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**Department of English Language and Literature**



# **The Importance of Formative Assessment in Developing EFL Learners' Writing Skill**

**Dissertation Submitted to the Department of English in Partial Fulfillment of the  
Requirement of the Master Degree**

**Submitted by:**

GHODBANE Aicha

SEBBAG Fedoua

**Supervised by:**

Mr. FELLAH Hichem

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## **Dedication**

This work is dedicated to:

Our dear parents for their endless love and support

Our beloved sisters

Our lovely brothers

Our precious friends and colleagues with whom we shared the university life with its  
lights and shadows

All those we respect and we will respect forever.

## **Acknowledgments**

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## **Abstract**

The current study aims to investigate the importance of formative assessment in developing EFL learners' writing skill. It sheds light on students' attitudes towards the process of formative assessment and their opinions about the feedback they receive from their teachers during instruction. The study as well, checks the teachers' implementation of formative assessment while teaching writing. Hence, we hypothesize that if teachers use formative assessment effectively, students' writing performance would be highly improved. To verify the hypothesis, two questionnaires were used as tools of investigation: one for five secondary school teachers and the other one for thirty EFL students. The findings revealed that students are aware of the process of formative assessment and recognize its positive impact on their writing development. Moreover, they believe that their teachers' feedback during this process enhances largely their writing abilities. On the other hand, the results also revealed their teachers implement formative assessment frequently using different techniques. They recognize that the feedback they give is of a paramount importance in enhancing the students' writing proficiency. Thus, teachers should always implement formative assessment accompanied with providing feedback when teaching writing as they both enable learners to develop their written productions.

## **List of Abbreviations**

**EFL:** English as a Foreign Language

**FL:** Foreign Language

**FA:** Formative Assessment

## **List of Tables**

<b>Table 1:</b> Teachers' Experience in Teaching.....	37
<b>Table 2:</b> Evaluation of Students' Writing Level.....	38
<b>Table 3:</b> Teachers' Views of Good Writing.....	39
<b>Table 4:</b> Teachers' Area of Interest when Correcting Students' Writing .....	40
<b>Table 5:</b> Teachers' Aim behind Assessing the Writing Skill.....	41
<b>Table 6:</b> Teachers' Implementation of Formative Assessment in the Classroom.....	42
<b>Table 7:</b> The Frequency of Teachers' Feedback Provision on Students' Writings .....	43
<b>Table 8:</b> Teachers' Types of Feedback on Students' Writing.....	44
<b>Table 9:</b> Teachers' Use of Assessment Results in Course Design.....	44
<b>Table 10:</b> Teachers' Attitudes towards the Impact of "During Course Correction" on Students' Writings.....	45
<b>Table 11:</b> Difficulties Encountered by Teachers when Implementing Formative Assessment .....	46
<b>Table 12:</b> Students' Choice of English .....	50
<b>Table 13:</b> The Challenging Skill for Students .....	51
<b>Table 14:</b> The Students' Opinions about the Module of Written Expression .....	52
<b>Table 15:</b> The Difficulty of Writing.....	52
<b>Table 16:</b> The Students' Satisfaction with their Level in Writing.....	53
<b>Table 17:</b> The Classification Writing Difficulties.....	54
<b>Table 18:</b> The Students' Attitudes towards Teachers' Correction .....	55
<b>Table 19:</b> Students' Preference of the Type of Correction.....	56
<b>Table 20:</b> The Students' Attitudes towards Teacher's Comments .....	56
<b>Table 21:</b> Students' Preference of the Correction Time. ....	57
<b>Table 22:</b> The Implementation of Formative Assessment.....	58

<b>Table 23:</b> The Frequency of Teachers' Feedback Provision .....	59
<b>Table 24:</b> The Development of Writing through Teachers' Feedback .....	59
<b>Table 25:</b> The Techniques used by the Teacher to Correct the Students' Writing .....	60
<b>Table 26:</b> The Students' Preference of the Evaluation Type.....	61
<b>Table 27:</b> The Students' Involvement in the Correction of their Pieces of Writing.....	62

## List of Figures

<b>Figure 1:</b> Formative Assessment Process.....	24
<b>Figure 2:</b> Planned Formative Assessment.....	25
<b>Figure 3:</b> Interactive Formative Assessment.....	25
<b>Figure 4:</b> Teachers' Experience in Teaching.....	38
<b>Figure 5:</b> Evaluation Students' Writing Level .....	38
<b>Figure 6:</b> Teachers' Views of Good Writing .....	40
<b>Figure 7:</b> Teachers' Area of Interest when Correcting Students' Writing .....	40
<b>Figure 8:</b> Teachers' Aim behind Assessing the Writing Skill.....	41
<b>Figure 9:</b> Teachers' Implementation of Formative Assessment in the Classroom.....	42
<b>Figure 10:</b> The Frequency of Teachers' Feedback Provision on Students' Writing .....	43
<b>Figure 11:</b> Teachers' Types of Feedback on Students' Writing .....	44
<b>Figure 12:</b> Teachers' Use of Assessment Results in Course Design.....	45
<b>Figure 13:</b> Teachers' Attitudes towards the Impact of "During Course Correction" on Students' Writings.....	45
<b>Figure 14:</b> Difficulties Encountered by Teachers when Implementing Formative Assessment.....	46
<b>Figure 15:</b> Students' Choice of English .....	50
<b>Figure 16:</b> The Challenging Skill for Students .....	51
<b>Figure 17:</b> The Students' Opinions about the Module of Written Expression.....	52
<b>Figure 18:</b> The Difficulty of Writing.....	53
<b>Figure 19:</b> The Students' Satisfaction with their Level in Writing.....	54
<b>Figure 20:</b> The Classification of Writing Difficulties .....	55
<b>Figure 21:</b> The Students' Attitudes towards Teachers' Correction .....	56
<b>Figure 22:</b> Students' Preference of the Type of Correction .....	56

<b>Figure 23:</b> The Students' Attitudes towards Teacher's Comments .....	57
<b>Figure 24:</b> Students' Preference of the Correction Time .....	58
<b>Figure 25:</b> The Implementation of Formative Assessment .....	58
<b>Figure 26:</b> The Frequency of Teachers' Feedback Provision .....	59
<b>Figure 27:</b> The Development of Writing through Teachers' Feedback .....	60
<b>Figure 28:</b> The Techniques used by the Teacher to Correct the Students' Writing.....	60
<b>Figure 29:</b> The Students' Preference of the Evaluation Type .....	61
<b>Figure 30:</b> The Students' Involvement in the Correction of their Pieces of Writing....	62

## Table of Contents

<b>Dedication</b> .....	i
<b>Acknowledgement</b> .....	ii
<b>Abstract</b> .....	iii
<b>List of Abbreviations</b> .....	iv
<b>List of Tables</b> .....	v
<b>List of Figures</b> .....	vii
<b>General Introduction</b> .....	1
Background of the Study .....	1
Statement of the Problem .....	2
Aims of the Research.....	2
Research Hypothesis .....	3
Research Questions.....	3
Research Methodology .....	3
Choice of the Method .....	3
Research Tools .....	3
Sample Population .....	4
Significance of the Study.....	4
Structure of the Study.....	4
<b>Chapter One: Literature Review</b>	
Introduction .....	6
<b>Section One: The Writing Skill</b>	
1. Definition of Writing.....	6
2. Writing and Other Skills.....	7
2.1. The Differences between Writing and Speaking.....	7

2.1.1. Time and Space.....	8
2.1.2. Participants .....	8
2.1.3. Process.....	8
2.1.4. Organization and Language.....	8
2.1.5. Signs and Symbols.....	9
2.1.6. Product.....	9
2.2. Connections between Writing and Reading.....	9
3. Approaches to Teaching Writing.....	11
3.1. Text Approach: Product Approach.....	11
3.2. Social Context Approach: Genre Approach.....	11
3.3. Process Approach.....	12
4. Characteristics of Good Writing.....	12
4.1. Organization.....	13
4.2. Clarity.....	13
4.3. Fluency.....	14
4.4. Word Choice.....	14
4.5. Ideas and Content.....	14
5. EFL Learners' Problems in Writing.....	15
5.1. Grammatical Problems.....	15
5.2. Organizational Problems.....	16
6. The Teacher's Role in the Writing Process.....	17
6.1. Demonstrating.....	17
6.2. Motivating and Provoking.....	17
6.3. Supporting.....	17
6.4. Responding.....	18

6.5. Evaluating.....	18
<b>Section Two: Formative Assessment</b>	
1. Definition of Assessment.....	19
2. Assessment, Evaluation and Testing.....	20
3. Types of Assessment.....	21
3.1. Formative and Summative Assessment.....	21
3.2. Norm-referenced and Criterion-referenced Assessment.....	22
3.3. Formal and Informal Assessment.....	22
4. Definition of Formative Assessment.....	23
5. Types of Formative Assessment.....	24
5.1. Planned Formative Assessment.....	25
5.2. Interactive Formative Assessment.....	25
6. The Strategies of The Formative Assessment.....	26
6.1. On-the-fly Assessment.....	26
6.2. Planned-for Interaction.....	26
6.3. Curriculum-embedded Assessment.....	26
7. Teachers' Knowledge and Skills about Using Formative Assessment.....	26
7.1. Teachers' Knowledge.....	27
7.1.1. Domain Knowledge.....	27
7.1.2. Pedagogical Content Knowledge.....	27
7.1.3. Students' Previous Learning.....	27
7.1.4. Assessment Knowledge.....	27
7.2. Teachers' Skills.....	28
7.2.1. Creating the Conditions.....	28
7.2.2. Student Self-assessment.....	28

7.2.3. Interpreting Evidence.....	28
7.2.4. Matching Instruction to the Gap.....	28
8. The Importance of Formative Assessment.....	29
9. Methods of Assessing Students' Writing.....	30
9.1. Peer Assessment.....	30
9.2. Self-Assessment.....	30
10. Formative Assessment and Formative Feedback.....	31
11. Types of Feedback.....	32
11.1. Teacher Written Feedback.....	32
11.2. Teacher-Student Conferencing and Oral Feedback.....	32
11.3. Peer Feedback.....	33
12. The Challenges of Formative Assessment in the Classroom.....	33
12.1. Purpose.....	33
12.2. Resources.....	33
12.3. Preparation.....	34
12.4. Validity.....	34
12.5. Accommodation.....	34
12.6. Compliance.....	34
12.7. Time.....	35
Conclusion.....	35
 <b>Chapter Two: The Fieldwork</b>	
Introduction.....	36
1. Teachers' Questionnaire.....	36
1.1. Sample Population.....	36
1.2. Aims of the Questionnaire.....	36

1.3. Description of the Questionnaire.....	36
1.4. Analysis and Discussion of the Questionnaire.....	32
1.5. Interpretation of the Results.....	48
2. Students' Questionnaire.....	50
2.1. Sample Population.....	50
2.2. Aims of the Questionnaire.....	51
2.3. Description of the Questionnaire.....	51
2.4. Analysis and Discussion of the Questionnaire.....	52
2.5. Interpretation of the Results.....	63
Conclusion.....	65
<b>General Conclusion.....</b>	<b>66</b>
<b>List of References.....</b>	<b>68</b>
<b>Appendix 1</b>	
<b>Appendix 2</b>	
<b>Résumé</b>	
<b>ملخص</b>	

## **General Introduction**

### **Background of the Study**

Assessment is an integral and vital activity in the education process. It is a task needed to gather data about the learners' progress, their educational needs and skill acquisition and to determine to what extent teaching is successful. Assessment may occur before, during or after an instructional course. Thus, it can be addressed in many types; formative and summative assessments are the most significant ones. Formative assessment or assessment for learning is a process that takes place during the course of teaching and provides feedback for both learners and teachers about their teaching and learning experiences. In fact, it helps learners identify their strengths and weaknesses to improve their learning and raises the chance for teachers to identify their teaching objectives and check to what extent they reached the expected goals. Hence, teachers would be able to make decisions about keeping -if effective- or changing accordingly the approaches, methods, and techniques they are using.

In EFL classrooms, formative assessment should receive much importance, time and efforts. Teachers should assess the progress of their learners continuously to help them achieve improvement and mastery of the four skills (speaking, writing, reading and listening). Speaking and writing are productive skills that need to be developed and learned properly since they permit learners to communicate in the target language. They are significant because they give learners the chance to practice the language and provide an evidence to measure their improvement.

Writing in the foreign language is considered a very complex and difficult process. However, it should be given much focus since it has a crucial role in improving EFL learners' level of proficiency. In fact, teaching writing requires teachers to implement various techniques and to help learners produce understandable, accurate and appropriate

written English. Consequently, teachers are using formative assessment as an effective technique to achieve their goals while teaching the writing skill and to provide learners with continuous feedback through identifying their gaps and therefore helping them to improve their writing skills in the foreign language.

### **Statement of the Problem**

Reaching a high level of proficiency in the target language is the aim of every language learner and developing the writing skill in particular is considered to be a highly complex process and difficult to master for EFL learners. For that, they see that achieving proficiency in writing requires much practice in addition to the teachers' continuous support. Teachers can help learners develop their writing performance using many approaches, methods, and techniques that differ according to the teaching situation. Formative assessment or assessment for learning is one of the techniques teachers use to identify the learners' areas of strengths and weaknesses in the skill. It is an ongoing process that occurs during the instructional course and most of the time it is accompanied with formative feedback which helps learners improve their learning since it informs them about the gaps they need to close. In our dissertation, we will investigate how formative assessment would help EFL learners develop their writing skills proficiency effectively.

### **Aims of the Research**

Our research aims at:

- Investigating the influence and effectiveness of formative assessment process on EFL learners' writing performance.
- To show the importance of formative feedback as a tool that enables the learners to identify their strengths and weaknesses.

## **Research Hypothesis**

If teachers use formative assessment effectively while teaching writing, EFL learners' writing performance would be highly improved.

## **Research Questions**

This study aims to provide answers to the following research questions:

- Does formative assessment affect learners' writing skill positively?
- How can formative assessment activities help learners improve their writing skills?
- Are teachers implementing formative assessment in teaching writing?
- What are the techniques teachers use to assess the writing skill formatively?

