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Developing Awareness of Formative Assessment among EFL Learners in Qassim University

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Abstract

Assessing language learning does not mean appraising learners' attainment in terms of final grades of constructed tests and exams, as sole indicators of learning success. But it is an ongoing anecdotal written process significantly undertaken by learners in collaboration with teachers, to be decision makers and assessors throughout the entire learning process. Yet, the prevailing modes of EFL language learning judgment remain mainly quantitatively product-oriented, carried out in restricted types at the end of a term, a course, or a session. Not surprisingly, this negatively impacts on the quality of learning and handicaps students' classroom engagement and language use in real-world situations. Thus, this paper attempts to enhance EFL Saudi learners' optimum involvement in assessment for more robust thoughtful learning to possess lifelong skills, using appropriate multiple methods of formative assessment and obtaining constructive feedback; that build students' knowledge and consolidate their learning to make them more inquisitive to look beyond parochial concerns. Additional data was provided by questionnaire for students, and interview for teachers. The result confirmed that both categories advocated the issue. However, the very few obstacles mentioned in this study could be tackled by more devotion, adherence, and development of abilities of teachers and students to increase expectancy of learning success ingeniously. The findings will be more viable in academic and research institutions, hopefully.

Keywords: Appraising, Formative Assessment, Assessors, Feedback, Multiple Methods, Learners' Involvement

1. Introduction:

Current international calls for more learner-centered classroom learning that dominate the field of research, (Willis, 2011), give learners ultimate freedom and responsibility for their learning; i.e to manage their learning; to learn and assess for better learning. This is what is termed formative assessment. Studies on formative assessment were traced back to more than 20 years ago. For instance, Black & Wiliam's (1998) review of research findings showed great gains of formative assessment on students levels, although it was poorly implemented. (Black et al.,2003). That was perhaps, due to the powerful influence of summative assessment on teachers and students' actions. In contrast to summative assessment that is considered endpoints instead of stepping forwards, formative assessment is a process of sequential phases that commences with gathering data to inspect in learning and results in improvement. (Mitchell&Neill,1992). In a broad sense, ''The term assessment refers to all those activities undertaken by teachers, and/or by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged". (Black & Wiliam's 1998:10) in (Wikipedia, 2016). Thus, assessment particularly becomes 'formative' when an evidence is actually used to adapt the teaching work to meet learners' needs. (Black& William,2001; Blaz,2008). This evidence is the feedback obtained during instruction that determines students' knowledge, informs teaching, and that can be used for remediation. So, seeking and interpreting evidence/ feedback are key factors to not only properly locate learners in their learning, but also to decide their direction towards successful learning.

Research Problem

Reliance merely on particular classical models of measurements within allotted periods of time to inquire about learners' learning does not vividly provide a rich picture of learning progression and language use in broader authentic contexts. In that, it impoverishes rather than informs what is learned, how it is learned, what is not learned, and what the next step is. Consequently, language learners may proceed forward within their route of learning, as they ostensibly achieve success with the high grades they score. But, does this lead them to act successfully and solve language problems encountered in real life? What is its influence on low attaining students? What most that needs to be incorporated? Such questions will find ways to be answered through the discussion of this paper. It is worth noting that; in the meantime, there is a frequent complaint about a lack of essential language skills among EFL graduates that resulted from quantification of language success. Therefore, the main purpose of this paper is to investigate formative assessment as a more precise supportive way of assessment**.**

Objectives

- To raise learners' learning awareness
- To provide an insight that helps in developing students' abilities and moves them ahead in learning confidently using continual assessment.
- To investigate ways to stimulate learners' involvement in assessing their own learning.
- To provide ideas to lessen the negative effect of summative assessment on low attaining students.
- To suggest new pedagogies of supportive assessment for more productive learners and better teaching.

Research Significance

Information in this paper meant to provide visions that help to promote English language learning. It will be of some significance to language institutions policymakers to consider more wide-ranging means of language learning assessment. More importantly, it is particularly worthwhile to teachers, by providing a better understanding of approach and content to adopt in the process of assessment. Most importantly, it will raise students' awareness in assessing their own learning, so as to help them learn better to meet the expectations of stakeholders and make a strong substantial contribution to the development and welfare of their community at large.

