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The Impact of Formative and Summative Assessment on Vocabulary Enhancement in EFL Classroom: case of LMD3 students at the department of English at Tlemcen University

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Declaration of Originality

I, Samir Benlazar, declare that my dessertation entitled, "The Impact of Formative and Summative Assessment on Vocabulary Enhancement in EFL Classroom: case of LMD3 students at the department of English at Tlemcen University", contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this dissertation is my own work.

September, 2019   **Mr. Samir Benlazar**

Dedications

To my sparkling precious stones, to the ones who conceived an offspring and sacriffied for my joy, to the people who filled me with adoration and expectation.

To my beloved mother and father, the source of my success in my life

To my lovely sisters and my beloved brother

To all my loyal and truthful, loving and secretive friends, who supported me.

every second

May God bless you all

Acknowledgments

Abstract

Foreign language teaching and learning have changed from teacher-centered to learner/learning-centered environments. Relying on language theories, research findings, and experiences, educators developed teaching strategies and learning environments that engaged learners in interactive communicative language tasks. Assessment plays an integral part on the student learning carrier. It is used to evaluate the student and the teacher during the teaching/learning process, and it gives valuable information for both sides; for the learner it helps him/her to be aware about the weaknesses and straights. For the teacher, it serves to collect the data about his students and start working from this point. In this particular prospect, the current investigation discusses the impact of formative and summative assessment on vocabulary learning of the EFL learnersin general and on vocabulary acquisition in particular. For this purpose, a case study including forty L3 students from the department of English, University of Tlemcen was undertaken. Two research instruments were used to collect the needed data, a questionnaire for the students and an interview for the teachers. The collected data were both analyzed quantitatively and qualitatively. The findings reveal that assessment in general has a positive impact on students, by trying to improve the students learning and the teacher's development. It also highlight that formative assessment has better ways in developing student's vocabulary improvement which makes it more effective than summative assessment in EFL classrooms.

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LMD: Licence Master Doctorate

EFL: English Foreign Language

ESL: English Second Language

FACTs: Formative Assessment Classroom Techniques

M1: Master one

M2: Master two

General Introduction

General Introduction

Vocabulary teaching is central to language and of critical importance to EFL language learners). Many linguists including agree that communication success is a rich source of vocabulary. Among the components of language vocabulary learning is a language component that has been the study matter of many linguists for many years. Many research studies reveal that knowledge of vocabulary is of utmost importance for EFL/ESL students are very important. Learning vocabulary is a continuous process that takes time and practice for this reason, various vocabulary learning methods , vocabulary strategies , and various teaching/learning tools that helps students learn vocabulary have been studied.

Although a lot of work was devoted to learning how to use learning strategies in the process of learning words and vocabulary, few studies have explored the use of rankings, especially the use of formative and summative ratings as a tool, tools to increase vocabulary. The study of vocabulary is a flourishing area in language teaching which is creating a need for new approaches to vocabulary assessment.

Formative assessment can improve teaching and learning, giving students more targeted applications. When students explicitly comprehend their learning objectives, and their progress toward those learning objectives, they are more stimulated. Furthermore, when teachers obviously comprehend how well their students are learning content; they can make better decisions about how to distinguish and rate learning experiences in the classroom.

The key to use summative assessment is to use it to view the final rating as a tool for measuring student content at any time. The information gathered through this type of assessment is important, but it can help you evaluate certain aspects of the learning process. This is because it spreads through education every few weeks, months, or even once a year. Summative assessment is a tool that can be used to evaluate the effectiveness of a program, improve a school, adapt a

curriculum, or target a student to a specific program. The overall score is too long to provide information at the class level, as for change and mediation in the learning process.

The aim of this study was to provide insights on the impact of formative and summative assessment on vocabulary enhancement in EFL classrooms in the department of English at Tlemcen University. The purpose of this research is to find answers to the following research questions:

1- How can formative and summative assessment enhance the EFL learner's vocabulary?

2- Between formative and summative assessment which one is more effective in enhancing the learner's vocabulary?

The research hypotheses that have been derived are:

1- Both formative and summative assessment have a positive influence on the learner's vocabulary enhancement.

2- Formative assessment is more effective than summative assessment in term of vocabulary improvement.

This research aims to find out how formative and summative assessment influences the learner's vocabulary at Tlemcen Unuversity and the department of English in particular. It also discusses about the effectiveness of both formative and summative assessment in term of vocabulary improvement. The second chapter of this work is the practical part of the work which focuses on the research methodology used to conduct this research.This chapter is devided into two parts. The first part deals with the description of the research setting, the case study, and the selected sample, as well as, the research instruments used.While the second part relates to the analysis of the main results collected from the two instruments of research, a students' questionnaire and a teachers' interview.

Chapter One

Chapter one: A Theoretical Review on The Impact of Formative and Summative Assessment on Vocabulary Enhancement

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1.1 Introduction:

Teaching and learning is a procedure that incorporates numerous factors. These factors connect as students move in the direction of their objectives and fuse new information, practices, and abilities that add to their scope of learning encounters. It should be recoganized that learning a second/foreign language is not an easy task as the learning of mother tongue, but things become different and somehow easier with the right tools.

The relationship between assessment, teaching and learning is dynamic and interactive. The act of gathering, analysing and using assessment information is integral to the teaching and learning process. Different terms are utilized to depict aassessment processes and their specific purposes. The reasons of assessments can be depicted as assessment for learning, and assessement for learning.

The beginning of this chapter aims at giving a theoretical background about the concept of assessment.monitoring some definitions and characteristics. Moreover, this chapter is dealing with the impact of formative and summative assessment and their impact on the vocabulary learning of the EFL students

1.1 Overview of Teaching and Learning Vocabulary:

Vocabulary is one of the most important skills in teaching and learning a foreign language, it is the foundation for all other skills, such as reading, listening, speaking, writing, and pronunciation. Vocabulary is the main tool for the effective use of the language by students. Whenever a student uses the language as a mother tongue, watches movies without subtitles, listens to favorite songs, read text or writes letters to friends, he/she should always deal with words.

Vocabulary teaching is central to language and important for learning the EFL language. Many linguists agree that success in communication is the basis of a good vocabulary. Vocabulary is very important for EFL, but it seems tedious and time consuming , vocabulary can be considered as an area of language education in which

students have to be tested in order to asses student success in vocabulary practice and to asses relevant vocabulary skills to meet the needs of communication. Therefore, it is interesting to see if the use of assessment can improve the lexical process.

Over the past two decades, interest in vocabulary teaching and learning has changed. With the emergence of the communicative approach it has become one of the broadly discussed issues in the theories of language learning (Cody & Huckin, 1997, cited in Farhady,2006). Therefore, for some time, various vocabulary learning strategies and instructions have been studied to help students learn vocabulary.

The concept of everyday vocabulary is defined by the dictionary. We are inclined to think of it as an inventory of individual words. With their connected meanings Read,(2000:56).thus, generally defined, "vocabulary is knowledge of words and word meaning" Lehr (2004:79). However, as Kamil and Hiebert (2005) state, vocabulary is more complex than this definition suggests.

Vocabulary knowledge is not something that you can fully master, this something that gets deeper in life. Vocabulary instructions include more than just findings words in a dictionary and applying them to a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific word and word learning strategies Stahl (2005:257).

Vocabulary is the flesh of a language and grammar is the skeleton. To be productive in a language, students must be able to communicate verbally, as well as know a certain number of words to communicate.

According to Laufer (1997:145), among the components of language, vocabulary learning is a language component that has been the study matter of many linguists for many years. Probably, one of the main reasons for this is that many scholars consider that vocabulary learning is at the heart of the language learning and language use.

1.3 Approaches to Vocabulary Learning:

Student's vocabulary learning approaches were surveyed in two distinct learning environments. Graves (2000:122) identifies four components of an effective vocabulary program:

*Wide or extensive independent reading to expand word knowledge.

*Instruction in specific words to enhance comprehension of texts containing those words.

*Instruction in independent word-learning strategies.

*Word consciousness and word-play activities to motivate and enhance learning.

For a long time there was a debate among linguists in term of whether vocabulary is acquired effectively through implicit or explicit learning (Celce –Murcia,2001)

1.3.1 Explicit Vocabulary Learning:

In a simple vocabulary, words are obtained through context. Proponents of this approach suggest that students need lessons that include strategies that can make the vocabulary process more productive. Celce-Murcia (2001:231) claims that the role of explicit vocabulary learning is especially important at the entry level. The reason he suggested is that students should first give clear directions. He claims that the vocabulary process changes randomly after a while.

There are two approaches to explicit vocabulary learning: explicit instruction and strategy instruction. The first approach, called explicit instruction, shows that students should study vocabulary explicitly. In other words, instructions used during the vocabulary teaching process should be clear and precise (Cody.1993.nation, 2001).

The second approach is called strategy instruction. It suggest that the vocabulary learning process can become much more efficient when appropriate strategies are implemented during the vocabulary learning process (Cohen, 1998; Weaver, &

li,1997). Between the strategies proposed by proponents of this approach suggest we can mention word grouping, word association, and imagery, all of which are considered to be the subcategories of memory strategies.

