

**The Effect of Formative Assessment on the ESP Students'  
Achievement**

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**Abstract**

The aim of this study is to investigate experimentally the effect of formative assessment on the achievement of ESP students. To achieve the aim of the study, two groups from the Department of Arabic at the College of Education/ University of Mosul were selected randomly. The two groups; the experimental and the control, were pre-tested to equate them and exclude any intervening variables. The experimental group was evaluated by applying the formative assessment (a test after finishing each unit); whereas the control group was evaluated by applying the summative assessment. The results revealed that there were statistically significant differences between the mean scores of the two groups in the post-test in favour of the experimental group. The formative assessment enhanced the ESP students' achievement and proved to be more useful to them. The research ended up with a number of recommendations based on the findings obtained.

**Introduction:**

Assessment of students' achievement is a basic step in any educational project since it provides information about the success in the attainment of the specific teaching objectives. It is well known that students cope with learning processes according to the particular type of assessment used. Consequently assessment must closely match the learning objectives, and the choice of the most suitable type of assessment will be a crucial question (McDowell and Mowl, 1996, 132).

The formative assessment (henceforth FA) is administered during a course of instruction to inform both the student and the teacher how well the student is doing. It shows whether the student needs extra work or attention (Richards and Schmidt, 2002, 210).

FAs play a pivotal role in making the dimension of growth of the students' performance be handled efficiently, flexibly, and effectively. The students will become more confident learners because they get to watch themselves succeeding. This success permits them to take the risk of continuing to try to learn and the result is greater achievement for all students, especially low achievers (Pinchok and Brandt, 2009, 2). Furthermore, students come to understand what it means to be in charge of their own learning and to monitor their own success and make decisions that bring greater success. Eventually, students will become more motivated to learn, and teachers will also have benefit in that their instructional decisions are informed by more accurate information about the students' achievement and they will save time when using classroom assessments more efficiently (Stiggins, 2002, 9).

**Problem of the Study:**

Educational experts recommend earnestly the use of FA in addition to summative assessment (henceforth SA) (Friedman, 1999, 25; Rushton, 2005, 513; Irons, 2008, 9). There are some educational policies where FAs are institutionalised and carried out systematically (Chen, 2006, 69), but unfortunately this kind of assessment is not very common in teaching ESP at the University of Mosul (according to

English teaching staff in the Department of English at the College of Education ). There may be a lack of empirical evidence on the advantages of the FA.

The number of students of the University of Mosul has increased<sup>(1)</sup> and their achievement suffers because summative tests are incapable of providing lecturers with information about students' achievement so as to make crucial instructional decisions.

It is not clear until now whether the outcomes of ESP students in the University of Mosul are better or not when interim assessment as a strategy of the FA is conducted.

### **Aim of the Study:**

The aim of the present study is to investigate empirically the effect of the FA on ESP students' achievement at the Department of Arabic/ College of Education/University of Mosul.

### **Hypotheses:**

It is hypothesized that:

- A.** There is no statistically significant difference between the mean scores of the experimental group (henceforth EG) and those of the control group (henceforth CG) in the achievement pre-test.
- B.** There is no statistically significant difference between the mean scores of the EG and those of the CG in the achievement post-test. This main hypothesis can be broken down into the following sub-hypotheses:
  - 1)** There is no statistically significant difference between the mean scores of the EG and those of the CG in the reading comprehension items of the achievement post-test.
  - 2)** There is no statistically significant difference between the mean scores of the EG and those of the CG in the vocabulary items of the achievement post-test.

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<sup>(1)</sup>This piece of information is taken from the Students Registration Office Centre at the University of Mosul.

- 3) There is no statistically significant difference between the mean scores of the EG and those of the CG in the structure items of the achievement post-test.
- 4) There is no statistically significant difference between the mean scores of the EG and those of the CG in the composition items of the achievement post-test.

### **Definitions:**

FA, as defined by this study, is a form of an interim testing used to improve students' learning by feedback from test results which diagnose students' errors for the purpose of overcoming them.

On the other hand, SA is the assessment of the students learning and their development at a particular time, and it is achieved here in this study by the post-test.

