table 3.22: Teaching Mistakes.

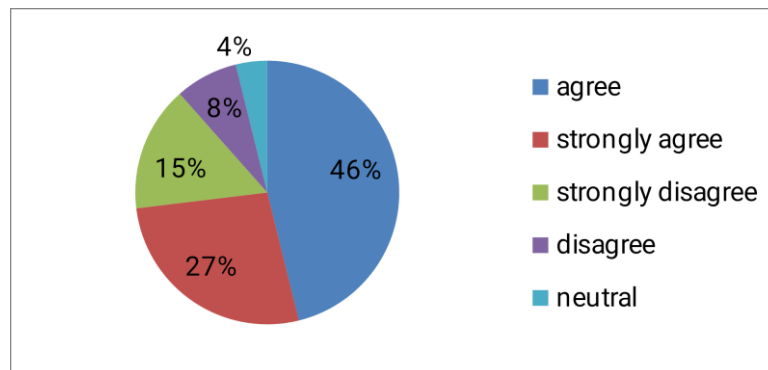
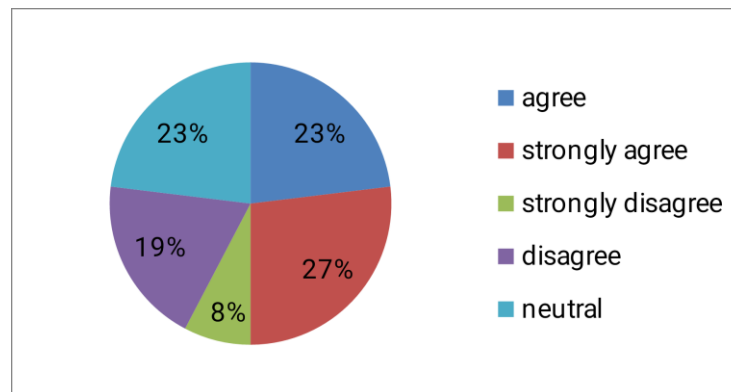


Figure 3.22. Teaching Mistakes.

I feel bad when my mistake is pointed out in the class: Use students to exemplify something positive which relates to the lesson. This statement shows that the agreement rate was 46% agreed and 27% strongly agreed with statement, 15% were strongly disagree and 08% disagree, and 04% neutral.

Question 10 : Corrective feedback is beneficial to my everyday learning.

Reponse	Number	Percentage %
Strongly disagry	2	8
disagree	5	19
neutral	6	23
Agree	6	23
Strongly agree	7	27
total	26	100

Table 3.23: Corrective Feedback Influence .**Figure 3.23. Corrective Feedback Influence.**

Corrective feedback is beneficial to my everyday learning: formative feedback is to help students progress from where they are to where they should be. The respondents say strongly agree 27% and agree 23% respectively, while 23% were neutral, respondents 19% disagree with the statement and 08% strongly disagree. which means corrective feedback suggests the ways which earning could be improved

Question 11 : Corrective feedback helps me to know where I am lacking after each feedback.

Reponse	Number	Percentage %
Strongly disagry	4	15
disagree	2	8
neutral	1	4
Agree	12	46
Strongly agree	7	27
total	26	100

Table 3.24: The Role Corrective Feedback.

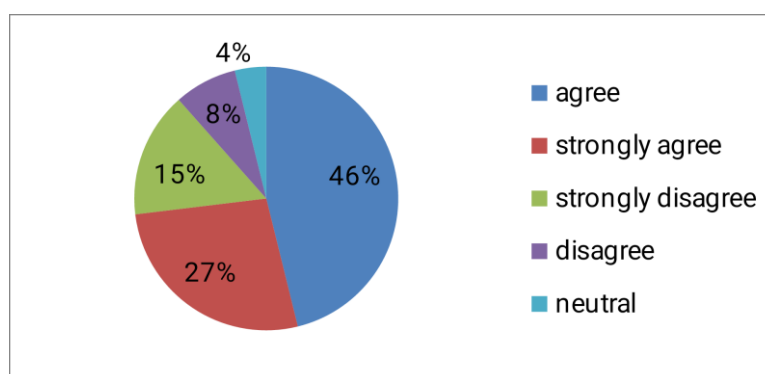
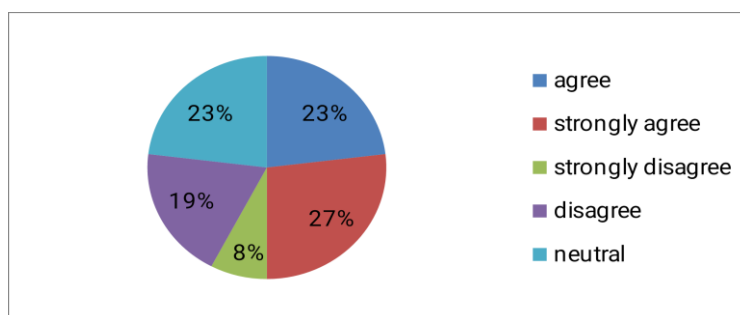


Figure 3.24.The Role Corrective Feedback.

