Effectiveness of Formative Assessment on Improving EFL Listening and Speaking Skills of EFL Female Learners at Foreign Languages Department, Albaha University

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Abstract:

The present study aimed at examining the effectiveness of formative assessment in improving EFL listening and speaking skills for female students at Albaha University. An experimental design was adopted to investigate the significance of using formative assessment in improving listening and speaking skills and the difference between formative assessment and summative assessment. The study was conducted on sixty-eight female students at the department of foreign languages at Al-Baha University. They were chosen randomly and divided into control and experimental groups. The experimental group was taught listening and speaking using formative assessment besides summative assessment while the control group was taught using just summative assessment. Pretest was used before the experiment to make sure that both groups were equivalent in their levels before the experiment. After the experiment, a posttest was conducted to reveal the effectiveness of formative assessment on improving listening and speaking skills. Data was collected and analyzed statistically using SPSS program. The findings of the study indicated that formative assessment had significant effects on improving listening and speaking skills for the experimental group compared with the control group and increased students' motivation and participation. Finally, suggestions for using formative assessment with different courses were suggested.

Keywords: Formative Assessment, Summative Assessment, listening Skills, Speaking Skills.

فعالية التقويم البنائي في تحسين مهارتي الاستماع والتحدث باللغة الانجليزية لطالبات قسم اللغات الأجنبية بجامعة الباحة

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الملخص:

تهدف الدراسة الحالية لدراسة فعالية التقويم البنائي في تحسين مهارتي الاستماع والتحدث باللغة الانجليزية للطالبات قسم اللغات الأجنبية بجامعة الباحة، تم استخدام المنهج التجريبي الإحصائي في فحص مدى تأثير استخدام التقويم البنائي في تحسين مهارتي الاستماع والتحدث والفرق بين التقويم البنائي والتقويم التحصيلي، تكونت عينة البحث من ٦٨ طالبة، تم اختيار عينة البحث عشوائي من طالبات قسم اللغات الأجنبية بجامعة الباحة وتم تقسيمهم إلى مجموعتين، مجموعة تجريبية ومجموعة ضابطة، تم تدريس مهارتي الاستماع والتحدث للمجموعة التجريبية باستخدام البناء التقويمي بجانب التقويم التحصيلي، في حين تم تدريس مهارتي الاستماع والتحدث للمجموعة الضابطة باستخدام فقط التقويم التحصيلي، استخدم اختبار قبلي قبل تطبيق الدراسة للتأكد من تكافؤ المجموعتين في مستواهم، وبعد التطبيق تم تطبيق الاختبار البعدي على المجموعتين للتأكد من مدى فعالية التقويم البنائي في تحسين مهارتي الاستماع والتحدث للمجموعة التجريبية، تم تحليل النتائج إحصائيًا باستخدام برنامج SPSS ولقد أثبتت النتائج وجود فروق ذات دلالة إحصائيًا بين متوسطات درجات المجموعتين في الاختبار البعدي لمهارتي التحدث والاستماع لصالح المجموعة التجريبية مما يؤكد فعالية التقويم البنائي في تنمية مهارتي الاستماع والتحدث عن التقويم التحصيلي، أكدت الدراسة أيضا وجود فروق ذات دلالة إحصائية بين استخدام التقويم البنائي والتقويم التحصيلي في تعلم مهارتي التحدث والاستماع، التقويم البنائي كان له تأثير على مدى مشاركة الطالبات داخل الفصل وكذلك زيادة دافعيتهم للتعلم من خلال الاستراتيجيات المتعددة للتقويم البنائي مثل التقويم الذاتي وتقـــويم الأقران، انتهت الدراسة ببعض الاقتراحات والتوصيات لاستخدام التقويم البنائي في المقررات المختلفة بالجامعة، خصوصا مقررات الأدب واللغويات.

الكلمات المفتاحية: التقويم البنائي؛ التقويم التحصيلي؛ مهارات الاستماع؛ مهارات التحدث.

1 Introduction

Education is a significant component for the development of any country. There are various components of the learning process that must be integrated and developed together. One important component of the learning process is assessment. Assessment is a central activity in teaching and learning. According to Atkinson and Lim (2013), there is a constant drive in educational design to create and implement assessment processes that balance effectiveness and efficiency. Assessment drives learning, that is what Norcirei; Anderson; Ballela; Burch.; Joao Costa; Duviver; Kent; Perrott; & Roberts (2011), confirm. It involves measuring, collecting and combining information and providing feedback.

