

The Impact of Formative Assessment and Remedial Teaching on EFL Learners' Listening Comprehension



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Formative Assessment



- The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there (ARG, 2002)

Five phases of FA cycle



- Planning (setting goals and objectives)
- Enacting and observing (collecting evidence)
- Interpreting (estimating the gap between the observed and the intended)
- Planning and enacting (making decisions to reduce the gap)
- Evaluating (assessing the effectiveness of the intervention)

Research question and hypothesis



- Do formative assessment and remedial teaching have any impacts on intermediate EFL learners' listening comprehension?
- Formative assessment and remedial teaching have no impact on intermediate EFL learners' listening comprehension?

Sample and Setting



- 34 intermediate students learning English at an English school in Zanjan, Iran.
- The participants included 17 males and 17 females in two intact classes which were randomly assigned to control and experimental groups.
- All the participants were within the age range of 18-22.
- They spoke Turkish as their mother tongue and Persian as their second language.

Instruments



- 1. Preliminary English Test (PET): The listening section of two different versions of PET which provide a practical way of assessing students' level of L2 listening were used as pre-test and post-test.
- 2. Classroom quizzes: Four formative quizzes were used during the treatment only in the experimental group. Quizzes were teacher-made and syllabus based. Items of the quizzes were in the forms of multiple choice, true/false, and fill in the blank. The function of these formative quizzes was to assess students' mastery of the objectives of the unit.

Materials



- *Expanding Tactics for Listening* by Jack C. Richards, which is intended for intermediate students, was used as the source of teaching material during class sessions.

Design



- The present study is a quasi-experimental pre-test post-test control group design.

Procedure



- Random division of the classes to two control and experimental group
- Having both groups listen for comprehension and details in each lesson
- Evaluation of learning of experimental group by giving quizzes every four session
- Intervention in case of problems

Planning and Enacting



- Interpreting: Word recognition and vocabulary knowledge
- Planning :
- Pre teaching the new words
- Having the students listen to each part three times
- First, they listened for general meaning

