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Department of Foreign Languages

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The Impact of Formative Assessment on Learners' Language Proficiency

Case Study: Teachers of the Department of English at Biskra University

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Prepared by: **Supervised by:**

Fouzia Ben Rabia   Mrs. Samira Messaibi

Board of Examiners:

Mrs. Samira Messaibi   Maitre Assistant 'B', University of Biskra

Mrs. Sakina Ben Charef   Maitre assistant 'B', University of Biskra

Mrs. Djamila Laadjal   Maitre Assistant 'B', University of Biskra

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DEDICATION

I dedicate this work, to my beloved parents: Aicha, and Ahmed Who provide me with their interest, and support in all my learning path

Thank you for everything you have always given me .I love you

To my brothers: Kheirddin, Yahya, and Monir.

To my sisters: Souad, and Ahlem

To all my dear family without forgetting anyone

To my wonderful friends, with whom I spent my best moments, and with whom I share the good and bad times.

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ABSTRACT

The current research attempts to shed light on an important issue, which is the impact of formative assessment on learners 'language proficiency in the Department of English at Biskra University. Our work aims at showing the crucial role of formative assessment in improving the learners 'speaking skill .In order to test our hypothesis we use the descriptive method , it aims at describing two variables, the formative assessment as the independent variable and its role in improving learners 'speaking skill as the dependent variable .The data are gathered through the use of two questionnaires .The first one is administered to Eleven teachers , and the second one is provided to thirty –eight students in order to know their opinions about the teaching procedures ,both of them are chosen randomly .The results have shown that formative assessment impact the learners 'speaking skill positively , and enhance their participation in oral production .On the basis of these results , the hypothesis is confirmed the students need to be assessed formatively in order to develop their speaking skill .Thus the independent variable and the dependent variable are strongly interrelated and did not occur by chance .

LIST OF ABBREVIATIONS

AERA : American Educational Research Association

EFL: English as a Foreign Language

ELLS: English Language Learners

ESL: English as a Second Language

L1: Mother Tongue

TEFL: Teaching English as a Foreign Language

TL: Target Language

LIST OF TABLES

LIST OF FIGURES

VIII

CONTENTS

General Introduction

Chapter One

The Nature of Formative Assessment

Chapter Two

The Speaking Skill

Chapter Three

The Field Work

General Introduction

Assessment is an integral and a vital activity in the Algerian educational system. It involves active participation of both the teacher and the learner .This process has different types ,the most known ones are :the summative and formative assessment .In fact ,it is :The assessment of learning , and the assessment for learning .Teaching English as a foreign language is a broad field by its nature ,that is why it is very important to implement the assessment process in the educational setting .Language assessments are widely used in the real world to collect information and make decisions in the learning process.

For a long time the Algerian educational system deals with the summative one, which is used to measure what the students have learnt at the end of each unit to evaluate the students and check their level through tests and exams in order to get a certification , diploma or going further in education .But what about formative assessment ?

Statement of the Problem

In the field of teaching English as a foreign language, there is an appeal to stress the importance of formative assessment, and to call attention for its neglect for many years. Since formative assessment is an ongoing process which takes place during the course, and it is the partnership of teachers and learners with their learning goals .In fact teaching English as a foreign language is an interactive field by its nature .Though teaching the speaking skill is regarded as a crucial issue, it is insufficiently covered in the teaching process.

There are many obstacles in teaching and learning the speaking skill we need to better develop the learning skills, and more importantly the speaking skill because any language is measured in terms of oral production ,and to communicate effectively with others in that language .

Aims of the Study

This intended work aims at discussing, showing and stating the place of formative assessment in the teaching and learning process , and its impact on the learners ' language proficiency and , more specifically the speaking skill , to see to which extent is the implementation of the formative assessment in the educational setting is effective .Also formative assessment tells the teachers about the effectiveness of their methods of instruction

,and it shows the students their areas of strengths and their areas of weakness , through the feedback they receive from their teachers . In other words the purpose of this conducted research is to determine the connection between the learners 'language proficiency as measured by the language assessment.

Research Questions

This paper is an attempt to answer the following research questions:

1. Does formative assessment have an impact on the learners 'language proficiency?

2. To which extent learners 'language proficiency is influenced by formative assessment?

3. How can formative assessment impact the learners 'language proficiency?

Hypothesis

On the basis of what has been said, the following hypothesis is put forward.

- If we assess students formatively, their speaking skill would be improved.

Research Methodology and Design

To better tackle the issue raised above, the method that we will use in our research is the descriptive method, it is thought to be the best method that fits the outlined objectives, and it is more appropriate for this kind of issues. Concerning our data gathering tool, we will use two questionnaires: the first one is administered for teachers, and the second one is provided for students .We use this data gathering tool, because it serves the objectives of our work, and to test our hypothesis, whether it will be confirmed or not .

The target population of this study, to which the results would be applied and generalized, is oriented towards the teachers and the students of Department of English at Biskra University. It is impossible to conduct the research on the whole population, the sample of our work is concerned with the students of first year master belonging to the option of literature and civilization. It is towards thirty-eight students, they are chosen by random the sample concerning teachers is reduced to eleven teachers and chosen randomly, because it is impossible to cover the whole population .It aims at investigating the teachers 'awareness about the impact of formative assessment on their learners' language proficiency, also we take in our consideration the opinions of students about the teaching procedure, and their attitudes about the process of formative assessment.

Structure of the Dissertation

The present work is divided into three main chapters .The first and the second chapters review the related literature .The third chapter is concerned with the practical part of the study.

Chapter One: it is related to some issues about the nature of formative assessment .It also investigates the relationship between teaching, learning, and assessment .It includes a brief history of this process, its definition, and types .It also deals with a number of challenges that face teachers when implementing formative assessment, in addition to the discussion of the role of both teachers, and students in the light of this process. It is also worthy to mention the nature, and the function of feedback.

Chapter Two: it provides a better understanding of the speaking skill. It tackles the spoken language as a concept, and provides a number of beneficial elements concerning speaking skill, and how it is taught .Some techniques used to develop the teaching of this skill are provided in this chapter, to investigate the reasons behind the learners' inability to speak in the target language. It deals also with the assessment process of the speaking skill to measure the improvement of learners 'performance in communicative purposes.

Chapter Three: it deals with the detailed analysis of both teachers and students 'questionnaires, in order to confirm the hypothesis, and provide answers for the research questions.

Chapter One

The Nature of Formative Assessment

Introduction

In the present chapter, we review the most basic elements of formative assessment. Indeed we try to look at the relationship between teaching, learning, and assessment. Also we mention the necessity of integrating formative assessment into instruction, its definitions, types, and strategies .In addition; we try to tackle the challenges which are facing this process. The formative assessment examines the role of both teachers and students, since this process is a partnership that involves teachers and students with their learning goals. Besides, it trys to elicit the nature, the function, and the strategies of feedback, the great In order to see the impact of formative assessment on learners 'proficiency.

1.1. The relationship between teaching, learning, and assessment

1.1.1.Teaching: the educational system has two parts: learning, and teaching .Teaching English as a foreign language (TEFL) to foreign English language learners (ELLs)in foreign settings by non –native speakers is an adventure some experience .According to Claxton (1984:211) It can be defined as " what one person does to try and help another to learn." Cited in Nicholls (2004:16) Claxton claims that teachers are concerned in decisions they make , actions they take , interactions with students , their presentation skills, and the way they manage the group .In addition to , teachers should understand their work and know exactly what learning means , in order to give all what they have from knowledge , to provide effective teaching . Edmund Amidon stated that teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activity. Cited in Article in India study channel .com. free encyclopedia. In our point of view, teaching is a process that improves the student s' seeking level more easily and it might overcome any situation as an easy way.

1.1.2.Learning : is acquiring , or modifying existing knowledge , behaviors , skills , values , or preferences and may involve synthesizing different types of information .The ability to learn is possessed by humans , animals , and some machines .It is defined in the article in Wikipedia , free encyclopedia . According to Prichard, (2009:1) "Learning is something of which we all have an understanding and in which we all participated." he claims that learning is something innate, so we all born with this ability of learning .I t is based on understanding of things in order to increase our knowledge.

1.1.3. Assessment: In recent educational studies and discussions, the term assessment has been used so differently .Within the field of learning and teaching, we attempt to give the

definition of assessment from a larger perspective and conceptualization .A more typical and explicit definition of assessment is provided by Douglas Brown, who claims that assessment always goes hand in hand with teaching. In other words teaching and assessment are interrelated .In brief, assessment is the gathering of information about the student's ability to perform learning tasks   Brown (2003:4).

From what is mentioned above through defining the three main elements of educational system we are seeking now to make the relationship between the three, in order to be effective in both processes learning and teaching.

1.1.4. Teaching, Learning, and Assessment

In the field of English as a foreign language (EFL), or of English as a second language (ESL) it is not possible to think of teaching without assessment as it is impossible to think of a night without a day or vice versa. Brown (2003:3).

Students should be continuously assessed on how well they learned and reached the targeted goals of instruction .Indeed it is through assessment that teachers can check their students 'performances and to get information about how well they progress .By doing so , the teachers will find out what lacks in their teaching methods and what goes right .That is why assessment is mainly used to support the teaching /learning process .

The following diagram (Figure 1) in Weeden et al (2002:415) shows the relationship between teaching, learning, and assessment .Indeed this figure shows that these three elements are interrelated; no one among these three can be separated from the other.

Planning

-Learning objectives and activities what do I want them to learn?

-Assessment opportunities (formal and informal) How will I know when they 've learn it ?

Teaching Learning activities

What will they do , how ?

Assessment learning what questions can I ask what have they learnt ?do I need to alter the lesson .

Monitoring and evaluation: what evidence is there of learning?

How does this inform my planning and teaching?

What is the pupils' view of their learning?

Pupil learning what they need to do next.

sharing learning objectives .do they know what to do ? do they know why are doing the activities ?

Pupils

Current performance what do the pupils know ?

What can they do? Assessment:

How does it affect their self-esteem and motivation? Targets

What next?

-Recording :

What can remain stored in my head ?

What do I need to record?

-Reporting :

Who needs to know?

(pupils ,parents ,other,

What do I need to report to pupils

Feedback to pupils .How can i tell them how to improve ?

What form will feedback take ? (written , oral, comment , grade ?

Self-and peer- assessment , how am'I doing ?

How can I improve ? what can I learn from others ?

Assessment of learning (summative)

What is their current performance ?

Assessment for learning (formative)

How could they improve ?

How can they close or bridge the gap

Teacher assessment : what is the purpose of the assessment ?what form will it take ?What do they know and understand ? What can they do ?Is the assessment valid , reliable and manageable ?

Figure (1): The relationship between Teaching, Learning, and Assessment .Weeden et al (2002:415).

Figure (1) shows that, teaching, learning and assessment are interrelated; no one among the three can be separated from the other. The interpretation of the diagram can be made clear if we explain its starting point:" pupil learning, what do they need to do next?"

First, the beginning of the diagram, informs us that the receivers of the teaching are the learners. Once this has become an established fact in the teachers' mind, there should be a planning of the learning objectives and activities in which the learners should also be involved, and the assessment opportunities, either formal or informal. Next, teachers assess their students' understanding after when they provide the information, in order to check their level, such assessment which happening during the lesson (formative assessment) is carried out by the teacher, and it is principally associated with the feedback through which the learners are informed how well they learned. Also, the students can assess their work and the work of their peers .Both self and peer-assessment can be of considerable effect on the learners 'motivation and self-esteem; when learners are judged to assess their work , this stimulates their interest in learning and looking for next targets .If the assessment results are not good , the teacher can alter the lesson . In addition, in order to check what has been learned and grasped by learners at the end of a particular stage of instruction and to assign grades , summative assessment is required .After such summative assessment (assessment of learning) which can be used as an evaluative means to improve results , parents or other teachers .

Finally, it should be mentioned that the students are not placed at the center of the figure by chance Butt (2010:23). This means that the central function of assessment is to promote the students' learning and this by taking into consideration on their needs.

1.2. Types of assessment

The term assessment has different types, and complicated terminology .It appears advisable to start from distinguishing between informal and formal assessment, summative and formative assessment.

1.2.1. Informal and Formal Assessment

Informal assessment involves any kind of unplanned comment or feedback carried out by the teacher about the student's work .It can include expressions such as: "good work", "carry

on" and so forth .More importantly , informal assessment which is carried by the teacher during the instruction , its aim is not to make final results or judge the students 'work, for example we can find the teachers' marginal comments on the students ' papers and his or her advice to the student like : how to better write an argumentative essay Brown (2003:5) on the other hand , formal assessment deals with the planned techniques and systematic methods used by the teacher to get into the student' s achievement .(Ibid : 5).

1.2.2. Summative and Formative Assessment

In one hand summative assessment is known as the assessment of learning, and it is tackled by different researchers to make this term known for all educators. This latter is defined by OECD (1968-2008:1)

> Summative assessments are used to measure what students have learnt at the end of a unit, to promote students, to ensure they have met required standards on the way to earning certification for school completion or to enter certain occupations.

So the summative assessment used by teachers as an instrument to measure the students ' performance in learning which is take place at the end of unit , or in tests , and examination in order to get a diploma or a job .on the other hand we have the formative assessment which is known as the assessment for learning . So we will tackle this term in a deep way to identity it from different perspectives since it is neglected for many years.

1.3. Focus on Formative Assessment

1.3.1. Definition of formative assessment

There are variety of definitions of the term "formative assessment" have been proposed over the years .Formative assessment is generally defined as taking place during a course with the expressed purpose of improving pupil learning .A more typical and explicit definition of formative assessment which is provided by Black and William (1998), defined it as "Encompassing all those activities undertaken by teachers and , or by their students which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged ."Cited in L .Andraide and J.Cizek (2010:23)

Formative assessment is intended to have specific and positive impact on learning, whereas routine classroom assessment maybe as much to do with modifying behavior as improving understanding .This term is also developed by other researchers like Torrance and Pryor (1998:12)

> Formative …means teachers using their judgments of children's knowledge or understanding to feedback into the process and to determine for individual children whether to re-explain the task /concept / to give further practice on it, or move on to the next stage.

Teachers when they are teaching in the light of formative assessment they have to provide feedback to their learners more than they judge their results and develop their skills through practices in the target language, in addition to M.Moss and M.Brookhart (2009:6) who defined it as "An active and intentional learning process that partners the teacher and the students to continuously and systematically gather evidence of learning with express goal of improving student achievement." By the end, what we can about formative assessment that it is a learning partnership that involves teachers and students with their learning goals.

1.3.2. Brief history of Formative Assessment

These studies reignited attention to the impact of formative assessment strategies on teacher instruction and student learning. According to Greenstein (2010:20) formative assessment is used throughout history .As Socrates is the early practitioner of formative assessment so he provide his students with questions and use their responses to evaluate their learning, so we can say it is the primary attribute of formative assessment, questions used as a tool to assess the students ' feedback formatively by Socrates also the term "formative assessment" used by Micheal Scriven (1967), in that article of the American educational research association (AERA).Scriven explained the effectiveness of formative assessment in the school program and curricula , because this process is used to gather evaluated information that is used , so that information which we gather before from the evaluation can contribute to change the program , that is why we say it is effective L.Andraide and J.Cizek (2010:5-6).

Also this term is developed by Blooms Benjamin , it has been largely succeeded especially when his volume popularized in association , entitled in "The handbook of formative and summative evaluation of student learning", (1971)is used to make a clear distinction between the two concepts .(Ibid :5-6) .In the decades following ,formative assessment began to be more widely explored , in Newzeland in (1988)Terry Crooks who studied the effect of classroom assessment practices on students , "appears to be one of the most potent forces influencing education .Accordingly it deserves very careful planning and considerable investment of time from education"   Greenstein (2010:21).

1.3.3. Types of Formative Assessment

As far as formative assessment is defined as information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning .This latter has two types of assessments, in one hand we have:

1.3.3.1. Planned Formative Assessment

It is suggested by the authors Cowie and Bell (1999), it is used to show or prove the ability of learners in thinking , it happens at the beginning and end of the topic , its main purpose is to improve and develop learning and teaching process .As diagrammatically shown in the figure ; the information is obtained from the activity which is given by the teacher , it is interpreted either by the teacher or by the learner , and finally the learner acts to get the information on the topic itself .By the end the purpose is to improve learning through planned formative assessment   Hall and Burke (2004:14).

Eliciting

Acting   ↔   purpose   ↔   interpreting

(To improve learning)
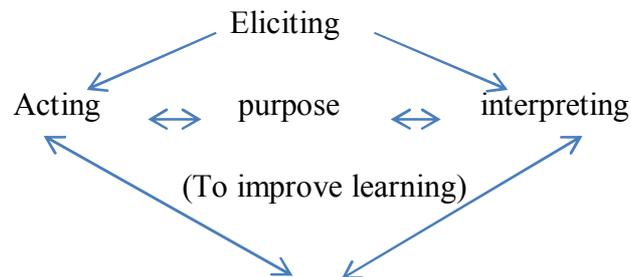
Figure 2. Planned formative assessment adapted from Cowie and Bell (1999:103).

1.3.3.2. Interactive Formative Assessment

It is described by Cowie and Bell as "Taking place during teacher –pupil interaction». This process based on noticing , recognizing , and responding , it happens in any time during interaction ,it is not limited for example we have a work shop , the teacher gives an activity to the learners to do it in a group work . On the base of prior knowledge or prior subject .The teacher notices the information about learners' thinking , then gives the comments or questions about how they interacted with each other , and then recognizes the significance of the information , like what is shown in the figure of Cowie and Bell cited in Hall and Burke (2004:15).
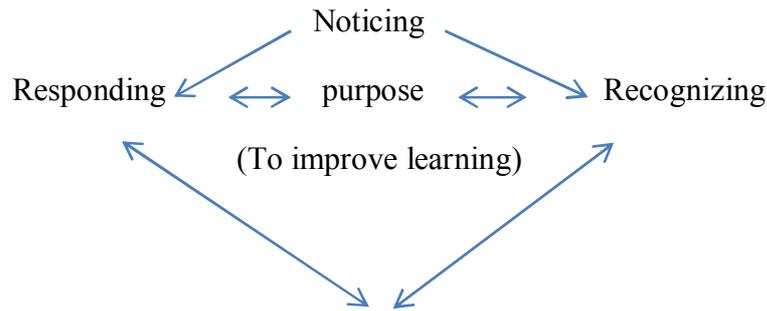
Figure .3: interactive formative assessment adapted from Cowie and Bell (1999:107).

1.3.4. The Role of Teachers and Students in Formative Assessment

Since the formative assessment is the partnership that involves teachers and learners with their learning goals .So this process based on these two pedagogical elements so we will investigate the roles of both teachers and students.

1.3.4.1. The Teachers 'Role:

There are many researchers and experts who stress the necessity of being aware of formative assessment in order to have the ability to judge their students' level; it means the teachers have to be capable to provide the needed information for their students .Heritage (2007) argues in his work that for effective implementation of formative assessment .There should be an effective teacher, "teachers will need to optimize their knowledge in their domain area."Pinchok and Consoltant (2009:12-13) , thus the teacher should set different objectives to go on , how he will reach this objectives , and finally he will test , whether he transmits his knowledge to his students or not , in order to measure their progress and know his effectiveness as an instructor .Indeed the teacher has so many different techniques to elicit the evidence of high quality of feedback and the type of formative assessment such as : questioning ; questions which require complex answers not the familiar ones to know the real level of students .

1.3.4.2. The Students' Role:

Formative assessment is a learning partnership that involves teachers and students with their learning goals .So students are considered as a key factor for making this process go further and further in the successful path .Indeed students are the motivational factor, because students have the right to make the decision, if they want to learn, and improve their thinking

in a positive manner or not .Students should be engaged in the projects and classroom performance formally. (Stiggins , Arter , Chappuis , and Chappuis , 2004) cited in Pinchok and Consultant (2009:11).In order to have better results ;tasks should be explained in simple language , it is helpful to students in order to develop their own thinking .This is an essential aspect of the formative assessment process .