1.3.2 Implicit Vocabulary Learning:

In implicit vocabulary learning the target word is obtained by repetition in other linguistic contexts. Implicit vocabulary learning aims to develop learner's recognition rather than production abilities Paribakht & Wesche (1997). Thus, it becomes obvious that implicit vocabulary learning develops receptive rather than productive knowledge of the learner Nunan ,(2003). The advocates of this approach claims that such communicative activities as reading and listening can serve as a good means of learning vocabulary Hulstijn (2003:83). Krashen (1999) is among the authors who support implicit vocabulary learning, he claims that vocabulary can be learned through reading if it matches the student's language skills. Another view that supports implicit vocabulary learning is suggested by Nagy, Herman and Anderson (1988). According to them, it is best to study vocabulary in reading. Nagy and Herman (1987:159) noted that new words that are familiar concepts are easier to learn by chance when they are independently than theoretically more complex words. In another study, Swanburn and Glopper (1999) found that middle level and secondary readers get a partial understanding of about 15% of unknown words meet while you read. Matsuoka and hirsh (2010) think that there is a close connection between vocabulary and reading comprehension. Furthermore, Cody, Mogoto, Hubbard, Grany and Mokhtari (1993:248) found that improved reading of L2 may be cause by an increase in vocabulary. This study is an important part of a comprehensive vocabulary program and supports extensive reading. Thus, extensive and regular reading is associated with the study of vocabulary, as well as with academic success.

Many studies show that knowledge of vocabulary is very important for EFL/ESL students. Learning vocabulary is an going process that takes time and practice. Although vocabulary is easy to learn, students have serious problems remembering the large amount of vocabulary needed to learn a language. Thus, various vocabulary

learning skills, vocabulary strategies, and various teaching/learning tools to help students learn vocabulary have become subjects.

1.3.3 Assessment Language Teaching and Learning:

Traditionally, teachers encourage students to use grades (final exam, unpublished pop tests, lack of score cards or failure). To maximize learning, teachers believe in maximum fear. Assessment has served as the great intimidator. Pressure to get high scores and good grades, it has been believed, boost greater effort and thus more learning Stiggins (2005).

The latest change in the mission of teaching has changed this traditional view of the relationship between assessment and motivation Stiggins (2005). In recent decades, assessment has witnessed a great shift from a discrete component-based perspective to a task based, performance _oriented approach". Accordingly, the traditional psychometric procedures are no longer as valid as principals of self-and peer-assessment or formative criterion-referenced assessment (Alderson, 2002, Bachman, 2002, cited in Farhady, 2006).

Generally, assessment is considered to be a key element in the overall quality of teaching and learning Heritage, Vendlinski & Herman (2008:148). Assessment in education entails the many process included in order to accomplish educational aims and objectives Onjewu (2006:35).

Different types of language tests are widely used by teachers and teachers in the real world to collect information used to make decisions about students. These applications of language assessments and the decisions that are made have consequences for stakeholders, the individuals, programs, institutions and organizations that will be influenced by the assessment and the decisions made Bachman (2010). In general, grades are used to evaluate curriculum. Evaluation will reveal the strengths and weaknesses of students who will help improve learning and decide who to choose in the program. Overton (2010:226) defines test as an instruments used to identify a student's ability to complete tasks or show mastery of a skill or knowledge of content. Some types would be multiple choice tests, or weekly

spelling test. While it is commonly used interchangeably with assessment, or even evaluation, it can be distinguished by the fact that a test is one form of an assessment. Some of the basic principles of measurement in educational evaluations would be raw scores, percentile ranks, derived scores, standard scores, etc Overton(2010:177).

The introduction to the primary school curriculum (1999) defines assessment as important for the teaching and learning process and emphasizes the importance of training and product evaluation processes. Grades are applied to the study of the process and learning outcomes in each area of the curriculum. Assessment clearly explains the short-term and long-term needs of the students and plan additional work. Evaluation also encourages students, between teachers and teachers and parents, and between teachers and teachers Primary school curriculum (1999).

1.4 Definition of Assessment:

There are many ways to assess student performance. Some of the most effective evaluations are those that are formally and informally applied by parents/guardians at home and in meetings with independent teachers. Those who deal directly with students are in an important position to fully understand the skills and achievements of these students.

Assessment is the systematic , ongoing process of gathering and interpreting evidence of student learning to determine if a program is meeting its learning goals the using that information to improve the program.

According to Evangeline Harris Stefanakis (2002:184) "The word assess comes from the Latin assidere, which means to sit beside. "Literally then, to assess means to sit beside the learner". Assessment is the collection of relevant information that may be relied on for making decision. Fenton (1996). Also, T.Marchese (1987) stated that assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

1.5Types of Assessment:

An important distinction of assessment is how the assessment procedures should be used, i.e. the function of assessment brown ,(2004). Two terms are often used to classify assessment functions: Formative and Summative assessment.

1.5.1 Summative Assessment:

It is used to evaluate student's learning at the end of an instructional unit by comparing it against some standard or benchmark. Mantz York (2003) defines summative assessment as evaluation of the extent to which students meet the course's objectives through a midterm or final examination. Summative assessment has been contrasted with the formative one, which has its roots in the field of program evaluation Nicholo P. & al (2008).

Garrison and Ehringhaus (2007:257) demonstrate that summative assessments are sometimes compiled to determine what students know and don't know. Yet, summative assessments should not be associated only with standardized tests such as state assessments, but are also an important component of educational fields and programs.

Summative assessment should be considered as tool to measure student standards at any given time. The information gathered in this type of assessment is very important, but helps to evaluate only some aspects of the learning process. Spreading and appearing every few weeks, months, or even once a year, summative assessment is a tool that can be used to evaluate the effectiveness of the program. Summative assessment happens too far down the learning path to provide information about the classroom level and to make instructional adjustments and interventions during the learning process.

Summative assessment is typically described as "assessment of education" whereas formative assessment is known as "assessment for education". Consequently, many researchers and experts in the field identify "assessment of learning" and "assessment for learning" Black & William,1988;Arter(2003).

Assessment of learning implies looking back and identifying to what extent the learner has accomplished objectives, however, it does not necessarily show the way to future progress Brown (2004:101). As to assessment for learning, it aims to evaluate learners in the process of forming their competences and skills in order to assist them to continue that growth process. The key in this kind of assessment is the delivery (provided by the teacher) and internalization (applied the learners) of relevant feedback on performance, with an intent towards the future progression of learning Brown(2004).

1.5.2 Formative Assessment:

Formative assessment is used to monitor student's learning to provide ongoing feedback that can be used by instructors or teachers to improve their teaching and by students to improve their learning. According to Black, William (1988) and Shavelson (2003) formative assessment collects and uses information about the student's knowledge and result, and with the help of educational measures, bridges the gap between the student's current state of learning and the desired conditions. Garrison and Ehringhaus (2007:129) believe that in classroom practice, formative assessment provides the information necessary for learning and adapting to learning. In this case, formative assessment informs the teacher and student about the need for timely adjustment. This coordination helps students achieve their standards-based, focused learning objectives over a period of time. Formative assessment strategies exist in different formats, but there are several ways to distinguish them from the overall assessment. It can be stated that formative assessment is part of the curriculum. When applied into classroom practice it give the information needed to adjust teaching and learning while they are happening. Types of formative assessment include analyzing student assignments, including informal monitoring, worksheets, pop quizzes, magazines, diagnostic tests, tests, quizzes, homework, portfolios and collections of student's work.

1.6 Differences between formative and summative assessment:

*The first big difference is when the assessment takes place in a student's learning process. As the definition already gave away, formative assessment is an ongoing activity. Formative assessment takes place during the learning process, not just one time but several times. Summative assessment takes place at a complete other time; not during the process, but after it. The assessment takes place after a course or unit's completion.

*There is also a big difference between the assessment strategies in getting the right information of the student's learning. With formative assessment you try to figure out whether a student's doing well or needs help by monitoring the learning process. When you use summative assessment, you assign grades. The grades tell you whether the student achieved the learning goal or not.

*The purpose of both assessments lie miles apart. Formative assessment, the purpose is to improve student's learning in order to do this you need to be able to give meaningful feedback. For summative assessment, the purpose is to evaluate student's achievements.

*Formative assessment includes little content areas, for example: 3 formative evaluation of 1chapter. Summative assessment includes complete chapters or content area. For example: just 1 evaluation at the end of a chapter. The lesson material package is much larger now.

*Formative assessment considers evaluation as a process. This way, the teacher can see a student grow and steer the student in an upwards directions. With summative assessment it's harder for you to steer the student in the right direction.

