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The Impact of Formative Assessment on EFL Students' Writing Skill

Case Study of First Year Master Students of Foreign Languages At Abdelhamid Ibn Badis
University of Mostaganem.

**A dissertation Submitted in Partial Fulfilment of the Requirement for the Degree of
Master in Didactics and Foreign Languages**

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Dedication

I dedicate my entire work to

all my family

To my lovely MOTHER and FATHER for their prayers to me

To my dearest sisters SAMIA , ZAHIRA and her husband SAID

To my brothers MOHAMED and ACHREF

To my best friend ASMA with whom I will never forget the greatest moment we shared

together

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First of all I want to thank **Allah** for the blessing he has bestowed on me .Then ,
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guidance of the particulars I mentioned above.

Abstract

The present study attempts to discover the impact of formative assessment on EFL students' writing skill. In fact, the aim of this research is to identify the role of formative assessment in promoting the writing skill of first year master students at Abdel Elhamid Ibn Badis university, in Mostaganem. We further attempt to demonstrate a fundamental issue which is the lack of the implementation of formative assessment in the writing classroom. In order to confirm our hypotheses, two instruments are used in this investigation to collect data, Students' questionnaire and Teachers' questionnaire. The students' questionnaire was provided to first year master students, at Mostaganem university, and the teachers' questionnaire was handed to written expression teachers. The results have shown that formative assessment is not widely implemented in written expression classes, at Mostaganem university. The two questionnaires revealed that if the learners are assessed formatively, their writing skill would be improved. The study also recommends some ways through which the assessors of writing teachers can decrease the writing difficulties that students encounter.

Key words :

Formative Assessment , writing skill , writing difficulties

List of Abbreviations

EFL: English as Foreign Language

ESL : English as Second Language

TEFL: Teaching English as Foreign language

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General Introduction

As a very essential component in the process of teaching and learning, assessment is the process of systematically gathering information as a part of the evaluation, it refers to a wide variety of methods and tools that educators use to evaluate, measure and above all find remedies to enhance the learning process. What should be noted is that learners' performance can be measured in two ways; at the end of the learning process by adopting the summative assessment or during the process of learning by adopting the diagnostic one. Most educators choose to apply the two kinds of assessment to obtain better results.

Hence, educational assessment is a vital method that is used to determine the learners' level and improvement, in EFL classes, the four skills are always present in the assessment process yet the speaking and the writing skills are more highlighted and emphasized upon by most instructors.

Speaking and writing are two productive skills through which the learner is able to reflect his own capacities as well as his intricacies. In fact, the two are extremely vital in improving EFL learners' level; speaking as being the primary means of communicating thoughts and ideas, and writing as being also an integral part in the process of learning a new language. Hence, teachers have sought to find a new way through which they would improve the writing skill of their learners, and that was adopting the formative assessment, which is an effective technique in figuring more about the learners' weaknesses and strengths and hence finding remedies to improve the learners' level through the continuous and positive feedback.

A common problem for English Foreign Language (EFL) writing classroom is the lack of implementing formative assessment, most students are still struggling with the writing tasks as the main difficulty because they lack of practice in classrooms. Besides, the way writing is assessed is considered as the main reason behind the students' deficiencies in writing.

Assessing writing is not an easy task to do. This research attempts to investigate the way this skill is taught, how it can be developed and the way it is assessed. Since our concern is the assessment of writing formatively, a set of strategies and techniques have been suggested in this research for EFL teachers to assess this skill.

The present study aims at investigating the extent to which formative assessment is implemented in the writing classroom, university of Abd Ehamid Ibn Badis in

Mostaganem. Particularly, it attempts to identify the role of formative assessment in promoting first year Master student 's writing skill. The study also recommends some ways through which the assessors of writing teachers can minimize the writing difficulties that students encounter. That is why the following questions were raised :

1. To what extent is formative assessment implemented in the writing classroom , at Mostaganem university ?

2. What is the role of formative assessment in promoting first year master student's writing skill?

3. What is the teacher 's role in maximizing the use of formative assessment in order to enhance student' writing ?

It is hypothesized that teachers do not frequently use formative assessment in their classes, and that it would be very helpful for a teacher to use different strategies to promote first year students' proficiency in their writing classes.

