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Coming to Grips with Formative Assessment in English Language Teaching and Learning

A Case Study of First Year LMD Students at the Branch of English at Mohamed Kheider University of Biskra

A Dissertation Submitted for the Partial Fulfillment of the Master's Degree in Sciences of Languages

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Dedication

THIS ACHIEVEMENT IS LOVINGLY DEDICATED TO THE MEMORY OF MY COMPASSIONATE FATHER, WHO WAS WAITING FOR IT WARMLY. GOD MAY COVER HIM WITH HIS GRACE AND MERCY

TO THE ROSE OF MY HEART, MY TENDER MOTHER WHOSE HEARTILY PRAYERS BROUGHT EVERY SUCCESS TO MY LIFE, AND FOR HER EVERLASTING AND UNCONDITIONAL LOVE. GOD SAVES HER

TO MY BELOVED BROTHERS OUSSAMA AND CHIHEB

TO THE MEMORY OF MY DEAR AND BELOVED UNCLE SAAD WHO OVERWHELMED ME WITH HIS TENDERNESS, CARING, AND LOVE. GOD MAY COVER HIM WITH HIS GRACE AND MERCY

TO MY WONDERFUL TEACHER AND SUPERVISOR WHO OVERWHELMS ME WITH INSPIRATION DR. BASHAR AHMED

TO MY SWEETHEART SOUMAIA, NADJAH, ALIMA, AND FATIMA

FOR EVERY ONE WHO LOVES ME AND CARES ABOUT ME

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Abstract

The current investigation attempts to demonstrate the importance of Formative Assessment in both learning and teaching processes. The main problem is that students do not appear to respond positively to FA, and teachers do not provide an effective FA during the course that makes students feel bored and prevents them to improve their acquisition of English language. Two hypotheses are formulated the first is devoted to students that is if students do not respond positively to FA, then they will not bridge their improvement gaps of learning. While the second hypothesis is specified to teachers that if they undertake to implement FA effectively, then they can improve learners 'acquisition of foreign language. It is important to answer the following research questions: what is FA for? What is the importance of FA in the learning and teaching processes? and how does FA work? In order to examine these hypotheses and answer these research questions, questionnaires are administrated randomly to both first year students and teachers at the Branch of English at Mohamed Kheider University of Biskra. The findings reveal that students respond positively to FA, but they encounter a serious psychological challenges one of them is the lack of self-confidence which prevents them to do so. Meanwhile, teachers do not use FA effectively because of their ignorance of FA process. This dissertation recommends that students should overcome their psychological challenges in order for better learning outcomes, whereas on the part of teachers, they need to be knowledgeable about all what concerns pedagogical basics such as language assessment to implement and vary FA effectively not only in middle and secondary schools, but also in universities.

List of Abbreviations

FA: Formative Assessment

LMD: License, Master, Doctorate

LT: Learning Targets

MKU: Mohamed Kheider University

ZPD: Zone of Proximal Development

List of Tables

VI

List of Graphs

List of Contents

X

Chapter two: A Probe on the Nature of Formative Assessment and

Teaching Strategies

XII

Chapter three: Questionnaire for Students: Description and

Analysis

Chapter four: Questionnaire for Teachers: Description and

Analysis

Appendices

General Introduction

Language Assessment had played an important role in improving and developing the language classroom. Language Assessment is a tool used by the teacher which enables him to know if the learning process occurred in the clasrsoom. For example, students could not reach what the teacher claims in the lesson because students differ from one another in their cognitive abilities, such as, thinking skills, learning styles, kind of learners, and etc. It also determines the teaching process, how it progressed to achieve the goals of learning and teaching. In short, it is important to implement language assessment in the class.

Formative Assessment enables both of English language teaching and learning to reveal how well the learner improves in learning. Moreover, it progresses the teaching process which enables the teacher using different strategies that fit the learners' styles during providing his feedback. Teachers can infer the student's knowledge and development through his instructions because of the use of FA.

Statement of the Problem

It should be acknowledged that students do not appear to respond positively to FA. In fact, they are unaware of this assessment due to their ignorance of this process and its benefits. They do not do homework and tasks that are given by the teacher during the lesson. Furthermore, students consider them as a systematic process that is implemented randomly without any purpose. On the other hand, teachers neglect the effectiveness of FA in the lesson that makes the students feel bored because the former neglect the nature of FA strategies and techniques. Indeed, the problem of negative responsiveness to this FA and the weaknesses of its effectiveness to find accommodate teachers and students' needs are at the core of this descriptive-interpretive study.

Aim of the Study

The overall aim of this research is to demonstrate the importance of FA in accelerating the learning process, as well as, involving the students in the class. To involve the students in the class through this assessment requires a good teacher, and

effective tools and strategies. However, students should firstly recognize that FA and learning process are two faces for one coin which is: The English Language. The following objectives have been identified of paramount importance in helping to achieve the aforementioned aim and to:

- Identify the Nature of both the learning process and formative assessment in the classroom;

- Evaluate the importance of formative assessment;

- Examine the usefulness of formative assessment; and

- Formulate recommendations for stakeholder (teachers and students).

Research Questions

This study addresses the following questions:

1. What is Formative Assessment for?

2. What is the importance of formative assessment in learning and teaching processes?

3. How does formative assessment work?

Hypotheses

The first hypothesis is:

If students do not respond positively to FA, then they will not bridge their improvement gaps of learning.

The second hypothesis is:

If teachers undertake to implement FA effectively, then they can improve learners' acquisition of foreign language.

The Value of the Study

FA is crucial for both teaching and learning processes. It determines what the students understand and what they do not understand, after they have taken FA, they will begin using all their thinking skills to do it well, and then the learning process will improve. In language teaching, teachers undertake FA in the classroom through their feedback and instructions to indicate whether the learning process has occurred well according to the learning goals, or not in order to bridge the improvement and achievement gaps. For example, it helps the teacher discover the students' needs, styles, knowledge, problems, and how well his students do. Consequently, FA accelerates and leads the learning process to better outcomes.

FA is a necessary procedure used by the teacher to display the learner's background. Learners should respond and contribute with this assessment to facilitate the task to the teacher to find out understanding and improvement gaps. Furthermore, it makes challenges and motivation in the classroom among learners, such as participations, asking intelligent questions, providing more ideas, seeking to obtain information, and etc. When doing so, learners can achieve the learning goals and lessons goals and objectives. With the contribution of the learner, the teacher could assign instructions and feedback from which he will be able to diagnose their abilities and challenges in learning. FA is vital procedure in the learning and teaching processes whatever the learner's grade.

This study addresses and focuses more on students who do not respond positively to their FA. Students of MKU of Biskra at English Branch are unaware of responding to FA positively which enables them to discover their learning styles, abilities, challenges, and etc. They should respond to them positively since it is assessment for learning. Teachers will also be included in this study because they are the only guide in the classroom in engaging those students through providing feedback and instructions. Briefly without the help of teachers, students cannot grasp many activities in the lesson.

Research Methodology

The nature of this research requires implementing the descriptive approach which describes and analyzes the problem to find out solutions. For example, describing the nature of the problem that is students 'negative response to their FA this attitude prevents them to improve their learning and bridge their understanding and improvement gaps in the classroom.

Choice of the method

This study undertakes the quantitative method which is going to answer the question how many are students unaware of responding to their FA? and how many are teachers implemented FA effectively?

Research Tools

Conducting a questionnaire is selected in data collection to the targeted sample as a tool to get background, seek to obtain information and opinions, and etc. Administering a questionnaire is for both teachers and students at the MKU of Biskra at English Branch because this tool is more concrete than other tools.

Population

Lodico, Spaulding, and Voegtle define: "A population is the wider group of individuals about which the researcher wants to make statements" (140). A population is a greater number of participants with whom the research will deal. The population of this study is students of first year LMD of Biskra MKU at English Branch. They are around 500 students. It is a realistic population which fits the sample requirement. Not only students with whom the research deals, but teachers are also included in this study from the same university who are around 28 teachers.

Sample

A Sample is a small number that is selected from the targeted population to be as representative one. The number of the sample is approximately 50 students. This sample has been chosen randomly because using this kind of sampling is to ensure the generalization of participants to the whole population and reduce bias. Moreover,

the appropriate number of teachers as a sample is 09 teachers from the same university.

The Structure of the Study

In order to understand FA, it should firstly understand how the learning process occurs, and then FA since it is assessment for learning. The structure of this study is divided into four chapters.

The first chapter is devoted for Understanding the Learning Process in the Classroom. This chapter displays what teachers and students need to know about the learning process that occurs in the classroom during the use of FA in order to engage the learner in the class.

The second chapter is specified for "A Probe on the Nature of Formative Assessment and Teaching Strategies". This section reveals how FA works, how procedures are used to teach the learner, and the importance of FA in English Language Teaching and Learning. It is important for both teachers and students who are the initial elements in teaching and learning processes. It is noticeable that both of FA and learning process are two sides for one coin.

The third chapter is an attempt to analyze a questionnaire for first year students of MKU of Biskra at the English Branch respectively in order to diagnose the learning process during the use of FA through assigning a questionnaire.

The fourth chapter is also an attempt to analyze a questionnaire for teachers of MKU of Biskra at the English Branch respectively in order to shed light on the validity of the use of FA in the class through assigning a questionnaire.

Research Limitation

Due to many reasons, this study contains potential limitations. The first limitation is that it was impossible to deal with all first year students, because of the huge number of students and limited time. The second limitation is that using the observation tool because an effective observation should be structured for the whole of the year not weeks, or some months for acquiring the real outcomes that lead to validity and reliability of this research.

Chapter One:

Understanding the Learning

Process in the Classroom

Chapter one:

Understanding the Learning Process in the Classroom

Introduction

Educational system focused more on the learning process in the classroom because of its importance which results compatible points of view among theorists about its nature. Theorists had provided different approaches to learning. For example, the behaviorist, cognitivist, and constructivist approaches on which teachers based to deal with their students whom they differ from each other in styles of learning, background, and ways of thinking. The purpose of this chapter is to understand the learning process in the class, the goals of learning which are going to be achieved at the end of the program by the teacher who played many roles in just one unit of instruction. Thus, what does learning process mean?

I. 1. Definition of Learning

Seifert and Sutton defined the learning process that "[it] is… relatively permanent changes in behavior, skills, knowledge, or attitudes resulting from identifiable psychological or social experiences" (19). Learning is a continuous process which lasts all lifetime when an individual understands how to perform an activity in order to apply it by himself, this application differs from an activity to another according to the nature of the activity in all domains of life. It can be physical as learning how to drive a car, social as how to deal with people, emotional as how to like or dislike a person, and cognitive as learning how to think skillfully (Pritchard 1). Hence, the only condition of the learning process is continuity forever because of its vitality that enables individuals overcoming difficult situation.

According to Reid, who provided some basics of learning and agreed with others that learning is attached to time, by stating that" learning is long term in many ways … it is a long life activity" (9). It is shown that learning starts from birth to death in different ways to learn better. Learning is commonly occurred in classroom where learners learn differently from each other because there are learners who learn rapidly, but others who take long time in learning. Taking long time in learning makes learners accumulate a

considerable amount of knowledge and then store them in their memory to use it when it is needed. Furthermore, it is necessary to enhance learning in order to gain better learning outcomes, this enhancement should be already planned for the sake of the variation of teaching methodology and gaining a better understanding and storage. Therefore, learning is also attached to memory where the individual stores all that is learned to recall it again, otherwise it cannot be said that someone had learned something.

I. 2. Approaches to Learning

Many approaches studied the learning process differently and according to their perspectives. There are three main approaches: behaviorism, Cognitivism, and Constructivism.

I. 2. 1. Behaviorism Approach

Behaviorists discussed the nature of learning process; the following theorists are representative ones. Behaviorist theory is based on scientific method and human's behavior in learning process. It is identified the learning process the behavioral relative endurance changes which result after an experience, and these behavioral changes should be observable. The learning process will not happen if there are no relative behavioral changes because the main principle of this approach that gives important to is the external process which focused only on what is observed (Jordan, Carlile, and Stack 21). Observable behavior showed the observer how the learner is learning externally not internally that denotes the exclusion of mental capacities.

As an example of behaviorism, Pavlov used the concept "conditioning" rather than "learning" because the learner followed a process of stimulus and response, the conditional stimulus results the conditional response of the learner (ibid. 22). A response comes after a stimulus as a condition of reacting.

The Thorndike behaviorist Approach presented a new model of learning which focused on the role of experience to strengthen or weaken a stimulus- response activity. He proposed that if the learner had been rewarded his or her correct response, this would strengthen the behavior needed. However, if this learner had been neglected his or her wrong responses, this would weaken it. This activity is called "reinforcement" which is the enhancement of a specific behavior to be repeated for accelerating the learning process

(Jordan, Carlile, and Stack 22). This way will empower the learners' learning more than before and at the same time will reject the misbehavior happens again.

Principles of behaviorism had been developed by many researchers whom provided a different new side with the respect of encouragement to the external behavior rather than cognitive activity. Skinner is a famous behaviorist, also brought a new idea which is named" operant conditioning". It is the behavior of the subject which reveals the response. For instance, when a positive reinforcement is given; the growth will be occurred again. However, the neglected response will not happen again. That is why, Skinner refused using punishment in correcting the behavior because the intended response is to increase behavior not to decrease (ibid. 25). The negative reinforcement is the favorable one for effective learning.

As it is noticeable that behaviorism approach advocated the human's behavior which is observable, excluding the internal power that is the cognitive ability.

I. 2. 2. Cognitive Approach

The cognitive approach came as a response to the behaviorist approach. Cognitivists encouraged the mental processes, all that is inside the mind, that behaviorism excluded. Therefore, cognitivists view learning as the consequence of structuring and processing information effectively (Glassman and Hadad 165; Jordan et al. 36). Learning is an internal process occurs in the mind in an organized way.

Glassman and Hadad admitted that the cognitive approach concentrates on the information process because the basics of learning is to collect information or evidence as much as possible to store it in the memory for another use. Hence, cognitivists give importance to the processed knowledge which leads to the responses as well as the organization of applying and selecting the information used designates the relation between stimulus and response (169, 170). Before stimulus and response occurred, there is a complex mental method had happened in the mind.

Memory, in cognitivist point of view, is the medium of behavior between prior experience and the actual action. Memory is the storage and use of prior learning when a person needs this stored information, he or she will remember it to use it again which is called recall, but if this person failed to remember it, this is called forgetting (ibid. 171).

Without memory an individual cannot remember what is learned before because memory should be refreshed from time to time through the use of stored information.

The sensory memory is a sort of memory which deals with senses such as seeing, and hearing which differ in duration of continuity. The visual memory lasts only for second or even less, while the auditory memory endures for three or four seconds. Another process occurred after the sensory memory has done its function, which is pre-attention process. This process is the person's conscious awareness to a specific instant (Glassman and Hadad 170). These two important sensory memories are necessary in education and all domains of life in differentiating between letters or sounds.

Memory works into two main stages in real life situation. The first is short term memory, which is the storage of evidence for a short time as 15 seconds. The second stage is long term memory, which is to store information for long time such as hours, days, weeks, months, and years. The distinguishable thing between them is that short term memory is very limited in capacity, where as long term memory is deemed to remember it even after decades. To move from one stage to another depends on the attention process that enables the individual to store the information effectively (ibid. 172, 173). Thus, attention is needed in learning in order to preserve the long term memory working forever as well as the overuse of the information assists the individual to not forget the stored information. Cognitivism Approach advocated the mental process and all what is interior, neglecting the individual's productivity.

I. 2. 3. Constructivism Approach

Unlike the other two approaches, Costructivists believed that learners can produce knowledge from their experiences independently without any help from others. There are two kinds of constructing knowledge: Psychological and social knowledge (Seifert and Sutton 32). Constructing is the ability of performing knowledge psychologically and socially by only the learner himself. Psychological construction is when the individual learns through cognitive organization and reorganization a recent data or knowledge. The organization step occurs partially through connecting the recent data with the previous ones because of their existence earlier with an understandable and significant way (ibid.). The pre- existing knowledge requires to be reviewed in order to add new information.

Dewey famous educational philosopher claimed that curriculum should be appropriately designed according to learners' previous knowledge, the expected roles, and activities that they will have after school, while Piaget provided two concepts which go hand in hand and they influence each other in the learning process assimilation and accommodation. Assimilation is a representation of new knowledge to a previous one. For instance, a kid before entering a school grasped that every flying animal or thing is called 'bird' because of his mental representation of the idea, this is like overgeneralization. However, accommodation occurs attached to assimilation which is the alteration of prior knowledge according to the newest information. For instance, the previous example of the child who over generalized the notion of 'bird', the child after understanding and distinguishing between flying animals kind such as, robins, and sparrows, he will modify and recapitulate the previous idea to the correct one which is airplane and fly are not bird. Thus, the process of assimilation and accommodation go hand in hand for empowering the child's thinking then give birth to what Piaget named "cognitive equilibrium". Equilibrium is a system equilibrates between the dependent on previous knowledge and the receptivity to new knowledge (Seifert and Sutton 23). The adaptation of the previous wrong knowledge is very important for the learner's learning and background, and even in daily life.

On the other hand, social construction view concentrates on the communication and relationships between the learner and an expert people. Bruner denoted that learners learn more than they used to learn when they receive a certain guide and help. Bruner named this instructional scaffolding which determined the significant of guiding learners' appropriately in times and place. Similarly, Vygotsky provided the same idea, but in different term" ZPD" which designates the student's appropriate performance, if he or she received a guidance from an expert person (ibid. 34). Hence, both psychological and social constructions reveal how students are dependent or independent in the learning process.

As a conclusion, it can be applied all the approaches together in order to fit the learners' needs and learning requirements for improvement and development.

I. 3. Learning Targets and Standards

LT is necessary in English teaching and learning because of its benefits on achieving the task of reaching the goals of education that facilitate undertaking language assessment and learning results.

I. 3.1. Definition of Learning Targets

Learning Targets as a term is concerned and connected with the student's performance. LT discussed two important elements which are the students' requirements of learning and the evaluation of the level of the performance. The first element is focused on the learner's capacity rather than the teacher because targets are given importance to the students' development which concentrates on potential knowledge after instruction and to what extent the students are related to the objective whether pre- instruction or after instruction (McMillan 39). This element is concerned the students' thinking and abilities according to the program's objective. Whereas, the second element is the evaluation of student's performance. Teachers have to set a particular aspect on which they are going to evaluate the students' work (ibid.). The teacher's evaluation should be objective and evaluating specific aspect.

I. 3. 2. Learning Targets

Constituting a certain learning targets in English teaching is very important in order to enable the teacher to design reliable assessment easily.

I. 3. 2. a. Educational Goals

Educational goals are global objectives which are designed for students' requirements such as performance and knowledge in a long period of time through teacher's instruction. As an example, the following goals are representative ones

The student will be able to:

- Use critical thinking and solving problems;

- Work in cooperation a team work;

- Recognize the specific way (style);

- Accept differences among cultures; and

- Follow autonomous thinking.

Goals exist in textbooks and authentic teaching as well as the teacher's guide to identify the function of educational system (McMillan 29). Setting educational goals is crucial

system in teaching and learning processes and for both teachers and students in the classroom.

I. 3. 2. b. Objectives

Objectives are more specific aims than educational goals. They are designed by the teacher to achieve the student's progress in a particular aspect at the end of the lesson. These objectives should be stated in forms of action verbs such as identify, formulate, do, and etc. according to the student's performance after instruction, and they should specify; observe, and measure the student's awareness. For example, students will summarize the passage, or will state the title of the passage (McMillan 31). Thus, objectives are set by the teacher to fulfill the intended performance at the end of the lesson.

I. 3. 2. c. Standards-Based Education

In the past, standards are used to imply only in the national council of teachers of Mathematics or the center for civic education. Currently, it is associated with all the subjects of education according to the grade level and the subject matter in order to obtain both performance and knowledge. Standards have four important types; content, performance, development, and grade level (ibid. 32). This change of implication allows teachers to know about the student's achievement.

I. 3. 2. c. 1. Content Standards:

It reveals what the lesson contains to achieve the student's performance and knowledge during the lesson. The content can be too specific or too general as well as its focus whether on student's knowledge for achieving, on the reorganization, or on reasoning skills. So it depends on the content standards requirements and principle (ibid. 33, 34). In fact, the content should be specific in order to achieve specific objectives of the lesson easily rather than general content which leads the teacher to unlimited areas of the lesson.

I. 3. 2. c. 2. Performance Standard:

After achieving content standard, the teacher should evaluate the level of competency, to what extent the previous standard achieved. This process helps the teacher discover various levels of students' achievement (ibid.). Therefore, this standard provides a description of students' degree of performance.

I. 3. 2. c. 3. Development Standards:

It is the developmental stages during the learning process. The former covers different grades of level. Those standards give support for the adjustment of development and preserving the progress of student's knowledge and performance (McMillan 34). In brief, Developmental standards support the student's achievement

I. 3. 2. c. 4. Grade – Level Standards:

It concerns the student's needs in each stage or grade such as, knowledge provided, performance that students should acquire or learn. Each level should be designed a particular skill to learn in order to facilitate the teacher's duty and gain the intended achievement (ibid. 35). Hence, students will be surrounded with all requirements which urge him to better learning.

I. 3. 2. d. Expectations

Teachers anticipate the students' performance according to their achievement and psychological factors. When the teacher observed that his anticipation did not realize, this was due to the students' difficulty of learning which prevented them reaching the high level of expected performance. The only solution that helps teachers meet their expectations is that teachers should equilibrate among standards and expectations, and then explain to students what is going to be achieved (McMillan 38, 39). In fact, teachers' anticipation may not be realistic because it exceeds the students' real level of learning.

I. 3. 2. e. Criteria

Students do not know how their teachers evaluate their performance and what teachers tended to obtain from their answers, this situation creates a problem between them because of the lack of teacher's knowledge, evaluation, and measurement. It is very important to identify specific aspects of criteria of student's product because the teacher will be able to gauge them. Thus, criteria should be clearly stated in order to evaluate the student's attainment without any ambiguity and facilitate the teaching process through providing clarity of the encouragement words such as, excellent work, good work; Identification the nature of evaluation; idea of goals of teaching methodology for parents and explaining what the encouragement words mean as well as the student will be able how to evaluate

himself or herself (McMillan 35, 36). It is obvious that teachers should give a precise evaluation of student's work for better guidance and learning achievement.

I. 3. 3. Types of Learning Targets

There are five main types of LT that learners rely on their learning process as skills that help them to understand their lessons effectively.

I. 3. 3. a. Knowledge and Simple Understanding Learning Targets

Knowledge and understanding are the basic of any subject as well as the learning process. Knowledge is what the student should know about the subject. For example, students will know how to pronounce words, how to deal with difficult situation in order to find solution, how to use skills, and etc. However, simple understanding is engaged in knowledge throughout learning process such as, understanding the meaning of the words, and the teacher's explanation (ibid. 42). Successful learning occurs when knowledge and simple understanding go together.

I. 3. 3. b. Deep Understanding and Reasoning Learning Targets

Deep understanding and reasoning are complex skills or processes employed by the mental abilities in order to solve problems through the use of previous knowledge and make relationships between things. Those mental abilities are critical thinking, analysis, intellectual abilities, and problem solving support learners to understand deeply and reason and thinking how to solve difficult situations logically (ibid.). Truly, not all learners can think logically or understand deeply because of their different mental abilities that prevent them reaching this level of complexity.

I. 3. 3. c. Skill Learning Targets

Skill LT is not remembering previous knowledge, then answering correctly to questions, but it is the use of all cognitive abilities such as knowledge, understanding, and reasoning altogether in order to find solution and prove the student's competency. Similarly to the teacher's ability of managing the classroom behavior that is the skill. In other words, it is the ability of performing something through the use of knowledge and reasoning skill (ibid.). It can be said that skill LT is students' intelligence and wisdom in learning.