1.3.5. The Strategies of Formative Assessment

According to Heritage (2007) there are three strategies of the formative assessment that should the teachers follow, they are as follows:

1.3.5.1. On-the-fly: Pinchok and Consultant (2009:5), defined it as "in the sense that the teacher changes course during a lesson to address misconceptions before proceeding with the designed instructional sequence." The main aim of the teacher is to know the real level of the learners in addition to their attention towards the feedback that the teacher provides for them.

1.3.5.2 Planned-for interaction: it is "where the teacher decides beforehand how he or she will draw out students 'thinking during the course of instruction." (ibid). It means that the teacher makes his plan and preparation of the lesson before he delivers it to the learners and how he will assesses his /her students 'knowledge during the course.

1.3.5.3. Curriculum-embedded: "Where tools and activities are embedded in the ongoing curriculum to garner feedback at key points in the learning process."(ibid). It is done through activities and some tools used by the teacher in order to get the students 'feedback concerning the main points of the lesson. All the three strategies implemented under one purpose, which is to gather information for improving learning and teaching process.

1.3.6. The Importance of Formative Assessment

There are many works, studies, and different researchers who tackle the issue of formative assessment, and all those works are done to stress the importance of formative assessment , from the pre-school to undergraduates .Fuchs and Fuchs (1986) in their work concentrate more on children with mild handicaps and on the use of the assessment information by teachers .By using the experimental and control groups with assessment activities , the results was the handicapped children showed the larger learning gains compared with the normal children in this study . In addition, Bergan et al, (1991:9) added a stress that formative assessment makes children motivated to learn through continuous evaluation , it is proved in their work , they have done in six different regions in the united-

states .The researchers concluded that "Teachers had enhanced confidence in their powers to make referral decisions wisely ."Moreover, Martinez and Martinez (1992) thought that the frequent testing is the cause of mastery of learning .So they did an experiment in which they divided students in four groups, two groups were given to the experienced teachers , and the other two groups were given to the novice teachers for a period of eighteen weeks the researchers by the end discover that the frequent testing is beneficial for learning .However , Sadler (1989) emphasizes that the effective and experienced teachers can provide corrective and effective feedback .

Black and William (1998) show that from all the works above , in different ages , several subjects and several countries ,formative assessment is successful and effective , in order to have successful formative assessment there are some guide points :

- All such work involves new ways to enhance feedback from students to their teacher that require new methods of pedagogy so involving significant changes in classroom practice.
- Underlying the various approaches are assumptions about what makes for effective learning, in particular that pupils have to be actively involved.
- For assessment to function formatively, the results have to be used to adjust teaching and learning.
- Several of these studies show that improved formative assessment helps the(so called) how attainers more than the rest , and so reduces the spread of attainment while also raising it over all
- The ways in which assessment can affect the motivation and self-esteem of pupils , and the benefits of engaging pupils in self-assessment , both deserves careful attention (Butler 1987,1988) .cited in Scott (2001:9-11).

1.3.7. The Challenges of Formative Assessment in the Classroom

Formative assessment is intended to have a specific and positive impact on learning , whereas routine classroom assessment maybe as much to do with modifying behavior as improving understanding , so this form of assessment faces a lot of challenges , they are listed below , and briefly described :

1.3.7.1. Purpose: the most important challenge, when we implement formative assessment in the classroom, we have to identify clear purpose for the assessment, and its focus is on the learners and the appropriate feedback provided to them. L.Andraide and J.Cizek (2010:8).

1.3.7.2. Resources: is the second challenge that faces the formative assessment .This latter requires: teachers with great deal of experience, time for planning, feedback, and the important role of the administration .All those resources and others, in order to get effective assessment program. (ibid: 8).

1.3.7.3. Preparation: training is a significant challenge .Popham (2009), Hills (1991) , and other researchers stressed training for teachers in order to have well implemented formative assessment in classrooms .Teachers must go through pre-service and in-service training . (ibid: 9)

1.3.7.4. Validity: according to Cizek (2009) validity refers to the degree to which evidence supports the interpretations or inferences that are intended to be drawn from assessment information. (ibid: 9).

1.3.7.5. Accommodation: it is an important challenge for the future of formative assessment, because it is provided to enable all test takers, to evaluate the students with special needs to know their level that means what they know, and what they do not know. (ibid: 10).

1.3.7.6. Compliance: legislations and many state laws are concerned with the summative assessment, and there are numerous questions that should be answered about formative assessment .This represent an unclear challenge for implementing formative assessment in a more systematic way (ibid: 10).

1.3.7.7. Time: is from the successful kies of formative assessment is the good division or allocation of time for both teachers and students (ibid: 11).

All those challenges, the aim is to create a better balance between "assessment of learning" and "assessment for learning" in the classroom situation

1.4. The Nature and Function of Feedback

It is an established fact that within any teaching context, assessment should be present .This assessment is best expressed through feedback .Ur (1998:242) defined it as: "information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance." This definition sees feedback as

any written or oral comment that teachers deliver to the students about their work .In other words , the teacher tells the students how well or bad they performed .Therefore the main function of feedback is to help learners get rid of their weaknesses and be aware of their strengths ; they informed if they are on the right way or not and this of course through correction and discussion .Additionally , another issue which is related to feedback is its strategies .The latter can vary in several dimensions : timing , amount , mode, and audience .

First of all, timing of feedback should be immediate to enable the students use it in the right time, and teachers should delay the return of tests and assignments should be avoided because it is part of bad timing .secondly, concerning the amount of delivering of feedback in order to know how much students need feedback. The teacher should know very well the level of each student to be fair in providing feedback .In addition to teachers have to identify the instructional objectives .Thirdly, feedback should be selective and focus only on the important learning points. Furthermore with relation to the mode feedback can be given orally or in written form. Furthermore, to effectively provide students with a good feedback, the teacher should judge if the audience should be an individual student, a part of class, or the whole class Brookhart (2008:11-18).Knowing how to provide students with feedback is closely related to the knowledge that any teacher should have about assessment .

Conclusion

At any level of instruction, the learner's progression and understanding should be checked and evaluated, writers like: Black and William (1998), Andraide and Cizek (2010), and Brown (2003) …etc. Always stress the importance of assessing the students 'work continuously .Indeed they consider assessment as powerful means which supports both teaching and learning .On one hand ,assessment tells the teachers about the effectiveness of their methods of instruction and , on the other hand , it shows the students their areas of strengths and their areas of weaknesses and this through the feedback they receive from their teachers .For this sake , we highlighted in this chapter of our research the basic elements related to the field of formative assessment , its meaning ,its importance ;its types , challenges ,and so forth . All those information gathered to know the impact of formative assessment .The following chapter relates to the speaking skill, and the impact of formative assessment on this skill.

Chapter Two

The Speaking Skill

Introduction

This chapter is developed to introduce a more or less relevant literature closely related to speaking skill and its assessment. The aim behind learning a foreign language is to speak and communicate in that language. However this is not only the main concern of learners , but also teachers , their role is not only to provide information for them , but also to develop learners' ability to use the target language for communicative purposes in an easy way .

In this chapter, we will deal with general issues about speaking and its assessment through using formative assessment, we will tackle the concept of spoken language, then we will move to the definition of speaking skill, and how it is teachable in the educational setting .We shed the light on the development of this skill, in any learning task, learners may face problems and difficulties, so we seek information behind the learners 'inability to speak in the target language. In order to improve the learners' speaking skill we use as a tool, the formative assessment to develop the students' oral communication.

2.1. The Spoken Language as a Concept

Language is widely regarded as a mean of communication between people .It is used to share ideas, feelings, attitudes, and knowledge … etc. The most important technique of communicating information is the spoken language in which we can use the vocal sounds in different ways from one person to another, to construct meaningful discourse.

In the twentieth century, some early advocates for the inclusion of spoken language within the preview English teaching .Baker (1924) cited in McCarthy (1998:17) urged that "… English teaching should not just be grammar and theoretical principles of the language … but should focus on language in its social context, as a tool for spoken language." This concept is also claimed by other researchers who make an emphasis on the different perspectives of language not only used in grammar but also in relation with social context to realize effective communication .In fact spoken language differs from other skills such as written language because it is received auditorially .

Speaking is a part of daily life; the normal person produces thousands of words in a day. It is shared language between the interlocutors, and it is organized by turns .The main features of spoken English language according to Lazaraton (2001:103) "is almost always accomplished via interaction with at least one other speaker." Therefore , it is through

interaction that learners the gaps between their knowledge and skills .In a spoken interaction , two or more participants talk to each other about things that they think are interesting and relevant in the situation , for different aims such as : pass the time , amuse each other , share opinions or get something done , or they can aim to do several of these things together ;the speaker and the listener .Luoma (2004:12) claims that :

> Speakers are trying to communicate ideas that listeners need to comprehend in real time, as they are being spoken, and means working within the parameters of the speakers and   listeners' working memory.

There is an interrelated relationship between the speaker and the listener there must be shared parameters between them in order to have better communication, the message received in the way they intend.

2.2. Definition of Speaking Skill

As we all know language is the most important communicative tool of mankind, and English is an important tool for todays' international communication .Indeed, speaking is the most commonly used form of communication, whether it is used in everyday life or in the classroom settings, as mentioned above by Chaney et al (1998:13) "The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts." Students learn concepts, develop vocabulary, and perceive structures of English language … etc. through speaking and listening because speaking is the primary tool for communication.

Speaking is said to be an active or productive skill in relation with the receptive skill (listening). Widdowson (1978:59) assumes that: "Speaking is part of reciprocal exchange in which both reception and production play apart. In this Sense the skill of speaking involves both receptive and productive participation."

Speaking is the productive aural / oral skill .It consists primarily of producing systematic verbal utterances to convey meaning , as noted by Florez (1999:1) speaking is " an interactive process of constructing meaning that involves producing and receiving and processing information ." Speaking is the most important skill that learners need to learn because; it is used to measure the degree of mastery of the target language.

2.3. Teaching Speaking Skill
Speaking is a very crucial skill and central issue of foreign language learning and teaching

.Learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help his / her students with. The teacher should create the best conditions for learning. Indeed he/ she has a great role to do in a good manner, during the classroom procedures, in order to make the students feel at ease. According to Richards (2008:28) students need to know some guide points which they must bear in their minds when producing any oral production. They are as follows:

- Using an appropriate format
- Presenting information in an appropriate sequence
- Maintaining audience engagement
- Using correct pronunciation and grammar
- Creating an effect on the audience
- Using appropriate vocabulary
- Using an appropriate opening and closing

It is widely viewed that being able to speak a language is as learning to speak the language. Nunan (1991:39) stated that "[…] success is measured in terms of the ability to carry out a conversation in the language." If the students want to know or measure their knowledge about the target language, the speaking skill comes at the first rank to master of course without neglecting the other skills. As it is stated by Richards (2008:19) "The mastery of speaking skills in English is of priority for many second or foreign language learners." English language classroom needs for motivated students to communicate their ideas, feelings, and show their attitudes towards any tasks and activities which are done by the teacher, in order to facilitate the learning of the programmed lessons , because the teacher has many roles to do when he/she intends to teach such as : a guide , assessor , motivator … and so forth . Teachers should be very careful about when and how to provide the feedback to the students, also they must be careful about the correction of their students' mistakes because this will inhibit them to speak again especially when it is in front of their classmates, it will make them feel embarrassing.

2.4. Developing Teaching Speaking Skill

Effective teachers should use techniques which encourage students to speak effectively. There are three core techniques that need to be used in the classroom setting, to make both teachers and students aware of what kinds of speaking skills the class will focus on, in

addition to the strategies that need to be identified by the teacher, to provide opportunities for learners to determine each kind of talk.

2.4.1. Teaching Talk as Interaction

It is said to be a complex phenomenon, and most difficult skill to teach. In fact it is not given for all learners the ability to use English language in different purposes such as make conversations, or interact with others. It refers to small talk for example: when someone meets someone else and he /she is going to introduce himself /herself. In this type of talk the focus is on the participants rather than the message and they interact with each other .Brown and Yule (1983) describe the main features of talk as interaction and summarize them in the following points:

- Has a primarily social function.
- Reflects speaker's identity.
- Maybe formal or casual.
- Uses conversational conventions.
- Reflects degrees of politeness.
- Employs many generic words.
- Uses conversational register.
- It is jointly constructed.

In Richards (2008: 22).

2.4.2. Teaching Talk as Transaction

It is the second technique of talk .According to Jones (1996:14) "…In this type of spoken language students and teachers usually focus on meaning or on taking their way to understanding." In Richards (2008:24).Students in this type of talk concentrate more on the message or on the meaning of their interaction, for example: classroom group discussion, problem solving activities, or ask someone for directions on the street …etc. Richards (2008:26) highlights some features of talk as transaction, they are as follows:

- It has a primarily information focus.
- The main focus is on the message and not on the participants.
- Participants employ communication strategies to make themselves understood.
- There may be frequent questions, repetitions, and comprehension.

22

- Checks, as in the example from the preceding classroom lesson.
- There may be negotiation and digression.
- Linguistic accuracy is not always important.

2.4.3. Teaching Talk as performance:

Is the third type of talk Richards (2008:27-28) claims that "talk as performance tends to be in the form of monologue rather than dialogue." It focuses more on the form not like the talk as interaction or transaction. Examples about talk as performance such as: giving a lecture, conducting a class debate … etc. It is something when you want to do it by talk, it is characterized by some features such as:

- A focus on both message and audience.
- Predictable organization and sequencing.
- Importance of both form and accuracy.
- Language is more like written language.
- Often monologic.

2.5. Problems Facing Learners' Speaking Skill

Speaking is a fundamental skill to human communication. Therefore, in our daily lives most of us speak more than write. There are a number of elements that facilitate or impede successful spoken communication .They can be divided in two types in general; one is linguistic factors, and the other is the psychological and socio-cultural factors. These two main factors are interrelated to provide effective communication for both interlocutors when they exchange the message (speech) .The speech should be correct linguistically and socially meaningful. First, we have the linguistic elements as: grammar, vocabulary, and pronunciation.

2.5.1. Grammar

Grammar is an important component of a language, According to Harmer (2001: 12) grammar defined as:

> The grammar of a language is the description of the ways in which words Can change their forms and can be combined into sentences in that language if grammar rules are too carelessly violated,

communication may suffer […,] creating a good grammar rule is extremely difficult .Linguists investigating Native-speaker speech …, over the years, devised various different systems To describe how the language works.

Students when intending to speak in the target language (TL) they must care about any sound they produce, therefore, students face difficulties in combining words correctly. To produce a successful discourse, especially the misuse of tenses for example instead of saying, "I'm bored", the student says, "I' am boring". It is a big problem because making such mistakes may change the meaning completely, this is the same case for using pronouns, singular and plural forms. As a result that's make a difficulty for students to speak in the target language. All those make the students in embarrassing situations, and in threatening atmosphere so, they will keep their ideas for themselves, they cannot speak out their information.

2.5.2. Vocabulary

Speaking is to be able to use language, this latter which involves the knowledge of vocabulary, which is the background or the information that the students should have about the language they want to communicate in. The students have the difficulty to speak , because they don't have sufficient vocabulary to better communication in the target language .Students find themselves uncomfortable when they intend to express their thoughts and introduce themselves in a good way . It is due to the lack of vocabulary and limited knowledge. The teachers must be aware of this problem, in order to perform their role as a good teacher in the appropriate time to provide them a good treatment, such using some techniques, activities to improve their vocabulary.

2.5.3. Pronunciation

Kelly (2000:11) defined it as: "A consideration of learners' pronunciation errors and of how these can   inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom."

Besides to the learners ' problems in grammar and vocabulary .There is a great problem which is mispronunciation of words , which leads to cause a problem in reception or comprehension of the meaning of an utterance .In fact students may fail to produce an effective oral communication because of their mispronounced words , instead of conveying certain meaning , they convey others , that's why students do not feel at ease when they have

such a problem , it can make an obstacles for students to speak in front of their classmates , and reduce their participation .

In fact, teachers should take in their consideration that in communication, students should be aware of the linguistic factors that affect the speaking skill, besides to the psychological and socio-cultural factors, that can permit or impede it.

2.5.4. Motivation

Teachers should be aware of this problem, motivation is one characteristic of the successful learning and teaching .Learners should get opportunities to speak a language classroom, because they may soon get demotivated and lose interest in learning .Teachers have to use considerable number of activities of motivating their students to get their participation in the classroom, and act as active members in the process of learning. Harmer (2001:51) states that "motivation is some kinds of internal derive which pushes someone to do things in order to achieve something." Teachers have a vital role in language learning, and classroom tasks, to create positive classroom atmosphere.

2.5.5. Self-esteem

It is an aspect which is presented in any human behavior .Brown (2000:145) claims that self-esteem is:

> The evaluation which individuals make and customarily maintain
> With regard to themselves; it expresses an attitude of approval or
> Disapproval, and indicates the extent to which individuals believe
> themselves to be capable, significant, successful and worthy.

Simply, we can say it is self-judgment, learners should believe in their mental abilities in learning.

2.5.6. Self-confidence

One way to tackle this problem and start from , is to find the root of the problem and start from there .It is a crucial problem in language learning when students lack of confidence , in many classes some students prefer to keep their ideas to themselves , when their oral participation may cause an embarrassment , because they are afraid to make mistakes when they intend to speak out loud , the teacher must adopt motivating attitude in such way to alter the situation , that all students are involved in . All learners should face their fears because the learning task deserves to try to change these negatives which threaten the learning process.

2.6. Assessing Speaking Skill

Formative assessment is a continuous and ongoing process. Part of day to day teaching where teachers continually confirm or modify their activities and directions with their students .In foreign language teaching, it is important to assess all learners' language skills, in speaking assessment involves the learners 'knowledge of the language items and the ability to use this knowledge to communicate in that language. Students should be assessed formatively by teachers, especially their oral production, should be continually evaluated to determine what are the points of strengthen or weakness .Thurnbury (2005: 124) states that speaking assessment can be done either formally or informally .Informal assessment can take place during the course itself by asking questions to check whether the learners have understood or not.

Assessing students formatively can have a significant influence, it is beneficial to elicit how a teacher works with his /her students and, also how learners learn, however assessing speaking, is not an easy task, because it is a complex phenomenon of language learning, it is made-up several units, it is highly structured skill.

It is beneficial also to evaluate students in continuous way, in order to control the students 'mistakes as Luoma states (2004:19) "Normal speech contains a fair number of slips and errors." Speaking assessment is used as a tool for the teacher to determine what skills and knowledge that the learners already have, and what areas need more focus.

2.7. Benefits of Speaking Assessment

It is beneficial to examine the advantages of speaking assessment, since speaking is the process of transmitting ideas and information orally in a variety of situations .In fact formative assessment is very useful, and important for both teachers to know how effective their teaching is, and students to know where are their areas of strength and weakness in their learning .During this process not only the teacher can assess the students, but also students can assess their learning.

Assessment can adjust the learning and the teaching process .Teachers must effectively plan such learning progressions, based on knowledge of curriculum and students, and plan which points on the progression require a formative check point and possible adjustment. Formative assessment can make a contribution in improving students ' speaking skill, as far as students through this process , they will be assessed in continuous way , learners will learn

from their mistakes , so it will increase their oral performance , as a result it will reduce hesitation , fears of speaking , and anxiety .

Bloxham and Boyd (2007:6) claim that "our approach is informed by many years of experience struggling to improve assessment and use it creatively to influence students 'learning." According to what is said above, the assessment process for many years is under experiment to modify and add some new things in order to develop the learning of students. Also it provides information about students' achievement which allows teaching and learning activities to be changed in response to the needs of the learner and recognizes the huge benefit that can feedback have to provide in learning process.