The current research carried out at Mostaganem university . This research is a case study that uses quantitative approach. Data will be collected by using two mixed questionnaire which entail both close -ended and open -ended questions for both teachers and students.

The sample population under this study are the EFL first year master students, at the university of Mostaganem. It consists 30 of participants (22 students and 08 teachers). The students were chosen randomly from all branches. The rationale behind choosing students of this level is that they are supposed to be more aware of the importance of the writing skill in their learning and consequently train themselves on academic writing for their dissertations. The teachers' sample consists of ten university teachers of the writing module . In order to collect the data for this study , two (2) instruments are used , students' questionnaire and teachers' questionnaire.

This study is specific because it focuses on the different types of feedback provided by the EFL teacher to his/her students. It stresses out to the reader the close relationship that links classroom feedback with the writing skill improvement, and how this association could assist learners in overcoming the writing difficulties they encounter.

This study is significant because it aims to provide insight into theory and practice. Concerning practice, it is going to be beneficial for the assessors of EFL writing

classroom. Also, by using different activities, those teachers can reflect on their own practices. The study might help and guide those who are not prepared to use formative assessment in classroom by showing them what to do and how. Moreover, the current research attempts to suggest some techniques through which EFL writing teachers can help reduce some writing problems students face.

The study is divided into three chapters. The first one is devoted to the theoretical framework about formative assessment including its definitions, types and some characteristics, in addition to the assessment of the writing skill and the roles of EFL teachers in this process. The second chapter describes the research design and procedure, research method, sample and setting, data collection instruments, description of students' questionnaire, teachers' questionnaire and the rationale behind each. The last chapter is concerned with the data analysis, discussions of the findings as it includes a set of suggestions and recommendations.

Chapter One

Review of Literature

Chapter One : Review of Literature

Introduction

Learners progress in any skill must be controlled and assessed . The importance of assessment is crucial in the course of teaching. The present chapter attempts to provide a theoretical background about assessment in general, and formative assessment in particular. The chapter provides some definitions as well as the major types of assessment. The features of formative assessment are also presented and according to its characteristics. Also , the chapter supplies a brief overview on assessing the writing skill.

1. Definition of Assessment

In the field of Teaching English as a foreign language(TEFL), many scholars defined the term ‘assessment’ as a vital element in the teaching process. More specifically, the term ‘assessment’ is given a more typical and explicit definition by Brown (2003) who claims that assessment is a process of gathering data about students’ abilities to perform the learning task (p.4). That is, assessment is the way teachers collect data about their methods and their students’ progress. In addition, the assessment process becomes an inseparable element from teaching, because it is impossible to think of teaching without assessment. Brown (2003) defined assessment in relation to testing. The difference between them, he argues, lies in the fact that the latter occurs in an identified point of time while the former is an ongoing process which occurs on a regular basis. (p.4)

Other scholars clarified the meaning of assessment by distinguishing it from evaluation. Regarding the difference between the two, Nunan (1992) states: “assessment refers to the processes and procedures whereby we determine what learners are able to do in the target language” and adds, “evaluation on the other hand, refers to a wider range of processes which may or may not include assessment data” (p.185). In this way, then, assessment is process-oriented while evaluation is product-oriented.

Through making distinctions among assessment, evaluation and testing, it is preferred to bring assessment to the fore, as it is the concern of the current study. Richards and Schmidt (2002) consider assessment as “a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the

basis of various sources of evidence” (p.35). As a crucial element to be integrated in the classroom, assessment is “a form of communication” between different parties in education including teachers and learners, curriculum designers, administrators and others. (McAlpine, 2002, p.5) .

However, Palomba and Banta (1999) define assessment as “the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development” (p.4). All in all, to assess a learner’s performance means to identify and collect information, receive feedback, analyze and adjust the learning process. The major aim, thus, is to overcome barriers in learning. Assessment is then directed to interpret the performance of learners, improve learning and adjust teaching (Aouine, 2011).

2.Types of Assessment

Several scholars, educators and researchers have identified different types of assessment. In this work, the diagnostic, summative, and formative assessments will be reviewed. It is, however, advisable to start by distinguishing between informal and formal assessment, then moving to the mentioned types of assessment.