I. 3. 3. d. Product Learning Targets

Product learning is the students' performance which depends on the primary achievement, knowledge, understanding, and reasoning skills. According to those features, the teacher can judge on the student's capacity of using them in classroom assessment (McMillan 43). Therefore, product LT enables the teacher to prove this ability in the classroom and at the same time assessing the student's work.

I. 3. 3. e. Affective Learning Targets

This type of LT is completely different from other types because it deals with the student's mood such psychological features as emotions and feelings. For example, a negative learner towards subjects and learning is a real problem for teachers while involving them because positive attitudes and impression are effective factors for better learning (ibid.). The teacher should take the role of diminishing these negative attitudes towards learning or the language in itself and engaging his students in classroom.

I. 3. 4. Sources of Learning Targets and Standards

There are different sources of extracting LT to achieve them in the classroom. These sources are stated briefly below.

I. 3. 4. a. Bloom's Taxonomy of Objectives

Bloom's taxonomy is a famous reference to construct learning objectives which include initially cognitive objectives. Bloom's taxonomy contains six complex levels in the cognitive domains such as, knowledge, comprehension, application, analysis, synthesis, and evaluation levels. The knowledge level identifies all kinds of knowledge (see appendence three), whereas other levels are considered as intelligence and skills which represent "higher" levels. This cognitive domain played a great role in all types of cognitive learning in terms of using specific action verbs, and modifying psychological and educational models (ibid. 33, 34). These classifications cannot be applied altogether because there are another tasks that the teacher should implement in the class.

I. 3. 4. b. Bloom's Revised Taxonomy of Objectives

The purpose behind revising this taxonomy is driving teachers to demonstrate the particular nature of the intended learning. This modification tended to define and write LT, so that to consist of two dimensions, the knowledge, and cognitive dimensions. The first dimension is divided into four sub-levels which determine several kinds of knowledge such as Factual knowledge, conceptual knowledge, procedural knowledge, and meta-cognition knowledge. On the other hand, the cognitive dimension is divided into six sub- levels which determine the complicated thinking process from low level to high level in forms of verbs, create, evaluate, analyze, apply, understand, and remember. It is noticeable that the knowledge level stated in forms of specific nouns, while the cognitive level is designated for verbs. This revised taxonomy brought great benefits for both teachers and headmasters for being accurate rather than the previous taxonomy was too general (McMillan 45). Bloom had perfectly adjusted it to an intelligent classification of objectives which helped teachers to teach precisely.

I. 3. 4. c. Professional Preparation

When a student becomes a teacher, his experience as a student helps him too much as a teacher. This experience provides him the way of how to evaluate and analyze all what is been taught before determining the appropriate or inappropriate for learning process. In addition to, the recent researches provide teachers with the newest discovered elements about the appropriate learning objectives (ibid. 46). Indeed, the experience of the teacher as a student enables him to understand student's learning and psychology in the class.

I. 3. 4. d. Textbooks

All teachers need to have textbooks for teaching students as a guide because they provide teachers' information about planning lessons, delivering significant instructions, assessing student's learning, and identifying the lesson's objectives. These objectives are really benefited although they may not fit teachers' approach and particular teaching situation because these objectives are designed for a several global classes and regions as well as they aimed to focused or limited objectives (ibid. 46). In fact, teachers had better apply some objectives instructions of these textbooks because they may be designed in higher level than students have.

Evaluating the textbooks objectives occurs through using the following three main criteria. Objectives should be clear and stated to show student's ability in performing or knowing instruction, because textbooks sometimes may not mention the appropriate characteristics to be used. The second criterion is the insurance of objectives for students' background, skills, and the level of objectives equals the student's level. Thirdly, the objectives should include all the students' results, be completed and global, and check if important elements are ignorance or not (McMillan 48). Hence, through practicing all these characteristics, the teacher will be able to diagnose the nature of objectives, if they are appropriate and accurate for his students. In case of inappropriate of these objectives, he will adapt and raise the objectives to meet students' needs.

I. 3. 4. e. Existing Lists of Objectives

Lists of objectives are available in all yearbooks, textbooks, handbooks, and all books of different domains. It is necessary for teachers to ask the administration about their program guide as reference to follow in their teaching instruction (ibid. 48, 49). There is no book without lists of objectives which highlight the path of the reader whatever the book is about.

I. 3. 4. f. National and State Standards

National and state standards provide teachers with general expectations in order to stress on the important elements. Administrators equilibrate the specific objectives between the student's achievement and curriculum so that the concentration on the standards which contain a clear expectation of background and the student's achievement (ibid.). In fact, not all students are similar in their learning and levels because southern students are completely different from northern students, and thus this national and state standard may only fit the northern students.

I. 4. Learning Styles

It is widely acknowledged that not all learners learn in the same way at the same classroom because of their own specific preferences and styles in learning as Pritchard argued "Each individual will adopt an approach to learning with which they are most comfortable and in doing so leave behind the approaches with which they are less comfortable" (42). Differently stated, learners create their own method which facilitates to

them the learning process, rather than the complicated one. This operation of adoption is shared by any learner who wants to learn easily without any obstacle. The following styles of learning are generally adopted by all learners.

I. 4. 1. Sensory Preferences

It is the desire of learners, how to learn at ease and the way they like. Sensory preferences are divided into four elements visual; auditory, kinesthetic, and tactile learners.

I. 4. 1. a. Visual Students

Students of this type could not learn if lessons, conversation, and oral guidance are presented without visual material. That is, learners prefer to learn optically. For example, they like seeing diagrams, graphs maps, words, and pictures. In order to identify those learners in the classroom, they use their hands in remembering and thinking about information (Pritchard 44; Celce-Murcia 360). Learning by sight could not be reliable and effective all the time because not all teachers explain their lessons in forms of visual aids because of the lack of these materials, and time consuming, as well as it excludes the other types of learning such as listening.

I. 4. 1. b. Auditory Students

Learners can learn only if there is interaction conversation, and communication in the class. By listening to the teacher's explanation, hearing stories, and other audio material that learners can depend on their learning. The individual can easily identify this kind of student through their moving eyes and nodding heads, when they want to recall information (Celce-Murcia 360). Listening to the information is the most applied style by teachers in their lectures.

I. 4. 1. c. Kinesthetic and Tactile Students

Using the body in learning is the preference of this kind of students. For example, students in classroom like moving around the room, sitting on the desk, or performing an activity (Pritchard 45). They learn by doing and applying what they learn physically because they cannot learn in a motionless way.

I. 4. 2. Personality Types

Personality has also impact on learning. For instance, there are four psychological aspects of personality types that learners own.

I. 4. 2. a. Extroverted vs. Introverted

Learners who empower themselves from the external world are called extroverted learners because they like communicating with others for making friendships. For example, they prefer working with their classmates and doing activities by their own since they dislike setting without working others to share some information for better understanding (Pritchard. 46). This kind of learners is socially engaged, and they have the opportunity to gather as much as possible knowledge from others. Nevertheless, introverted learners like studying by their own. That is, they work alone without their classmates in their works, and they do not have more friends. Those learners can achieve better success and save time (ibid. 47). Thus, a perfect teacher is the one who can make a balance between these two types in order to provide every one of them the right to participate equally.

I. 4. 2. b. Intuitive-Random vs. Sensing-Sequential

Intuitive learners prefer to innovate new knowledge and new responsibilities because of their imaginative thinking. However, sensing learners are absolutely different form intuition learners because of their desire of studying with teachers' guidance. Furthermore, they believe in facts realities, and use all their senses in learning. For instance, they always ask for their teacher's explanation of the lesson (ibid. 47). Consequently, the only solution to deal with both of them in the same class is to specify moments for intuitive students by devoting several options and extensive activities, at another time for sensing students by organizing and devoting clear lessons.

I. 4. 2. c. Thinking vs. Feeling

Celce-Murcia admitted that thinking students are more earnest in their thinking regardless to other's emotions because they like to show off their proficiency. On the contrary, feeling students are friendly in their treatment and speaking with others. To compensate between the two types, the teacher could endeavor to make thinking students learn emotionally and feeling students reduce their emotions with thinking students (361).

Both thinking and feeling would reduce slightly from their emotions, or earnest studying in the class.

I. 4. 2. d. Closure-Oriented vs. Open or Perceiving

Closure learners are very strict in learning because they need to a specific duration of time in doing their tasks for answer it. Although they are characterized with hastiness of their evaluation, they do all their efforts in doing it. However, open students are always ready to perceive pieces of information at appropriate time. Unfortunately, open learners are not serious in learning because they consider every task as a game not as a task which needs to be answered. A cooperative learning is the central way to make the both profit from each other (Celce-Murcia.361). Mixing both of these types is the best idea for reducing hastiness and seriousness in the class.

I. 4. 3. Desired Degree of Generality

The preference of information quantity is differed from learner to another. Some learners like studying generally, but others prefer to study all what concern certain information in details. For example, global learners tend to achieve a global idea about something without insisting on other details. In contrast, analytical learners exaggerate in knowing more information and knowledge precisely (ibid.). Hence, integrating them together is necessary for their benefits.

I. 4. 4. Biological Differences

Biological factors could denote the learner's styles in the class such as, 'Biorhythms' which is the specific time of day to learn. For example, some learners would prefer to study in morning rather than in afternoon, or evening. These differences of preferences empower them to achieve better learning process, and feel comfortable. The sustenance learners feel enjoyable in learning if they brought some food with them. While location learners can be influenced by the physical setting of the classroom such as, chairs, lighting, and etc (ibid.). Only a brilliant teacher could adapt his learners' preferences.

Another important types of learning that Honey and Mumford determined are; activists, reflectors, theorists, and pragmatics (qtd. in. Prichard 24). These types are related to thinking skill.

I. 4. 4. a. Activists

Learners are always active and included in team works in order to obtain new knowledge because they like new ides rather than routines (Pritchard 24; Cohen, Manion, and Morrison 177). Innovation of thoughts and knowledge are their principle in learning.

I. 4. 4. b. Reflectors

Reflectors take a long time to express their ideas after listening to what others convey, and then they provide what they have as a background and what they infer from other's opinions (Lucas 43). Therefore, their decisions come after two steps thinking and gathering information.

I. 4. 4. c. Theorists

Students rely on observing themselves and others to give in birth a new learning after questioning and evaluation. For this purpose, they cannot have the rest till they reach the core of activities in organized and logical way (ibid.). These steps they are following in learning make them reaching to the highest level of learning.

I. 4. 4. d. Pragmatists

Pragmatists work better individually rather than in group work because they delve into new knowledge, thoughts and invention. These make their performances serious (Pritchard 24; Cohen, Manion, and Morrison 177). There are many learners could not work in a team work because of their individuality in learning.

Teachers feel confused when they find themselves inside multi-styles classroom in designing the appropriate task for them. As a result, teachers should equilibrate their instructions, and be careful to place learners with appropriate learner style as it is mentioned before (Harmer <u>Practice of English</u> 43). In fact, it is difficult for teachers to adjust their instructions in multi-styles classroom because of the limited time of explaining the lesson.

I. 5. The Roles of Teachers in the Classroom

Hedge admitted that" it is possible to identify the teacher in a number of roles in [the] lesson" (26). It is obvious that teachers can play various roles in just one lesson. Harmer

also agreed with Hedge in this idea who stated that teachers" within the classroom [their] role[s] may change from one activity to another, or from one stage of activity to another. If [they are] fluent and making these changes, [their] effectiveness as teachers are greatly enhanced" (57). This difficult task, playing several roles in the class according to type of activity, reveals the teacher's fluency when doing so. Indeed, teachers who can play multiple roles in the lesson are really successful in explaining lessons and facilitating the learning process. The following roles tended to improve the student's development.

I. 5. 1. Controller

Teachers can control their students very well, if the latter is working individually. The appropriate time for performing the controller role is making announcements, renewing orders, explaining the lesson, and discussing through questions and answers. For example, the teacher controls the originality of the word (Hedge 26; Harmer 58). Unfortunately, not all teachers succeed in playing other roles because they keep control their learners all the time which excluded the student's background.

I. 5. 2. Organizer

Providing students with pieces of information, instructions while students are performing an activity, doing team work, pair work, and giving ending for topics in appropriate time are called organizer role. It is the best one in the organization of students while performing several activities. Teachers should master playing this role whenever it is needed through the following steps:

a. Students' involvement and preparedness is an initial step before organization;

b. Providing appropriate instructions according to their levels of the language in organized way;

c. Stating the time allotted to students for every activity; and

d. Indications of ending doing the activity through the students feeling of boredom, or finishing the activity earlier (Harmer 59). Really, organizer role is crucial to be existed in the class.

I. 5. 3. Assessor

All students anticipate a report about their proficiency in English Language which is called as assessor by providing feedback, correction, and grading students. The following steps are significant for teachers to use it:

    a. Informing students the reasons and the way of assessing;

    b. Equality of assessing students in the classroom; and

    c. Awareness of the student's responses while getting bad mark (ibid. 59, 60).

The knowledge of how teachers evaluate the student's performance leads students to evaluate themselves.

I. 5. 4. Prompter

Teachers should encourage their students while doing activities, especially role-plays because students forget some words, or feel scared as they have lack of vocabulary. The prompter role in this situation is to support those students to go ahead by saying words, phrases, or suggestion (ibid. 60). Encouragement is very necessary to motivate students in the class and reduce the stress, as well.

There are lots of roles that teachers can play in the classroom interchangeably, but the aforementioned are the most important. For example, planning lessons is also one of the most important duties which follow certain steps and criteria to implement an effective teaching (Hedge 30). Not all teachers know how to design an effective lesson plan which they have to learn how to implement in the class.

I. 6. The Roles of Students in Learning

Autonomous, independent learning, learning in English Language Teaching enabled learners to learn effectively and recognize their responsibilities in the class. Learners' roles briefly should be as follow:

    a. Preparing lessons and methods of learning in order to distinguish between goals and perceptions. This is a slight difficult for young learners, that is why this approach is specified to adults who could express their needs in learning;

b. Preparing exercises which prove the learner's understanding of exercise aims in the classroom;

c. Success in learning requires learning not only inside the class, but also outside the class such as, at home for proving the ability of planning lessons, doing exercises, and adjusting learning autonomy;

d. Methodology of learning is extracted by students based on their difficulties of learning and problems which result the discovery of factors that motivate them for better learning outcomes (Hedge 34, 35).

Independent learning reduces the opportunity of students 'reliance on the teacher's help in the classroom all the time.

I. 7. Difficulties with Learning

All learners have difficulties with learning which differ from learner to another. For example, a learner may have an internal problem such as, cognitive problems, and physical problems as in hearing and seeing. Moreover, others have external problems such as, ineffective teaching methodology, and program which are not appropriate for their levels. Teachers can identify those problems and manage them to fit their capacities, whereas the internal difficulties the teacher could only control them little (Westwood 44, 45). The teacher's duty is to reduce these difficulties in the class for better learning outcomes.

Pritchard identified four main stages according to learners' difficulties in learning (58). Not all these stages can be existed together on one learner, but it may exist only one or two of them on one learner.

I. 7. 1. Difficulties with Input

The input is the provided information by the teacher to his students which they receive through all senses. Those senses may affect the learner's learning, if the learner has a problem with. For instance, problem of hearing prevents the learner to distinguish between sounds, and listen to teacher's instruction. Visual problem is also an obstacle to see letters which are written in the board such as, writing them in wrong manner (Pritchard 58). For those reasons, those learners should sit in front of the class in order to help them receive the correct information.

I. 7. 2. Difficulties with Integration

Learners who have the problem of retelling or producing previous knowledge about season, story, and notions, they fail to remember them as they perceived at the first time in organized and categorized way. This is because they have problems with memorization and notions generalization such as, the inability of memorization of names of months, seasons, and days (Pritchard. 58). Those learners require an extensive concentration.

I. 7. 3. Difficulties of Memory

Learners store information for another use whenever it is needed. This information can be visual memory which is attached to what eyes have seen, this results difficulty in reading passages, writing words, or spelling. If it is compared with working memory, the former will consider as a serious problem which faces learners who could not remember the stored information (ibid). Storage information should be repeated it several times in order to progress the learning process.

I.7.4. Difficulties with Output

Output is considered as language because learners used stored information to reuse in forms of language. The difficulty with output is concerned with language especially the spoken language. For instance, students fail in remembering information when it is needed to answer the teacher's question (ibid. 59). Problem with output happened because of some psychological challenges such as, anxiety, or unpreparedness of answering a question.

In order to create an effective teaching, teachers should bear in mind that difficulties to reduce them, or change teaching methodology, and make it appropriate for learners. For example, the adaptation of classroom program according to students' interests and abilities (ibid. 45, 46). An effective teacher is the one who supports his learners to meet the teaching and learning goals.

I. 8. Meta-learning

Quinn defined meta-learning as" learning to learn" (184). The purpose of meta-learning is making learners perceive their skills and abilities in learning in order to select the appropriate approach for them. So that enhancing and accelerating the learning process to better outcomes. Watkins, Carnell, and Lodge clarified that meta-learning is covered what

the individual has already as a background, or knowledge (123). It is the individual's experience and adjustment in learning.

I. 9. Meta-cognition

It is the cognitive process or activity which is used and progressed by the learner in order to understand their learning strategies and styles for the self-evaluation (Cohen and Manion, and Morrison 176). While Salkind argued that Meta cognition is the self-awareness of the way of thinking and monitoring of mental process (587). From those perspectives, it is inferred that meta-cognition is complex and high process that learners apply during the learning process.

Learners can manage their own learning and thinking through the use of particular strategies of meta-cognition from which they benefit in learning. Those strategies are highly cognitive such as, planning, monitoring, regulating, and evaluating. The monitoring and evaluating are implemented to ensure whether the learning process is developed to attain the intended results. In case that these strategies do not reach the goal, the evaluation process will play the role of diagnosing the quality of the task whether it is clear, or not while planning and regulating strategies are for planning how to learn and how to think about the task, after that it will organize and regulate both learning and thinking (ibid. 125). Through these strategies the learner is assessing the quality of his own thinking and success (Seifert and Sutton 178). Strategies of meta-cognition support the learner in understanding difficult topics and trying to solve them.

I. 10. Zone of Proximal Development vs. Scaffolding

Both ZPD and Scaffolding are crucial for successful learning and teaching.

Vygotsky had provided the concept ZPD which means the actual learner's level and the next achievable level after the teacher's help or a classmate's help in order to reach a high level, or from known to unknown (Salkind 1017). Reid also reported that "what [the learner] can do in corporation today, he can do alone tomorrow" (10). Truly, the group work is helpful for the learner to move from ambiguity to clarity, and from low understanding to high understanding. He summarized Vogotsky's theory in the following points:

a. The achievement of student's performance without teacher's help or classmate's help (independently) is different from the student who received some teacher's instruction, or help;

b. There are some areas that learners could not achieve them because of unpreparedness to tackle with new performances of knowledge(ideas, or thoughts); and

c. Successful teaching is to provide learners with tasks according to what they have currently studied.

starting from vygotsky's point of view, Bruner provided a concept of "Scaffolding" which is the help of the teacher to learners to accomplish a difficult task which learners cannot do. However, if learners recognize this task, the teacher will reduce his help slowly (Seifert and Sutton 863). The role of teachers in helping learners while facing difficult situations is crucial in order to clarify learner's confusion.

According to Salkind, Scaffolding instruction consists of different aspects which are as follow:

1. Teachers should be aware of the curriculum aims, standards, and student's needs in order to select an appropriate task;

2. Both teachers and students should share the same objectives to realize them, so that they will have motivation in learning;

3. Teachers should help students' progress depending on their needs and understandings;

4. Teachers should help only what students need through asking questions, and discussing topics;

5. Teachers guide students to concentrate on the targetable aims by questioning, explaining, rewarding, and encouraging;

6. Teachers should create comfortable environment in order to reduce frustration and anxiety in the class; and

7. Teachers should provide students the opportunity to do the task independently (863).

As it is mentioned before that teachers play a significant role in the classroom which demonstrates the importance of teacher's help for his students.

I. 11. Learning and Motivation

Harmer defined motivation as" [it] is some kind of internal drive which pushes someone to do things in order to achieve something" (The Practice of Eng 51). This broad definition denotes that motivation is a power exists inside the human being which urges him to perform actions for achieving intended outcomes. Brown determined these two types of motivation with a small description.

I. 11. 1. Self-Motivation

It is called the internal motivation on which the scientific research proves that learners who are motivated internally to learn, they are successful people in their lives because they own a strong internal power to do things without any demanding from others to do. The best reward for these students is success (19).In fact, those learners Sometimes fall in boredom to learn when the teacher will act as a motivator factor for activating their internal power.

I. 11. 2. External Motivation

Schools, teachers, and parents are external factors which urge the student to learn. This kind of motivation makes students less successful in their lives because they are pushed or obliged to learn by external reasons which reduce the student's learning and achievement in English. Indeed, the most important kind of motivation is the self- motivation which contributes to the permanent learning forever, and learners should converge from external to internal motivation (20). Although the importance of internal motivation in learning, it sometimes requires for external reasons' supports because students sometimes encounter such psychological challenges as boredom.

Differently stated, Hedge identified that not all learners have the same reasons to learn English Language whether the learner is an adult, or young. For instance, adults learners tend to learn English for hobby, interact, or communicate in English. She indicated that motivation can be integrative motivation or instrumental motivation. Moreover, the integrative motivation is the desire of involvement in the target culture, while instrumental

motivation is learning as a tool in order to realize other objectives such as, gaining a job (22). Learning for specific reasons could motivate ambitious learners who want to achieve their dreams and goals of life.

I. 12. Learning and Assessment

It is necessary to keep assessment and learning attached to each other because learners will be able to judge on their learning, so that the best way is to integrate them together in order to make en effective learners who they will improve and develop in learning process (Watkins, Carnell, and Lodge 151, 152). Hall and Burke confessed that" assessment that enhances learning capacity would make the criteria of success explicit and this raises again the issue of feedback" (14). Learning and Assessment go hand in hand to facilitate both teachers and students reach their goals and achieve success. Accordingly, there is no learning without assessment and no assessment without learning because the purpose of conducting assessment is to accelerate the achievement of learning goals and teaching as well.

Conclusion

In conclusion, the discussed elements in this chapter presented the nature of learning process in the classroom which all teachers and students should recognize in order to spot light on their weaknesses to be improved and achieved success in their lives since learning lasts all lifetime. This study will further reveal the other side of learning, which is assessment that teachers implemented for promoting learning especially, Formative Assessment that is going to be discussed fruitfully on the next chapter.

Chapter Two:

A Probe on the Nature of

Formative Assessment and

Teaching Strategies

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A Probe on the Nature of Formative Assessment

and Teaching Strategies

Introduction

The main focus of this chapter is on the formative assessment as a permanent activity during instruction since it is assessment for learning. FA is used to modify teaching strategies according to students' needs and adapt the learning process according to learning goals as well. FA should be implemented effectively for gathering feedback about student's skill levels and gaining satisfactory learning outcomes. Therefore, FA is the mediator between the teacher and students that reveals achievement and understanding gaps of students and the appropriate strategies that fit students 'levels and needs.

II. 1. Definition of Assessment

Assessment is a basic process in the educational system because it is permanent activity in the classroom for all grades in order to assess the learners' performances (Nicholls 117). In particular, assessment is to gather a several types of information that is going to be analyzed by the teacher, then making interpretations about students' performances or knowledge for educational decision. As Salkind argued:

> Assessment can provide information that helps teachers to identify students who need additional instruction, special services, or more advanced work... teacher[s] reflections on their instructional effectiveness. Based on data collected through kinds of assessments, teachers can make instructional decisions about re-teaching a lesson or unit or moving ahead with more challenges lessons. Results of assessments can provide feedback to students to indicate areas in which performance needs improvement and areas in which performance is satisfactory (610).

On the contrary, the teacher who does not implement assessment in the class, s/he cannot identify the students' knowledge, how much they acquired from his/her instruction,

or to what extent the lesson meets the students' needs, and even instructions are given in terms of appropriateness to students' styles of learning, thinking abilities, or levels in order to decide what to do. Indeed, Assessment is crucial in both teaching and learning processes.