1.7 The principals of Assessment:

a-Assessment should be valid: Validity allows the assessment of tasks and related criteria for the effective measurement of student achievement to an appropriate level in the planned learning outcomes.

b-Assessment should be reliable and consistent: Assessment must be reliable and this requires a clear and consistent for the process of job definition, marketing, ranking, and moderation of assignments.

c-Information about assessment should be explicit, accessible and transparent: Students, staff, and evaluators or other external examiners must provide clear, accurate, consistent, and timely information about the work and assessment procedures.

d-Assessment should be inclusive and equitable: A comprehensive and impartial assessment needs to be done to ensure that groups or individuals will not discriminate against tasks and procedures without compromising academic standards.

e-Assessment should be an integral part of program design and should relate directly to the program aims and learning outcomes: Assessment should reflect the main characteristics of the department or subject and give students the opportunity to develop various general skills.

f-The amount of assessed work should be manageable: The required mission planning and assessment of tasks should provide a reliable and valid activity profile without burdening staff or students.

g-Formative and summative assessment should be included in each program: Formative and summative assessment should be included in the program to ensure the correct solution of the assessment tasks. Many programs may want a diagnostic assessment.

h-Timely feedback that promotes learning and facilitates improvement should be an integral part of the assessment process: Students are entitled to receive feedback on the submitted test items, and if necessary a resume. The nature, level and time of feedback for each task should be clearly explained to students in the first place.

i-Staff development policy and strategy should include assessment: All students participating in student assessment should be able to complete assignments and responsibilities.

1.8 The purpose of formative and summative assessment:

Summative assessment is to evaluate student learning and teachers teaching after a teaching period (Anthony J & Susan M, 2005). It has clear evaluation criteria. American educator Bloom (et al.,1971) pointed out that summative assessment is an assessment of the course, the education program's validity and education research in order to classification, identification, evaluation of progress after a teaching program or the end of the term. Summative assessment is that teacher wants to find out what the students can remember about the course material so that a mark cab be determined. It lets the teacher sum up" what the students have learned, or to make judgment Luo Shaoqian (2003:79)

Research supports the power of assessment to amplify learning and skill acquisition Başol & Johanson(2009). Summary assessment is a form of Assessment is done at the end of the unit or at a certain point over time, like the end of a school year. It values mastery of learning and provide information about what students know and what they don't know. Often Summary appraisal consists of appraisal tools intended for measurement Student performance based on criteria given based on certain criteria training standards.

What makes summative assessment so invaluable is that each high-stakes test may result in educators using the data for decisions with significant long-term consequences affecting a student's future. Passing through important benefits, such as receiving a high school diploma, a scholarship, or entry into college, and failure can affect a child's future employment prospects and earning potential as an adult Geiser & Santelice s(2007).

Additionally, summative assessment plays a role in improving future instruction by providing educators with data on the effectiveness of curriculum and instruction. Knowing what methods worked for a lesson or semester may not help current

students, but it can provide educators with the necessary insights into how and where to redesign instructional practices to elevate next year's student scores (Moss, 2013).

Because summative assessment happens after instruction is over, it has little value as a diagnostic tool to guide teachers in making timely adjustments to instruction aimed at catching students who are falling behind. It does not provide teachers with vital information to use in crafting remedial instruction. Formative assessment is a much more effective instrument for adjusting instruction to assist student's master material (Garrison & Ehringhaus, 2007; Harlen & James, 1997).

Formative assessment is a potentially transformative educational tool that, when clearly understood and used effectively, benefits teachers and their students. Formative assessment is a process used by teachers and students throughout the class and provides feedback to adapt ongoing teaching and learning to better achieve the learning outcomes intended by students.

In 1989, Royce Sadler established the essential purpose of formative assessment as the means to identify the gap between a student's current status in learning and some desired educational goal. However, the purpose is really more detailed than that. According to Rassi (1999), the purpose of formative assessment is to monitor students' acquisition of knowledge and skills during educational preparation, that is, during the time when students' basic and professional knowledge, skills, and attitudes are being 'formed.' Ongoing assessment helps students and their academic and clinical instructors to systematically track and document progress toward the attainment of learning outcomes. Assessment results can also serve as useful indicators for responsive and responsible educational planning.

Over the past several years, a growing emphasis on the application of formative assessment has emerged (Black & William, 1998, Leng &M. Han, 2004). The common thread is that a formative assessment is defined by more than the assessment itself. Definitions given to formative assessment by different scholars abound. Black and William (1998) define assessment broadly to include all those activities undertaken by teachers, and by their students in assessing themselves. Provide information that can be used as feedback to modify participating training and

educational activities. According to this definition, an assessment includes student performance analysis, including teacher observation, class discussion, homework, and exams, so the assessment is formulated when the information is used to align teaching and learning with student needs. FAST (Formative Assessment for Students and Teachers) defines formative assessment as a process used during instruction to give feedback for the modification of constant teaching and learning with the aim to improve student achievement related to instructional objectives (Melmer, Bumaster&James, 2008). According to Sadler (1998: 12) "Formative assessment refers to assessment which is specifically intended to provide feedback on performance to improve accelerate learning".

Department of Education and Skills (2006: 5), states:

…"Formative assessment has become a more important and shaper tool. It is not an infrequent activity at the end of a work, but a complex, joint activity between teacher and student. It helps teachers to determine what students have or have not achieved. While students increase their understanding of the standards expected, their progress towards it and what they need to do to reach it. All this, of course, provides information to help teachers adjust their teaching"

Overall, it can be stated that formative assessment is part of the instructional process. When applied into classroom practice, it gives the information needed to adjust teaching and learning while they are happening. For the purposes of the current study, a formative assessment is any assessment that is deliberately and intentionally connected to instruction, can provide diagnostic information about students, and is not aimed at assigning summative or end-of-course grades.

Assessment for learning is any assessment which in its design and practice pursues the goal to encourage pupil's learning. It, therefore, differs from assessment designed mainly to serve the purposes of accountability, or ranking, or of certifying competence. An assessment activity can assist learning if it gives information to be used as feedback, by teachers, and their pupils, in assessing themselves and each

other, to adjust the teaching and learning activities in which they are involved Black & William (1998).

1.9 The Benefits of Formative and Summative Assessment:

Formative assessment is becoming increasingly important and widely recognized for the benefits it can bring to the learning experience. Teachers and educators can use formative assessment as a critical plank in their pedagogical practice.

This approach allows learners to make mistakes, clarify their understanding and act on feedback to develop their skills and knowledge. The process can be done in a supportive environment which allows learners to test, create, innovate and challenge without the pressure of summative grading. Moreover this process can prepare students for summative assessment by removing the fear and familiarizing them with the tools of assessment technique Formative assessment is a key tool in tracking a learner's progress and ensuring they're getting the most out of their program.

Formative assessments are not graded, which takes the anxiety away from students. It also detaches the thinking that they must get everything right. Instead, they serve as a practice for students to get assistance along the way before the final tests. Teachers usually check for understanding in the event that students are struggling during the lesson. Teachers address these issues early on instead of waiting until the end of the unit to assess. Teachers have to do less reaching at the end because many of the problems with mastery are addressed before final tests.

According to Lang, et al (2008), the formative assessment process came from educators working on ways to accelerate student achievement and help predict how students will perform on standards-based statewide tests. The usage of formative assessments in class as a way to guide instruction and to authentically determine student mastery offers many advantages, far beyond higher test scores. According to Chappius & Chappius (2007). Although all formal assessment practices have the potential to enhance student learning, some of the specific benefits of formal assessment are as follows:

- Timeliness of results enables teachers to adjust instruction quickly, while learning is in progress.
- Students who are assessed are the ones who benefit from the adjustments.
- Students can use the results to adjust and improve their own learning

In very simple terms, in contrast to summative assessment, formative scores enable students and teachers to gain a more detailed understanding of student abilities, which can be used to inform correction, teaching, and training strategies. In formative assessment, we work with students and do nothing for students. We strive to use formative assessment data to help students master the curriculum and identify their strengths and weaknesses

There are numerous advantages when a summative evaluation is considered in the academic arena. A few of them are mentioned below.

1. To know if students have understood: Summative assessment follows specific assessment strategies through assignments, tests, projects and more. In this way, the teacher can understand if students have learned and understood the subject. Tasks are summarized as they are used, not in test designs, assignments or self-assessments. In this way, the instructor can understand the extent to which students have understood the material being taught.

2. They determine achievement: The usual procedure is a summative assessment performed at the end of each study period. In this way, summary assessment is seen as evaluative rather than diagnostic.

The real point is that this review is used to track training growth and success. They are also used to evaluate the effectiveness of educational programs. Another big advantage is that they are used to measure improvements in terms of goals and objectives. In addition, decisions about the appointment of courses are made with a summary assessment**.**

3. They make academic records: The results of summary scores are those that are recorded as grades in the student's academic record. They may be in the form of test results, written assessments or assessment cards that can be used in the college admission process. Many schools, districts and courses consider aggregation as the main parameter in the ranking system.

4. Provides opportunity: Summative assessment is a motivator because it helps people and gives them the opportunity to develop a learning environment. This is an outcome based learning assessment**.**

5. Boost individuals: The results of the summary assessment are considered as stimulant factors if positive. This type of assessment increases trust and is also a stepping stone for certain behavioral changes at work or in facilities**.**

6. Weak areas can be identified: Using the results of summative assessments, trainers and trainers can identify vulnerabilities where the results are consistently low. In this way alternative methods can be used to improve results. There may be new training sessions for upcoming events that are success-oriented.