2. Main Body

Some Theoretical Issues &literature Review

Previous research findings inform of the global consensus in formative assessment, and ascertain its positive correlation with students' learning success; not only for it reinforces routine class performance during instruction, but also it maximizes achievement in test and future learning. On this basis, formative assessment is seen more supportive than highlighting 'incompetencies'. It is an "accurate picture of what students know and understand, obtaining a "multiple-measure assessment 'window' into student understanding" (Ainsworth &Viegut, 2006). Likewise, it helps students develop their identities as capable learners.

Studies on formative assessment were in different countries around different age groups, including children as well as university students who were studying different subjects. (Black & Wiliam,2001). For this study, university students who were taking the course of research methodology were chosen.

It is important to note that the unique feature of formative assessment renders it a challenging process. That it needs, on the grounds, intermarrying theory and practice in breadth that it can be carried out within well-framed plan with its necessary key elements. The researcher mainly focuses the discussion on two major aspects that she thinks are primary in formative assessment. One aspect is participants' (teachers and students) willingness and preparedness. Another is feedback and the mechanisms i.e. strategies and techniques used by participants in classrooms to inform of learning or not learning and to generate and use feedback for improvement and modifications. So, the literature review centers on these two focal issues of the paper: the participants/*teachers* and *students*, and *feedback*.

Teachers and Formative Assessment

To formatively assess learning, this requires firstly, *teachers* to be dynamic and believe in change and improvement, and of their realization of themselves as teachers and "conception" of their pedagogic role towards students and the whole "classroom practice". (Black et al.,2003:13). Secondly, it requires teachers who not only realize and analyze students' needs, but who also recognize and describe good performance, and help improve poor performance by efficiently adopting, appropriate clear language instructional system and strategies that facilitate students' assessment and learning. Thirdly, it requires teachers who exert much more efforts to internalize and strengthen skills of self-assessment in students. (Boud and Falchikov, 2006). Fourthly, it requires teachers whose plans, guides, work and knowledge reshape and impact on students' attitudes, beliefs, motivation, and self- esteem to transform these to bring about the required change. Above all, it requires teachers who can analyze and make effective use of assessment information for learning advancement.

Nonetheless, some research findings report some problems concerning teachers' assessment methods, in that Black and Wiliam's (1998) project with teachers entails the following: Teachers are unaware of their students' needs, their feedback does not aid learning; as their emphasis is more on marking and grading rather than counseling and advising. That is, they assess how much the work is but not its quality. (ibid). This highlights students incompetency and lowers their self-esteem, in particular, low attaining students who tend to think of themselves as failed learners. (Black et al., 2004). This may result in learning inhibition. Added to these, teachers do not do objective assessments (Mustafa,2013) that discourage rote-learning and memorization, and their class assessment environments are not optimal for supporting students' personal development.

However, it is seen that teachers themselves encounter some difficulties that complicate assessment such as, crowded classroom, insufficient time for assessment, (Cavendish et al.,1990; Mustafa,2013), insufficient learning environment and technological opportunity. Above all, teachers are not prepared for formative assessment and are unwilling to get rid of learners' dependency on them. (Cavendish, et al,1990). These make teachers less motivated to exert themselves more. But the researcher opines that teachers will be more intrinsically motivated when their efforts are recognized and acknowledged, and when they are professionally developed. so as to be more proficient instructors and willing helpers to assist *learners* to lead their ways towards self-assessment and successful learning.

Learners are Assessors

Rather than lagging in dependency, obedience, conformity and being just passive recipients of instructor judgments, students in formative assessment actively construct their own knowledge and skills (Candy et al.,1994) to initiating and creating rather than recalling information. This could be based on their understanding of where they are now, where to go, and how to close the gap between these two different situations. (Atkin et al, 2001). Great insights of students assessing their own learning have been noted by Davies et al. (2008), as follows:

- All students benefit from assessing their learning, including low attaining ones.
- Mistakes work for students not against them, as these are used as feedback.
- Students choose their own learning.
- Students activate learning more by thinking about it and discussing their understanding.
- Teachers adjust instructions as a result of students' self –assessment to meet their needs.