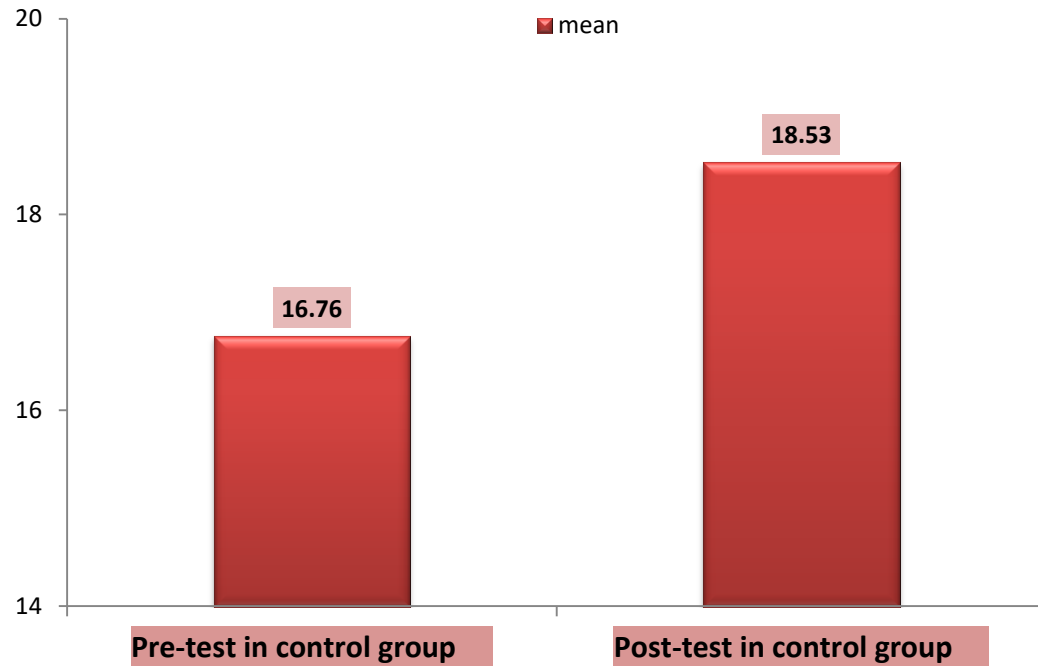


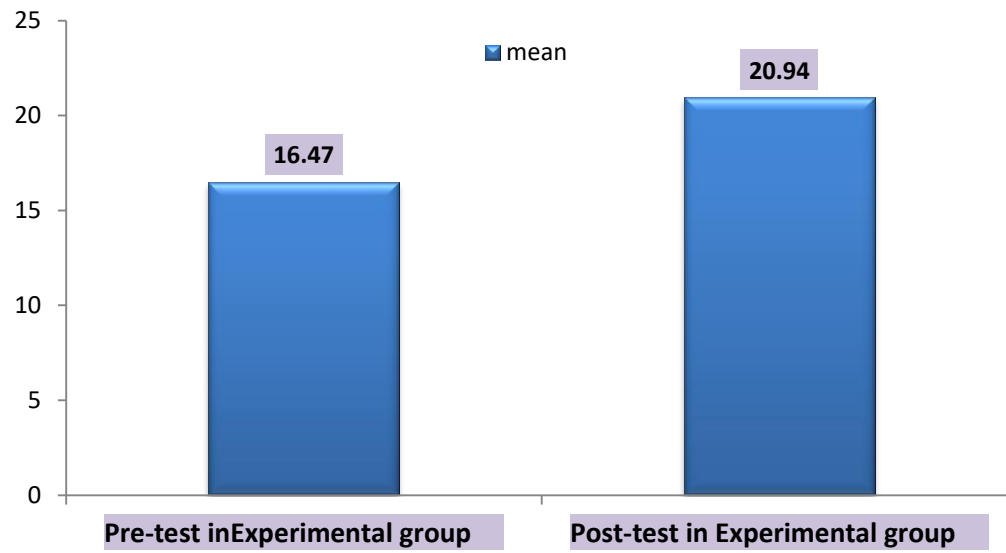
- explaining the meaning of the extra words and expressions they did not understand
- pausing at the end of each T-unit and having the students repeat after it.
- giving the students the post-test in two groups and comparing the results with the results of the pre-test to investigate the effect of formative assessment and remedial teaching on the listening comprehension of the students in the experimental group

Data Analysis



- ANCOVA was run to compare the function of both experimental and control groups after the treatment period and to show whether post-test differences were due to treatment – formative assessment and remedial teaching – effect or their possible variation in the starting point – pre-test





Analysis of ANCOVA



Analysis of Covariance (ANCOVA), Dependent Variable: Post-Test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	129.831a	2	64.916	38.123	.000	.711
Intercept	12.545	1	12.545	7.367	.011	.192
Pre-Test	80.390	1	80.390	47.211	.000	.604
Groups	59.826	1	59.826	35.134	.000	.531
Error	52.786	31	1.703			
Total	13425.000	34				
Corrected Total	182.618	33				

The Results of ANCOVA



- As it is shown in Table 3 , the first line shows that the pre-test is significantly related to the post-test ($P < 0.05$) with the magnitude of 0.604. The next line is the indicator of the main effect of the formative assessment and remedial teaching assessment on the dependent variable – listening post-test. After adjusting for pretest scores, there was a significant effect of the group, $F(1,31) = 35.134$, $p < 0.05$, partial $\eta^2 = 0.531$.

The Results of ANCOVA



- As P-value is less than 0.05, the difference between two groups is significant and the effect of formative assessment and remedial teaching on L2 listening skill is clear. Therefore, the research null hypothesis was rejected and the answer for the research question was 'YES'. That is, formative assessment and remedial teaching have a significant effect on the listening comprehension skill of Iranian EFL students.

Discussion and Conclusion



- Although, both groups show a certain degree of improvement, experimental group outperformed the control group in a statistically significant level and this became evident when having a closer look at the learners' performance in both groups.
- As the results of analysis of covariance (ANCOVA) indicated, the null hypothesis of the study has been rejected



- Based on these results, it can be concluded that the use of formative assessment, consisting of frequent, cumulative, and time-restricted quizzes with immediate constructive feedback and remedial teaching have a strong effect on improving the listening comprehension of the EFL learners which, in turn, allows for continuous readjustment of teaching and learning strategies leading to an improvement of student performance

Advantages of formative Assessment



- Implementation of this approach does not require a major allocation of financial and material resources by the educational institutions.
- Students' success is a motivating and inspiring factor for both students and their instructors
- This approach encourages students to work harder to learn more and to inculcate enthusiasm in teachers to continue with their innovative ways.



- It improves teacher student interaction which itself may trigger learners' active involvement and motivation.
- Formative assessment, a form of assessment for learning (AFL), provides the opportunity for teachers to make appropriate adaptations to meet students' needs; as a result, assessment and consequently learning become goal oriented.