II. 2. Purposes of Assessment

Purposes of assessment are different from what a particular assessment aims for because the word 'purposes of assessment' is for all the assessment, while the term 'aim for' is specified to what one assessment is aimed at. As an example, FA aims at assessing students' development and performance during the lesson. Westwood provided different purposes:

1. Offering teachers the opportunity of self-evaluation of teaching and curriculum in order to adjust some elements of the lesson appropriately according to students' learning;

2. Discovering students who have some difficulties with the lesson and even with learning in order to support them with extra explanation;

3. Offering evidence for new students who are just coming from another institution as well as those who need a specific education;

4. Teacher's preparedness of any students' parents visit for providing them with their children achievement; and

5. Teachers' preparedness of any educational inspector for examining student's level of achievement (72).

These purposes are really crucial for both teachers and students and even student's parents for solving certain problem that students encounter whether in learning or in their misbehavior.

Cohen, Manion, and Morrison recommended another purposes of assessment such as, making general evaluation on teaching, learning, program, teachers, and students as well as motivating both teachers and students (327). Evaluation and motivation facilitate involving students in learning process and teachers in providing effective lessons.

II. 3. Definition of Formative Assessment

Many authors had provided several definitions and identifications of FA in teaching and learning processes. For example, Popham offered his own definition "[It] is a planned process in which assessment elicited evidence of students' status is used by teachers to adjust their ongoing instruction procedures or by students to adjust their current learning tactics" (7). FA is an operation used by the teacher in order to gather information about the students' knowledge and performance for modifying whether the teaching methods in the lesson according to students' learning or even the students themselves in improving their learning process.

Hamm and Adams argued that FA occurs throughout the lesson for facilitating the learning process for teachers such as, providing feedback and modifying instructions in order to lead students to successful learning (2). While Nicholls agreed that FA is a continuous process which aims at successful learning development (118). Because FA is assessment for learning that supplement both teachers and students with information about their achievement, points of strong or weaken (Cohen, Manion, and Morrison 329).

All these definitions from different authors elucidate one fact which is the continuity of the process during the instruction in gathering evidences for the improvement of learning and the adjustment of teaching instructions concerning students' needs.

II. 4. A Brief History of Formative Assessment

The first implementation of FA was when Socrates asked lots of questions to his students in order to evaluate what they learn, and organize his instruction through their answers (Greenstein 20). Socrates was considered the first one who practiced FA in order to help his students in the learning process.

The concept formative assessment is definitively modern, after using Socrates methods in form of questions. Scriven made the difference between formative assessment and Summative assessment according to their aims in eliciting the students' knowledge. Furthermore, it is distinguishable by Scriven that FA is to select information from student's performance, then make an evaluation in order to modify the program in lesson plan and its stages of progress. This evaluation is done for the sake of improvement. However, Summative assessment occurs after the curriculum created and implemented for the aim of

diagnosing if the curriculum achieved the designed objectives, or not (Greenstein 20). The difference between them is clearly shown in the nature of operation whether during or after a unit of instruction and their aims as well.

Undertaking to implement FA was applied by Bloom, the first who applied it in order to prove the students' mastery of language. For instance, the realization if students achieved the mastery of language objectives for their actual advanced level. Furthermore, FA spread widely in 1970's when students grasped how to be self guidance (ibid.). Bloom added new element in applying formative assessment that is the demonstration of the mastery of language.

Later on, Bloom proceeded on his works that had a relation to FA for identifying two crucial aspects. For example, feedback to students and correction conditions to all parts which are important to learning process. In addition, the exploitation of FA for the division of classroom into group work focused on the modification of answers whenever it is needed. For this point, teachers will be able to distinguish between the instructions which fit the one student' needs throughout the chosen teaching procedures and modifying answers (ibid.). Bloom's challenge of seeking to obtain information about all what concern FA brought up its use during teaching process.

II. 5. Aims of Formative Assessment

According to Hanauer, Hatfull, and Jacobs-Sera, FA tended to yield the provided information in order to make the decision of how to attain the curriculum objectives (24). On the other hand, McMillan explained that after finishing the process of collecting data about the students' performance, knowledge, and understanding abilities, the information will be evaluated and provided the appropriate feedback for students because FA aims at the improvement of both learning and students' motivation. For doing so, it is obligatory to implement curriculum, engage teachers' judgments of students' performance or behavior as a permanent process, provide feedback to students and instructional correctives (118). Aims of FA serve teachers in giving explicit instruction to their students meaningfully.

FA tends to show the connections among the student's new ideas and knowledge as understanding, as well as clear meaning in a small and effective step (ibid.). While Nicholls discerned that FA intends to the acceleration of successful learning, identification

of strengthens and deficiency in student's performance or work (118,119). These aims are targeted the appropriate instruction for advanced learning and successful teaching.

II. 6. Significance of Formative Assessment

Greenstein identified that FA has great importance in educational assessment. The following points clarified FA:

1. Plays a great role in supporting the curriculum several types by giving feedback to identify the nature of lessons, students' abilities, and achievement in learning;

2. Achieves the learning process in the classroom that can be implemented regularly by teachers, when they use it;

3. Allows teachers to accumulate knowledge about their students' mastery of goals and gaps of learning in order to set decision of priorities about the following lessons;

4. Designates the student's needs for more instruction or more practice;

5. Closed the gaps which led teachers and students to be careful about the gaps of knowledge and understanding with extra learning strategies;

6. Promotes the relationships between the teacher and students for the sake of working together to better attainment;

7. Increases students' involvement and motivated in the class; and

8. Helps students to concentrate on parts which require more revision and parts that reveal development (30, 32, and 69). These points are representative for the importance of formative assessment in the classroom which most of teachers do not know.

II. 7. Essential Elements of Formative Assessment

According to Pinchock and Barndt, FA contains four aspects: Identifying the learning gap, feedback, student involvement, and learning progression.

II. 7. 1. Identifying the Gap: it is to determine the previous knowledge and future knowledge, as well as providing appropriate instruction to achieve intended learning targets. After following these steps, it will be easy for the teacher to decide what kind of

instruction is appropriate for students in order to match their development with learning targets through involving them in activity (5). Closing students' different gaps is the teacher's duty for better learning and teaching processes.

II. 7. 2. Feedback: it can be from the teacher of students to each other in order to evaluate the actual performance of students learning and impart the following stages in learning (Pinchock and Barndt 6). Feedback is helpful for acquiring appropriate knowledge and corrections.

II. 7. 3. Student Involvement: teachers and students should work together to promote actual learning process and achieve the requirement of developing learning which results meta-cognition skills, from which the learner is able to process their learning and pinpoint the appropriate time for teacher's help (ibid.). Involvement in learning means involvement in teaching.

II. 7. 4. Learning Progression: controlling students' development every time is very important for teachers in order to set the objectives and standards for better learning according to students' needs (ibid.).

II. 8. Types of Formative Assessment

Formative Assessment has two main types which are completely different in their use and nature planned FA and interactive FA.

II. 8. 1. Planned Formative Assessment

According to Cowie and Bell, this type is ongoing evidence which is familiarized with planned formative assessment. It is employed for deducing the students' abilities of thinking whether at the beginning of the lesson or at the end on which students will take a long period of time to respond. The purpose of this type is to improve both learning and teaching since the procedure, which is used in accumulating data, is through tasks and activities. Students will respond to the given activity of the lesson after understanding it, the teacher will propose to proceed on the learning process according to the students' earlier work (qtd. in Hall and Burke 14). This is known as formal type in gathering information according to previous and actual performance in the class.

II. 8. 2. Interactive Formative Assessment

It is exchanging ideas or knowledge between the teacher and students during communication. It occurs randomly without any preparation in activity unexpectedly. Furthermore, interaction may happen at any moments such as, team work, pair work, or individual work. As it is aforementioned that the goal is to make learning better than before through involving or supporting the students' learning when the teacher will notice, recognize, and respond to students' thinking. His process is based on teachers and students leadership rather than the curriculum leadership and overgeneralization if a temporary information.

The teacher will observe the students' thinking and learning in order to grasp their information. After that, the teacher will immediately answer to the appropriate noticeable behavior. For some teachers, the interactive type is difficult to plan but it is helpful for other teachers depending on the teacher (qtd. in Hall and Burke 15, 16). Although interactive formative assessment paves the way of students' leadership in the class, it takes time in discussing the topic with students, so that the teacher will fail to cover all aspects of the lesson.

II. 9. Techniques of Using Formative Assessment

Westwood provided foremost ways of implementing FA in the classroom as follows:

II. 9. 1. Observation of Students at Work

Designing observation is a natural and significant way of classroom assessment. This observation is better than formal test because of its support in producing information and valuable implementation such as, application of knowledge, solving problems, thinking skills, and etc. Observation is initial tool for successful teaching (73). Observation can do what tests cannot do in discovering the student's needs.

Observing students during work leads teachers to implement an "authentic" assessment. Assessment involves students in yielding present activities during the lesson more than using the innovative activities which seem unreal of assessment aims. In order to judge on some areas of learning and progress, direct observation is the solely way for doing so, especially for evaluating physical and social skills, attitudes, and self-regulation (ibid.).

Students with learning problems need to dynamic assessment progressively from which observation derived as a part. The former is the state of providing an activity from the lesson to those students. As a result of this activity, the student will try to do it independently when the teacher is observing his/her own performance. In case of inability of doing this task, the teacher will decide the kind of information which fits the students' needs for accomplishing the giving task effectively. After that, the skill of giving information will be taught immediately.

The same way will be repeated, the teacher will give a similar activity, then observing the performance or reaction of the students to notice how much students can learn from clear instruction in short period. Westwood was against this idea because it is not effective to give the lesson again when the teacher could just change the method of teaching to another one, or provide an extra time for activity. Dynamic assessment is the adjustment and modification according to students' answers (Westwood 74). Re-teaching the lesson may affect the students' attention to the lesson and at the end no one will learn motivationally.

McMillan argues that informal observation of students' behavior is permanent more than assessment activity because it is not already planned. For example, the most participating students in every class are observed by an effective teacher, the former displayed their performance more than others (119, 120). Teachers are daily observed the students' behavior informally or unintentionally.

Teachers can observe easily the students' body language, facial expression, gestures, and eye contact which are called non verbal behavior which conveyed clearly more than what the student is saying. These non verbal behaviors allow teachers to assess meaning and feeling (ibid.). Thus teachers can infer from these features the status of student's understanding and psychological state.

II. 9. 1. a. Facial Expressions

The only most significant source of non verbal behavior is the face through which feelings are conveyed and revealed the real meaning. It is necessary for teaching purposes that the teacher should know and be aware of the students' understanding and motivation through their facial expressions which denote confusion, doubt, frustration, and puzzlement to determine non- understanding or decreased in level.

Eye contact is also important in indicating preparedness, self-confidence, and competence. However, eye movements such as, looking down, or away, looking around the class or even outside the window, and etc. All these signals indicate different interpretations such as, ambiguity, non- involvement, boredom, and lack of self-confidence (McMillan 121, 123). Eye language is tool for conveying a particular message for teachers by embarrassed students.

II. 9. 1. b. Body Language

Body language is also attached to the meaning that the student wants to convey or fear to convey it. The following classifications of non verbal behavior differ from each other in terms of aims. For example, an emblem is a key body indicates to say conscious message as raising the hand to another person's face means stop; waving the hand towards you means come here; putting the finger into the mouth means quite or calm. Whereas, an illustrator employed to raise classification and consciousness which reinforce strong feeling of massage as putting two fingers near to each other means small; pointing out your finger to things explains that you want to talk about it.

However, the affect display of bodily communication denotes emotions by position of the body and some gestures the student's position of sitting if it is relaxed reflects a positive effect, but if it is in form of crossed hands and legs, strict body demonstrate defense and negative effect. On the other hand, regulators used to denote the initiative of answers, continuing speaking with one of raising hand or finger, eye contact, head nodding, smiles, and raising eyebrow. These gestures convey an initiative regulator (ibid. 123, 124). Only an alert teacher can notice the body language.

II. 9. 1. c. Gestures

Gestures allow the teacher to prove the students' deep understanding through their hands and arm movements. It is the only way to some students to show their learning, understanding, and explanation of an answer (ibid.). Gestures are relatively the same with body language because students use one of the body parts.

II. 9. 2. Appraising Students' Work Examples, Homework and Portfolio

Giving exercise or pieces of homework daily or weekly should be prepared for the sake of proving students' performance, accuracy, and nature of the achievable work after a

period of time. These exercises revealed how much students reach to the objectives of the lesson. However, other exercises are used to demonstrate the degree of improvement or even its absence (Westwood 75). Exercises provide teachers with data of the student' understanding and awareness of the lesson.

Motivating students in gathering their previous pieces of homework or exercises after a period of time is called 'portfolio assessment. This portfolio assessment is done by both teachers and students in order to compare their levels and discuss previous efforts. Furthermore, assessing portfolio has only a drawback which hinders teachers' work is the hidden students' comprehension behind the provided activity because it does not reveal the students' own effort or work. Despite this fact, portfolio assessment spread in language teaching and learning (ibid. 82, 83). Thus, portfolio allows teacher to follow the students' development, decrease, and persistence in their learning and achievement.

McMillan demonstrated that all teachers use praising in their classroom which concentrates on the students' performance and thinking skills to display all what students are doing in the class is appreciated, grasped, and attached to their reactions (142). Praising motivates students and empowers them with self-confidence. A successful praise should be specific aiming at students' efforts. For example, a teacher praises the paraphrased story as it is organized very well; the teacher will say to the student you discuss the point of the story, you have done a hard work by giving details" Excellent job". Secondly, spontaneous praise accompanied with precise expressions which indicate the teacher's real attitude towards the student's performance in a simple, direct, and normal language. For instance, "good, you have done a nice work by drawing the nature".

Praise should also show progress; as an example, it is noticeable that you proceed on your learning" Keep up". Finally, praising should be varied and targeted to students 'performances; otherwise, the teachers will seem insincere in his praising such as good or nice job. To sum up, effective teacher is the one who employs verbal and non- verbal praising at appropriate situation of performance and development accompanied with smiling (ibid. 143). Praising encourages students to do all their efforts in learning and creates challenges among students as well.

II. 9. 3. Interviewing Students

Interviewing is a conversation between the teacher and students about what the students had done in the exercise and the results obtained of the test. It is also face to face operation which supports the teacher to point out the students' understanding, ambiguous elements of the lesson as well as the students' thinking, after that, the teacher will provide them with a peculiar awareness and guidance. Moreover, it permits assessing students' affective factors such as anxiety, opinion, attitude, and mental and academic factors (Westwood 83). The teacher can easily evaluate the students' understanding and knowledge through interviewing them concerning the lesson.

On one hand, McMillan provided purposes of using questions in interviewing students in the class which are; engaging students in the topic, enhancing their thinking and understanding, revising content, and assessing the students' development. The appropriate time to ask students or interview them is throughout the instruction for gaining the students' knowledge and understanding of the lesson. These questions should be characterized with specificity and clarity which lead to just one answer without any confusion; it should reflect the learning objective in order to enhance knowledge, understanding, reasoning targets, students' thinking, and development. The involvement of the whole class is another criterion of using questions and the allotted time should be appropriate in order that students could think of the right answer. After that, the teacher will give encouragement response such as, right and correct. Finally, questions should seek for initial answers (130, 131, 132, and 133). Asking questions should be objective and direct relating to the lesson.

II. 9. 4. Quizzes and Informal Tests

There is an only quick method to encourage students in learning and recapitulating previous activities, which is a quiz or short test. In a quiz, teachers could not modify or correct all the students' classroom answers, but they only select a particular paper of students to be evaluated. Students sometimes can learn more from quiz test by listening to teachers' corrections. All in all, the focus of this assessment is on factual evidence, not on how to apply or transform that evidence (op. cit. 83). The teacher here may select an excellent student's paper to evaluate it, he will not discover other students misunderstanding.

McMillan agreed with Westwood that the purpose of quiz is providing actual knowledge and skills rapidly for teachers, after that the teacher will analyze it in order to give instruction and correctives one for leading students forward (137). Through using quiz tool, the teacher can clarify ambiguous points of the lesson that embarrassed students did not ask for.

II. 10. Instruction and Feedback in Formative Assessment

Instruction and feedback are the most important processes in using FA in the classroom from which teachers can decide the appropriate teaching strategies to meet their students' needs.

II. 10. 1. Instruction

Popham offered a definition of instruction" [it] is the means by which the teacher's students attain a curricular end" (61). He described instruction as a tool which guides learners to achieve the goal of program. In fact, instruction is a tool for promoting and improving the students' knowledge, background, and understanding, but not achieving only the final program without any progressing in learning.

Harmer recommended, in his book how teach English, a good characteristics of providing instruction in the class. Instruction should be too simple and logical because simplicity enables students understand easily the lesson without wasting time. While logical instruction is to provide students with organized and related information to the previous and followed data (4). Giving mixed information makes students feel confused and bored, so that they cannot follow the teacher's instruction.

Instruction of McMillan's point of view is the awareness of making continuous assessment of students' knowledge and performances in order for adapting these instructions according to students' needs. It is making the decision of instruction by effective teachers. Decision involves two kinds, process instructional decision which is an immediately decision as ending up the lesson, questioning differently. Whereas, planning instruction decisions is the teacher's personality in the class such as, changing students' seating, making arrangement of tables, making workshop, and planning for extra homework (11). Instruction is very necessary in the classroom for promoting learning because there is no teaching without instruction.

However, Petty's point of view is special from others because he suggested that giving appropriate instruction occurs before starting the teacher's instruction when the entire classroom should keep silent because silence is the best condition for giving instruction. Moreover, attracting students' attention by clapping hands as an example, but not limited. As well as giving a precise and concise unit of instruction (106). Indeed, the appropriate atmosphere in providing instruction is silent class where every student is concentrating on the teacher's explanation which is clearly and organized given without any tiredness so that students will be better understood.

II. 10. 2. Feedback

Westwood defined feedback as the teachers' perspective on student's progress and needs after performing an activity in order to motivate and inform them (63). However, Hall and Burke indicate that feedback is given specifically for students who are low achievers rather than other students. The only evidence for this indication is the achievement of success to learners because of the complexity of guidance (53). Since feedback is very important in the class and especially for those who could not achieve satisfied results, teachers should give more focus on joining them with others to achieve what the latter achieve. Therefore, Gower, Philips, and Walters designate that feedback is a permanent duty through which the teacher facilitates the students' self-assessment of success and development (163). After students recognize the teacher's feedback, s/he will make a regulating of his/her learning for satisfactory results.

Briefly, feedback has two types that teachers can use interchangeably in the class which are oral and written feedback. According to Brookhart, oral feedback occurs in informal way. For example, when the teacher observes the development of the student's performance through the lesson, but formal feedback is used to end up the lesson. The appropriate moments in giving feedback is the students' preparedness to listen and receive it as well dealing with the entire classroom without any exception (48). Not only instruction requires silent and careful students to study, but feedback also should be provided in appropriate time and performance. Westwood added "written feedback on students' class work and homework assignments also serves a useful purpose" (70). It is provided in form of assessment such as workshop, homework, and task. So written feedback as Brookhart argued is continuously rather than oral feedback because of its availability whenever students need to reuse it or revise it (48). Truly, written feedback is

useful than oral which can be forgotten through time because the former will remain as a reference for students whenever it is needed (see Appendix four).

Effective feedback should be characterized with a certain criteria. Westwood recommended that feedback should be descriptive praise and very specific to students' satisfactory work (70). For instance, describing the quality of the work whether it is good, nice, or wonderful, and then the reason behind this praising as the essay is very organized and unified. However, the teacher would make corrections in case of an unpleasant or incorrect feedback. Corrective is an appropriate process for correcting mistakes and errors which are done (64). Gower, Fillips, and Walters discerned that feedback can be directed to one learner or group discussion (6). Effective feedback should be provided to entire the classroom for global benefit even if it is for undesirable performance.

II. 11. Strategies of Using Formative Assessment

Greenstein elucidated that formative assessment can be conducted in three main strategies which should be applied in selective, intentional, and studied way. The point is to make concentration on students and priorities to learning results. According to these strategies, the teacher will find out the way of application in gathering assessment evidence to teaching, giving instruction according to particular aims and standards, designing and planning assessment and instruction that supplement the student's learning (36). These strategies are used prior, during, and after instructions in an organized manner.

II. 11. 1. Formative Assessment Prior Instruction

The main goal that all teachers should take it into consideration is to focus on learning results because students ought to achieve and employ the goals in order to lead instruction. In short, designing the initial lesson requires pre-assessment (ibid.). Every lesson should have aims and objectives that are going to be achieved at the end of any instruction before starting teaching.

II. 11. 1. a. The Power of Pre- Assessment

All people' works have a daily diagnosing of new materials before using them or evaluating them such as, car mechanics, dentists, doctors, marketer, and etc. This diagnosing is used as pre-assessment. However, teachers in education do not apply pre-assessment process of the classroom in order to assess their students' knowledge and skills;

they start given instruction and explaining the lesson directly. Consequently, teachers cannot make a diagnosis about their students' learning for getting a prescription to learning. It is very important for teachers to check students' background before starting the lesson because they will deduce the way of giving instruction. Pre-assessment is the most important first step for formative assessment and effective instructional design (Greenstein 38, 39). Pre-assessment is the guidance of teachers in indicating the students' level, difficulties, and background.

II. 11. 1. b. Clarification of Prior Knowledge and Skills

There are two ways in conducting pre-assessment of knowledge and skills, the formal way and informal way. Pre tests are for formal way which implement to identify the students' background and knowledge quickly. For example, true/false pre tests allow the teacher to adapt his/her instructional design and content. If the students' pre tests demonstrate that they are self-confident and knowledgeable, the teacher will integrate formative assessment with instruction. However, the students' pre- test which indicates their lack of understanding of pre-assessment, the teacher will start the lesson by focusing on basic knowledge and gauging students' understanding formatively before applying their knowledge (ibid. 39, 40). Assessing students' knowledge or background before giving instructions is crucial to decide what tasks fit their levels, and what are not.

II. 11. 1. c. Identification of Predisposition, Values and Beliefs

The identification of Predisposition, Values and Beliefs postulate a several kinds of pre-assessment rather than designing pretest to evaluate students' knowledge and skills because of the different previous students' experiences which impact on learning process. Through open-ended questions, the teacher could identify the previous characteristics of students' learning which urge the students to convey their ideas, or opinion (Greenstein 42). Seeking to obtain students' values and beliefs prevents some compatible ideas during the lesson.

II. 11. 1. d. Cognitive Preparation for Learning

It is argued that remembering the previous knowledge accelerates the brain ability to connect between new information and comprehension improvement which is called accommodation. Pre-assessment encourages the reflection that supplements thinking organization and understanding extent. Without forgetting, memory process which is

already discussed about storing information (Greenstein 43). Cognitive abilities should be awakened through preparedness for learning to create motivation.

II. 11. 1. e. Strategies and Tools for Assessing Prior Instruction

Greenstein provided the most acknowledgeable and important strategies and tools for supplementing formative assessment such as, entrance slips, corners, gallery, and sticky notes (44). These tools may fit a particular classroom subject, but do not fit another one because of the differences of students and classes that teachers should be aware of this fact.

II. 11. 1. e. 1. Entrance Slips

This happened only at the beginning of the lesson, that's why it is called "entrance". It is the students' answers to what the teacher is asking about the next instruction. The activity slips attracts the students' interest. In addition, it provides teachers feedback about students' level of understanding and their beliefs (ibid. 45). It is an effective strategy to prepare students for the lesson.

II. 11. 1. e. 2. Corners

This is a strategy from which teachers can grasp students' knowledge and beliefs before starting the lesson instruction. It is quick way and visual in previewing. For example, the teacher can select a corner of the class where he will put a mark of answer, and then he asks the students about the next instruction to see how much their answers reflect the mark.