According to Brown (2003), informal assessment refers to any kind of unplanned comment or feedback about the students’ work carried out by the teacher during the instruction. It involves either oral or written expressions. For instance, “good work”, “carry on” or using some symbols. Its major aim is not to make a final judgment to the students ‘works, it is rather directed to elicit students’ performance without recording results. For example, we can find the teachers’ marginal comments on the students’ papers followed by pieces of advice to the student. In contrast, formal assessment refers to any planned, systematic techniques constructed by the teacher to provide him along with an evaluation about his students’ achievements (Brown, 2003). It includes students’ portfolios, journals (as materials) to attain a given course objectives.

2.1. Diagnostic Assessment

This type of assessment (also known as pre-assessments) gives an idea about the prior knowledge learners have. Any learning process consists of misconceptions, so the diagnosis becomes as assessment before any learning activity. Alderson (2005) defines diagnostic assessment and summarizes its purposes as:

[...] designed to identify both strengths and weaknesses in a learner's knowledge and use of language. Focusing on strengths will enable the identification of the level a learner has reached, and focusing on weaknesses or possible areas for improvement should lead to remediation or further instruction [...]. (pp.256- 257)

From this statement, diagnostic assessment can be defined as a process of identifying the strengths and weaknesses of individual learners. This type of assessment targets skills in teaching, helps teachers to start instruction and guides students' learning.

Fox, Haggerty and Artemeva (2016) compared diagnostic assessment to assessments used for placement or remediation purposes. They claim that remediation seeks to make appropriate opportunities for learners. Moreover, this type of assessment checks the skill development, learning needs, and proficiency levels to make the teaching process and materials suitable for learners (pp.44-45). However, it focuses on the individual's strengths and/or weaknesses. Fox et al (2016) state that external diagnostic assessment can be used to expect and prevent failing courses as a supportive process. After all, teachers use diagnostic assessment primarily to meet the learning needs (Black and Wiliam, 1998).

2.2. Summative Assessment

Popham (2008) said that "it is not the nature of the test that earns the label formative or summative but the use to which that test's results will be put" (p.7). That is to say, the summative-formative manifestation of assessment does not stop at being a typology but it expands to be purposive due to the nature of assessment.

Summative assessment, then, has been referred to some criteria. Cizek (2010) suggests that two criteria can define the summative assessment:

- (1) it is administered at the end of some unit (e.g. unit, semester, school year);
- and (2) its purpose is primarily to characterize the performance of a student or a system. Its main purpose is to obtain measurement of achievement to be used in decision making. (p.3)

Through Cizek's definition, a summative assessment seeks to make judgments about students' performance in every single course. Thus, providing diagnostic information is not what this type of assessment is concerned with.

Significantly, the judgments made about the student, teacher, or curriculum are meant to grade, certificate, evaluate and research on how effective curriculum are, and these are the purposes of summative assessment according to Cizek (2010, p.5).

Moreover, the summative assessment is known as the assessment of learning that takes place at the end of term, unit or year. It is tackled by many researchers to make the term more intelligible for educators. As such, Brown (2003) claimed that summative assessment aims to measure, or summarize, what a student has grasped (p.6). This implies looking back and taking stock of how well that student has accomplished objectives, but does not necessarily pave the way to future progress. Furthermore, summative assessment also known as assessment of learning, that is clarified by Spolsky & Hult (2008) who state that assessment of learning is less detailed, and aims at finding out the instructional programs or learners' outcomes. Thus, summative assessment is used to evaluate variety of language skills and learners' achievements.

However, it is argued that assessment has to move from 'assessment of learning' to 'assessment for learning', whereby assessment procedures and practices are developed to support learning rather than undermine students' confidence, achievement and progress (Gipps, 2006). Hence, the assessment for learning is tackled in a deep way to identify it from different perspectives. Though summative assessment plays a major role in the students' evaluation, it remains insufficient to know students' progress and to diagnose the main areas of weaknesses and lacks, and this is the essence of formative assessment.

2.3. Formative Assessment

The term 'formative assessment' has been proposed over the years, and defined by many researchers. A clearer definition is provided by Brown (2003) in which he claims that formative assessment refers to the evaluating of students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process (p.6). It is also described as "encompassing all those activities undertaken by teachers and, or by their students which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged in." (Black and Wiliam, 1998, p.8).