### **The Formative Assessment:**

The FA is a process used by teachers during instruction period that provides feedback to adjust ongoing teaching and learning to improve the students' achievement of intended instructional outcomes (Murray and Christison, 2011, 181). It refers to the gathering and use of information about the students' ongoing learning by teachers to modify teaching and learning activities (Black and Wiliam, 1998a, 7; Black and Wiliam, 1998b, 2). It refers to frequent, interactive assessments of the students' progress and understanding to identify learning needs and adjust teaching appropriately (Torrance & Pryor, 2002, 8). FA contributes to student learning through the provision of information about performance (Yorke, 2003: 478). Heritage (2007) divides the process of the FA into four essential elements:

- (1) Identifying the learning gap,
- (2) Feedback,
- (3) Student involvement, and
- (4) Learning progression.

One of the various strategies of the FA is teachers' use of embedded assessment. This use is intended to focus teaching on the goals of the curricula and provide feedback to the students as to how to close the

gap in their knowledge between what they know and what they need to know (Pinchok & Brandt, 2009, 5). This can be achieved via using interim tests which may be administered after certain blocks of study, e.g. after each unit, at the end of each week or each term. Interim tests aim to find out information about how well the students have grasped the learning objectives and how well the course content is functioning within the specified aims and objectives. An interim test at the end of a unit can easily show how well students are progressing. Interim tests can provide a great deal of information if the test samples are widely from the course content. They can perform a very important formative function as they do not only give information to the teacher but can provide important feedback to the student; which is a key aspect in assessment and is fundamental in enabling students to learn from assessment (Harris and McCann, 1994, 28). Providing feedback to students is an important aspect of the lecturer's role in higher education because the students will use it to monitor their own learning and to make adjustments in their learning tactics (Irons, 2008, 9). On the other hand, lecturers use the feedback to check students' understanding during the instructional process and to make adjustments to their instruction as necessary (Mckay, 2006, 19).

The lecturers' insistence on administering only SAs and very infrequent FAs made the students capable to play the game and "earn" enough points to pass or obtain a grade. The students have shifted their focus from learning and placed it on collecting points and performing behaviors. Students studying English for specific purposes (henceforth ESP) nowadays are very sensitive about SA. They are generally most motivated by what is going to contribute to their final mark. They fear to be assessed low and fail and they are keen on asking the most common question that an ESP lecturer hears a lot "Will this be in the exams?". They read for grades and they consider the English language a secondary subject and unimportant to their specialization. They are only preoccupied with what constitutes the SA.

Assessment usually drives student learning. It determines student approaches to learning (Monfils et al., 2004.37; Hughes, 2010, 212). That is why the uses of the FA for summative purposes are appropriate

to careless students. Here interim tests play a vital role in helping the students improve their grades. FA can be a potentially powerful tool for shaping the students' behaviour and influencing their approaches to learning (McDowell and Mowl, 1996, 131 - 147).

It is expected in this study that interim tests as a strategy of the FA and their feedback will enhance students learning. They also provide the lecturer with the unit-to-unit information about his/her students, promote teaching practice and provide opportunities for lecturers to consider how to make their teaching more effective.

### **Literature Review:**

In an extensive review, Black and William's (1998a) landmark meta-analysis of 250 studies found effect sizes of FA on the students' achievement ranging between 0.4 and 0.7. This study led the researchers to conclude that FA should be considered primary among strategies for improving the students' learning. Their review also showed that FA may be particularly effective as a strategy for improving the learning of low-ability students. They summarized their findings into four features:

- 1) FA will require new teaching practices and thus call for significant changes in classroom practice.
- 2) The students must be actively involved in their learning.
- 3) For assessment to function in a formative manner, results have to be used to modify teaching and learning.
- 4) Assessment has the potential to affect not only student learning, but also motivation, self-esteem, and participation in self-assessment.

Martinez and Martinez (1992) presented that frequent assessment was the most important classroom activity of novice teachers. They utilized a two by two experimental design in which two groups were taught by a novice teacher and the remaining two were taught by an expert teacher. Each teacher taught one class in which the students took only one test per chapter, and the other class took three tests per chapter. The sample consisted of 120 college algebra students, which resulted in less than 30 students in each of the four sub-groups. Results

indicated that the only statistically significant differences in achievement were seen between the control group (one test per chapter) and the treatment group (three tests per chapter) in the novice teacher group.

