



Domaine : Lettres et langues

Filière : Langue Anglaise

Spécialité: Langage et Communication

Dissertation Submitted in Partial Fulfillment of the Requirement

for the Degree of Master in English

**Investigating the Teachers' Use of Formative Assessment in the
Literature Module: the Case of Third Year EFL Students in the
Department of English**

Presented by:

Ms Zaouache Kahina

Ms Ben Zaid Kahina

Supervised by:

Mrs. Adem Karima

Board of Examiners:

Chair: Mr. Aouine Akli, MAA, Department of English....., UMMTO

Supervisor: Mrs. Adem Karima, MAA, Department of English....., UMMTO

Examiner: Mrs. Aimeur Roza, MAB, Department of English....., UMMTO

Academic Year: 2016/2017

Acknowledgment

The present work would not have reached a completion without the precious help and constant encouragement of a great deal of people to whom we owe a special acknowledgment.

First and foremost, we immensely are indebted for the role of our supervisor, Mrs. Adem Karima, in the completion of our research. Without her invaluable experience, encouragement, patience, guidance, insightful and constructive feedback, this work would have been much more difficult to finish.

We also wish to express our most sincere gratitude to the board of examiners for having accepted to examine our work.

Sincere thanks go to Mr. Aouine Akli for having provided us with valuable documents we needed to strengthen our research work. We are really grateful to him for his kindness, humility, encouragement, sincere pieces of advice, and constructive comments during the completion of this investigation. Despite his busy schedule, he has always made himself available whenever we sought his help.

Last, but not least, we would also like to express our appreciation and thanks to all the students and teachers who collaborate in answering the questionnaire and the interviews, with a great patience and help.

Abstract

The current research investigates the teachers' use of formative assessment in the literature module for the third year EFL students. It endeavors to glean some insight into whether teachers of this module make use of formative assessment, the different techniques or strategies employed to make use of formative assessment, and its effect on the students' learning process. To achieve these objectives, the theoretical framework of Heidi Andrade and Gregory J.Cizek entitled "Handbook of Formative Assessment" (2010) has been considered as a theoretical plinth. For the sake of empirically investigating the issue, a mixed method approach is adopted. It combines between quantitative and qualitative procedures for data collection and data analysis. The study relies on a questionnaire administered to 156 students of the department of English at the University of Mouloud Mammeri Tizi Ouzu. Apart from the questionnaire, the study relies on semi-structured interviews conducted with three teachers of this module. The data gathered from these instruments are analyzed through the Statistical Package for Social Sciences (SPSS) software and the Qualitative Content Analysis (QCA). The findings of this research reveal that the teachers really make use of formative assessment to teach the module of literature in the classroom. In addition to that, the results show that the teachers do formative assessment through using different kinds of activities such as: traditional classroom tests, homework, projects and group work, and class discussions. Furthermore, the interviewees are cognisant of the importance of formative assessment while teaching literature in the classroom and this is clearly mirrored through the participants who confirmed this point. The results also show that formative assessment affects students learning through improving their achievements, meeting their learning needs, and achieving better understanding.

Keywords: *Formative Assessment, the literature module, third year EFL students, Heidi Andrade and Gregory J.Cizek's framework, UMMTO.*

List of Abbreviations

EFL: English Foreign Language

FA: Formative Assessment

QCA: Qualitative Content Analysis

SPSS: Statistical Package for Social Sciences

MMUTO: Mouloud Mammeri University of Tizi Ouzou

List of Tables

Table 1: Student's View of Literature.....	28
Table 2: Kinds of Literature Activities Used by Teachers.....	30
Table 3: Reducing Academic Failure by Using Formative Assessment.....	33
Table 4: Advantages of Formative Assessment on Students.....	35

List of Diagrams

Diagram 1: Students' Interest Toward Literature.....	27
Diagram 2: Simplicity of the Literature Field.....	29
Diagram 3: Different Exercises that are Used in Literature.....	29
Diagram 4: Achieving Good Results by Using Formative Assessment.....	31
Diagram 5: Understanding Courses through Formative Assessment.....	32
Diagram 6: Meeting the Learning Needs through Formative Assessment.....	32
Diagram 7: Effective Application of Formative Assessment.....	34
Diagram 8: Students' Involvement in Literature Courses.....	36
Diagram 9: Teachers' Use of Formative Assessment.....	37
Diagram 10, Students' Progress.....	38
Diagram11: The Difficulties that Students face when Using Formative Assessment.....	39

Contents

Dedication.....	I
Acknowledgment.....	II
Abstract.....	III
List of Abbreviations.....	IV
List of Tables.....	V
List of Diagrams.....	VI

General Introduction

• Statement of the Problem.....	1
• Research Questions and Hypotheses.....	2
• Aims and Significance of the Study.....	2
• Research Techniques and Methodology.....	3
• Structure of the Dissertation.....	4

Chapter 1: Review of the Literature

Introduction

1/ Assessment.....	5
1-1 Definition of Assessment.....	5
1-2 Assessment VS Evaluation.....	6
1-3 Types of Assessment.....	7
1-3-1 Formal assessment.....	7
1-3-1-1 Diagnostic Assessment.....	7
1-3-1-2 Summative Assessment.....	8
1-3-1-3 Formative assessment.....	8
1-3-2 Informal Assessment.....	8
1-3-2-1 Self-Assessment.....	9
1-3-2-2 Peer Assessment.....	9
2- Literature.....	10
2-1 Formative Assessment in Literature.....	11
3- Theoretical Framework: Formative Assessment.....	12
3-1 Definition of Formative Assessment.....	12
3-2 Stages of Formative Assessment.....	13

3-2-1 Pre-Formative Assessment “Before Instruction”	13
3-2-2 Formative Assessment during Instruction	14
3-2-3 Formative Assessment after Instruction	15
3-3 Essential Elements of Formative Assessment	15
3-3-1 Identifying the Gap	15
3-3-2 Feedback	16
3-3-3 Students’ Involvement	16
3-3-4 Learning Progression	17
3-4 Techniques of Using Formative Assessment	17
3-4-1 Observation of Students at Works	17
3-4-2 Appraising Students’ Work Examples, Homework and Portfolio	19
3-4-3 Interviewing Students	19
3-4-4 Quizzes and Informal Tests	20
3-4-5 Students Self-Evaluations	21
Conclusion	21
<i>Chapter 2: Research Design and Methodology</i>	
Introduction	22
1-Participants	22
2- The Procedures of Data Collection	23
2-1 Students’ Questionnaire	23
2-2 Teachers’ Interview	24
3- The Procedures of Data Analysis	24
3-2 Descriptive Statistical Analysis	24
3-3 Qualitative Content Analysis	25
Conclusion	25

Chapter3: Presentation of the Findings

Introduction	27
1/ the Analysis of the Students’ Questionnaire	27

1-The Attitudes of Students toward the Module of Literature.....	27
2-The Strategies Used in Formative Assessment.....	29
3- The Use of Formative Assessment in the Module of Literature	31
2/ Presentation of the Findings of the Teachers’ Interview.....	36
1- Students’ Interaction in the Module of Literature.....	37
2- The Use of Formative Assessment by Teachers.....	37
Conclusion	40

Chapter 4: discussion of the findings

Introduction	41
1-The Attitudes of Students toward the Use of Formative Assessment in the Module of Literature.....	41
2-The Use of Formative Assessment in the Literature Module.....	42
3-The Different Strategies Employed by Teachers	45
3-1-Usefull Activities in Formative Assessment.....	46
3-2The Aim of Using Formative Assessment	47
4- The Effect of using Formative Assessment on the Students’ Learning Process.....	49
4-1 The Students’ Learning Needs.....	51
4-2 The Teachers’ Feedback.....	51
4-3 Suggestions to Improve the Quality of Formative Assessment.....	53
Conclusion	54
General conclusion	55
Bibliography.....	58-62
Appendices	

- **Statement of the problem**

There is a wide range of methods that are used to gather information about students' progress, behavior, and performance, and how well they learn. Assessment is one of these methods. It may occur during the instruction course or at the end of the unit to mainly ameliorate students' learning. It is used to determine decisions about classification, and to motivate students to progress. Assessment is the process of observing learners for improvement. It provides feedback to both students and educators about the effectiveness of their teaching and learning experience. It can be addressed in many types. The most significant one is Formative Assessment (FA) which takes place during the course of teaching. It seeks to enhance learning. It is used essentially for the purpose of improvement and not measurement as in summative assessment. FA is the teachers' every day input as well as students' every day output. Teachers' formative assessment seeks to provide immediate feedback to the students as the key component to improve their learning and to overcome their deficiencies. FA in this context inform about the strengths and weaknesses of their students' achievements while learning.

In fact, the term Formative Assessment has been given many definitions. According to Chappius (2009) the formal and informal processes teachers and students use to gather evidence for the purpose of improving learning, is the use of information gathered, by whatever means, to adjust teaching and learning that merits the "formative label".(Chappius, 2009). This means that formative assessment specifically deals with the decisions to be made by teachers and students as far as the teaching and learning activities are concerned. Shepard (2009) asserts that formative assessment is defined by its purpose which is to help form, or shape a student's learning during the learning process. (Shepard, 2009)

- **Aims and Significance of the Study**

Following the increasing interest in research on formative assessment, the present study seeks to supplement current research on the use of FA in literature as a module for 3rd year students at the department of English at MMUTO. The investigation goes further to explore whether teachers make use of formative assessment during literature classes as unit of instruction, and how they make use of formative assessment as a major component in learning and teaching process, as far as its effectiveness on students' learning. Another focal reason for insisting on the use of formative assessment is that in this field, many researchers have made investigations about assessment and formative assessment including oral assessment, developing students' writing through formative assessment, and assessment of reading comprehension skills, but none of them has investigated about the teachers' use of Formative Assessment (FA) on the literature courses at the classroom level. For this reason, this work is an investigation to bring something new to that topic.

- **Research Question and Hypotheses**

For the sake of tackling the raised issue and considering the importance of using formative assessment in one's work, the present research aims to give answers to the following questions:

Q1-Do teachers make use of formative assessment during the literature courses at MMUTO?

Q2- What are the different techniques that teachers use to do formative assessment in the module of literature for 3rd year students in the Department of English of MMUTO?

Q3-How does formative assessment help EFL students in their learning process?

Before doing the research and carrying out such investigation, the following hypotheses are advanced:

H1-Teachers make use of formative assessment during the literature courses.

H2-Teachers hardly ever make use of formative assessment during the literature courses.

H3-Teachers of literature do formative assessment while forming, through identifying an assessment goal, and using some activities to check their understanding such as: homework; and oral questioning.

H4-Formative assessment is highly effective in raising the level of students' attainment, increasing equity of students' outcomes, and improving students' ability to learn.

- **Research Techniques and Methodology**

As every work should be based on a theory, the present work takes the book "*Handbook of Formative Assessment*" written by Heidi Andrade and Gregory j. Cizek (2010) as an analytical framework. It is intended to explain the teachers' use of formative assessment while teaching students, in the courses of instruction. Besides, it opts for a mixed method approach combining between quantitative and qualitative methodologies for data collection and data analysis, to classify and measure the content in numerical and qualitative ways. It uses a questionnaire with both closed-ended and open-ended questions to be administered to 3rd year students in the Department of English at Mouloud Mammeri University of Tizi Ouzou. The students' questionnaire aims at determining students' awareness of the use of FA as well as its benefits on their learning process. In addition to the questionnaire, the research work relies on a structured interview conducted with teachers in charge of the literature module. The analysis of the use of formative assessment and its influence on the students will provide an exhaustive picture on the issue under investigation.