Formative assessment's aim is to gain immediate feedback on students learning through which strengths and weaknesses of students can be diagnosed. Comprehensively, Wiliam (2011) suggests:

“Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited“ (p. 9)

Through this definition, formative assessment actively involves both students and teachers’ participation as a key component to develop students’ performance.

The assessment for learning, that is based on the aim behind using it, is assessing learners’ progress. Therefore, it is all about collecting data about students’ learning in order to identify their development of skills, needs, and abilities as their strengths and weaknesses before, during and after the instructional course for the purpose of improving students’ achievement and learning.

Furthermore, Popham (2008) considers the formative assessment as “a planned process in which teachers or students use assessment-based evidence to adjust what they are currently doing” (p.6). That describes it as planned process that is not randomly occurring. Therefore, formative assessment is an ongoing process providing students with constructive timely feedback, helping them achieve the learning goals and enhancing their achievements.

Some criteria related to formative assessment have been presented by Cizek (2010). In his opinion, formative assessment attempts to identify students level whether high or low, to provide more help for educators to plan subsequent instruction, to make it easier for students to continue their own learning, reviewing their work, and to be able to evaluate themselves. To make learners responsible for their learning and to do their own research (p.4)

Formative assessment, to Cizek, is a sufficient tool and area for learners and teachers to make proficiency in the learning-teaching process. All in all, in relation to specific objectives, formative assessment is a goal-oriented process.

2.3.1.Characteristics of Formative Assessment

One of the most crucial aims of formative assessment is collecting information about students. Andrade and Cizek claim that there are numerous formats of formative assessment, and the formative information can be collected from information-gathering activities such as traditional classroom tests, but also from observations, oral questioning,

class discussions, projects, portfolios, homework, performance assessments, group work with peer feedback, student self-assessment, and other sources (2010).

Regardless of format, the distinguishing characteristic of formative assessments is that their design and primary goal is the gathering of information for the purpose of adapting teaching and learning to the current functioning and future needs of students (Black & William, 1998). Moreover, Shepard (2006) provided a clear description of formative assessment as a tool that guides students to learn and provide teachers with information to improve their instructional practice. More specifically, the key elements in the proposed model of formative assessment were discussed by Andrade (2000) Du, & Wang, (2008), Brookhart (2003), McManus (2008), and Shute (2007) and presented in following table:

<ol style="list-style-type: none">1 Requires students to take responsibility for their own learning.2. Communicates clear, specific learning goals.3. Focuses on goals that represent valuable educational outcomes with applicability beyond the learning context.4. Identifies the student's current knowledge/skills and the necessary steps for reaching the desired goals.5. Requires development of plans for attaining the desired goals.6. Encourages students to self-monitor progress toward the learning goals.7. Provides examples of learning goals including, when relevant, the specific grading criteria or rubrics that will be used to evaluate the student's work.8. Provides frequent assessment, including peer and student self-assessment and assessment embedded within learning activities.9. Includes feedback that is non-evaluative, specific, timely, related to the learning goals, and provides opportunities for the student to revise and improve work products and deepen understandings.10. Promotes metacognition and reflection by students on their work.
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Table1.1.Ten(10)CharacteristicsOfFormative Assessment (Andraide&Cizek,2010,P.8)

The above table summarizes the main characteristics of formative assessment. It is not necessary to include all these characteristics in a given assessment to be considered as a formative one. It should be noted that each characteristic identifies a specific goal of formative assessment. However, the main goal behind using formative assessment is improving learning throughout collecting data about learners. In order to gather more evidence about learners and learning, teachers tend to use different strategies and methods as we will specify in the following section.

2.3.2.Strategies of Formative Assessment

According to Heritage (2007) there are three main strategies of formative assessment that teachers should follow, which are:

a.On-the-Fly

It occurs spontaneously during the lesson, in the sense that “the teacher changes course during a lesson to address misconceptions before proceeding with the designed instructional sequence.” (Pinchok and Brandt. 2009, p.5). The main role of teachers here is to know the real level of their learners and how they react toward the provided feedback by their teachers.

b. Planned-for Interaction

According to Heritage (2007, p.141) it is “where the teacher decides beforehand how he or she will draw out students’ thinking during the course of instruction.”. It means that the teacher makes his plan and preparation of the lesson before he delivers it to his learners, and how he will assess his students’ knowledge during the course. For instance: a teacher plans some questions that he will ask during the lesson in order to enable his students learn and elicit information throughout these questions.

c.Curriculum-Embedded

It is defined as the process where tools and activities are embedded in the ongoing curriculum to supply feedback at key points in the learning process (Heritage. 2007). Indeed, the aim behind using this strategy is to provide students with feedback about the main points and difficulties they come through.