Assessment needs to be understood as a necessary part of the teaching and learning process (Jones, 2005). Assessment could be a clue to improvement of learning. It is not important to know about students' progress by just getting grades, but also about students' needs and how to respond to these needs. This can be done with formative assessment (OECD, 2005). The present study talks about formative assessment, how it is different from summative assessment, types of formative assessment and how they can be used effectively in EFL classrooms to improve students' skills in listening and speaking.

1.1 Statement of the Problem

The problem of the current study lied on the limited use of formative assessment inside the classroom and the great emphasis on summative assessment to measure students' achievement in different courses. Summative assessment does not help much in improving students' learning. Due to the types of summative assessment used in classrooms, students just try to remember information they had to pass their exams, not to function these skills in their life. The problem of the study was assured through a questionnaire submitted to a 100 students, enrolled in the fourth level at English department at Al-Baha university. The questionnaire consisted of twenty items inquiring students' opinions and attitudes towards how they were assessed and whether summative assessment helped them improve their learning or not. The questionnaire showed students' dissatisfaction of the types of assessment used, that focused primarily on memorization and did not help them so much in communicating in real life.

In teaching a foreign language, students should learn how to function the language in their real life through using the learned skills in communicating with others. Summative assessment does not give much hand in this issue. Students need alternative types of assessment such as formative assessment that can develop their abilities in using the foreign language generally and in listening and speaking specifically in communicating effectively inside and outside the classroom. So the present study aimed at investigating the effects of formative assessment on developing EFL listening and speaking skills.

1.2 Aims of the Study

The present study aimed at, First, proving the effectiveness of formative assessment on developing EFL Listening and speaking skills for EFL female students at Al-Baha University. Second, revealing the differences between formative and summative assessment in developing learning skills and life-long learning generally and EFL listening and speaking skills specifically.

1.3 The Participants of the Study

The participants of the study included sixty-eight students dividing equally into two groups, control group (34 students) and experimental (34 students).They were chosen randomly to represent the population of the study (female students at Al-Baha University).

1.4 Questions of The Study

1- Does formative assessment have an effect on the listening skills of EFL female students at Al-Baha University?

2- Does formative assessment have an effect on the speaking skills of EFL female students at Al-Baha University?

3- What is the difference between summative and formative assessment on improving listening and speaking skills of EFL female students at Al-Baha University?

1.5 Hypotheses of The Study

1- There is a significant influence of formative assessment on improving Listening skills of EFL female students at Al-Baha university.

2- There is a significant influence of formative assessment on improving speaking skills of EFL female students at Al-Baha university.

3-Formative assessment has a greater influence than summative assessment on learning listening and speaking skills of EFL female students at Al-Baha University.

1.6 Definitions of Terms
1.6.1 Formative Assessment

Formative assessment has been defined variously. It is a process for collecting information on students learning, using informal assessment strategies (Regier, 2012 & Cauley and Mcmillan, 2010). It is the teachers role to know what students learn, what they still need to learn to master a goal and modify instruction in response to feedback.

Popham's definition (2008), was adopted in the present study in which formative assessment is defined as a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

1.6.2 Summative assessment

Summative assessment is defined as assessment of learning or what we use to see whether our students are meeting standards set by the states, district or the classroom teacher. (Dodge, 2004).

Summative assessment is defined in the present study as a measurement of what students have learnt at the end of a unit, to ensure they have required standards on the way to earn certification for school completion or to enter certain occupations or as a method for selecting students for entry into further education (OECD & CERI, 2008).

1.6.3 Listening Skills

Listening comprehension is an interactive and interpretive process in which listeners engages in a dynamic construction of meaning (Murphy,1991) (cited in Sakale, 2012, P.1105)

1.6.4 Speaking Skill

Speaking skill is an interactive process of constructing meaning in both its form and meaning depending on the context, the participants and the purpose for speaking (Burns and Joyce,1997 & Florez, 1999).

2. Literature Review and Related Studies
2.1
iterature Review
2.1.1 Formative Assessment

Assessment should be an integral component and on-going pocess to the learning process. Its main purpose is improving learning. (Coe, Aloisi, Higgins & Major, 2014). Assessment has an important function in the learning process. It must focus on , as Black & William emphasize (1998), the skills, knowledge and attitudes. Through assessment, the more teachers know about students and their experience during the learning process, the better they can meet their learning needs and establish a positive learning environment.