Teachers must use strategies to develop the use of assessment of speaking, because tutors who neglect to pay attention to their assessment practices are ignoring an important opportunity to enhance students' efforts and outcomes, the learning strategies are used to include relating information and ideas together, and to their own experience .This assessment leads to higher-quality learning outcomes for the student.

2.8. Developing Modern Foreign Language Skills Through Formative Assessment

Formative assessment is an integral part of teaching and learning , and is an ongoing process in the classroom .The conscious use of formative assessment in the classroom can be an invaluable tool to help develop the learners 'foreign language skills . Pachler and Redondo (2007:40) claim that:

> Self-assessment and peer-assessment should be seen as valuable
> Tools in the classroom and ones that can have an impact on the way
> that pupils learn as part of the overall framework of Formative
> assessment in the classroom.

The integration of self-assessment and peer-assessment depends on the learners 'understanding skills to make effective activities .These will include:

- A Knowledge of the learning goals towards which they have been working.
- An understanding of the criteria by which the assessment is being carried out.
- A model in their heads of what a good piece of work might look like.
- Practice in applying criteria to specific pieces of work.
- The ability to give positive feedback to help another learner to develop.

Those points must be taken by the learners in their consideration in order to be organized in their learning of English, and improve their skills .There are many researchers who tackle the issue of developing the skills through using formative assessment as a tool to enhance the speaking skill of the learners .We shed light on some instructions about speaking, in order develop this skill step by step:

- Asking the class to assess oral presentations that groups of pupils , or individuals ,have produced
- Asking pupils to devise their own criteria for assessing an oral performance , based on their understanding of the learning goals , and then asking them to apply these
- Asking pupils to assess each other in groups of three , two pupils will perform a pair work task and the other pupil will carry out an assessment of one or both of the others , perhaps recording the results on a sheet
- As above, but one pupil will assess the performance and then discuss the results together.

Pachler and Redondo (2007: 40)

Conclusion

Throughout this chapter , we have focused on the fact that for teaching speaking .Speaking skill is very challenging for students in EFL context .They have very few opportunities to use the target language inside the classroom session , that's why there are many difficulties ,which students suffer from .This chapter has also reviewed the relevant literature for the theoretical background, the benefits and the reliability in relation to classroom speaking assessment , and identified its usefulness in terms of formative assessment .Teachers have to adopt it as a tool to develop the oral communication .

Chapter Three

The Field Work

Introduction

In any study there are two parts .In one hand there is the Theoretical part that is what we have dealt with, in the other hand there is the practical part, which we are going to deal with. As far as the method is used in this designed research is the descriptive one because it is thought that it is more appropriate for these kinds of issues. We use two questionnaires as tool to gather data from the participants. The first questionnaire is provided for teachers to get information to our study, while the second questionnaire is provided to students to gather data about their attitudes on their learning position. This chapter includes the aim, administration, description and the analysis of both teachers and students 'questionnaires. In addition to the discussion of the results. By the end, the researcher suggests some points, which are recommended to be applied by the teachers in order to improve the students' skills especially the speaking skill, because it is the representative skill of any language.

3.1. Students 'Questionnaire

3.1.1. The Aim of the Questionnaire

This questionnaire is mainly designed to seek information about to which extent that the formative assessment used in classrooms , it also investigates the impact of this process on the learners ' speaking skill , and how it improves this skill .We administered this questionnaire to first year master students , belonging to the option of civilization and literature , because it impossible to conduct the research on the whole population .This questionnaire was administered to Forty students but only Thirty-eight questionnaires were handed back .

3.1.2. Description of the Questionnaire

 In this designed questionnaire of our research , items are required answers either in (yes/no) questions , or in picking-up the most appropriate answer from a series of options , and ask students to provide their opinions , and justify their choices .This questionnaire involves three sections which fit the variables of our study .

Section One: is about the background information, which contains one question .Students were asked to indicate their sex (male / female)

Section Two: this section is entitled "Formative Assessment" contains five questions .This section aims at collecting data from students about their awareness about formative assessment and its implementation as a process in the field of teaching and learning .

Section Three: this section is about speaking skill contains five questions .This section aims at seeking information about the related issues of learners 'speaking skill, and they are asked about their opinions if formative assessment impacts their language proficiency .

3.1.3. Analysis of the Students 'Questionnaire

Section one: students 'background information

Item 1: sex distribution

Sex	Number	%
Male	13	34.21%
Female	25	65.79%
Total	38	100%

Table 1: Students' sex distribution
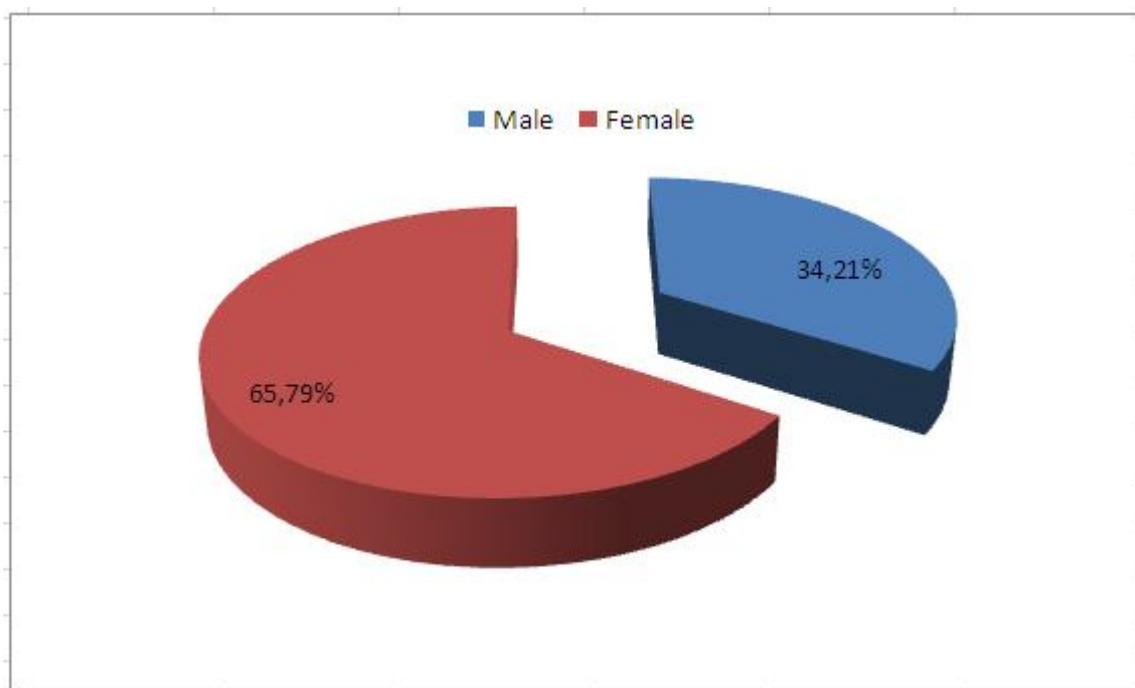
Figure 4: students 'sex distribution

31

Table 1 reveals that out of 38 participants, the proportions (34.21%) are males and (65.79%) are females .This female over representation is due to the fact that females are more perseverant and motivated than males to carry out their studies.

Section Two: Formative Assessment.

Item 1: do you know what formative assessment is?

option	number	%
yes	34	89,47%
no	4	10.53%
total	38	100%

Table 2: students' awareness of formative assessment.
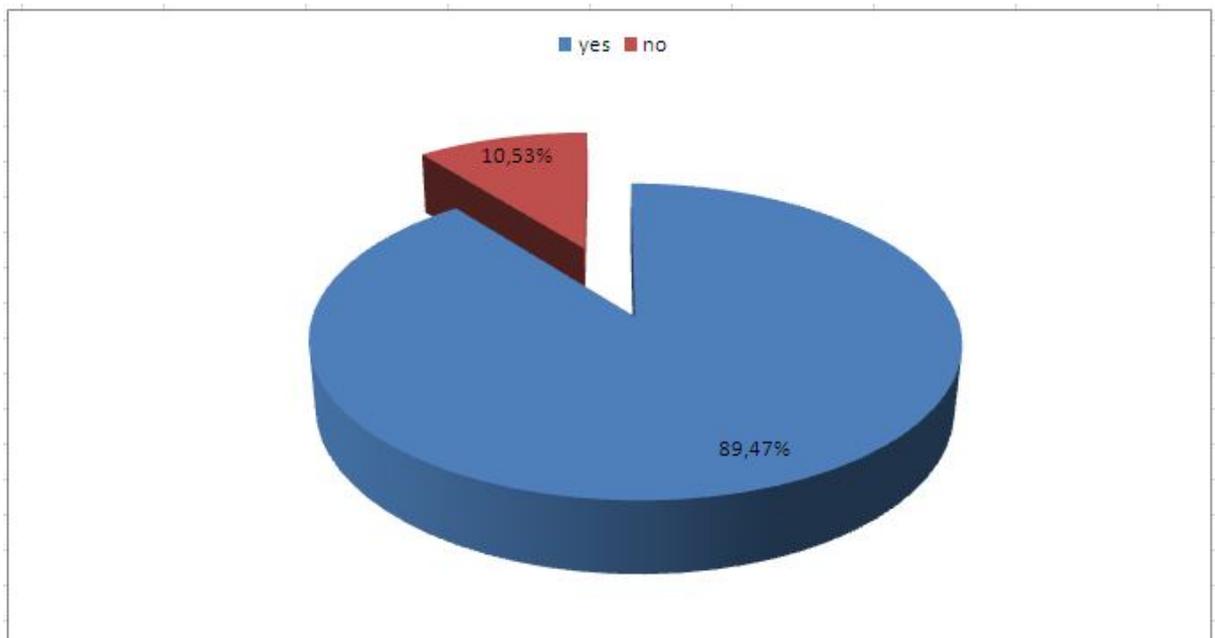
Figure 5: students 'awareness of formative assessment.

This question aims at determining whether students are aware of formative assessment or not. An analysis of the table above reveals that the majority of the respondents 34 students

(89,47%) know what is formative assessment, while about 4 students (10,53%) have no idea of this process.

Item2: is it implemented in the classroom?

Option	Number	%
Yes	28	73,69%
No	8	21,05%
Sometimes	2	5,26%
Total	38	100%

Table 3: the implementation of formative assessment in the classroom.
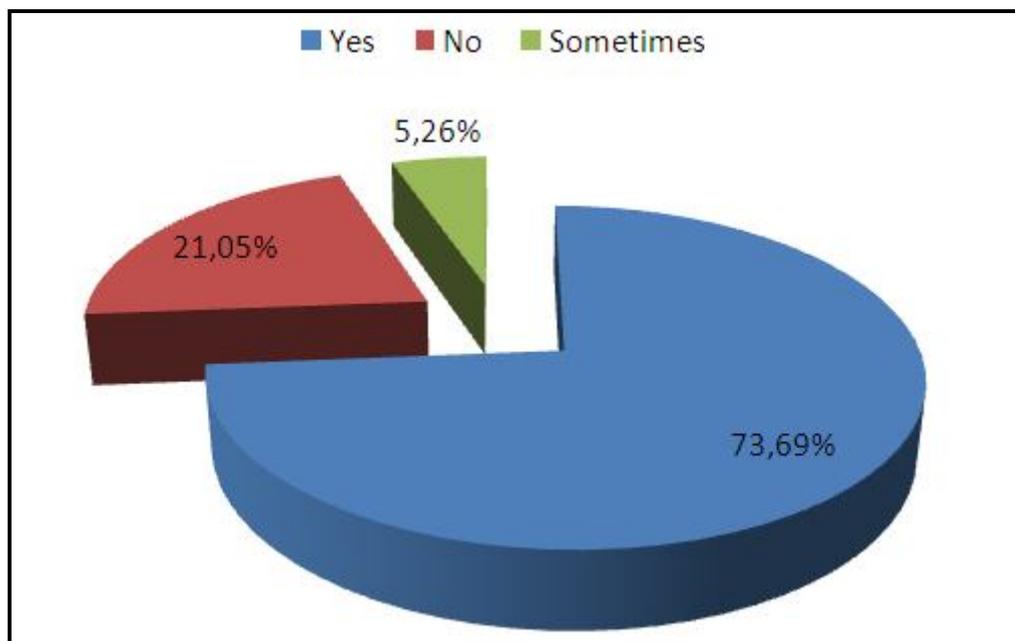
Figure 6: the implementation of formative assessment in the classroom.

This question sheds light on students' attitudes toward the implementation of formative assessment in the classroom. Twenty eight students (73,69%) which represents the majority of respondent indicate that the process of formative assessment is implemented in the classroom, while two students (5,26%) answer by sometimes, which is not found in the option

but the students find themselves between saying yes and no, they chose to say sometimes, it means these two students notice that formative assessment is not implemented either in all modules or by all teachers, and, 8(21,05%) students pave no answer, may be the reason behind that is the fact that due to the large number of classes, teachers cannot evaluate all the learners.

Item3: Do you like formative assessment?

Option	Number	%
Yes	29	76,31%
No	8	21,05%
Prefer	1	02,64%
Total	38	100%

Table 4: students' attitudes toward formative assessment.
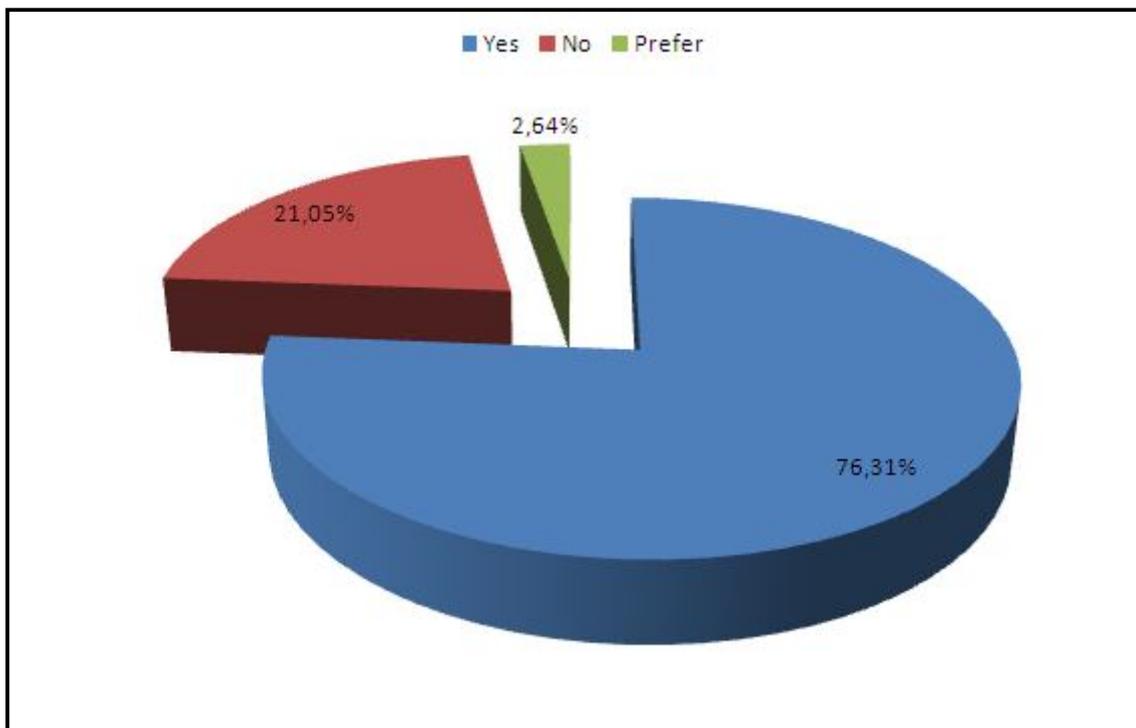
Figure7 :students 'attitudes toward formative assessment .

The present item of information is intended to identify the students' attitudes about formative assessment, if they like it or not our examination of the table above reveals that twenty-nine students (76,31%) means the majority of students answer by "Yes", they like the process of formative assessment , while about eight students (21,05%)respond by "   No", they don't like this process to be implemented in the classroom may be the reason is students feel that they are obliged to do specific things in continuous way. Concerning the rest (2.64%) answer by neither "Yes" nor "No" but chose "Prefer" maybe he/ she means that the student like   formative   assessment   but   not   as   much   to   say   "Yes".
Item 4: what is your role as a student in this process?

Option	number	%
to provide feedback	12	31,58%
to motivate teachers	0	0%
both of them	26	68,42%
Total	38	100%

Table 5: The students' role in the process of formative assessment.
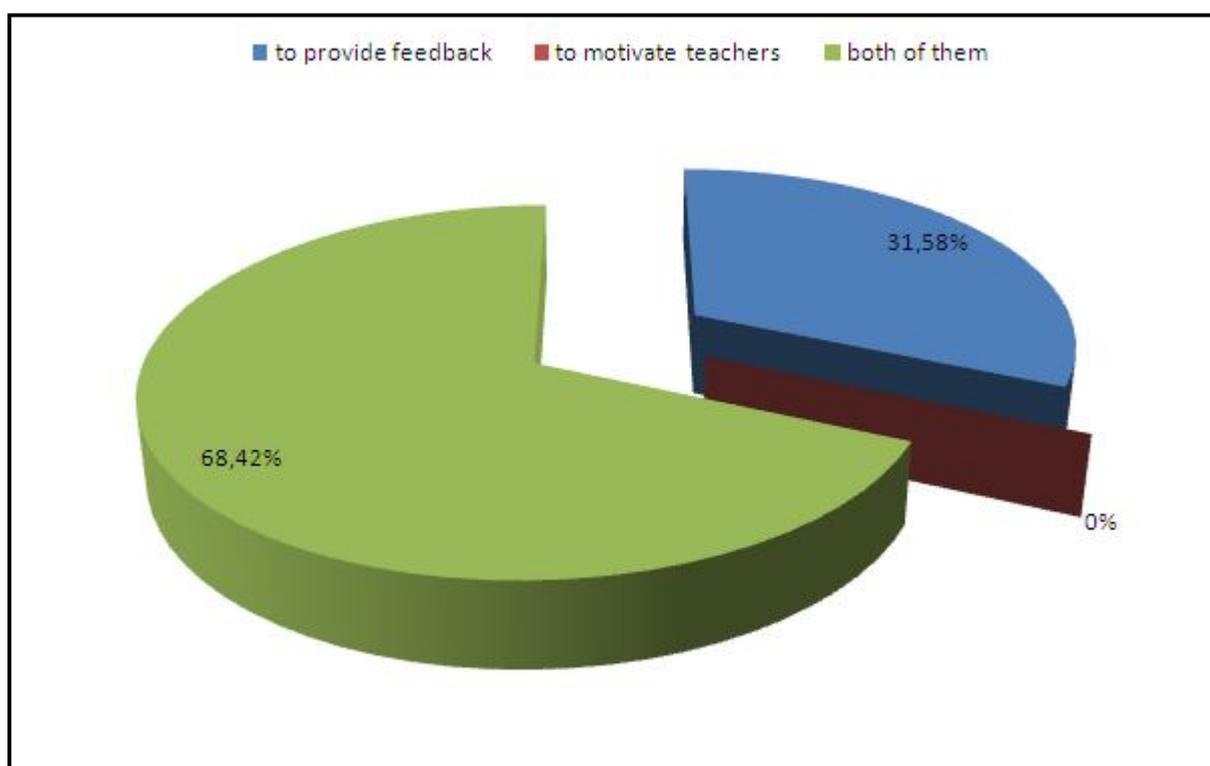
Figure 8 : The students 'role in the process of formative assessment .