Corners can be done with a group work and adding another marks of answers in each corner of the class, after that the teacher will discuss with his students why they choose a corner rather than the other. The purpose of this tool is to gather data about students' degree of thinking (Greenstein 48, 49). It is impossible to apply Corners tool in overcrowded classes where there is no space to move on freely and few of students will have the opportunity to perform it appropriately.

II. 11. 1. e. 3. Gallery

Gallery is like corners in using visual image as a method of students' knowledge, skills, or opinions. This method displayed students' answers to teacher's questions. For example, the given answers may be in terms of computer graphic, single expressions or words, drawing, and etc. Gallery can be accompanied with students' name or groups name that

produced it. Furthermore, there are lots of strategies or ideas to apply the gallery method. For instance, it could be designed with colors and drawings to stick it in the wall (Greenstein 52). This tool will encourage students who are learning visually.

II. 11. 1. e. 4. Sticky Notes

It is a supplement tool for different assessment which involves signal, storing, and analysis. These sticky notes contain the students' knowledge and skills for communication and engaging them in the lesson, recapitulation the next instruction, and modifying the lesson's content or changing it. Learners who are kinesthetic styles learn better with this method because it discovers students' analytical tool. Signaling is the indication of how students know about the concept, or the topic through giving them card with red color on one side and the green color is in the other side of the card.

In case of, the student does not know the provided topic, s/he will hold the red towards the teacher in order to stop and devote sufficient time for making tasks clear. While storing is to ask students for writing words they know in relation to the next topic n forms of notes, then posting these written words on large board. However, analysis is used at the beginning of the lesson in order to elicit the extent of students' analytical abilities (Greenstein 55, 56). Sticky Notes is useful for embarrassed students who could not ask their teachers explanation

II. 11. 2. Formative Assessment during Instruction

During explaining the lesson teachers use other procedures that attempt to encourage and motivate learners in order to enhance the learning process

II. 11. 2. a. Ongoing Assessment for Ongoing Learning

Learning process is a permanent process which needs to a permanent modification from time to time because of the different students' learning, levels, understanding, background, and skills they came with. This is influenced on the instruction process and on their reactions. After the teacher obtained the outcomes of pre-assessment answers, he might have adapted the teaching plan strategies during given instruction (ibid. 65, 66). Both of learning and formative assessments share the same feature of continuality.

II. 11. 2. b. Benefits and Rationale

Assessing during instruction is crucial for teachers to know what to discuss quickly or to devote time for the misunderstanding of concept or topic. In addition to the adjustments of instruction which fit all members of the classroom, or just for practical students to make the appropriate decision about (Greenstein 67). The following benefits of assessment during instruction should be taken into consideration:

II. 11. 2. b. 1. "Quick pulse" Measurement of Group Understanding

Teachers made pauses during instruction to check the students' understanding and evaluate the emergence of learning through a particular question. Students may answer the question in several ways. For example, raising their hands or pressing on electronic clickers as an indication of understanding (Greenstein 67). Pauses allow students to think about their difficulties of the lesson and enable the teacher indentify students who are not involved in the lesson and learning process.

II. 11. 2. b. 2. Insight into Individual Progress

Identification of individual students through the use of formative assessment is necessary to discover students' difficulty of some terms, implement rules as an example, answer according their feedback, and background (ibid.). It is impossible to diagnose every student's needs in one class specially, if the class is overcrowded.

II. 11. 2. b. 3. Support for Benchmarking

Benchmarking is the comparison between the results of learning goals and the standards selection for improvement as a whole. Making insight into all the class and the individual achievement through the measurement of understanding assists both teachers and students to discover the latter power, confusing elements, extra skill, and the knowledge progress which lead to the mastery (Greenstein 68). Consequently, the adaptation of instruction is for the fulfillment of students' mastery for standards.

II. 11. 2. b. 4. Development of Critical Thinking Skills

The teacher's observation to students' deep understanding and thinking on the topic will lead to the discovery of students' level of processing new knowledge because this is

helpful way to specify instruction for individuals and the classroom (Greenstein 69). It is the students' intelligence in organizing the knowledge in learning.

II. 11. 2. b. 5. Insight into Changes in Beliefs and Dispositions

FA during instruction can show the extent of students' changes on their thinking focused on workshop, or research. These changes in beliefs and dispositions indicate the students' thinking and analysis of current subject. It is unlike pre-assessment when teachers seek to obtain the students' beliefs and disposition about the topic (ibid.). FA can influence on what students think about.

II. 11. 2. b. 6. Support for Student Self- Assessment

Student's self-assessment is the students' ability to assess their works or learning which is a skill slowly developed. This skill will be progressed if students have the chance to do it throughout a unit of instruction (ibid.). Self-evaluation enables the students to discover weaknesses and gaps of learning to improve it, or ask for the teacher's help.

II. 11. 2. c. Tools and Strategies for Assessing during Instruction

The following strategies fit both all instructional process and several content areas. The strategy should be selected appropriately according to the gathered information and the way that will be used (ibid. 70). If it is chosen inappropriate strategy, those strategies will lose their usefulness and value in motivating students.

II. 11. 2. c. 1. Voting Card

Voting car is an appropriate tool to evaluate facts and beliefs. In classroom, teachers are used to ask closed questions such as, yes/no, agree/disagree and true/false questions. Students will answer to this kind of question in forms of designed and drawing, sticky notes, and etc. the used colors are like the traffic signals. For instance, the red color is for no, the green color is for yes, and the yellow is for not sure. These strategies are helpful and amazing, especially for embarrassment students that encourage them to participate in the class unintentionally (Greenstein 71). Voting cards urges students to participate and interact with the teacher smoothly.

II. 11. 2. c. 2. Fingers-up

Fingers-up is a strategy used by students when the teacher asks a question, the student will raise two fingers together for disagreement; while one finger is for agreement according to what they understood using their fingers from zero to five, or the example's number that they are thinking about their learning process (Greenstein 73). It is vital strategy for motivating, but foreigner learners would not acquire the oral accuracy and fluency of the target language.

II. 11. 2. c. 3. Line-up

Teachers can evaluate students' sequencing ability which is the organization of knowledge. For example, the teacher provides a group of words, or ideas in a sheet of paper in order to classify them orderly. This strategy occurs better in group work through which students can discuss and compare their classification (Greenstein 76). Classifying knowledge allows students to think in high level which makes challenges between them and creates enthusiasm among groups.

II. 11. 2. c. 4. Graphic Organizer

Graphic organizer reflects the students' thinking because it allows the teacher to know the way that students classify and match information together. For example, diagrams, mind maps, tables, charts, and semantic organizer could be posed whether at the beginning or at the end of the lesson. Furthermore, its benefits such as, giving ideas about the learning development, giving the students' critical thinking, feedback, questioning, and the teacher's discussing of the results obtained make the learning process reaches new outcomes (ibid.77). Only a perfect teacher can choose the best organizer for the appropriate topic.

II. 11. 2. c. 5. Bump in the Road

It is the confused point in a unit of instruction that encounter students' in their learning. For instance, the teacher asked them to write their difficulties of the lesson in order to find solutions. This strategy consumes time and hinders the operation of instruction occurs quickly (Greenstein 81). Although its disadvantage, it is useful because students will have the time think and remember the previous learning and their understanding gaps.

II. 11. 2. c. 6. Electronic Response Systems

Instructors can employ technology during instruction to which the learner can respond by clickers and remotes. This response is deemed as feedback to teachers whom they know about the students' learning when the former will make instruction's modification, teaching the lesson again, and design assessment (Greenstein. 87). Using technology in the classroom can involve students in the lesson and make interaction with the teacher.

II. 11. 3. Formative Assessment after Instruction

At the end of the lesson the teacher would help students to reach the learning targets and the final elements of the lesson.

II. 11. 3. a. The value of Post-Instruction Assessment

Accountability in FA can be clearly shown from the beginning of the lesson till summative assessment, which is assessing students after finishing the whole lesson, and standardized tests (ibid. 102). All in all, assessing for learning is related till the last moments of instruction.

II. 11. 3. b. Insight into Remaining Gaps in Understanding

When the teacher is used all the strategies of prior and during instruction to answer the students' misunderstanding or misinformation, students will not find confusion in the way of learning (ibid. 103). Post instruction encourages students to have the opportunity to ask about ambiguous tasks and close the gap of understanding which is remained.

II. 11. 3. c. One more set of Data for Charting Growth

In summative assessment, learning development is strong evidence of achieving the intended results. There are some students do not do well in this assessment because of the affective reasons such as, stress memory problem which does not reveal the real understanding of students' learning in comparative with what s/he did in formative assessment instructions, activities, and pieces of homework (ibid.). These graded tests do not provide the real level of students' knowledge about the lesson.

II. 11 3. d. Strategies for Post-Instruction

Making a summary, matching questions and answers, and writing question are sometimes integrated into post instruction assessment. These strategies support the students' learning. In addition to these strategies, there are other useful strategies as follow:

II. 11 3. d. 1. Nutshelling

It is a process that the teacher follows in order to discover ways that engage students and their understanding through asking them about the summary of the lesson. The students will recapitulate the lesson differently according to his/her thinking skills whether by drawing chart or performing in few minutes because summary is very complex to do it in selective and organized way (Greenstein 106). Summary could locate whether at the beginning or at the end of the lesson to think back about previous important points concerning the lesson.

II. 11. 3. d. 2. 3-2-1

It is a descending strategy of answers from three answers to one answer. For example, the teacher asks his students three questions, students will answer three answers for the first question; two answers for the second question; and one answer for the third question (ibid. 108). The purpose of this strategy is to testify the students 'abilities in organizing their ideas and motivating those students in learning.

II. 11. 3. d. 3. Ball Toss

This strategy professes if students have understood the lesson or not as well as the degree of knowledge they acquired from their teacher. For example, the teacher will select a student from the list to ask him/ her about a certain point of the lesson according to the students' mental abilities. In case that this student does not have an answer to the question, s/he could pass the question to one of his classmates.

When the chosen student answers the question, the teacher will repeat this operation with another student and different question. Provided that no one of students guessed the answer, it means that there is problem of knowledge which requires to be solved and reviewed (ibid. 108, 109). Checking students' understanding and knowledge by this way will discern the students who do not understand the lesson.

II. 11. 3. d. 4. Grab Bag

The nature of this method is also to recapitulate the main points of the lesson, but in puzzled way. Grab Bag strategy is when the teacher bring a box in which s/he puts a small pieces of papers that contain questions about the lesson. After that the student will come across to choose one of these papers in order to answer. Pieces of papers can be phrase or sentence, or puzzle that students have to guess the answer (Greenstein 111). Students will be stimulated their mental abilities and thinking skills for better learning outcomes.

Conclusion

In this foregoing chapter, it has tried to spot light on the nature of FA and its usefulness in daily instructional decision of the classroom because FA is the axis of any classroom assessment and learning process without any doubt. Therefore, it discerns the quality of students' performance in the class and their needs in learning. To sum up, there is no formative assessment without the adjustment of instruction and correctives of feedback which are crucial points in language assessment because both of them help students to identify their weaknesses to be improved and teachers to change their instructional units.

CHAPTER THREE:

Questionnaire for Students:

Description

and

Analysis

Chapter Three: Questionnaire for Students:

Description and Analysis

Introduction

The current chapter is devoted to the analysis of students 'questionnaire. It is necessary to give students an opportunity to express their ideas not only by means of assignments but via a questionnaire as well. The obtained data and results will enable this research to diagnose the teaching and learning processes during the use of FA. The participation of students is a prominent importance because of the main objective behind devising such a questionnaire which is to draw some conclusions and verify the following hypothesis: If students do not respond positively to Formative Assessment, then they will not bridge their improvement gaps of learning.

III. 1. Administration of Students 'Questionnaire

A total number of 50 copies of the questionnaire were provided to first year English Students randomly from the English Branch at MKU of Biskra, who were genuinely helpful and kind. Only 48 answered questionnaires were handed back which constitute the present sample the response rate is therefore of 96%. It should be acknowledged that the questionnaire does not need a prior piloting because of the clarity of the questions and expressions.

III. 2. Description of Students' Questionnaire

The questionnaire contains sixteen questions divided into three sections (see appendix One). The descriptions of sections are as follow:

Section One: Background Information: it seeks to obtain information about the participants: three questions (Q1-Q4). Their gender male or female; the type of Baccalaureate Arabic language Arts, Scientific, or Technical; the nature of their choices of studying the English Language whether it was personal or imposed, and the last question of the first section is the reasons behind the selection Studying English as a Language.

Section Two: Understanding the learning process in the classroom: it inquires to gain the nature of students 'learning in the classroom with their teacher (Q5-Q11). For example, their learning styles, ability of studying dependently or independently, and their contribution in the class such as, participation, and doing their exercises were taking into consideration.

Section Three: A Probe on the Nature of Formative Assessment and Teaching Strategies: It contains questions which seek to obtain information about the students 'attitudes to their exercises and pieces of homework (Q12- Q16).

Section Four: Further Suggestions about exercises and homework: This section consists of one question (Q17). Here, the students are required to give any suggestion (s) they see relevant to exercises and pieces of homework.

III. 3. Analysis of Students 'Questionnaire:

Section one: Background Information

Question one:

1. Gender

a- Male ☐   b- Female ☐

Gender	Number of Participants (N)	Percentage% (%)
Male	19	39.58%
Female	29	60.41%
Total	**48**	**100%**

Table 1: Students 'Gender

Graph 1: Students 'Gender
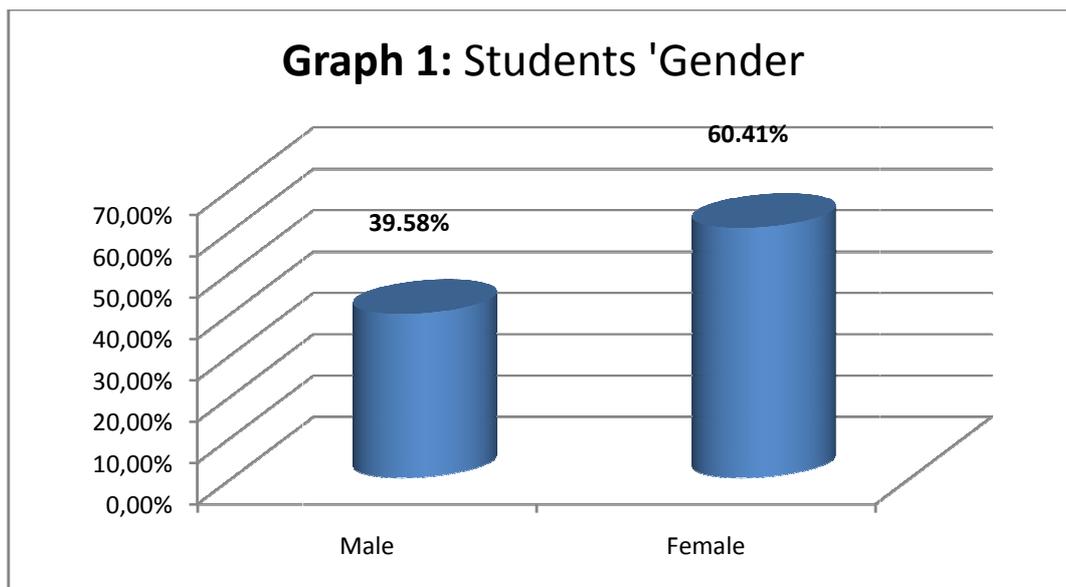
The findings reveal that the majority of students are female who represents 60. 41% of the present sample, while male represents only 39.58% of the sample. It is clearly determined this difference, and thus the sample consists of male and female who provide different attitudes, beliefs, opinions, and preferences.

Question Two:

2. What type of Baccalaureate do you hold?

a- Literal ☐   b- Scientific ☐   c- Technical ☐

Type of Baccalaureate	N	%
Literal	25	52.08%
Scientific	21	43.75%
Technical	02	04.16%
Total	48	100%

Table 2: Students 'Types of Baccalaureate

Graph2: Students 'Types of Baccalaureate
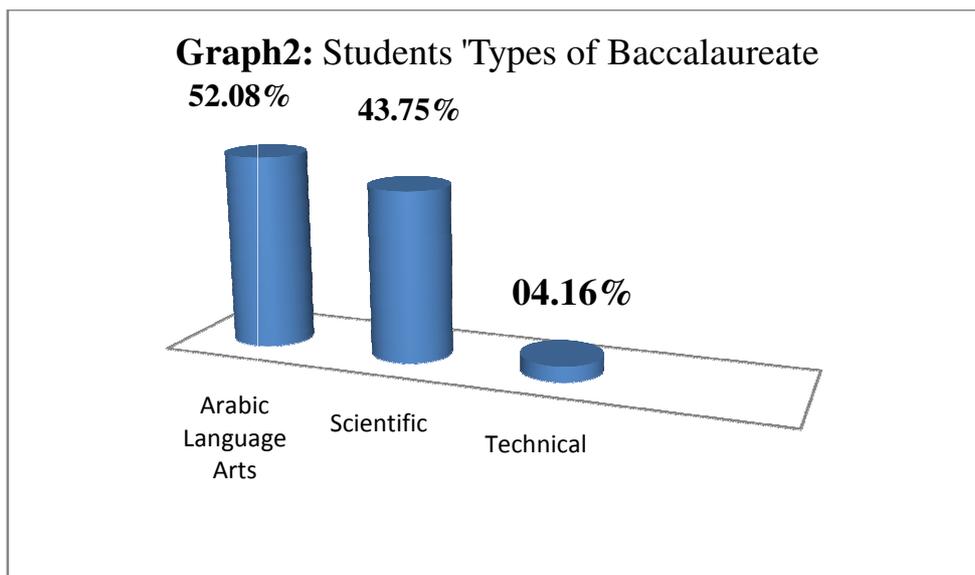
The results demonstrate that students of the same class have different backgrounds, and different experiences with regard to the way they streamed in the secondary school. The sample is considered representative in that the population is varied (Arabic language Arts: 52.08%, Sciences: (43.75%), and Technical :(04.16%) and consequently reflects a variety of perceptions. Therefore, participants who have technical stream and they are studying English, this is because their obtained level of Baccalaureate Exam did not allow them to select what they wanted.

Question Three:

3. Your choice of English was:
   a- Personal ☐
   b- Imposed? ☐

The choice of English	N	%
Personal	46	95.83%
Imposed	02	04.16%
Total	48	100%

Table 3: Students 'Choice of English

Graph 3: Students 'Choice of English

95.83%

4.16%
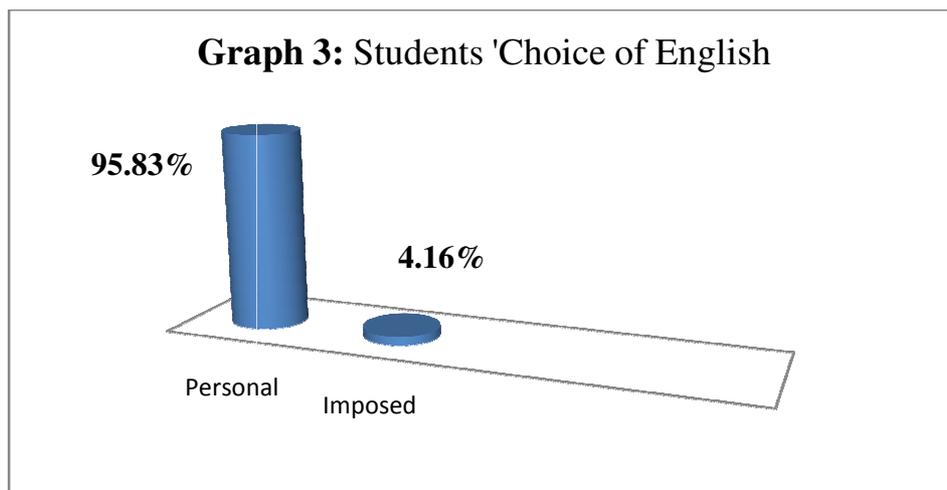
Personal

Imposed

The vast majority of participants 95.83% have chosen studying English personally according to their desire. These attitudes reflect the quality of the participations 'learning. However, only 2 of the whole sample are imposed in studying English, because of their obtained level did not allow them to choose the technical branches, representing 4.16% this accounts for their learning achievement.

Question Four:

4. If it is your personal choice, why did you choose it?

a. You like English

b. You want to travel abroad

c. For job

Options	N	%
You like English	24	50%
You want to travel abroad	09	18.75%
For Job	09	18.75%
Both of (a) and (b)	01	02.08%
Both of (a) and (c)	01	02.08%
No answer	01	02.08%
All of them	03	06.25%
Total	**48**	**100%**

Table 4: Reasons of Choosing Studying English

Graph 4: Reasons of Choosing Studying English
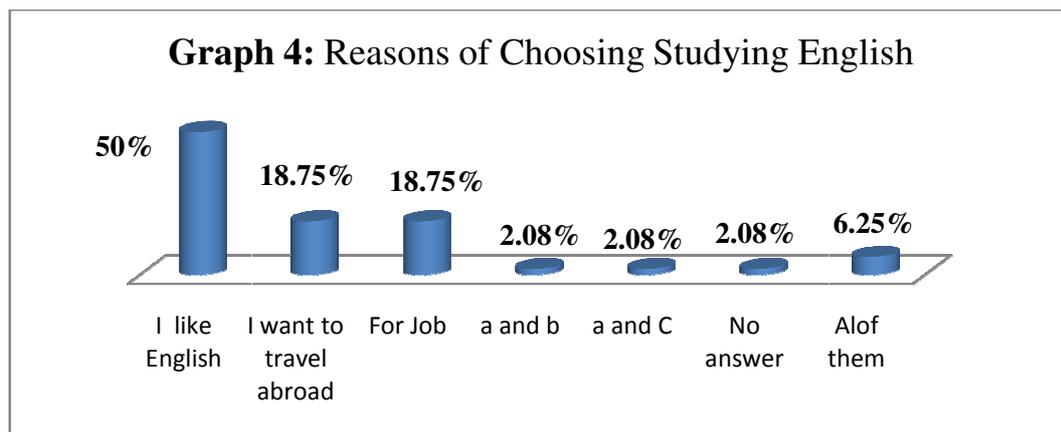
Half of the sample 50% of the participants who have chosen studying English personally because they like it since it is easier than French. Nevertheless, there is a balance between the desire to travel abroad and profession reasons representing 18. 75% because firstly English is an international language, and secondly teaching English as subject in schools is really required nowadays because of the lack of teachers. On the other hand, there are other respondents who are very ambitious because they select all the previous reasons representing 6. 25%, whereas the rest participants choose it in order for both job and liking it, travelling abroad sharing the same rate 2. 08%. In the end, there is only one participant who does not mention his reason of studying English. The results determine these differences of reasons among participants.

Section Two: Understanding the Learning Process

Question Five:

5. Could you learn without the help of your teacher?

Yes ☐   No ☐

Options	N	%
Yes	15	31.25%
No	32	66.66%
No answer	01	02.08%
Total	**48**	**100%**

Table 5: Students 'Abilities of Learning without their Teachers 'Help

Graph 5: Students 'abilities of Learning without their Teachers 'Help

66.66%

31.25%

2.08%

Yes   No   No answer
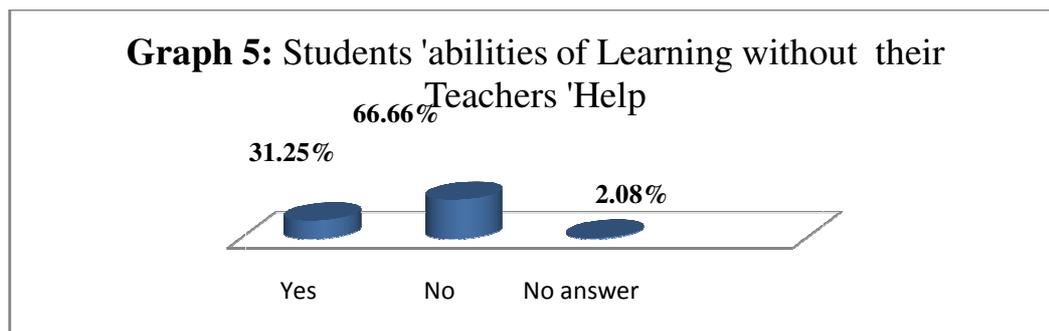
The majority of students answer negatively. Most of them need their teacher as a mediator to help them learn better in the class and understand difficult tasks, this represents 66. 66%. However, one third of them 31.25% answer positively because they can learn independently in the class without their teachers 'help because they feel autonomous. One student does not provide an answer to this question.