Meaningful and purposeful assessment is necessary in the learning process. Teachers should realize that assessment for assessment's sake is a waste for everyone's time (Centre for Effective University Teaching & GE Master Teacher's Team, 2001). They should adopt the fact that assessment varies, formative and summative. However summative assessment is the most common type among teachers, it is formative assessment that helps in promoting learning and supporting student specific needs (Black and William, 1998); Dunphy, 2010); Tomlinson, 2007 & Bennet , 2011).

Understanding how to collect, analyze, interpret evidence of student learning, make strategic adjustments and how to provide feedback to support learning are characteristics of a successful teacher (Wylie & Lyon , 2012).

2.1.2 Formative Assessment and Summative Assessment

Classroom assessment aims at to providing practitioners, administrators and policy makers with classroom- level data to improve teaching methods, guide and motivate students to be actively involved in their own learning. Assessment should help students become more effective, self-assessing and self- directed learners. However, there is a great focus on summative assessment in teaching, especially in EFL classes. Summative assessment is given

periodically to determine at a particular point in time what students know and don't know (Garrison and Ehringhaus, 2010). So, it is associated with standardized tests. In contrast, formative assessment is the lived, daily embodiment of a teacher's desire to refine practice based on a keener understanding of current levels of student performance, undergirded by the teacher's knowledge of possible paths of student development within the discipline and of pedagogies that support such development. In brief, summative assessment is generally seen as a final evaluative judgment and formative assessment is seen as an ongoing assessment to improve teaching and learning (Heritge, 2011).

2.1.4 Importance of Formative Assessment

Formative assessment is very important for the learning process as discussed by NCTE (2013); OECD and CERI (2008); Thiers and Preston (2016); Wiggins (2016); Clark (2010) and (2011); & Greenstein (2010). It is important for students, teachers and the learning process as a whole. Formative assessment is a bridge between today's lessons and tomorrow's. It sheds lights on students' needs. It develops a deeper understanding of students' own learning. It increases students' attainment and encourages peer collaboration. It consists a lot of opportunities to use constant feedback to enhance students' performance. It also, helps students to understand more about their learning and the way they are assessed, and therefore, teachers can improve the quality of their learning. Moreover, it promotes student-centered pedagogy and develops invaluable skills for life- long learning. Finally, it helps teachers to differentiate instruction, make decisions about future instruction and thus improve students' achievement.

Formative assessment is an ongoing process, that is used in at every stage in the process of learning, not just applied at a specific stage . This can be explained carefully through the following formative assessment cycle, (Greenstein, 2010), which also shows that formative assessment is instructionally informative and it is outcome based.
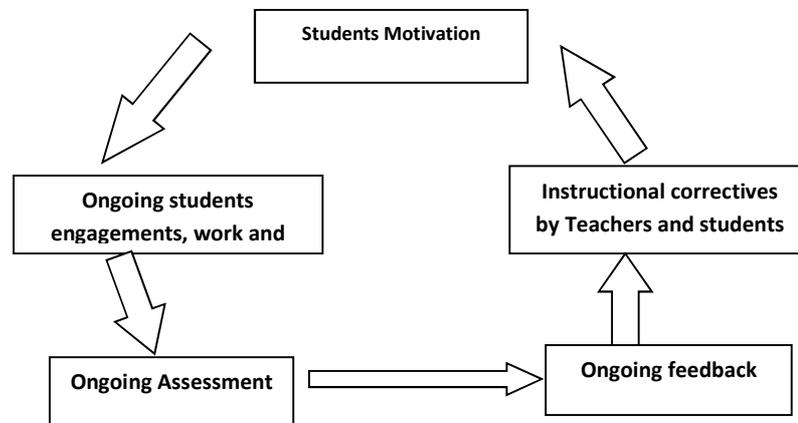

Figure (1) Formative Assessment Cycle

2.1.3 Elements of Formative Assessment

To apply formative assessment successfully in the learning and teaching process, elements of formative assessment need to be taken into consideration. First, encouraging classroom interaction and using of assessment tools. Second, establishing learning goals and tracking of individual students' progress towards those goals. Third, using varied instruction methods to meet diverse student needs. Fourth, assorting many approaches to assess students' understanding. Fifth, giving constant feedback on students' performance and adapting instruction to meet identified needs. Finally, involving students actively in the learning process. If these elements of formative assessment are successfully applied, students will be able to understand clearly what they are trying to learn and what is expected from them; to have immediate feedback about their work and advice about how to sustain

improvement; to build knowledge of themselves as learners, and become metacognitive and consequently to take more responsibility for their learning and participate more in the process of learning.