Yet, it cannot be denied that students carry on their bad habits to the language classroom. Getting grades for them is important than learning. They are intolerant of ambiguity to be successful creative learners. (Brown, 2007). They are reluctant to participate in any change because they feel insecure, and they do not see formative assessment's feedback 'helpful signal and guide'. (Tunstall and Gipps,1996). Besides, they lack the efficiency of the instructional system relevant to formative assessment. (Sadler,1989). These might make it difficult, but, providing ample opportunities for learners encourages them to develop more advanced thinking skills to confidently and persuasively opt to set learning goals, control, and monitor their own learning. (Pintrich and Zusho,2002). That is, to be good language learners "it is not merely a high degree of language aptitude and motivation that causes some learners to excel, but also the students own active and creative participation in the learning process through the application of individualized learning strategies" (Schmitt,2002: 164). Parallel to this, there is an increasingly urgent need for learners

to appreciate high-quality of wok, to possess evaluative skills and expertise; and "the capacity to monitor the quality of their work during actual production" (Sadler,1989:19). Prior to these, they need to be in prolonged engagement with their learning to bridge the gap between target goal and current knowledge, understanding, and skill. This gap needs to be identified first, then to be described, and to know its source by examining present performance level; to be entirely closed through discussion or targeted instruction to decide on the basic principles and skills relevant to that performance so as to attain the desired end. Thus, dealing with the gap is the most challenging factor in formative assessment; but it cannot be filled without students' own realization of their strengths, their actual need to close it, and therefore to work for it by generating, using, and interpreting *feedback* that helps them proceed.

What feedback is and how it can be obtained

In regard to what has been mentioned above, "Feedback is information about the gap between the actual level and the reference level of a system parameter which is used to alter in some way". (Ramaprasad,1983: 4). Therefore, it "should be non-evaluative, supportive, timely, and specific". (Shute, V.J. 2008) In that is, it should be "about the particular qualities of student work, with advice on what he/ she can do to improve, and should avoid comparisons with other pupils".) Black& Wiliam, 2001: 6). Moreover, feedback should be an interactive provider of sufficient information on students' deficiencies and strengths to determine the manner of dealing with this information for learning progress. Both the learner and the teacher, then, will accurately be acquainted with the adequate knowledge that helps guide students towards academic goals, then through time, it helps them clarify what these goals are. (Sadler,1989). Furthermore, feedback is a perquisite for future development when it is based on the right data that reflects present levels in language learning, or in a certain course; and data on expected learning outcomes to be accomplished, in accordance with institution mission. (Black, P. et al 2003). The course chosen for this study is research methodology.

However, what matters is not the provision of feedback, but "the learner's responses to feedback, and the learning milieu in which feedback operates". (Wiliam, 2011). Therefore, obtaining feedback should be based on the premise that learning needs to be connected to the students' lives through an array of possible opportunities of challenging situations that reinforce formative assessment, by fully engaging students in learning in alignment with the objectives that serve learning goals. Students' performance is followed up through a range of classroom strategies and techniques that provide a room for reflection and self-assessment, and focus on their ability to use their knowledge and skills in meaningful contexts. These strategies perhaps, include for examples: a. Discussion: using the most effective method of getting alive feedback: Stop, Start, Continue, as follows: "1. What are we doing that isn't working? (Something we should STOP). 2.What should we put in place to improve? (Something we should START).3. What is working well? (Something we should CONTINUE" (Ballard, A.,2012). b. Questioning: Instructors ask open-ended questions that stimulate discussion to explore students' glorious ideas and reasoning. Students are urged to use questions as a means of gaining and sharing information. (Abass,2016: 9). c. Observation: Observation is a vital rich data source that enables the instructor to take notes naturally from students' words and actions. d. Workshopping and conferences encourage students' collaboration and communication through conversation and discussion in pairs or in groups. e. Feedback Sandwich in which students first, make positive statements about each other answers, then politely suggest areas of improvement, and end with the most convincing positive statements. f. Some useful performance tasks