7. Training success can be measured: This type of assessment helps determine the success of the methods used for the training program. They are equated and respected with others**.**

8. Measures educator's performance: With the help of summative assessments, the principal can measure faculty or instructors. This rating can be used to measure the level of performance of all trainers. School requirements for teacher accountability are met with summative assessments**.**

The assessment is carried out in a form that contains a checklist and some random stories. Evaluation is also about professionalism, the teaching climate, planning, learning, preparation and more.

9. **Gains a better understanding:** If summative assessments are considered at the organizational level, they will be carried out within the project implementation deadline and usually until the end of the project. They can also be referred to as ex post evaluations. This type of assessment involves more quantitative and objective methods of data collection. They refer to machines for accountability assessment.

Therefore, to get a better understanding of the project, a summative assessment uses quantitative and qualitative methods. It also helps people to understand why and what is happening.

1.10 The application of Formative and Summative Assessment in Vocabulary Learning:

EFL student's vocabulary assessment is extensive and relevant, it is important to consider a word as the most important block of speech, a unit of meaning from which larger structures, such as sentences, paragraphs and texts, originates. Many language teachers and applied researchers now realize the importance of studying vocabulary and find ways to promote it more effectively. In another point of view, vocabulary can be seen as a central area in language teaching, needing testing tools to check learner's progress in vocabulary learning and to assess how sufficient their vocabulary knowledge in order to meet their communicative needs(Read,2000).

Milton (2009) formative assessment is an important tool in teacher's kit as it enables to provide student's feedback throughout the term and help them as they progress toward their goals in any particular unit while learning vocabulary. A positive assessment is all that a teacher does to evaluate or test student understands of a subject during their study. Vocabulary training offers many methods and techniques for formative assessment. This can be an exam or quiz, an oral question and answer session or a short summary, as well as a presentation of a book. Formal assessment and feedback give students time to stop and evaluate their performance before reaching key notes. Hugan (1999) claims that when the above –mentioned formative assessment classroom techniques (FACTs) are applied regularly in the vocabulary teaching /learning process, they can have the following impacts:

*For teachers, FACTs can:

-Offer day-to-day feedback that can be implemented immediately in vocabulary teaching.

-Provide useful information about what students have learned without the amount of time required for preparing tests, reading papers, etc.

-Let address student misconception or lack of understanding on the vocabulary structures in a timely way.

-Assist to promote good working relationships with students and boost them to understand that vocabulary teaching and learning are on-going process that require full participation.

*For student, FACTs can:

-Help develop self-assessment and learning management skills in vocabulary learning.

-Diminish feelings of isolation and importance, especially in large classes.

-Raise understanding and ability to think critically about the course content, i.e., vocabulary learning.

-Encourage an attitude that values understanding and long-term retention.

In most cases, formative assessments include feedback. In fact, this is considered a key factor in the assessment. As Ramaprased (1983) claims, it is significant to provide some type of feedback at least every other day: the teacher should provide students small opportunities to show what they have learned and allow them to know whether or not they are on the right track. To make vocabulary teaching /learning more effective, teachers can ask questions and answers at the beginning of the lesson or give students simple mini-tests with three questions at the end of the lesson. You can also group students and make a list of words and phrases that they know about

the subject they are studying. Short frequent feedback can help students reduce confusion and confusion before they get confused.

It is also important to show students what they have learned and give them small, reasonable opportunity to do this regularly. In addition, the teacher can review the materials of the day with tests for assignments, run tests to start lessons on the board, or ask students to write paragraphs covering topics described using the target vocabulary structure. Those small formative assessments provide the teacher an opportunity to evaluate the progress of her/his students understanding of a topic, and they also add grades to an overall class grades Marzano(2003:154).

As Boston (2002:133) claims it is also effective to set up time to hold individual student meetings. Teachers can give formative assessments to students. After completing a test or a small exam, meet with each student to complete the assessment. Overall feedback is often faster than the ability of students to ask questions and answer, as well as talk about the words and actions of the teacher.

It is very important to use a formal assessment in the process of teaching/studying vocabulary, but it is important to use the name. Marzano (2003) defines a rubric as document that summarizes assumptions for an assignment, and it also clarifies to a student the level of comprehension he must have about the topic. The rubric helps teachers classify requirements of assignments and helps students quickly and clearly identify their strengths and weaknesses in specific assignments based on the results of the rubric.

Formative tests play a vital role in vocabulary enhancement within the field of foreign language learning. Read (2000: 115) claims that "discrete, selective, context independent vocabulary tests have been an integral part of the educational measurements science for the whole twentieth century. They possess all the virtues of an objective language test and for a long time were considered to be very productive. Tests such as multiple choice, gap filling, matching, true/false items, cloze tests are still of great used. Simultaneously, the current view in language testing is that vocabulary knowledge should be assessed indirectly through the test takers

performance of integrative tasks which indicate how well they can draw on all their language recourses to utilize the language for a wide range of communicative purposes Read (2000:244).

A formalized exam serves as an assessment tool for assessing students current knowledge of a topic. Provide feedback on topics that you have learned and mastered before the session ends, but researchers and experts who are interested in vocabulary training constantly need an assessment tool. Most of their work can be classified as focused on the size (width) of the vocabulary or the quality (depth) of the vocabulary.

When giving understudies summative appraisals, it is essential to instruct understudies to approach this evaluation and apply test-taking aptitudes in which they can discover pieces of information to the right words, for example, utilizing setting signs and the procedure of disposal. Understudies ought to likewise be furnished with the chance to rehearse with these evaluations as they will at that point have the option to manufacture their own certainty with regards to test-taking that conveys an evaluation or an institutionalized score. Purposely utilizing "test" when acquainting an appraisal with understudies can be exceptionally advantageous as they will become used to the word and won't be apprehensive when they hear the word later on. Questioning after a test helps understudies in verbalizing their reasoning.

Summative assessment is to evaluate student learning and teachers teaching after a teaching period Anthony J & Susan M5 2005). It has a clear evaluation criteria. American educator Bloom et al (1971) pointed out that summative assessment is an assessment of the course, the education program's validity and education research in order to classification, identification, evaluation of progress after a teaching program or the end of the term. Summative assessment is that teacher wants to find out what the students can remember about the course material so that a mark cab be determined. It lets the teacher sum up" what the students have learned, or to make judgment Luo Shaoqian (2003).

What makes summative assessment so invaluable is that each high-stakes test may result in educators using the data for decisions with significant long-term consequences affecting a student's future. Passing bestows important benefits, such as receiving a high school diploma, a scholarship, or entry into college, and failure can affect a child's future employment prospects and earning potential as an adult Geiser & Santelices (2007). Additionally, summative assessment plays a role in improving future instruction by providing educators with data on the effectiveness of curriculum and instruction. Knowing what methods worked for a lesson or semester may not help current students, but it can provide educators with the necessary insights into how and where to redesign instructional practices to elevate next year's student scores Moss (2013).

Because summative assessment happens after instruction is over, it has little value as a diagnostic tool to guide teachers in making timely adjustments to instruction aimed at catching students who are falling behind. It does not provide teachers with vital information to use in crafting remedial instruction. Formative assessment is a much more effective instrument for adjusting instruction to assist student's master material (Garrison & Ehringhaus, 2007; Harlen & James, 1997).

In term of vocabulary enhancement, summative assessment tries to leave an impact as the previous type. This type of assessment help the vocabulary learner to evaluate his vocabulary level by putting it into the test, this test helps the student measure his/her writing and oral capacities in a specific target language, and this may help the student to know his weaknesses and strengths.

Summative assessment can give the student the opportunity to develop new ways to enhance his/her vocabulary; after putting the students into a language test he/she will be able to figure the missing point and that may lead the student to search for new and efficient ways to facilitate the vocabulary learning process.

1.11 Conclusion:

Summative assessment and formative assessment have various structures and capacities. The kind of the selection of evaluations relies upon what we need to know, what the intention is. To survey adequately, the sort must match the outcomes required, yet it is not necessarily the case that there is just a single alternative, rather there are typically a few unique choices. We pick the sort dependent on the accessible assets, and utilize the most recognizable and best approach to assess. The national or the college's brought together summative evaluation is definitive.

Formative and summative assessments are both important and necessary in the development of any course. Formative assessment not a test, nor an instrument, but rather an approach to teaching and learning that uses feedback as its centerpiece is a supportive classroom context. On the other hand, summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period and are generally evaluative, rather than diagnostic.

Chapter Two

Chapter Two : Research Design and procedures .

 2.1 Introduction

2.2 research Settings

2.3 Case Study

2.4 Sample Selection

   2.4.1 **learner's Profile**

   2.4.2 **Teacher's Profile**

2.5 Research Instruments

   2.5.1**Student's Questionnaire**

   2.5.2 **Teacher's Interview**

2.6 Data Analysis

   2.6.1 **Questionnaire Analysis**

   2.6.2 **Interview Analysis**

2.7 Data Interpretation

2.8 Conclusion

2.1 Introduction:

This chapter discusses the empirical aspects of this study. There should be a clear explanation of the methods used in the research, and investigate the impact of formative and summative assessment on the development of EFL learner's vocabulary enhancement. It consist of two parts : theory and practice . The theoretical part deals with a main description of the research setting, case study and selection of target sample. Finally, two research tools will be discussed; student's questionnaire and the teacher's interview. The second part is practical which includes a qualitative and quantitative analysis of the data collected.