Corrective feedback helps me to know where I am lacking after each feedback: Teachers provide feedback to students to reinforce expectations and to correct student errors and weaknesses during lessons. Feedback helps in identifying Students' weaknesses. Interestingly of the responses say strongly agree 27% and agree 46% respectively, while 04% were undecided, respondents 08% disagree with the statement and 15% strongly disagree

Question 12 : I like it when my teacher points out my mistakes

Reponse	Number	Percentage %
Strongly disagry	2	8
disagree	5	19
neutral	6	23
Agree	6	23
Strongly agree	7	27
total	26	100

Table 3.25: Errors and Mistakes Correction.**Figure 3.25. Errors and Mistakes Correction.**

I like it when my teacher points out my mistakes: students perceive surface-level error correction as effective teacher feedback. Interestingly of the responses say strongly agree 27% and agree 23% respectively, while 23% were undecided, respondents 19% disagree with the statement and 8% strongly disagree.

3.6. Analysis research question two

Attitude of students towards formative assessment Findings further revealed that students have positive attitude towards formative assessment and this finding agrees

with the study carried out by Peterson and Siadat (2009) which reported that the more formative feedback that students received, the better they did on final assessment. To get the optimal effect of FA, it's essential to understand students' perceptions and attitudes towards it. It has been shown that students' perceptions about Formative Assessment are related to the way they are using it. Typically, if students perceive the feedback as useful, their attitudes towards it are more positive. Another important factor influencing students' perception of FA consists in the time when the feedback is delivered. Students prefer feedback as soon as possible with a possibility to use it in the very near future. Feedback received after the course is less interesting and not useful. Some students consider formative assessment as an external motivator and claim that it provides an overview of the subject. It's not surprising since Formative Assessment usually provides feedback on what was important in the lesson and what they should expect at the test. Other results showed that students consider assessment to be valuable only when it is warm and friendly and that students perceive peer and self-assessment more positively than assessment done by a teacher. Although the assessment can have many forms and can be perceived in different ways, it must be consequential for students, teachers, parents, and finally for the society. Assessment is deeply grounded in schools' curricula and follows specific standards, very often established on the basis of Bloom's taxonomy.

3.7. Conclusion

This chapter has been designed to include and describe the empirical phase of this study. In fact, this chapter has presented the results collected by the research instrument coupled with the interpretations and discussion of the findings.

The study yielded interesting results about the perceptions of the English language students of Tiaret University about the impact of formative assessment on student's proficiency; their conceptions, perceptions and are also discussed.

Most importantly, the results deduced from this study concerning the impact of formative assessment on the learners' Achievement have confirmed our hypothesis; this means there is a positive significance of this process in improving students learning. Given the fact formative assessment is an integral part of teaching which must be

implemented in the Algerian higher education system. Thus, we know now the great deal about the impact of this process on the students' Achievement.

Moreover, the analysis of students' questionnaire showed students' positive attitudes towards the importance of formative assessment practices in enhancing their Achievement towards learning put it differently; the results showed that students are aware of their teachers' formative assessment in enhancing their desire will to learn.

3.8. Recommendations

Based on the findings, the following recommendations are made:

1. Formative assessment should be given more prominence in assessing students' learning outcomes.
2. English language teachers should be exposed to seminars, conferences and workshops on how to deploy formative assessment and corrective feedback effectively in English Language classrooms for better results.
3. Teacher training programmes in colleges of education and universities should incorporate the training of pre-service teachers in the use of various formative assessment strategies and how it can be used to promote learning Ensure that data gathered at classroom are used formatively ensure that data gathered at classroom are used formatively.
4. Summative assessment should be reduced



General conclusion

General conclusion

General Conclusion

The formative assessment process is a valuable tool for teachers to observe and interact with their students in order to learn about their development on a daily basis. Indeed, formative assessment pushes teachers to be more systematic and consistent in improving learning and achievement. Moreover, it allows all students to receive formative feedback about their strengths and weaknesses to check their progress. In effect, formative assessment is a multifaceted tool within the English teacher's repertoire that can promote student involvement in the learning process and encourage foreign language acquisition. Subsequently, there are various ways of assessing students that can encourage their positive involvement in the learning process. Interestingly, there is clear evidence that formative assessment can intrinsically motivate learning in the sense of stimulating intellectual desire and curiosity towards learning. Certainly, participating in self and peer-assessment, students can become effective judges of their own and their peers work, thus, leading to increasing their motivation to learn. Hence, students should be aware of assessment criteria for success in learning. Moreover, their involvement into designing assessment criteria makes a study process transparent. Peer assessment also motivates improvements in student performance to learn English as a second language.