- **Structure of the Dissertation**

In terms of organization, this dissertation is structured following the traditional complex model that consists of a General Introduction, four chapters, and a General Conclusion. The General Introduction presents the field of research in general. It states its issue, its research questions and hypotheses, its objectives and its methodological design. The first chapter is entitled *Review of the Literature* which consists in reviewing the main theoretical concepts related to the topic as well as the theoretical framework underlying the research study. The second chapter called *Research design* presents the procedures of data collection and data analysis. The third chapter entitled *Presentation of the Findings* provides a detailed account of the results of the questionnaire and interview. As regards the fourth chapter, it is labeled *Discussion of the Findings*. It endeavors to interpret the results that bring answers to the research questions set out at the onset of the investigation. Finally, the general conclusion presents briefly the work. It includes and sums up the different points seen through the dissertation.

General Introduction

Introduction

This theoretical section represents the using of formative assessment (FA) in the module of literature. In fact, this chapter contains three parts in which the first one attempts to clarify the main concepts related to Assessment, the second one includes the concepts that are related to literature, then the third which is entitled Theoretical Framework in which it is mentioned all the concepts and the techniques used in FA by Heidi Andrade and Gregeory Cizek in Handbook of FA. It deals with the most basic elements of FA. This latter terminology will help to effectively evaluate the formative assessment areas of the English language teaching and learning.

1-Assessment

1-1Definition of Assessment

Firstly, the word “Assessment” comes from the word to assess. Stefanakis (2002) states that the origin of the word “assess” is from the Latin “assidere”, which means ‘to sit beside’. Literally then, to assess means to sit beside the learner, (Evangeline Harris Stefanakis 2002). This means that assessment is to evaluate the learners or the educator.

Assessment is about measuring learning not just grades. According to Fenton (1996), assessment is the collection of relevant information that may be relied on for making decisions. That is to say, assessment gives effective information about the student in order to show his or her real grade. Huba and Freed (2000:8) say that:

assessment is the process of gathering information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences, the process culminates when assessment results are used to improve subsequent learning.

In this quotation, assessment provides information about the knowledge and the degree of students' understanding in order to improve their instruction by using assessment the teacher identifies the students' knowledge, how much they have acquired 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

1-2-Assessment VS Evaluation

Assessment is a classroom activity conducted to provide a valuable feedback for the improvement of both teaching and learning. It is the learners' feedback which helps the instructor to know about their learning. It is defined as the observation of the process of learning and the collection of frequent information about learners. In contrast, evaluation is seen as a process of using methods and measures to judge the learners' achievement for the purpose of grading and reporting. Evaluation is, in some way, feedback from the teacher to learners about their learning.

In order to understand assessment, and break down the false link between assessment and evaluation, it is necessary to contrast the two terms. Brookhart (2005) states that collecting information about something to be used for some purpose. She contrasts evaluation and assessment by claiming that evaluation means using assessment information to make judgments about the worth of students' knowledge, the teacher considers those students in order to make a judgment about them, for example about how good or bad they are. However, assessment is simply the collection of information for a specific purpose. Scriven (1991) states that assessment considers value, merit, worth, significance or quality It means that there is no value judgment given to assessment. Assessment is about gaining information in the

effort to answer a research question. This is different from evaluation which is about affixing value. (Brookhart 2005).

1-3 Types of Assessment

In the education process, there are many types of assessment that teachers use to enhance students' learning that occur in different times, at different levels, in different forms to accomplish multiple purposes.

1-3-1 Formal Assessment

This type of assessment includes systematic and planned techniques that are used to estimate students' level of a language. Brown (2003) claims that in formal assessment students are aware that the activities they are doing are going to be assessed. Exams, diagnostic tests are examples of formal assessment that are applied in the class to see how much students have improved. Formal assessment has its own types:

1-3-1-1 Diagnostic Assessment

Diagnostic assessment is also known as pre assessment which provides instructors with information about students' prior knowledge and misconceptions before beginning the learning activity.

Ontario (2013) claimed that information from diagnostic assessment helps teachers determine where individual students are in their acquisition of knowledge and skills, instruction can be personalized and tailored to provide the appropriate next steps for learning.

Certainly, teachers use this type of assessment to reveal learners' readiness toward a skill. It, also, identifies for both teachers and learners the needs and demands that should be met in any area of knowledge. It is used to collect data on what students already know about the topic. Black (1993) argues that diagnostic assessment aims to diagnose students'

weaknesses. From that, diagnostic assessment looks backwards rather than forward because it intends to determine the level of the students.

1-3-1-2 Summative Assessment

Summative assessment is the evaluation of the student at the end of the year or the course. Brown (2004) claims that summative assessment aims to measure or summarize what a student has grasped, and typically occurs at the end of the course or unit of instruction. Final exams in course and general proficiency exams are examples of summative assessment. That is to say, the goal of summative assessment is to evaluate student learning at the end of an instructional unit where the focus is on the outcomes of a program. Summative assessment usually involves students receiving a grade that indicates their level of performance, pass, fail, or some other form of scale grade. In other words, summative assessments are used to measure students' competency and to gauge progress of grade-level goals which means the promotion on the next grade level

1-3-1-3 Formative Assessment

FA gives teachers information about how well the student is doing, the teacher is the one most interested in the results of FA in which the data collected helps him or her to make further decisions about teaching. Cowie and Bell (2010) "*FA is as the process used by teachers and students to recognize and respond to student learning in order to enhance that learning during the learning*" Cowie and Bell (1999:32 quoted in Dylan, 2010:23). Thus, it is viewed as a collection of activities which are done during the learning process for the purpose of identifying students' level and boosting their learning outcomes.

1-3-2 Informal Assessment

Teachers assess their students in many ways and most of the time the assessment is informal, it takes place during the flow of the lesson in the form of feedback, praise, or an immediate correction of students' mistakes, etc. In using this type of assessment, the teachers do not score the students' work and give them a final judgment about what they have produced, students evaluate their progress through commenting on their work. For example in a writing activity, as it is the concern of this study, the teachers of writing provide them with the necessary comments and corrections to help them go forward and produce good pieces of writing. This type also has its sub types which are:

1-3-2-1 Self-Assessment

Self-assessment is a valuable learning tool as well as part of an assessment process; through self-assessment, students can identify their own skill gaps, where their knowledge is weak. Students at the same time see where to focus their attention in learning. They set realistic goals, revise their work, and track their own progress. This process helps them stay involved and motivated and encourages self-reflection and responsibility for their learning. Self-assessment is a process by which students monitor, and evaluate the quality of their learning. In fact, it is a way to identify their strengths and weaknesses and also the strategies that improve their understanding and skills. Falchikove (2005:121) defines self-assessment as follows: "*self-assessment is a way for students to become involved in assessing their own development and learning*". It means that self-assessment is the appraisal or judgment by a student of his or her work or learning progress.

1-3-2-2 Peer Assessment

Peer assessment is a key strategy that involves learners in taking more responsibility for their own learning .In fact, it offers the opportunity to learners to see the gains for

themselves rather than for their teachers. Moreover, it gets learners involved in observing, monitoring and making judgments about their peers' learning.

As the potential benefits of peer assessment has long been recognized, various forms are increasingly used to help learners meet a variety of learning outcomes .Peer assessment encourages cooperative learning referring to the use of different strategies by which learners can learn with and from each other without the direct intervention of their teacher. In addition, peer assessment improves the group work by having learners take collective responsibility in identifying their learning needs and planning how these needs can be addressed. Indeed, learners can articulate their understanding and make it judged and assessed by their peers. As a result, peer feedback, in the form of questions and comments, prompts learners to reflect on what has been done and what still needs to be done. In fact, peers can provide rich information that cannot be provided by teachers. Cornal university (2012) states further important reason for engaging learners in the process of peer assessment is that it empowers students to take responsibility for, and manage, their own learning and it encourages learners' ownership of their personal learning and motivates active participation in learning.

3- Literature

Literature in its broadest sense is any single body or written works. More restrictively, it is written to be an art with an artistic or an intellectual value often due to deploying language in ways that differ from ordinary usage. According to Gyasi (1988), literature in its broadest sense is anything that is written, that is to say, any written material is considered as being literature.

Rees (1973) sees it as the narrow sense of writing which expresses and communicates thought, feelings and attitudes toward life. He sums up that literature is a permanent expression in words of some thoughts of feeling and ideas about life and the world (ibid).

This definition describes literature from different perspectives, the fact that it expresses thought and feelings, and deals with life experience.

2-1 Formative Assessment in Literature

Students learn through their participation in the attainment of knowledge by gathering information and processing it by solving problems and articulating what they have discovered. Formative assessment provides students with opportunities to deepen their learning by applying concepts and articulating new knowledge and provide the instructor feedback about the students' learning.

Formative assessment prompts students to write a response to an open question and can be done at any time during a class. It also gives students the opportunity to organize their own thoughts when assessing literature.

Assessment in literature has many advantages including developing students' abilities to think holistically and critically. It also improves their writing skills, engages them in collaborative discourse and argumentation, and enhances their conceptual understandings, as well as refines their reasoning abilities.

Foos, et al (1994) argue that students need to think carefully about the learning intentions of the work they have been studying, and about what makes a good way of eliciting evidence, that is to say, FA includes practice in using the language of the discipline and crafting evidence-based reasoning in their arguments: for example, when teachers often use students' projects for assessment or evaluation. Offering students project choices gives them a sense of ownership over their work as they demonstrate what they know and what they can do. Formative assessment in literature encourages deeper thinking, problem-solving, and/or critical analysis, in the same time it allows students to articulate their thought processes.

3- Theoretical Framework: Formative Assessment

3.1 Definition of Formative Assessment

Formative assessment is a key element of teachers' classroom practice and if it is well implemented, the teachers' achievement and performance can be greatly facilitated and improved. The term formative assessment has been defined by many researchers such as Black and William. In their review, they see formative assessment:

As encompassing all those activities undertaken by teachers and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.

(Black and William, 1998b:140 cited in Cizek and Andrade, 2010).

The above quotation shows that formative assessment specifically deals with the decisions to be made by both teachers and students as far as the teaching and learning activities are concerned (Aouine Akli, 2010). More precisely, formative assessment takes place during the course of instruction to support the students learning. It helps teachers to see whether they are using the appropriate methodology. It also helps to make necessary modifications and adjustments in the teaching process throw doing for instance an assignment which is a group work that helps students to understand more the lesson. According to Black and William (1988) both teachers and learners' roles are important, that is the teacher plays the role of the instructor, and the students are engaged in the process of learning.

According to Brown (2004), formative assessment evaluates students in the process of forming their competencies with the goal of helping them to that growth process. That is to say, formative assessment provides an on-going process that helps the learner to evaluate and improve their performance so as to meet their needs in their learning process. In fact the main

goal of formative assessment is the increasing of the students motivation and learning. (Brown, 2004)

3-2 Stages of Formative Assessment

As what have been described before, FA is everyday teachers' task. That is to say, it may occur during all stages of the lesson plan. In the following, we will introduce formative assessment that is prior to instruction, during instruction, and after instruction. (Heidi Andrade and Gregory Cizek, 2010)

3.2-1 Pre-formative assessment “Before Instruction”

The teachers' role during this period is to design instruction based on pre-assessment tasks. Pre-assessment tasks provide enough information about students' background knowledge of the subject matter to be taught before instruction such as diagnostic assessment. Therefore, these tasks help teachers to focus instruction on areas of misunderstanding as well as elements that are not yet reached or learnt (Heidi Andrade and Gregory Cizek, 2010). Moreover, pre-formative assessment helps teachers to sit down their instructional goals based on the outcomes of these assessments for future planning. Furthermore, it helps students to develop their learning using prior knowledge to adjust the new one comprehensibly (Greenstein, 2010).

To sum up, pre- formative assessment is considered as an early stage to prepare students for the coming knowledge so that students will be motivated and smoothly engaged into learning. During this stage, teachers often use questioning as an effective strategy to have an idea about students' prior knowledge. Questioning strategies have positive impact on students' learning development and engagement when they are ungraded for the purpose of improvement (Greenstein, 2010).

3-2-2 Formative assessment during Instruction

It is any assessment that occurs during the state of teaching and learning in classroom situations. Classroom assessment during instruction seeks to provide information about how well students are progressing and to decide whether to move forward or backward instruction. Also, it helps teachers explore individual abilities that need further explanation and practice than other ones (Heidi Andrade and Gregory Cizek, 2010).