2.1.2 Listening and Speaking Skills

Despite the importance of listening and speaking skills in learning a foreign language, it seems that they are the most neglected skills. Sakale (2012, 1101), Brown and Yule (1983), & Mead and Rubin (1985), confirm that the teaching of speaking has been neglected in EFL settings throughout language history which led to negative effects on EFL teachers' and learners' attitudes.

Listening and speaking skills are not separated but integrated. Effective listening is necessary for fluent speakers. Some teachers resort to use listening tasks as a practical receptive basis to foster speaking. Also, listening is considered to be a sub-skill that correlates and closely intersects with the teaching of speaking in EFL classes in a way that the teaching of one of them often leads to the other (Florez, 1999; Knight, 1992; Sakale,

2012 & Hinkle, 2006, (Cited in Khan and Karim, 2014). Saricoban (1999), confirms that listening is as active as speaking, and sometimes it is even more difficult. It well requires attention, thought, interpretation, and imagination. Listening is a receptive skill, and receptive skill gives a way to productive skills.

2.1.3 Formative Assessment Strategies used to improve Listening and Speaking Skills

Formative assessment strategies vary and choosing the appropriate strategies depends on what aspect of student learning the teacher wants to develop. These strategies can be used individually, as partners, in small groups or as a class. Regier (2012) shows that individual strategies allow teachers to get a clear picture of each student and his/her understanding of the skill being measured. Group strategies provide teachers with general information about student learning that can be used to plan instruction. The following table shows the strategies used in the present study are and samples of them can be reviewed in Appendix 1.

### Table (1) Formative Assessment Strategies

Formative strategies	What do they mean and How are they used?
Background Knowledge Probe	It is a good starting point in classes to determine the level of knowledge and understanding that students bring into the classroom at the start of the semester. This strategy was used in the present study at the beginning of each unit to determine students' background knowledge about the topics that would be discussed.
ABC Brainstorming	It is used with students midway through each unit to check their familiarity with the topics, encourage them to speak and participate in the class.
Interviewer and Interviewee	Its main purpose is to observe students' pronunciation and fluency in using the English language to communicate with people through interviewing others to discuss different topics.
Primary Trait Analysis (PTA):	The teacher links specific goals and objectives outlined for a particular course assignment to evaluate levels of achievements (e.g. excellent, good, fair, poor).
Lists-Charts- and Graphic organizers	Students are asked to listen to conversations or lectures and then write lists or organize the information in specified charts or graphic organizers.
Discussion	Students share their thinking about a suggested question or topic with their colleagues. (Boston, 2002). They are given enough time to reflect on their learning and focus on higher level thinking skills.

Formative strategies	What do they mean and How are they used?
Exit Cards or One-Minute Paper	Students are asked to answer a question at the end of the lecture to check their understanding and acquaintance of specific skills.
Muddiest Point	Students are asked to write down the least clear (muddiest) point of the lesson at the end of the class to identify misunderstood points.
Questioning	Through questioning, students think about materials, synthesize concepts and involve actively in the learning process.
Quizes:	They are given to students regularly during classes to assess their development in the listening and speaking skills.
Portfolio Analysis	It is used to analyze students' work during the semester to evaluate their learning and progress (Black & William, 1998).
Debates	Engaging students in a real argument about real topics motivates them and improves their speaking skills.
Feedback	Instant feedback about students' work inside the classroom is very important in the learning
Self- assessment and Peer-assessment	Involving students in the process of assessment is important and so, participate effectively in the classroom.
Observation Cards:	Through them, teachers take notes on the improvement of students' skills and sub-skills such as pronunciation and fluency.

Using these different kinds of formative assessment strategies increase students' achievement and Motivation (Morriem, 2016, & Tambini, 1999). They also provide more benefits to students as shown in the following figure .

Figure (2) Using New Techniques in Formative Classrooms.