## **Research Methodology and Design**

### **Choice of the Method**

Our research will be conducted through the descriptive method as the appropriate one to confirm our hypothesis and to stress the importance of formative assessment as a technique to enrich learners' writing performance.

### **Research Tools**

In order to test the hypothesis and obtain the information required from the subjects, and to fit the objectives of the study in the present research, two questionnaires will be used as tools of investigation.

- A questionnaire for teachers to investigate their attitudes towards formative assessment and to what extent they are implementing it.
- A questionnaire for students in order to know their awareness about formative assessment and how it helps them improve their writing skills.

## **Sample Population**

We have chosen a sample of one group (30 students) of Master2 students of English at Abbess Laghrour University of Khenchela; since they have already been taught written expression during 4 years and are supposed to have gained the necessary basis of writing in English. In addition to the students' sample, we have chosen a sample of five teachers of Secondary school.

## **Significance of the Study**

The current study is significant since its findings would serve as a basis for assisting English language teachers adopt formative assessment as a technique that help enhance learners' writing skills proficiency. It could contribute to knowledge of classroom research in foreign language writing and assessment and form a basis for further research which could prompt other researchers to do similar studies in other regions and levels of learning.

## **Structure of the Study**

This study is divided into two chapters. The first chapter is dedicated to the literature review and provides a theoretical background of our research. The second chapter will be devoted to the fieldwork and deals with data analysis. It contains a detailed analysis of both students and teachers' questionnaire and ultimately a summary of the results obtained in this research work.

The first chapter is divided into two sections. The first section is entitled Theoretical Background on Writing. It contains definitions of writing as the first subtitle, then writing and other skill. On one hand, the differences between writing and speaking and on the other hand the connections between reading and writing. The section also tackles the different approaches to teaching writing and the characteristics of good writing. Finally, it ends up with the problems that encounter EFL learners in writing and the role of the

teacher in their writing process. The second section in turn, is dedicated to theoretical aspects related to formative assessment. First, it provides different definitions of assessment and stresses the differences between assessment, evaluation and testing. In addition, it explores the different types of assessment and moves to formative assessment to focus on its definitions, its types and its strategies. The section emphasizes the teachers' knowledge and skills for using FA and highlights the importance of this process. In addition, it provides methods of assessing the writing skill and explores formative feedback with its types in relation to formative assessment. Finally, it ends up with mentioning the challenges of FA in the classroom. The second chapter; however, displays the findings sorted out from our analysis of the questionnaires' results and their interpretations. Last, this dissertation ends with a general conclusion summarizing the main research findings.

## **Chapter One: Literature Review**

### **Introduction**

Achieving proficiency in FL writing is believed to be the most challenging task for learners and teachers. On one hand, learners are required to make intensive efforts to improve their writing. On the other hand, teachers should vary the techniques and strategies to help their learners achieve proficiency. Formative assessment is one technique that teachers use when teaching the writing skill as it helps learners improve their writing abilities through the feedback provided. This chapter then, consists of two main sections. The first discusses some theoretical aspects related to the writing skill while the second provides a better understanding of the process of formative assessment and its importance in the writing skill.

### **Section One: The Writing Skill**

#### **1. Definition of Writing**

Writing is among the most prominent skills that language learners need to learn as an essential component of their academic practice and later on in their professional life. It is defined by many writers and researchers in different ways. Crystal (2003) defines writing as “A way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expressions” (p.257). This definition proves that Writing refers to graphic symbols, scripts, and letters. These letters are combined together to create words and words are also combined to form sentences which are well structured, convey meaningful messages, and are used as a way of communication. Writing is more than visual marks; it is a complex activity as suggested by Horvath (2001) who states "writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representation of knowledge, and of experience with subjects" (p.5).

In addition to that, writing according to Erwin (2000) is about the final product that writers produce like paragraphs, essays and letters. While writing they should take into consideration some elements, such as the correct use of grammar, organization, spelling, and punctuation whether they are present (suggestive of higher quality writing) or absent (indicative of lower quality writing). Therefore, from the previous definitions we synthesize that writing is the ability to communicate with language using graphic symbols. As well as, it is a difficult activity as it necessitates the mastery of some needed elements.

## **2. Writing and Other Skills**

Writing is not an isolated skill but the four language skills work together to enhance the development of each other. Thus, in FL learning it is fundamental for learners to distinguish between writing and speaking on one hand, and be aware of the connections between reading and writing on the other hand.

### **2.1 The Differences between Writing and Speaking**

Language is divided into spoken and written, further divided into speaking, writing, listening and reading. Writing and speaking are two productive skills sharing the same central function of communication that permits students to produce and practice the language rather than receive it. In this context, speaking and writing are twinned as being the two skills related to the production of language. Furthermore, though the two skills share the same nature and the same goal of communication, they are different in various ways. There have been many studies on the differences between speaking and writing, Harmer (2004) summarizes the differences between them in terms of:

### **2.1.1. Time and Space**

Speaking is often temporary and consists of immediate interaction, thus, spoken words fade away once the speech ends. However, writing tends to be more permanent and lasts for a longer time since it can be reread at any time.

### **2.1.2. Participants**

Speaking is a face-to-face communication where the speaker sees and knows to whom he is talking and interact with his addressee directly. This interaction gives him a greater opportunity to clarify things, decide and modify what to say according to the participants' verbal and nonverbal reactions. Writing, on the other hand, does not grant direct interaction; the writer expresses himself to everyone and anyone without knowing to whom he is addressing.

### **2.1.3. Process**

Speaking is often spontaneous and instant with no or little lag time between reception and production. Yet, writing is a planned process where the writer has the chance to plan and modify before giving the final product.

### **2.1.4. Organization and Language**

Because speaking is spontaneous, it is often less formal than writing. Most of the speech is made up of smaller chunks of language which make speakers less judged for mispronunciation or using deviant grammar. Writing, on the other hand, consists of fully developed sentences and follows a defined organization that gives it more formality than speaking.

### **2.1.5. Signs and Symbols**

In face-to-face conversations, speakers use paralinguistic features to convey meaning. They tend to use body gestures, stress, intonation, vary the tone or make pauses to give their messages more clarity. However, in writing there are fewer signs and symbols. Punctuation provides more clarity and understanding of what is written, in addition to the possibility of underlining or italicizing words to stress their meaning.

### **2.1.6. Product**

Speaking is a “work in progress” because speakers can constantly change the messages through interrupting, questioning and reformulating. Whereas writing is a “finished product” where there is less tolerance to errors (spelling, punctuation, subject-verb agreement and layout conventions) compared to speaking where people are extremely tolerant of errors.

Furthermore, according to Brown (2001) differences between writing and speaking are defined in terms of permanence, processing time, distance, orthography, complexity, vocabulary, and formality. He emphasizes that writing is more complex, formal, permanent, planned, and contains a wider variety of words than speaking.

In fact, both speaking and writing serve the goal of communication and production of language while learning. Hence, students have to distinguish between the two skills with their processes, rules and characteristics in order to achieve improvement and use the skills effectively.

## **2.2. Connections between Writing and Reading**

Ostensibly, reading and writing seem totally separate and different as one is a receptive activity and the other is a productive one. However, they are two skills that

complete and develop each other. While investigating reading and writing as separate processes, researchers have found connections between them and became interested in understanding their correlations. Grabe and Kaplan (1996) emphasized that: “Reading and writing are reciprocal activities; the outcome of a reading activity can serve as input for writing, and writing can lead a student to further reading resources” (p.297). The students’ ability to write is influenced by their ability to read and vice versa; those who usually read more know how to transfer what they have read into writing and use the relevant content. Their reading influences their writing effectively and positively through enriching their vocabulary, improving their style and broadening their thinking. In other words, reading has been considered as the appropriate input for the acquisition of writing skills. In first language correlational studies, Stotsky (1983, as cited in Kroll, 1990) found the following:

1. There are correlations between reading achievement and writing ability. Better writers tend to be better readers.
2. There are correlations between writing quality and reading experience as reported through questionnaires. Better writers read more than poorer writers.
3. There are correlations between reading ability and measures of syntactic complexity in writing. Better readers tend to produce more syntactically mature writing than poorer readers.

Eisterhold (1990) suggested three interrelated hypotheses which he called models. The first one is “the directional model”; it hypothesizes that reading and writing share structural similarity so that the structure of whatever is acquired in one skill can then be applied in the other. It is a one direction model .i.e. the transfer happens in one direction only either from reading to writing or from writing to reading. “The non-directional model” assumes that reading and writing derive from a single underlying cognitive proficiency. The transfer in this model occurs in both directions from reading to writing

and from writing to reading. “The bi-directional model” suggests that reading and writing are interactive and interdependent; there are multiple processes and relations between them, therefore, any change in reading leads to a change in writing and vice-versa.

In fact, reading and writing, though different in nature, are closely related and complementary. Thus, it is necessary for teachers to integrate both skills during instruction as they both undergo similar processes and share the same structural components.

### **3. Approaches to Teaching Writing**

Teaching the writing skill is not an easy task as writing is considered the most difficult and complex skill to be acquired by EFL learners. Therefore, teachers need to follow different approaches and methods that have emerged to help learners develop practice in the writing skills. Coffin et al. (2003) suggested three important and useful approaches to the teaching of writing: writing as text, writing as a social context, and writing as process.

#### **3.1. Text Approach: Product Approach**

The product approach is the most traditional approach; it is used when writing is taught explicitly. According to Coffin et al. (2003), this approach focuses on the final written work of students or the final products. The emphasis in this approach is given to the spelling, the structure of the text, the vocabulary used, and the style. In contrast, little attention is given to the decisions writers take in terms of audience and purposes of writing.

#### **3.2. Social Context Approach: Genre Approach**

The genre approach is considered as an extension to the product approach. According to Coffin et al. (2003), the genre approach emphasizes that writing varies according to the

social context in which it is produced. It analyses the rhetorical purposes, disciplines, and the relationship between the author and the audience. Thus, the final products cannot be understood outside their contexts. Therefore, the aim of this approach is to achieve communicative purposes through making language functional in a given context.

### **3.3. Process Approach**

The process approach has emerged as a reaction to the product approach. This approach gives more attention to the steps and stages of writing. Singh (1992) found that there are three main steps the writer should follow while adopting the process approach (as cited in Horvath, 2001). These steps are planning, drafting, and revising.

- **Planning:** in this step the students generate the ideas, decide about the information to be used, and the order of ideas according to their importance or chronology.
- **Drafting:** at this stage, the students review all the ideas and information produced in the first step and identify the problems.
- **Revising:** in this step students check their writings by eliminating errors. After that, they rewrite their text by using elements which raise up the readership, awareness and improve their purpose.

In these steps, the writer can move forwards or backwards at any time for the purpose of editing and generating the ideas.

## **4. Characteristics of Good Writing**

To write in an academic and formal context, students need to take into consideration some criteria that should be included in their pieces of writing. According to Starkey (2004) and Heskett (2006), an effective piece of writing should be organized, clear, and fluent, with well-chosen words, ideas and content.

#### **4.1. Organization**

Any piece of writing should be presented to readers in a well-structured format. According to Starkey (2004), organization guides the readers from the beginning to the end of your writing. It helps them understand and make links between the different ideas and parts of your written work. Organization also guides and directs writers in their writing process, by creating a framework for their developing ideas especially when they have a limited time.

#### **4.2. Clarity**

Clarity is an essential element in writing that students should master in order to make their writing readable. Starkey (2004) said:

Your essay goal is to convey information, including the fact that you can write well. That goal won't be achieved if your readers don't understand your first few sentences or paragraphs, and stop reading, or if they finish reading but fail to grasp your message. (p.11)

According to him, in order to achieve clarity students should:

- Eliminate ambiguity by avoiding words and phrases that have more than one interpretation.
- Use powerful, precise adjectives and adverbs.
- Be concise, this means to express the idea from the first time avoiding repetition and wordiness.

### **4.3. Fluency**

Fluency is an important element in the writing process; it is the natural organization of a given piece of writing. Fluency according to Heskett (2006) is about the ability of students to play with words and use different patterns to cope with the mood of the piece. They should vary sentences in terms of length and structure; write clear and meaningful sentences to express themselves. In addition, they need to make sure that the ideas are purposeful and connected to each other.

### **4.4. Word Choice**

Students should write in an effective way that attracts readers and enables them to understand what they mean. Heskett (2006) said, "Writers learn to use accurate and precise words to say exactly what they want to communicate" (p.25). Moreover, according to Starkey (2004) there are two aspects that should be taken into consideration while choosing words in writing: denotation and connotation. Denotation is the literal meaning of a word. Students need to know the exact meaning of each word and choose the right words to transmit their messages in order to avoid confusion and misunderstanding. Connotation is the deep or the implicit meaning of a word; it includes feelings and cultural assumptions. Students should confirm that the words they are using denote exactly what they want to express.

### **4.5. Ideas and Content**

To consider a given piece of writing as a good one in terms of ideas and content, students should know how to select the information that is related to the topic they are working on. According to Heskett (2006), students should know how to collect and organize their information before they start writing. To succeed in this characteristic,

students need to deal with topics in which they have prior experiences and write about what they know.