Similarly, according to Greenstein (2010), assessment during instruction helps teachers identify students who are struggling with particular concepts or applications. Therefore, it aims to focus instruction on points of strengths and weaknesses of skills, knowledge, and language development. Moreover, assessment during instruction serves as an effective strategy that encourages students' self-assessment as they receive teachers' 'formative feedback'. As a result, students' motivational sense will be raised via learning new knowledge and skills. The use of FA during instruction relies on many strategies as questioning (Heidi Andrade and Gregory Cizek, 2010).

According to Greenstein (2010) asking students to demonstrate their knowledge in the different ways increases the chances that a teacher gets an accurate picture of their understanding. Questioning strategies are used in all parts of instruction (before, during and after). It is a much reliable way to identify concepts of misunderstanding that gives teachers the opportunity to correct students. Therefore, questions should be integral components during instruction because teachers are in need for the information they provide through answers to know if the learners have understood what is presented (McMillan, 2007). Questions during instruction have many advantages; here are some of them listed below:

- Drive the opportunity for discussion and interactions between teachers and students to exchange different views.

- Help students develop their sense of motivation.
- Lead students to think reasonably to solve problems.
- Encourage self assessment strategies via learning.
- Develops students degree of understanding
- Help teachers to analyze their students thinking. ((McMillan, 2007).

3-2-3 Formative Assessment after Instruction (Post Assessment)

Traditionally, when instruction has finished, students assessment reveals in a form of grade. That is, to provide them with final decisions of learning. In contrast, according to McMillan (2007), Heidi Andrade and Gregory Cizek (2010) with formative assessment teachers still has opportunity to improve learning before it is over.

Formative assessment after instruction has been defined by McMillan (2007) as “last assessment”. That is according to her, it seeks to identify areas in which students could use a bit more clarification, practice, or reinforcement before a summative assessment. Furthermore, it is an agreed upon definition that formative assessment comes to fill the gap of misunderstanding after the instruction has been completed. Post instruction strategies reviews summaries of all what has been taught so far, as it involves questioning strategies to highlight elements of weak or confusing; in order, to be avoided in summative conclusions.

3-3 Essential Elements of Formative Assessment

The term formative assessment has been given four essential elements: identifying the gaps, feedback, students’ involvement and learning progression. (Heidi Andrade and Gregory Cizek, 2010)

3-3-1 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 (Heidi Andrade and Gregory Cizek, 2010). Closing students' different gaps is the teacher's duty for better learning and teaching process (Pinchock and Brandet, 2009).

3-3-2 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, 2009). Feedback provides critical information that the teacher needs to pinpoint the current status of a student's learning and inform next step in the learning process. It is then provided to the students in the form of clear and descriptive information so that it can be used to improve learning. Feedback is not designed and intended to close the instructional gap, this does not meet the formative assessment definition of feedback. (Sadler, 1989 cited in Gregory cizek and Andrade, 2010). According to Shute (2008) formative, or descriptive, feedback is information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning. (Cited in Gregory cizek and Heidi Andrade, 2010).

3-3-3 Student Involvement

Involvement in learning means involvement in teaching. According to Heritage (2007), student must be actively involved in their own learning and the assessment they are engaged in. This happens best by collaboration between the teacher and fellow students to develop and shared knowledge about their current learning status and what they need to do to progress in their learning. Doing so builds metacognitive skills, which students need to monitor their learning and determine when they need assistance. (Cited in Heidi Andrade and G cizek, 2010).

This means that teachers and students should work together to promote actual learning process and achieve the requirement of developing learning which results to build

metacognition skills, from which the learner is able to process their learning and pinpoint the appropriate time for teacher's help.

3-3-4 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' learning needs (Pinchok and Brandet, 2009). Forster and Masters (2004:01) describe learning progression as a description of skills and understanding knowledge in the sequence in which they typically develop: a picture of what it means to 'improve' in an area of learning. This means that, learning progression break down a larger learning goal into smaller sub goals. It is necessary for helping teachers locate students' current learning status in relation to continuous set of skills needed to master the learning standard.

3-4-Techniques of Using Formative Assessment

According to Andrade and Cizek (2010), FA information can be gleaned from different information-gathering activities including: traditional classroom tests, observations, oral questioning, class discussion, group work with peer feedback, portfolios, projects, and homework, and students self-assessment. Westwood (2008) provided foremost ways of implementing these activities in the classroom level as follows:

3-4-1-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, etc. It is an initial tool for successful teaching (Westwood, 2008). 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. In order to judge 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 (Westwood, 2008). Students with learning problems lead to dynamic assessment progressively from which observation derives 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 a 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, and then will observe the performance or reaction of the students to notice how much students can learn from clear instruction in a short period.

Westwood (2008) is 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, 2008). Re-teaching the lesson may affect the students' attention to the lesson and at the end no one will learn motivationally. McMillan (2007) 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 (McMillan, 2007). Teachers daily observe 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 convey clearly more than what the student is saying. These non-verbal behaviors allow teachers to assess meaning and

feeling. Thus, teachers can infer from these features the status of students' understanding and psychological state.

3-4-2- 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 reveal how much students reach the objectives of the lesson. However, other exercises are used to demonstrate the degree of improvement or even its absence (Westwood, 2008). Exercises provide teachers with data of the students' 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). Thus, portfolio allows teachers to follow the students' development, decrease, and persistence in their learning and achievement.

3-4-3 Interviewing Students

According to Westwood (2008), 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, 2008). The teacher can easily evaluate the students' understanding and knowledge through interviewing them concerning the lesson.

On the one hand, McMillan (2007) 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 their knowledge and understanding of the lesson. These questions should be characterized by 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 (McMillan, 2007). Asking questions should be objective and direct relating to the lesson.

3-4-4 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 for example using multiple choice questions, fill-in-the blank questions. All in all, the focus of this assessment is on factual evidence, not on how to apply or transform that evidence (Westwood, 2008). The teacher here may select an excellent student's paper to evaluate it. He will not discover other students misunderstanding. McMillan(2007) agrees with Westwood that the purpose of a 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. Through using quiz tool, the teacher can clarify ambiguous points of the lesson that embarrassed students.

Conclusion

This chapter has provided a theoretical overview on the literature that revolves around the use of formative assessment in the literature module. It is divided into three main parts. The first part, has traced back the key terminology of the term “Assessment”, its broad definition, types, and assessment VS evaluation. As concerns the second part, it has clarified the concept of Literature, dealing with how to apply formative assessment in literature as a module. The third part has shaded light on the theoretical framework. It has tackled the different concepts related to formative assessment, its definitions, stages, its essential elements, and techniques of using formative assessment.

Introduction

The current chapter deals with the research design of the present research study that seeks to investigate the use of Formative Assessment in the literature module for third year EFL students in the department of English MMUTO. In order to have a full understanding of this issue, the mixed method approach is used. It combines between qualitative and quantitative procedures for both data collection and data analysis. Therefore, this methodological chapter consists of three main parts detailing the procedures used to investigate this topic.

The first part deals with the participants of the study. The second part explains the procedures of data collection; namely a questionnaire and an interview. The last part deals with the procedures of data analysis; in fact the closed-ended questions of both the questionnaire and the interviews are analyzed by using the Statistical Package of Social Sciences (SPSS) and the qualitative data elicited from open-ended questions of the questionnaire and the interview are analyzed through Qualitative Content Analysis (QCA).

1-participants

This study is carried out with the participation of third year EFL students and their teachers of the module of literature at the English department at UMMTO. It takes place during the second semester of 2016/2017 school year. The target population is the students who attend the literature courses at the classroom level and teachers of this module.

2-The Procedures of Data Collection

2-1-Students' Questionnaire

The first instrument which is employed in this research is a questionnaire. According to Dornyei (2003) 'a questionnaire is one of the most popular instruments applied to social sciences. It is easy to conduct extremely versatile and uniquely capable of gathering a large amount of information'. This questionnaire is composed of 12 items of the research questions. Its aims is to find out whether teachers of the module of literature make use of formative assessment, what are the different techniques they use to do formative assessment, as well as its effects on the students' learning process.

The designed questionnaire is made up of two sections. The first one deals with questions related to students' attitudes toward the literature module. The second section contains questions about the use of formative assessment on this module to check its importance and the activities used by the teachers to do formative assessment as well.

The questionnaire has been distributed to 156 participants. The survey has been then refined according to their feedback. It has been self-administered on June 2017 to 156 EFL third year students, who were available in the department of English. It is mainly intended to gather information that well helps answering the research questions.

2-2 Teachers' Interview

In addition to the questionnaire, the present study uses an interview to deepen the understanding of the issues under investigation. Indeed, Tavakoli (2012:294) claims that an interview is: "*a data collection method in which a researcher and a participant engage in a conversation focused on questions related to a research study; these questions usually ask participants for their thoughts ,opinions perspectives ,or description of specific experiences*".

Hence, three face to face interviews are conducted with three teachers in charge of teaching the literature module to third year EFL students in order to obtain in depth qualitative data about the teachers' use of FA in this module. The questions of the interview mainly focus on teachers' views about the use of formative assessment in the classroom and how they make use of it; as well as how formative assessment helps students in their learning process.

The designed interview consists exclusively of closed-ended questions and open-ended questions and is purposely semi structured. In fact according to Berg (2007) the structured interview is mostly organized around a set of predetermined direct questions that require immediate, mostly 'yes' or 'no' type responses. Thus in such interview, the interviewer and the interviewees would have very little freedom (Berg, 2007). According to Domyei (2007) the structured part of the interview is where the interviewer prepares an interview schedule containing a set of questions that guide and prompts the interviewee(s) to answer. The 'semi' part is where the participant(s) is/are free to elaborate further on the discussed topic, it can be argued, that, this type of interviews similar to the 'self-administered' quantitative questionnaire in both its form and underlying assumptions.

3-Procedures of data analysis

3-1-Descriptive Statistical Analysis

The numerical data that are raised on from the closed-ended questions of the questionnaire and the interview are converted into percentages by means of a widely used statistical analysis procedure in the social sciences which is called the Statistical Package for Social Sciences (SPSS).

This computer software is a comprehensive system for analyzing data and uses them to describe statistics. In addition it allows the tabulation of the results and their presentation in the form of diverse type of diagrams, and charts (Landau and Everill, 2004).

3-2- Qualitative Content Analysis:

The qualitative content analysis (QCA) benefits the analysis of the qualitative data that are generated by open-ended questions of both the questionnaire and the interview. QCA is defined by Weber (1990:9) as: '*a research method that uses a set of procedures to make valid inferences from text*'. Krippendorff (2004) states that, content analysis gives more understanding of a particular phenomenon and provides new insights and information. It is a scientific tool for data analysis (Krippendorff, 2004)

Hsieh and Shannon (2005) argue that (QCA) shows three distinct approaches conventional, directed and summative. The three are used to interpret meaning from the content of text data.

In the Conventional Content Analysis which is used by this work, the coding categories are derived directly from the text data. In the directed approach, the analysis starts with the theory or relevant research findings as guidance for initial codes. In addition, a summative content analysis involves counting and comparisons usually of keywords or content.

In this work SPSS is used as an analysis means to analyze the quantitative data that have been collected from the closed ended questions of both the questionnaire and the interview in a form of percentages. However, QCA is an analysis for the qualitative data that have been collected from the open ended questions of the questionnaire and the interview

Conclusion

This chapter has described the research methodology adopted to investigate the use of formative assessment in the module of literature. It has presented the means employed to collect data, mainly the questionnaire that is given to third year students and the interviews that are conducted with their teachers of the module of literature. In addition, this chapter insight the procedures intended for the analysis of the gathered data. On the one hand, SPSS has been used to cover the closed-ended questions of both the questionnaire and the interviews into statistics. On the other hand, Qualitative Content Analysis (QCA) tool has dealt with the analysis of the open-ended questions of both the questionnaire and the interviews.