This question is aimed at identifying the role of the students in this process. The majority of answers are represented in (68, 42%) by 26 students provide that their role is in both: to provide feedback and act as a motivational factor in the classroom, while 12 students (31, 58%) among the whole students provide their answer that their role is to provide feedback. Concerning the option of motivate the teacher, there is zero percent, no student think that their role is only motivating but also providing feedback.
Item5: does your teacher assess you through?

Option	number	%
Questions	7	18,44%
Tests	8	21,05%
Quizzes	5	13.15%
All of them	18	47,36%
Total	38	100%

Table 6: Techniques used to assess students.
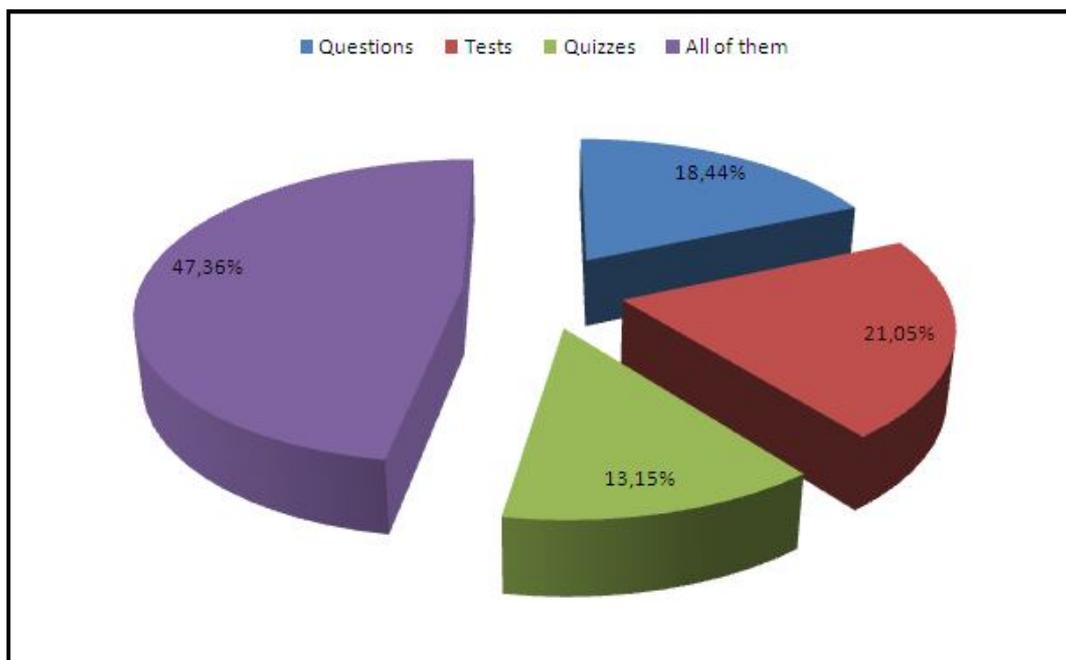
Figure 9: Techniques used to assess students.

In this item, students are asked to give us the most useful technique from those techniques that is used in the classroom by the teacher to assess his/her students. The largest number of students (47, 36%) determine that all of: questions, tests and quizzes are used in the classroom assessment of students' skills, while seven students (18, 44%) picking out that the teacher uses question to assess them, eight students (21, 05%) indicate that tests are mostly used in the classroom assessment and only five students (13, 15%) their answer show that quizzes are rarely used in assessing students formatively.

Section Three: The speaking skill.

Item 1: How do you find the speaking skill?

Option	Number	%
Very easy	1	2,63%
Easy	27	71,05%
Difficult	9	23,69%
Very difficult	1	2,63%
Total	38	100%

Table7: Students' opinion about speaking skill.
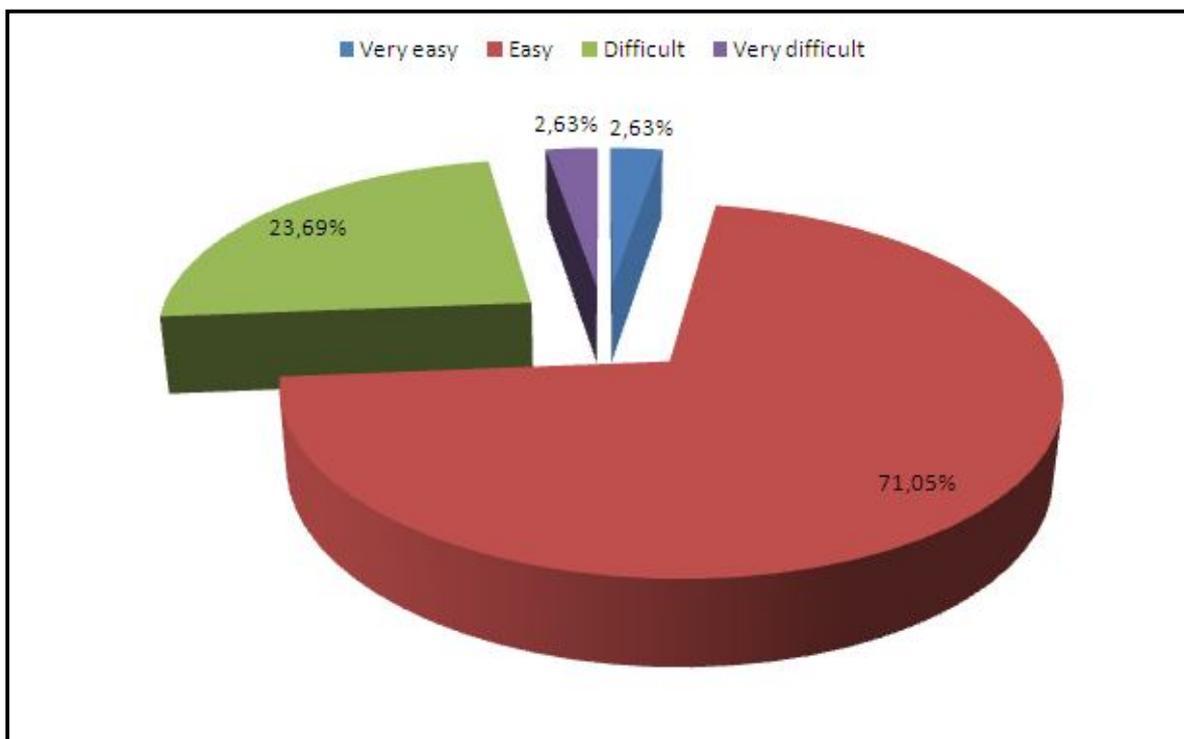
Figure10: Students 'opinion about speaking skill.

This question aimed at discussing the attitudes of the students about how they find speaking English language, and there are options proposed for them to choose like to say whether it is: easy, very easy, difficult, very difficult. The majority of students twenty-seven students (71, 63%) students believe that speaking skill is easy, while (2, 63%) said that speaking English is very easy, about (2, 63%) of the students find that the speaking skill is very difficult. The students who answer by difficult and very difficult may be they didn't participate in the classroom.

Item 2: To what extent does the formative assessment help you to improve your oral proficiency?

Option	Number	%
Very much	19	50%
Some how	17	44,74%
Not very much	2	5,26%
Don't know	0	0%
Not at all	0	0%
Total	38	100%

Table 8: The improvement of students 'oral proficiency through formative assessment.
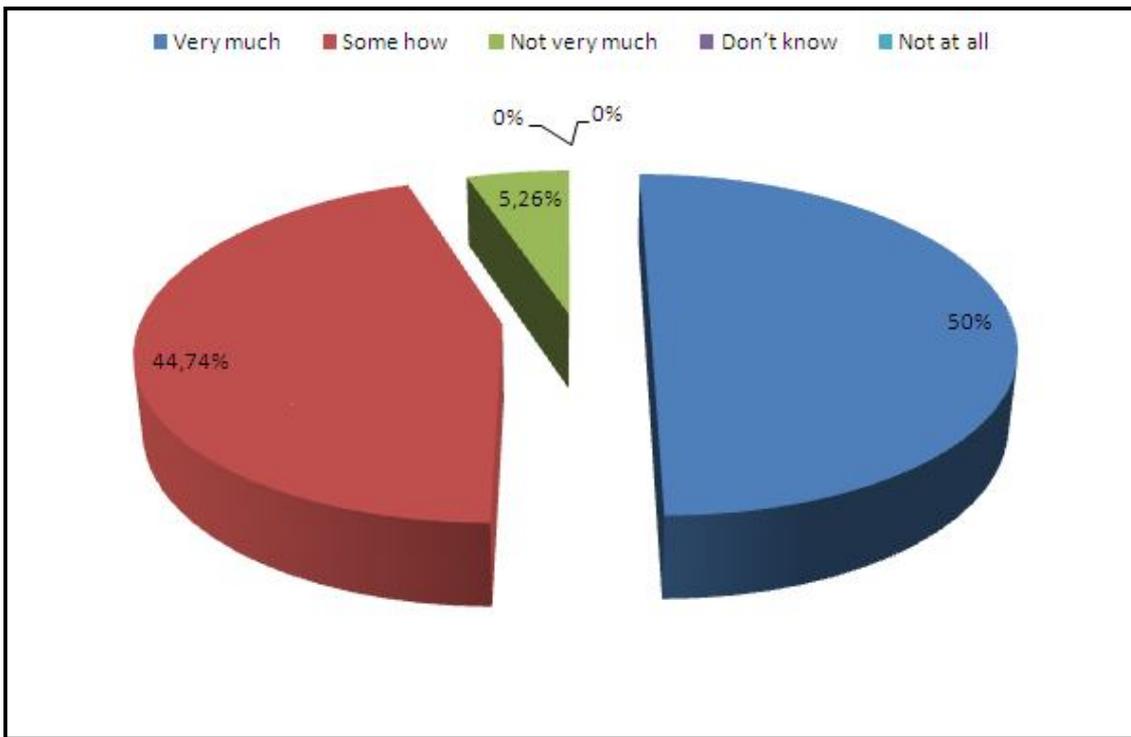
Figure11: The improvement of students 'oral proficiency through formative assessment.

This item of information investigates how much formative assessment helps students to improve their oral proficiency. The majority of respondents, nineteen students (50%) which represent the half of our sample. Students respond by very much which means that formative assessment has a great role in improving students' oral proficiency, and its effective results are elicited in the students' participation in the classroom about seventeen (44,74%) answer by somehow , and only two students (5,26%) answer the option of very much. But no student provides   answer   about   don't   know   and   not   at   all
item3:   Do   you   feel   afraid   to   talk?

Option	Number	%
Yes	25	65.79%
No	13	34,21%
Total	38	100%

Table9: Students' psychological situation towards speaking.
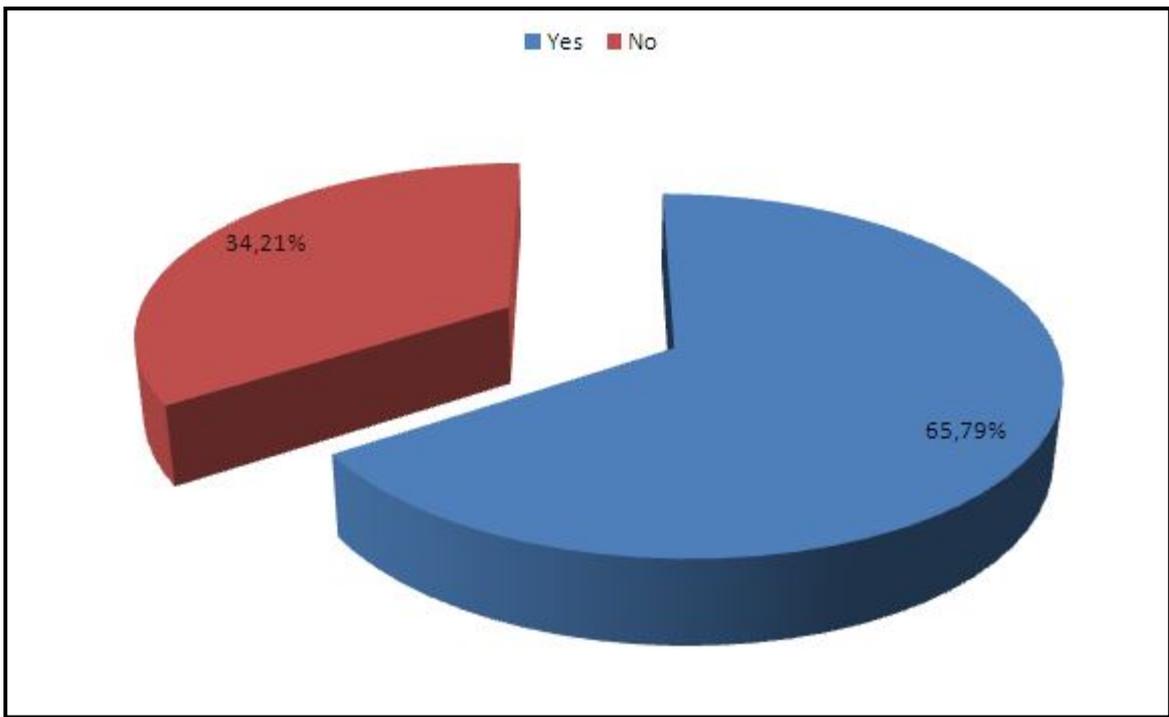
Figure12: Students 'psychological situation towards speaking.

This question is used to seek information about the psychological situation of the students when they are intended to talk. We want to realize it by the examination of the table above, and analyzing its results, we have about twenty-five students (65,79%)which reveals that the majority of them have the fear of talking in English, through this result we make sure that students have problems to speak which we have to know about, in order to give the right treatment, while thirteen students (34,21%) said that they are not afraid when they are given the chance to talk, they show that they have enough confidence to speak without any hesitation   or   fear.

item 4 : If your answer "yes" is it because

Option	Number	%
Fear of making grammatical mistakes	4	10,52%
Fear of making pronunciation mistakes	6	15,80%
Lack of vocabulary	7	18,42%
Lack of self confidence	8	21,05%
None of them	13	34,21%
Total	38	100%

Table10: Reasons behind the students' fear of talking.
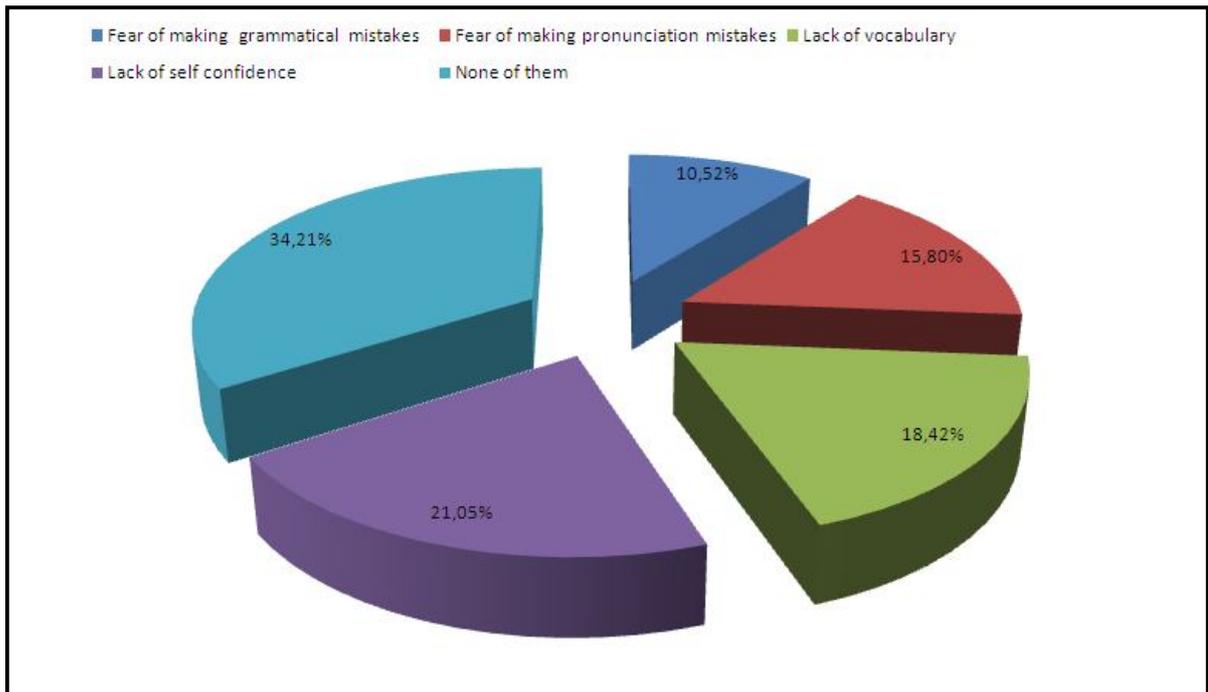
Figure13: Reasons behind the students 'fear of talking.

This item is examined to identify the sources of students' fear of talking. In order to provide the right treatment, we must discover whereisthe problem to solve it. Thirteen students (34, 21%) said no, but we are concerned with "Yes" answers: the respondents suffer from the lack of vocabulary that's why they have a fear to communicate in the target language, while eight students (21, 05%) face a problem with their selves which is the lack of self-confidence those students have vocabulary and right pronunciation, but they can't speak because they have psychological problems. Six students (15,80%) believe that there is resulted from pronunciation mistakes, and about four students (10,52%) have the fear from making grammatical mistakes, they are not successful enough to make right combination to form complete and meaningful speech.

Item 05: Do you think that formative assessment has an impact on your language proficiency?

Option	Number	%
Yes	35	92,10%
No	3	7,90%
Total	38	100%

Table 11: the students' opinion about impact of formative assessment on their language proficiency.
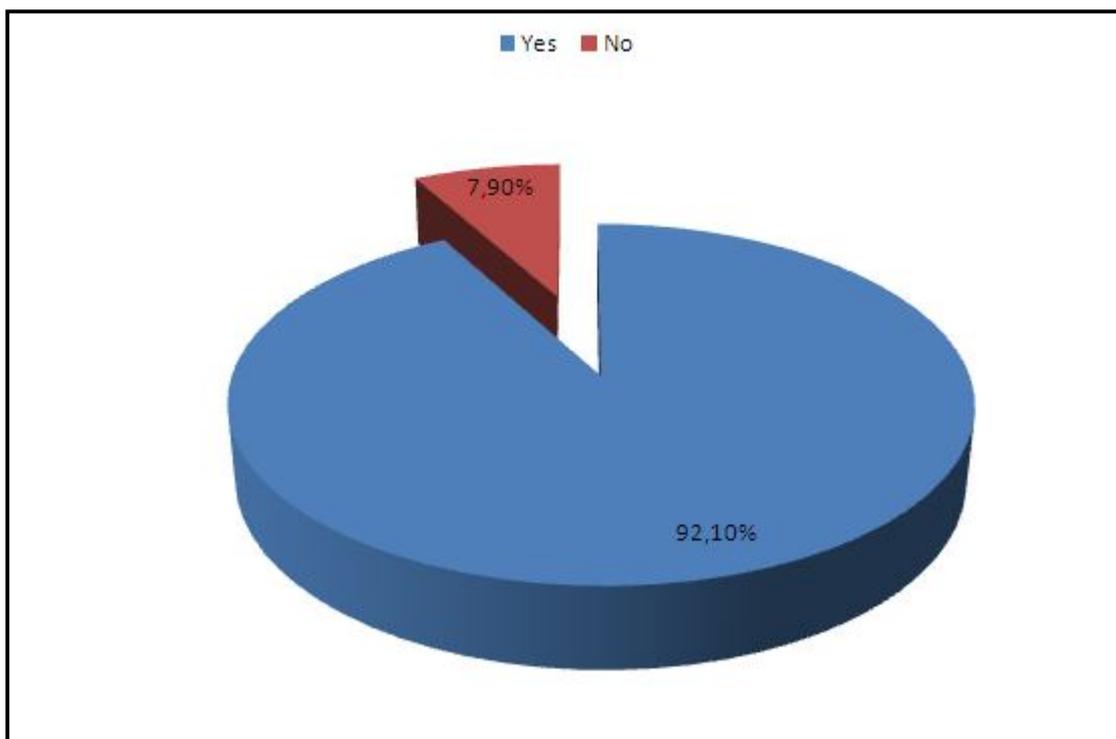
Figure14: The students 'opinion about the impact of formative assessment on their language proficiency.