## **5. EFL Learners' Problems in Writing**

Achieving proficiency in language learning implies the mastery of the four skills: speaking, listening, reading, and writing. The latter is an important part of communication for students because it allows them to express their feelings, thoughts, and ideas through well-constructed pieces of writing. However, it is the most complex and difficult skill either for foreign language learners or for natives. In EFL contexts, writing is a challenging task; learners face many difficulties in writing at different stages of their learning. According to Heaton (1979), "The writing skill in a foreign language is complex and difficult to learn not only the ability to use structures but also conceptual of varied skills such as stylistic and mechanical skill" (as cited in Afrin, 2016). Researchers have found that EFL learners face many problems in writing; they can be classified in terms of:

### **5.1. Grammatical Problems**

Previous studies have found that grammar rules are not well respected in EFL students' writings. Many students misuse tenses, prepositions, and articles in addition to their unawareness of subject-verb agreement. In their study, Younes and Albalawi (2015) show that many students get confused which tense is required to express clearly the meaning that they wish to convey. This is mainly due to the variety of tenses in English and their uses which are not always helpful to the learner. Moreover, Afrin (2016) found that students fail to either practice the correct preposition or use it when it is not needed. Further, both studies emphasize that one of the most common types of error made by EFL students is subject- verb agreement. They add the plural –s to the verb that follows and omit the –s in the verb if the subject is singular or they use a plural verb with a singular

subject and vice-versa. In addition, spelling mistakes are the most common writing problems noted throughout the study of Afrin (2016). Students tend to spell words according to their pronunciations; they commit spelling errors of letter omission, addition, transposition, and substitution. For example, they spell 'attactive' instead of 'attractive', 'fames' instead of 'famous' and 'favoriet' instead of 'favorite'. On the other hand, many EFL students do not use punctuation effectively as it was revealed by the study of Younes and Albalawi (2015). Punctuation errors include the absence of capitalization at the beginning of sentences and proper nouns, the misuse of the colon and the omission of the semicolon and many other errors.

## **5.2. Organizational Problems**

A well-developed writing is often well organized and that what is missing in most EFL students' writing. According to Kharma (1986), learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse (as cited in Alfaki, 2015). EFL students often fail to form a clear idea about their writing topic, fail to generate ideas and lack appropriate information. The study of Afrin (2016) revealed that students do not plan for their composition, which leads to poor and ineffective writing. They often struggle to express and expand their ideas and sometimes repeating the same things over the whole composition or including irrelevant ideas. The same study showed that most EFL writings lack transitional phrases which link the different parts of the writing as well as the ideas. In fact, most EFL students' writings lack coherence and cohesion, which are crucial in writing development and improvement.

## **6. The Teacher's Role in the Writing Process**

Teachers have an important role towards students' development in learning writing. The effort of teachers in helping and guiding their students in the writing process is determined through the success of the students in learning writing. According to Harmer (2004), the tasks that teachers should perform before, during and after students' writing can be classified as following:

### **6.1. Demonstrating**

Demonstrating is the first step that teachers should start with. It enables the learners to understand the conventions of writing and the genre constraints of a given type of writing. For that, teachers should know how to attract the students' attention to these two features through providing clear examples about what they expect to get from them.

### **6.2. Motivating and Provoking**

Many students who study English as a foreign language face difficulties while writing in English. In addition, they sometimes have no idea of the words used to write their compositions, they often suffer from a lack of vocabulary, inspiration and ideas. In this situation, teachers can provoke them to get the ideas by preparing amusing and engaging ways to get students involved in the writing task and then persuade them to work on their writings.

### **6.3. Supporting**

This step occurs when students are required to write in classroom when the majority of students face difficulties while writing. For that, their teachers should be their supporters and know how to guide and help them to overcome these difficulties.

#### **6.4. Responding**

Responding is about the teachers' reaction towards their students' writings. In this step, teachers focus on the content and the construction of the piece of writing. The teachers' aim is to make students able to produce fluent, understandable, accurate and appropriate written English. That is why they provide their students with feedback, recommendations or suggestions to improve their writing.

#### **6.5. Evaluating**

Teachers do this task to evaluate the progress of students in writing. It refers to how they will evaluate the written works of their students and grade them. Through evaluation, teachers can indicate to students their strengths and deficiencies concerning their written work and that enables them to improve.

In fact, when teachers apply these steps appropriately while teaching writing, students' writings will be improved and consequently they become better writers.

## **Section Two: Formative Assessment**

### **1. Definition of Assessment**

In the learning process, students are subject to a variety of assessments that inform educators, parents, admission committees, and governments on their knowledge, skills and whether they are learning successfully and progressing academically in school. Therefore, assessment is considered as an integral part of any effective educational system or program. Cambridge dictionary defines assessment as the act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made (“Assessment,” 2019). In education, the term assessment has received much attention in recent years and it has been studied by many researchers in different ways. Harlen (2007) argued that “the word assessment is used to refer to the process of gathering, interpreting, and using evidence to make judgments about students’ achievements in education” (p.11). In other words, assessment helps educators get the necessary information about students’ learning progress and their educational needs in order to make the right decisions in designing and planning courses. In the same context, assessment is viewed as an interactive process between students and teachers; it informs teachers how well their students are learning. Consequently, this information is shared with students to improve their learning and study habits as well as to make changes in the learning environment. (Angelo & Cross, 1993 as cited in Conrad & Openo, 2018). Furthermore, assessment should be always concerned with providing feedback and guidance to the learners which is the main and most important function of assessment practices (Brown, Bull & Pendlebury, 1997). The feedback would serve as a guide for students on what steps to take to improve their learning and motivate them to act on their assessment. In fact, assessment works with dual goals; determining the value and quality of learning on one

hand and providing useful feedback to learners in order to enhance their achievements on the other hand.

## **2. Assessment, Evaluation and Testing**

Decision-making is a daily task done by teachers in the classroom where the majority of decisions are mainly based upon gathering relevant information about students' learning. This information is often collected from assessment, evaluation and testing practices.

In education, the terms assessment, evaluation, and testing are sometimes used interchangeably as they are all used to measure how well students are learning and how well they are meeting the stated goals and objectives. However, professionals in education made distinctions between the three terms. Mohan (2016) emphasized that 'test' is the less specific and the narrower term among the three terms. Generally, it is a set of questions to be answered in order to examine someone's knowledge of something to determine what he or she knows or has learned. Evaluation on the other hand, is defined as " the process wherein the parts, processes, or outcomes of a program are examined to see whether they are satisfactory, particularly with reference to a program's stated objectives, or some standard of excellence" (Mohan, 2016, p.27). In other words, evaluation is the process of making judgments based on evidence which is necessary to know whether students meet the predetermined learning objectives and thus, helping stakeholders to make the right decisions. Assessment, however, is the process of gathering and interpreting information about students' learning for the sake of improving not only judging it. In fact, it is clear that the three terms testing, evaluation, and assessment differ from one another in that each one is done for specific purposes and carried out to achieve certain outcomes.

### **3. Types of Assessment**

Teachers can know about their learners' development only through assessment. There are different types of assessment, the nature and the characteristics of these types differ according to their purposes. This section includes short explanation of the common types of assessment. For better understanding, the types are divided into three categories as follows:

#### **3.1. Formative and Summative Assessment**

Formative assessment is generally defined as the one used throughout the course or the program to check how students are progressing in their learning process. According to Berry (2008), formative assessment is about all actions used by both teachers and students during the learning process for improving students' learning. In addition, Harmer (2007) claimed that "formative assessment related to the kind of feedback teachers give to students as a course is progressing and which, as a result, may help them improve their performance" (p.379). However, summative assessment is used at the end of the learning process. It is used to judge the learning success in exams and tests. Summative assessment, as the name suggests, is the kind of measurements that place to round things off or make a one-off measurement. Such tests include the end-of-year tests that students take" (Harmer, 2007, p.379).

In brief, formative assessment is process-oriented and focuses on the process and steps used by both teachers and students during the course. It is assessment for learning. However, summative assessment is product-oriented; the focus in this type is on the final product. It is assessment of learning.

### **3.2. Norm-referenced and Criterion-referenced Assessment**

According to Berry (2008), in norm-referenced assessment we compare students' performance based on some norms. These norms are the past performances of similar students who belong to the same grade level and subject area. She stated that the alternative of norm-referenced assessment is criterion-referenced assessment, also referred to as standards-based interpretation. This type of assessment compares the students' performance according to an established criterion. It is used to indicate the proficiency level of each student based on specific standards of the grade level.

In short, these two types of assessment are used to assess the outcomes of learning. Both of them are product-oriented, they assess the final product of students i.e. they are assessment of learning.

### **3.3. Formal and Informal Assessment**

Formal assessments are generally known as standardized measures, this type of assessment indicates whether the student is below or above the average. Berry (2008) stated that "formal assessments tend to refer to those occasions when we want to make the conditions of assessment sufficiently standardized to allow for comparisons of performances across students" (p.50). Unlike formal assessments, informal assessments refer to all types of tests that take place inside the classroom to measure the students' progress in learning. In this type of assessments, teachers mainly use checklist, observation, and portfolio to assess their students. According to Berry (2008), "informal assessments would then be those that can be posed without great regard to the conditions of assessments, and for which variations in the conditions would have little impact on the usability of the resulting information". (p.50)

Briefly, formal assessments are used to assess the overall achievements of students; they are product-oriented assessments. However, informal assessments are used to assess the performance of students; they are process-oriented assessments.

#### **4. Definition of Formative Assessment**

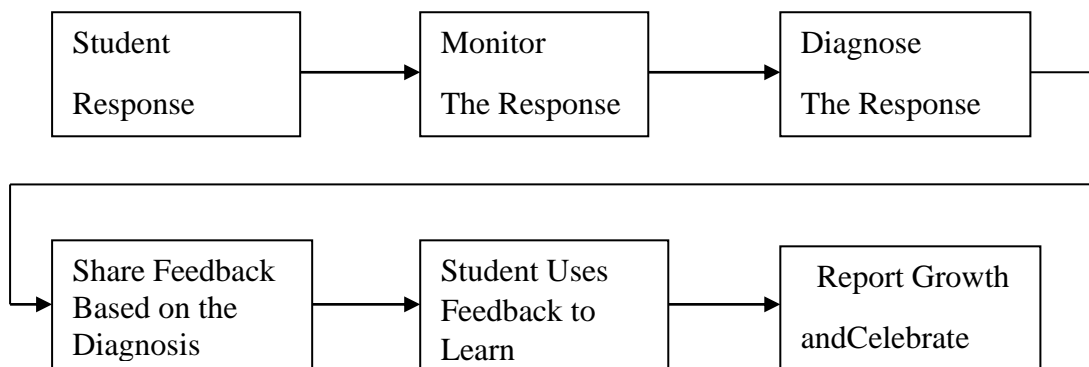
Formative assessment is increasingly becoming an integral and crucial part of the teaching/learning process. It is not a new concept but recently it has received much interest from researchers and scholars. They seek to develop its theories and use them in more detailed and specific ways, they provided various and different definitions for formative assessment. In their research, Cowie and Bell (1996) defined formative assessment as “The process used by teachers and students to recognize and respond to students learning in order to enhance that learning, during the learning” (as cited in Bell and Cowie, 2002, p.8). In fact, the purpose of formative assessment is mainly to improve learning not merely to audit it; for that it is also called ‘assessment for learning’. It happens while learning is taking place so that teachers would recognize the effectiveness of things they are teaching and at the same time, students would be aware of what they are learning. Cizek (2010) referred to formative assessment as:

The collaborative processes engaged in by educators and students for the purpose of understanding the students’ learning and conceptual organization, identification of strengths, diagnosis of weaknesses, areas of improvement, and as a source of information that teachers can use in instructional planning and students can use in deepening their understandings and improving their achievement. (p.6)

The previous definition emphasizes that formative assessment is essentially carried out for the purpose of facilitating students’ learning. It is not about judging the learning but

rather the decisions made after the assessment are to direct both teaching and learning. This step helps determine the students' strengths and gaps which are the starting point that teachers consider while planning the next steps in the teaching/learning process.

Throughout the process of formative assessment, teachers have to shed light on its most important component which is providing feedback to improve students' learning. Feedback is delivered during instruction in order to help teachers recognize their students' misunderstandings and motivate students as well. According to Harlen (1996), "formative assessment is essentially feedback to the teacher and to the pupil about present understanding and skill development in order to determine the way forward...so that the appropriate next steps can be considered" ( as cited in Torrance and Pryor 1998). Therefore, formative assessment is essentially associated with feedback as the vehicle that leads students to advance in their learning



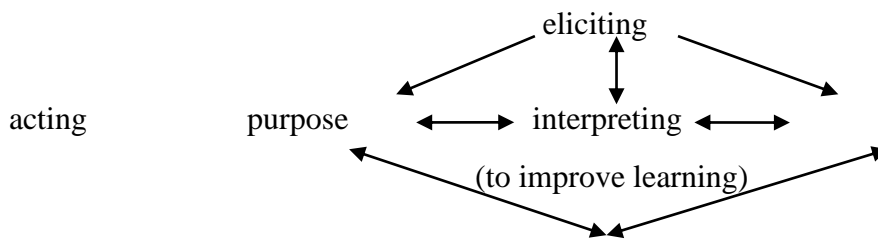
**Figure 1:** Formative Assessment Process (Tuttle, 2009, p.4)

## 5. Types of Formative Assessment

Formative assessment was defined as a means to collect data about the learning progression and its improvement and, it is used to support the learning process. According to Cowie and Bell (1999, as cited in Hall and Burke, 2004) there are two types of formative assessment:

### 5.1. Planned Formative Assessment

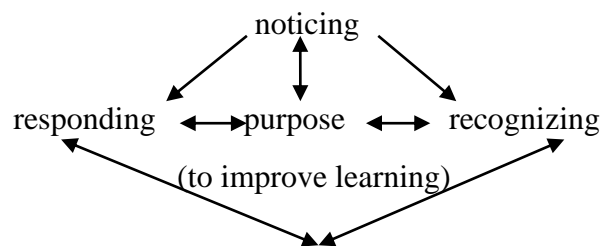
It is used to show the learners' ability in thinking. It happens at the beginning and the end of the topic and it aims at proving and developing the learning and teaching process. As diagrammatically shown in the figure, it is a cyclic process of eliciting, interpreting and acting, carried out with all the students and relies on the professional knowledge of the teachers.



**Figure 2:** Planned Formative Assessment (Cowie and Bell, 1999 as cited in Hall and Burke, 2004, p.15)

### 5.2. Interactive Formative Assessment

Interactive assessment takes place during teacher-pupil interaction. It is based on noticing, recognizing, and responding. As the figure shows, the teacher notices how students think through their interaction with each other, then gives comments about how they were interacting and finally he recognizes the significance of the information.