2.2 Research Setting:

The information were collected in the faculty of letters and foreign languages, the English section of the university of Tlemcen. In 2009 , the department of English has adopted a new system which is called LMD system (License , Master , Doctorate) . License includes three years of studying English language , Master (M1 to M2) which contain three fields of study ; Literature and Civilization , Language Studies , and Didactics and Assessment, and the last one is Doctorate level .

2.3 Case Study :

The case study seems to be the examination of the target situation where conducting a research, Robert K .Yin (1994:13) defined it as " an empirical inquiry that investigates a contemporary phenomenon within its real life context , especially when the boundaries between phenomenon and context are not clearly evident " .

This current researcher deals with a case study which includes the impact of formative and summative assessment on vocabulary enhancement at the department of English at the university of Tlemcen. In this case, teachers can provide the researcher with the expected information about the subject matter of the planning that the researcher is facing .

2.4 Sample Selection:

A random sample were selected to participate in this study . They are third year LMD students (40 students), and 10 teachers which study and work at the department of English at the university of Tlemcen .

2.4.1 Learner's Profile:

The participants in this research are third year LMD students at the faculty of letters and foreign languages , precisely , they are students at the department of English . Currently , they have no specific field of research . The selected number of students was 40 and their ages were between 20 and 25 years old. Their experience of learning English is different , it varies from 10 to 11 years .

2.4.2 Teacher's Profile:

The other part of the selected sample is teachers in the department of English at the university of Tlemcen. Seven of this teachers have a doctorate degree , these teachers are specialized in different fields of study , and their experience in teaching English differs from 5 to almost 30 years . Two teachers have a BA license degree and one has a Magister degree.

2.5 Research instruments:

According to Pahoo (1997:52-325) "a research instrument is a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills".

There are several types of research tools: questionnaire , interview , observation… In this research two instruments were used to find information providers in order to know the opinion of the informants at the university of Tlemcen . A questionnaire was selected for students and an interview for the teachers in order to collect data about the research topic . Data collected can be quantitative, i.e, digital information that can be measured or calculated , or qualitativy , i.e, descriptive information about characteristics that are difficult to determine or measure , or which cannot be expressed numerically .

2.5.1 Student'sQuestionnaire :

This tool refers to a series of written questions designed to gather information from participants. As Richterich and Chancerel (1980: 59) state that "Questionnaire are structured instruments for the collection of data which translate research hypothesis into questions". The questionnaire consists of eight questions which composed of the three types of questions.

Question type	Definition	exemple
Open-ended	Open-ended questions are defined as free-form survey questions that allows a respondent to answer in open text format such that they can answer based on their complete knowledge, feeling, and understanding. This means that response to this question is not limited to a set of options.	**Q2:** Do you support the use of assessment during your learning process ? Yes ☐ No ☐ Why ? …………………………...... ………………………….. …………………………..
Closed-ended "Dichotomous"	Close ended questions are defined as question types that ask respondents to choose from a distinct set of pre-defined responses, such as "yes/no" or among a set multiple choice questions. In a typical scenario, closed-ended	**Q5 :** Does your teacher use this kind of methods ? Yes ☐ No ☐

	questions are used to gather quantitative data from respondents. Closed-ended questions come in a multitude of forms, but are defined by their need to have explicit options for a respondent to select from.	
Closed-ended "Multiple choice"	A multiple choice close ended questions are easy and flexible and helps the researcher obtain data that is clean and easy to analyse. It typically consists of stem- the question, correct answer, closest alternative and distractors.	**Q1:** How do you describe your vocabulary background? Weak ▢ Average ▢ Good ▢

Table 2.1 Types of questions and their description

The aim of questionnaire:

The purposes of this present designed questionnaire are:

*To get information about the use of formative and summative assessment during the learning process.

*Gathering data about the impact of formative and summative assessment on the learner's vocabulary.

*To find out which type of assessment is more effective in terms of vocabulary enhancement.

The following table summarizes the main objectives of the questions raised in the questionnaire.

Questions	Objectives
Rubric one: Student's profile	/
1-Sex	The purpose of this question is to determine the gender of the participants in this instrument. That is, they are all men or women or men and women.
2-Age	This question was asked to find out how to limit the age of participants. This is because it is advisable to include it in the student's profile when choosing a sample.
Rubric two: the impact of formative and summative assessment on EFL learners: Vocabulary enhancement.	/
1- How do you describe your vocabulary background in English?	The aim of this question is to know the level of the student's vocabulary
2-Do you support the use of assessment during your learning process?	The goal of this question is to find out if the students are with the use of assessment.
3-Do you know the difference between Formative and Summative assessment?	The sake of this question is to know if the learner is able to differentiate between Formative and Summative assessment

4-Do you think that methods of assessing students such as classroom discussions, questionnaires, interviews, portfolios, written reports and presentations may affect your vocabulary learning ?	The goal from this question is to see if the different methods and types of assessment may help the student's vocabulary learning.
5-Does your teacher use these kinds of methods?	The question is asked to know if teacher use this methods which can help the learner's vocabulary development
6-According to you how can formative and summative assessment help you to improve your vocabulary learning?	The objective behind this question is know how Formative and Summative assessment may affect the learner's vocabulary?
7-Between Formative and Summative assessment, which one is more effective in term of vocabulary enhancement?	This question aims to know the opinion of the learners about which method is more effective in term vocabulary acquisition.
8-What suggestions do you have to improve the way of enhancing vocabulary acquisition among the EFL learners through assessment?	This question asked to see the students suggestions about developing the ways of enhancing vocabulary.

Table2.2: The objectives of the questions in the questionnaire

2.5.2 Interview:

An interview is usually defined as a conversation between the interviewer and interviewee. Include questions on a specific topic that the interviewee will answer. In this context (2006: 10) states" the interview can be described in terms of individuals directing their attention towards each other with the purpose of opening up the possibility of gaining an insight into the experiences, concerns, interests, beliefs, values, knowledge and ways of seeing, thinking and acting of the other" **.** Besides, Stewart (2009:186) indicates "it is simple one-way contact in which one person, usually a professional of some sort, asks questions and the other, usually a witness,

Sport fan, job applicant, or patient answers them"

Question	Objective
1-What is your degree?	Knowing the teacher level
2-How long have you been teaching English?	The objective of this question is to know the teacher experience in teaching English
3-According to you what is the importance of formative and summative assessment?	The purpose behind this question is to know the importance of assessment in the learning process.
4-Do you use formative and summative assessment in your teaching? How?	The goal from this question is to see whether the teacher uses Formative and summative assessment and how.
5. How is the formative assessment process differs from the summative ones in terms of vocabulary enhancement?	This question aims to see how formative and summative assessment differs in terms of vocabulary enhancement.
6-How can you help your student to understand formative and summative assessment?	The purpose behind this question is to know how the teacher may help their students to understand those types of assessment.
7-According to you, what is the feeling of students towards assessment?	The aim of this question is to know the feeling or the reaction of students towards assessment
8-What do you think about assessment as a procedure?	The objective from this question is to know the point of view of the teacher about assessment as a procedure.
9-As a teacher, what is the most effective way of assessment in terms of vocabulary enhancement?	This question aims to see which type of assessment is more affective in terms of vocabulary enhancement.

Table2.3: The objectives of the questions in the interview

2.6 Data analysis

At this stage the information gathered from the student's questionnaire and the teacher's interview were analyzed qualitatively and quantitatively, in order to collect information about the research topic.

2.6.1 Questionnaire analysis

The proposed questionnaire consists of two rubrics . After the process of collecting data, the result has been analyzed qualitatively and quantitatively as the following :

Rubric one : General information

The purpose of this rubric is to present the gender and age of students who participate in this research and will express different opinions.

Question1: student's gender

The result of the first question shows that among the forty participants there are 70% female and 30% male. The following pie-chart illustrates the findings above :
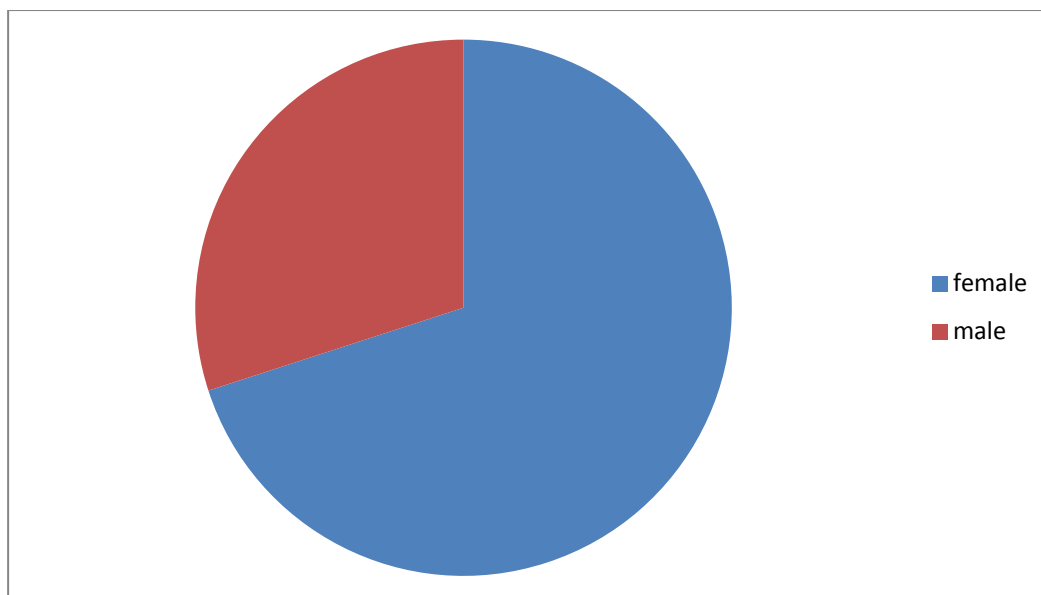
2.1Pie-chart : Student's gender .