Question Six:

6. Which type of learner are you? You learn by:

a. Communicating with your teacher and classmates ☐
b. Listening to your teacher's explanation. ☐
c. Seeing the explanation on the board. ☐
d. Thinking about your teacher's explanation ☐

Options	N	%
Communicating	13	27.08%
Listening	20	41.66%
Seeing	01	02.08%
Thinking	05	10.41%
A, b, d	02	04.16%
A and b	03	06.25%
A and d	01	02.08%
B and d	01	02.08%
Band c	01	02.08%
B, c ,d	01	02.08%
Total	48	100%

Table 6: Types of Learners

Graph 6: Types of Learners
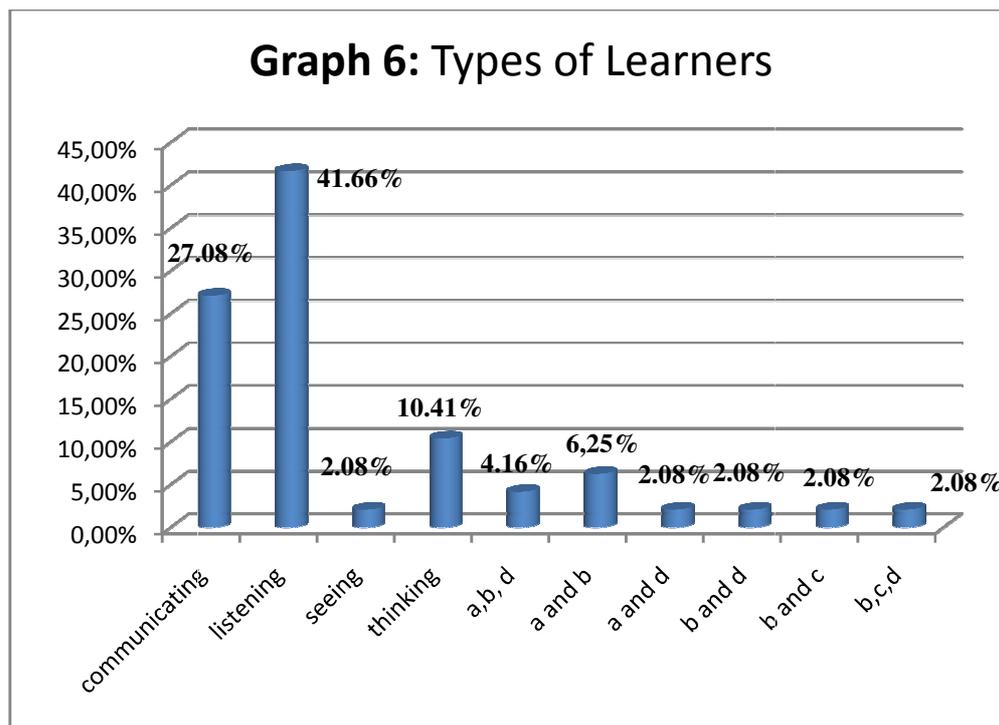
It can be defined that learning styles is a preferred way of learning and studying. The main purpose of this question is to identify the students 'types of learning in the class .The findings of this research reveal most of students choose more than one choice because their learning styles are differed. The majority of respondents are auditory learners more than other types representing 41.66% of total sampling. 27.08% of surveyed students like communicating with their teachers during the lesson to reduce their anxiety in speaking. Participants of thinking style represent a 10. 41% this is because of their mental abilities require a deeper thinking and reasoning. A similar number of participants who rely on sight, communicating and thinking, communicating and seeing, listening and seeing, listening and seeing and thinking styles representing 02.08%. Whereas others are communicating and listening and thinking types illustrate 04. 16%, but 06.25% of respondents are communicating and listening types. Therefore, these results reveal that the participants are different from each other in the same class and have more than one type of learning in one learner.

Question Seven

7. Do you follow your teacher's explanation of the lesson?

Yes ☐   No ☐

Options	N	%
Yes	40	83.33%
No	08	16.66%
Total	48	100%

Table 7: Students 'Following up to their Teachers 'Explanation

Graph7: Students 'Following up to their Teachers 'Explanation
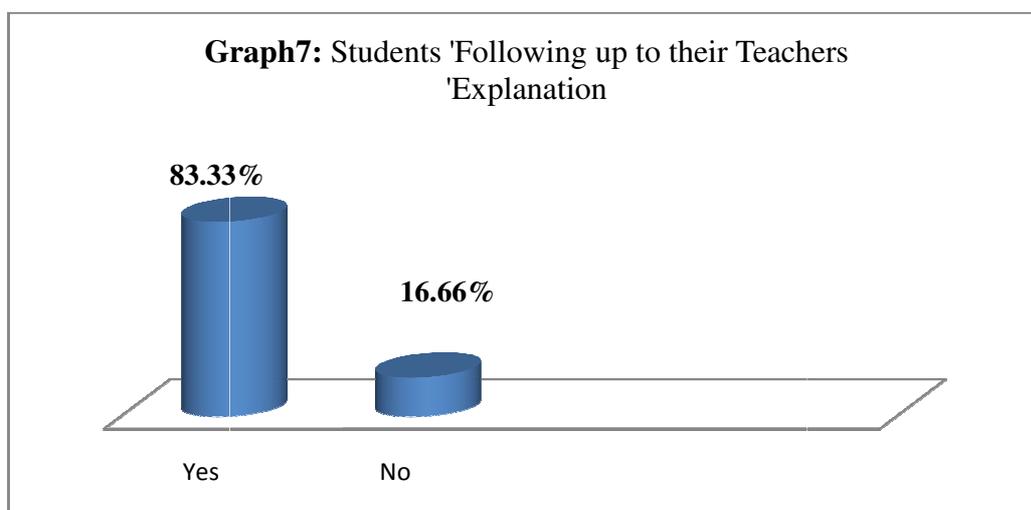
The solid majority of respondents are following their teachers 'explanation during the lesson representing 83. 33%. In other words, they are involved learners, and good listeners. However, 16, 66% of the participants do not follow their teachers 'explanation as this investigation illustrates, which reflects their demotivation and non- involvement in learning process. According to the results, learners should be involved and engaged in the lesson by their teachers with more activities.

Question Eight:

8. How often do you give your opinion **during** the lesson?

Almost always ☐ -Sometimes ☐ -Rarely ☐ -Never ☐

Options	N	%
Almost always	08	16.66%
Sometimes	31	64.58%
Rarely	06	12.50%
Never	03	06.25%
Total	48	100%

Table 8: Students 'Frequency in Giving their Opinions during the Lesson

Graph 8: Students 'Frequency of Giving their Opinions During the Lesson
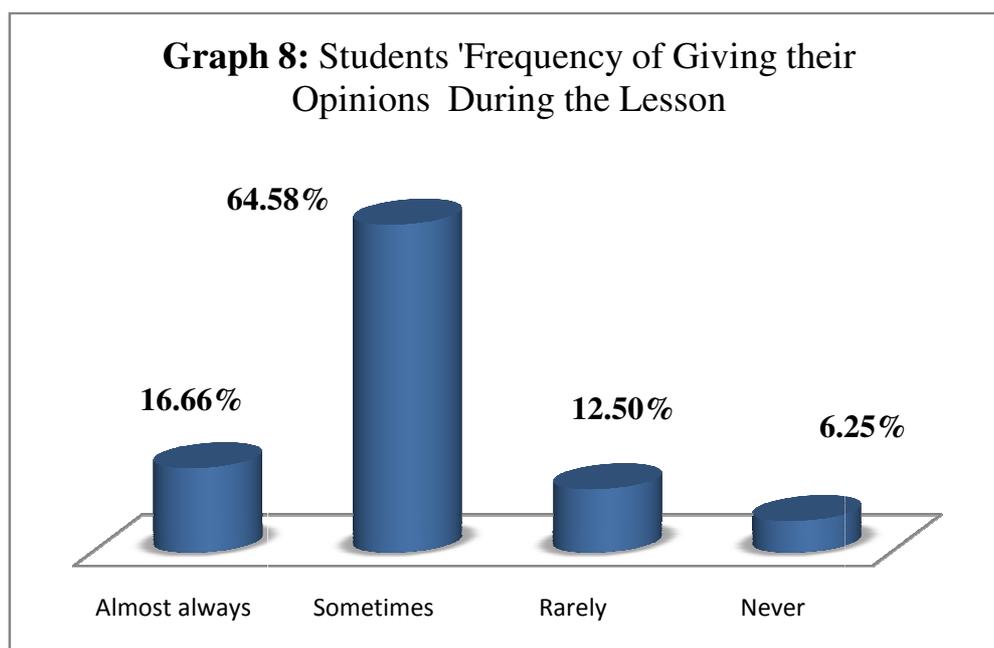
This question targets to diagnose the students 'interaction and communication in the class with their teachers. 64. 58% of respondents give their opinions during the lesson from time to time that is sometimes because of their state of being motivated or demotivated. While 16.66% of surveyed students argue that they almost always give their opinion in the lesson because they are thinkers and preservative as well as they are more self-confident. The lowest rate is for never representing 06. 25% which denotes that they are imposed in

learning the English Language, only 12.50% of respondents rarely provide their attitudes and opinions in the class since they cannot overcome their anxiety in speaking.

Question Nine

9. How often do you participate in the class?

Almost always ☐   - Sometimes ☐   -Rarely ☐   -Never ☐

Options	N	%
Almost always	09	18.75%
Sometimes	32	66.66%
Rarely	06	12.50%
Never	01	02.08%
Total	**48**	**100%**

Table 9: Students 'Participation in the Class

Graph 9: Students 'Preparation in the Class
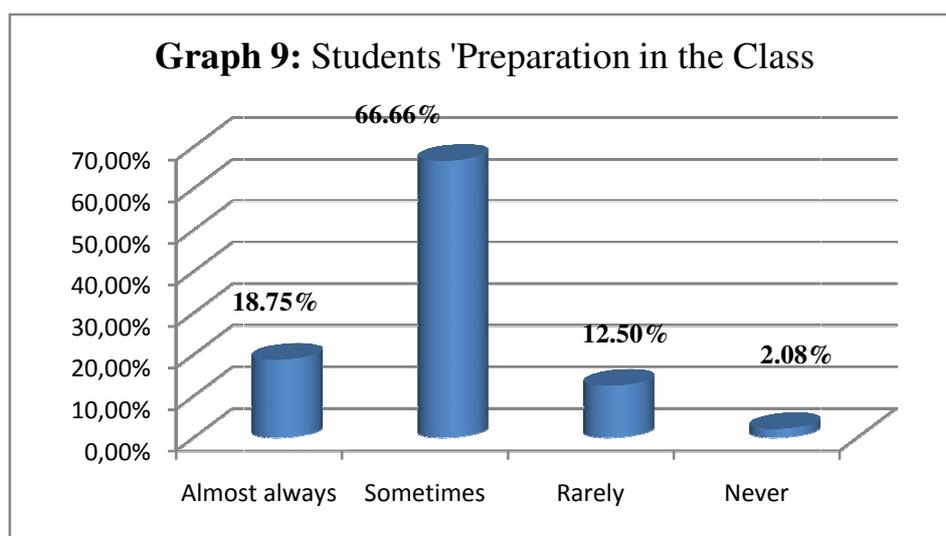
According to the obtained results it is noticeable that the majority of respondents, representing 66. 66% confess that they sometimes participate in the class due to their fear

of making mistakes. Others mention that they almost always participate because they are highly motivated and self-confident representing 18.75% of them. 12. 50% of surveyed students rarely participate in the class, and lowest of them 2. 08% who never participate because of their feeling of embarrassment.

In the light of the three aforementioned questions, the main purpose of repeating the same question in different manner is to diagnose the students 'answers validity whether they are just ticking boxes, or answering carefully. The obtained results prove that the rate of their responses is very close. The following reasons can demonstrate their answers.

- **If it is never or rarely why:**

The following reasons were provided by the respondents. There are other respondents who answer the option "sometimes" would share their reasons with this research. It can be summed up in what follows:

- ✓ Lack of self-confidence;
- ✓ Lack of concentration with the teacher;
- ✓ The teacher always explains the lesson , and rarely ask questions;
- ✓ One of them says: " I am not good at all the modules";
- ✓ Feeling boring;
- ✓ It depends on the module; and
- ✓ Feeling embarrassment prevents students to speak very well which results forgetting appropriate words.

These reasons represent the psychological factors that encounter the respondents throughout their learning process.

Question Ten:

10. Do you answer all the exercises that your teachers gave you **during** the lesson?

Yes ☐ No ☐

Options	N	%
Yes	25	52.08%
No	23	47.91%
Total	48	100%

Table10: Students 'answering to the Provided Exercises during the Lesson

Graph 10: Students 'Answering to the Provided Exercises during the Lesson
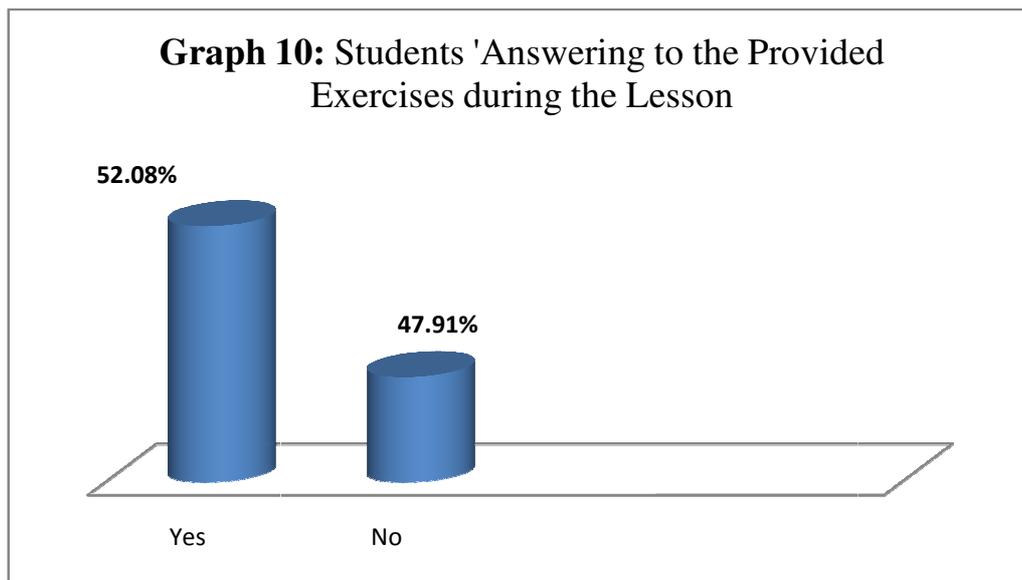
The participants 'answers are approximately close to each other. 52. 08% of respondents answer positively to the question due to their awareness of the lesson to understand it. 47.91% of surveyed students answer negatively to the question because of the following reasons.

If no, is it because:

a. You feel bored ☐

b. You do not understand the lesson ☐

c. The exercise is difficult for you ☐

Options	N	%
a	14	60.86%
b	04	17.39%
c	04	17.39%
B and c	01	04.34%
Total	23	100%

Table 11: Students 'Reasons of not Answering for Teachers 'Exercises

Graph 11: Students 'Reasons of not Answering for Teachers 'Exercises
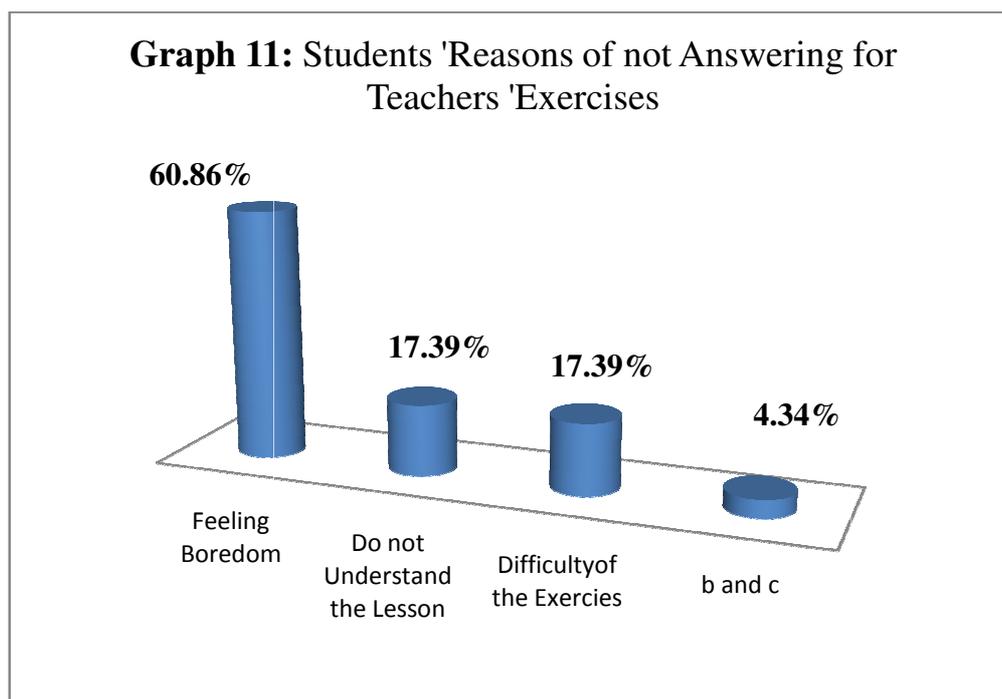
Feeling bored is the highest rate of responses representing 60. 86% which prevents the participants answering the teachers 'exercises because of the lack of motivation factor in the class. Sharing the same rate of responses among participants 17.39% for misunderstanding the lesson, and the difficulty of the exercises options because their mental abilities cannot reach what the exercise tends to measure if the lesson is difficult for them as well as the exercises.

Therefore, teachers should provide exercises according to their students 'level of learning. One participant opts for two alternative answers which are: do not understand the lesson and difficulty of the exercises options displaying the rate of response 4. 34%. The main point is how they can answer the exercise which is clumsier than their abilities of understanding in addition poor explanation of the lesson.

Question Eleven:

11. Why do you answer your exercises? Is it because:

a. You want to understand the lesson ☐

b. You want to satisfy yourself ☐

c. You are obliged to do it ☐

Options	N	%
a	28	58.33%
b	16	33.33%
c	04	08.33%
Total	48	100%

Table 12: Students 'Reasons for Answering Exercises

Graph 12: Students 'Reasons for Answering Exercises
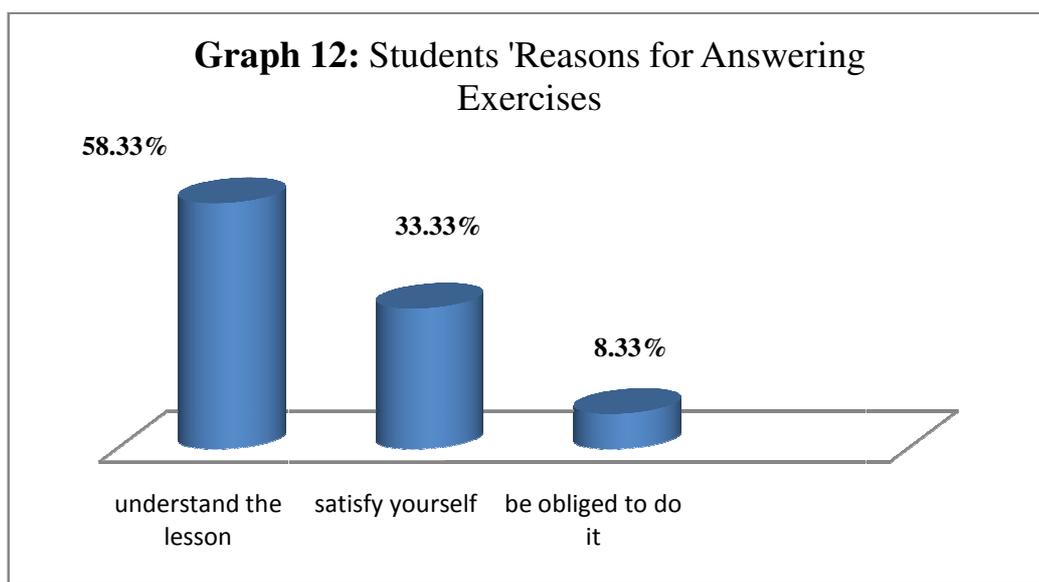
Most of surveyed students represent the rate 58. 33% agree that they complete their exercises because they want to understand the lesson; these responses reflect their awareness of the lesson and learning in the class. While 33, 33% of the respondents admit that they answer the exercises in order to satisfy themselves, this is because they are neither motivated nor involved enough to do it. However, the lowest rate represents 8. 33% is devoted for the participants who are obliged to do their exercises because they feel afraid of losing some marks in the final evaluation. Therefore, they have to pretend their perseverance in learning.

Section Three: A Probe on the Nature of Formative Assessment and Teaching Strategies

Question Twelve:

12. Do you prepare your homework before coming to classroom?

Yes ☐   No ☐

Options	N	%
Yes	22	45.83%
No	26	54.16%
Total	**48**	**100%**

Table 13: Students 'Preparation for their Homework at Home

Graph 13: Students 'Preparation for their Homework at Home
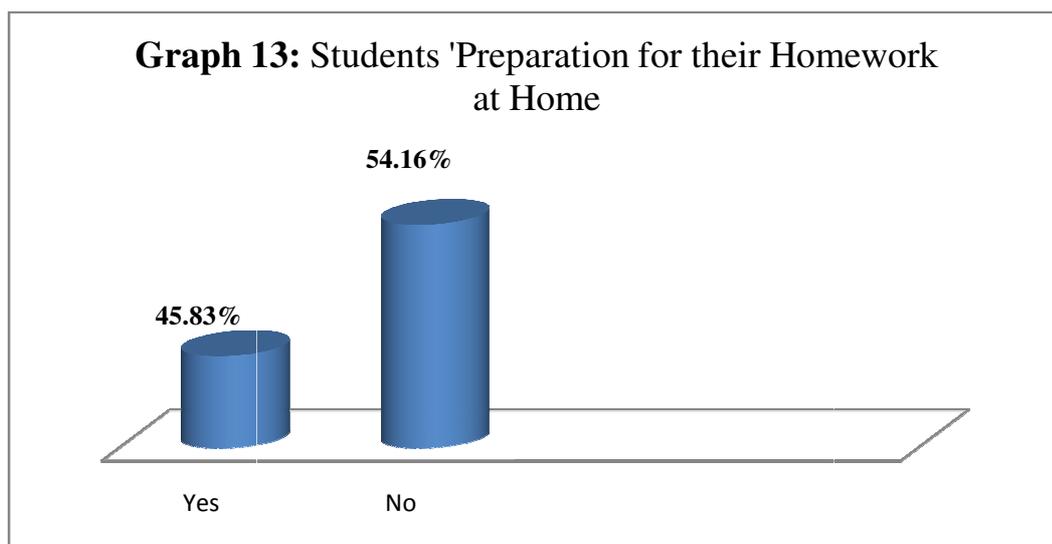
The highest rate of surveyed students represents 54. 16% refuse to prepare their homework at home. Many reasons influence their learning achievement such as the

difficulty of lesson and homework, feeling bored, and the imposition of studying English. 45. 83% of participants confirm their preparation of homework before coming to the class due to their awareness of their learning.