Introduction

This chapter is devoted to the practical side of the study. It is concerned with the findings obtained from the questionnaire which is distributed to 156 third year EFL students in the department of English, as well as the structured interview designed to their teachers of literature. The findings are presented in percentage and displayed in tables and diagrams. This part is arranged into two main sections. The first section is devoted to the presentation of the results obtained from the questionnaire and the second section deals with the presentation of the result obtained from the teachers' interview.

Section1: The Results of the Students' Questionnaire

In this part, all the responses collected from the questionnaire will be analyzed through tables, diagrams, by showing all the numbers and percentages. As mentioned in the previous chapter, the questionnaire is addressed to 156 students. Therefore this study is conducted with the 156 questionnaires which represents 100% in the study.

/ The Attitudes of Students toward the Module of Literature

1/ Do you like the module of literature?

Yes

no

From the statistics above, it is clear that the majority of the students 73.72% or 115 out of 156 students like the module of literature. 26.28% students or 41 out of 156 dislike this module.

2/ In your opinion, literature as a module is:

	Frequency	Percentage	Valid Percent	Cumulative Percent
Necessary	99	63.5	63.5	63.5
optional	38	24.4	24.4	87.8
Unnecessary	13	8.3	8.3	96.2
Useless	6	3.8	3.8	100.0
Total	156	100.0	100.0	

Table 1: Student's View of Literature

The majority of the students (63.46%) answer that the module of literature is necessary. Others (25.00%) think that it is optional. The minority (7.69%) sees that module unnecessary. Finally, just (3.85%) see the module useless.

Would you justify your answer?

The majority of the students justified their answers by saying that literature is necessary for raising their general culture and background knowledge. They consider this module as a basic module that raises students' intellectual level, and enables students to develop their capacity of critical thinking. In addition to that, literature helps them to know more about the language, vocabulary, and using it in real context. While the minority of the students feel uncomfortable with this module because it is difficult, and for some of them it is boring. The others have said that literature doesn't help them in their real life situation.

3/ Is the module of literature a simple field of study?

Yes no

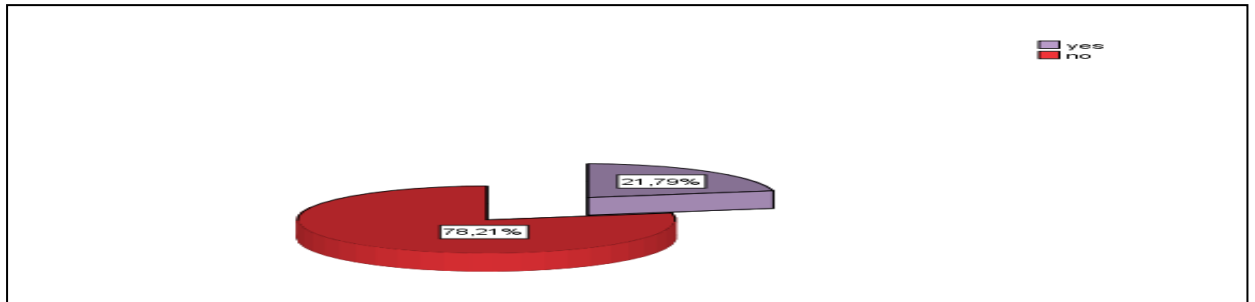


Diagram 2: Literature as a Field of Study

As displayed in the diagram, the majority of the participants 78.21% see the module of literature as a simple field of study, while the minority 21.79% or 34 out of 156 sees this module a difficult field of study.

If yes, why?

The minority of the students support their point of view by saying that the module of literature is a simple field of study because they like reading and they like this module. They find it interesting and a means of discovering new things.

2/The Strategies used in Formative Assessment

4- Do you have any practical part in the module of Literature?

Yes no

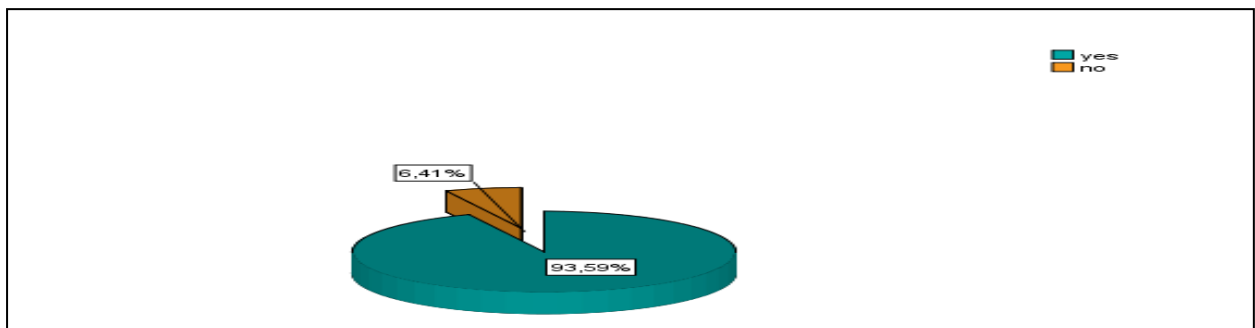


Diagram 3: Students' when practicing Literature

As shown in the results in the diagram, 146 (93.59%) participants have said that they have a practical part in this module, while only 10 participants (6.41%) deny the existence of the practical part in this module.

4- What kind of activities do teachers make use in the class?

	Frequency	Percent	Valid Percent	Cumulative Percent
Traditional classroom tests	93	21.9	21.9	21.9
Observation	17	4.0	4.0	25.9
Oral Questioning	96	22.6	22.6	48.5
Class Discussion	86	20.2	20.2	68.7
Projects	32	7.5	7.5	76.2
Portfolios	7	1.6	1.6	77.9
Homework	52	12.2	12.2	90.1
Performance Assessment	2	0.5	0.5	90.6
Group Work With Peer Feedback	28	6.6	6.6	97.2
Students Self-Assessment	9	2.1	2.1	99.3
Other	3	0.7	0.7	100.0
Total	425	100.0	100.0	

Table 2: kinds of literature Activities Used by Teacher in the Classroom

22.06% or 96 out of 156 of the participants choose oral questions as the most activity used. In addition to traditional classroom tests (21.09%) which represent 93 out of 156 and homework with 12.02% or 52 out of 156 followed by class discussion 20.02%, then projects 7.5%, group work with peer feedback 6.6%, observation 4%. Additionally, students self-assessment 2.1%, performance assessment with 0.5%; in the same way, portfolios 1.6% and finally there are participants (0.7%) who have chosen other activities which are not included in the list above.

3/ Students Opinions toward Literature

5-Do you think that the use of formative assessment by your teacher would help you to achieve good results?

Yes no

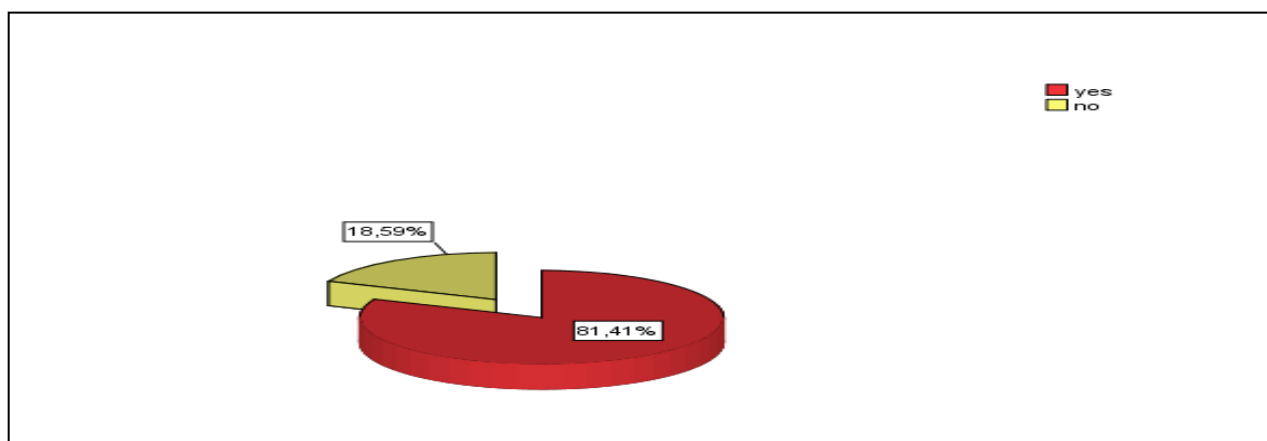


Diagram 4: Achieving Good Results by Using Formative Assessment

As shown in the results of the diagram above, 127 participants (81.41%) think that the use of formative assessment by their teachers could help them to achieve good results. While only 18.59% of them think that the use of formative assessment doesn't help them to achieve good results.

If yes would you explain how?

127 out of 156 students have said yes. As a result, the majority of them have explained this, by saying that formative assessment helps them to understand better the courses, therefore improves their levels and ameliorates their capacities by diagnosis of their weaknesses and their lacks because of the different activities they do during the instruction. Some of them have said that formative assessment also gives them the chance to identify their strengths and better preparation for the exams. Moreover, assessment allows teachers to know the level of each student and improves their achievement.

6/ Formative assessment helps you understand your courses better:

strongly agree agree disagree strongly disagree

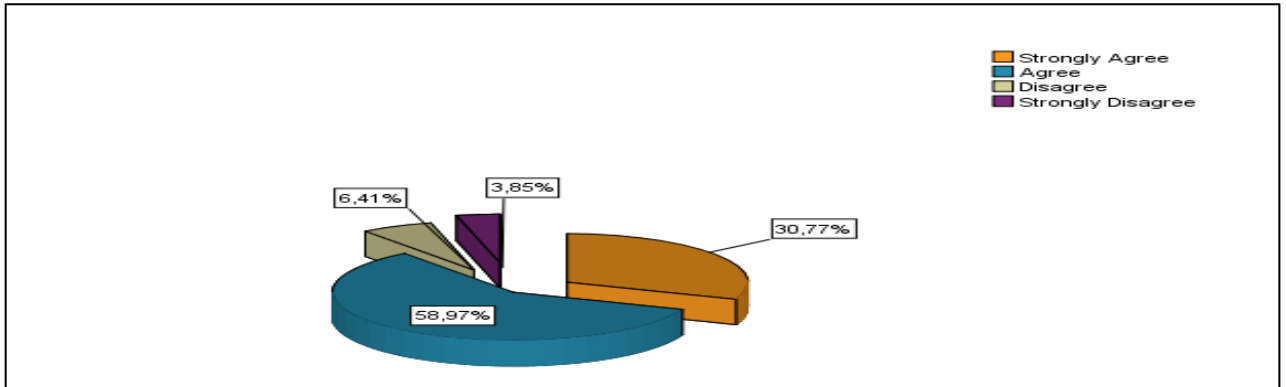


Diagram 5: Understanding Courses through Formative Assessment

From the statistics above, it is clear that the majority (58.97%) or 70 out of 156 agree that formative assessment helps students to understand better their courses. Then, we have 30.77% or 48 out of 156 strongly agree. In addition, 6.41% or 10 out of 156 of participants disagree. Finally, 6 participants or 3.85% strongly disagree.

7/When your teachers of literature make use of formative assessment, do they meet your needs?

Yes no

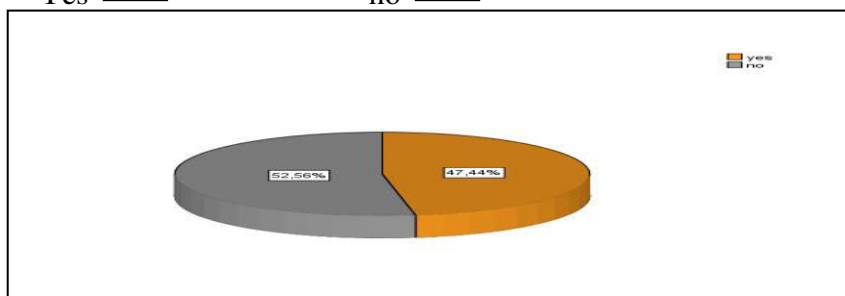


Diagram 6: Meeting the Learning Needs through Formative Assessment

In the diagram above, there are 47.44% of the participants who choose the answer 'yes'. In addition, there are 52.56% of the participants who answer with 'no'.