include oral reports, skits and role-plays, demonstrations, and debates (McTighe & Ferrara, 1998) are useful tools to get feedback. In addition to these classroom techniques, tests and homework can be used formatively if teachers analyze where students are in their learning and provide specifically focused feedback relevant to performance and ways to improve it. (Black and Wiliam,1998). g. Analyzing students written products including those marked by their teachers, classmates, and by themselves to keep them as *portfolios*.

A portfolio is a collection of evidence, usually in written form, of both products and processes of learning. It is "a purposeful collection of students' work that illustrates efforts, progress, and achievement in one or more areas" (Paulson et al.,1991). This collection that exemplifies and evidences learning growth assists students' reflections through time. Therefore, its evaluation is process-oriented, unlike the traditional product-oriented assessment. Portfolios prove to be more insightful tool for:

- Demonstration of learning and improvement.
- Assessing progress, strengths, and areas for continued work.
- Self-assessment and reflection that enable students to chart their progress.
- Reporting learning advancement for parents. (Young,2002)

The frequent assessment of students' growth is accompanied by appropriate *rubrics* to define the desired elements of quality and evaluate performances to stimulate learning continuity for formative assessment.

A rubric is a tool used for assessment that contains written guidelines/criteria to distinguish between different quality of performance by breaking down performance into independent dimensions. It is composed of descriptors for criteria at each level of performance, typically on a four or six-point scale, and each point of scale is illustrated by examples of students' work. Rubrics emphasize learning rather than task completion. (Panadero, E.& Jonsson, A.2013). "A well-constructed rubric allows for a relatively accurate measure of a student's level of knowledge through both a demonstration, in which students illustrate their skill at a procedure or their understanding of information and a probing discussion, in which the teacher asks individual students to explain their understanding". (Marzano,2009). If used, adequately, rubrics can support students goal-setting and self-assessment and help in giving feedback that is amenable to assessment. This ultimately develops understanding and fundamental skills to proceed with subsequent learning. However, what makes an assessment formatively successful is not the design of a portfolio, a rubric, a technique, or self-evaluation; but the appropriate effective use of these with relevant written and oral comments to inform in-process learning and teaching for learning modifications by:

- Monitoring students' performance and progress during learning.
- Developing confidence in their ability to assess themselves.
- Above all, creating more self-regulated learners who will be able to successfully continue learning throughout their lives.

To achieve the study objectives stated previously, the following questions have been posed by the researcher.

Research questions

- To what extent do explaining &attaining learning objectives and goals support students ongoing assessment?
- How is the efficient use of strategies useful for assessing students for learning?
- Does students' own assessment enhance their learning?

Research Methodology

To have a completely adequate depth of data sources, investigation of this problem has been enriched by using multiple methods of data collection. Students work and progress has been tracked in the course of Research Methodology over an entire period of three months. In this regard, *I can statement* as well as, performance engaging tasks, with rubrics have been used by the subjects who affiliate to the Department of English Language and Translation, College of Sciences &Arts, Qassim University, Saudi Arabia. 60 transcripts of questionnaire were distributed to students in level seven, but only 42 of them have been filled successfully. Most notably, students were prepared to frequently monitor their work in alignment with predetermined learning objectives that were presented in each lesson to serve expected goals. These objectives were broken into small blocks, and each objective was timely tailed by an activity or/and a task that targets part of the course, using I can statement. As seen in Table (1) and Table (2) below, *I can statement* and *rubrics coupled* with skill indicators were used by students to check and assess their own ability to perform the work to guide their subsequent efforts. Students sometimes do peer assessment in which they mutually mark and assess each other works. Their individual works and assessment sheets were being collected during lessons and kept to demonstrate learning growth and improvement.