Question Thirteen:

13. In your opinion, exercises **during** the lesson and homework are important for improving your learning?

Strongly agree ☐   Agree ☐ disagree ☐   strongly disagree ☐
I don't know ☐

Options	N	%
Strongly agree	21	43.75%
Agree	25	52.08%
Disagree	/	/
Strongly disagree	/	/
I don't know	02	04.16%
Total	**48**	**100%**

Table 14: The Importance of Exercises and Homework in Improving Learning

Graph 14: The Importance of Exercises and Homework in Improving Learning
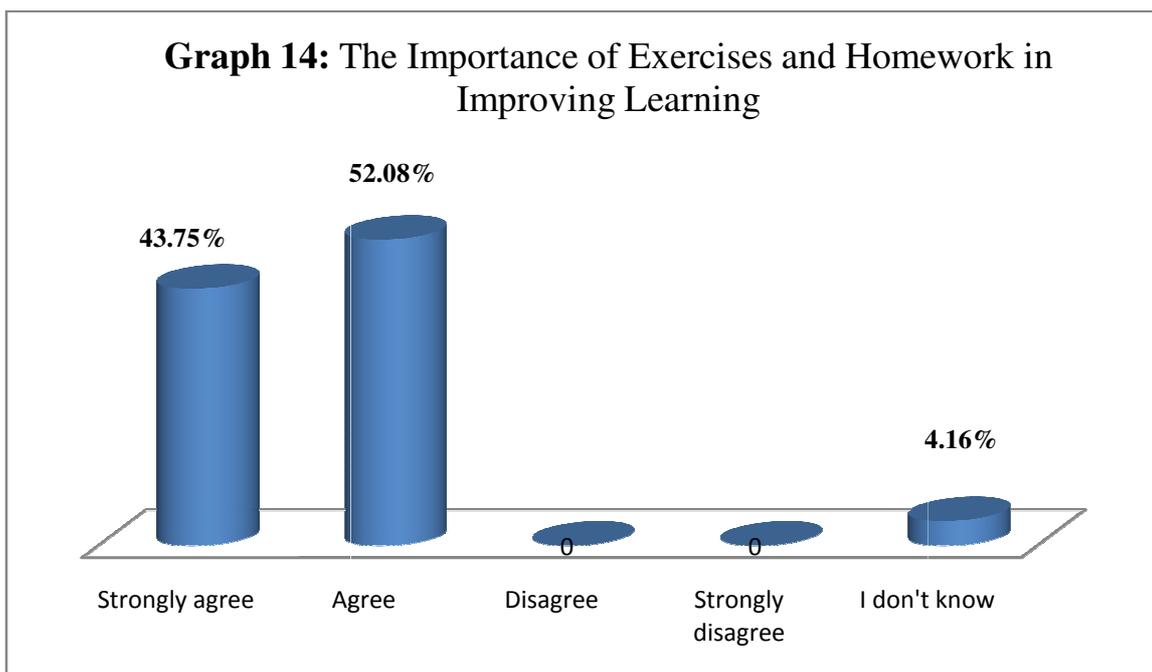
There is a close rate of responses between "strongly agree" 43. 75% and just "agree" around 52. 08%. This closeness of percentages demonstrates that they are knowledgeable about the significance of these exercises in improving their learning. However, lowest of participants represent 04.16% convey that they do not know the importance of these exercises this is because of their ignorance of the process.

Question Fourteen:

14. Do you think that exercises and homework are given for?

a. Improving and developing learning ☐

b. Entertainment ☐

c. Wasting time ☐

Options	N	%
a	35	72.91%
b	06	12.50%
Both a and b	03	06.25%
c	04	08.33%
Total	48	100%

Table 15: The Purpose of Giving Exercises and Homework

Graph 15: The Purpose of Exercises and Homework
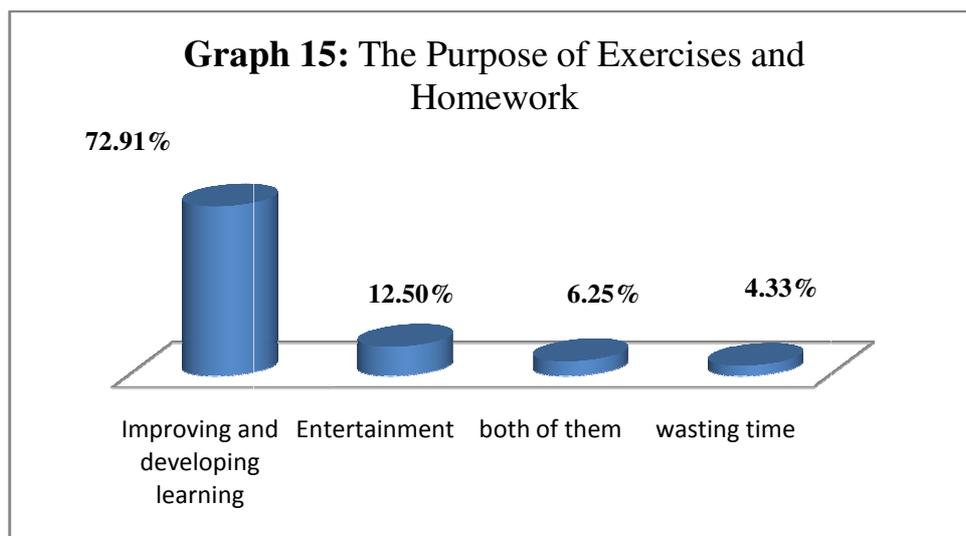
It should be noted that this is follow- up question to the previous one. The purpose is to confirm what the participants have already answered to the previous question, and to know their beliefs about. The majority of them constitute the rate 72. 91% for improving and

developing the learning process which indicates their perceptions and background on the nature of exercises purposes. 12. 50% of respondents answer that exercises are for entertainment. This is due to their situation in the class, when the teacher assigns an exercise that they spend all the allotted time for playing, not working on the exercise, while 6.25% of respondents choose both of them for improving and entertainment. At this point, making long pauses during the lesson through providing an exercise makes students having fun which leads them to consider it as entertainment. A fewest of respondents said that exercises are done for wasting time representing the rate 4, 33% because of their ignorance of the process.

Question Fifteen:

15. How often do you answer your teacher's questions **during** the lesson?

Always ☐ Sometimes ☐ Rarely ☐ Never ☐

Options	N	%
Always	04	08.33%
Sometimes	38	79.16%
Rarely	04	08.33%
Never	02	04.16%
Total	48	100%

Table 16: Students 'Answering to Teachers 'Questions

Graph 16: Students 'Frequency of Answering to Their Teachers 'Questions

79.16%

8.33%

8.33%

4.16%

Always   Sometimes   Rarely   Never
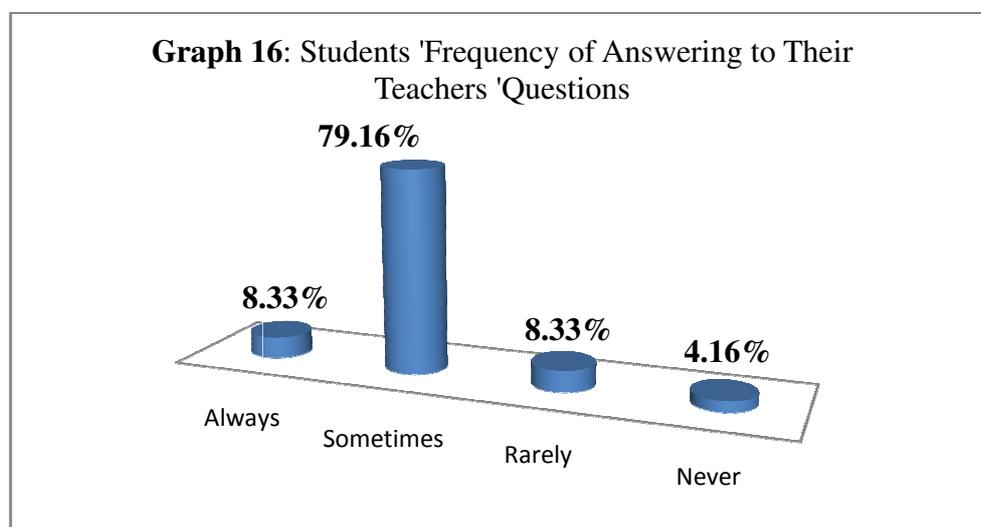
The majority of participants 79.16% opt for "sometimes" answer their teachers' questions because psychological challenges prevent them discussing the main point of the lesson with their teachers such as the lack of self-confidence, feeling bored, lack of concentration, and the fear of making mistakes. There is the same rate of responses 8. 33% of surveyed students between "always" and "rarely" they answer the questions of the teacher. 4.16% of them opt for never. This question is testing the consistency of the respondents which dissolves that if students desist from participation, giving opinions, or answering their teachers 'questions, this is because of their internal challenges.

Question Sixteen:

16. When your teacher answers your questions, do you understand better than before?

Yes ☐   No ☐   Somehow ☐

Options	N	%
Yes	26	54.16%
No	03	06.25%
Somehow	19	39.58%
Total	**48**	**100%**

Table 17: Students 'Understanding after the Teacher Answers their Questions

Graph 17: Students 'Understanding after the Teacher Answers their Questions
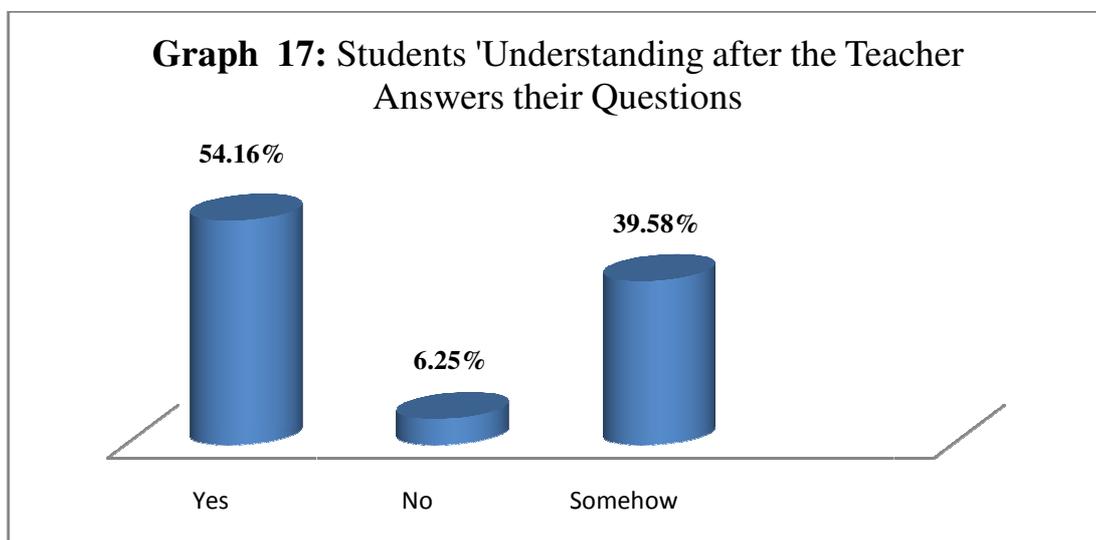
The highest rate of respondents represents 54. 16% for students who understand when the teacher answers their questions, but one of them provided an additional attitude that s/he will understand the explanation, if the teacher is qualified because the qualified teacher owns considerable experience in teaching which enables him to facilitate activities to students. 39. 58% of respondents understand the teacher's explanation in some way because of their lack of concentration, or the explanation is not fruitful. Lowest rate of participants represents 6. 25% do not understand the teacher's explanation due to their level of the language does not allow them reach the degree of understanding since they are imposed, especially the learners who have the technical stream.

Section four: Suggestions

<u>**Question Seventeen:**</u>

17. Any suggestions you would like to say about exercises and homework

The rate of responses is 24 out of the total number 48 participants who provide meaningful suggestions. The students 'suggestions can be summed up as follow:

- Pieces of homework and exercises enable students understand the lesson more than before. Therefore, the former need to be beneficial;
- Exercises and homework are more difficult for students.
- They (homework and exercises) help teachers to diagnose students 'understanding:
- They improve and develop the learning process;
- They give more practice to the lesson which lead students to discover their challenges in learning in order to solve them;
- Teachers need to be motivated, and discussed what is learned in the class; and
- They must provide effective exercises and homework;

It is clearly that these suggestions attest students who are aware of the importance of exercises and homework during the course which help them developing and improving their learning as well as a better understanding of lessons.

Conclusion

The obtained results from students 'questionnaire do not support the students 'hypothesis which is stated at the beginning of this chapter because students respond positively to FA

and they are aware and knowledgeable of its importance in improving and developing the learning process. The results of this study reveal other challenges which encounter students while doing F.A. Those are psychological and pedagogical factors such as, lack of self-confidence, lack of concentration, lack of experienced teachers, embarrassment, feeling bored, fear of making mistakes, anxiety, the difficulty of the lesson or the exercise, and imposition in studying English.

Chapter Four:

Questionnaire for Teachers:

Description

and

Analysis

Chapter four: Questionnaire for Teachers:

Description and Analysis

Introduction

In this chapter, a full analysis and discussion of the data generated by the teachers 'questionnaire is introduced. The teachers 'questionnaire has been used to shed light on the usefulness of FA in the class at MKU of Biskra. This study is used to gain more deep understanding of FA through the responses of surveyed teachers. Furthermore, this piece of research aims at answering to following questions:

1.   What is Formative Assessment for?
2.   What is the importance of formative assessment in the learning process?
3.   How does formative assessment work?

In the light of the aforementioned questions, the Following hypothesis is formulated to draw some conclusions and be examined: If teachers undertake to implement FA effectively, then they can improve learners' acquisition of foreign language.

V. 1. Administration of Teachers 'Questionnaire

The entire numbers of administered questionnaires are 09 to teachers who teach different modules in MKU of Biskra at the English Branch, who were very cooperative in that they handed back the answered copies.

V. 2. Description of Teachers 'Questionnaire

This questionnaire is largely conceptualized on the basis of the review described in the theoretical part of this research. The main technique which is used is close- ended questions and only one open-ended question because teachers were restricted with time and have lots of duties. The questionnaire contains eighteen questions are divided into three sections (see appendix Two). The descriptions of sections are as follow:

Section One Background Information: It seeks to obtain information about participants which are composed of three questions (Q1-Q3). The gender of the participants is important in order to know how many females and males are answering the questions, the degree they hold: License, Magister, or Doctorate. The third question is about the teacher 'experience in teaching to exemplify the duration of teaching English Language.

Section Two: Understanding the learning process in the classroom: It consists of six questions (Q4- Q9). These questions aim at highlighting the teachers' role and duty in the class to facilitate the learning process.

Section Three: A Probe on the Nature of Formative Assessment and Teaching Strategies: It contains seven questions (Q10- Q17) which inquire to gain information about the teachers 'usefulness of FA in the class and their background about.

Section Four: Further Suggestions about FA. This section consists of one question (Q18). Here, teachers are required to provide any suggestion (s) about FA.

V. 3. Analysis of Teachers 'Questionnaire

Section one: Background Information

<u>**Question one**</u>

1.   **Gender:**

 a. Male ☐   b. Female ☐

Gender	Number of Participants (N)	Percentage (%)
Male	02	22.23%
Female	07	77.77%
Total	**09**	**100%**

  Table 18: Teachers 'Gender

Graph 18: Teachers 'Gender
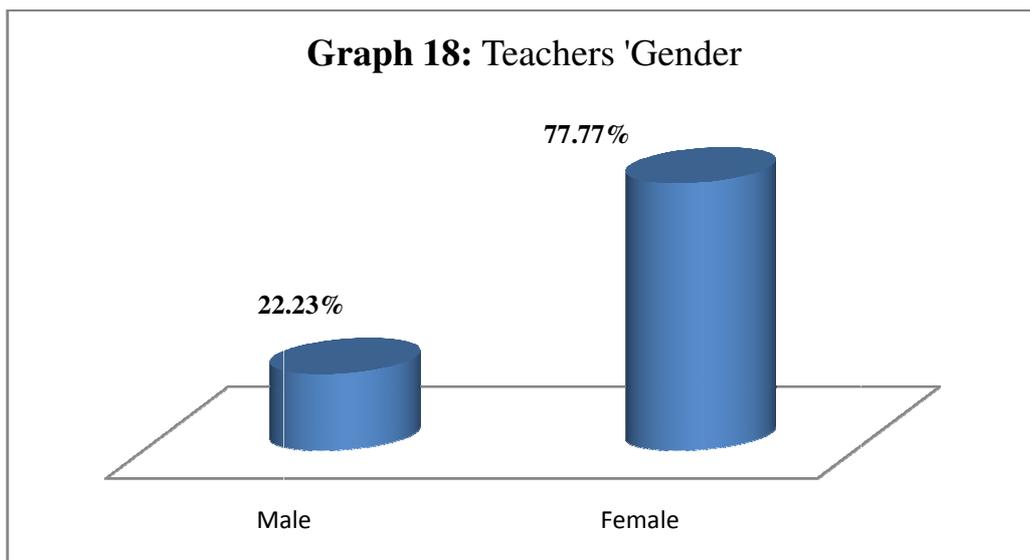
The highest rate of responses reveals that Female represent 77. 77% from the teachers sample, while 22.23% of respondents are Male. As with students' results, it is noticeable that the female gender represents the solid majority of the staff.

Question Two

2.   Grade:

   a.   License [   ]   b. Magister [   ]   c. Doctorate [   ]

Degree	N	%
License	03	33.33%
Magister	04	44.44%%
Master	02	22.23%
Doctorate	00	/
Total	**09**	**100%**

Table19: Teachers 'Degree

Graph 19: Teachers 'Degree
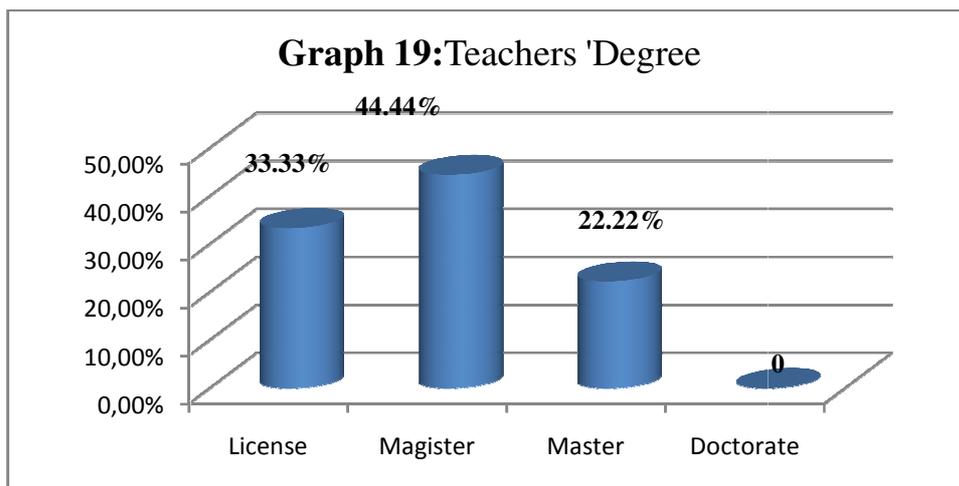
All the surveyed teachers are from Biskra University who hold university degrees. The results reveal that the solid majority of teachers hold Magister degree 44.44% and 22. 22% of them hold Master Degree. The difference between Magister and Master Degrees is that the former is classical system, while the latter is the reform system in all universities of Algeria. 33.33% of the participants have the License Degree. No one from the respondents hold PHD (Doctorate) Degree.

Question Three

3.   How long have you been teaching?
      a. Novice teacher ☐   b. 1→7 ☐   c. 8→ up ☐

Years of Teaching	N	%
Novice Teacher	04	44.44%
01-07	02	22.23%
08- up	03	33.33%
Total	**09**	**100%**

Table 20: Teachers 'Experience of Teaching

Graph 20: Teachers 'Experience of Teaching
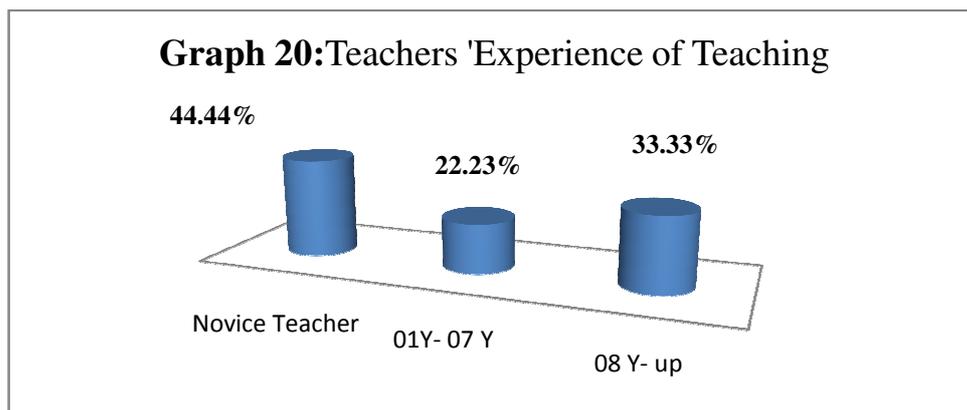
Most of teachers are novice teachers in the current sample, who have less than one year of experience. 33.33% of surveyed teachers have the experience in teaching English more than 8 years because they confess that they are teaching for more than 15 years. The lowest rate of responses indicates 22. 23% of them have been teaching English for 07 years. These results attest that Biskra University requires the highest academic degrees as Doctorate Degree.

Section two: Understanding the Learning Process in the Classroom

Question Four

04. How often do you involve and motivate your students in the class?

a. Always☐   b. sometimes ☐   c. never ☐

Options	N	%
Always	07	77.77%
Sometimes	00	/
Never	00	/
No answer	02	22.23%
Total	**09**	**100%**

Table 21: Teachers 'Frequency of Motivating Students in the Class

Graph 21: Teachers 'Frequesncy of Motivating Students in the Class

77.77%

22.23%

Always	Sometimes	Never	No answer
	0	0	
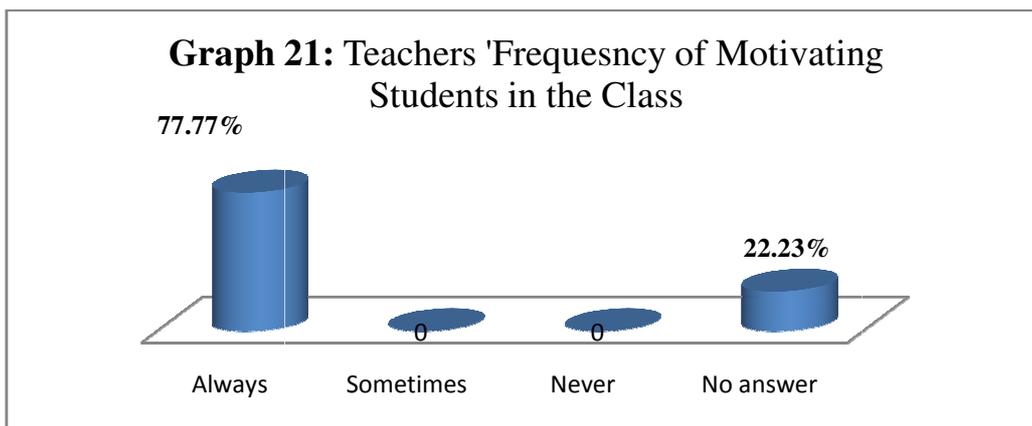
Most of teachers admit that they always involve and motivate their students in the class represent 77. 77%. Only 22.23% of respondents do not answer this question, this reflects that they cannot confess that they do not motivate their students in the class because they are not motivated teachers. Therefore, they cannot empower their students with what they have of internal motivation. There is no answer for other options.