(Adapted from Centre for Effective University Teaching& GE Master Teachers' Team, 2001).
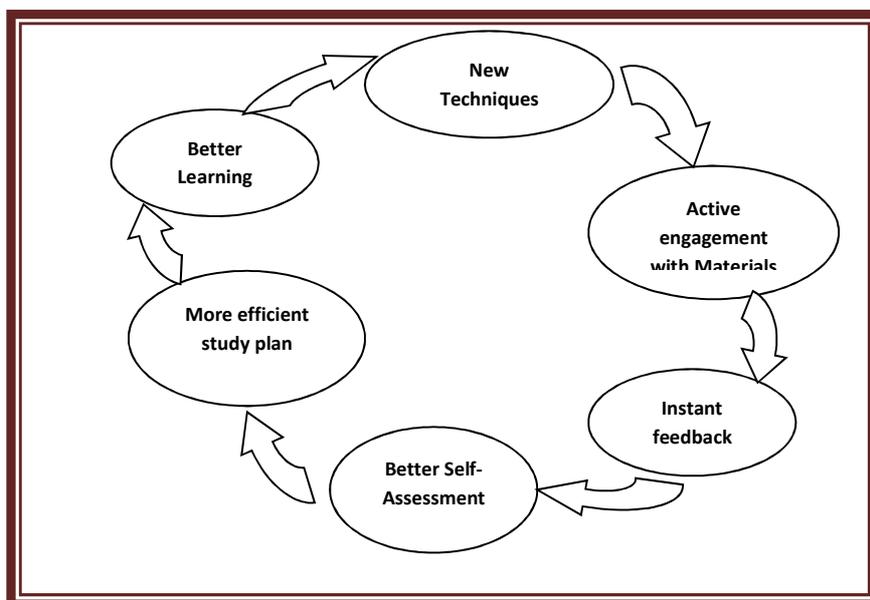
2.2 Related Studies

Many studies proved the effectiveness of using formative assessment inside classrooms and also the importance of it in developing EFL skills.

Vingsle (2014) identified activities and characterized the knowledge and skills that a teacher of mathematics used in her/his formative assessment practice during whole-class lessons in

year 5. The data were analyzed by identifying a) the formative assessment practice b) the teacher's activities during the formative assessment practice and c) the teacher knowledge and skills used during the activities. The study found that formative assessment practice was a very complex, demanding and difficult task for the teacher in several ways. For example. The teacher used knowledge and skills to elicit, interpret and use the elicited information to modify instruction to better meet student learning needs. It also helped students engage in common learning activities and take co-responsibility of their learning.

Almuntashrie (2016) conducted a qualitative study that aimed at developing teachers' knowledge of formative assessment strategies in teaching science-based inquiry in Saudi Arabia. 12 teachers were observed when teaching science and details of one teachers' practices of formative assessment are presented in this study. The study underlined the importance of integrating formative assessment strategies during scientific inquiry teaching for professional development as a way to increase student participation and their inquiry in science classes.

Umer and Omer (2015) studied the effect of standardized and summative assessment on teaching and learning. They also investigated if learners perceptions of formative assessment tools influenced their learning strategies, the scope and depth of what they learned. A survey was distributed among 400 Taif university English-major female learners. The results showed that the participants preferred formative assessment tasks more than summative assessment.

Alotabi (2014) investigated classroom practices related to teachers' questioning by using a classroom observation form. The participants of the study consisted of 5 science teachers from primary schools at Hotat Bani Tamim in Saudi Arabia. The study presented a clear picture of assessment strategies generally , and the questioning strategy specifically, for the development of students.

Rabia (2013) attempted to shed light on 1) the effects of formative assessment on learners' language proficiency in the Department of

English at Biskra University. 2) The crucial role of formative assessment in improving the learners' speaking skill . The results showed that formative assessment impacted the learners' speaking skill positively and enhanced their participation in oral production.

Al-shehri (2008) in her study focused on how formative assessment could be seen as an effective contributor to the learning and teaching process especially when it was followed by real formative feedback. It was assumed that both formative assessment and formative feedback had an overwhelming influence on what students learn and how teachers teach. The study concluded that formative assessment appeared to be a very influential learning tool when it was utilized appropriately and could act as a focus for dialogue between the students themselves.