Daws and Singh (1998) argued that FA strategies can deepen the student learning by encouraging reflection upon learning in a structured manner, discussion of progress with teachers to focus on steps toward improvement, and development of greater confidence in their scientific knowledge. Daws and Singh (1996) found that FA was generally not being practiced in the secondary schools in Essex where they conducted their study; however, they did find evidence that teachers found FA to be a desirable element to integrate into their teaching.

White and Frederiksen (1998) explored how peer and self-assessment could help to build the students' understanding of scientific inquiry. Students from four middle school science classes were randomly assigned to conditions: half to complete the reflective assessment process, and the other half to serve as a control. The students in the reflective assessment (i.e. formative assessment) group monitored their own progress and the progress of their peers through verbal and written feedback, and then were provided with opportunities to improve their performance later in the unit. The two classes of students that engaged in the reflective assessment process performed better on both project work and the unit test.

Sly (1999) investigated the influence of practice tests as FA to improve the student performance on computer-managed learning assessments. He hypothesized that the students who selected to take practice tests would outperform the students who did not select to take practice tests on the first and second unit exams in a first year college Economics course. The students who selected to take practice tests did significantly outperform those who did not take practice tests on both unit exams one and two.

Buchanan (2000) also examined the influence of Web-based FA on an undergraduate introductory psychology module exam. When controlling for classroom attendance, he found that the students who engaged in voluntary Web-based formative assessments significantly

outperformed the students who did not participate in Web-based formative assessments.

Bell and Cowie (2001) derived a model of on-the-fly FA from a study of classroom-based assessment in eight New Zealand science classrooms. Students ranged in age from 11-14. On-the-fly FA is viewed as taking place during everyday student-teacher interactions. It consists of three steps oriented around a central purpose for the lesson: noticing, recognizing, and responding. First, the teacher pays attention to (notices) information about the student learning in the form of asking questions or simply listening; secondly, the teacher compares the information that has been noticed to the purpose of the lesson or learning goal (recognizes); thirdly, the teacher responds to the student in an immediate manner. Bell and Cowie concluded that interactive, informal FA allowed teachers to focus upon the student development, draw upon their own pedagogical content knowledge, increase the amount of interaction involved with everyday lessons, and was an integral part of teaching and learning, not a separate element.

Minstrell & van Zee (2003) described questioning as a form of planned-for FA by using questions both to diagnose the state of students' thinking and to prescribe an appropriate next step for students to take in their learning. The study took place in the high school classroom of only one teacher. It raised the important point for all levels of science instruction that a simple planned-for questioning strategy can be an effective tool for formative assessment.

Meisels et al (2003) revealed how student involvement with work sample based performance assessments yield similar gained achievement in reading on standardized test performance when compared with students who did not experience the embedded performance assessment. In another web-based study, Henley (2003) studied the impact of web-based FA on student learning in a learning unit about metabolism and nutrition. She found that the overall students in the top ten percent of the class accessed FA twice as often as the students in the bottom ten percent of the class.

Tan's (2004) empirical research revealed that FA was more effective than SA to aid adult learners to master meta-cognitive strategies, strengthen the students' motivation, form positive effect and improve the students' performance in tests. These findings were assumed to be of great help for Chinese English learners because, of all the courses taken by college non-English majors, English can be said to be the course with the most low-achieving students, especially in colleges and universities in Western China.

Thompson et al (2004) examined differences in levels of achievement of students of teachers with high and low engagement in the California Formative Assessment Support System for Teachers (CFASST) within the Beginning Teacher Support and Assessment (BTSA) program. The student achievement was measured on six subtests of academic achievement in California (Math, Reading, Language Arts, and Spelling as well as standardized test scores for Math and English Language Arts). The students of the teachers who participated in CFASST training did see significant gains in their Math, Reading, Language Arts, and Spelling scores.

Ruiz-Primo and Furtak (2006) found that students in classrooms where teachers engaged in assessment discussions performed significantly higher on embedded assessments and post-tests. Assessment discussions were defined as a four-stage process in which the teacher asks a question, the student responds, the teacher recognizes the response, and then uses the information collected for student learning.