Question Five

05. When students fall in confusion, shall you:

a. Teach the lesson again? ☐
b. Change your teaching methodology? ☐
c. Do nothing? ☐

Options	N	%
a	01	11. 11%
b	05	55. 55%
both	03	33.34%
c	00	/
Total	**09**	**100%**

Table 22: Teachers 'Technique in r-explaining

Graph 22: Teachers'Technique in re-explaining
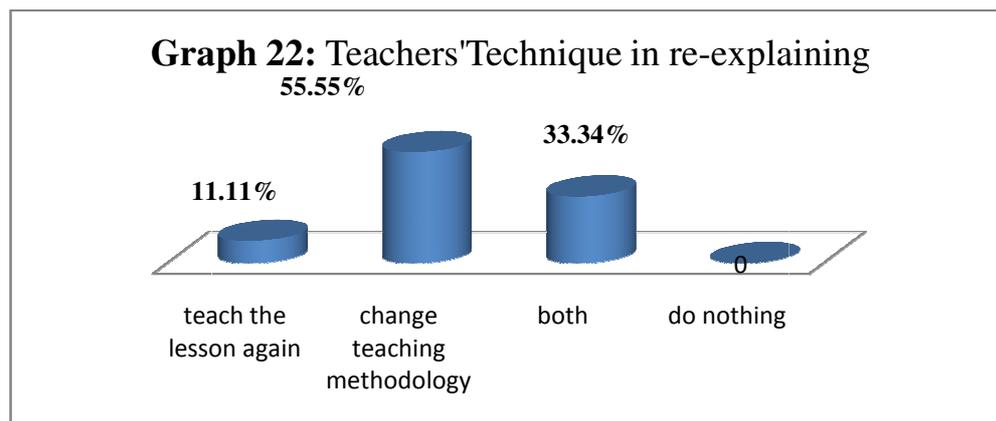
The main aim of this question is to identify teachers 'attitudes towards students' awkward of the lesson. The results reveal that 55. 55% of questioned teachers say that they change their teaching methodology accompany with more explanation and examples in case of their students fall in confusion since they have a limited time in explaining the lesson. 33. 34% of respondents argue that they teach the lesson again and change the teaching strategies. This will take long time and make students feel bored. Lowest of respondents admit that they teach the lesson again representing the rate 11.11% of surveyed teachers.

In this respect, Westwood reported: "If the first attempt at re-teaching has not been very effective, the teacher will try again, using a different method or providing additional practice time" (74). That is, if the teacher repeats the lesson with the same manner, it is obviously that students will not recognize anything. Students will not understand unless the teacher changes the way of teaching.

Question Six

06. How often do you check your students' development and improvement in learning?

a. Always ☐   b. sometimes ☐   c. never ☐

Options	N	%
Always	05	55.55%
Sometimes	04	44.45%
Never	00	/
Total	09	100%

Table 23: Teachers 'Diagnosing to Students Development and Improvement

Graph 23: Teachers 'Diagnosing to Students Development and Improvement
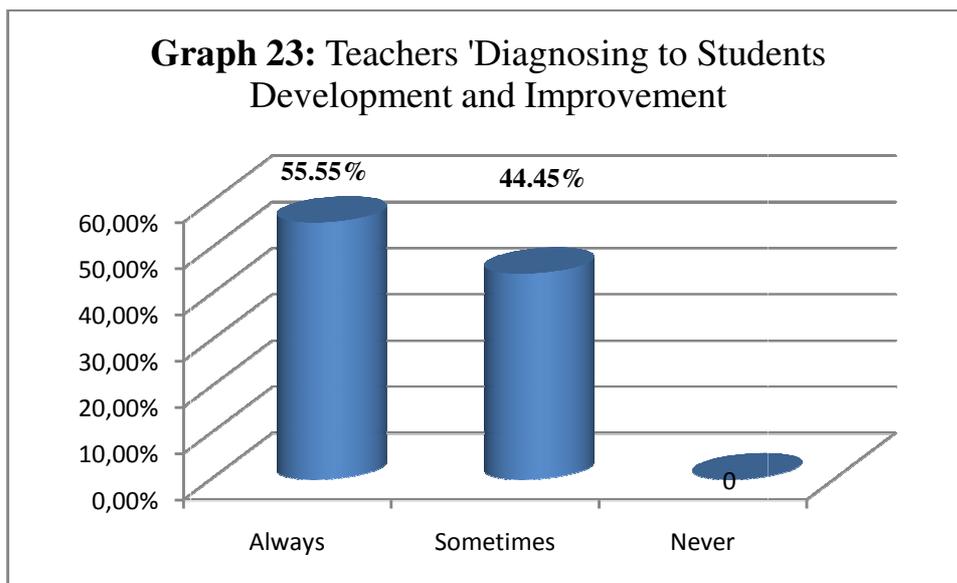
A slight majority of respondents 55.55% report that they always check their students 'development and improvement in learning. This reflects their permanent assessment in teaching and learning processes that enables those teachers discovering hidden facets. 44.45% of respondents convey that they sometimes do this diagnosing due to the limited period of time, or their limited experienced in teaching. No one opts for the option "never".

Question Seven

07. In what way do you usually check them?

a. Oral questions☐   b. written questions   ☐

Options	N	%
Oral Questions	02	22.23%
Written Questions	00	/
Both	07	77.77%
Total	**09**	**100%**

Table 24: The Technique of Diagnosing Students

Graph 24: The Technique of Diagnosing Students
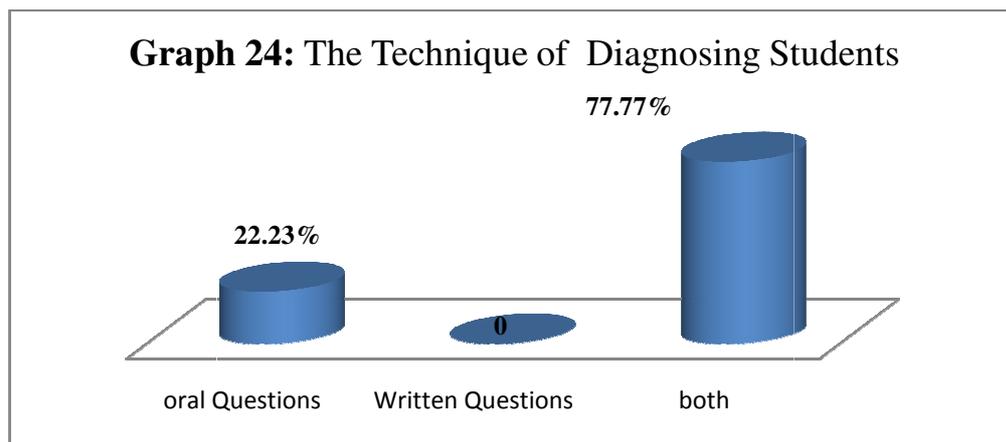
Most of the surveyed teachers agree to assign another alternative answer which is both of oral and written Questions represent 77. 77% of them. This technique of diagnosing students reveals their great attention to speaking and written of language. While 22.23% of respondents opt the option of oral questions is according to the module they are teaching. No one selects the option written due to their using of the both interchangeably in the class in forms of quizzes, or discussions.

Question Eight

08. What kind of questions do you usually ask?

   a. Open- ended questions

   b. Closed questions

Options	N	%
Open-ended Q	00	/
Closed Q	02	22.23%
Both	06	66.66%
Others	01	11.11%
Total	**09**	**100%**

Table 25: Teachers 'Type of Using Questions

Graph 25: Teachers'Type of Using Questions
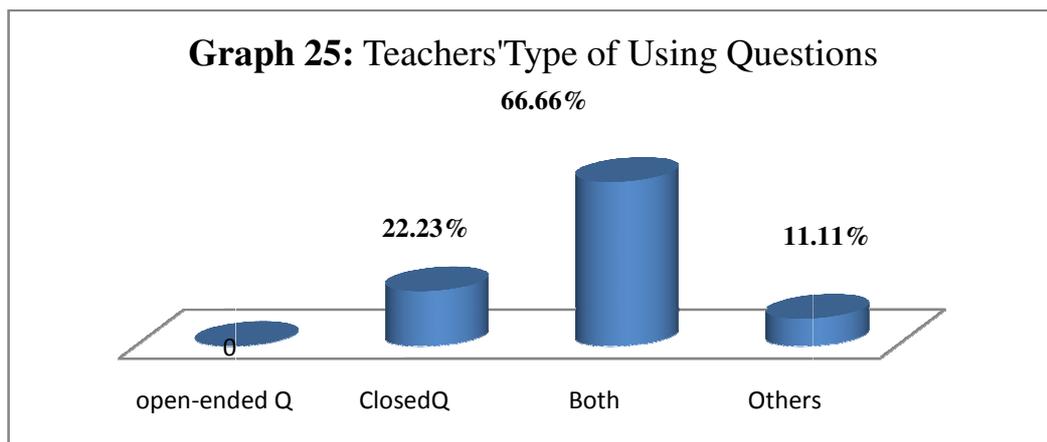
According to the obtained findings, 66.66% of respondents opt for an alternative answer which lays in the use the both of Open-ended and closed questions that make the questioning process vary. However, 22.23% of respondents prefer using closed question because it requires short answers, and does not consume time. In fact, close questions do not demonstrate whether students understood the lesson, or not, and their development and involvement in the lesson as well. One of respondents represents the rate 11. 11% who mentions that he uses another type of questions, this makes this answer a slightly strange because he does not identify this type of question.

Question Nine

09. Do you adapt your instruction to better meet your student's needs?

a. Always ☐   b. sometimes ☐   c. never ☐

Options	N	%
Always	06	66.66%
Sometimes	03	33.33%
Never	00	/
Total	**09**	**100%**

Table 26: Teachers 'Frequency of Adapting their Instructions

Graph 26: Teachers 'Frequency of Adapting their Instruction
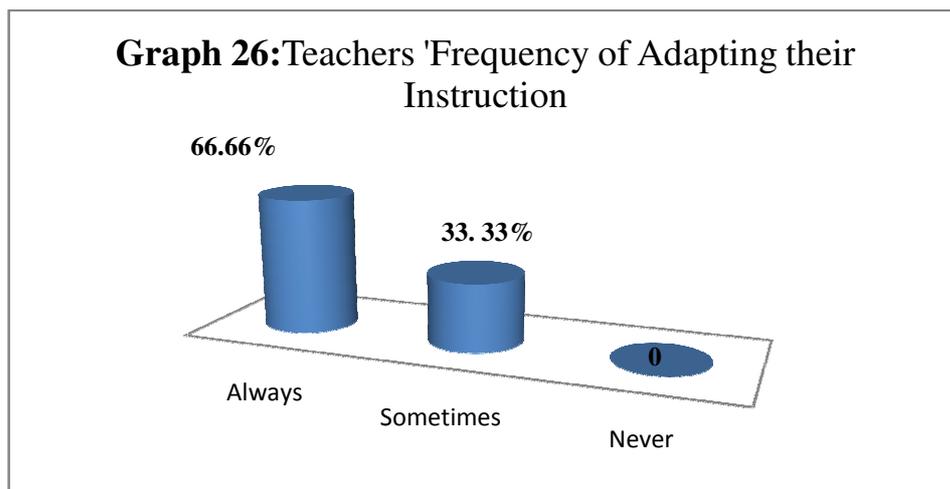
As it is indicated by the results, the highest rate of respondents represents 66.66% they admit that they adapt their instruction to better meet their students 'needs. 33.33% of them report that they sometimes do this, this will influence on students 'learning because providing higher instruction to students may result several gaps in students 'learning. No one of them opts for the option "never" because teaching without the adaptation of instruction is not effective.

Section three: Probe on the Nature of Formative Assessment and Teaching Strategies

Question Ten

10. Do you modify your teaching strategies according to your different students' styles?

a. Yes ☐   b. No ☐

Options	N	%
Yes	08	88.88%
No	0	/
No answer	01	11.12%
Total	09	100%

Table 27: Teachers 'Modification of their Teaching Strategies according to Students 'Styles

Graph 27: Teachers 'Modification of their Teaching Strategies according to students 'Styles
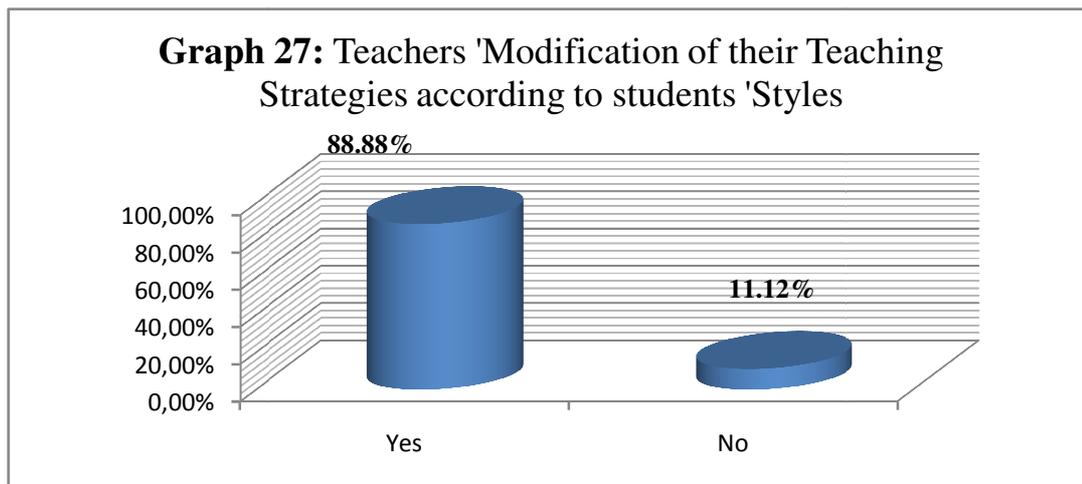
The solid majority of respondents are 88. 88% of teachers who modify their teaching strategies according to their students 'styles of learning that offer those students the opportunity to understand the lesson and be motivated. 11. 12% of respondents confess that they do not modify their teaching strategies, this account for making students careless and confused about the lesson since it does not fit their requirements. Therefore, changing teaching strategies facilitates the development and improvement of the learning process effectively.

Question Eleven

11. What is Formative Assessment?

a. Assessment of learning
b. Assessment for learning

Options	N	%
Assessment **of** learning	03	33.34%
Assessment **for** Learning	05	55.55%
Both	01	11.11%
Total	**09**	**100%**

Table 28: The Nature of FA

Graph 28: The Nature of FA
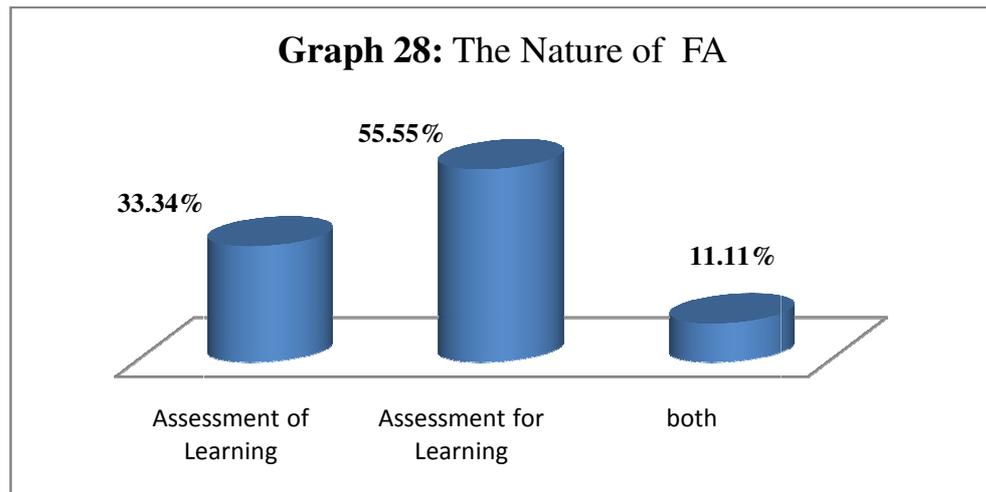
The slight majority of the surveyed teachers 55.55% define that formative assessment is assessment for learning. This rate represents the experienced teachers and other teachers who ask for more explanation and clarification about this term because they have never even heard about it. This denotes their ignorance of the process. 33. 33% of respondents admit that FA is assessment of learning. This answer demonstrates their ignorance, while 11. 11% argue that FA is both of them.

In this respect, Cohen, Manion, and Morrison elucidate:"Formative assessment [is] assessment for learning"(329). This definition indicates the real identification that some teachers are confused about.

Question Twelve

12. When do you use Formative Assessment?

   a. During the course   ☐
   b. After the course   ☐

Options	N	%
During the Course	07	77.77%
After the course	00	/
Both of them	01	11.11%
No answer	01	11.11%
Total	**09**	**100%**

Table 29: The Appropriate Use of FA

Graph 29: The Appropriate Use of FA
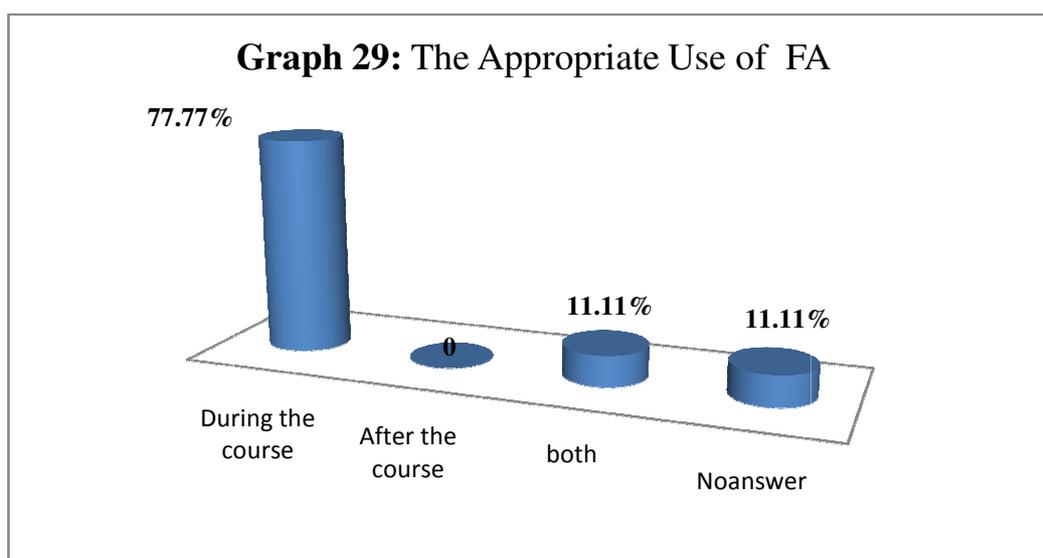
The solid majority of respondents represent 77. 77% argue that FA is used during the course. This rate of responses is not consistent with the previous results because some of them do not even know what FA means or stands for, this posed an interesting question: how can teachers, who do not know the nature of FA, report that it is during the course, not after the course? Similar rate for both during and after the course, and refusing answering due to the ignorance of the process represent 11.11% of respondents who opt for two responses. No responses for the option after the course. It can be interpreted that most of teachers have a lack of knowledge about the nature of FA.

Question Thirteen

13. How do you provide your feedback to your students?

   a. On practice work   ☐

   b. On graded work   ☐

Options	N	%
On practice work	05	55.55%
On graded work	01	11.11%
Both	02	22.23%
According to the subject	01	11.11%
Total	09	100%

Table 30: The Manner of Providing Feedback to Students

Graph 30: The Manner of Providing Feedback to Students
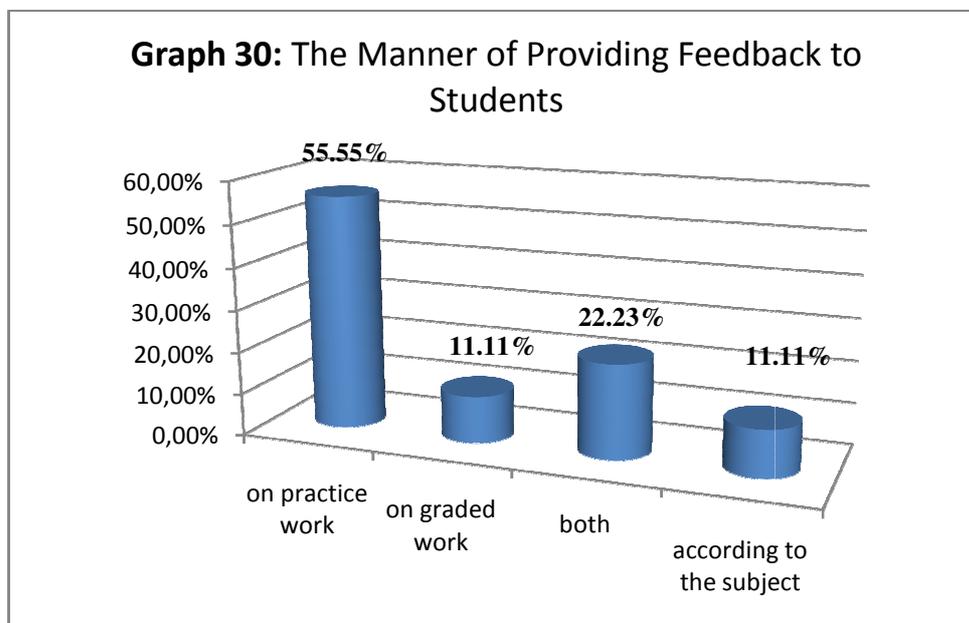
This investigation reveals that teachers have different ways of providing feedback to their students. 55. 55% of respondents argue that they provide feedback on practice work.

This is good, but they should not overuse it because it results confusion and lack of self-confidence of students in their learning. 22. 23% of respondents mention they use both of them, this means that they are aware of students 'development and achievement in learning. There is a similar rate of responses 11.11% for graded work and according to the subject. The former reflects that feedback is provided only in tests and exams, while the latter discerns that this teacher provides feedback only to specific topics.

Question fourteen:

How many times do you use Formative Assessment per week?

a. Once ☐   b. Twice ☐   c. All the week ☐   d. Never ☐

Options	N	%
Once	01	11.11%
Twice	01	11.11%
All the week	04	44.44%
Occasionally	01	11.11%
Never	00	/
No answer	02	22.22%
Total	**09**	**100%**

Table 31: The Number of Times of Using FA

Graph 31: The Number of Times of Uing FA
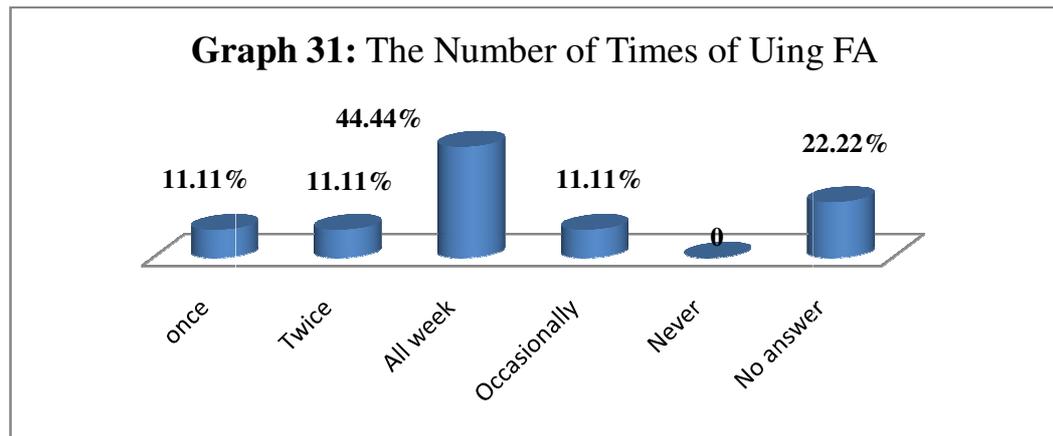
The obtained results demonstrate that some teachers represent 44. 44% are using FA all the week; this enables them to facilitate the learning and teaching processes. However, 11.11% of surveyed teachers use FA differently. For example, one of them uses FA only one time per week; the second teacher uses FA two times per week, whereas the third teacher uses FA occasionally. Exceptionnally, there are two teachers represent the rate 22.22% of responses do not give any answer; this reflects that they do not implement it completely. Therefore, half of the teachers 'sample do not implement FA continuously, this results the ineffectiveness of the process.