Hana and Kaya (2014) investigated the preferences, views, thoughts and feelings about assessment of 95 English Turkish teachers, working at some primary and secondary schools in Turkey. The descriptive results showed that the teachers gave less importance to listening and writing skills and also that speaking was perceived as the most challenging skill to be assessed.

The study of Rahman; Babu and Ashrafuzzaman, (2011), mainly focused on exploring the nature of English language classroom assessment and feedback practiced within Junior Secondary schools of Bangladesh. A qualitative approach was used to collect data by using classroom observation checklists, English teachers' and head teachers' interview schedules and Focus Group Discussions (FGDs) with students. The findings of the study showed that teachers assessed the students' learning through questioning and the questions were closed-ended by nature. Most of the students liked written assessments. Students had contradictory opinions about liking speaking skills. In the classroom, teachers provided only verbal feedback to the students and in the observation it was found that teachers gave feedback on few occasions.

Houhou (2013) investigated the parameters of effective methods in teaching speaking, introduced some strategies that promote this skill

and improve students' proficiency; and, lastly investigated the effective methods and strategies of teaching the speaking skill. The most significant findings were: first the teachers' awareness and readiness of the efficiency of the suggested strategies, and the real application of those methods; second, students willingness to adopt and use these strategies in order to improve their speaking skill proficiency.

3.Methodology

3.1 Design of the Study

The experimental design was used in the present study, in which a pre-post test was used to investigate the effectiveness of formative assessment on improving EFL listening and speaking skills for female students at Al-Baha University.

3.2 Participants of the Study

The sample of the study consisted of sixty-eight female students, enrolled at the third level at the college of Art and Humanities at Al-Baha University, during the first semester of the year 1437-1438 H, 2015-2016. The participants were divided equally into two groups, control and experimental groups. They were chosen randomly. The control group was taught listening and speaking skills using the traditional method using summative assessment while the experimental group was taught using formative assessment.

3.3 Instruments of the Study

The instruments of the study included a listening and speaking test used as a pre-post test. The pre-post test was divided into two parts:

1- The Listening test consisted of five questions, measuring specific listening sub-skills. it is out of fifty marks. (see appendices 2 & 4)

2- The Speaking test consisted of three questions. The questions, measuring five sub-skills of speaking (grammar, vocabulary, pronunciation, background knowledge and fluency). (see appendices, 4 & 5) Ten marks were allotted for each sub-skill.

3.3.1 Test Validity

To estimate the test validity, it was submitted to a jury of specialists in linguistics and methodology (see appendix, 9). The test was modified according to the jury's suggestions.

3.3.2 Test Reliability

Before conducting the study, the reliability of the listening and speaking test was measured using the test-retest method. The test was administered twice with an interval of two weeks to thirteen students, chosen randomly. Then, the reliability coefficient between the mean scores of the students of the first administration and those of the second administration was calculated. The reliability coefficients between the test-retest values on the listening and speaking skill test were high as shown in Table (2).

Table (2) The correlation coefficient of the reliability of the test

Test	No	Reliability coefficient	Significance
Listening test	13	0.84	At 0.01 level (2-tailed test)
Speaking test	13	0.97	

3.3.3 Test Administration

The pre-test was administered at the beginning of the first semester for the year 1437-1438 H, 2016-2017. Time allocated for the listening test was sixty minutes. It was calculated in the pilot study by adding all the times students spent in the exam, and then divided by their numbers. There was no specific time of the speaking test. It was left open to give students chance to speak freely. Finally, at the end of the semester, the post

listening and speaking test was administered to both groups under the same conditions of the pre-testing. In the pre-post test, the instructions of the test were explained clearly to both groups. The listening and speaking test was implemented and corrected by the researcher and some colleagues at the female English department.

3.3.4 Statistical Analysis of the Study

Many Statistical analysis methods, like reliability coefficient, independent sample 't' test

and paired-sample test were used to: 1) measure the reliability of the listening and speaking test, 2) investigate the equivalence of both groups before conducting the study, 3) investigate the effectiveness of formative assessment in improving listening and speaking skills after conducting the study, and also 4) compare between the pre-post test for each group separately to specify the difference between formative assessment and summative assessment.

Table (3) Results of the pre-listening and speaking test for the control and experimental groups.