This question seeks information about the impact of formative assessment on the learners' language proficiency, we have the minority of three students (7.90%) who think that the formative assessment doesn't work or improve their level in speaking skill, while the majority of students, thirty, five (92.10 %) who believe that they benefit from formative assessment and it helps them in enhancing their speaking skill.

Discussion of the Results

The analysis of data gathered in relation to the participants understanding about the impact of formative assessment on their speaking skill revealed that students are aware of this process of formative assessment and they are supporting it to be implemented in the classroom by the teacher because they believe that this process enhances their level. The results obtained from (table 2) show that students are motivated and convinced of using formative assessment. This can be interpreted by their answers when they are asked about if they like it or not, since formative assessment is an ongoing process in which the teacher checks his /her students understanding. According to Black and William (1998) formative assessment is " encompassing all those activities undertaken by teachers and, or by their students, which provide information used as feedback…".Students when they are asked about

their role in this process they strongly agree that their main role represented in both providing feedback, and also create a special atmosphere to learn, and act as a motivational factor to help the teacher to give all what he/she has in a successful way, without forgetting that the teacher when he /she is going to assess his/her students ,must use some useful tools, as far as students were asked about that ,mostly their answers provide a strong prove that teachers vary in their tools of assessing students but the most useful one is "questions" as Socrates did with his students in that time .

From the results of this analysis, we notice that assessing students formatively contributes in improving their speaking skill, especially when the teacher uses "Questions" the students find themselves obliged to answer and use their feedback in certain topic to discuss .Table 08 shows that the majority of students assure that formative assessment improves their speaking skill .

3.2. Teachers 'Questionnaire

3.2.1. Aims of the questionnaire

This questionnaire aims at getting insight about the teachers' view about the impact of formative assessment on learners speaking skill. In addition to their roles in this process. Our population consists of all teachers in the Department of English at the University of Biskra, it is impossible to cover the whole population , so we reduce the sample to (12) teachers .This questionnaire is handed out to twelve teachers ,(11) teachers handed back their questionnaires.

3.2.2. Description the Questionnaire

The whole questionnaire is made up of (22) items and it is divided into three sections .Each one of them focus on particular aspect. It involves different types of questions: "Open .ended" questions which require their personal opinions or their background about some issues, and "yes "no" questions, or tick – up the right answers from a set of options.

Section One: is about the background information, aims at gathering general information about our sample .It consists of three questions , teachers are asked to indicate their gender , their qualification ,and their teaching experience ; years of teaching .

Section Two: is entitled formative assessment, this section is made up of twelve questions. Teachers are kindly requested to answer them .It is mainly concerned in variety of concepts

and issues related to the process which is mentioned above .This section aims at investigating teachers about the implementation of formative assessment in the teaching process.

Section Three: is under title "Learners Language Proficiency (speaking skill)", this section is consists of Ten questions .It aims at collecting information on the teachers ' awareness about their students 'difficulties in speaking skill ,also measuring to what extent that formative assessment impact the learners' oral proficiency.

3.2.3. Data Analysis of Teachers 'Questionnaire

Section One: Background Information

Item 01: Teachers' Gender

Option	Number	%
Male	06	54.55%
Female	05	45.45%
Total	11	100%

Table 12: Teachers 'gender
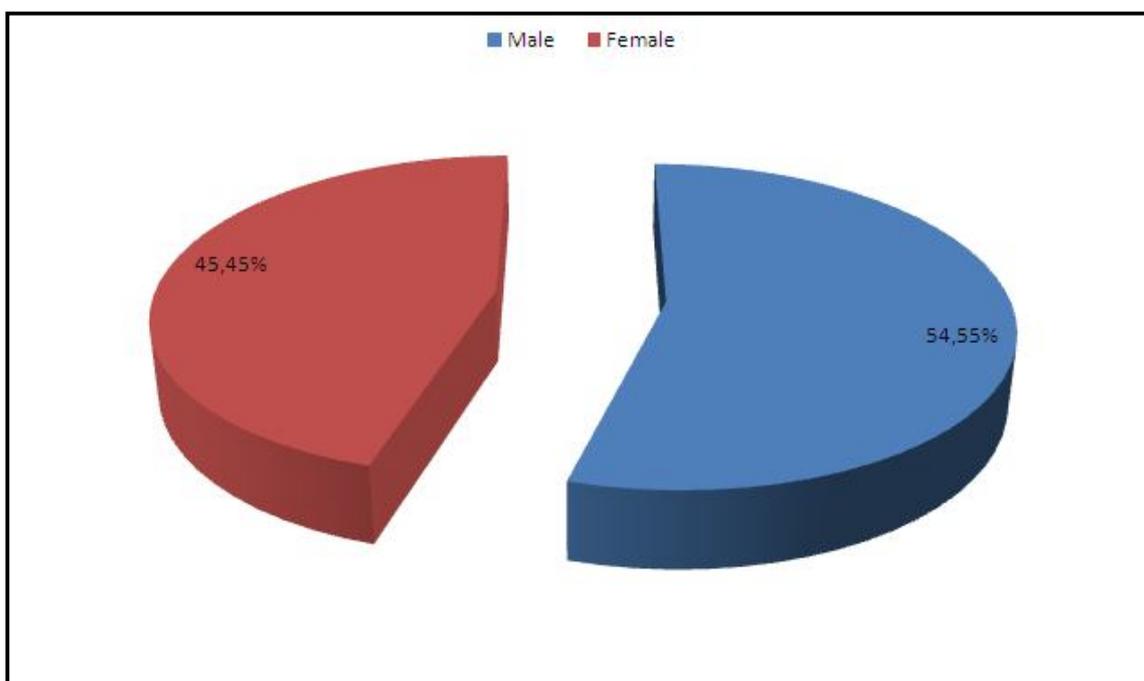
Figure15: Teachers 'gender.

This item is used to know the sex of our participants, we have six male teachers (54.55%) and five female teachers (45.45 %).

44

Item 2: Qualification

Option	Number	%
License (B.A)	01	9.09%
Magister (M.A)	09	81.82%
Doctorate (PHD)	01	9.09%
Total	11	100%

Table 13: Teachers' qualification
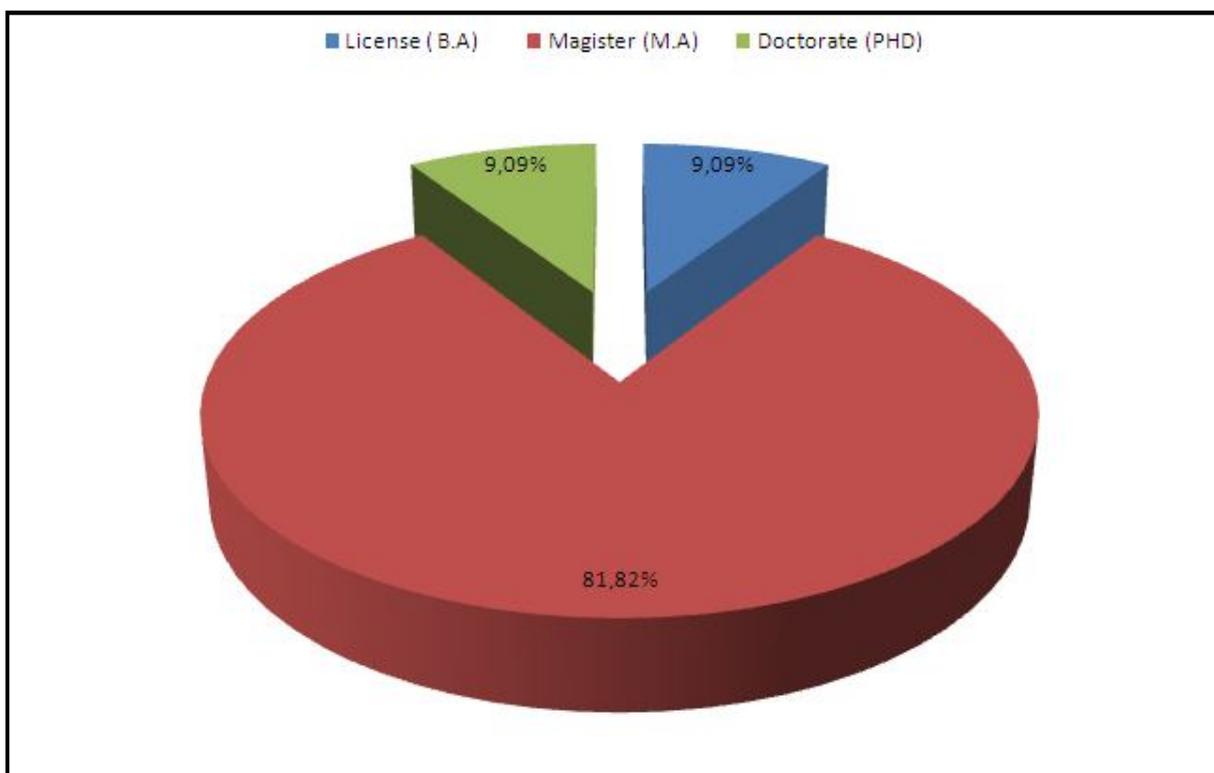
Figure16: Teachers 'qualification.

As the table indicates, the highest proportion is that of the teachers who have a magister degree (81.82 %) while the equal percentages for both doctorate and degree (9.09%).

Item 3: years of experience

Option	Number	%

02 years	02	18.19%
04 years	01	9.09%
06 years	01	9.09%
08 years	01	9.09%
10 years	01	9.09%
11 years	01	9.09%
17 years	01	9.09%
20 years	02	18.18%
25 years	01	9.09%
Total	11	100%

Table 14: teachers experience in teaching
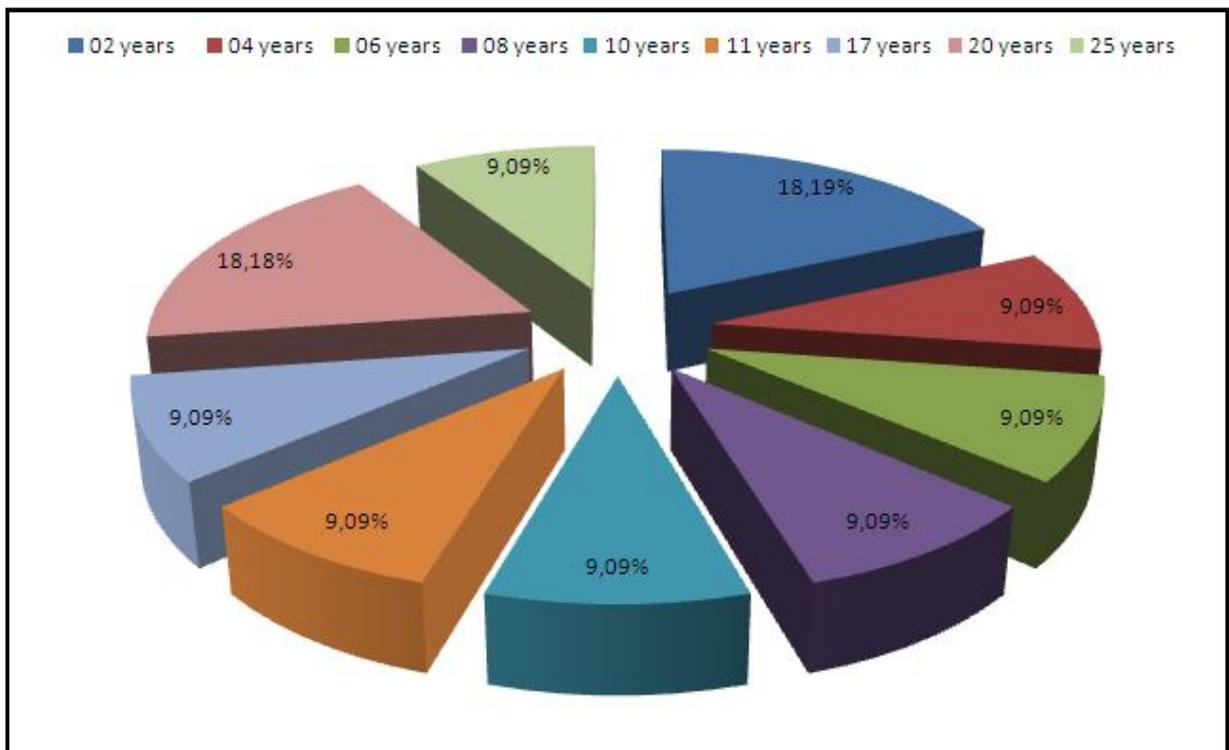
Figure17: Teachers 'experience in teaching.

In this item, teachers are asked to give in numbers their years ofteaching, the most experienced teachers have been teaching for 20 and 25 years (18.18 %)

Section Two: the formative assessment.

Item 1: As long as you are a teachers what does it mean for you assessment?

This item aims at gaining insight about what is meant by formative assessment for teachers .Each one of the teachers provide a specific definition of assessment as an ongoing process which motivates learners toward learning and improve their skills, and others agree that assessment is a didactic mean that allows teachers to gather information about their students' progress, learning needs, and styles during classroom practices.

Item   02:   Do   you   implement   formative   assessment   in   your   classroom?

Option	Number	%
Yes	10	90.91%
No	01	9.09%
total	11	100%

Table 15: the implementation of formative assessment.
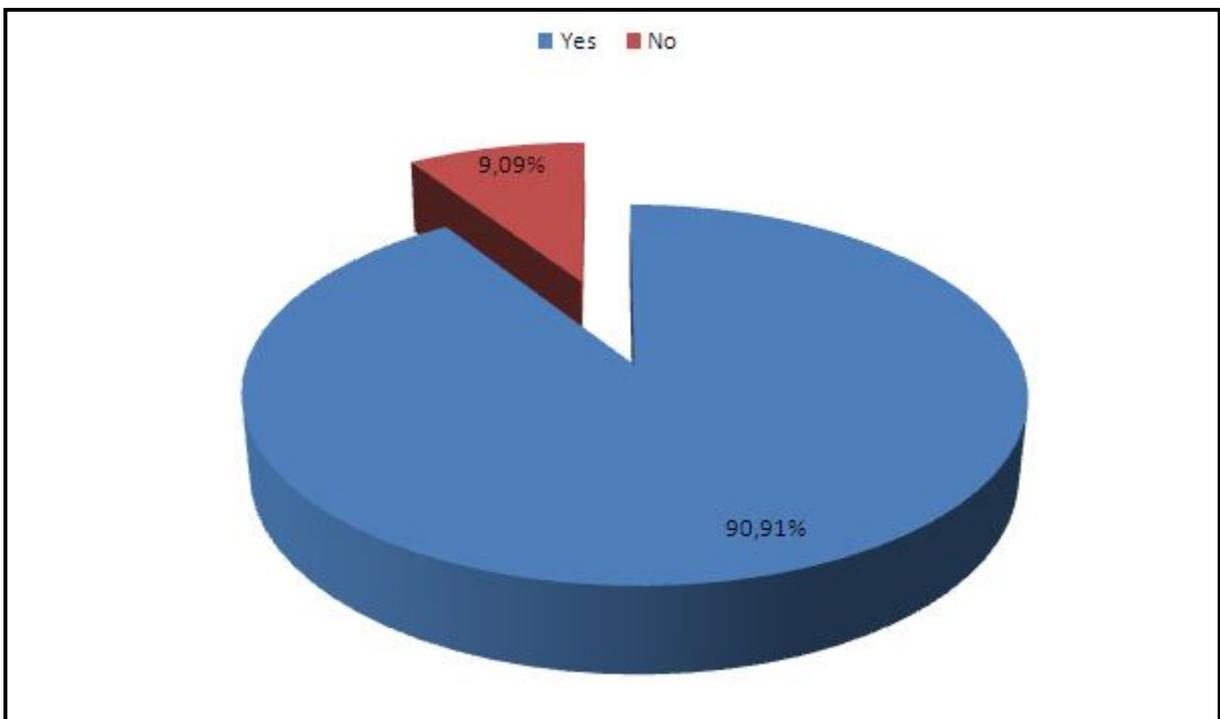
Figure 18: The implementation of formative assessment.

This item intended to get insight about whether teachers implement the process of formative assessment in their classrooms or not .In fact the highest percentage represents the positive answers "yes " (90.91 %) teachers use this process in their classrooms, while the rest of them (9.09%) answers by "No", those teachers justify their negative answers by saying it depends on the classroom situation and the required conditions for its application it's very difficult in the present day conditions as they said .

While the teachers that they respond by "yes" justify their answers by indicating that formative assessment adjust their instruction to improve the student's learning and check their understanding, besides it helps a lot in measuring the student's achievement and to spot light on their weaknesses.

Item 3: How do you assess your students formatively?

Option	Number	%
Oral questions	06	54.55%
Tests	02	18.18%
Quizzes	02	18.18%
Classroom activities	01	9.09%
Total	11	100%

Table 16: Tools of assessing students formatively
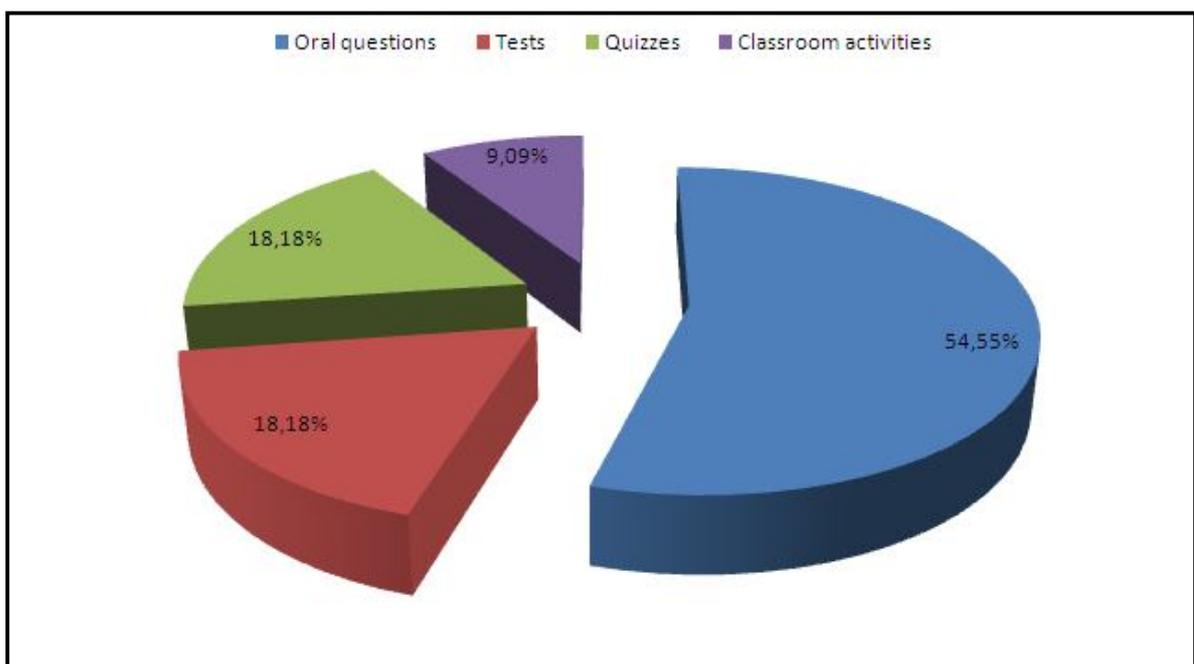
Figure 19: Tools of assessing students formatively.