Question Fifteen

15. Formative Assessment is an important tool to collect data about the student's performance:

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

Options	N	%
Strongly agree	04	44.44%
agree	05	55. 56%
disagree	00	/
Strongly disagree	00	/
Total	09	100%

Table 32: The Importance of FA in Collecting Data about Students 'Performance

Graph 32: The Importance of FA in Collecting Data about Students 'Performance
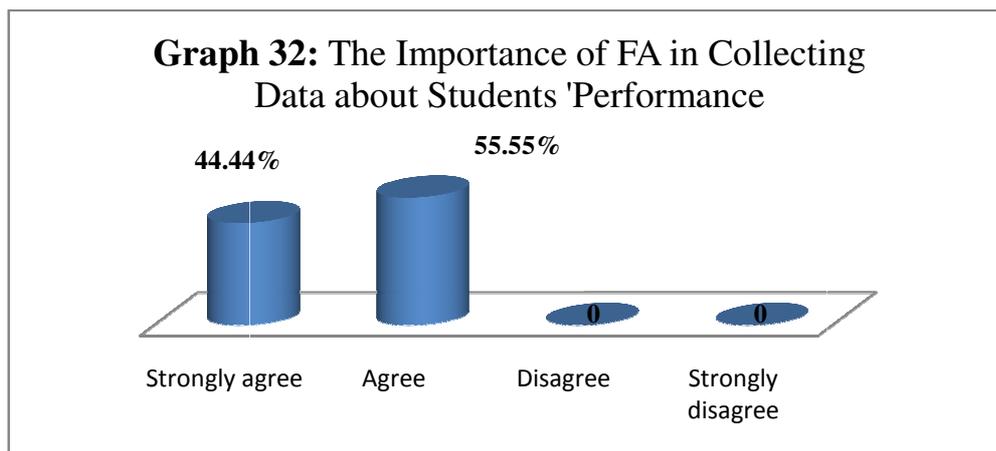
The investigation proves what is discovered previously because less than the half of the sample represents 44. 44% strongly agree that FA is an important tool to collect data about the student's performance. 55. 55% of respondents just agree. In this respect, FA provides evidences to teachers about the students' development, achievement, and improvement through their performances in order to decide what is needed to adjust in instruction and teaching strategies. No one opts for disagree and strongly agree.

Question Sixteen

16. Do you agree that Formative Assessment can close the student's achievement gaps?

a. Yes ☐   b. No ☐

Options	N	%
Yes	07	77.77%
No	02	22.23%
Total	09	100%

Table 33: FA and Closing Students 'Achievement Gaps

Graph 33: FA and Closing Students 'Achievement Gaps

77.77%

22.23%

Yes   No
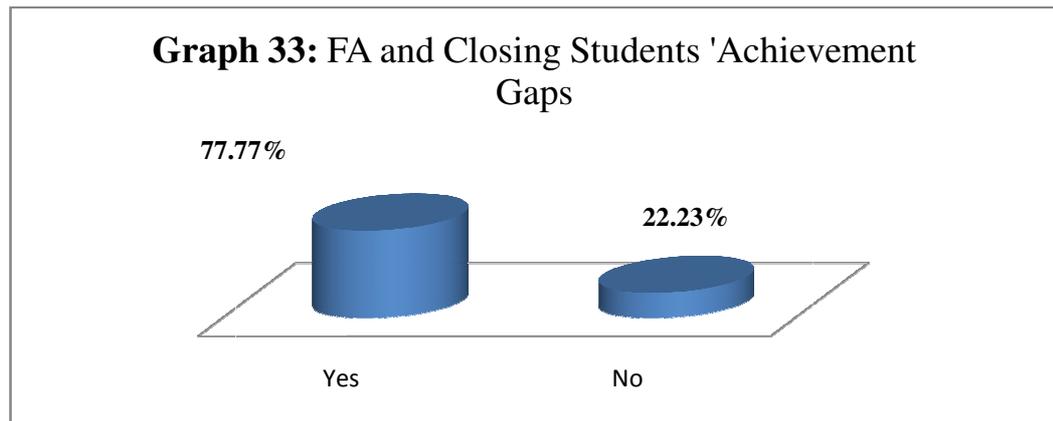
The solid majority of respondents represent the rate 77. 77% agree that FA closes students 'achievement gaps that facilitates determining students 'acquired knowledge in order to provide appropriate instruction. 22, 23% of respondents disagree with that this reflects their ignorance of the process, and thus the prevention of using this process. Each of the agreeable and disagreeable participants provides justifications for their attitudes.

If yes, in what way

The following justifications are provided by the respondents:

➢ Through FA we, teachers, can be aware of all the students 'achievement gaps , then think about remedies;

➢ Through the improvement of their abilities to achieve knowledge they need;

➢ FA helps teachers to know the spots of students 'difficulties(what they face);

➢ FA spots light on students 'weaknesses, so that they will be able to strengthen them;

➢ FA spots light on students 'errors and misunderstanding;

➢ FA helps teachers to identify students 'weaknesses and solve their difficulties; and

➢ Through questioning students during the lesson, the teacher will recognize whether they understand, or not.

The previous positive justifications demonstrate the significance of FA in closing all kinds of students 'gaps throughout learning.

If no, why not?

➢ When there is a lack of interest from learners, every measuring will be neglected without the contribution of them; and

➢ It is because the teacher is just assessing their prior knowledge.

The negative justifications are very superficial and unconvincing because teachers are not just assessing their students prior knowledge, but they are also assessing their

improvement, development, and performances in learning to adapt instructions according to their needs in order to close particular gap. Moreover, students 'lack of interest results from the lack of motivation, involvement, and engagement as well in classes.

Question Seventeen

17. Would you list Formative Assessment tools you are currently using in the class, please?

The following different tools are used by teachers in the lesson each one of them has his/her own tools. In other words, each one may use more than one tool this means that the rate of responses may not become 100%.

Tools	Number of Teachers	%
Open discussion	02	8.69%
Diaporama	01	4.35%
Oral questions	07	30.44%
Written questions	06	26.08%
Activities	01	4.35%
Encouraging self-evaluation	01	4.35%
Homework	02	8.69%
Short written quizzes	01	4.35%
Encouraging students to participate	01	4.35%
Portfolio in the class	01	4.35%
Total	23	100%

Table 34: Teachers 'Tools of FA

Graph 34: Teachers 'Tools of FA
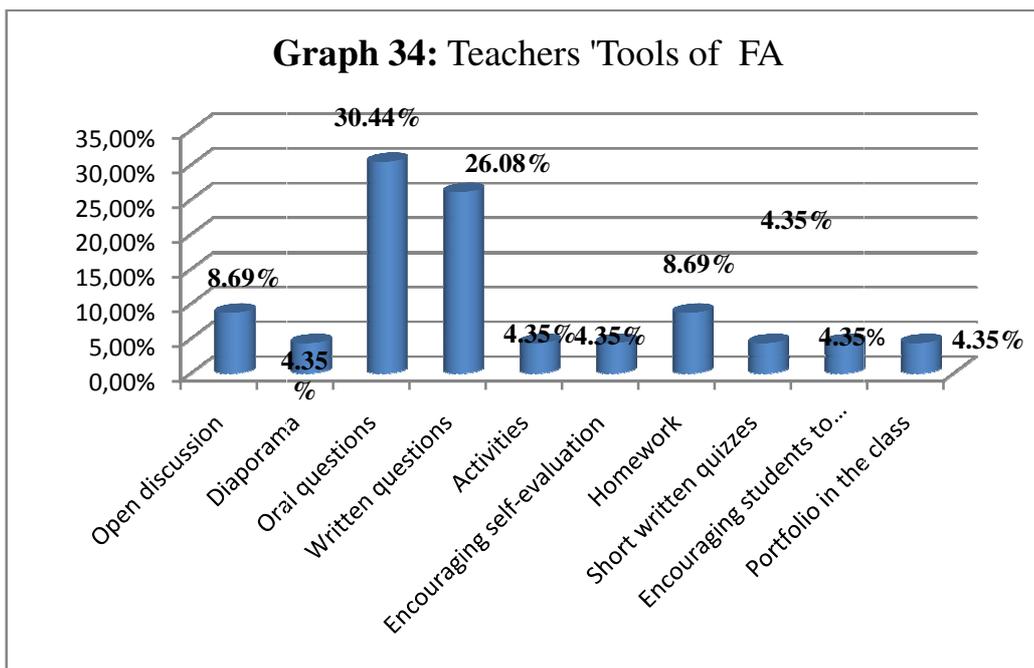
According to the findings, it is noticeable that teachers provide more than one tool of FA that they are using in the class. In addition that they are using different tools from eachother, that is why the number of responses is 23. The hieghest rate is 30. 40% of respondents who rely more on oral questions. 26. 08% of respondents prefre to use written questions. There is a balance between the rate of open discussion and homework represent 8.69% of respondents. Moreover, there are other tools which are used only by certain respondents represent the rate 4.35% such as, Diaporama, Activities, Encouraging self-evaluation, Short written quizzes, Encouraging students to participate, and Portfolio in the class. Therefore, these provided tools are very limited and not varied as well to motivate students and make competition among them.

Section four: Suggestions

Question Eighteen

18. Any suggestion (s) about Formative Assessment you would like to say briefly:

Although only 77.77% of the surveyed teachers provide suggestions, it is really encouraging to find that these teachers are eager to contribute significantly in clarifying some points that might be helpful during teaching.

The seven teachers provide the following suggestions:

- FA and other types of assessment are tools used to find out students 'gaps in learning. Nevertheless, these tools do not tell us, as teachers, about causes of the so called gaps. Hence, it would be wise that teachers adapt their teaching according to the students 'learning styles, respond to their needs, and wants before using different tools of assessing them;
  - FA is an effective way to check the students 'understanding on which the evaluation is based;
  - FA empowers students to work and be involved in learning process, the former should be varied;
  - FA had better be used during teaching because it helps teachers to know more about his/her learners. Therefore, the teacher can guide them easily to be successful learners;
  - Asking students to summarize the lesson;
  - Using FA is dependent on students 'needs; and
  - Reducing the class size is crucial in facilitating FA process to be implemented.

Conclusion

The obtained findings from teachers 'questionnaire really support the teachers 'hypothesis which is stated at the beginning of this chapter because teachers do not know even what the term FA is and stands for, in addition that teachers do not vary the use of FA tools because they are overused from the oral and written questions rather than the other tools that make the lesson boring. For example, the use of portfolio, quizzes, observation, entrance slips, ball toss, and summary are other important tools of FA. The results of this study reveal that teachers are not knowledgeable about its importance in improving and developing the learning process and its different facets.

General Conclusion

This research has been conducted to gain more insights in students 'responses to FA and teachers 'use of FA during the lesson as well. This process is crucial in learning and teaching processes because of its vitality in indicating the students 'progress, understanding, and different gaps to be bridged. For this point, teachers adapt their instruction and change their strategies according to their students 'needs. In this research, both teachers and students are asked to answer a questionnaire about the subject area.

The obtained conclusions from the analysis of both students and teachers questionnaires have been that students have psychological challenges which hinder this process such as lack of self-confidence, lack of concentration, lack of motivation, anxiety of speaking in English language, and embarrassment. Furthermore, there are other pedagogical challenges such as the difficulty of exercises and lessons, and imposition of studying English. However, teachers have lack of knowledge in pedagogical foundations such as language assessment. For example, they are confusing with the definition of FA and Summative Assessment and, their natures. They focus on oral and written questions more than other tools of FA that make it ineffective and the lesson boring. For that, they could not know the appropriate strategy of teaching and instruction which fit the students 'needs and learning styles.

Since this research has attempted to answer the aforementioned research questions, it is necessary to indentify that FA is assessment for learning that occurs during the course because assessment of learning is for Summative Assessment that many teachers confuse with. The importance of FA is not only to collect data about students 'performance, but also to improve, develop the learning process, and close the different kinds of achievement gaps. Through using different tools and strategies during the course, teachers can involve, engage, and identify the learners' weaknesses and misunderstanding to spot the light on such as the use of quizzes, reviewing the lesson, observation, entrance slips, ball toss, and other useful tools of FA.

On the basis of the data collected and analyzed throughout this research, it is concluded that the first hypothesis, which is devoted for students, is rejected because first year students respond positively to FA, but in case of that they did not do, this is related to their pedagogical and psychological challenges. The second hypothesis, which is specified to teachers, is confirmed due to the teachers 'lack of knowledge of the nature of this process.

To wrap up, the main findings of this investigation briefly are: Firstly, teachers have the lack of knowledge about pedagogical foundations such as language assessment. Secondly, first year students of MKU of Biskra encounter psychological and pedagogical challenges such as the lack of self-confidence, lack of concentration, boredom, fear of making mistakes, and difficulty of lessons and exercises.

Pedagogical Recommendations

In the light of aforementioned conclusions, it is very important to highlight some interesting points to be considered in both teaching and learning processes because it is worthwhile reiterating the following points to serve as guidelines and principles for both teachers and students.

The following recommendations are respectively for teachers:

- Teachers need to motivate and involve students in the lesson that is a significant way in teaching and learning;
- Teachers need to change their teaching methodology according to their students 'needs because teaching the lesson again creates boredom;
- Teachers ought to provide learners the role of engaging in assessment;
- Equilibrating the oral and written forms urges students to be aware of their speaking and writing skills;
- Teachers need to provide lessons and exercises that fit their students 'level of learning, thinking, and abilities of understanding;
- Teachers had better be well trained before undertaking the teaching task;
- Teachers need adapt their instruction to better meet students 'needs;
- Teachers, who have the experience of less than 3 years of teaching, should undertake to implement FA effectively and permanently;
- Teachers need to pursuit all what concern pedagogical foundations such as language assessment;
- Teachers and headmasters should take into consideration that FA is not only specified to secondary or middle schools, but also to university level; and
- Teachers need to vary their use of FA tools.

The next recommendations are devoted to students as follow:

- Students should empower themselves with the self-motivation in learning for successful future of achievement;
- Students should overcome their hindering psychological challenges such as, lack of self-confidence, lack of concentration, boredom, the fear of making mistakes, and anxiety;

- Students should take an interest to study independently this enables them discovering data that are not included in their curriculum for the sake of being more knowledgeable;

- Students should participate and interact with their teachers, this will urge them overcome their difficulties of the language;

- Students should respond positively to their teachers oral questions without suffering from any hindering challenges;

- Students ought to try thinking in answering difficult exercises and homework in order to practice, and develop their thinking abilities, reasoning, and solving skills; and

- Students have to concentrate on the lesson for the improvement and development of their learning outcomes.

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Appendices

Questionnaire for Students

Dear fellow Students,

This questionnaire is not a test, there are no "right" or "wrong" answers. We are interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of this investigation. Thank you very much for your help.

Please tick √ the appropriate box and answer whenever necessary.

Section one: Background Information

Please complete this part of the questionnaire first:

1. Gender

a- Male ☐   b- Female ☐

2. What type of Baccalaureate do you hold?

a- Literal ☐   b- Scientific ☐   c- Technical ☐

3. Your choice of English was:

a- Personal ☐

b- Imposed? ☐

4. If it is your personal choice, why did you choose it?

- You like English ☐
- You want to travel abroad ☐
- For job ☐

Section two: Understanding the Learning Process in the Classroom

5. Could you learn without the help of your teacher?

Yes ☐   - No   ☐

6. Which type of learner are you? You learn by:

- Communicating with your teacher and classmates ☐
- Listening to your teacher's explanation. ☐
- Seeing the explanation on the board. ☐
- Thinking about your teacher's explanation ☐

7. Do you follow your teacher's explanation of the lesson?

Yes ☐   No ☐

8. How often do you give your opinion **during** the lesson?

Almost always ☐   -Sometimes ☐   -Rarely ☐   -Never ☐

9. How often do you participate in the class?

Almost always ☐   - Sometimes ☐   -Rarely ☐   -Never ☐

If it is never or rarely, tell me

why?..

....

10. Do you answer all the exercises that your teachers gave you **during** the lesson?

Yes ☐   No ☐

If no, is it because:

- You feel bored   ☐
- You do not understand the lesson   ☐
- The exercise is difficult for you   ☐

11. Why do you answer your exercises? Is it because:

- You want to understand the lesson ☐
- You want to satisfy yourself ☐
- You are obliged to do it ☐

Section Three : A Probe on the Nature of Formative Assessment

12. Do you prepare your homework before coming to classroom?

Yes ☐ No ☐

13. In your opinion, exercises **during** the lesson and homework are important for improving your learning?

Strongly agree ☐ Agree ☐ disagree ☐ strongly disagree ☐
I don't know ☐

14. Do you think that exercises and homework are given for?

- Improving and developing learning ☐
- Entertainment ☐
- Wasting time ☐

15. How often do you answer your teacher's questions **during** the lesson?

Always ☐ Sometime ☐ Rarely ☐ Never ☐

16. When your teacher answers your questions, do you understand better than before?

Yes ☐ No ☐ Somehow ☐

17. Any suggestions you would like to say about exercises and homework:

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

Thank you for your time and your cooperation

Questionnaire for Teachers

Dear fellow teacher,

We are currently conducting an investigation on "**Coming to Grips with Formative Assessment in English Language Teaching and Learning"**. We should be; therefore, very grateful if you complete this questionnaire.

Please, tick (√) the appropriate box and answer whenever necessary

---

Section one: Background Information Questionnaire

- Please complete this part of questionnaire first

1. Gender:

   a. Male ☐   b. Female ☐

2. Grade:

   a.   License ☐   b. Magister ☐   c. Doctorate ☐

3. How long have you been teaching?

   a.   Novice teacher ☐   b. 1→7 ☐   c. 8→ up ☐

   4. How often do you involve and motivate your students in the class?

   a.   Always ☐   b. sometimes ☐   c. never ☐

Section Two: Understanding the Learning Process in the Classroom

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   5. When students fall in confusion, shall you:

   a.   Teach the lesson again?   ☐

b.   Change your teaching methodology? ☐

c.   Do nothing?   ☐

6. How often do you check your students' development and improvement on learning?

a. Always ☐   b. sometimes ☐   c. never   ☐

7. In what way do you usually check them?

a.   Oral questions ☐   b. written questions   ☐

8. What kind of questions do you usually ask?

a.   Open- ended questions ☐

b.   Closed questions   ☐

9. Do you adapt your instruction to better meet your student's needs?

a.   Always ☐   b. sometimes ☐   c. never ☐

Section Three : A Probe on the Nature of Formative Assessment

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10. Do you modify your teaching strategies according to your different students' styles?

a. Yes ☐   b. No   ☐

11. What is Formative Assessment?

a.   Assessment of learning   ☐

b.   Assessment for learning   ☐

12. When do you use Formative Assessment?

a.   During the course   ☐

b.   After the course   ☐

13. How do you provide your feedback to your students?

a.   On practice work   ☐

b.   On graded work   ☐

14. How many times do you use Formative Assessment per week?

a.   Once ☐   b. Twice ☐   c. All the week ☐   d. Never ☐

15. Formative Assessment is an important tool to collect data about the student's performance:

a.   Strongly agree ☐   agree ☐   disagree ☐   strongly disagree ☐

16. Do you agree with me that Formative Assessment can close the student's achievement gaps?

    a.   Yes☐   b. No☐

-   If yes, in what way?...

....

-   If no why not? ....

....

17. Would you list Formative Assessment tools you are currently using in the class, please?

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18. Any suggestions about Formative Assessment you would like to say briefly:

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Thank you for your cooperation

Bloom's Taxonomy of Educational Objectives:

Level	Illustration
<u>Knowledge</u> Recalling and remembering previously learned material, including specific facts, events, persons, dates, methods, procedures, concepts, principles, and theories.	Names, matches, lists, recalls, selects, retells, states, defines, describes, labels, reproduces
<u>Comprehension</u> Understanding and grasping the meaning of something; includes translation from one symbolic from another (e.g., percent into fractions), interpretation, explanation, prediction, inferences, restating, estimating, generalization, and other uses that demonstrate understanding.	Explains converts, interprets, paraphrases, predicts, estimates, rearranges, rephrases, summarizes.
<u>Application</u> Use of abstract ideas, rules, of generalized methods in novel, concrete situation.	Changes, demonstrates, modifies, produces, solves, constructs, applies, uses, shows.
<u>Analysis</u> Breaking down a communication into constituent parts or elements and understanding the relationship among different elements.	Distinguishes compares, subdivides, diagrams, differentiates, relates, classifies, categorizes.
<u>Synthesis</u> Arranging and combining elements and parts into novel patterns or structure.	Generates combines, constructs, assembles, formulates, forecasts, projects, proposes, and integrates.
<u>Evaluation</u> Judging the quality, worth, or value of something according to established criteria (e.g., determining the adequacy of evidence to support a conclusion).	Justifies, criticizes, decides, judges, argues, concludes, supports, defends, evaluates, verifies, confirms.

Source: Adapted from McMillan James, 44

This table discerns Bloom's taxonomy in cognitive domain which consists of six main levels.

Written Feedback

(1) "Delinquency" *No title!*

Delinquency, is a bad phenomenen which we usually find it at the level of young people in any country. It is badly behaviour made by young person especially in the age between 29 and 25 years old.

In fact, all the world's countries have this problem but it depends from one to other. There are many causes of delinquency, such as: bad education in the childhood by parents, injustice in the society, jobless, drugs trade, etc. etc.

When the delinquency grows up in certain country, it causes other problems like, killing, killing,

destroying of society, divisions etc. At last and not at least, we should find solutions to the delinquency by looking for its rational and real causes and then we repar them in reasonable way. Also, the respons ibles in the society must take their responsabilities about this

great problem. agreement?

→ Too many spelling mistakes

→ Try to think in English.

→ Revise your irregular verbs!!!

الملخص

يسعى هذا البحث الى اثبات اهمية التقييم التكويني في كل من عمليتا التعلم والتعليم سواء لان المشكل الاساسي يكمن في ان الطلبة لا يستجيبون الى التقييم التكويني اضافة الى ان الأساتذة لا يزودون تقييم تكويني فعال خلال الدرس والذي يسبب الملل للطلبة كما يمنعهم من تحسين اكتسابهم للغة الإنجليزية لهذا تمت صياغة فرضيتان كرست الاولى للطلبة وهي اذا لم يستجيب الطلبة الى التقييم التكويني سوف لن يسدوا هوة تحسين تعلمهم. اما الفرضية الثانية فقد خصصت الى الاساتذة : اذا باشر الاساتذة بتنفيذ التقييم التكويني بطريقة فعالة سيستطيعون من تحسين اكتساب المتعلمون للغة الاجنبية. انه لمن المهم الاجابة على اسئلة البحث الآتية ما هو التقييم التكويني؟ كيف يعمل التقييم التكويني؟ وما هي أهمية التقييم التكويني في عمليتي التعلم والتعليم؟ من اجل فحص الفرضيات السابقة والإجابة على أسئلة البحث فقد تم توزيع استبانه بشكل عشوائي لكل من طلبة السنة الاولى وأساتذة شعبة اللغة الانجليزية بجامعة محمد خيضر ببسكرة. اوضحت النتائج بان الطلبة يستجيبون للتقييم التكويني ولكنهم يواجهون مشاكل نفسية عويصة تمنعهم من ذلك من بينها نقص الثقة بالنفس في حين ان الاساتذة لا يستعملون التقييم التكويني بطريقة فعالة وذلك بسبب جهلهم لعملية التقييم التكويني. توصي هذه المذكرة بأنه يجب على الطلبة التغلب على تحدياتهم النفسية للحصول على نتائج حسنة للتعلم بينما يجب على الاساتذة ان يكونوا على حسن الاطلاع بكل ما يتعلق بأساسيات التعليمية لتطبيق وتنويع التقييم التكويني بشكل فعال ليس فقط في المدارس الاكمالية و الثانوية بل بالجامعات ايضا.