Question 2 : student's age

age	Number of students	Percentage (%)
20_21	22	52.5%
22_23	17	42.5%
24_25	2	5%
total	40	100%

Table 2.4: Student's age

This question tries to look at the different age group of tthe students in order to know if they are mature enough to be aware about the impact of formative and summative assessment on their vocabulary acquisition . The first set includes 22 students (52.5%) who are between 20_21 years old . T he second age set includes 17 students (42.5%) who are between 22_23 years old as in the third set who are between 24_25 years old . Thus, it can be observed that most of them are very mature and know their needs and intrests in learning process.It also proves that they are able to evaluate their progress.

Rubric two : English proficiency level

This quuestion is to determine the level of student competence , the result revealed tha t the majority of student's level of proficiency is between average and good , that is 67.5% students with average level and 22.,5% are with good level , and 10% are weak. In English.The following bar-graph illustrate the findings above :
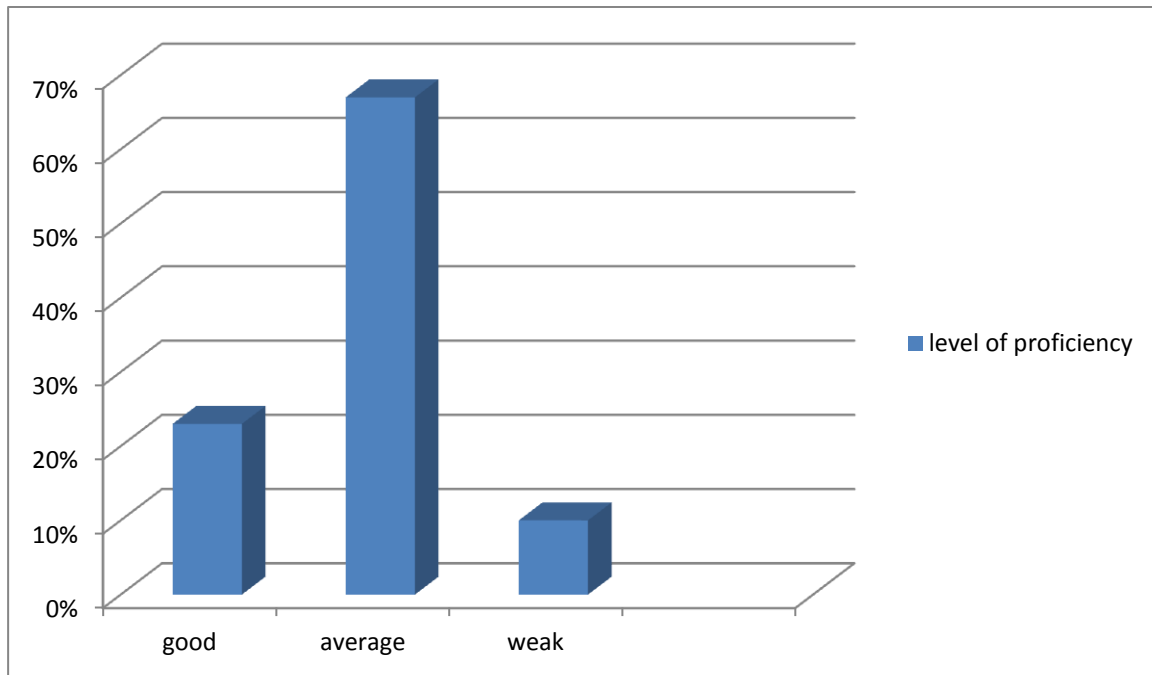
2.1Bar-graph : student's proficiecy level

Question 2 : The use of assessment in classroom

This question is to know if the student uses assessment in the classroom . The optained result show that 85% of students announced that they support the use of assessment inside the classroom . The remaining students 15% didn't support it The following pie-chart illustrates the findings results :
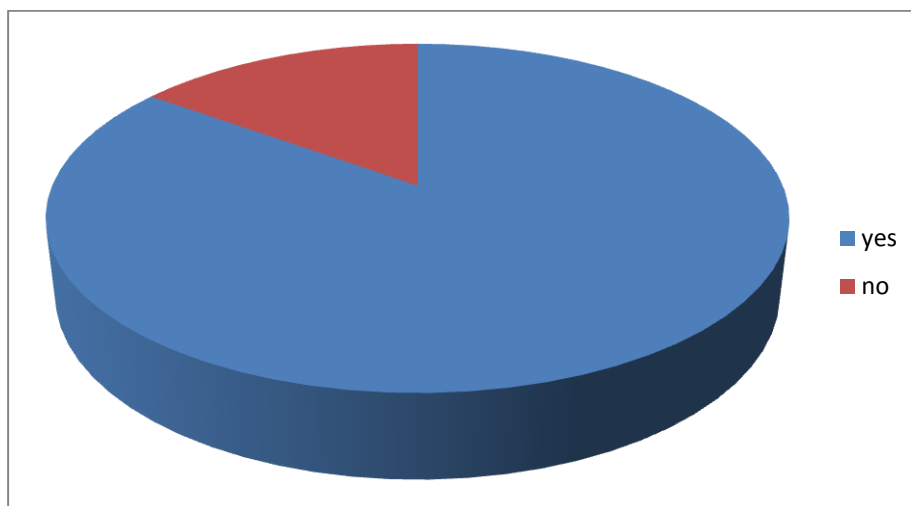
2.2Pie-chart : the use of assessment in the classroom

Question 3 : The diffrence between formative and summative assessment

The third question tried to know if the students know the diffrence between formative and summative assessment . 57.5% stated that they know the diffrence , while 42.5% said that they don't know . This information can be organized in the following bar-graph :
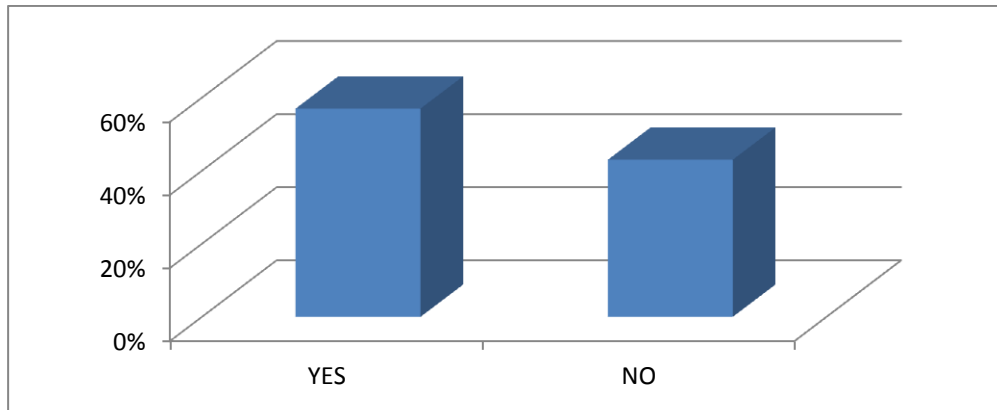
2.2Bar-graph : The diffrence between Formative and Summative assessment

Question 4 : improving vocabulary throughout different methods of assessment

The result obtained from this question shows that the majority of students representing a percentage of 87.5% stated that the methods of assessment such as questionnaire , portfolios affect their vocabulary learning , while the rest 12.5% said no **.** The following pie-chart resume what is said before :
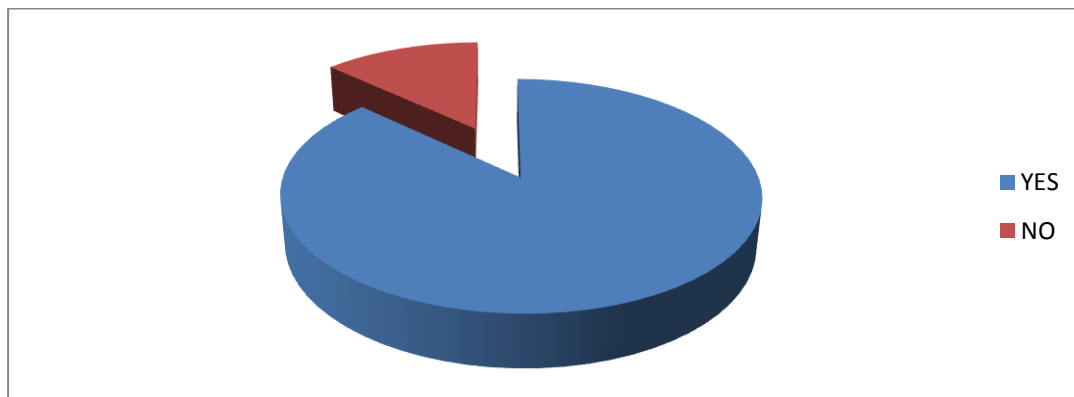
2.3Pie-chart : The use of methods of Assessement to enhance vocabulary