If yes, justify your answer

By making formative assessment, students understand better and they have more information, in the same time, those students ameliorate their knowledge and they practice what they learn in order to enrich it. Students memorize better the course when practising it. In addition, formative assessment determines the real needs of the students.

8/ In your opinion, does formative assessment reduce your academic failure?

	Frequency	Percent	Valid Percent	Cumulative Percent
yes	58	37.2	37.2	37.2
to some extent	86	55.1	55.1	92.3
no	12	7.7	7.7	100.0
Total	156	100.0	100.0	

Table 3: Reducing Academic Failure by Using Formative Assessment

In this table, there are three parts. The first one is the answer ‘yes’ with 37.2%, in addition, the answer ‘to some extent’ with 55.1%. Finally, the answer ‘No’ which represents the smallest part in that table with 7.7%.

b- Would you justify your answer?

The students who have answered by ‘yes’ have supported their point of view by saying that they understand better by practising rather than just doing a course. At the same time, they avoid mistakes. Formative assessment allows them to be responsible of their works, successful and achieve good results.

The students who have chosen ‘to some extent’ have justified by saying that formative assessment identifies their failure rather than it is still difficult to ameliorate it because it tests the students’ progression, so sometimes it makes the course more complicated.

The other part of the students who have answered by 'no' have said that they have a lack of understanding even by doing formative assessment because it is not used in a perfect way.

9/ Does formative assessment motivate you to learn new things in the module of literature?

yes no

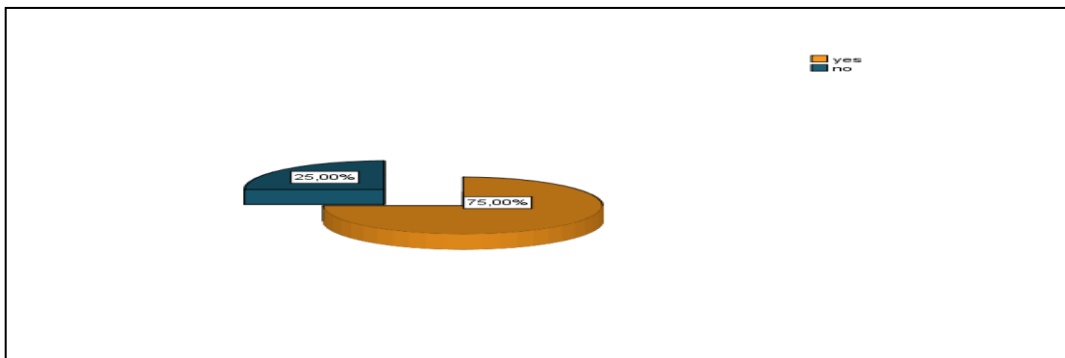


Diagram 7: The Impact of Formative Assessment on Students

The statistics above show that the majority of the participants (75%) agree that formative assessment motivates them to learn new things in the module of literature. The others who represent 25% have chosen the answer 'no'.

10-As a student formative assessment helps me in many ways

	Frequency	Percent	Valid Percent	Cumulative Percent
Understanding Learning	104	22.2	22.2	22.2
Having Conceptual Organization	36	7.7	7.7	29.9
Identifying my Strength	82	17.5	17.5	47.4
Diagnosis of my Weaknesses	118	25.2	25.2	72.6
Improving my Achievement	74	15.8	15.8	88.5
Having major responsibility for my learning	43	9.2	9.2	97.6
other	11	2.4	2.4	100.0
Total	468	100.0	100.0	

Table 4: Benefits of Formative Assessment on Students

In this diagram, 22.2% of the participants claim that FA help them in understanding learning. There is also 7.7% of the participants who agree that formative assessment helps them to have conceptual organization, 17.5% of the participants choose identifying their strengths, and 25.2% of them have answered that formative assessment helps them to diagnose their weaknesses. In addition, 15.08% of student improve their achievement by making use of FA. Next to it FA helps 9.2% of the participants to have major responsibility for their learning. Finally 2.4% agree that formative assessment benefits them in other sides which are not included in the list above.

11- During the evaluation of your studies, most of the time teachers give you written or oral remarks on your work such as very good, good, try better, bad... How can these remarks affect your learning process?

Some students have argued that good remarks motivate and encourage them; they push them to improve themselves and identify their strength. Negative remarks on the one hand push students to be aware, careful and to work better and do their best to correct their mistakes. These remarks allow students to know which problems they face. On the other hand, these negative remarks discourage others; they feel that all their efforts are for nothing.

12-As a third year student, what would you suggest in order to ameliorate assessment during the module of literature?

The majority of them suggest more time to workshop sessions in literature. Teachers should encourage communication and ask more for writing essays, doing daily evaluation, analyzing novels and criticizing them. In the same time, they should use more materials.

Presentation of the Finding of the Teachers' Interview:

The result of this section is based on data gathered from the teachers' interview. The quantitative data are presented in a form of diagrams. However, the qualitative data in this section consists of transcripts from the interview with teachers. The transcripts could be considered as supporting materials to that research.

1/Students' Interaction in the Module of Literature

Q1: Are your learners actively involved in their literature courses?

Yes to some extent

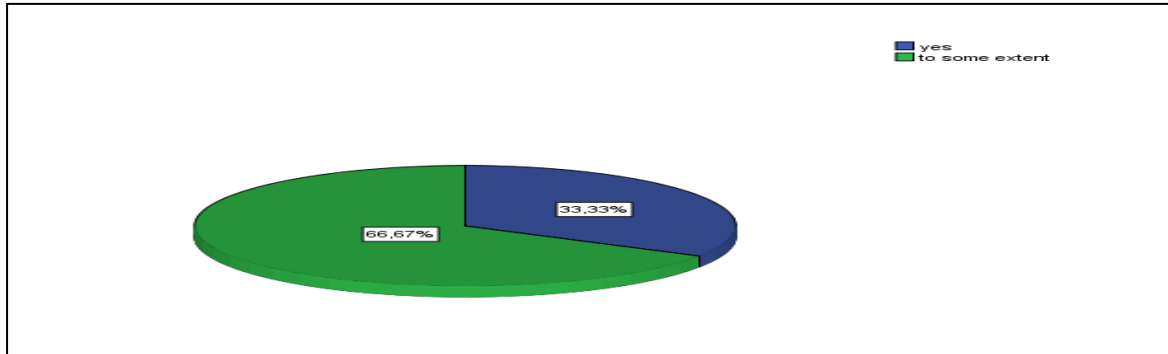


Diagram 8: Students' Involvement in Literature Courses

Only 33.33% of the participants claim that students are actively involved in literature courses. However, 66.67% claim that students are to some extent actively involved, where none of them claim that students are completely passive learners. No one of them have answered that the students are passive participants.

2/ the Use of FA by Teachers of Literature

Q2-a Do you assess your students in literature while teaching?

Yes no

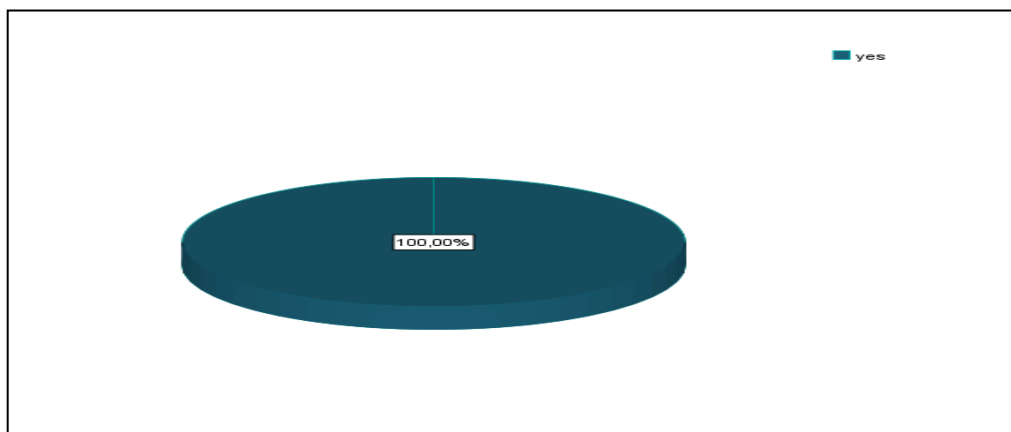


Diagram 9: Teachers' Use of Formative Assessment

All the interviewees claim that they assess learners when teaching literature, but none of them claim that they don't assess their students.

Q2-b How often do you assess your students in literature while teaching?

Teachers have answered that they assess their students by asking them questions on the content of the selected work, one interviewee out of three asks his students to prepare arguments in order to have cleared answers.

Q3- How do you make use of formative assessment and what are the different activities you take into account when using formative assessment?

The majority of interviewees have answered that they make use formative assessment by asking a set of questions and doing different activities like reading literary texts, oral questioning, in addition to class discussion and students' self-assessment.

Q4- Would you tell us the main aims of using formative assessment?

Teachers tell us that the main aims of using formative assessment are ensuring students' progress, learning needs and lacks, speed up learners' achievement, supervise and regulate students' acquiring knowledge, faster self-motivation and increase self-confidence.

Q5-a: Does formative assessment allow your students' progress and achieve good results in literature?

Yes no

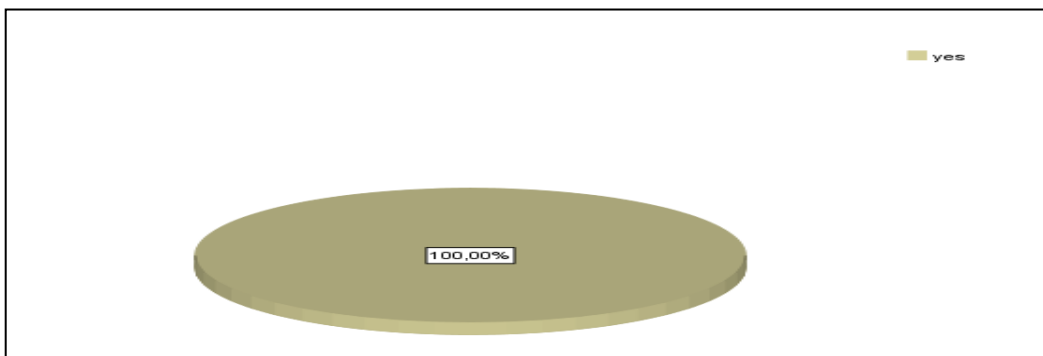


Diagram 10: Students' Benefits When Using FA

All interviewees assert that formative assessment allows students' progress and achieve good results.

5-b would you explain how?

The three teachers assert that formative assessment is used by asking a set of questions and doing different activities like reading literacy texts, oral questioning, class discussions and students self-assessment (individual works).

6-a: Would you tell us whether the use of formative assessment is a difficult task?

-Yes not really no

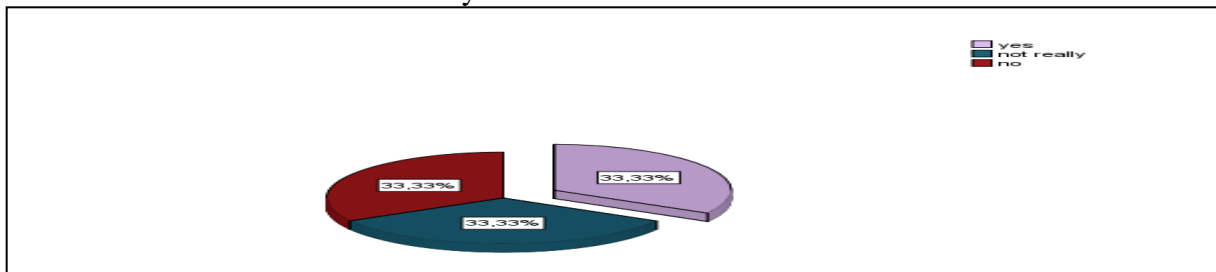


Diagram11: the Difficulties when making use of FA

One teacher sees that the implementation of formative assessment is a difficult task, whereas, 33.33% have said that it is to some extent a difficult task. While, 33.33% of the interviewees claim that FA is not a difficult task.