**Figure 3:** Interactive Formative Assessment (Cowie and Bell, 1999 as cited in Hall and Burke 2004, p.15)

## **6. The Strategies of The Formative Assessment**

According to Heritage (2007), teachers should follow three formative assessment strategies. They are classified as follows:

### **6.1. On-the-fly Assessment**

It is about changing the course during the lesson to correct the misconceptions, which students might have in their minds about things that were already explained by the teacher. Teachers correct those misconceptions by providing a quick “pop-up lesson”. The aim is to clarify things to students before proceeding in the planned course.

### **6.2. Planned-for Interaction**

Teachers prepare and plan their lessons before delivering them, they decide about which questions they will ask their students during the lesson. The aim is to attract students’ attention towards the subject matter, raise their thinking, and enable them express their ideas.

### **6.3. Curriculum-embedded Assessment**

There are two types of curriculum-embedded assessment, those that are embedded in the ongoing curriculum to give feedback at a given point in the learning sequence and those that are part the activities of the learning process. The aim is to make students aware of the feedback they receive during the course to improve their learning.

## **7. Teachers’ Knowledge and Skills about Using Formative Assessment**

The effective implementation of formative assessment in the classroom may promote students’ learning. However, it requires knowledge and skills to be mastered by teachers. Heritage (2007) believed that there are four basic elements of teacher knowledge:

## **7.1. Teachers' Knowledge**

### **7.1.1. Domain Knowledge**

Teachers must know and understand the concepts, knowledge, and skills to be taught within their subject area, what encourages students to acquire them and the various ways in which successful work can be presented. This knowledge helps them define the learning progression towards the desired outcomes and whether the students showed successful performance or not.

### **7.1.2. Pedagogical Content Knowledge**

Teachers must be familiar with the different models of teaching and know for what purpose is a certain model appropriate in order to ensure student achievement and effective adjustment of instructions. They need to know that the gap between the current status and the learning goals differ from one student to another and it is the teacher's role to use differentiated instructional strategies so that all students reach their learning goals.

### **7.1.3. Students' Previous Learning**

Students come with a background knowledge that should be known by teachers in the classroom then they build on it to move learning forward. Students' previous learning includes their knowledge in a specific content area, their understanding of the content's concepts, their skills and capacity to perform tasks, their attitudes and level of language proficiency.

### **7.1.4. Assessment Knowledge**

Teachers must know the different strategies of formative assessment which help them gather the maximum evidence about students' learning. They need to know how to align formative assessment with the instructional goals and ensure that the evidence is interpreted accurately. However, teachers have to take into consideration that students' self and peer assessment are also sources of evidence.

## **7.2. Teachers' Skills**

In addition to the knowledge basis teachers need to use formative assessment successfully in the classroom, they need a range of skills as well. According to Heritage (2007), the skills needed are:

### **7.2.1. Creating the Conditions**

Teachers must create a classroom atmosphere that encourages self and peer assessments where students can openly make a contribution. Teachers also must be skillful to make students recognize and appreciate individual differences that enable the students to feel safe in the learning environment.

### **7.2.2. Student Self-assessment**

Teachers must teach students to assess their learning and others' learning by helping them set goals and criteria for success. They also need to be skillful in making students learn how to provide constructive feedback to their peers.

### **7.2.3. Interpreting Evidence**

Teachers must analyze and interpret the students' responses to determine the gap between the current learning and the desired goals. This allows them to modify instruction accordingly and to provide clear and descriptive feedback. It is worth mentioning that the success of analysis is highly tied to the teachers' domain knowledge.

### **7.2.4. Matching Instruction to the Gap**

Teachers need to be skillful in making their instructional actions appropriate to the students learning needs and lead students to the desired outcomes. This involves selecting the learning experiences and deciding on the appropriate strategy. As the gap differs among students, matching instruction to the gap should be done with differentiated classroom instruction.

## **8. The Importance of Formative Assessment**

Though some aspects of formative assessment have been used for decades, a growing emphasis on its implementation in classrooms has emerged only over the past several years. Its true benefits have been realized and that what made educators and researchers stress its importance. Formative assessments are about checking for understanding in an effective way in order to guide and adjust instruction. When we assess students' learning for formative purposes, there may be no final mark for the students' performance. Rather, formative assessment can serve as practice for students to check their understanding and learning progress. Students may be facing challenges in grasping concepts, acquiring skills or in progressing in their level. Thus, teachers use the data collected during formative assessments to identify in- process academic areas that need to be addressed, make necessary adjustments in lessons or teaching techniques, or by giving academic support and that would produce immediate benefits for students' learning. In other words, formative assessment is important as it helps diagnose students' strengths and weaknesses at early stages and explore their potentials. According to Black and William (1998) it "helps low achievers more than other students and so reduces the range of achievement while raising achievement overall" (p.141). They emphasized that formative assessment considerably reduced the amount of time that it took students to learn concepts and this reduction was most dramatic in students identified as lower performing.

In fact, the continuous and frequent formative assessment makes students motivated, as they will be able to track their educational goals through the evidence provided in the form of constant and descriptive feedback. This allows students to be part of the learning environment and to develop self-assessment strategies that will help with the understanding of their own learning process. They would become self-regulated learners, decision makers and increasingly view themselves as autonomous participants. Sadler

(1983) believed that students' learning increases when teachers make students part of the learning process.

## **9. Methods of Assessing Students' Writing**

The only way that helps teachers to know about the progression of their students in learning is through assessing them. There are numerous methods that can be used to assess students' writing development. Here are the main categories of evaluation:

### **9.1. Peer Assessment**

In peer assessment, students exchange their written works to evaluate them. Gupta, Abdullah, Li, and Xueshuang (2019) defined peer assessment as an arranged setting where students seat together and assess each other's written work by providing feedback and correcting mistakes. The aim of peer assessment is to make learners involved in the learning process; for improving their learning, developing the critical thinking, and helping them to make judgments. According to Brown, Rust and Gibbs (1994), Zariski (1996), Race (1998) and others, there are several advantages of peer assessment for students (as cited in Bostock, 2000)

- It is used to improve motivation.
- It makes learners responsible for their learning; they become "autonomous learners".
- Assessment is used as part of the learning process; mistakes are seen as opportunities not failures.
- Developing some skills for life-long learning, like evaluation skills.

### **9.2. Self-Assessment**

It is the ability of students to judge their pieces of writing by themselves based on some criteria related to the lesson they agreed on them before with their teacher. Boud (1991) defined self-assessment as "The involvement of students in identifying standards

and/or criteria to apply to their work and making judgments about the extent to which they have met these criteria and standards” (as cited in Boud, 1995, p.12). Therefore, self-assessment helps students to become aware about their learning progression because they can distinguish their points of strengths and weaknesses through self-evaluation.

## **10. Formative Assessment and Formative Feedback**

Formative assessment is a process designed mainly to provide feedback to both the teacher and student to improve students’ learning. This feedback is delivered during instruction, allowing teachers to identify students’ misunderstandings. Formative feedback then is a crucial component in formative assessment. It is one of the factors that influence and motivate students’ learning and help improve knowledge, skills, and understanding. With the feedback they receive, students are able to evaluate their response and understanding and make necessary adjustments. Shute (2008) defined formative feedback as “information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning” (p. 154). Formative feedback is also seen as the information about the gap between the actual and the desired learning. (Ramaprasad, 1983). Students must use the feedback provided by the teachers to close the gap in their learning and performance. Thus, formative feedback must involve both the teacher and the students for successful student learning. The teacher receives feedback to evaluate their students understanding which guides his next step in the lesson. The student, on the other hand, receives feedback to guide and check his learning. In this context, Sadler (1989) proposed a model which emphasizes that there is a feedback loop whereby both teachers and students are continuously providing feedback for each other. According to Irons (2008), “formative feedback is any information, process or activity which affords or accelerates students learning based on comments relating to either formative assessment or summative assessment activities” (p.7). In fact, formative feedback creates opportunities

for learners to know how well their performance was and what they can do for future improvement. It can yield positive results only if it consists of clear, descriptive information and outlines the necessary steps to close the gap between the actual and desired learning.

## **11. Types of Feedback**

Providing feedback is seen as a central element in developing SL and FL writing. It consolidates and encourages learning as it gives learners the chance to improve their writing based on the comments they receive. According to Hyland (2003), “feedback practices differ according to the teachers’ preferences as well as the kind of writing task they have set and the effect they wish to create” (p.177). He focused on three types of feedback:

### **11.1. Teacher Written Feedback**

Teacher written feedback plays an essential role in the writing process. It has a significant role in improving students’ writing through guiding them. Hyland (2003) stated that many teachers feel they must write substantial comments on papers to provide a reader reaction to students’ efforts, to help them improve as writers and to justify the grade they have been given. “A variety of techniques have been proposed to provide teacher feedback to students, the most common being commentary, cover sheets, minimal marking, taped comments, and electronic feedback”. (Hyland, 2003, p.180)

### **11.2. Teacher-Student Conferencing and Oral Feedback**

Feedback can be given through face-to-face conferencing. This gives both learners and teachers the opportunity to interact orally. “Writing conferences not only assist learners with auditory learning styles, but give them a clearer idea of their strengths and weaknesses, develop their autonomy skills, allow them to raise questions on their written

feedback, and help them construct a revision plan” (F. Hyland, 2000; Riley, 1997 as cited in K. Hyland, 2003, p.192). In fact, conferences allow learners to be active participants through discussing their drafts and asking questions and that may improve their writing abilities.

### **11.3. Peer Feedback**

A very effective tool that promotes learning is peer feedback where students respond to each other’s work. It makes it possible to provide all students with helpful feedback instead of one teacher giving feedback to all the students. It also facilitates a collaborative and social process between students when they help each other. Thus, they develop a learning autonomy as they are all actively engaged in the process. Hyland (2003) emphasizes that peer feedback provides a means of improving writers’ drafts and developing readers’ understandings of good writing.

## **12. The Challenges of Formative Assessment in the Classroom**

Although formative assessment is implemented in order to increase the students’ proficiency level especially in writing and achieve higher degrees, many challenges are facing this form of assessment. According to Andrade and Cizek(2010), at the classroom there are seven noteworthy challenges, they are as follows:

### **12.1. Purpose**

This is the most important challenge, when we implement formative assessment we have to set a clear purpose for the assessment, and its focus is on developing the learners’ educational experiences through specific and appropriate feedbacks.

### **12.2. Resources**

This is the second challenge of formative assessment in the classroom. Implementing formative assessment in the classroom requires teachers with high qualities and

experiences, time for planning, feedback, and the role of administration in addition to other tangible resources.

### **12.3. Preparation**

Training is a significant challenge. To implement formative assessment successfully in the classroom teachers should go through pre-service and in-service training. This training provides two different competences; the concepts necessary to administer and interpret traditional summative assessment and the skills required for developing and interpreting classroom-based formative assessments.

### **12.4. Validity**

Cizek defined validity as “the degree to which evidence supports the interpretations or inferences that are intended to be drawn from assessment information” (as cited in Andrade and Cizek, 2010, p.09). The validity of formative assessment in classroom is threatened by bias; this latter can be either by the observer or scoring bias.

### **12.5. Accommodation**

It is an important challenge for the future of formative assessment because it enables all test-takers to know the real level of students with specific needs through evaluating them. As it gives them information about what the learners know, and what they do not know.

### **12.6. Compliance**

Legislations and many state laws are concerned with the summative assessment and there are numerous questions that should be answered about formative assessment. This represents an unclear challenge for implementing formative assessment in a more systematic way.

## **12.7. Time**

It is the successful key of implementing formative assessment in the classroom; time is about the good division or allocation of time for both teachers and students.

To conclude, overcoming all those challenges aims at creating a better balance between “assessment of learning” and “assessment for learning” in the classroom situation.

## **Conclusion**

Writing effectively is important for EFL learners to reach academic success and to communicate throughout the world. From this chapter we can conclude that writing requires students’ knowledge and awareness of many areas of the language that would reinforce the learning process of this skill and make it easier. Furthermore, it is assumed that writing can be developed and enhanced through the teacher’s continuous formative assessment. Finally, writing assessments have a great importance in determining students’ weaknesses and strengths and how do they improve their writing abilities. Thus, teachers should be aware of the formative assessment’s type they have to apply in accordance with their learners’ needs and preferences. To sum up, teachers’ different conceptions of formative assessment during the instructional course are considered as an effective technique in improving EFL learners’ writing skill and helping them to become good writers.

## **Chapter Two: The Fieldwork**

### **Introduction**

The present chapter is dedicated to the practical part of our research. It aims at describing the sample and the tools used for data collection. To accomplish the aim of the study, two data gathering tools were used: a questionnaire for EFL students and another one for EFL teachers. The chapter consists of a description and analysis of both questionnaires. The analysis of the questionnaires would help us reach the aim of this study which is investigating the importance of formative assessment in enhancing EFL learners writing skill. Data analysis will be reported in tabular and graphic presentations with their interpretations.

#### **1. Teachers' Questionnaire**

##### **1.1. Sample Population**

The questionnaire was administered to five secondary school teachers of English at Saadaoui Rachid (Zoui) and Gantri Sedik (Babar) secondary schools. All the teachers were of great help. They answered the questionnaire immediately.

##### **1.2. Aims of the Questionnaire**

This questionnaire aims at investigating to what extent the teachers are implementing formative assessment in their classrooms and what are some strategies and techniques they often use. It also aims at collecting teachers' opinions and beliefs about the role of formative assessment in developing students' writings.

##### **1.3. Description of the Questionnaire**

The questionnaire entails 14 questions of different types (close-ended questions, multiple-choice questions, diverse scales and some questions included gaps for additional answers and proposals). In fact, teachers were asked to justify some of their answers for

the reason of clarifying the motives behind their choices. The questions are divided into three sections as follows:

**Section One:** (Item1). It is about the background information of teachers it aims at obtaining an idea about the years of their teaching experience.

**Section Two:** (Item 2- Item 6). It is about the writing skill and contains six questions. It seeks to obtain the teachers opinions about the students’ level of writing and the main difficulties they face. It also determines their purpose of assessing writing. In addition to other questions related to the writing skill.

**Section Three:** (Item 7- Item 14). It is about formative assessment and seeks to obtain teachers’ opinions and attitudes towards formative assessment and feedback and their importance to develop the students’ writing competencies. In addition, it determines to what extent teachers are implementing formative assessment, the strategies they use and the challenges they face while doing so.