In a web-based study, Wang (2007) observed that Seventh Grade science students in Taiwan who used a structured multiple-choice, web-based FA module called FA Module of the Web-Based Assessment and Test Analysis system (FAM-WATA) outperformed students who used a normal web-based assessment or paper/pencil assessment system in two science units: digestion and evolution. The FAM-WATA system was designed to provide students with six formative strategies: repeat the test; correct answers not given; query scores; ask questions; monitor answer history; and pass and reward.

Shavelson et al (2008) studied the impact of middle school science teachers' use of specific embedded formative assessments on student achievement outcomes in a randomized experimental study of six treatment and six comparison classrooms. No significant differences in student achievement were observed. The authors hypothesized that the lack of differences was likely due to substantial variation within groups among teachers' classroom management styles and the degree to which they used informal formative assessments.

El-Rabadhi and El-Rabdhi (2012) conducted a study on 130 Seventh Grade students in the schools of Ajlun Education Directorate in Jordan. The results showed significant effects on the achievement of the students of higher basic stage in general science who were taught by the FA based strategy.

Although there is a plethora of literature on FA (Black and Wiliam, 1998b, 8), the present study is unique in its sample, which consists of ESP students.

### **Methodology:**

The study used the 'Pre/Post-test' design. The following part provides an overall description of the procedures followed to conduct the study.

### **Population and Sample:**

The total population number of the second year students studying ESP at the Department of Arabic/ College of Education/ University of Mosul, for the academic year 2011-2012 was 355 male and female students. The entire population was distributed into four classes.

At first, sections B (which included 91 students) and C (which included 87 students) were selected randomly to be the two groups of the present study. Secondly, section C was chosen randomly to be the EG, and to be assessed formatively. On the other hand, section B was chosen to be the CG, and to be assessed summatively.

**Table 1: Repeaters, Bilinguals, Absents and the Final Sample.**

Class	Group	Before alienation	Repeaters	Absents	Bilinguals	The Sample
C	EG	87	9	14	8	56
B	CG	91	7	11	12	61

After excluding the repeaters<sup>(1)</sup>, absents<sup>(2)</sup> and bilinguals from both groups, the sample of the study became 117 male and female students. The CG included sixty-one students, whereas the EG included fifty-six students. The total number of the selected sample represents 32.95% of its original population, see Table 1.

**The Instructional Material:**

Ten units, from book one of the series entitled *English for Students of Arabic: Pre-Islamic Literature* (Al-Bamerni & Abdulla,1987), were the material taught during the second semester of the academic year 2011-2012 to the second year students at the Department of Arabic, College of Education, University of Mosul. Each unit contained:

- 1- a reading comprehension passage,
- 2- miscellaneous exercises about the passage,
- 3- vocabulary exercises and
- 4- simple and various structures of English language with exercises.

**Instruments of the Sudy:**

Since the present study adopted the “Pre/Post-test” design to investigate the effect of the FA on the students’ achievement, two

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<sup>(1)</sup> The repeaters were dismissed because they had experience and knowledge from the previous year which may affect the accuracy of the study results. Therefore, they were dismissed from the results and kept in the class to conserve order.

<sup>(2)</sup> In order not to jeopardize the results of the experiment, those who were often absent were dismissed.

identical achievement tests were constructed: one of them as the pre-test and the other as the post-test, see Appendices 1 and 2.

Both tests consisted of five questions and each question was scored out of twelve marks. Thus, each test was scored out of sixty marks. The first question was a passage followed by related questions within the same ESP field. The second question was concerned with vocabulary. While the third and fourth ones were about structure. The fifth one dealt with composition.

To check whether the items of the two tests were suitable, practical or not, they were given to a panel of experts<sup>(1)</sup> in EFL methodology or linguistics at college level for evaluation. The experts were asked to modify, add and/or change anything they did not find appropriate. It is to be noted here that according to the experts' recommendations the two tests were modified.

To measure the time needed by the students to answer the items of the two tests, they were applied to a pilot sample which consisted of seventy-eight students from class D which was part of the original population of the study and not included.

The pilot administration of both tests indicated that the given items were clear and the average time needed for each test was 60 minutes, since testees had finished their answers in 50-70 minutes.