In this item ,as it was expected almost allrespondents(54.55%) are agreed on using oral questions to assess their students formatively, it helps in improving the speaking skill of their students ,while (18.18%) use either "tests" or "Quizzes and one teacher indicates that he/she uses classroom activities to evaluate his/her students' progression .

Item 04: What is your role as a teacher in this process?

Option	Number	%
To provide feedback	04	36.37%
As a guide	03	27.27%
As an assessor	02	18.18%
As a prompter	02	18.18%
total	11	100%

Table 17: teachers' role
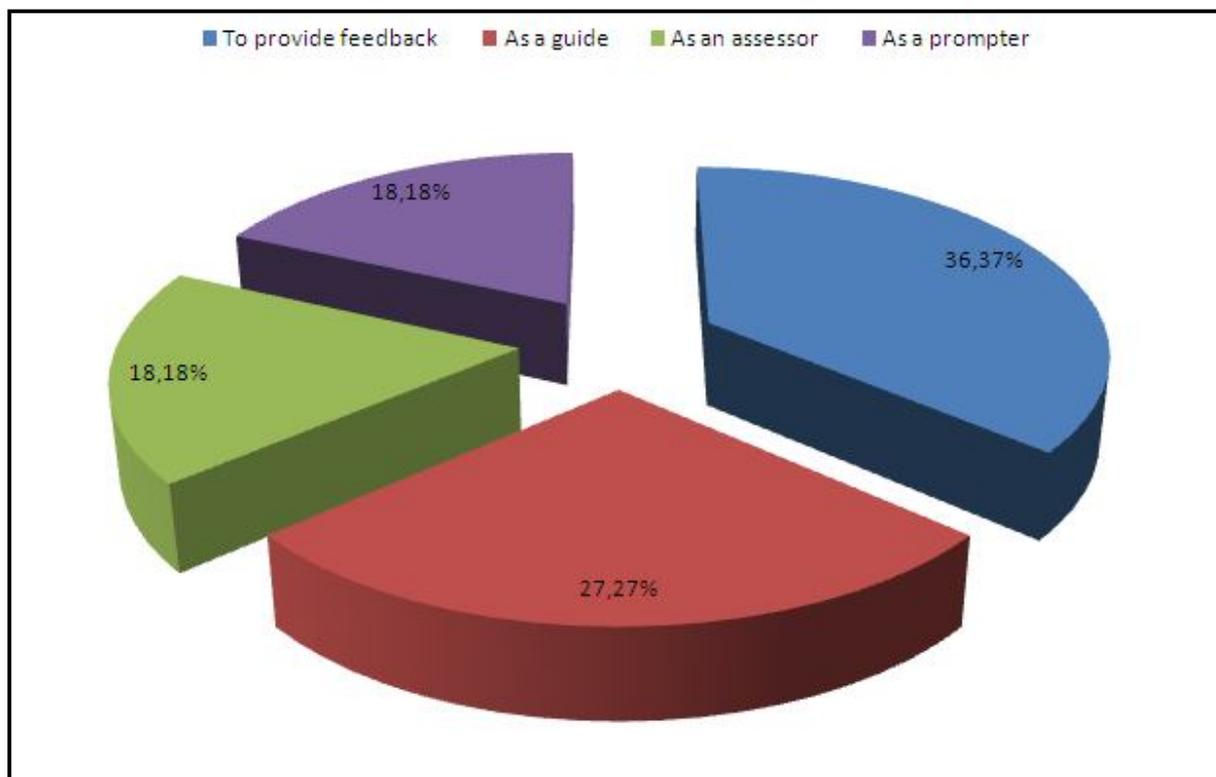
Figure 20: Teachers 'role

This item is open- ended question ,but since the answers of our respondents seen repeated we have tried to organize them in table16 .We have four teachers (36.37%) identify their roles in providing feedback, that is comprehensible and relevant to help students in enlarging their know ledge , while three (27.27 %) of the teachers declare that they perform the role of guide since we are in L.M.D system ,everything is done by the students , teachers just guide them to limit them in certain things during the lesson. Finally the remained teachers (18.18 %) choose to be as assessors and prompters in order to evaluate their students 'development.

Item 05: Formative assessment has two types what do you use?

Option	Number	%
Planned formative assessment	04	36.36%
Interactive formative assessment	02	18.18%
Both of them	05	45.46%
Total	11	100%

Table 18: types of formative assessment
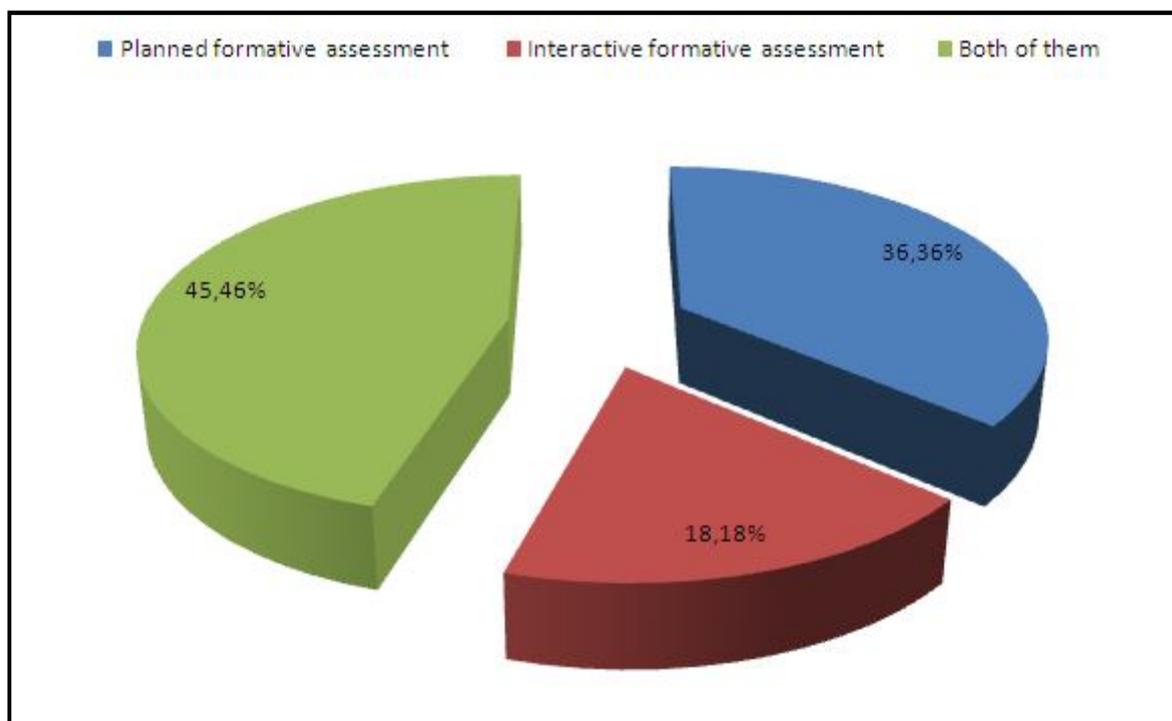
Figure 21 : Types of formative assessment .

This item seeks information about the types of formative assessment that is mostly used by the teachers in the classroom. Our analysis in the table above reveals that the majority of teachers use both of them (45.46%) they vary between using planned and interactive formative assessment .While four teachers (36.36%) use the planned formative assessment to gain time, because time is the biggest challenge in the classroom(18.18%) the lowest proportion represents the teachers that use the interactive formative assessment it is not used by all the teachers may be the reason behind that is the very crowded classes ,so as a result the teachers cannot make an interaction with all their students during this process.

Item 06: Do you use strategies when assessing your students formatively?

Option	Number	%
Yes	07	63.64%
No	04	36.36%
total	11	100%

Table 19: Strategies of assessing students formatively
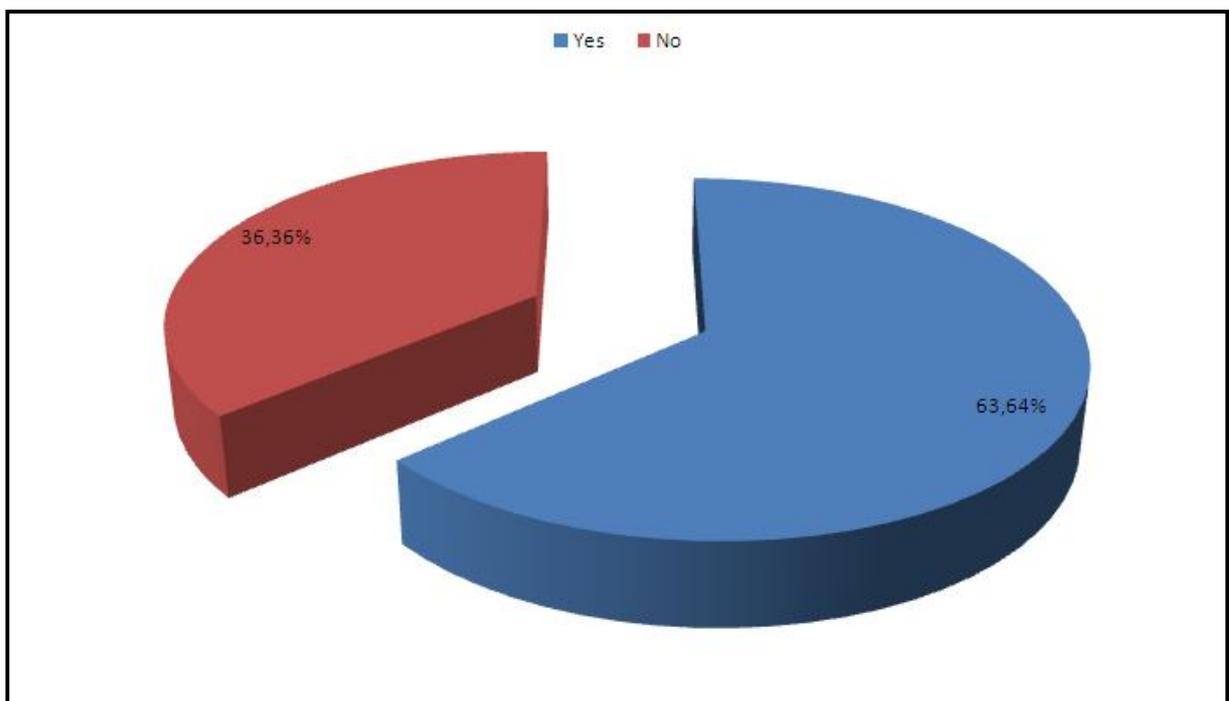
Figure22: Strategies of assessing students formatively.

This item is intended to collect information about teachers if they use strategies in assessing their students formatively or not .we notice that the majority of them (63.64%) use strategies in assessing their students formatively, but (36.36%)this percentage of teachers do not apply any strategy in the classroom.

Teachers are asked to suggest some of the strategies that they use if their answer is "yes" we will organize and summarize their responses in some points:

- Vary the items and activities especially the communicative ones, to encourage students to interact in a non-threateningatmosphere.
- Target all the levels in the class population.

Item 07: Do you think that it is important to use formative assessment in the classroom?

Option	Number	%
Yes	11	100%
No	00	0%
total	11	100%

Table 20: the importance of formative assessment
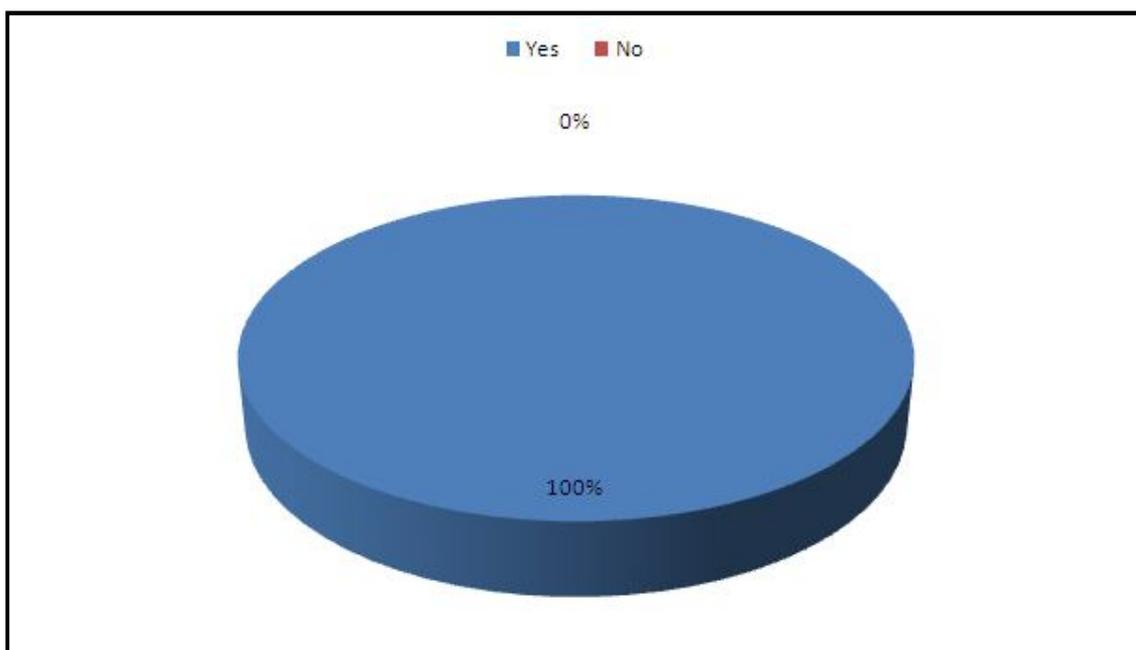
Figure23: The importance of formative assessment.

In this item we gathered information about the importance of using formative assessment in the classroom. It is very noticeable that there is a strong agreement which is proved by the highest proportion of (100%) that it is very helpful to use formative assessment in the classroom .Their justification represented that, this process is used to measure the student's progress in learning, it contributes to make students aware of the learning process itself more than marks, grades, and finally improve students 'level.

Item 08: To which extent it is important?

This item, attempts to reveal how much it is important to use formative assessment in the classroom. It is said that formative assessment can serve teaching to be effective because ,it puts an emphasis not on the evaluation itself but on its impact on the improvement of the teaching process .Also it provides opportunities for students to improve their learning level and how to learn successfully .

Item 09: What are the effects of using formative assessment?

This item ,is issued to elicit information about the effects of using formative assessment in the classroom .As it was expected , it is beneficial to use it in the classroom ,it leads to positive effects on both the learning and teaching process .It enhances learning in one hand through, reducing the degree of anxiety ,offers better opportunity for students to participate as far as it motivates them to be proficient users of English .In the other hand it makes teaching more effective through helping teachers to gather data about their students whether they are mastering their learning goals or not .

Item 10: Do you face some challenges in the classroom when you use formative assessment?

Option	Number	%
Yes	08	72.73%
Some times	01	09.09%
No	02	18.18%
total	11	100%

Table 21: challenges of using formative assessment.
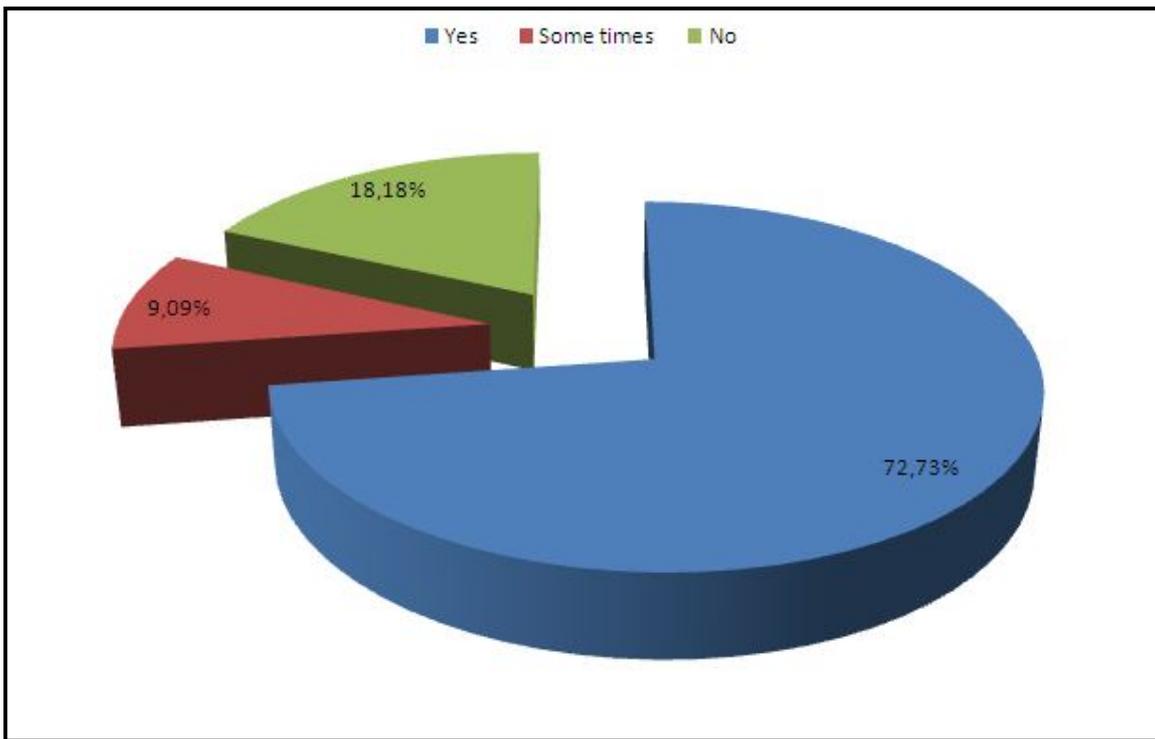
Figure24: Challenges of using formative assessment.

In this item teachers are asked to provide us the problems that face when using formative assessment we have the majority of teachers (72.73%) claim that to assess formatively over-crowded classes is not an easy task. One teacher (9.09%) said that he / she faces problems but sometimes not always .2 teachers (18.18%) they don't find any problem when using formative assessment.

When we analyze their justification, we find that the most crucial problem the teachers agree on is the time allocation which becomes in the first place, because it is not sufficient to give all students their right in assessing them formatively and control all their attitudes about specific point in the lesson then we have another problem, it is represented in the crowded classes which impede the process of assessing students formatively. There is an agreement between all the teachers about those challenges.

Item 11: do you use strategies to get you students 'feedback?