6 b- If yes what are the main difficulties you face in using formative assessment?

One teacher out of three claims that the use of formative assessment is a difficult task to do because of time and interest. On the one hand, all students cannot be assessed. On the other hand, most of students are passive learners.

Q7: would you tell us please, how does teachers' feedback affect students' achievement in literature module?

All the teachers have explained this by advocating that feedback affects students' achievements in literature by guiding students' understanding and bringing their interest to the class. In addition to that, they have asserted that feedback creates a true commitment on the students and encourage students' involvements in the course.

Q8: As a teacher of literature, what would you suggest to ameliorate the quality of formative assessment?

This last question is an open-ended that gives the opportunity to teachers to suggest something to improve the quality of formative assessment. Therefore, the data gathered from this question show that all the teachers give different suggestions. They have suggested feedback that encourages students' collaboration in the learning process (active learning), designing tasks with specific angles, provides students with appropriate feedback. They have suggested also simplifying assessment by encouraging students to ask different questions. Others suggested co-operative learning and say that teachers must show interest on the students. They also gave importance to time; they said that it is necessary to give more time to workshops.

Conclusion

This chapter has presented the different results that have been reached from the answers of both the questionnaire and the interview in the current study as a form of diagrams and tables for quantitative data, In addition qualitative content analysis in qualitative data. The same findings will be thoroughly discussed and interpreted in an attempt to bring answers to the research questions raised at the beginning of the research.

Introduction

This chapter is concerned with the interpretation of the findings obtained from the questionnaire, and the interview. In an attempt to bring answers to the research questions, that have been cited in the general introduction. This chapter, accordingly, comprises four sections. The first section deals with ‘the attitudes of the students toward the use of Formative Assessment in the Literature Module’; the second section is devoted to ‘the use of formative assessment in the literature module’. The third section deals with ‘the different techniques used to do formative assessment’, at the end, the fourth section is entitled ‘The Effects of Using Formative Assessment in the Students’ learning Process’.

1-The Attitudes of Students toward the Use of Formative Assessment in Literature Module

The attitudes of students are clearly shown in the results of answers by the participants in the questionnaire and the teachers’ interview. In fact the majority (73.7%) (diagram 1) of participants like the module of literature. In addition, the majority of the participants (63.5%) (table 1) affirm that the module of literature is necessary. At the same time, they explain their point of view by saying that the module of literature raises their general culture and their intellectual level. The module enables them to develop their capacity of critical thinking. Next to that, the participants claim that they learn more vocabulary when studying literature and using it in real context. However, the minority feels uncomfortable with this module because of its difficulty, and for being needless in their real life situations.

Additionally, (78.2%) or 122 out of 156 participants (diagram 2) state that the module of literature is not a simple field of study, and just the minority of them (21.79%) (same

diagram) say it is a simple field to study because they find it interesting, and it is a means for discovering.

The result displayed in the interview section (diagram 8) indicates that (33.3%) of interviewees answer by saying that students are actively involved in their literature workshops, where others (66.7%) claim that students are to some extent actively involved, while none of them have said that those students are completely passive in the literature workshops. Andrade and Cizek claim that students when making use of FA should be actively involved in the different courses and it attracts their interest to the course in that point they assert ‘activating students as the owners of their own learning’ p 31.

On the light of what has been restated above, it can be deduced that most participants have a positive attitude toward literature with a high percentages in matter of likeliness. This module is considered as a necessary module although it is for the majority a difficult field to study.

2- The Use of Formative Assessment in the Literature Module

As indicated in the findings chapter diagram 3 shows that the majority (93.59%) of the participants have a practical part in the module of literature. In the same vein, (100%) (diagram 10) of the interviewees affirm that they assess their students in literature when teaching them by questioning or making different activities.

As already indicated (diagram 11), (33.33%) of interviewees claim that formative assessment is difficult to do and the difficulties are related to time in which they explain that there is no much time to have the opportunity to make formative assessment for all the students in the classroom. In addition to problem of interest, those interviewees claim that the majority of the students have not a great interest in the course, so they don’t help teachers to

implement a perfect formative assessment. Therefore, (33.33%) of the participants (same diagram) claim that formative assessment is not really a difficult task to do because they check the learners' understanding and improve their comprehension during the learning process; contrary to others, (33.33%) of interviewees (same diagram) say that formative assessment is not a difficult task to do.

The majority of the interviewees claim that students are to some extent actively involved. In this context, Andrade and Cizek (2010) say in 'The Hand Book of Formative Assessment' the theory on which this work is based, the theorists Andrade and Cizek have stated that when task assessed has positive effect on students, that means students' energy is activated to learn new things in the course designed where the teacher's goal is to increase students' competence, a broad interest among educators seeks to realize the implementation of formative assessment in order to increase the students improvement, Andrade and Cizek (2010) claim that activating student is an instructional resource for one another. In the same context, Broadfoot et al (1999) argue that learning is improved through formative assessment and it depends on the active involvement of pupils in their own learning. That is to say, FA provides students with opportunities to practice skills and to test their knowledge in a safe way, and participation can be a challenge to grade because it often contains many different elements that instructors need to consider. In this regard, Carolyn Ives (2014) states that FA is the best option for assessing engagement and participation as it can help to create a culture of self-reflection and assessment that is focused on learning rather than on only grades.

Alongside, FA is a non-evaluative context in which it can be used to adjust instruction of the learners. In that context, Andrade and Cizek (2010) say that formative assessment is used as a device that helps teachers to instruct appropriate practice to their learners and by doing a practice the students accumulate their learning.

In addition, formative assessment information is collected from information gathering activities. By doing that, formative assessment can attend its goal which is promoting greater achievement success for students; from that aspect, it can be deduced that formative assessment is used by third year teachers of literature, to substantiate such an assumption. One of the interviewees claims: ‘my thought is that my students should have a voice in assessment’. The interviewee wants to say that he gives a chance to students to answer freely and from that answer the teacher recognizes what the students are thinking, know exactly the learning needs and also he will get information about the progression of those students. Still in the same point, Andrade and Cizek (2010) state that teachers construct activities by students’ feedback, from the students’ answers the teacher can recognize the understanding degree of the students.

In addition to that, one of the interviewee claims that formative assessment is not a difficult task to do. Andrade and Cizek (2010) explain that formative assessment refers to a planned process not only by gathering relevant information but also synthesizing them in order to discover and document students’ strength and weaknesses. Teachers in the same time should plan and enhance instruction for accumulating the appropriate students’ learning needs. Teachers also make recommendations related to educational goals for a student for example they may recommend new methods of doing activities with their state’s content standards. These are the different steps that teachers should follow to make successful formative assessment; otherwise it will be difficult for them, so for this reason that the majority of interviewees think that formative assessment is a difficult task to do. As mentioned in the review of literature, teacher should take the role of the instructor and the student is engaged in the process of learning in order to make a relevant formative assessment.

In that aspect, Herman and Winters (1994) agree that teachers attempt to extend formative assessment on a large scale will require much additional research and makes necessary modifications to ensure relevant compromises on students. The teacher may adjust the lessons or makes relevant modification in order to ensure the students' understanding.

From the foregoing discussion, it can be concluded that most participants have to some extent good attitudes toward literature which is a necessary module that enriches their general culture and enhances their learning, although the majority think that it is difficult. The result also demonstrates that formative assessment is a useful means to discover the weaknesses of the students and in the same time helps the teacher to design appropriate activities to accumulate the students' learning needs.

After analyzing the answers of the participants of the interview and the questionnaire, it is concluded that literature teachers try to identify the students' current knowledge. In more explicit terms, the first hypothesis advanced is confirmed in regard to the answers of students and interviewees in which they confirm that they make use of formative assessment.

3-The Different Strategies Employed to Make Use of Formative Assessment

The participants of the interview and the questionnaire have answered clearly about the different strategies or techniques that are used to employ formative assessment during the literature workshops. As it is shown in the findings, the majority of the participants have answered by mentioning different kinds of activities that they do during the class instruction. Concretely speaking,(table 2) shows in details all the activities with the percentages, traditional classroom tests (21.9%), observation (4%), oral questioning (22.6%), class discussion (20.2%), projects (7.5%), portfolios (1.6%), homework (12.2%), performance assessment (0.5%), group work with peer feedback(6.6%), and student self-assessment

(2.1%). Finally (0.7%) of participants have selected the other activities that are not mentioned in the list like literary text analysis.

In addition all the interviewees ensure that they assess their students by asking them questions on the content of the selected work (diagram 9). One of the interviewees claims: 'I tell them to prepare an argument to say out to their classmates', so, teachers give the opportunity to their students to express themselves or what they think it is true. Still in the same point, the majority of interviewees (question 5-b) claim that they make use of formative assessment by asking a set of questions and also by doing different activities like reading literary texts, and oral questioning. In addition to class discussion and students' self-assessment those activities are also mentioned by Andrade and Cizek (2010) for their importance of the enhancement of learning.

As already reported in the interview, instruction subsumes the roles of both teacher and learner, in order to improve learning through formative assessment. Boekaerts (2006) assumed that three sources of information are used by the participating students in a learning activity, which help their cognitive representation of the task that they are doing, the perceptions and their instruction context of that task which means students' understanding of that task their real assimilation of that task, the second one is to have a specific knowledge and cognitive strategies about the task, which means the students' prior knowledge to expect relevant solution to that task. Then, motivations and a specific capacity, interest and efforts, which means if the students are motivated toward the task and if they have a specific ability toward the task (Boekaerts cited in Andrade and cizek2006). From that it is clear that third year students are interested and motivated toward different tasks that they make use in the classroom.

3-1 Different Activities in Formative Assessment

From the activities that the participants have chosen, Black and William (1998) suggested some relevant activities that should be taken into consideration by teachers in order to make a suitable formative assessment. Those activities are named by Black and William ‘information-gathering activities’ such as traditional classroom tests, observation, oral questioning, class discussion, projects, portfolios, homework, performance assessments, group work with peer feedback, students self-assessment and other sources (Black and William 1998, Cited in Andrade and Cizek 2010).

In fact, the participants have chosen those activities but the percentages differ from one activity to another (table 2). The interviewees have mentioned another task that is not included in the list given, which is asking for reading literary texts. That task also is important for the module of literature in which students develop their critical thinking toward a given literary text.

In regard of what is said by Andrade and Cizek (2010) those activities are the formats which are arranged to highlight the notion of students’ engagement and responsibility for learning. In the same vein, Carolyn Ives (2014) states that These FA activities have delivered a number of benefits for both students and teachers, in which they encourage attendance, and allow very shy students to earn participation grades. Also, students are more likely to take the activities seriously and put into view the efforts needed to do any given task. The activities also allow learners to demonstrate knowledge in multiple ways and provide actual evidence of student engagement and learning. Those activities reflect the students’ learning and tell the teacher about how well his/her students are learning the material (Carolyn Ives, 2014). So, the activities that teachers design in the class have a great importance on the students’ learning.