The total scores of the seventy-eight students of the pilot test had been ranked from the highest to the lowest score. Then, they were divided into two groups. The highest thirty-nine scores represented the high group of testees, while the lowest thirty-nine scores represented the low group of the testees. Subsequently, the number of the testees

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<sup>(1)</sup>Kamal Hazem Hussien(Ph.D. in linguistics), Iman Hamid Mohamed (Ph.D. in linguistics), Wa'adullah Younis (Ph.D. in linguistics) , Shuaeb Saed Fatah(Ph.D. in methods of teaching), Ahmed Basheer Al-Qattan (M.A. in linguistics), Malood Ahmed Al-Dabagh(M.A. in linguistics),Ziyad Rakan Kasim(M.A. in linguistics), Umayya Idrees Younis(M.A. in linguistics), Sahar Faiq Ali(M.A. in linguistics),Omar Ali Illias(M.A. in methods of teaching), Firas Muayyad Salih(M.A. in methods of teaching) and Nuheil Haithem (M.A. in linguistics).

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who had answered correctly on each item of the two tests had been calculated in both high and low formulated groups of testees.

In order to estimate the difficulty level (DL) of each item, the following formula was used (Madsen, 1983, 181):

$$DL = \frac{\text{High Correct} + \text{Low Correct}}{\text{Total Number in the Sample}}$$

Results showed that almost all the items of the two tests were of an accepted level of difficulty which ranged from 35% to 82%. Madsen (ibid) stated that "any item whose difficulty level ranges from 30% to 90% is acceptable". The items which ranged below or above the Madsen's category were replaced.

The discrimination power (DP) of each item of the two tests was also computed by applying the formula below (ibid, 183):

$$DP = \frac{\text{High Correct} - \text{Low Correct}}{\frac{1}{2} \text{ Total Number in the Sample}}$$

The items which their discrimination power were under 25% were also eliminated as Brown (1981, 104) confirms that an item is approved only when its discrimination power is 20% and above.

### **Administration of the Experiment:**

The experiment took three months during the second semester of the academic year 2011-2012. The researcher started teaching the prescribed material on the 12<sup>th</sup> of February 2012 until the 10<sup>th</sup> of May 2012. The students on the EG had an interim test after finishing each unit. During that time, the students in the EG were assessed formatively and received intensive feedback, through the instructor corrections of their errors on answering sheets for each interim test.

In order to match the two groups, the EG and CG, they were pre-tested, before the teaching started, on the 7<sup>th</sup> of February 2012. On the

other hand, the post-test was administered for both groups after finishing the experiment and precisely on the 14<sup>th</sup> of May 2012.

### Data Analysis:

The SPSS package was used especially the “T-Test for Two Independent Samples” to compare the performance of the two groups, the EG and the CG .The data obtained from both groups from the pre-test and the post-test were analysed to measure the level of significance and figure out whether or not the differences between the two groups were statistically significant.

### Results and Discussion:

**Table 2: T-test Statistics for the Study Groups' Achievement in the Pre-test.**

Group	No.	$\bar{X}$	SD	" t " value		$\alpha = 0.05$
				Computed	Tabulated	
EG	56	22.232	1.613	1.248	1.984	Insignificant difference
CG	61	24.229	1.601			

### A-Testing the Main Hypotheses:

#### The First Hypothesis:

The results obtained showed that the computed t-value was lower than the tabulated one. Therefore, the difference between the two groups, at 0.05 level of significance and 115 degrees of freedom, was not statistically significant between the mean scores of the EG and those of the CG in the achievement pre-test. Consequently, the first main hypothesis “No statistically significant difference would be found between the mean scores of the EG and those of the CG in the achievement pre-test.” was verified, see Table 2.

**Table 3: T-test Statistics for the Study Groups' Achievement in the Post-test.**

Group	No.	$\bar{X}$	SD	" t " value		$\alpha = 0.05$
				Computed	Tabulated	
EG	56	41.875	0.920	6.598	1.984	Significant difference
CG	61	35.836	0.915			

**The Second Hypothesis:**

In order to verify the second main hypothesis “No statistically significant difference would be found between the mean scores of the EG and those of the CG in the achievement post-test.” the data obtained by administering the achievement post-test to the subjects of the study were statistically analyzed. As shown in Table 3, the mean score of the EG in the achievement post-test as a whole was 41.875, while the mean score of the CG was 35.836. The computed t-value 6.598 was higher than the tabulated t-value 1.984 at 0.05 level of significance and 115 degrees of freedom. Hence, the difference between the two mean scores was statistically significant in favour of the EG. Subsequently, the null hypothesis of the present study “No statistically significant difference would be found between the mean scores of the EG and those of the CG in the achievement post-test” is rejected. This asserts that using the FA strategy has a strong positive influence on the ESP students’ achievement. The tests at the end of each unit belittled, to some extent, the anxiety of post-test. Consequently, students performed well in it and that led to enhance their achievement.