Formative assessment is a tool for achieving learning outcomes and it is based on the individuals learning. It contributes in a meaningful way to the achievement of learning outcomes, provides a more positive experience for learners and can also be invaluable for teachers, to see if the lesson aims have been fulfilled and the overall objectives have been met. As quality feedback is the key to successful formative assessment and it encourages students to become self-motivated and independent learners, teachers should give frequent, early, positive feedback to support students' beliefs that they can do well. Whatever feedback strategy is used, it should help students develop a clear sense of their own progress.

Generally, as teachers begin to implement new strategies for using formative assessment as an instructional device, they will recognize the ability of students to take control of their own success and accept responsibility for their own learning. These empowering feelings will inspire and motivate students toward greater achievement. In

General conclusion

the end, the success of formative assessment as an enabler of learning depends on the knowledge and skills of teachers to implement this approach in collaboration with their students.

This study tried to investigate the impact of formative assessment on enhancing students' Learning at the university of Tairt English department, Master students as a case study. Actually, the aim of this study was to gauge the attitudes of English language students (from English department of Tairt) towards the impact of formative assessment and its usefulness in enhancing students' learning and motivation. The study also aimed to identify the students' understandings of the formative assessment practices in their classrooms. The following research questions were addressed:

- 1- How does formative assessment impact students' achievement?
- 2- Does formative assessment have a positive impact on students' learning?

To answer the above-stated research question, a descriptive case study employing main data collection tool: an attitudinal students' questionnaires is used.

Quantitative data was analyzed by means of descriptive statistics, and were represented through frequency tables and circles graphs.

The result of the study indicated that the students mostly had strong positive attitudes towards the process of formative assessment and highlighted it's usefulness in enhancing their learning process , students responses were in favor of the efficacy of formative assessment on their achievement and motivation. Surely, students stated that they can positively benefit from the results of formative assessment, and also add that feedback was effective element in helping them acquire the target language. In this respect, the respondents claimed that self and peer assessment helps them to be more confident and let them feel high self-esteem to be fully engaged in learning. All in all, the findings of the study provided appropriate answers to the research questions, and confirmed the hypotheses set at the onset of the study.

As for the structure of the dissertation is concerned, the study included three chapters.

General conclusion

The first chapter dealt with the review of literature and the theoretical concepts related to the scope of the study. Chapter two was devoted to the research umbrella under which this study was conducted. Finally, Data obtained was analyzed and discussed in the third chapter.

This research project was driven by the theoretical claims that formative assessment plays a potential role in improving students' learning and teachers teaching and more specifically raises their engagement, motivation and hold the responsibility for their own learning.

Finally, this study remains limited regarding the findings obtained and it requires further research to unveil other issues relevant to the formative assessment as an enabler of learning and a students' achievement's



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Appendices

Students' Questionnaire

For each statement decide how accurate describes you by checking the box that precedes it. Please read each following statements and answer that best describes you in the box next to the question.

We hope that you will cooperate by answering these questions, knowing that this information will be treated with complete confidentiality and will only be used for the purposes of scientific research:

*Obligatoire

gender *

- Male
- Female

level *

- licence (L1,L2,L3)
- master 1
- master 2

field of study *

- didactics
- linguistics

Suivant

Ce contenu n'est ni rédigé, ni cautionné par Google. [Signaler un cas d'utilisation abusive](#) - [Conditions d'utilisation](#) - [Règles de confidentialité](#)

Perceptions about the impact of formative assessment on student's proficiency

Please tick mark that best reflects your level of agreement for each item

*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Formative assessment is designed to identify a student's current level of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative assessment is designed to help the student to reach learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative assessment is designed to provide feedback at multiple levels for motivation of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In formative assessment, students learn the skill of self and peer assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative assessment implies decision being made concerning the progress and needs of students in studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative assessment provides a valuable learning experience for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative assessment results have an important effect on student's self concept.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative assessment creates competition among students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative assessment is used for meta-cognitive processes .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative assessment improves learning directly or indirectly by improving student's confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(*) Vous devez indiquer une réponse par ligne pour cette question

Retour

Suivant

Students attitude towards formative assessment process

Please tick mark that best reflects your level of agreement for each item

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The use of formative assessment improves my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative assessment makes me to be actively involved in learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of formative assessment in English Language instruction bores me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy my teacher asking questions during lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asking me questions when the lesson is going on distracts my attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative assessment is time consuming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative assessment is time consuming.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Corrective feedback enhances my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I adopt a deeper approach to learning whenever I am corrected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel bad when my mistake is pointed out in the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Corrective feedback is beneficial to my everyday learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Corrective feedback helps me to know where I am lacking after each feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like it when my teacher points out my mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ⓘ Vous devez indiquer une réponse par ligne pour cette question

Thank you for collaboration

Miss. AYAD Aicha

Faculty of Letters and Languages

Department of Letters and Foreign Languages

Department of English