Test	Group	No.	Mean	SD	Fd	T-Value	Sig. (2-tailed)
Listening skills	Control	34	23.67	5.59	66	0.64	.527
	Experimental	34	24.55	5.75			
Speaking skills	Control	34	17.17	2.38	66	0.17	.861
	Experimental	34	17.26	1.71			

Table (3) shows that there is no significant differences between the mean scores of the control group and those of the experimental group on the listening and speaking test. As the significant values of the listening and speaking test, in order, are (.527) and (.861) respectively, each is more than ($\alpha < 0.05$). This indicates that there are no differences between both groups in their listening and speaking skills. The previous results graphed in figures No.3 and No. 4. (see appendix 8)

3.4.2 Intervention of the Study

The study was conducted at the first term, using formative assessment in teaching listening and speaking skills with the experimental group in addition to the traditional summative assessment while the control group was taught traditionally using just summative assessment (at midterm exam and final exam). The concerned course was firstly analyzed. The first five chapters were taught in the current study using formative assessment. Then, types of formative assessment, corresponding to the objectives and activities of the course were selected like minute paper, observation cards, misconception check, self-assessment, exit cards, portfolio check, quizzes, oral questioning, muddiest or clearest point, 3-2-1, debate circles, decision making chart, ABC

3.4 Procedures of the Study
3.4.1 Pre-Testing

Being sure of the validity and the reliability of the listening and speaking test, control and experimental groups were pre-tested at the beginning of the first semester to be sure of the equivalence of both groups before conducting the study. The following table summarizes the pre-testing statistics of the listening and speaking test.

brainstorming, student background knowledge probe, interviewer's direction card, and interviewee's direction card. Some of them were attached on appendix 1. These types of formative assessment were used at the beginning, during, or after teaching the lessons based on the objectives of the lesson.

3.4.3 Post- Testing

After intervention of the study, the post-listening and speaking test was implemented on both groups by the researcher with the help of some colleagues at female English department. After that, the data was collected, analyzed statistically using SPSS program. Results were discussed and suggestions were presented.

4. Results and Discussion
4.1 Results of the Study

After conducting the post-test on both groups, data was collected and analyzed statistically to define the effectiveness of using formative assessment on improving listening and speaking skills. The results of the study can be interpreted statistically regarding to the questions of the study as follows.

4.1.1 Question No.1

The first question of the study, " Does formative assessment have an effect on the listening skills of EFL female students at Al-Baha

University?**",** was answered by analyzing the mean scores of the control group and those of the experimental group on the post-listening test as shown in table 4.

Table (4) T-test results comparing the mean scores of the control group and those of the experimental group on the post- listening test.

Test	Group	No.	Mean	SD	Fd.	T.Value	Sig. (2—tailed)
Listening test	control	34	23.79	5.56	66	17.82	0.00
	Experimental	34	44.35	3.77			

Comparing the mean scores of both groups in the listening test and also observing the significant value of the t-test (0.00) which is less than ($\alpha < 0.05$) , it can be concluded that there is a significant difference between both groups on the post-listening test in favor of the experimental group. Consequently, the first hypothesis of the study, " There is a significant influence of formative assessment on improving Listening skills of EFL female students at Al-Baha university." can be accepted. There was an improvement of the listening skills of the experimental group due to the using of formative assessment as graphed in figure No.5 (see appendix,8).

4.1.2 Question No.2

The second question of the study: " Does formative assessment have an effect on the speaking skills of EFL female students at Al-Baha University?**",** was answered by analyzing the mean scores of both groups on the post-speaking test .

Table (5) T-test results comparing the mean scores of the control group and those of the experimental group on the post- speaking test.

Test	Group	No.	Mean	SD	Fd.	T.Value	Sig. (2-tailed)
speaking test	control	34	17.26	2.31	66	28.54	0.00
	Experimental	34	40.58	4.16			

Table (5) indicates that there is a significant difference between the mean scores of the control group and those of the experimental group on the post-speaking test in favor of the experimental group. Since the significant value of the t-test is (0.00), which is less than the standard value($\alpha <$ 0.05), this means that the second hypothesis of the study, " There is a significant influence of formative assessment on improving speaking skills of EFL female students at Al-Baha university." can be accepted. There was an improvement of the speaking skills of the experimental group due to the use of formative assessment as shown in figure No. 6. (See Appendix 8).