**B-Testing the Sub-hypotheses:**

**The First Sub Hypotheses:**

**Table 4: T-test Statistics for the Study Groups’ Achievement in the Reading Comprehension Component of the Post-test.**

Group	No.	$\bar{X}$	SD	" t " value		$\alpha = 0.05$
				Computed	Tabulated	
EG	56	6.768	0.421	1.334	1.984	Insignificant difference
CG	61	6.312	0.342			

The students’ scores of both groups, the CG and EG, concerning the reading comprehension, which was a component of the post-test, were compared statistically by using the formula “T-Test for Two Independent Samples”; see Table 4.

As it is shown in Table 4, the computed t-value was lower than the tabulated one. Therefore, the difference between the two groups, at 0.05 level of significance and 115 degrees of freedom, was not statistically significant between the mean scores of the EG and those of the CG in the component of the reading comprehension of achievement post-test.

Hence the first sub-hypothesis “No statistically significant difference would be found between the mean scores of the EG and those of the CG in the reading comprehension items of the achievement post-test” was verified.

This means that the students in both groups, the EG and CG, were confronted by a new reading comprehension passage, and the feedback obtained from the FAs by the EG students was not useful.

### The Second Sub Hypotheses:

The mean scores of the students in the EG and the CG in the vocabulary component of the post-test, were computed to see whether the difference between them was statistically significant or not. The results are shown in Table 5.

**Table 5: T-test Statistics for the Study Groups' Achievement in the Vocabulary Component of the Post-test.**

Group	No.	$\bar{X}$	SD	" t " value		$\alpha = 0.05$
				Computed	Tabulated	
EG	56	7.803	0.297	3.982	1.984	Significant difference
CG	61	6.623	0.296			

Inasmuch as the calculated t-value was higher than the tabulated one, the students in EG outperformed the students in CG in the vocabulary component since they were receiving feedback during the experiment. Therefore the second sub-hypothesis “No statistically significant difference would be found between the mean scores of the EG and those of the CG in the vocabulary items of the achievement post-test” was rejected. This means that the FA strategy provided the students with feedback and they realized their weaknesses.

### The Third Sub Hypotheses:

As Table 6 shows, the mean score of the CG was 15.00 and that of the EG was 17.178. The formula “T-Test for Two Independent Samples” revealed that the calculated t-value was 4.591 which was higher than the calculated t-value 1.984 at 0.05 level of significance and 115 degrees of freedom. The difference between the two means scores of both groups, as far as the structure component is concerned,

was statically significant in favour of the EG. Therefore, the third sub-hypothesis “No statistically significant difference would be found between the mean scores of the EG and those of the CG in the structure items of the achievement post-test” was rejected. This was due to the structural feedback that the students in the EG had during the experiment.

**Table 6: T-test Statistics for the Study Groups’ Achievement in the Structure Component of the Post-test.**

Group	No.	$\bar{X}$	SD	" t " value		$\alpha = 0.05$
				Computed	Tabulated	
EG	56	17.178	0.478	4.591	1.984	Significant difference
CG	61	15.000	0.474			

**The Fourth Sub Hypotheses:**

As Table 7 illustrates, the calculated t-value was 2.694 which was higher than the tabulated t-value 1.984 at 0.05 level of significance and 115 degrees of freedom. Accordingly, the difference between the two mean scores of both groups, as far as the composition component was concerned, was statically significant in favour of the EG. Thus, the fourth sub-hypothesis “No statistically significant difference would be found between the mean scores of the EG and those of the CG in the composition items of the achievement post-test” was rejected. The improvement of the students in the EG was due to the correction of the their errors on test papers which gives them the chance and the experience to remedy such errors when they are confronted to the same situations in future.