#### 1.4. Analysis and Discussion of the Questionnaire

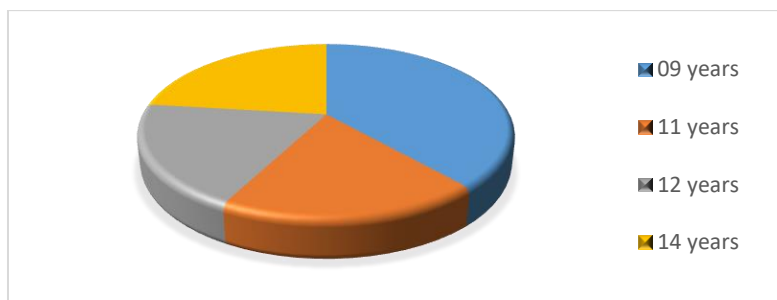
##### Section One: Background Information

##### Item 1: Years of teaching experience

<b>Option</b>	09 years	11 years	12 years	14 years
<b>Number</b>	02	01	01	01
<b>Percentage</b>	40%	20%	20%	20%

**Table 1: Teachers’ Experience in Teaching**

Table 01 shows the teachers’ experience in teaching English. The results reveal that (40%) of the teachers have 9 years of teaching experience, (20%) have 11 years of experience, (20%) have an experience of 12 years while another (20%) have 14 years of teaching experience.



**Figure 4: Teachers' Experience in Teaching**

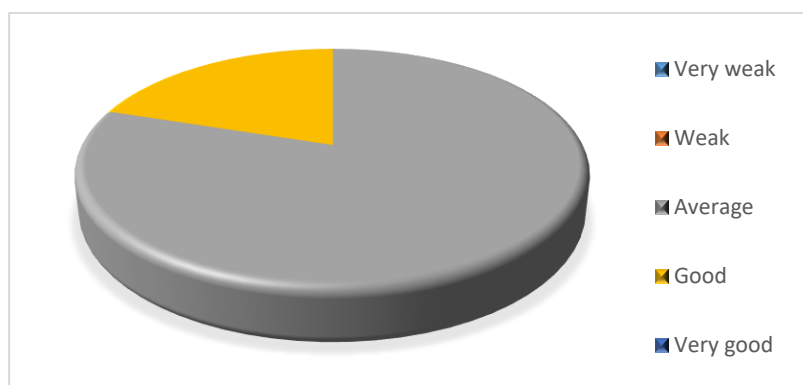
## Section Two: The Writing Skill

**Item 2:** According to your experience, how would you describe the writing level of your students?

Option	Very weak	Weak	Average	Good	Very good
Number	00	00	04	01	00
Percentage	00%	00%	80%	20%	00%

**Table 2: Evaluation of Students' Writing Level**

According to Table 2, four teachers (80%) evaluate students' level in writing as average, one teacher (20%) evaluate it as good while none of the teachers evaluate the students' level as very weak, weak or very good.



**Figure 5: Evaluation of Students' Writing Level**

**Item 3:** According to you what are the main difficulties most EFL learners face in writing?

The results reveal that almost all the respondents consider the following problems as challenging in EFL students' writings:

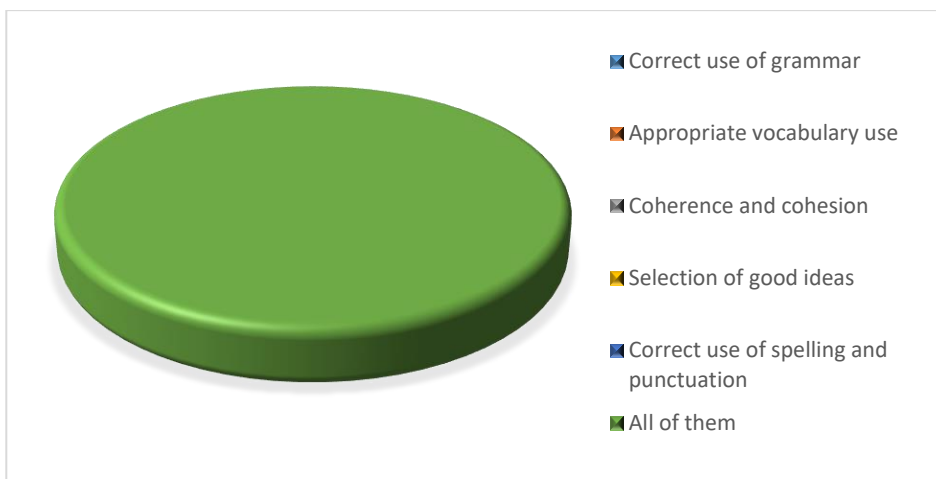
- The failure in organizing and selecting ideas.
- The choice of vocabulary (limited vocabulary).
- Misuse of tenses, subject verb agreement and punctuation.
- Sentence structure.
- Parallelism.

**Item 4:** What does good writing mean to you?

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
Correct use of grammar	00	00%
Appropriate vocabulary use	00	00%
Coherence and cohesion	00	00%
Selection of good ideas	00	00%
Correct use of spelling and punctuation	00	00%
All of them	05	100%

**Table 3 : Teachers' Views of Good Writing**

This question displays different options that may explain what good writing is for teachers, and the results show that all the respondents (100%) view that all the mentioned options represent good writing. None of them (0%) chose one or two options, they all opted for the last option (all of them). In other words, they believe that the construction of a good piece of writing requires the unity of the above mentioned options.

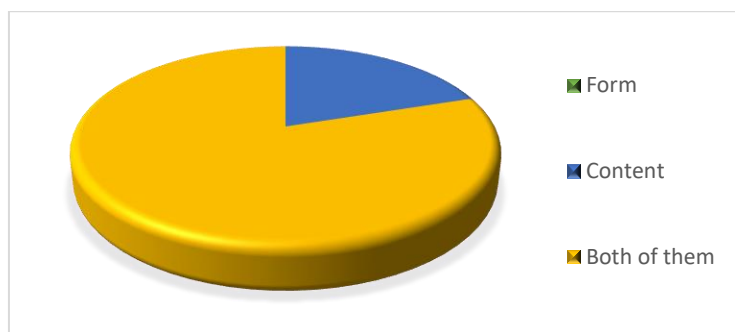


**Figure 6: Teachers' Views of Good Writing**

**Item 5:** What is your area of interest when correcting students' writings?

Option	Form	Content	Both of them
Number	00	01	04
Percentage	00%	20%	80%

**Table 4: Teachers' Area of Interest when Correcting Students' Writing**



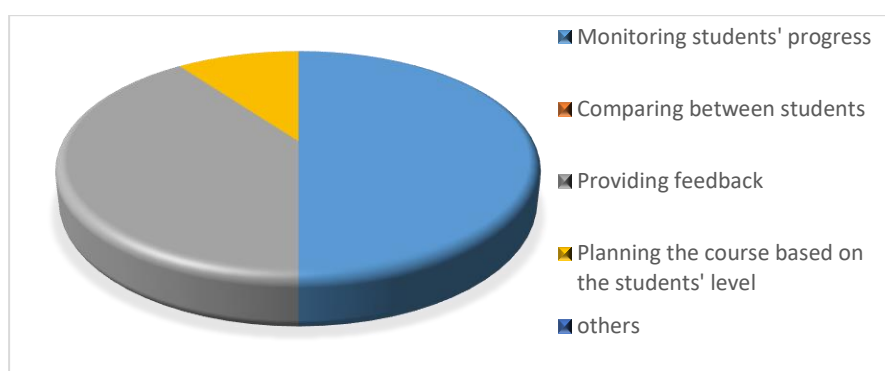
**Figure 7: Teachers' Area of Interest when Correcting Students' Writing**

The results show that most teachers (80%) give much importance to both form and content while correcting students' writing. However, only one teacher (20%) is interested more in content.

**Item 6:** What is your aim behind assessing the writing skill?

Option	Number	Percentage
Monitoring students' progress	05	100%
Comparing between students	00	00%
Providing feedback	04	80%
Planning the course based on the students' level	01	20%
Others	00	00%

**Table 5: Teachers' Aim behind Assessing the Writing Skill**



**Figure 8: Teachers' Aim behind Assessing the Writing Skill**

The results reveal that teachers assess students' writing for many purposes. All of them agreed that they do so to monitor students' progress, (80%) assess students' writing to provide them with feedback and (20%) use the assessment to plan the course based on the students' proficiency level. However, none of the teachers assesses students' writing to compare between them.

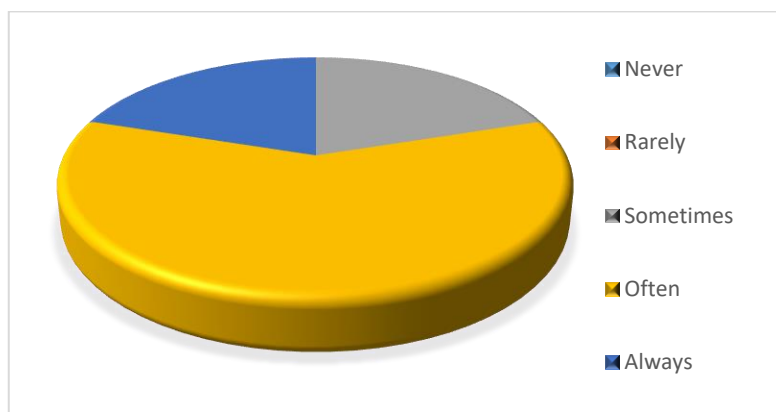
## Section Two: Formative Assessment

**Item 7:** How frequently do you implement formative assessment in your classroom?

Option	Never	Rarely	Sometimes	Often	Always
Number	00	00	01	03	01

<b>Percentage</b>	00%	00%	20%	60%	20%
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**Table 6: Teachers' Implementation of Formative Assessment in the Classroom**



**Figure 9: Teachers' Implementation of Formative Assessment in the Classroom**

Table 6 above shows that (60%) of the teachers often implement formative assessment in the classroom, (20%) sometimes implement it and (20%) always use it. However, none of the teachers answered that they rarely or never implement formative assessment in the classroom.

**Item 8:** How do you assess your students' writings formatively? (Mention some techniques you often use).

The results indicate that the respondents use different techniques when assessing students' writings formatively. Most of them said that they use the teacher-student conferencing; teachers intervene during the students' writing process and not only after receiving the final drafts. They encourage the student's self-evaluation and make them reflect about their writing process and product. Other teachers assume that they correct students' essays every week and provide them with instant feedback that will help them avoid writing problems. They stress that the feedback differs from individual to general feedback.

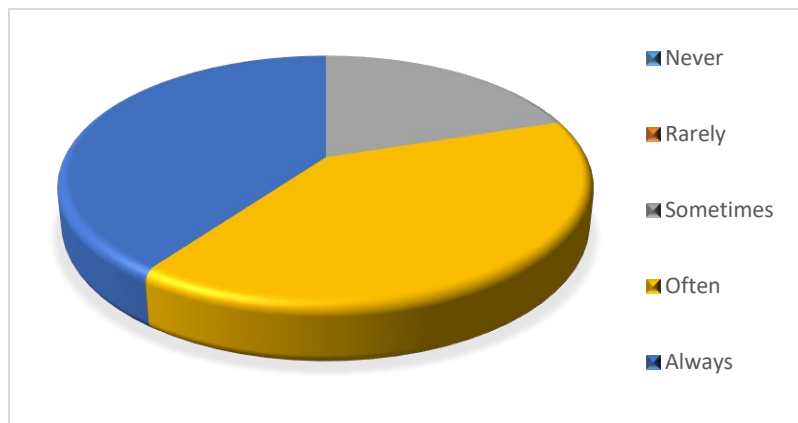
**Item 9:** How can formative assessment help learners improve their writing?

Based on their answers, it is clear that the teachers believe that formative assessment is a way to guide learners in their writing process. They assume that through the continuous evaluation, students can know more about their mistakes and correct them. In addition, the feedback they receive (comments and marks) help them make better achievement in the future.

**Item 10:** How frequently do you provide your students with feedback on their writing productions?

Option	Never	Rarely	Sometimes	Often	Always
Number	00	00	01	02	02
Percentage	00%	00%	20%	40%	40%

**Table 7: The Frequency of Teachers' Feedback Provision on Students' Writings**



**Figure 10: The Frequency of Teachers' Feedback Provision on Students' Writings**

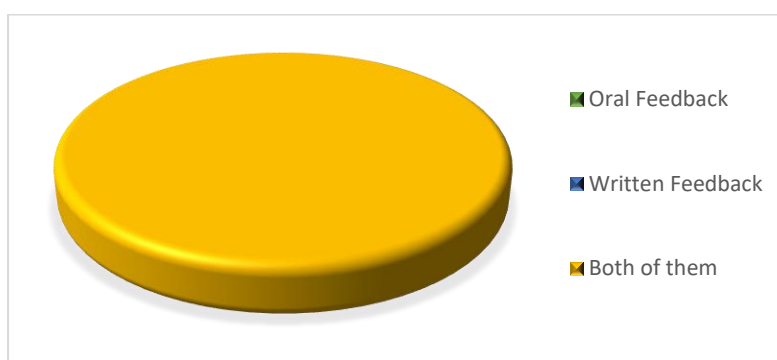
The above table and graph show that (40%) of the teachers often provide their students with feedback on their writing productions, another (40%) always provide feedback and (20%) sometimes provide students with feedback. However, none of the

teachers answered that they rarely or never provide their students with feedback on their writing productions.