Option	Number	%
Yes	06	54.55%
No	05	45.45%
total	11	100%

Table 22: Strategies of getting students' feedback.
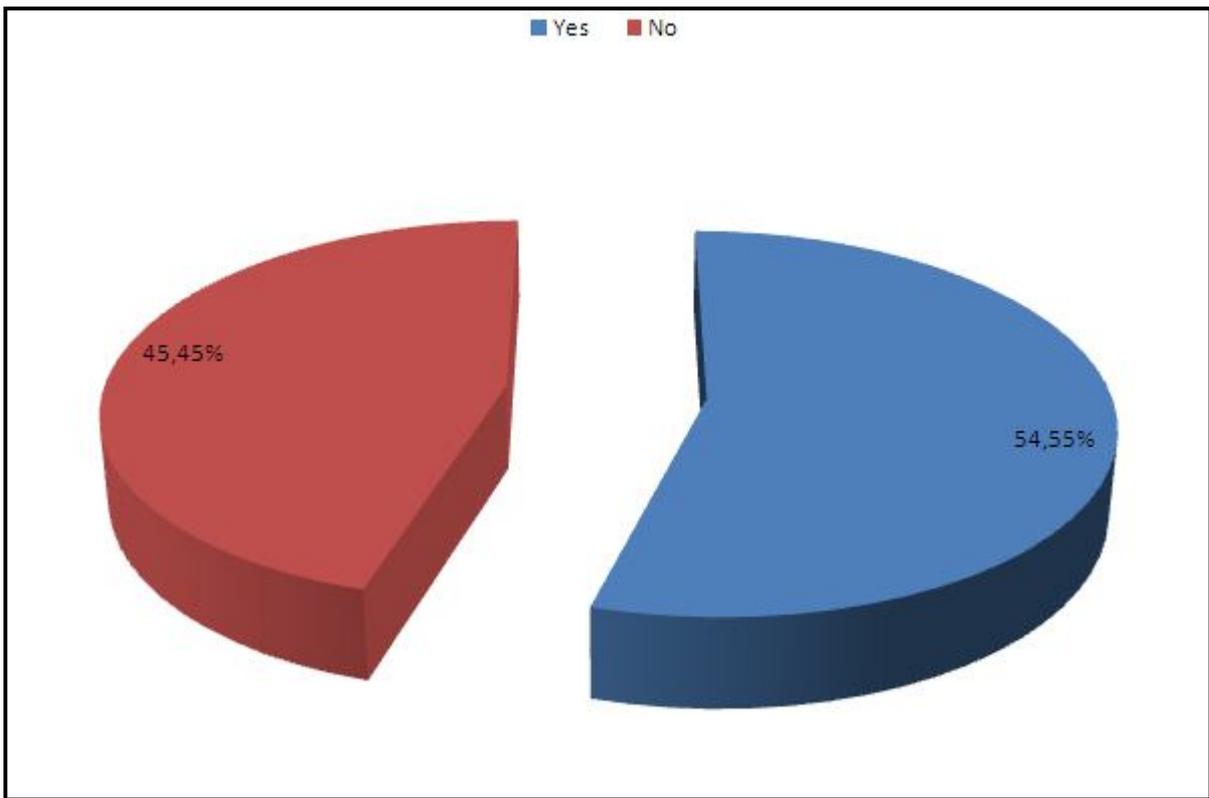
Figure25: Strategies of getting students 'feedback.

In this item, we are intended to know whether teachers use some strategies to get their students feedback or not. Six teachers (54.55%) their answers are positive, while five teachers (45.45%) do not usestrategies to get their students' feedback.
If "yes" suggest some Of the strategies, concerning the teachers who answer by "yes" they prefer to use as strategies: classroom interaction in order to make the students exchange their ideas and information to make rich discussion, group dynamics encourages the cooperative work between the learners and create the good atmosphere to help teachers meet different back ground from different students, and some teachers use formative assessment itself as a strategy to get the feedback of students.

Item12: In your opinion, in the Algerian educational system, they are interested in.

Option	Number	%
Quality	00	00.00%
Quantity	07	63.64%
Both of them	02	18.18%
None of them	02	18.18%

Total	11	100%

Table 23: The Algerian educational system interest.
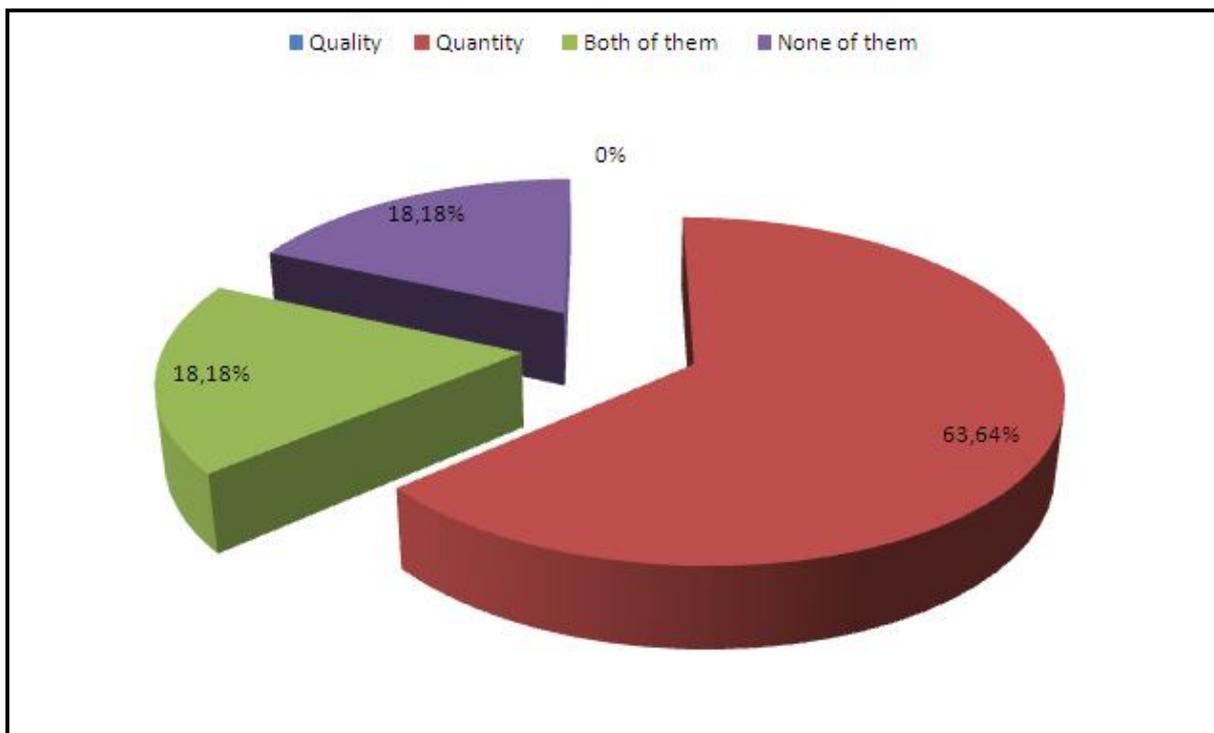
Figure26: The Algerian educational system interest

This question aims at determining whether the Algerian educational system is interested in the quality the level of the students or, they are interested in the large number of students. The analysis of the data gathered determined that our educational system is interested in the large number of students (grades) this was proved by the majority of the respondents (63.64%) while only (18.18%) choose both of quality and quantity of students .Most of the teachers said that the raison behind that is political procedures, governments restriction, and they are interested in graduating students rather than quality.

Section Three: The speaking skill

Item 01: what objectives do you intend when teaching the speaking skill?.

Option	Number	%

To speak fluently and accurately	06	54.55%
To improve the oral production	02	18.18%
To improve the pronunciation	03	27.27%
Total	11	100%

Table 24: Objectives of teachers about speaking skill
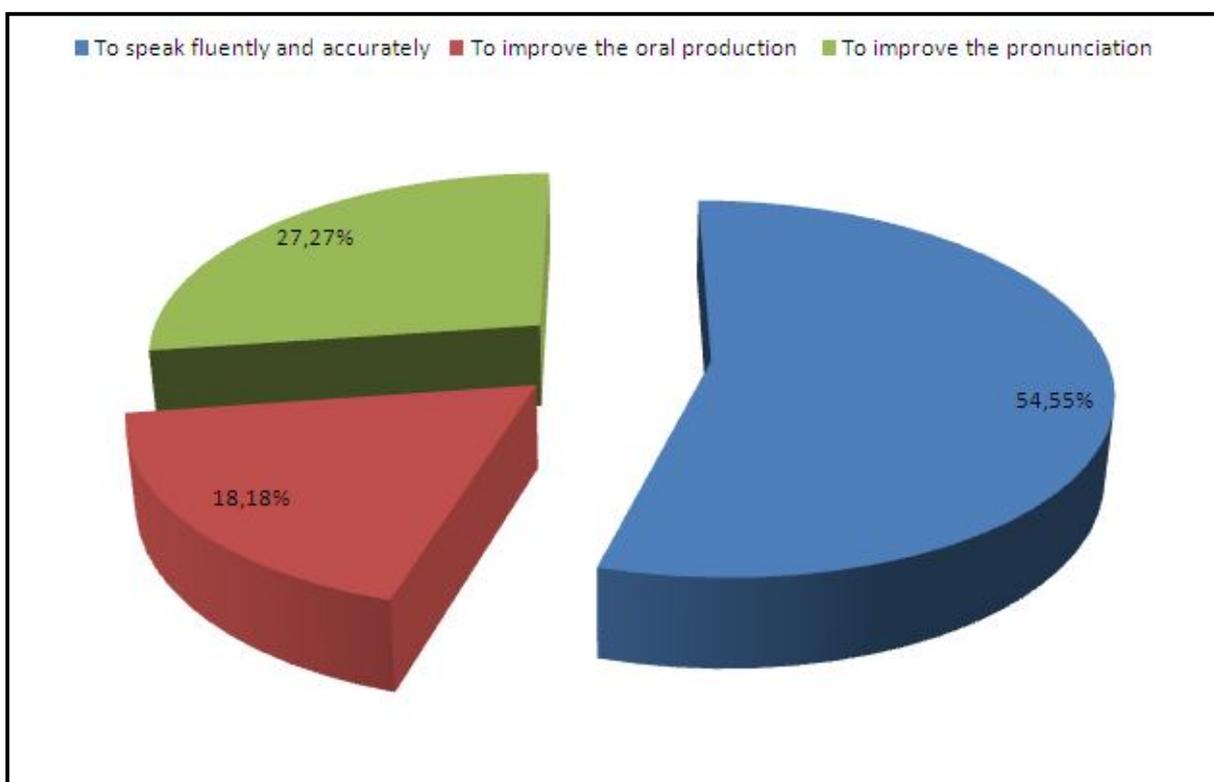
Figure27: Objectives of teachers about speaking skill.

In this item, we categories the responses of the teachers, in a table in which we classify them into three objectives to be taken in teachers' consideration when teaching speaking skill. Six of the teachers (54.55%) indicate that their main objectives when teaching speaking skill is to enable their students to speak the target language accurately and fluently without any difficulties. Two teachers (18.18%) said that speaking their objective is to make students able to express themselves in a good way so, improve their oral production .While three teachers (27.27%) said that their intention is to enable their students to improve their pronunciation including intonation and stress.

Item 2: what are the sequential steps do you often undertake teachers often undertake for teaching speaking?

This question is asked to know what are the steps that teachers undertake for teachingin the target language .They use warming –up presentation, role planning, and authentic materials to get their interest this is for some .But the other teachers stated that it is beneficial to introduce new vocabulary items, discuss their meanings and functions, then the teachers ask the students to use them in their oral production, to ameliorate their speaking skill, and they encourage the discussion between students.

Item 03: How do you assess yourlearners 'level of speaking proficiency?

Option	Number	%
Good	00	00%
Average	06	54.55%
Weak	04	36.36%
None of them	01	9.09
Total	11	100%

Table 25: Teachers' opinion about their students' level of speaking proficiency
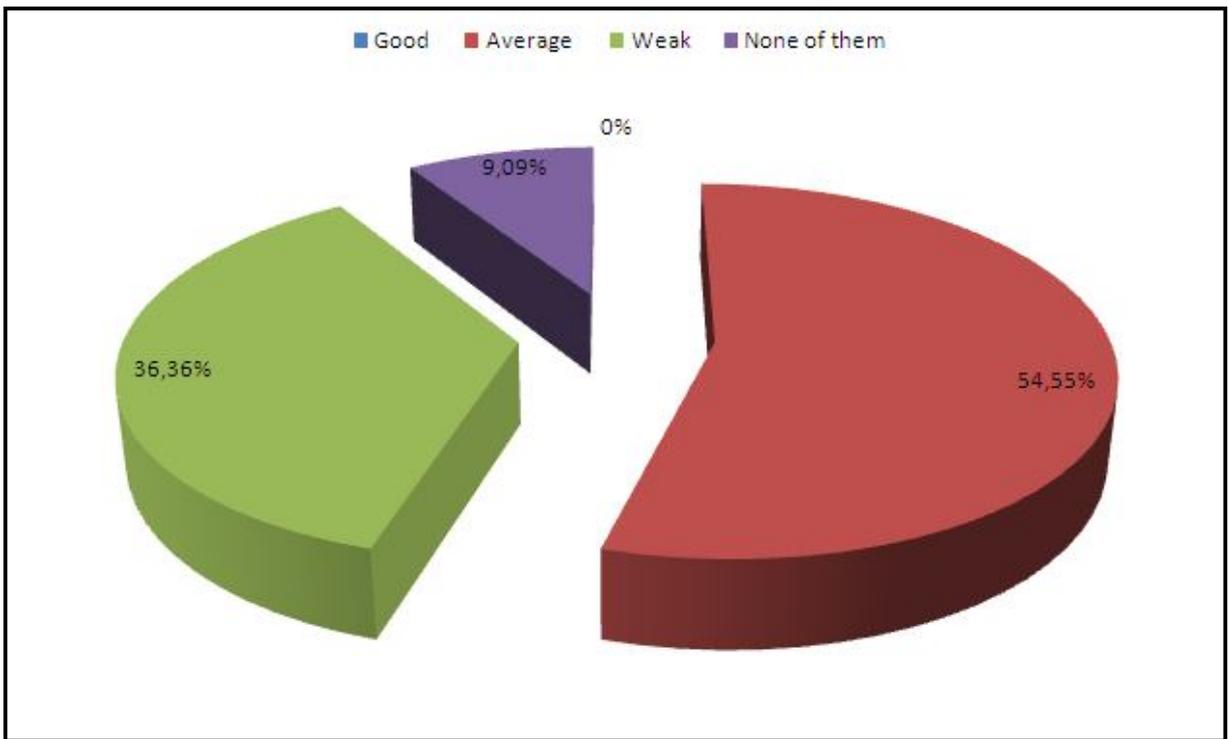
Figure28: Teachers 'opinions about their students speaking skill.

In this item ,when we analyze the teachers' answers about their students 'level of speaking proficiency ,the majority of them (54.55 %)indicate that their students' level is average .however others said that ,they are weak, it is noticeable that none of them is indicated it as good.

Item 04: According to you what are the main reasons behind their speaking difficulties?

Option	Number	%
Lack of interest	01	09.09%
Feeling anxiety	03	27.27%
Difficulty of speaking itself	02	18.18%
Lack of students' awareness	00	00%
All of them	05	45.46%
Total	11	100%

Table 26: Students' difficulties in speaking skill.
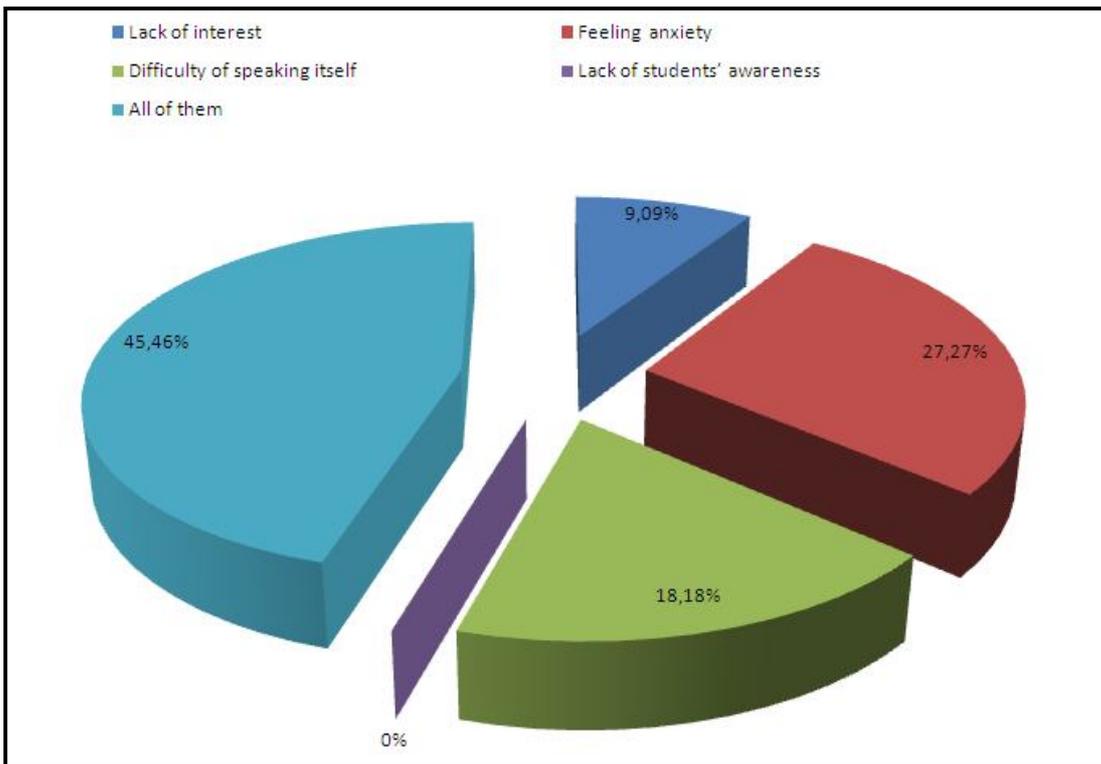
Figure29: Students 'difficulties in speaking skill.

This item is intended to explore the main reasons behind the students 'difficulties in speaking .Most of the teachers agree on all the difficulties That are proposed (45,46%) and others indicate that the reason is feeling of anxiety, but others see that the problem is in the speaking skill itself. When teachers are asked to specify others if it is possible. All of them agree on the level of students and the interference of the Arabic language (TL).

Item 5: Relying on your experience in classroom, what would you make to help your learners improve their speaking skill?

This item is asked to investigate the role of the teachers in helping their students to improve their levels in the speaking skill. They help them through listening and reading to gain new vocabulary which offers the students chance to communicate effectively, and encourage them to have a highself-esteem and self-confidence in addition to be motivated through using authentic materials.

Item 6: How do you generally assess the speaking skill of your learners?.

This item is proposed to know how teachers assess the speaking skill of their students. Teachers generally assess their students through assessing different aspects of oral language like accuracy and fluency which is associated with the natural use of the target language. While other teachers indicate that they assess them through practice.

Item 7: Do you encourage your learners to speak English inspite of their weaknesses?

Option	Number	%
Yes	11	100%
No	0	0%
Total	11	100%

Table 27: Teachers' encouragement for their students.
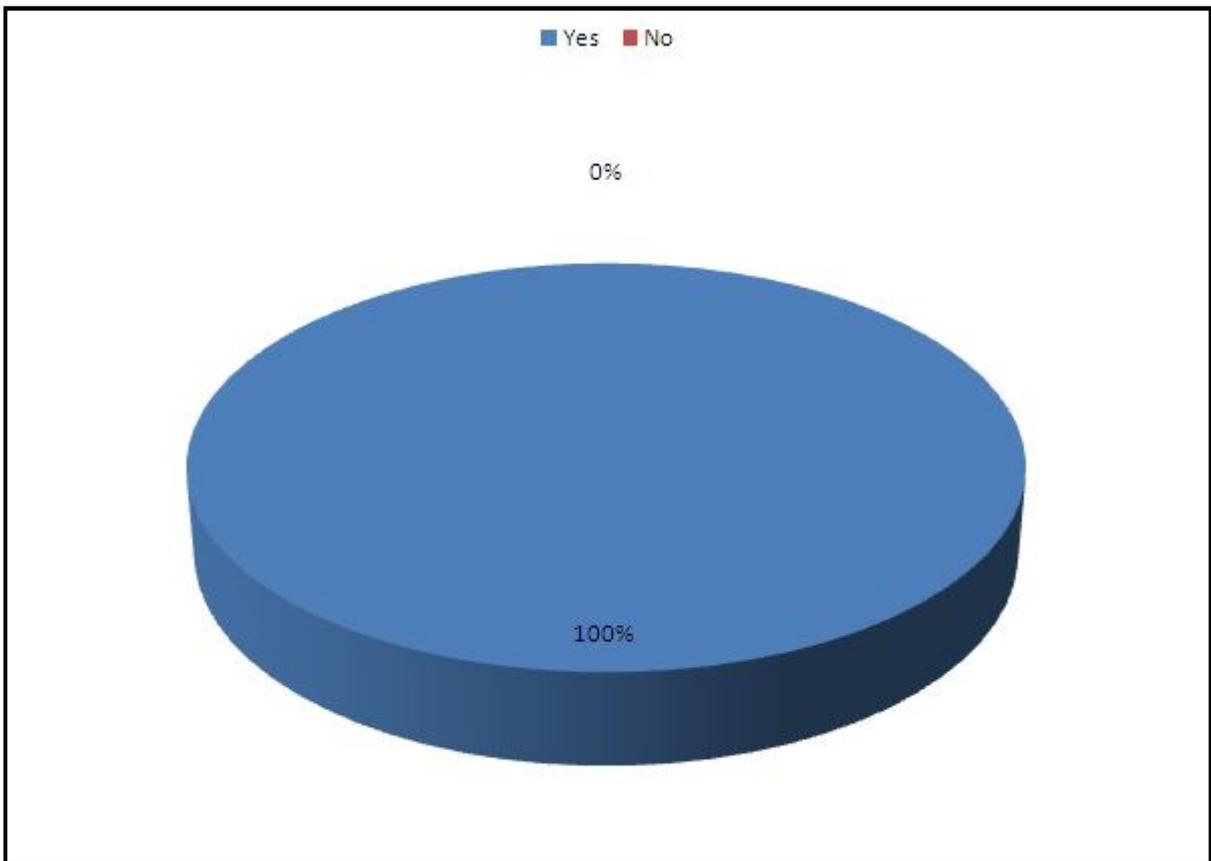
Figure 30: Teachers 'encouragement for their students

this item is intended to gather answers to see if teachers encourage their students to speak English inspite of their weaknesses. As it was expected, all the teachers answer by "yes" they strongly agree on this encouragement because this can help them overcome their weaknesses.
If "yes" how:

Teachers are supposed to elicit how they can help their students. This factis through the

avoidance of direct correction of their mistakes, and the interference of other languages like Arabic and French

item 8: Which activities do you prefer to use to test your learners' speaking skill?