3-2 The aims of using formative assessment

The results of the interview indicate the different views of the teachers about the aim of using formative assessment. This is noticeable through the answers they have provided (see question4 of the interview). In fact, the interviewees argued that the main aims of using formative assessment include insuring students' progress, needs and lacks, speed up learners, achievements and supervise and regulate students' acquiring knowledge and reach faster motivation and increase self-confidence. One of the interviewees claims: " *the main aim is to ensure students' progress by directing and guiding their learning while they are receiving knowledge. Also, to find out deficiencies and find ways to cope with them and ensuring students' learning needs*". Another interviewee states: "*the main aim is to supervise and regulate students' enquiry*". Heidi Andrade and Gregory Cizek(2010) support the point asserting that the primary purpose of formative assessment is to identify the students' strengths and weaknesses, to assist educators in the planning of subsequent instruction, to aid students in guiding their own learning, to revise their works, to gain self-evaluation skills, and to foster increased autonomy and responsibility for learning on the part of the study. In this context, Hanauer, Hatfull, and Jacobs-Ser (2009) assert that FA tended to yield the provided information in order to make the decision of how to attain the curriculum objectives.

In the light of what has been discussed above, it can be deduced that teachers of the literature module use formative assessment through different kinds of activities including: traditional classroom tests, class discussion, projects, portfolio, and homework, group works with peer feedback, students' self-assessment and performance assessment. In addition to another activity, that is added and undertaken by the teachers of this module, which is reading literary texts. The goal is to insure students' progress, needs and lacks, increase self-confidence and make up speed up learning achievements with motivation.

After analyzing the answers of both the students and the interviewees, it is worth noting that the result of this research are in conformity with the hypothesis (3) which states that the teachers of the module of literature use some activities such as homework, oral questioning to do formative assessment.

4-The Effects of Using Formative Assessment on the Students' Learning Process

From the results displayed in the previous chapter, it seems that Formative Assessment affects students in several cases. This is noticeable from the results of the questionnaire and from the findings of the interview conducted with teachers.

As shown in diagram (4), the majority of the participants (81.41%) think that the use of formative assessment by their teachers would help them to achieve good results. They have explained this; by saying that FA helps them to understand better the courses. As a result, they have improved their level and ameliorated their capacities by the diagnosis of their weaknesses and their lacks. Some of them also say that formative assessment gives them the opportunity to identify their strengths and better preparation for the exam. Moreover, FA allows teachers to know their level and improve their achievements.

In addition to the results of the questionnaire, the findings of the interviews conducted with teachers of the module of literature see (Question5) show that the interviewees assert that formative assessment allows students to progress and achieve good results. They explain this by advocating that FA is used by asking a set of questions and doing different activities such as reading literary texts, oral questioning, class discussions and students' self-assessment (individual works). In this context, one of the interviewees claims: *"formative assessment helps students get good results as they learn how to think critically and became aware about the answers in which they are expected to answer as they receive the necessary feedback"*.

As already pointed in the review of the literature, formative assessment is viewed as a collection of activities which are done during the learning process for the purpose of identifying students' level and boosting their learning outcomes. Durling-Hammond and Rust (2005:275) in their definition of formative assessment, say: *'as assessment carried out during the instructional process for the purpose of improving teaching, or learning'*.

As it is displayed in diagram (5) the majority of the participants (58.87%) agree that the use of formative assessment allows them to understand their courses better in classroom level, while (30.77%) strongly agree with this point.

In table three (3) the majority of the students (37.20% of yes+55.10%of to some extent=92.30%) confirm that by the use of formative assessment their academic failure is reduced. The students who have answered by yes (37.20%) support their answer by saying that they understand better by participating rather than just doing a course, in addition, they avoid mistakes. Also, it allows them to be responsible for their works and achieve good results. The students who have answered by to some extent (55.10%) justify their answers by saying that formative assessment enables them to identify their weaknesses, but it is still difficult to improve them.

In diagram(7) the majority of the participants(75%) say that formative assessment motivates them to learn new things in the module of literature, and as seen in table(4) formative assessment benefits the students in various cases precisely (22.22%) of the participants understand learning. (7.69%) of them agree that FA helps them to have conceptual organization, while 17.52%of the students see that FA benefits them in identifying their strengths, (25.21%) of those students answered that FA helps them to diagnose their weaknesses. In addition, (17.52%) of them have said that it improves their achievements.. In this regard, Black and William (1998) support this point asserting that formative assessment is

used for the purpose of understanding the students' learning and conceptual organization, identification of strengths, diagnosis of the weaknesses, identifying areas of improvements as a source of information that teachers can use in instructional planning and students can use in deepening their understanding and improving their achievements.

4-1 Students' learning needs

Another instance that indicates the effect of formative assessment on students' learning process is in meeting their learning needs. Evidence for such a claim is demonstrated by the results displayed in diagram (6) which distinctly show that overwhelming half of the participants (47%) assert that FA helps them to meet their learning needs. They have justified this by advocating that by formative assessment, students understand better and have more information to develop their knowledge. FA also helps them to practice what they have learned; therefore they memorize better the courses. As a result, this permits them to meet their needs in their learning process. In this context, Looney (2005 cited in Cizek and Heidi Andrade) claims that formative assessment refers to frequent interactive assessments of students' progress and understanding to identify learning needs and adjust teaching opportunity. In a similar, according to Vein Kahl (2005), formative assessment is a tool that teachers use to measure students grasp of specific topics and skills they are teaching. It is used to identify specific students' misconception and mistakes while the materials are being taught.

4-2 Teachers' Feedback

As displayed from the previous chapter, the result of the questionnaire (Question11) indicates how teachers' feedback affects the students' learning process. In this regard, the participants have argued that good remarks on the one hand, motivate and encourage them to do better. They push them to improve themselves and identify their strengths. Negative

remarks on the other hand, make students be aware; careful; work better; and do their best to correct their mistakes. Furthermore, it allows students to know which problems they face.

From the results of the interview collected with teachers, precisely from (question 7), the interviewees have explained the effect of feedback on the students' achievement by advocating that it helps in guiding students' understanding and bring their interest to the class. In addition to that, they assert that feedback creates a true commitment of the students and promote their involvement in the course.

One of the interviewees advocates: *«teachers' feedback has a primordial role for the students and their achievements in literature It is thanks to it that students will be involved in this module by making more reading, trying to analyze literary texts, and even giving their points of view»*. In this concern, Gregory J. Cizek and Heidi Andrad (2010) in their "Handbook of Formative Assessment" assert that it is important that the feedback be seen by the students as helpful to him or her for enhancing desired skills, refining learning of valuable objectives, and fostering intrinsic motivation by eschewing connection to evaluations such as grades, which are often viewed by students as external rewards or punishments. Similarly, Ramaprasad (1983) writes: *'feedback is information about the gap between the actual level and the reference level of system promoters (educators or students) which is used to alter the gap in the same way'* (4). Commenting on this, Sadler (1989:121) notes that information about the gap between actual and reference levels is considered as feedback only when it is used to alter the gap. If the information is simply recorded, passed to third party who lacks either the knowledge or the power to change the outcome, or is too deeply coded(for example, as a summary grade given by the teachers) to lead to appropriate action, the control loop cannot be closed, and dangling data substituted for effective feedback. From this view, feedback cannot be separated from its instructional consequences.

4-3 Suggestions to Improve the Quality of Formative Assessment

In the previous findings, (chapter three) both the participants and the interviewees are given the opportunity to suggest some techniques to improve the quality of formative assessment. From the results of the questionnaire, (Question12), the majority of the students have suggested to give more time to workshop sessions in the module of literature. One of the participants says *“teachers should encourage communication and ask more for writing essays and doing daily evaluation analysis, interpretation, and criticizing novels. At the same time teachers should use more materials and activities”*.

In addition to the results of the questionnaire, the findings of the interview (Question8) show that the interviewees have suggested feedback that encourage students' collaboration in the learning process(active learning), designing tasks with specific angles, simplifying assessment by encouraging students to ask different questions . They have also suggested co-operative learning and have said that teachers must show their interest in the students (cares). They also give importance to time. They have said: *“it is necessary to give more time to workshop”*. More precisely, one of the interviewees suggests: *“encouraging students' collaboration in the teaching-learning process, designing tasks and activities that would target specific angles (style, themes, context...), to provide students with appropriate feedback, and better solutions for time management”*. In this regard, Kluger and DeNisi (1996) have suggested further studies that relates the kinds of feedback interventions to the leaning process they engender. (Cited in Heidi Andrade and Gregory Cizek, 2010). Black and William (1998) claim that in order to secure the improvements in educational outcomes that the existing research on formative assessment has shown is possible , designing ways of supporting teachers to develop their practice of formative assessment at scale must be the main priority.

In the light of what has been discussed above, it can be concluded that formative assessment helps students to understand their learning , to identify their strengths , to diagnose their weaknesses ,and to take major responsibility for their learning and to improve their achievements and to identify their learning needs. In addition to feedback which plays an important role in the students' achievements.

In regards to the answers of the participants and the interviewees, it is worth noting that the hypothesis(4) advanced at the beginning of this research is confirmed since it advocates that formative assessment is highly effective in raising the level of the students achievements, increasing equity of students' outcomes, and improving students' ability to learn.

Conclusion

This chapter has discussed the different results reached in an attempt to bring answers to the research questions that the present study has set out to explore. The results have revealed that teachers of the module of literature make use of formative assessment in the classroom level. Therefore, the First hypothesis which states that teachers make use of formative assessment while teaching is confirmed. Also the findings show that those teachers have employed different activities to reach the goal o formative assessment. So, the third hypothesis advanced is confirmed with regards of advocating that teachers use some activities and identifying an assessment goal. The results indicate that formative assessment affects students' learning in different areas including understanding of learning, identifying strengths , diagnosing of weaknesses, being responsible for learning and improving their achievements. One can deduce that the fourth hypothesis put forward which states that the use of formative assessment is highly effective in raising the level of students' attainment, and increasing equity of students' outcomes, and improving students' ability to learn, is confirmed.

General conclusion

The present study is intended to shed light on a useful collaborative process between teachers and students which is 'formative assessment (FA). It is thus set out with third year students and their teachers' implementation of formative assessment. In other words, the study aims to determine whether teachers use formative assessment and the different ways followed to realize the usefulness of that concept. It has taken third year students enrolled in the module of literature in the Department of English at Mouloud Mammeri University of Tizi- Ouzou (MMUTO) and their teachers as the case to carry out the study.

To investigate such an issue, the study has taken into consideration the following research questions:

Q1- Do teachers of literature make use of formative assessment during the literature courses at MMUTO?

Q2- How do teachers of literature use formative assessment for 3rd year students at the Department of English of UMMTO?

Q3- How does formative assessment help students in their learning process?

To bring answers to the advanced research questions, it is relied on Cizek and Andrade Framework provided in Hand Book of formative assessment (2010) as a theoretical framework. In addition to, the mixed-methods research is adopted which is a combination between quantitative statistics and qualitative content analysis (QCA). Moreover, two types of data collection have been used. The first one is a questionnaire administered to 156 third year students. As a second tool, interviews have been conducted with three teachers of literature. The quantitative data that has emerged from the questionnaire and the interview has been

treated using the computer software known as SPSS. Whereas, the qualitative data of the open-ended question from the same tools are analyzed through QCA.

The findings that are derived from both the questionnaire and the interview give an idea that teachers of the module literature make use of FA, as already indicated. 100% of interviewees claim that they assess their students when teaching. In addition, the majority of the participants assert that they have a practical part in literature by which they practise different types of activities by which they enrich their understanding. In addition, the majority of the students agree that FA helps them to reduce their academic failure, as shown in the findings and discussion. FA in the same time motivates students to learn new things in the module of literature and they benefit in many ways such as understanding learning, having conceptual organization and diagnosis of their weaknesses. Teachers in their side, assert that they assess students in literature module but those students are to some extent actively involved. Teachers also claim that FA is a difficult task to do.

The present research recognizes the existence of some limitations. First, the questionnaire tool may not represent the whole third year students but just half of them due to the difficulty of getting in touch with them. In addition, the interview tool is conducted just with three teachers of literature. The reason is that there are only three teachers of literature who are teaching literature workshops for third year students.

Hopefully, this research is the beginning of further investigations by seeking for analyzing students' feedback when making use of formative assessment in the Department of English, mainly 'Language and Communication' specialization. Further research could also take in a consideration such as self-regulated learning as an interesting theme with a vast literature of its own, most of which is highly relevant to the notion of formative assessment.