**Item 11:** Which type of feedback do you often provide?

Option	Oral feedback	Written feedback	Both of them
Frequency	00	00	05
Percentage	00%	00%	100%

**Table 8: Teachers' Types of Feedback on Students' Writing**



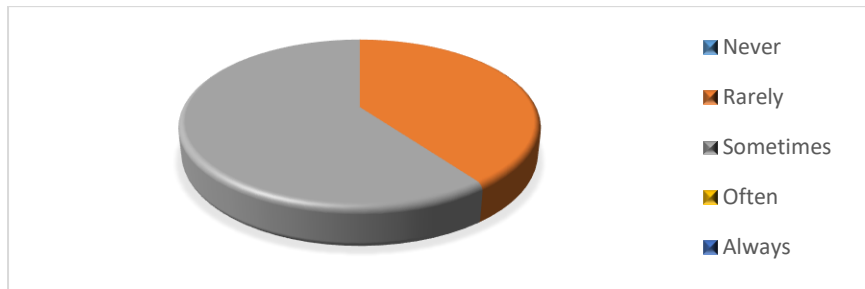
**Figure 11: Teachers' Types of Feedback on Students' Writing**

The table and graph above indicate that all the teachers (100%) provide students with both written and oral feedback on their writing productions.

**Item 12:** How often do you use the assessment results in designing your courses? Justify.

Option	Never	Rarely	Sometimes	Often	Always
Number	00	02	03	00	00
Percentage	00%	40%	60%	00%	00%

**Table 9: Teachers' Use of Assessment Results in Course Design**



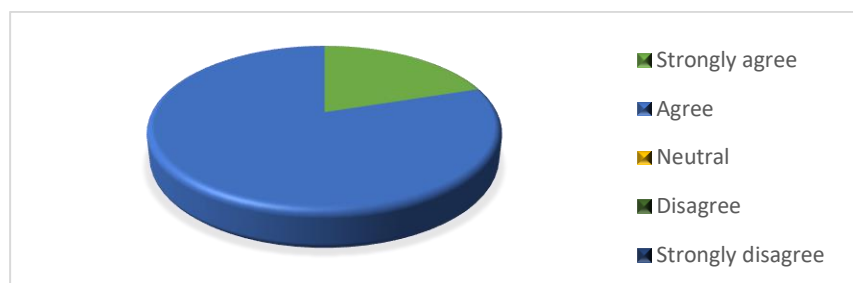
**Figure 12: Teachers' Use of Assessment Results in Course Design**

The above results reveal that (60%) of the teachers rarely use the assessment results in designing their courses mainly because of time constraints and that courses are taught before assessment. In addition, (40%) of the teachers answered they sometimes use the results in designing courses. However, none of them said they never, often or always use the assessment results in designing their courses.

**Item 13:** Does the teacher's correction during the course develop students' writing? Explain.

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Number	01	04	00	00	00
Percentage	20%	80%	00%	00%	00%

**Table 10: Teachers' Attitudes towards the Impact of "During Course Correction" on Students' Writings**



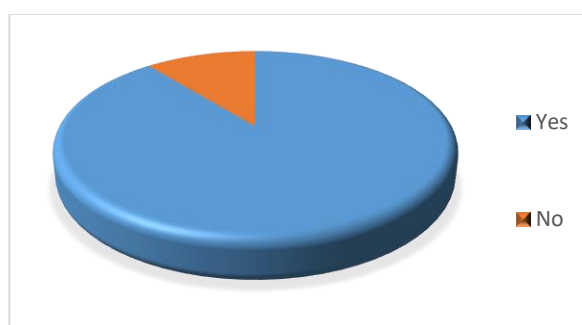
**Figure 13: Teachers' Attitudes towards the Impact of "During Course Correction" on Students' Writings**

As it is noticed in the table and the graph above, almost all teachers (80%) agree that the teacher’s correction during the course develop students’ writing while (20%) strongly agree. None of the teachers is neutral or disagrees about this idea. Most of the respondents said that this correction enables the students to immediately correct and fix their mistakes within the same course and use them appropriately. Others said that it is useless with students who have bad English; for them it takes more than one year to see significant results.

**Item 14:** Do you encounter some problems and difficulties when implementing formative assessment in the classroom? (If “yes”, mention some)

Option	Yes	No
Number	04	01
Percentage	80%	20%

**Table 11: Difficulties Encountered by Teachers when Implementing Formative Assessment**



**Figure 14: Difficulties Encountered by Teachers when Implementing Formative Assessment**

The results show that the majority of the teachers (80%) encounter difficulties and face some challenges when implementing formative assessment in the classroom. It is mainly because of the lack of time and overcrowded classrooms which makes it

impossible to assess all the students and provide them with feedback. Others said that it is sometimes hard to make learners follow the process of formative assessment. The results also reveal that only (20%) of the teachers do not face challenges when implementing formative assessment in the classroom.

### **1.5. Interpretation of the Results**

The results of question one indicate that teachers are experienced enough to teach the writing skill which makes them aware about the students' level and the difficulties they face in the writing process. The aim behind this question is to target the most experienced teachers in the field to have the most valuable data.

Concerning the second part, it aims at investigating the teachers' opinions about the writing skill. Almost all the teachers describe the writing level of their students as average since they encounter some grammatical and organizational problems (selection of ideas, choice of vocabulary, sentence structure. Etc.). However, they believe that the construction of a good piece of writing requires the unity of these aspects: correct use of grammar, appropriate vocabulary use, coherence and cohesion, selection of good ideas, and the correct use of spelling and punctuation. For that, when correcting students' writing teachers give equal importance to both form and content.

Based on the teachers' answers, the findings strongly indicate that teachers are aware about formative assessment process and (60%) of them often implement it in their classrooms. In fact, almost all the teachers confessed that when assessing the students' writing skill, they aim at monitoring the students' progress on one hand and providing feedback on the other hand. However, only (20%) of the teachers aim to plan their courses based on the students' proficiency level. When assessing the students' writings formatively, the teachers claimed that they use different techniques. Some of them use

teacher-student conferencing where they intervene during the students' writing process and guide them through an instant feedback. They also correct students' essays every week and encourage student's self-evaluation to make them reflect about their writing process and product.

The results also give an insight about teachers' views of the importance of formative assessment in developing the students' writing skill. All the teachers believe that it is a way to guide learners in their writing process. For them, through the continuous evaluation students can know more about their mistakes and correct them. In addition, the feedback they receive help them make better achievement in the future.

Concerning the feedback, (40%) of the teachers declared that they always provide feedback. Another (40%) often do and (20%) sometimes provide students with feedback on their writing productions. This reveals that the teachers are aware of the importance of feedback to students' writing achievement. The teachers also confess that they provide students with both oral and written feedback on their writings. As far as the assessment results are concerned, (60%) of the teachers claimed that they sometimes use them in designing their courses while the remaining (40%) use them rarely. Their evidence is the time constraints and that courses are taught before assessment.

Regarding the teacher's correction during the course, all the teachers agree that it develops the students' writing. For them, it enables students to correct and fix their mistakes immediately within the same course and use them appropriately. On the other hand, other teachers claimed that the development takes a long time with students having bad English and that correction is useless with them.

While implementing formative assessment, (80%) of the teachers confessed that they encounter difficulties and face some challenges in the classroom. They lack the

sufficient time for the process as it necessitates longer time with students to see the results. In addition, overcrowded classes are the major challenge teachers face because it makes it impossible to assess all the students and provide them with feedback separately. Other teachers also believe that it is sometimes hard to make learners follow the process of formative assessment. However, the remaining (20%) of the teachers claimed that they do not face any challenges. In fact, though the results reveal that teachers are using formative assessment while teaching the writing skill.

Depending on the results of the questionnaire, we conclude that:

- Teachers are often implementing formative assessment in their classrooms using different techniques.
- They are fully aware of the importance of formative assessment in developing students' writing achievement.
- Teachers provide their students with different types of feedback which they view as a crucial factor in enhancing the students' writing proficiency
- Teachers most of the time encounter challenges while implementing formative assessment in the classroom.

## **2. Students' Questionnaire**

### **2.1. Sample Population**

The questionnaire was distributed randomly to thirty (30) Master 2 students of English at Abbess Laghrour University of Khenchela. The students were of great help and handed the questionnaire back as they have finished answering the questions.

### **2.2. Aims of the Questionnaire**

This questionnaire was prepared for the sake of gathering data about the effectiveness of using formative assessment on the students' attitudes in the educational

setting. Another aim of this questionnaire is to investigate to what extent formative assessment is used in the classrooms and the role of this process in improving students' writing skill. In this section, we will see the results of the students' questionnaire to check the validity of the research hypothesis.

### 2.3. Description of the Questionnaire

The questionnaire consists of 15 different questions varying between closed questions (Yes/No) and multiple choices. It is divided into three sections as follows:

**Section One:** General information (Item1-Item3) it is to get idea about how students view English as foreign language. This section is devoted to see whether they like English course, which skill challenges them most, and to check their level in the writing skill.

**Section Two:** the writing skill (Item 4- Item9) which investigates students` opinions about the writing skill and their preferences and reactions concerning teachers` remarks, the difficulties they face in writing and how they prefer their pieces to be evaluated.

**Section Three:** formative assessment (Item10- Item 15). This section seeks to get information about students' awareness towards formative assessment. It aims to identify the role of teachers in assessing students` written performances and to what extent the process of formative assessment helps students to develop their writings.

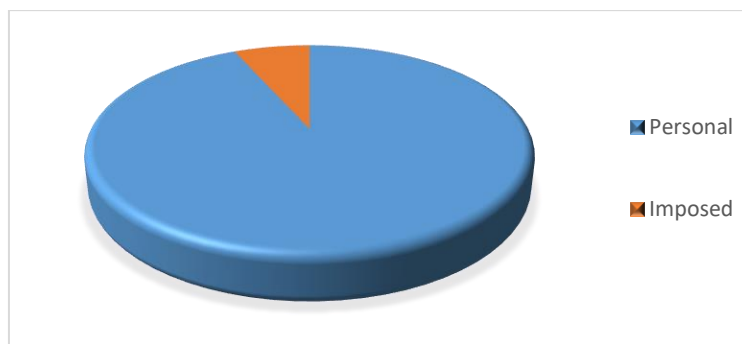
### 2.4. Analysis and Discussion of the Questionnaire

#### Section One: Background Information

**Item 1:** Is your choice of studying English

Options	Personal	Imposed
Number	28	02
Percentage	93,33%	6,66%

**Table 12: Students' Choice of English**



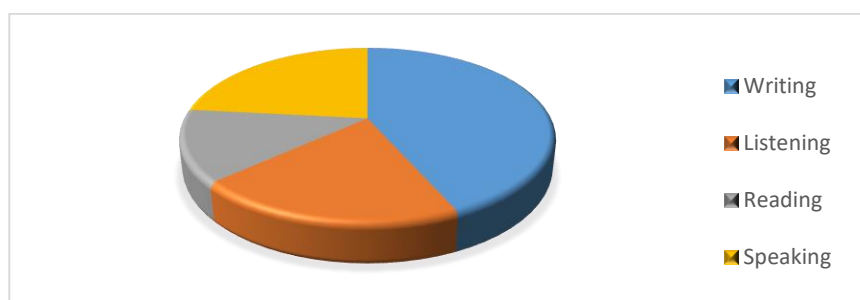
**Figure 15: Students' Choice of English**

The results show that (93, 33%) of the respondents' choice of English was personal while only (6, 66%) were imposed to choose English.

**Item 2:** For you, what is the most challenging skill?

Options	Speaking	Writing	Reading	Listening
Number	07	13	04	06
Percentage	23,33%	43,33%	13,33%	20%

**Table 13: The Challenging Skill for Students**



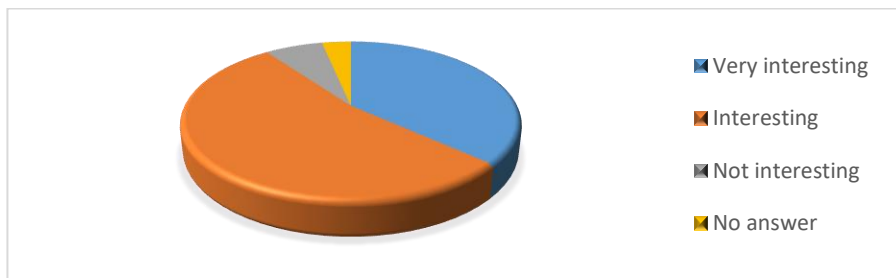
**Figure 16: The Challenging Skill for Students**

The results show that the majority of students (43, 33%) are facing difficulties with the writing skill and (23, 33%) with the speaking skill. This is something natural because the productive skills are difficult to be mastered. However, listening and reading took the lowest percentage of difficulty by (20%) and (13, 33%).

**Item 3:** Is the module of Written Expression

Options	Very interesting	interesting	Not interesting	No answer
Number	11	16	2	1
Percentage	36,66%	53,33%	6,66%	3,33%

**Table 14: The Students' Opinions about the Module of Written Expression**



**Figure 17: The Students' Opinions about the Module of Written Expression**

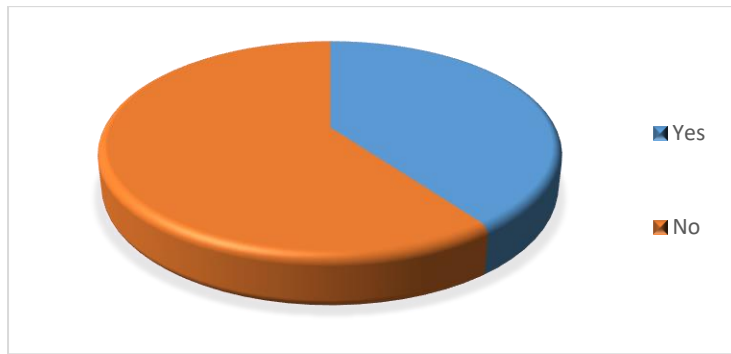
The results show that more than half of the students (53, 33%) find the module of written expression interesting and (36, 66%) find it very interesting. However, only 6, 66% find it not interesting and (3, 33%) did not answer the question.

## Section Two: The Writing Skill

**Item 4:** Do you think that writing can be learnt easily? Justify your answer.

Options	Yes	No
Number	12	18
Percentage	40%	60%

**Table 15: The Difficulty of Writing**



**Figure 18: The Difficulty of Writing**

The results show that (60%) of the students said that writing is a difficult task to learn and they provided many justifications explaining their point of views.