**Table 7: T-test Statistics for the Study Groups’ Achievement in the Composition Component of the Post-test**

Group	No.	$\bar{X}$	SD	" t " value		$\alpha = 0.05$
				Computed	Tabulated	
EG	56	7.214	1.034	2.694	1.984	Significant difference
CG	61	6.180	1.034			

**Conclusions and Recommendations:**

In the light of the results, the present study proves that the FA is useful for the ESP students. Using the FA during the teaching-learning process enhances students' achievement and learning and assists them to organize their time and effort to prepare the taught material at the end of each unit. In other words, the FA based strategy fosters students' self-learning by giving them opportunity to think of their achievement. It allows them to identify the difficulties facing them in the learning process to put a remedial plan to overcome their deficits and promote their achievement.

In addition, the researcher observed that the ESP students who received the FA based strategy were motivated to learn and continue their study. This was due to the increasing belief that they could learn more. Moreover, the administration of a quiz at the end of each unit could minimize the suspense of formal examinations and assist the students to realize how and what to study. This will lead to better achievement and the students will be more competent than those who lack such feeling .

It is recommended that ESP instructors in higher education have to use the FA strategy to incite their students to pay much attention due to the ESP curriculum by helping them to monitor their learning and to teach them self-assessment.

The lecturers have to try to increase the identification of learning targets to their students in a manner that students understand what skill or concept they are expected to be learning. The lecturers also have to increase the amount of opportunities for the students to receive feedback. The current methods of assessment do not impact the ESP students' learning and the lecturers should shift away from a heavy reliance on assessment of the students' learning, SAs, towards an increase in using assessments to help students to learn FA.

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**APPENDIX 1****The Pre-Test**

**Q1// Read the following passage carefully, and then answer the questions. (12 Marks).**

**The Errant Prince of the Desert**

Immru'ul-Qays was a descendant of the kings of Yemen, and his father was the ruler of Banu-Sa'ds in the Central Arabia. He was an adventurous prince, always involved in daring love affairs and scandals, and his father finally expelled him from the kingdom. Immru'ul-Qays, followed by some adventurous companions, became an errant knight of the desert. He roamed all over Arabia, and was called the "Vagabond King". After some years, his father was assassinated. The only duty of avenging his father's death fell upon Immru'ul-Qays, who tried unsuccessfully to accomplish it amidst many adventures. Not finding sufficient support in his homeland, the prince appealed to the Byzantine emperor Justinian. Justinian invited him to Constantinople, where he stayed for ten years. During those years he had a secret affair with the emperor's daughter. The love affair was discovered and, hearing the dreadful anger of the emperor, Immru'ul-Qays left the capital for Arabia. Tradition says that Justinian gave him as a gift a robe of honor impregnated with poison which killed him. He died in Ankara, in 540 A.D.

1. Why was Immru'ul-Qays expelled from the kingdom?
2. Why was he called the "Vagabond King"?
3. Did Immru'ul-Qays avenge his father's death?
4. Why did the prince appeal to Justinian?
5. Why did Immru'ul-Qays leave Constantinople?
6. How did Immru'ul-Qays die?

**Q2// Fill in the blanks with a suitable word or phrase from the list below. (12 Marks).**

((attempt, expect, fear of, distinguish, improve, up to))

- 1- Ahmed did his best for .....failure.
- 2- Some people cannot .....among colours.

- 3- We .....rainy days in winter.
- 4- She doesn't know what he is .....
- 5- The workers have to .....the production.
- 6- The thief's .....to run away failed.

**Q3//Change the following sentences into passive voice. (12Marks).**

1. They break the window.
2. Ali helps his father.
3. They use chairs to reach the ceiling.
4. Iraq produces dates.
5. Dunia must post the letter tomorrow.
6. They told me about the problem.

**Q4// Do as required. (12 Marks).**

1. Ali left his rifle outside. He didn't want to frighten his wife (Join using 'there').
2. He drives carelessly. He has an accident. (Join using 'if').
3. Karam sold some articles yesterday. (Change into interrogative).
4. Take .....umbrella with you to .....office. (a, an or the).
5. They buy a lot of bread everyday. (Change into negative).
6. Overcoats are useful in winter. (Change into singular).

**Q5//The following sentences are not in order. Try to arrange them so as to make a whole paragraph. (12 Marks).**

1. Therefore, the woman went to a doctor's house.
2. When she opened the box, she found good food and some money inside the box.
3. Some years ago, a woman lived with her son in a small town.
4. One day, her son became very sick.
5. The doctor gave her a box.
6. He couldn't go to his work.