Table (1) "I can" Statements for Assessing Research Proposal for Formative Assessment

No	Skill Indicators (Areas of assessment)	Frequency	Percentage	Frequency	Percentage
		I can	I can	I can not	I can not
1	State problem	6	60%	4	40%
2	Formulate objectives	9	90%	1	10%
3	Raise research questions	9	90%	1	10
4	Write importance	10	100%	0	0
5	Write limitation	10	100%	0	0
6	Review literature	7	70%	3	30%
7	Compose methodology	6	60%	4	40%
8	Document sources	8	80%	2	20%

The above table shows the result of 10 students using I can statement. It appears that 'problem statement' and 'research methodology' received the lowest I can percentages in the above list (60%) for each, and the highest percentages I cannot (40%), following this, is 'literature review' with (70%) I can responses and 30% I cannot responses. This means that students were facing difficulty in stating research problem, writing research methodology, and reviewing literature.

Table (2) Grading Rubric for Peer Assessment for Formative Assessment

	Excellent	V. Good	Good/pass	Unsatisfactory
Description	Correct content & use of vocabulary, spelling ,grammar	Correct content& use of vocabulary, spelling ,grammar ,but include incorrect forms	Balanced use of correct &incorrect content use of vocabulary, spelling ,grammar	incorrect content &use of vocabulary, spelling ,grammar
1	5	4	3	1-0
2	5	4	3	1-0
3	4	3	2	1-0
4	3	2	1	0
5	2	3	2	1-0
6	3	2	1	0
7	5	4	3	1
8	3	2	1	0
Total	30	24	16	Below 16

Feedback obtained from I can statements and standards-based rubrics results, put students in clear positions in their learning and provided the instructor and students with information of areas for improvement: These are ordered in accordance with the need to be improved, problem statement, research methodology, literature review, and documenting list of references, respectively. The grades given by students for their own work and classmates work were for the sake of facilitating feedback, rather than being considered final grades. Following that, were critical and constructive reviews and discussions of work so as to edit or rewrite before the final submission. All of these were preceded by improvements immediately done by students during class time as a prop for learning. This is within each step they perform in the research proposal before attempting another step. The instructor supervisory role was limited to encouragement, motivation, and advice. Besides, planning for future improvement in teaching the course based on the assessment results. The researcher came out of this study more optimistic of using I can statement with rubrics for the purpose of serving assessing students for learning. In addition to what has been mentioned above, the researcher collected data from the routine documentary about progress from her observations of students' work-shopping, and conversations.

3.Analysis and Discussion of Results

Research Q 1 To what extent do explaining &attaining learning objectives &goals support students' ongoing assessment?

Table (3) Students' Responses on Explaining Learning Objectives & Goals

	ALWAYS		SOMETIMES		NEVER		N	Percent
	Fr	%	Fr	%	Fr	%	42	100
l. Builds their understanding	24	57	13	31	1	2	42	100
2.Helps them achieve personal target	22	52	14	33	1	2	42	100
3.Makes them aware of what needs to be done to achieve goals	30	70	11	26	0	0	42	100
4. Will help them do well in future	27	64	14	33	0	0	42	100

As illustrated in Table (3) above, nearly all respondents show a positive tendency towards explaining learning objectives and goals. For, they consider this leverages understanding (57%), helps attain personal target (52%), and will shape future learning (64%). Moreover, the majority of them think explaining learning goals will raise their awareness of what they should do to get to where they need to go. Only very few respondents see no value of explaining learning goals. (2%).

This is due to the fact that knowing learning goals develops students sense of discovery and fosters their intrinsic motivation. Both of these are integral aspects of assessment for learning, particularly, at this fundamental stage of learning process that predicts learning success and continuation.

Research Q 2 How is the efficient use of strategies useful for assessing students for learning?