- Andrade, Hiedi L. and Cizek. Gregory J. (2010) (Edr). *Handbook of Formative Assessment*. London: Routledge.
- Aouine, A. (2010). English language Assessment in the Algerian Middle and secondary schools: A Context Evaluation. Department of English. UMMTO.
- Berg, B, L. (2007). *Qualitative Research Methods for the Social Sciences*. London: Pearson
- Black (1993) cited in: Belli and Cowie (2002). Diagnostic Assessment (11).
- Black, P. J. & William, D. (1998a). *Assessment and Classroom Learning*. *Assessment in Education: Principles, Policy, and Practice*, 5(1), 7-73.
<http://WWW.pdkintl.org/kappan/kbla9810.htm>
- Black, P. and D. William (1998b): *Assessment and Classroom Learning*, *Assessment in education*, 5(1) pp, 7-74.
- Boekaerts, M.(2006). Self-regulation and effort investment in Renninger K_A. and sigel I.E. (Gds) *Handbook of Child psychology Volum 4: child psychology in practice* (6th ed., pp. 345-377) New York. NY: Wiley.
- Broadfoot, P.M., et al (1999) *Assessment for Learning: 10 Principle* Combridge UK: University of Combridge School Education. Cited in Andrade and Cizek (2010)
- Brookhart, Susan M. (2005). “*Assessment Theory for College Classrooms.*” *New Directions for Teaching and Learning*. 100 (Winter, 2004): 5-14.
- Brown, H. D. (2004). *Language Assessment-Principles and Classroom Practice*. White Plains, NY: Pearson Education. Cited in Isabela Villasboas. From:
<https://WWW.google.dz/amp/s/isabellavillasboas.Worpress.com/2012/10/21/the-Formative-in-Summative-Assessment/amp/>

- Carolyn Ives (2014) Faculty Focus: Magna, Daydreaming or Deep in Thought? Using Formative Assessment to Evaluate Student Participation. From:
<http://WWW.FUCULTYFOCUS.COM/articles/effective-teaching-strategies/daydreaming-deep-thought-using-formative-assessment-evaluate-students-participation/2014>
- Chappius, J. (2009). *Seven strategies of assessment for learning*. Portland, OR: Pearson Assessment Trying Institute.
- Cizek, G. and Andrade, H. (2010), *Handbook of Formative Assessment*. Routledge. 270 Madison Ave, New York. NY 10016.
- Cowie and Bell (2010). Cited in Andrade, Hiedi L. and Cizek. Gregory j. (2010) (Edr). *Handbook of Formative Assessment*. London: Routledge.
- Cornel University: Center for Teaching Innovation 2012
<http://www.cte.cornell-edu/teaching-ideas/assessing-student-learning/peer-assessment.htm>
- Dornyei, Z. (2003) *Questionnaires in Second Language Research: Construction, Administration and Processing*, New Jersey: Lawrence Erlbaum.
- Douglas Brown, H., (2003) *Language Assessment*. Academi
[http://WWW.academia.edu/19979805/H. Douglas Brown - Language Assessment](http://WWW.academia.edu/19979805/H._Douglas_Brown_-_Language_Assessment)
- Durling _Hammand and Rust. (2005). pp 275
- Falkichove (2005) cited in Frankland Steve., (2007). *Enhancing Teaching and Learning through Assessment* p 121
<http://www.springer.com/us/book/9781402062254>
- Fenton,R. (1996). *Performance Assessment System Development*. Alaska Educational Research Journal,2 (1), 13-22

- Foos, P.W., Mora, J., and Tkanz,S. (1994). Student study techniques and the Generation Effect. *Journal of Educational Psychology*, 86(4), 567-576
- Foster, M. & Masters, G. (2004). *Bridging the conceptual gap between classroom sssessment and System accountability*. In M. Wilson (Ed), *Towards Coherence between Classroom Assessment and ccountability: the 103rd yearbook of the national society for the study of education*, part// (pp.51-73). Chicago: The University of Chicago Press.
- Greenstein, Laura. (2010). *What Teachers Really Need to Know about Formative Assessment*. ASCD.
- Gyasi, I.K. (1988) *Ordinary Level English Literature*. Accra-Tema: Ghana Publishing Co.From:
[http://www.google.dz/search?q=Gyasi+\(1988\)ordinary+level+english+literature&oq=Gyasi+\(1988\)ordinary+level+english](http://www.google.dz/search?q=Gyasi+(1988)ordinary+level+english+literature&oq=Gyasi+(1988)ordinary+level+english)
- Hanauer,David, Graham Hatfull, and Deborah Jacobs-Sera. (2009). *Active Assessment: Assessing Scientific Inquiry*. V2, New York: Springer.
- Herman, J.L.,and Winters,L. (1994). Cited in Heidy and Cizek (2010) *Portfolio research:ASlim Collection*. *Educational Leadership*, 52 (2), 48-55
- Heritage, M. (2007). *Formative Assessment: What do teachers need to know and do?* *Phi Delta kappan*, 89(2), 140-146. Retrieved December 2, 2009, from
http://ww.pdkintl.org/k_v89/k0710herhtm
- Hsieh, H.F.and Shannon, E. S. (2005) *Three Approaches to Qualitative Content Analysis*. *Qualitative Health Research*, 15(9), 1277-1288. Retrieved on May 7, 2016 from:
[http://www.iisgep.org/pdf/glssn/Supplemental Reading on Coding 2.pdf](http://www.iisgep.org/pdf/glssn/Supplemental_Reading_on_Coding_2.pdf)
- Huba, M. E. and Freed, J.E. (2000). *Learner-Centered Assessment on College Compuses*. Needham Heights, MA: Alyn and Bacon.

- Kluger , and DeNisi. (1996). Cited in Andrade, Hiedi L. and Cizek. Gregory j. (2010) (Edr). Handbook of Formative Assessment. London: Routledge.
- Krippendorff, K. (2004). *Content Analysis: An Introduction to its Methodology*. California, USA: Sage Publication.
- Landau, S.andEveritt, B.S. (2004) A Handbook of Statistical Analysis Using SPSS. Boca Raton: Chapman & Hall/CRC. Retrieved on May 8, 2016 from:
http://www.academia.dk/BiologikAntropologi/Epiemiologi/PDF/SPSS_Statistical_Analyses_using_SPSS.pdf
- Looney. (2005). pp, 21. Cited in Andrade, Hiedi L. and Cizek. Gregory j. (2010) (Edr). Handbook of Formative Assessment. London: Routledge.
- McMillan; James h. (2007). *Classroom assessment: principles and practice for standards-based instruction*: library of congress cataloging.
- Ontario. (2013). Ministry of Education. Policy/ Program Memorandum NO.155. from:
<https://www.edu.gov.on.ca/ppm/ppm155.pdf>
- Pinchock, Nick and Christopher Brandt (2009). *Connecting Formative Assessment Research to Practice: An Introductory Guide for Educators*. Np: Learning Point. Associates.
- Ramaprasad. (1984). Cited in Andrade, Hiedi L. and Cizek. Gregory j. (2010) (Edr). Handbook of Formative Assessment. London: Routledge.
- Rees, R. J. (1973) *English Literature: An Introduction for Foreign Readers*. Basingstoke and London: Macmillan Education Ltd.
[http://www.google.dz/search?q=Gyasi+\(1988\)ordinary+level+english+literature&oq=Gyasi+\(1988\)ordinary+level+english](http://www.google.dz/search?q=Gyasi+(1988)ordinary+level+english+literature&oq=Gyasi+(1988)ordinary+level+english)

- Sadler, D. R. (1989). Formative assessment and the design of instructional assessments. *Instructional Science*, 18, 119-144. cited in Andrade, Hiedi L. and Cizek. Gregory j. (2010) (Edr). *Handbook of Formative Assessment*. London: Routledge
- Sapsford, R. and Jupp, V. (eds.) (2006) *Data Collection and Analysis*. 2nd Edition. London: the Open University.
- Shepard, L. A. (2009). Commentary Evaluating the Validity of Formative and Interim Assessment. *Educational measurement: Issues and practice*, 28(3), 32-37.
- Stefanakis, E. (2002) *Multiple Intelligences and Portfolios*. Portsmouth: Heine Mann.
- Stiggins, R. J. (2005). *Student-involved Assessment for Learning*. Upper Saddle River, NJ: Prentice Hall.
- Shute, V. (2008). Focus on formative feedback. *Review of Education Research*, 78(1), 153-189.
- Tavakoli, H. (2012) *A Dictionary of Research Methodology and Statistics in Applied Linguistics*. Tehran: Rahnama Press.
- Vein khal. (2005). Cited in Andrade, Hiedi L. and Cizek. Gregory j. (2010) (Edr). *Handbook of Formative Assessment*. London: Routledge.
- Weber, R. P. (1990) *Basic Content Analysis*. Newbury Park, CA: Sage
- Westwood, peter. (2008). *What Teachers Need to Know about Teaching Methods*. ACER.

Dear learners

This questionnaire is addressed to EFL third year students in the Department of English at MMUTO. It aims at gathering information about the implementation of **formative assessment** in the module of **literature**. You are kindly requested to answer the following questions. Your answers are anonymous.

Please tick the right box, and provide your own answers where it is needed.

Thank you in advance for your collaboration.

Section one: Students' Attitudes toward Literature

Q1- Do you like the module of Literature?

Yes

No

Q2- In your opinion, literature as a module is:

Necessary

Optional

Unnecessary

useless

Would you justify your answer?

.....
.....
.....

Q3- Is the module of literature a simple field of study?

Yes

No

If yes, why?

.....

.....

.....

Section two: the Use of Formative Assessment on the Literature module

Formative assessment is a formal evaluation used by teachers and students during instruction (while teaching)

Q4- Do you have any practical part in the module of literature

Yes

No

-If yes, what kind of activities do you have?

a. Traditional classroom tests

b. Observations

c. Oral questioning

d. Class discussions

e. Projects

- f. Portfolios
- g. Homework
- h. Performance assessment
- i. Group work with peer feedback
- j. Student self-assessment
- k. Other

Q5- Do you think that the use of formative assessment by your teachers would help you achieve good results?

Yes

No

If yes, would you explain how?

.....

.....

.....

Q6- Formative assessment helps you understand your courses better.

Strongly agree

agree

disagree

strongly disagree

Q7- When your teachers of literature make use of formative assessment, do they meet your needs?

Yes

No

If yes, would you explain how?

.....

.....

.....

Q8- In your opinion, does formative assessment reduce your academic failure?

Yes To some extent No

Would you justify your answer?

.....

.....

.....

Q9- Does formative assessment motivate you to learn new things in the module of literature?

Yes No

Q10- As a student, formative assessment benefits me in many ways

- a. Understanding learning
- b. Having conceptual organization
- c. Identifying my strengths
- d. Diagnosis of my weaknesses
- e. proving my achievement

f. Having major responsibility for my learning

g. Other

Q11- During the evaluation of your studies, most of the time teachers give you written or oral remarks on your work such as very good, good, try better, bad... How can these remarks affect your learning process?

.....
.....
.....

Q12-As a third year student, what would you suggest in order to ameliorate assessment during the module of literature?

.....
.....
.....
.....
.....

Thank you so much for your time and help.

Teachers' Interview

Q1: Are your learners actively involved in their literature courses?

Q2: Do you assess your students in literature while teaching? If yes, how often do you do that?

Q3: How do you make use of formative assessment and what are the different activities you take into account when using formative assessment?

Q4: would you tell us the main aims of using formative assessment?

Q5: Does formative assessment allow your students progress and achieve good results in literature? If yes, would you explain how?

Q6: Would you tell us whether the implementation of formative assessment is a difficult task? If yes, what are the main difficulties you face in implementing it?

Q7: Would you tell us how does teacher's feedback effect students' achievements in literature?

Q8: As a teacher of literature, what would you suggest to improve the quality of formative assessment in literature?