Question 5 : improving students vocabulary

Concerning this question , the participant answered a question about their teacher's methods in assessing them , and if it helps them to develop their vocabulary . The result shows that 34 students out of 40 making up 85% said that their teacher's methods of assessment enhance their vocabulary , whereas the rest of students making up 15% do not support their teachers method . The following table illustrate the findings above :

Student's answer	Number	Percentage (%)
Yes	34	85%
no	6	15%
total	40	100%

Table2.5 : Student reaction toward their teachers methods

Question 6 ; The role of formative and summative assessment in vocabulary

This question was designed to the informants in order to give thier personal views about the role of formative and summative assessment in vocabulary learning . As a result , most of the student express that those types of assessment are so beneficial to them since it make the learning process easier in general and vocabulary acquisition in particular.

Question 7 : formative assessment vs summative assessment

This question show that 73%   of student said that formative assessment is more effective than summative assessment whereas the remain 27% see the opposite . The following pie-chart represents the result achieved :
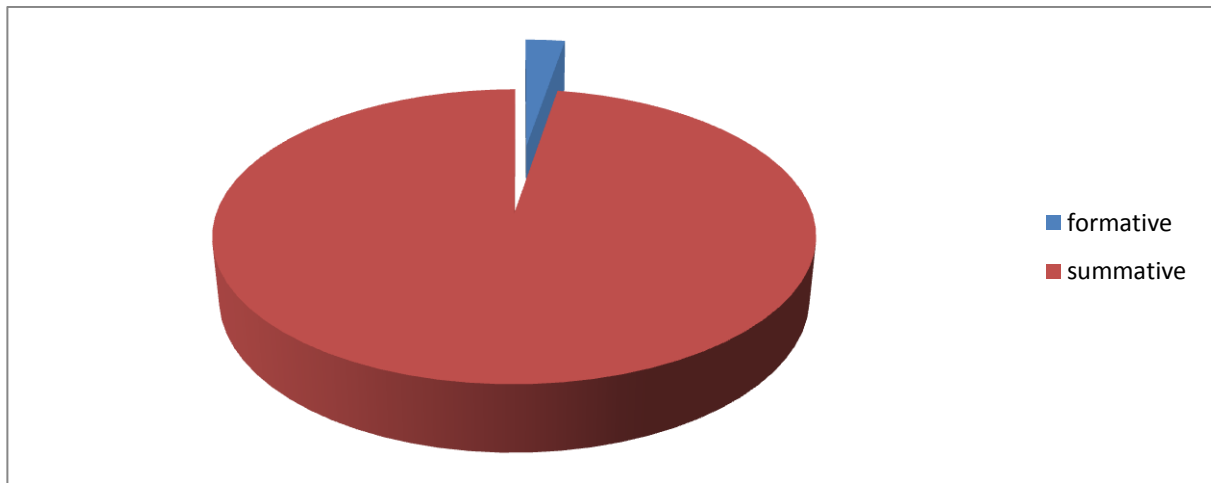
2.4Pie-chart : Formative assessment vs Summative assessment

Question 8 : Student's suggestions to improve the way of enchancing their vocabulary

In this question , the students were to give us suggestions about the ways that might enhance their vocabulary . Most of the students said that they should be more involved in the learning process , put much focus on the oral activities and the use of web-based materials in the classroom . The most repeated answer among students is reading .

2.6.2 Interview analysis

After interviewing the teachers, the data obtained from the teacher's interview will be analyzed as in the following section :

Rubric one : teacher background

Question 1 : teacher's degree

The purpose of this question is to determine thedegree of teacher at the university of Tlemcen . The following pie-chart presents the results achieved :
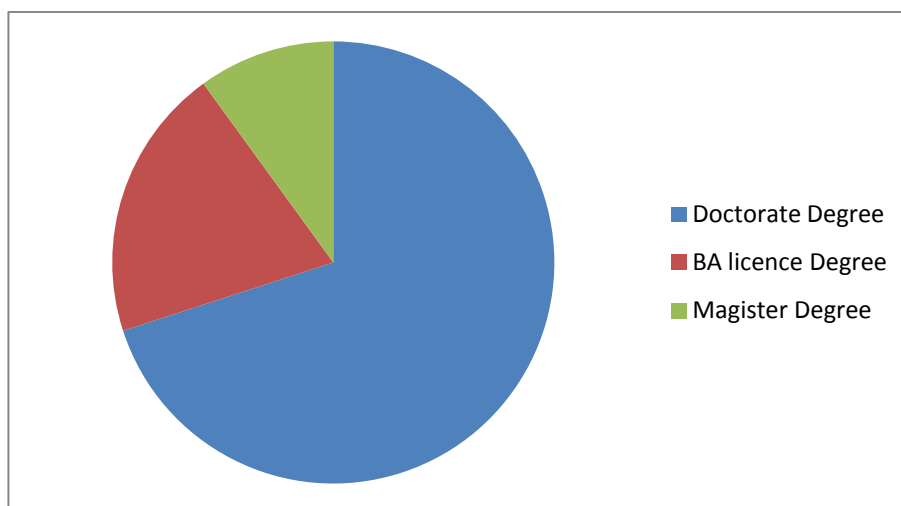
2.5Pie-chart : Teacher's degree

Question 2 :Teacher's experience

Number of teachers	Years of experience
5	5 to 10
2	10 to 20
3	20 to 30

Table2.6 Teachers' Experience

Rubric two : The impact of formative and summative assessment on vocabulary enhancement for EFL learners:

Question 1 : The importance of formative and summative assessment

The majority of teachers agree on the fact that both   formative and summative assessment provide them with feedbacks about the teaching and the learning process .

Question 2 : The use of formative and summative assessment

The result obtained from this question revealed that all the teachers use formative and summative assessment in their teaching process at the same scale. The following bar-graph organized the findings as follow :
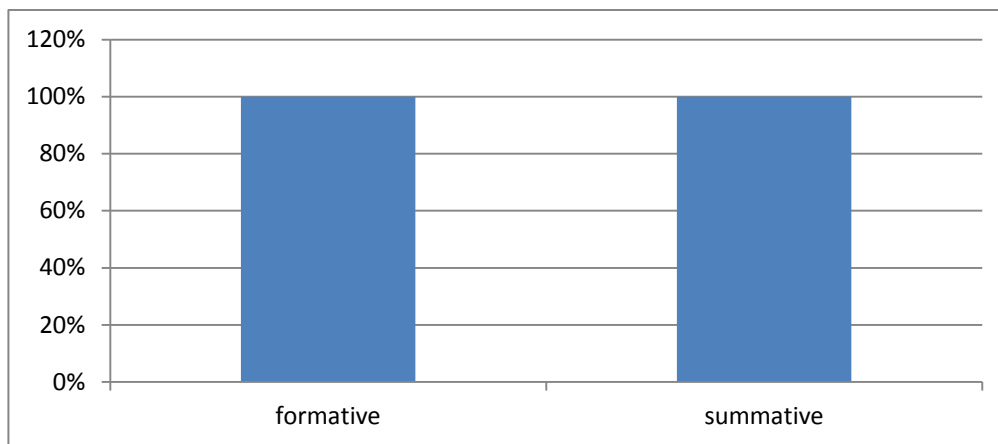
2.3Bar-graph: The use of formative and summative assessment by teachers

Question 3: The difference between formative and summative assessment

Concerning this question, various answers were proposed by the teachers ; some of them said that formative and summative assessment differs in the content and the methodology , while others mentioned that formative assessment is a continuous one and takes different shapes. Summative assessment occurs at a specific moment in time and takes the shape of tests or exams .

Question 4 : Explaining the role of formative and summative assessment

In this question the teacherswere asked to inform us about how they help their students to understand formative and summative assessment . The majority of the teacher mentioned that in the beginning of the year they explain to their students each method and its importance , and make the students understand to take those methods as a learning experience .

Question 5 : Student's attitude toward assessment

The aim behind this question is to know the feelings of students toward assessment , teachers stated that student always feel stressed and anxious but if the teachers explain the need of such assessments in the learning and teaching process they will be more prepared and feel secured .

Question 6: Assessment as a procedure

This question was addressed to the teachers for the purpose of gathering ideas about how they see assessment as a procedure. Teachers said that assessment is very important during the learning process for the teacher and the learner , and if it is well designed and interpreted assessment will be more important than the lecture itself .

Question 7: The effective way of assessment in terms of vocabulary enhancement

This question was formulated to ask the teachers about the most effective way of assessment in terms of vocabulary enhancement. The majority said that self –assessment and formative assessment may be more effective than summative assessment, since formative assessment can be diverse and rich in terms of vocabulary whereas the summative one is limited .