4.1.3 Question No.3

To answer the third question of the study and specify the difference between summative and formative assessment in improving listening and speaking skills for both groups, the mean scores of the pre-test and those of the post-test for each the control group and experimental group were analyzed statistically as shown in the following table.

Table (6) T-Test Results Comparing The Mean Scores of The Control Group and Those of The Experimental Group on The Pre-Post Listening and Speaking test.

Overall test	Control Group	No.	Mean	SD	Fd.	T.Value	Sig. (2-tailed)
listening test	Pre-test	34	23.67	5.59	33	1.67	0.103
	Post- test	34	23.79	5.56			
speaking skill	Pre-test	34	17.17	2.38	33	1.78	0. 083
	Post- test	34	17.26	2.31			

Overall test	Control Group	No.	Mean	SD	Fd.	T.Value	Sig. (2-tailed)
Overall test	Experimental Group	No.	Mean	SD	Fd.	T.Value	Sig. (2-tailed)
listening test	Pre-test	34	24.55	5.75	33	18.68	.000
	Post- test	34	44.35	3.77			
speaking skill	Pre-test	34	17.26	1.71	33	28.46	.000
	Post- test	34	40.58	4.16			

First, reviewing the mean scores of the control group in the pre-post listening and speaking test and comparing the calculated significant values of the pre-post test, (0.103) and (0.083) in order, with the standard value (α < 0.05), indicate that there are no statistical significant differences in the control group students' scores on the pre- post listening and speaking test. So, there is no improvement in the listening and speaking skills of the control group. This result was graphed in Figure No.7. (see appendix 8).

Second, the previous table, unlike the control group, indicates that there are statistical significant differences between the mean scores of the experimental group on the pre- post listening and speaking test. Also, the significant values of the t-test are in order (0.000) and (0.000), which are less than the standard value (α < 0.05), which means that there is improvement in the listening and speaking skills of the experimental group. (figure, No. 8, in appendix 8). These differences could be due to formative assessment followed in teaching listening and speaking skills to the experimental group. Therefore, the third hypothesis of the study, " Formative assessment has a great influence than summative assessment on learning listening and speaking skills of EFL female students at Al-Baha University." can be accepted.

4.2 Discussion of the Results

Analyzing data statistically gave a clear vision of the effectiveness of using formative assessment in developing students' listening and speaking skills than summative assessment. Comparing between the control and experimental groups during the study, expanded the vision of the negative and positive sides of each of the summative assessment and formative assessment. Summative assessment encouraged students to memorize specific data to pass their exams and get high marks, meanwhile, formative assessment increased students' motivation to function the learned skills in real situations such as debating or discussing real topics with their colleagues . Students' participation inside the formative assessment class, increased. Students of experimental group could conceptualize their ideas about assessment. Assessment for them was no more a score got at an exam, it is an essential part in the learning process. Assessment is not just one way, from teachers to students, but also among students themselves through self-assessment and peer-assessment strategies. students became more responsible of their own assessment and so highly motivated about their learning and their improvement. Now, they could assess themselves, or assess their colleagues, understand more about their levels, points of weakness and points of strength. Formative assessment helped much shy students to use some formative strategies such as exit cards to ask or write what they did not understand from the lessons. Also, they could practice speaking with their colleagues instead of being afraid to speak in front of the whole class. Using formative assessment gave students the chance to evaluate the teacher himself by using the 1,2,3 strategy through which the expressed what they like more and what they did not like about the lesson and if what they could suggest for better learning. Results of assessment could guide future decisions about learning and teaching (Carless, 2011). Assessment could be seen as a process that involves many enjoyable and useful activities for students.

5. Conclusion and Suggestions

In sum, the present study proved the effectiveness of the formative assessment in teaching EFL listening and speaking skills. Assessment should be viewed as an integral part

of the learning process. Based on the findings of the study, The following points can be suggested:

1- Formative assessment should be used in balance with the summative assessment inside classroom. This combination of formative and summative assessment can have a greater influence on learning.

2- Summative assessment should be just used as a tool to classify students according to their levels. Consequently, the appropriate materials and methodology can be selected.

3-Teachers should vary the types of formative assessment inside the classroom to motivate students to participate and activate their roles in the class..

4- Students should be involved in the process of assessment through self- assessment and peer-assessment strategies, to be aware of the criteria, teachers use to evaluate them.

5- Using different formative assessment strategies in designing syllabus to

develop students' communication skills.

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