**APPENDIX 2****The Post-Test**

**Q1// Read the following passage carefully, and then answer the questions. (12 Marks)**

**Amr bin Kalthum**

Amr was a proud and heroic member of the tribe of Taghilb, and he followed the code of chivalry practised by Arab chiefs. He lived in the court of Amr bin Hind, king of Hira, as did many of the great poets of the time.

His mother, Layla, was the daughter of al-Muhalhill, the first known composer of the ode in Arabic. Like her son, she was proud. One day, she was invited to the court of Hira as the queen's guest. To curb Layla's pride, the queen asked her to pass a dish, an act which was the duty of a servant. Layla was insulted and cried in shame. Amr was with the king, and upon hearing his mother's cry, he instantly killed the king. He took his mother with him and rode away.

Amr's Mu'allaha is in praise of his tribe, his ancestors, and himself. He also refers in it to the tragic incident of killing the king. This fine piece of poetry is a good illustration of the ideals of pre-Islamic Arab chivalry.

- 1- Who was Amr?
- 2- Who was the first known composer of the ode in Arabic?
- 3- Why did the queen ask Layla to pass a dish?
- 4- Why did Layla refuse to pass a dish?
- 5- For what reason did Amr kill the king?
- 6- What does Amr's muallaqa illustrate?

**Q2// Fill in the blanks with a suitable word or phrase from the list below. (12 Marks).**

Inspired, went through, accredited, revisions, celebrated, elaborated

1. During the Second World War Europe .....hard times.
2. Arabic literary works.....many great western writers.
3. New ideas were ..... during the discussion.

4. The poem is.....to a famous poet.
5. A book goes through many ..... before it reaches the reader.
6. Almutanabi was a .....poet.

**Q3//Change the following sentences into passive voice.**

**(12Marks).**

- 1-They transcribed the poem in letters of gold.
- 2-The poet recited a poem in the fair.
- 3-They found no explanation for the mystery.
- 4-They hung up poems in Ka'ba.
- 5-Poets recited complex odes.
- 6-People tell stories anonymously.

**Q4// Do as required. (12Marks).**

- 1-The story was about tribal life .He told it.( Join using which )
- 2-The scholar was famous. He collected these stories.( Join using who )
- 3- The man was coming here. We met him in the street. (Join using whom )
- 4-Poets praised the prince .They wanted to gain his favours.(whose)
- 5- He has influenced other writers. (Change into negative).
- 6- Writers deal with many subjects. (Change into singular).

**Q5//Answer the following questions in one continuous paragraph.**

**(12Marks).**

- 1-What kind of language was in pre-Islamic odes?
- 2-What is the oldest Arabic metre?
- 3-What was the climax of an ode?
- 4-What was Ukaz?
- 5-Who chose poems to be hung up in Ka'ba?
- 6-Why were some poems hung up in Ka'ba?

## أثر التقويم التكويني على تحصيل الطلبة الدارسين اللغة الانكليزية لأغراض خاصة

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## الملخص

تهدف الدراسة إلى التعرف بشكل تجريبي على أثر التقويم التكويني على تحصيل الطلبة الدارسين للغة الانكليزية لأغراض خاصة، ولتحقيق هدف البحث تم اختيار مجموعتين عشوائياً من طلبة السنة الثانية في قسم اللغة العربية في كلية التربية بجامعة الموصل وأجرى الباحث الاختبار القبلي على المجموعتين لغرض مكافأتهما واستبعاد تأثير بعض المتغيرات، وطبق الباحث التقويم التكويني على المجموعة التجريبية (اختبار بعد نهاية تدريس كل وحدة منهجية)، والتقويم الختامي على المجموعة الضابطة وأظهرت النتائج وجود فروق ذات دلالة إحصائية بين متوسط درجات المجموعتين في الاختبار البعدي ولصالح المجموعة التجريبية التي أُسْتُخْدِمَ فيها التقويم التكويني إذ عَزَزَ تحصيل الطلبة الدارسين للغة الانكليزية لأغراض خاصة وفي ضوء نتائج الدراسة قُدِّمَت بعض التوصيات.