Table (4) Students' Responses on Discussing What has been Learnt in the Lesson

	ALWAYS		SOMETIMES		NEVER		N
	Fr	%	Fr	%	Fr	%	N
In the middle of the lesson	22	52	12	28	0	0	42
At the end of the lesson	22	52	15	36	2	5	42
With the whole class	23	55	4	96	0	0	42
With groups	22	52	11	26	3	7	42
With individuals	20	48	13	31	5	12	42

Table (4) shows that classroom discussion gains highest responses at class-wide levels (55%), higher responses with groups (52%), and lower responses with individuals. (48%). Identical responses (52%), are given to both discussions in the middle and at the end of class sessions. Nevertheless, a few respondents show negative attitudes towards individual discussion (12%), group discussion (7%), and discussion at the end of sessions (2%).

This favor of both class-wide and group discussion is justified by their effectiveness in changing the class into a learning community where learners share expertise and knowledge. They, further, provide more reliable anecdotal data for assessing for learning. This has been supported by Abass (2016). Nonetheless, the discomfort of few respondents towards group and individual discussion can perhaps, be attributed to their shyness, weakness, or/ and lack of confidence in their ability to express themselves well. This, therefore, is an indicator of a problem that needs to be treated.

Table (5) Students' Responses on Obtaining &Using Anecdotal & Written Feedback

	ALWAYS		SOMETIMES		NEVER		N
	Fr.	%	Fr.	%	Fr	%	42
Talking to students of doing well	24	57	16	38	2	5	42
Talking to students to improve	32	76	10	24	0	0	42
Writing comments on good quality work	34	81	8	19	0	0	42
Writing comments of a need to improve	33	79	5	12	2	5	42
Discussing written comments with students	22	52	15	36	1	2	42
Using written comment by students for review& improvement	33	79	3	7	5	12	42

It appears from Table (5), that communicating ideas with students of what they did, whether, anecdotal or written gains considerable favor among the participants. Most approval is given to the written comment on the quality of work (81%), comment on a need to improve (79%), and the use of this comment by students for review& improvement (79%). While talking with students whether of doing well (57%) and of a need to improve (76%) is also preferable but less than written comment.

This consensus indicates that communicating with students when performing well or not well and giving advice is highly appreciated by students because this will refine good performers work and support poor performers to respond to improvement. (Wiliam, 2011). This is the most potent method to obtain and use feedback so that students can follow up their learning independently.

Research Q 3 Does students' own assessment enhance learning?

Table (6) Responses of Students Assessing their Own/Classmates' Work

	ALWAYS		SOMETIMES		NEVER		N
	Fr	%	Fr	%	Fr	%	
Students mark their own work	22	52	12	28	0	0	42
Comment on their own work	19	45	15	36	5	12	42
Mark & comment on classmates work	14	33	13	31	4	10	42
Use guidelines to mark their work	22	52	14	33	0	0	42
Use guidelines to help them judge work's quality	20	48	14	33	0	0	42
Use guidelines to help them improve	17	40	12	28	1	2	42

Table (6) shows that a large number of participants support students' assessment of their work That is: to mark their own work (52%), use guidelines that help them mark (52%), form a judgment about work quality (48), and help improvement (40%). Other responses are: Commenting on their own work (45), marking &commenting on classmates' work (33%). However, only 12% of students' dislike commenting on their own work, and 10% who do not like to mark & comment on classmates' work.

This remarkable enthusiasm of students assessing their work comes from their desire of a feel for ownership and responsibility for their learning, as not only did they mark, but also used criteria that conform to standards of work quality.

This counteracts the widespread belief of students placing more emphasis on grading. This may partially be attributed to the fact that students have formerly been made aware by the researcher/the instructor of the course that the ultimate end of the process is to possess novel ideas and skills that will help them learn and make them craving for more new learning.