2.7 Data Interpretation

After collecting questionnaire data and interviews with the teachers, the result of each research tool are discussed in connection with the collected hypotheses. They helped researchers collect a large amount of data concerning the impact of formative and summative assessment on EFL learners: vocabulary enhancement, and which type is more effective in terms of vocabulary enhancement. All these should attract the reader's attention to the two proposed hypotheses developed by the researcher if it will be confirmed or rejected.

The main result of the EFL student's questionnaire announced that the use of formative and summative assessment has a positive impact on student's vocabulary learning. The use of these types of assessment and their various methods in the classroom may affect the learner's vocabulary learning. In this respect, the result obtained from the student's questionnaire confirms the first hypothesis.

The teacher's interview showed that teachers considered formative and summative assessments as an important tool during the learning/ teaching process, Teachers assert that formative and summative assessment have a great impact on the EFL students vocabulary acquisition and mentioned that formative assessment maybe better than

summative assessment in terms of enhancing vocabulary .The formative assessment process takes different shapes; it can be written or oral ,but Summative one's takes only the shape of formal as tests or exams. This has confirmed the second hypothesis proposed by the researcher.

2.8 Conclusion:

This chapter is devoted to the empirical part of the whole work which tackled the impact of formative and summative assessment on EFL learners: vocabulary enhancement. Therefore, the researcher is divided into two parts. In the theoretical and practical field , researcher tried to describe the research environment , case study , and target sample , but the researcher actually used two research tools ; interview with teachers , and questionnaire with students and gathered information that emphasized the two hypotheses that he represented earlier . Through the analyses of the two research instruments, the researcher found that the teachers and students are aware about the important of the two types of assessment and the role they play in enhancing EFL learner's vocabulary.

General Conclusion

General Conclusion

Assessment can range from simply asking questions during a lesson to class presentations after a unit of study. Assessment is not only a way we can measure student performance, but it is also a way for teachers to plan instruction and reflect on their own methods of teaching. I plan to use assessments in my classroom that show progress over time, as well as assessments that allow the student to display what they have learned at the conclusion of the lesson. Assessment is a way for students and teachers to evaluate their learning.

This study aimed to identify the impact of formative and summative assessment on vocabulary enhancement in EFL classrooms, and how can those types of assessment evaluate the student's vocabulary learning. The present research took place at Tlemcen University in the department of English and it includes two chapters. The first one was a theoretical one entitled " litreture review" which is devided into two parts, the first one tackled the background of assessment and the second one was about the application of formative and summative assessment in vocabulary learning. By the end of the first chapter the researcher give the definition of assessment and its components. On the other hand, the second chapter included methodology of research used, the research instruments adopted; the student's questionnaire and the teacher's interview.

At the first of this study the researcher put two research questions:

*How can formative and summative assessment enhance thr EFL learner's vocabulary?

*Between formative and summative assessment which one is more effective in enhacing the learner's vocabulary?

To answer the mentioned questions, the researcher hypothesized as followed:

1-Both formative and summative assessment have a positive influence on the learner's vocabulary enhancement.

2-Formative assessment is more effective than summative assessment in term of vocabulary improvement.

The first hypothesis deals with the impact of formative and summative assessment on student's vocabulary learning which mean that those types of assessment can improve the learner's vocabulary, that confirm through the collected data from the EFL student's questionnaire. Then the second one deal with the effectiveness of those types of assessment in term of vocabulary enhancement and that confirm through the data gathered from the EFL teacher's interview.

Finally, this research has been made in order to give more information about the impact of formative and summative assessment on the learner's vocabulary learning especially LMD3 students. It should be noted that the result obtained from this study cannot generalized because the study still undergoes some limitations and shortcomings.

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Appendices

Appendix A: Students' Questionnaire

Student s' Questionnaire

The present questionnaire is a part of an academic research ,designed for LMD3 students ,conducted for the sake of gathering data about impact of formative and summative assessment on EFL learners 'vocabulary enhancement' .Your contribution will be of a great help to make the research work achieve its objectives. So, you are kindly requested to answer the following questions :

Rubric One: Students' Profile.

1-Sex:

Male ☐   Female ☐

2- Age:: ☐

Rubric Two: The Impact of formative and summative assessment on EFL learners: in vocabulary acquisition.

1-How do you describe your vocabulary background in English?.

Weak ☐   Average ☐   Good ☐

2- Do you support the use of assessment during your learning process?

Yes ☐   No ☐

Why ?..
....

3-Do you know the difference between formative summative assessment?

Yes ☐   No ☐

Explain?..
....
....

4- Do you think that methods of assessing students such as classroom discussions, questionnaires, interviews, portfolios, written reports and presentations may affect your vocabulary learning?

Yes ☐   No ☐

How? …………………………………………………….......................................

……………………………………………………………………………………

5-Does your teacher use these kinds of methods?

formative ☐   summative ☐

Why?..

....

....

6-Between formative and summative assessment, which one is more effective in term of vocabulary enhancement?

Summative ☐   formative ☐

7-According to you how can formative and summative assessment help you to improve your vocabulary learning?

Formative…………………………………………………………………….....

....

Summative..

....

8-What suggestions do you have to improve the way of enhancing vocabulary acquisition among the EFL learners through assessment?

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Thank you for your help

Appendix B: Teachers' Interview

Teachers' Interview

Dear teachers,

   I am currently conducting research on the impact of formative and summative assessment on EFL learners in the term of vocabulary enhancement .Consequently, you are kindly asked to answer the following queries :

Rubric one: interviewee's background

1-What is your degree?

…………………………………………………………………………

2-How long have you been teaching English?

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Rubric two: The impact of formative and summative assessment on EFL learners : vocabulary enhencement.

3-According to you what is the importance of formative and summative assessment?

……………………………………………………………………………………
……………………………………………………………………………………
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4-Do you use formative or summative assessment in your teaching?

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How?

Formative:

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……………………………………………………………………………………

Summative:

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5-How is the formative assessment process differs from the summative one's in term of vocabulary enhancement?

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6-How can you help your students to understand formative and summative assessment?

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7-According to you, what is the feeling of students towards assessment?

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8-What do you think about assessment as a procedure?

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9- As a teacher, what is the most effective way of assessment in terms of vocabulary enhancement?

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Summary:

Vocabulary teaching is central to language and of critical importance to EFL language learning. Many linguists have come to an agreement that the success of communication lays at the heart of good command of vocabulary. Learning vocabulary is an ongoing process that takes time and practice. Vocabulary is of critical importance in EFL, however its learning seems for learners as being both demanding and time consuming. Vocabulary can be seems as an area in language teaching, needing tests to examine learner's progress in vocabulary learning and to asses how adequate their communicative needs. Hence, it is appealing to examine whether the use of assessment, namely formative assessment can enhance vocabulary learning process. The present investigation tackled the topic of the impact of formative and summative assessment on the vocabulary enhancement of the EFL learners, which is so important to develop their language skills.the present research, includes a case study of LMD3 students at the department of English, in the University of Tlemcen. The data were collected through two instruments of research, a student's questionnaire and a teacher's interview. Quantitative and qualitative analyses were proceded in order to have insights into LMD3 student's needs. After analysis, it was revealed that formative and summative assessments have a positive impact on student's vocabulary learning. Also, it was shown that formative assessment is more effective than summative assessment in term of vocabulary enhancement.

Résumé:

L'enseignement du vocabulaire est au cœur de la langue et revêt une importance cruciale pour l'apprentissage de l'anglais langue étrangère. De nombreux linguistes sont convenus que le succès de la communication était au cœur d'une bonne maîtrise du vocabulaire. L'apprentissage du vocabulaire est un processus continu qui prend du temps et de la pratique. Le vocabulaire revêt une importance capitale en EFL, mais son apprentissage parait à la fois exigeant et fastidieux pour les apprenants. Le vocabulaire peut sembler être un domaine de l'enseignement des langues, nécessitant des tests pour examiner les progrès de l'apprenant dans l'apprentissage du vocabulaire et pour évaluer dans quelle mesure ses besoins en communication sont adéquats. Il est donc intéressant d'examiner si l'utilisation de l'évaluation, à savoir l'évaluation formative, peut améliorer le processus d'apprentissage du vocabulaire. La présente enquête a porté sur l'impact de l'évaluation formative et sommative sur l'amélioration du vocabulaire des apprenants d'anglais langue seconde, qui est si important pour le développement de leurs compétences linguistiques. La présente recherche comprend une étude de cas d'étudiants du LMD3 du département d'anglais, à l'Université de Tlemcen. Les données ont été recueillies au moyen de deux instruments de recherche, un questionnaire de l'étudiant et une interview de l'enseignant. Des analyses quantitatives et qualitatives ont été effectuées afin de mieux comprendre les besoins des étudiants en LMD3. Après analyse, il a été révélé que les évaluations formatives et sommatives avaient un impact positif sur l'apprentissage du vocabulaire par les élèves. En outre, il a été démontré que l'évaluation formative est plus efficace que l'évaluation sommative en termes d'amélioration du vocabulaire.