**The Justifications of Students Who Answered “No”**

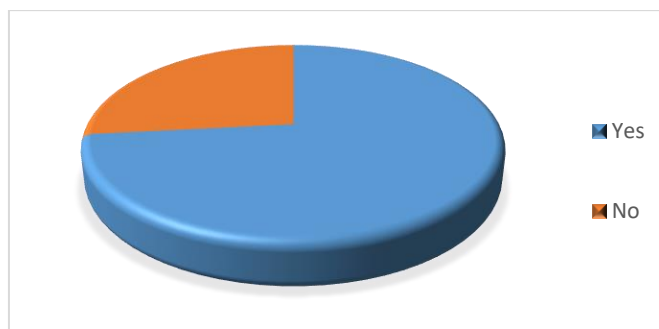
The eighteen (18) students who answered “No” to question four gave explanations as follows:

- “Writing needs rich vocabulary and knowledge of grammar rules”
- “Writing consists of many rules”
- “It is difficult”
- “It needs time”
- “It requires careful awareness to avoid mistakes”

**Item 5: Is your level in writing satisfactory?**

<b>Options</b>	Yes	No
<b>Number</b>	22	8
<b>Percentage</b>	73,33%	26, 66%

**Table 16: The Students’ Satisfaction with their Level in Writing**



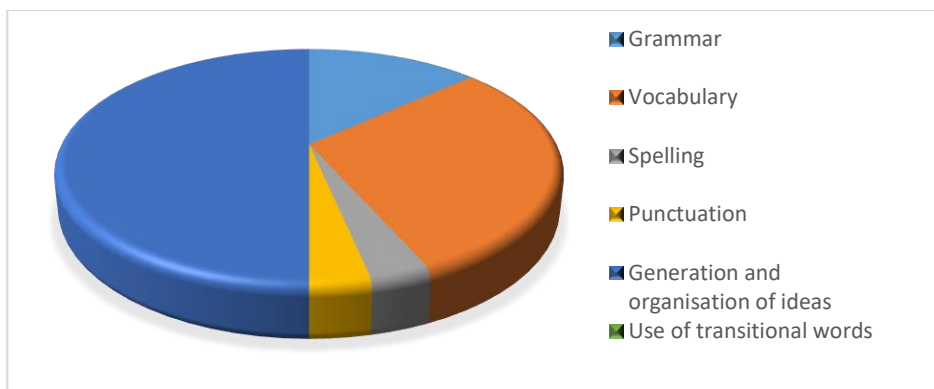
**Figure 19: The Students' Satisfaction with their Level in Writing**

The results show that the majority of students (73, 33%) are satisfied with their level in writing and just (26, 66%) are not satisfied.

**Item 6:** Please classify these writing difficulty items in order from the most difficult to the least. Where 1 is most difficult and 6 is the least difficult.

Options	Number	Percentage
Vocabulary	09	30%
Grammar	04	13.33%
Spelling	01	1.33%
Punctuation	01	1.33%
Generation And organization of ideas	15	50%
Use of transitional words	00	00%

**Table 17: The Classification of Writing Difficulties**



**Figure 20: The Classification of Writing Difficulties**

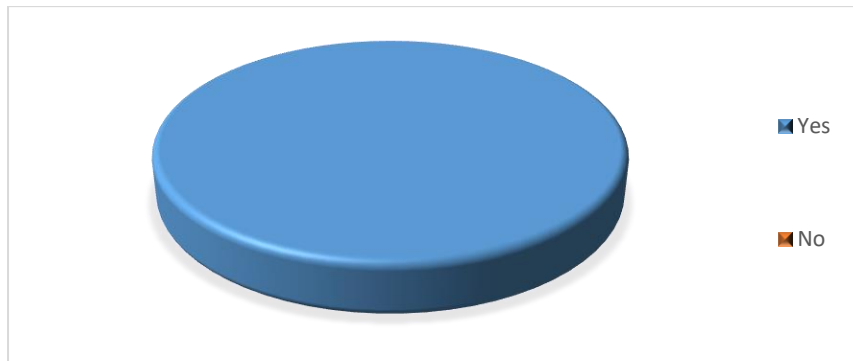
The results show that (50%) of the students consider generation and organization of ideas as the highest writing difficulty; therefore, accuracy and coherence are essential for a good production. Then comes vocabulary with (30%) because writing requires having a rich vocabulary otherwise, it becomes poor. After that comes grammar with (13, 33%). However, there is a balance between spelling and punctuation representing (3, 33%). Finally, no one from the participants went for the use of transitional words maybe because they had acquired the rules appropriately in their previous years of studies. Consequently, writing difficulties could be classified according to students' responses as follows: 1- Generation and organization of ideas, 2- Vocabulary, 3- Grammar, 4- Punctuation, 5- Spelling, 6- Use of transitional words.

**Item 7:** When you make mistakes, do you like to be corrected?

If "Yes", which type of correction would you prefer?

Options	Yes	No
Number	30	00
Percentage	100%	00%

**Table 18: The Students' Attitudes towards Teachers' Correction**

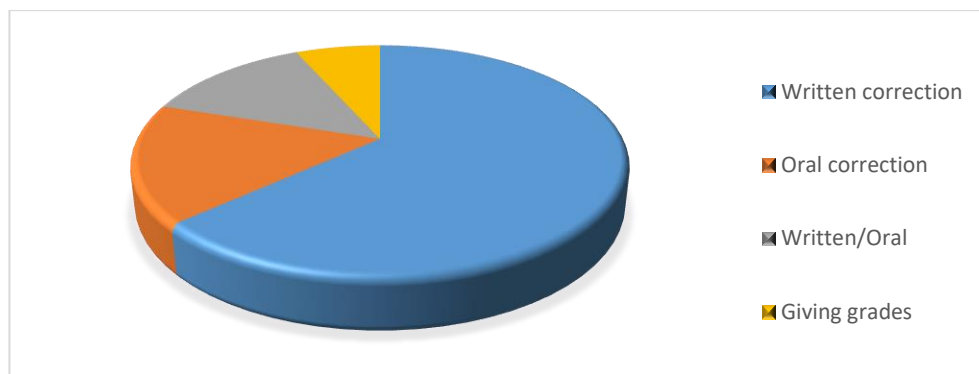


**Figure 21: The Students' Attitudes towards Teachers' Correction**

The results show that all students (100%) appreciate the teachers' correction of their writings and their preferred type of correction was demonstrated as follow:

Options	Written	Oral	Written/ oral	Giving grades
Number	19	05	04	02
Percentage	63,33%	16,66%	13,33%	6,66%

**Table 19: Students' Preference of the Type of Correction**



**Figure 22: Students' Preference of the Type of Correction**

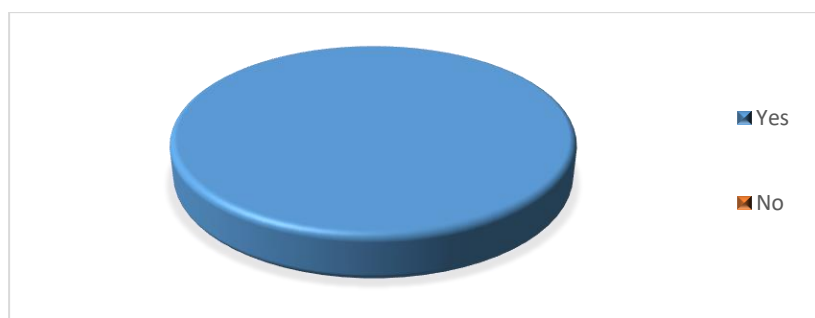
Most of the students (63, 33%) opt for written correction because it comments on the work confidentially through keeping the privacy of the production without being exposed to classmates. However, (16, 66%) of the students prefer oral correction; those students are

courageous and like transparency, and (13, 33%) of the students prefer both oral and written corrections. However, only (6, 66%) of the students opt for giving grades/marks.

**Item 8:** While writing, do you take into consideration the comments provided by your teacher?

<b>Options</b>	Yes	No
<b>Number</b>	30	00
<b>Percentage</b>	100%	00%

**Table 20: The Students' Attitudes towards Teacher's Comments**



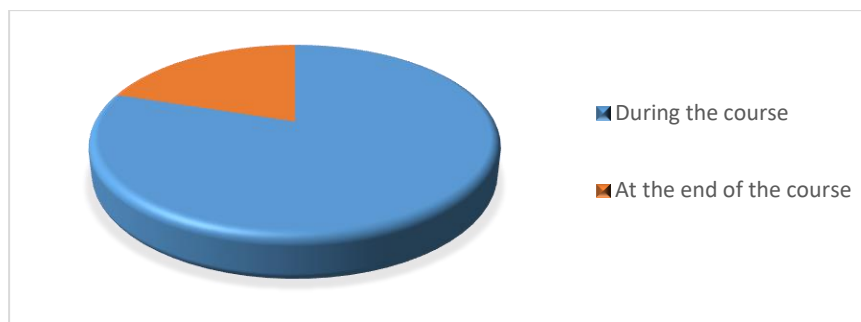
**Figure 23: The Students' Attitudes towards Teacher's Comments**

The results show that all students (100%) take into consideration the teacher's comments while writing because these comments enable them to know what they should avoid and what they should include in order to produce a good piece of writing.

**Item 9:** Do you prefer your writing to be corrected

<b>Options</b>	During the course	At the end of the course
<b>Number</b>	24	06
<b>Percentage</b>	80%	20%

**Table 21: Students' Preference of the Correction Time**



**Figure 24: Students' Preference of the Correction Time**

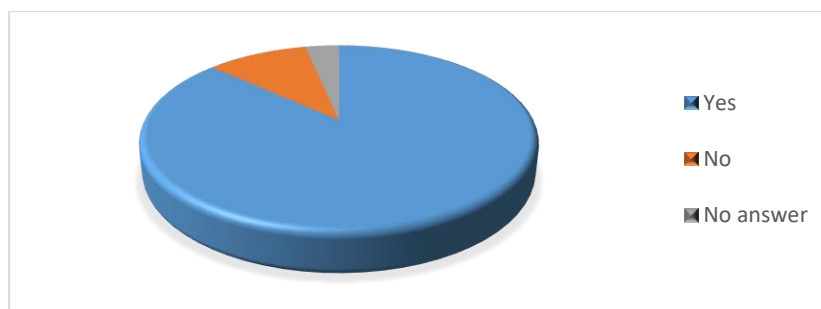
The most penchant category is 'correction during the course' representing (80%). This helps students to become aware of their mistakes and do not repeat them again during writing. Then comes the second category 'correction at the end of the course' with 20% in which students favor final judgments. Results show that it is better to correct students' products during the course in order to work at ease and follow their progress while writing.

### Section Three: Formative Assessment

**Item 10:** Does your teacher of written expression implement formative assessment in your classroom?

Options	Yes	No	No answer
Number	26	03	01
Percentage	86,66%	10%	3,33%

**Table 22: The Implementation of Formative Assessment**



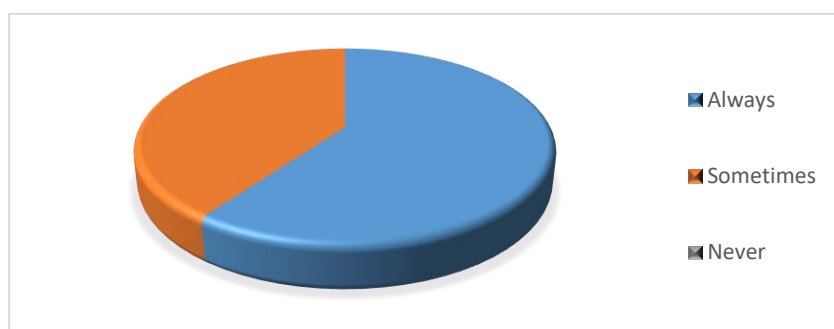
**Figure 25: The Implementation of Formative Assessment**

The results show that according to students the majority of teachers (86, 66%) implement formative assessment in their classes. Only (10%) of teachers did not implement it and very few (3, 33%) of students did not answer the question.

**Item 11:** How often does your teacher of written expression provide you with feedback about your production?

Options	Always	Sometimes	Never
Number	18	12	00
Percentage	60	40	00

**Table 23: The Frequency of Teachers' Feedback Provision**



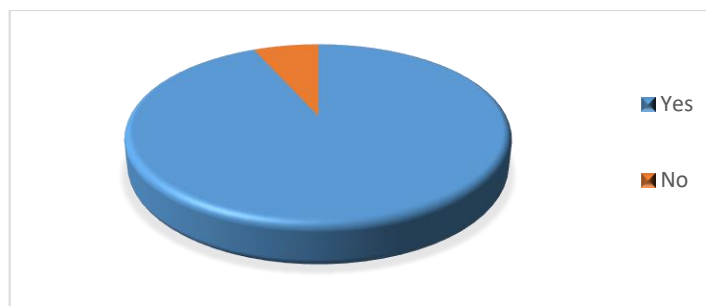
**Figure 26: The Frequency of Teachers' Feedback Provision**

The results show that the majority (60%) of the students claimed that they always receive feedback from their teachers and (40%) said that they sometimes receive feedback.

**Item 12:** Can the teachers' feedback help developing the writing skill?

Option	Yes	No
Number	28	02
Percentage	93,33%	6,66%

**Table 24: The Development of Writing through Teachers' Feedback**



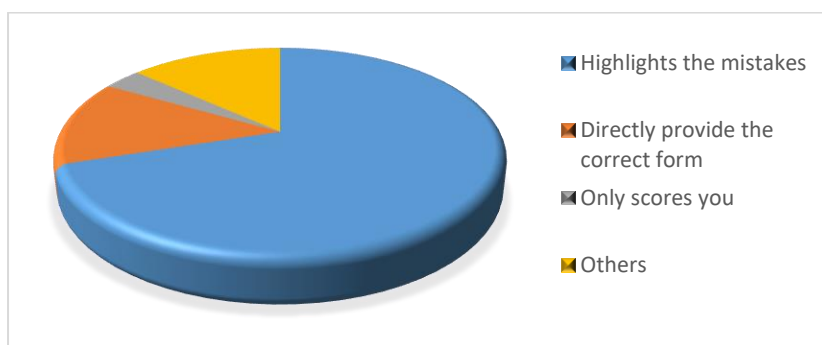
**Figure 27: The Development of Writing through Teachers' Feedback**

The majority of students (93, 33%) believe that their writing can be developed due to their teacher's feedback because they can recognize their mistakes just when their teacher directs their attention to these mistakes through feedback. However, only (6, 66%) of students believe that the teachers' feedback did not develop their writing maybe because they are not motivated and involved in the writing process.