It is noteworthy that teachers' responses to the interview ascertain positive tendency towards formative assessment. For some, however, the process is a double-edged sword. In that, they conservatively encouraged the idea of exchanging roles with students, where there is less or no teaching but more learning. Perhaps, they believe that they will lose their strong positions as instructors when students learn by themselves and assess their own and their peer work. In addition, some justify that their worry because of students' reliance on them, and the difficulty of having students accept change. (Cavendish, et al,1990). Besides, it needs more devotion of teachers' time (Cavendish, et al,1990; Mustafa,2013) to deal with EFL large classes. Two ways out of these problems, the researcher suggests:

Firstly, when developing learners' intrinsic motivation using i.e. appropriate strategies of enjoyable materials delivery and challenging tasks that activate thinking in a warm classroom atmosphere and good learning conditions, "learning can come from within an individual, which leads to learners' creativity and innovation". (Zein,2016: 132). These are essential for learning success and continuity, and for saving more teacher's time and efforts. Secondly, it is increasingly important to support and train teachers to raise their awareness for formative assessment in order to carry on the process with students incrementally to the point of optimal performance of having them assess their learning and proceed with it subsequently.

4. Conclusion, Findings & Implications

Boosting understanding of assessment from being a collection of marks, into a series of actions through which learners are squarely and continually immersed in learning, was the main theme of this of paper. The greatest binary challenge was students' preparation and commitment in taking the initiative to seeking and using evidence to make adjustments for improvement to meet learning needs. Although some constraints were commonly reported on the part of the learners. (Tunstall & Gipps,1996; Sadler,1989; Covington,1999), in this study students' enthusiasm evidenced a great interest in the issue. This was seen in the response of both categories high as well as low attaining students, who vigorously embarked to generate, use feedback in peer and self-assessment using I can statement with criteria, and to exchange useful comments.

On the part of teachers, the literature pointed to some constraints relevant to formative assessment. (Black&Wiliam,1998; Mustafa,2013). But, teachers' supporting views in this paper are propitious. The worry, however, of few teachers is due to the great demands imposed by the groundwork of the process. I e., teachers' central role is to pinpoint learners' needs, set learning goals, engineer learning opportunities, and offer learners reassurances so that they can monitor learning, (Pintrich and Zusho,2002: 64) to become more responsible in leading and furthering their own learning. Therefore, the salient focal aspect that is to be prior to any step in the process, is teachers' inspirations in order to play their role effectively in moving learning forward.

Findings

- Identifying learning goals is an important potential in arousing students' curiosity and developing intrinsic motivation &self-confidence.
- Using feedback potently has a significant empowering effect in keeping all students in track, the gifted and the low- performance ones.
- Classroom discussion heightens authentic prompt anecdotal data.
- Peer and self-assessments instill in students a greater sense of ownership and inclusion in taking learning-related decisions and allow them to make further progress.
- I can statement with rubrics and portfolios are indisputable facilitators of formative assessment.

Implications

- Providing copious opportunities for students to discuss learning goals in structured and unstructured conferences to expand their capacities and serve advancing learning well.
- Raising students' tolerance of ambiguity, so that they can approach complex tasks that uphold grounded understanding.
- Internalizing in students the sense of what they have learnt today facilitates solving future problems, will keep them more intrinsically motivated to pursue learning.
- To inspire students, more serious considerations needs to be given to teachers: These include:

1.Self-development and professional development of more new modes of pedagogy and improvement for classroom practice, with more emphasis on formative assessment.
2. Designing a template for teachers to practice formative assessment on the courses they teach. This is to be coupled with methods of verification of learning improvement with academic peers to exchange expertise and good practices. This could be in alignment with course specification and course report.
3.Urging teachers to constantly create rubrics coinciding with learning goals for formative assessment. This is to be done in collaboration with students to give them more free hands on their learning and release them from teachers' dependency

Suggestions for further research

- The effect of students' ambiguity tolerance on formative assessment.
- Methods to bolster and prepare teachers for formative assessment.
- Institutions' role in formative assessment.

Limitation of the Study

The paper should not, anyway, be expected to include assessment of learning or diagnostic assessment. It solely deals with assessment for the purpose of supporting learning improvement and continuity, as its major concern. Therefore, the coverage of the study was confined to the scope of these relevant items: teachers, students, and feedback's role in formative assessment. More consideration was given to students' efforts and opinions that enriched the results. Interestingly, teachers views which mostly manifested their willingness towards the issue were privileges too. The study findings are limited to this particular framework.

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