Option	Number	%
Dialogue	3	27,27%
Interview	0	0%
Report on something read	1	9,09%
Story reconstruction	0	0%
All of them	7	63,64%
Total	11	100%

Table 28: Activities used to test the speaking skill.
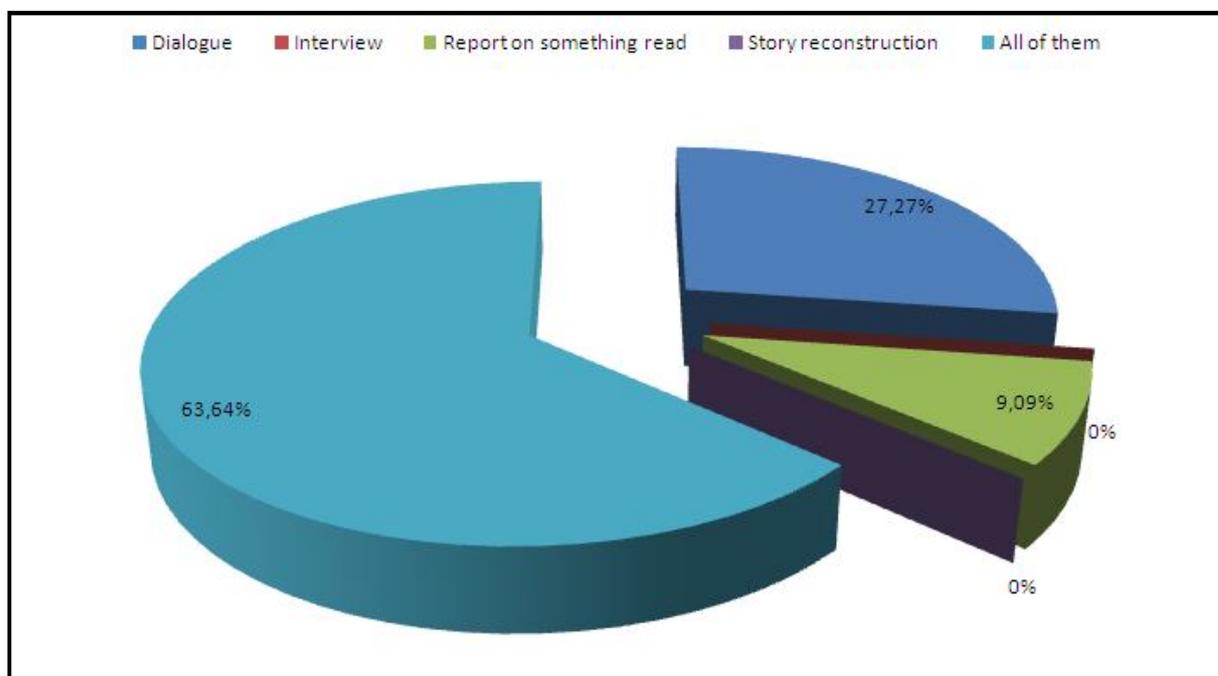
Figure 31: Activities used to test the speaking skill.

This item seeks information about the activities that are generally used by teachers to assess their students' speaking skill. Most of teachers (63, 64%) choose to use all the

activities that are proposed in the table above, however other teachers prefer to use only dialogue, they did not support the idea of using interviews or story reconstruction. Teachers explain their choice of all these activities because they are very useful to use, and therefore create opportunity to develop the speaking skill.

Item 9: What strategies do you most of the time favor to use to enhance and develop your learners' oral skill?

In this item, teachers are asked about the strategies they use to enhance their learners' oral skill. They attempt to use group discussion, dialogues, in order to increase the speaking opportunities. For others, it is beneficial to expose learners to listen to native speakers' conversation, and ask them to read a lot.

Item 10: Do you think that formative assessment has an impact on the oral proficiency of learners?

Option	Number	%
Yes	10	90,91%
No	1	9.09%
Total	11	100%

Table 29: Teachers' view about the impact of formative assessment on learners' speaking skill.
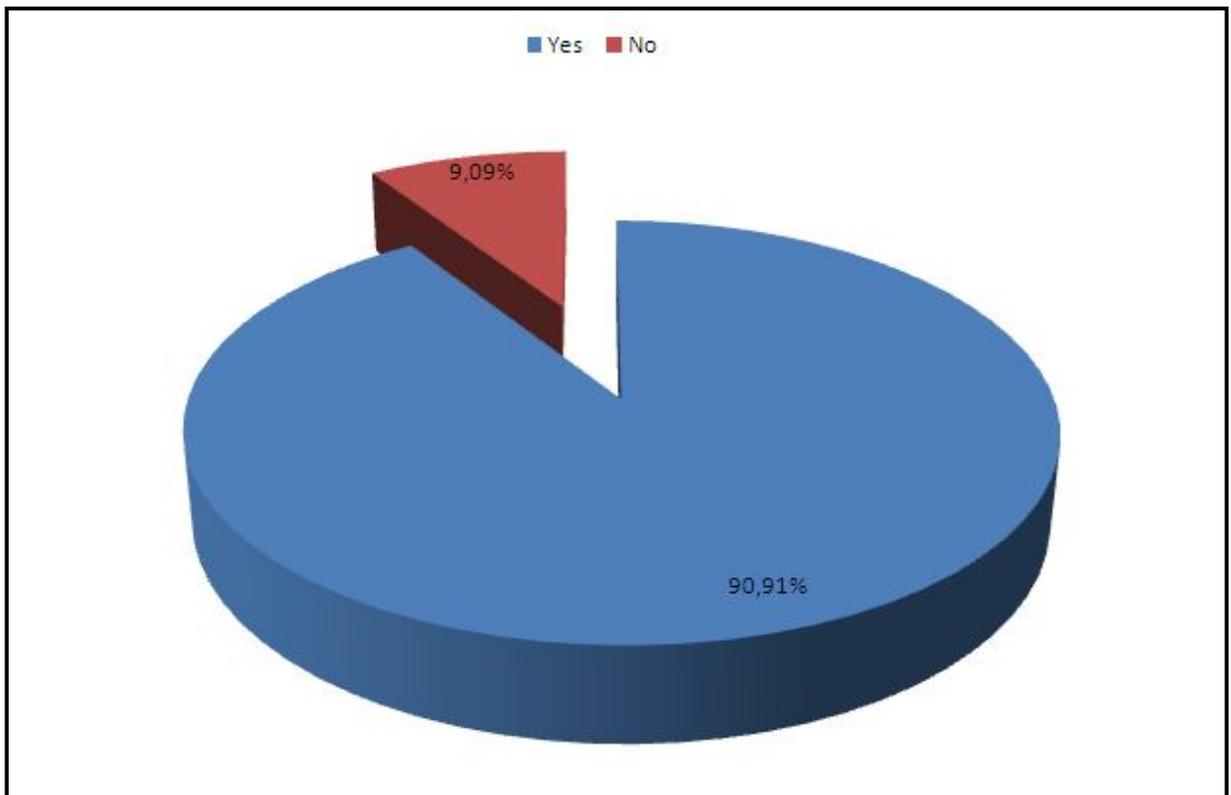
Figure32: Teachers 'view about the impact of formative assessment on learners 'speaking skill.

In this item, teachers are asked about their opinions on the impact of formative assessment on learners 'speaking skill, as it is shown in the table above , and it is noticeable that there is convenient opinion that formative assessment influence the speaking skill of the learners .Because students will learn from their mistakes so , formative assessment will improve their fluency and performance , it reduces hesitation ,fears and anxiety , while there is one teacher who claims that the formative assessment doesn't have any impact on learners ' oral proficiency , his reason is that most of the time it is done in written form .

Discussion of the Results:

The major aim of this conducted research is to investigate the impact of formative assessment on the learners' oral proficiency. The findings of this study based on the views of the teachers. They are aware of the process of formative assessment and they implement it in the classroom, they assess their students formatively through oral questions, tests, and quizzes in order to make effective discussion between teachers and students or between students. In addition to the use of strategies to make this process effective such as communicative activities, to encourage students' interaction in a non-threatening atmosphere, and target all the levels in class population.

Concerning the teaching of speaking in the light of formative assessment, according to the facts which we get from the analysis of this questionnaire, most of the teachers consider

the speaking skill as their major concern while teaching, so they are aware of their students' needs in order to develop their oral proficiency. This fact will be realized through assessing students formatively. It has a great role in the educational system, it must be implemented in a positive way because the negative evaluation might inhibit students 'participation.

Conclusion

All in all, the results deduced from this study concerning the impact of formative assessment on the learners ' language proficiency have confirmed our hypothesis , this means there is a positive influence of this process in developing and improving the learners 'speaking skill .Formative assessment is an integral part of teaching which must be implemented in the Algerian educational system , furthermore , we know now the great deal about the impact of this process on the students ' speaking skill , because any language is measured mainly through the spoken form .

Suggestions for Assessing Speaking

Tools used in Formative Assessment

A requirement for implementing formative assessment successfully for all students is maintaining the right classroom atmosphere, through using some techniques by teachers in help with students, according to Douglas and Wren (2008:5):

- Teachers should ask questions which require students' critical thinking and use higher order thinking instead of using simple answer, through classroom-discussion, this improve their oral production.

- Studentsalso can evaluate themselves through self-assessment and peer-assessment. According to black and William (1998) describe self-assessment as "an essential component of formative assessment".

- As it is known that there is a big difference between summative and formative assessment .But teachers can use summative tests for formative purposes it is done through: the use of activities in which students give their feedback in such topic for revision, implies questions and answers. It helps them to prepare for exams also.

- Teachers should provide positive feedback to their students in order to enlarge their background in the target language

- In order to prompt students to speak more, teachers should ask stimulating questions such as: explain more, what do you mean, and justify your answer.

- Teachers talking time should be reduced in order to give more opportunities to the students to speak the target language.

- Teachers should not make direct correction of their students ' mistakes while they are speaking ,because in the light of using formative assessment in the classroom situation .Teachers are aware of their students 'needs so they should provide them with the appropriate techniques to solve their problems .

General Conclusion

In this work, we attempt to investigate the impact of formative assessment on learners 'language proficiency, at the university level .Through this research, we hypothesize that if we are going to improve the students 'oral proficiency, we should implement the process of formative assessment , in order to make a continuous evaluation for the oral production of learners . In addition to that, they will get opportunities to speak in the target language. The implementation of formative assessment as a process in the field of teaching and learning is essential for enhancing the learners 'speaking skill.

The present study is a total of three chapters .The first and the second chapters are related to the review of literature, while the third chapter is concerned with the practical area of investigation. In its theoretical part, the research provides a description of the most basic concepts and elements related to the field of language assessment. It looks also at the terminology related to the speaking skill, and states some factors behind learners 'difficulties in oral production.

In the practical part of this study, the researcher used the descriptive method, in order to describe the situation of learning, and teaching speaking skill in the light of implementing formative assessment. The questionnaire is used as data gathering tool to test the hypothesis which we assume in this work .This research requires two questionnaires .The first one is for teachers ,and the second one is for students .The obtained results confirmed the hypothesis that there is a positive relationship between learners 'language proficiency and formative assessment. As a result, formative assessment impacts the learners 'speaking skill, the findings elicit that formative assessment is the appropriate process which needs to be implemented in the field of teaching and learning English as a foreign language.

Students have many difficulties in the speaking skill, so the researcher proposes some suggestions to be used to help students speak in the target language easily with the help of the process of formative assessment as well as to give the opportunity to teachers to make their teaching effective by adapting some remedial solutions to encourage their students.

All in all, the results show that there is a positive relationship between the dependent variable, and the independent variable. The study shows that students need to be continuously assessed in order to improve their quality of their oral production.

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Students' Questionnaire :

You are kindly requested to fill in this questionnaire to express your attitudes toward the impact of formative assessment on learners 'language proficiency. Your answers are very important for the validity of this research we are undertaken, we hope that you will give us your full attention and interest. Please tick the choice that corresponds to your answer.

Thank you very much.

Background information:

Sex:

Male ☐

Female ☐

Section one: the formative assessment **(**continuous evaluation).

1- Do you know what formative assessment (continuous evaluation) is?

- Yes ☐

- No ☐

2- Is it implemented in the classroom?
   -Yes ☐
   -No ☐
3- Do you like it (formative assessment)?

   -Yes ☐

-No ☐

4- What is your role as a student in this process (formative assessment)?

-To provide feedback ☐

-To motivate the teacher ☐

-Both of them ☐

5- Does your teacher assess you through?

-Questions ☐

-Tests ☐

-Quizes ☐

Section two: the speaking skill

1- How do you find speaking in English?

-Very easy ☐

-Easy ☐

-Difficult ☐

-Very difficult ☐

2- To what extent does the continuous evaluation help you to improve your oral proficiency?

-Very much ☐

-Somehow ☐

-Not very much ☐

-Don t know ☐

-Not at all ☐

3- Do you feel afraid to talk?

- Yes ☐

- No ☐

4- If your answer "yes ", is it because:

-Fear of making grammatical mistakes? ☐

-Fear of making pronunciation mistakes? ☐

- Lack of vocabulary? ☐

- Lack of self-confidence? ☐

5- Do you think that formative assessment (continuous evaluation) has an impact on your language proficiency (speaking skill)?

-yes ☐

-No ☐

Because :

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Thank you.

Teacher's Questionnaire

This questionnaire is intended to gather data about the impact of formative assessment on learners' language proficiency .we will be thankful if you could share with us your considerable ideas ,opinions ,and experience ,about this subject matter .you are kindly requested to answer the following questions by putting a cross (X) on the appropriate box and expressing your ideas , comments when necessary .

Background information:

Gender:

-Male ☐   -Female ☐

Qualification:

Licence(B.A) ☐

Magister(M.A) ☐

Doctorate (PHD) ☐

Years of experience…………………………

*Section one: The formative assessment.

1) –As long as you are a teacher what does mean for you assessment?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………..

2)-Do you implement formative assessment in your classroom?

-Yes ☐

-No ☐

Justify………………………………………………………………………………………
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………………………………………………………………………………………………
……………………………

3)-How do you assess your students formatively?

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………………………………………………..

4)What is your role as a teacher in this process (formative assessment)?

………

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……………………………………………

5)-Formative assessment has two types what do you use?

   -Planned formative assessment

   -Interactive formative assessment

………

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………………………………………

6)-Do you use strategies when assessing your students formatively?

   -Yes

   -No

-If yes please, suggest some of them:

………

………

…………………………………….. …………………………………………………………………………………

7)-Do you think that it is important to use formative assessment in the classroom?

   -Yes

   -No

justify………

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…………………………………………………………

8)-To which extent it is important?

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………………………………………..

9)-What are the effects of using formative assessment in your classroom?

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………………………………………..

10)- Do you face some challenges in the classroom when you use formative assessment ?

Yes ☐ No ☐

Would you please , justify your answer :

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………………………………………………………….

11) -Do you use strategies to get your student's feedback ?

Yes ☐

No ☐

If yes please , suggest some of them :

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…………………………………………………………..

12) In your opinion, in the Algerian educational system, they are interested in :

- High quality of students (level) ☐

- High quality of students (number) ☐

Please , say why :

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…………………………………………………………..

Section two : Learners language proficiency (Speaking skill):

1)What objectives do you intend when teaching the speaking skill ?

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…………………………………………………………………………………………………
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2)What are the sequential steps do you often undertake for teaching speaking ?

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…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………………………………………………….

3) How do you assess your learner's level of speaking proficiency?

Good ☐   Average ☐   Weak ☐

4) According to you what are the main reasons behind their speaking difficulties?

-Lack of interest ☐   ,- Feeling of anxiety ☐

-Difficulty of the speaking skill it self ☐

-Lack of students awareness ☐

  If others please , specify ?

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5) -relying on your experience in classroom , what would you make to help your learners to improve their speaking skill ?

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…………………………………………………………………………………………………
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6) How do you generally assess the speaking skill of your learners ?

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……………………………………………………..

7) -Do you encourage your learners to speak English inspite of their weaknesses ?

Yes ☐   No ☐

If yes , how
……
……
……
………………………………………………

8) –Which activities do you prefer to use to test your learners' speaking skill?

-Dialogue ☐

-Interview ☐

- Report on something read ☐

-story reconstruction ☐

Why ?
………
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………………………………………

9) - What strategies do you most of the time favour to use to enhance and develop your learners 'oral skills?

justify…………………………………………………………………………………………………
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………………………………………………………..

10) Do you think that formative assessment has an impact on the oral proficiency of learners?

Yes ☐   No ☐

justify…………………………………………………………………………………………………
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……………

Thank you for your collaboration.

ملخص

هذه الدراسة تهتم بطرح بعض المشاكل و العراقيل التي يعاني منها الطالب و الاستاذ في اطار التعليم و التعلم تتمثل في تأثير التقويم المستمر على مهارة الكلام لطلبة اللغة الانجليزية في كلية الادب و اللغات الاجنبية جامعة محمد خيذر ببسكرة كما تهدف هذه الدراسة الى ابراز الدور الفعال لهذه العملية (التقويم المستمر) في تطوير مهارة الكلام لدى الطلبة

هذا البحث القائم اعتمد على فرضية لتبين اذا كانت تقنية التقويم المستمر يأثر على مهارة الكلام لدى الطلبة ام لا اعتمدنا في هذه الدراسة على استعمال استبيانين الاول موجه لطلبة السنة اولى ماستر تخصص ادب و حضارة لسبر أراءهم حول تطبيق تقنية التقويم المستمر لتحسين مهاراتهم اللغوية و الثاني الى الاساتذة في قسم الانجليزية

النتائج التي تحصلنا عليها قد بينت لنا ان هناك علاقة ايجابية بين التقويم المستمر و المهارة اللغوية لذا فان الفرضية المستعملة في هذه الدراسة قد تأكدت و وضحت حاجة الطلبة الى تطبيق هذه التقنية لتحسين استعمالهم للغة الانجليزية