**Item 13:** What is the technique(s) used by your teacher to correct your writing?

Options	Number	Percentage
Directly provide the correct form	04	13.33%
Only scores you (gives you a mark)	01	3.33%
Highlights the mistakes and you correct them by yourself	21	70%
Others	04	13.33%

**Table 25: The Techniques used by the Teacher to Correct the Students' Writing**



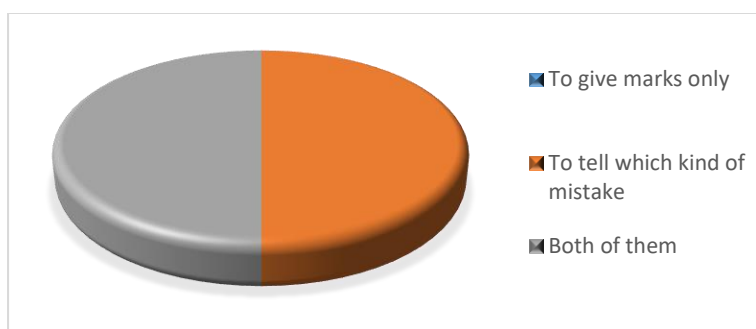
**Figure 28: The Techniques used by the Teacher to Correct the Students' Writing**

The results show that the majority of students (70%) opt for highlighting the mistakes only. There is a balance between students who prefer to be provided by the correct form directly and those who prefer other types of correction like receiving the classmates' feedback first than the teachers' ones or writing the essay on the board and correcting it collectively. Those categories represent (13, 33%). However, the remaining (3, 33%) of the students choose only scoring.

**Item 14:** While correcting your mistakes, would you like your teacher to

Options	Giving marks only	Tell you which kind of mistake	Both of them
Number	00	15	15
Percentage	00%	50%	50%

**Table 26: The Students' Preference of the Evaluation Type**



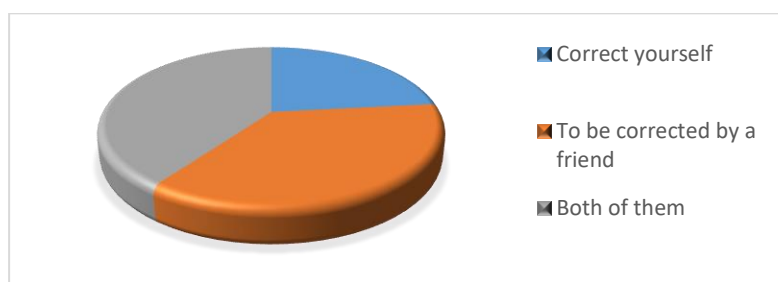
**Figure 29: The Students' Preference of the Evaluation Type**

The results show that half of the students (50%) prefer to know about the mistakes they have committed and they correct them; they focus on the appropriateness of their writing rather than the marks. This reflects their willingness to achieve proficiency in the writing skill.

**Item 15:** How do you participate in the correction of your writing?

Options	Correct yourself	To be corrected by a friend	Both of them
Number	07	11	12
Percentage	23,33%	36,66%	40%

**Table 27: The Students' Involvement in the Correction of their Pieces of Writing**



**Figure 30: The Students' Involvement in the Correction of their Pieces of Writing**

The results show that the students are involved in the correction of their pieces of writing. (23, 33%) of the students correct their pieces by themselves, (36, 66%) exchange them with friends to correct each other and (40%) of the students do both of them.

## 2.5. Interpretation of the results

The main aim of this study is to examine the effect of formative assessment on the development of students' written productions.

The analysis of data gathered from the students' questionnaire in relation to the participants understanding about the role of formative assessment on their writing skill revealed that students are aware of the process of formative assessment. Starting by the first section, almost all students decided to study English because they like it, just few of them were imposed to study it. For them, the most challenging skill is writing because it needs time and acquisition of vocabulary, grammar rules, punctuation, and spelling. The second challenging skill is speaking which may be affected by some factors like anxiety, fear of public speaking, and lack of confidence. While the receptive skills; reading and

listening are less challenging because they do not need too much efforts to be acquired. In addition to that, most students find the module of written expression interesting. This means that they recognize the importance of writing in helping them to fulfill their educational achievements.

Moving to the second section, most of the students face difficulty in generation and organization of ideas when they write, then vocabulary and grammar. Punctuation and spelling are in the third area of difficulty in writing; students maybe mistaken by the silent letters in the words or cannot differentiate whether they should put the comma or the semi-colon. The use of transitional words is the last one; those areas of difficulty in writing require practice as much as possible. For that reason, all students appreciate the teachers' correction when they make mistakes. Many students prefer written correction rather than oral correction because they do not like to be judged in front of their classmates; they may feel shy. However, others prefer both types of correction, as they are self-confident and courageous enough to receive feedback in front of their classmates. Additionally, the majority of students indicate that they do prefer to be corrected during instruction since teacher's formative feedback is beneficial in developing their writing deficiencies through which they become aware of their weaknesses and try to work on them.

The analysis of the third section that concerns formative assessment shows that students are aware of it because more than half of them confirmed that it is implemented in the classroom. Students claimed that they always receive feedback about their written productions from their teachers. In addition to that, almost all students believe that writing can be developed through feedback. Very few students confessed it could not be developed because they are not interested with the module of writing. Furthermore, many students said that their teachers highlight their mistakes in writing and give them the opportunity to

correct them by themselves; thus, students have the chance to know about their weaknesses and try to work on them in order to develop their writings.

To conclude, writing is a complex skill that requires careful correction. The analysis of students' questionnaire shows that students are aware of the importance of formative assessment in developing their writing skill. Results also show this process helps in improving students' writing skill because it gives them the chance to recognize their gaps and strengths through the feedback they receive from their teachers.

## **Conclusion**

As a conclusion, this chapter presents the practical part of the current study that includes two questionnaires as tools of investigation. It is based on analyzing the data quantitatively and qualitatively. The aim of the study is to investigate the impact of the formative assessment in developing EFL learners writing skill. The results of both questionnaires reveal that the continuous evaluation along with the feedback provided by teachers within the process of formative assessment have positive impact on learners' writing performance.

## **General Conclusion**

The present study is an attempt to investigate the importance of formative assessment in developing EFL learners writing skill. Its focus is to gain insights about the learners' awareness and attitudes towards the process of formative assessment and the effectiveness of the feedback they receive during this process in enhancing their writing achievement. In addition, the study investigates to what extent teachers are implementing formative assessment in teaching writing. Taking into consideration all what concerns formative assessment, we hypothesized that formative assessment would have a positive impact on EFL students' writing performance if it is properly implemented in the classroom.

This study is divided into two basic chapters: the literature review and the fieldwork. The literature review in turn consists of two sections; in section one we introduced theoretical aspects related to the writing skill. The second section on the other hand, is related to formative assessment.

In order to test and examine our hypothesis, two questionnaires were used as data gathering tools. One questionnaire was administered to secondary school teachers and the other one was distributed to a group of Master 2 students.

Based on the results' analysis and interpretation, we conclude that students are aware of the complexity of the writing skill and the importance of the formative assessment process in developing their writing ability. The feedback they receive from their teachers during this process contributes largely in identifying their deficiencies and strengths. Thus, it motivates them to make adjustments on their existing level to close the gap in their writing performance.

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5. What is your area of interest when correcting students' writings?

- Form • Content • Both of them

6. What is your aim behind assessing the writing skill?

- Monitoring students' progress • Providing feedback
- Comparing between learners • Planning the course based on the students' proficiency

leve

Others.....  
.....  
.....

**Section Three: Formative Assessment**

7. How frequently do you implement formative assessment in your classroom?

- Never • Rarely • Sometimes • Often • Always.

Justify.....  
.....  
.....

8. How do you assess your students' writings formatively? (Mention some techniques you often use).

.....  
.....  
.....

9. How can formative assessment help learners improve their writing?

.....  
.....

.....  
.....

10. How frequently do you provide your students with feedback on their writing productions?

- Never
- Rarely
- Sometimes
- Often
- Always

11. Which type of feedback you often provide?

- Oral Feedback
- Written Feedback
- Both of them

12. How often do you use the assessment results in designing your courses?

- Never
- Rarely
- Sometimes
- Often
- Always

Please, justify your answer

.....  
.....  
.....

13. Does the teacher's correction during the course develop students' writing?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Explain.....  
.....  
.....

14. Do you face some challenges in the classroom when you use formative assessment?

- Yes
- No

- If 'yes' mention some

.....  
.....  
.....

**Thank you for your cooperation.**

## Appendix 2

### Students' Questionnaire

Dear Students,

You are kindly requested to fill in this questionnaire which is part of a research work on the importance of formative assessment in developing EFL learners' writing skill. Please be sure that your answers will be strictly confidential and used only for the purposes of this research. Your cooperation will be highly appreciated. Please tick the choice that corresponds to your answer and explain when necessary.

#### Section One: Background Information

1. Is your choice of studying English :
  - Personal • Imposed
  
2. What is the most challenging skill for you?
  - Speaking • Writing
  
  - Reading • Listening
  
3. Is the module of Written Expression:
  - Very interesting
  
  - Interesting
  
  - Not interesting

#### Section Two: The Writing Skill

4. Do you think that writing can be learnt easily?
  - Yes • No

If "No" please, justify your answer.....

.....

5. Is your level in writing satisfactory?

• Yes

• No

6. Please classify these writing difficulty items in order from the most difficult to the least. Where 1 is most difficult and 6 is the least difficult.

- a. Vocabulary
- b. Grammar
- c. Spelling
- d. Punctuation
- e. Generation and organization of ideas
- f. Use of transitional words (connectors)

7. When you make mistakes, do you like to be corrected?

• Yes • No

If "Yes", which type of correction would you prefer?

- a. Written correction
- b. Oral correction
- c. Giving grades/marks
- d. Others, please specify

.....

.....

8. While writing, do you take into consideration the comments provided by your teacher?

• Yes

• No

9. Do you prefer your writing to be corrected:

• During the course • At the end of the course.

Justify.....

.....  
.....

**Section Three: Formative Assessment**

10. Does your teacher of written expression implement formative assessment in your classroom? (the continuous evaluation during instruction where the teacher provides learners with feedback about their strengths and weaknesses)

- Yes
- No

11. How often does your teacher of written expression provide you with feedback about your production?

- Always
- Sometimes
- Never

12. Can the teachers' feedback develop the writing skill?

- Yes
- No

Justify.....  
.....  
.....

13. What is the technique(s) used by your teacher to correct your writing?

- a. He directly provides the correct form.
- b. Only scores you (gives you a mark)
- c. Highlights the mistakes and you correct them by yourself
- d. Other, please specify

.....  
.....  
.....

14. While correcting your mistakes, would you like your teacher to:

- a. Give you only the mark
- b. Tell you which kind of mistake you have committed
- c. To give you both of them?

Please, Justify.....

.....

15. How do you participate in the correction of your writing?

- a. Correct yourself.
- b. Receive the correction from your friend (to correct each other)
- c. Others, please specify

.....  
.....  
.....

**Thank you for your cooperation.**

## Résumé

La présente étude vise à vérifier l'importance de l'évaluation formative dans le développement des compétences à l'écrit des étudiants d'anglais en tant que langue étrangère. D'une part, elle souligne les positions des étudiants vers le processus d'évaluation formative et leurs points de vue sur les commentaires et les observations reçus par leurs enseignants durant ce processus. D'une autre part, elle consiste à étudier à quel point les enseignants pratiquent l'évaluation formative durant leurs enseignement de les compétences à l'écrit. Par conséquent, nous émettons l'hypothèse que si les enseignants utilisent l'évaluation formative effectivement, les compétences à l'écrit des étudiants vont améliorer considérablement. Pour confirmer l'hypothèse, un questionnaire avait mis à la disposition des enseignants et un autre questionnaire a été remis aux étudiants d'anglais. Les résultats ont révélé que les étudiants sont très conscients de l'importance de l'évaluation formative et de son impact positif sur le développement de leurs compétences en écriture et se rendent compte que les observations des enseignants au cours de ce processus contribuent grandement à améliorer leurs capacités en écriture. De plus, les enseignants effectuent fréquemment des évaluations formatives en adoptant différentes techniques et soulignent l'importance de leurs commentaires dans le développement des compétences écrites des élèves

## ملخص

تهدف هذه الدراسة إلى التحقق من أهمية التقييم التكويني في تطوير المهارات الكتابية لطلبة اللغة الإنجليزية كلغة أجنبية. من جهة، تسلط الضوء على مواقف الطلبة تجاه عملية التقييم التكويني وآرائهم حول التعليقات و الملاحظات التي يتلقونها من طرف اساتذتهم أثناء هذه العملية. و من جهة أخرى، تتحقق الدراسة من مدى انتهاج الأساتذة للتقييم التكويني أثناء تدريس الكتابة. و من ثم، يفترض البحث أنه إذا انتهج الأساتذة التقييم التكويني بفعالية فسيتم تحسين المستوى الكتابي للطلبة بشكل كبير. للتحقق من صحة الفرضية، تم إعطاء استبيان للأساتذة و استبيان آخر لطلبة اللغة الإنجليزية. كشفت النتائج أن الطلبة على وعي كبير بأهمية التقييم التكويني و تأثيره الإيجابي على تطوير مهاراتهم الكتابية و يدركون أن ملاحظات الأساتذة خلال هذه العملية تساهم بشكل كبير في تحسين قدراتهم على الكتابة. كشفت النتائج أيضاً أن الأساتذة ينتهجون التقييم التكويني بشكل متكرر باستخدام تقنيات مختلفة كما يؤكدون على الأهمية القصوى لتعليقاتهم في تطوير المهارات الكتابية للطلبة.