All the mentioned strategies should be implemented in any classroom instruction under the purpose of improving learning and teaching process, through gathering data about

learning as well as providing feedback. However, this latter is more appealing term in the education field due to its crucial function in the formative assessment process.

3. Assessing the Writing Skill

Writing is referred to a means of recording speech by the use of graphic symbols, scripts, and letters. These letters are combined together to form words and words are also combined to generate sentences into well-structured and meaningful messages. According to Manchon (2011), written texts “have a structure, they are orderly arrangements of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings” (p. 21). Those meanings are delivered in written form as a tool to convince others, provoke feelings and emotions or to communicate.

However, it is strongly believed that writing in EFL context is highly complex task for learners as well as teachers, because it requires an intensive practice and effective formal teaching. Therefore, EFL students need to be well instructed and provided with adequate activities by teachers to develop their writing skill, meet their needs and ensure their success in learning as a whole. Hence, teachers tend to use different methods and ways to improve their students’ writing skill.

Traditionally, the assessment of writing in ESL/ EFL context was stuck on giving marks and grades to the students’ final product. According to Lee (2017) the assessment of writing has been influenced by the traditional views of tests with assessment being used to afford grades and to serve as accountability measures. However, the need for helping students to enhance their writing abilities pushes instructors to change the focus of assessment from summative to formative one. In other words, the focus of assessment is becoming on the learners’ progress more than on their grades and achievements. Many researchers emphasize the difficulty of the writing assessment and its importance as well. Ryder, Vander Lei, and Roben (1999) claim that it is especially important that students know from the beginning who they are writing for. Because writing is an interactive process, an audience has an impact on all parts of a text—the way a topic is developed, the organization, the diction, the tone, and so on. Clearly then, questions of audience cannot be left to the end of the writing process (Cited in Clark. 2003).

In fact, assessing students’ writing and performance in the class should occur at many different stages throughout the course and could come in many different forms. These forms may vary according to the level of students, the topic of writing and the objective set behind

the given task. Teachers tend to assess their students' writing by observing everything that can affect their production, in addition to planning assignments and activities that serve the learning goals, which can be to beneficial, especially short assignments as: lab short reports, responses to readings, summaries of class discussions, letters to the editor, and case studies or analyses (Greenberg 2003). In the same context, Anderson et al (1983) (as Cited in Greenberg,2003, p.4) argue that short assignments provide many benefits for both students and teachers .

Several short assignments instead of one or two long ones allow for incremental learning of content, and whatever comments you make about the presentation of ideas can serve writers on the next try, where they can apply your suggestions in a new context. Alternatively, writing groups are another way to provide a response while a paper is still in process because students see their writing through the eyes of another. Chris Anson (1999) states, "Hearing other people's response to their work helps writers to develop a kind of internal monitor, a "reading self" which informs their decisions as they enter new and more sophisticated worlds of writing" (as cited in Clark. 2003, p.302). consequently, both self and peer assessment will be achieved.

Moreover, the use of portfolios that are considered as a method of assessing students' writing, which requires students to keep a portfolio pieces of writing that are written even inside or outside classroom. On the same line, Clark (2003) defined portfolio as "A collection of student papers usually chosen by the student that will then be graded or assessed at the end of the course. The portfolios allow students to revise over the entire course rather than just during the process for the individual paper." (p.214)

Therefore, portfolios are considered as effective way of assessing writing formatively since they combine the process and the product of writing together, and allow students to receive corrective feedback from their teachers. The aforementioned forms of formative assessment are occurred when students are still engaged in the writing process. Therefore, students' s productions may be corrected and improved with the help of their peers and teacher. However, this later is remarked to have a crucial role in implementing formative assessment and feedback while teaching writing, and this will be tackled deeply in the following section.

Conclusion

The present chapter has provided relevant background knowledge about the formative assessment process and its major theoretical and practical elements and its applicability in teaching the writing process. At any stage of instruction, the learners' progression should be evaluated and provided by corrective feedback from either their teacher or their peers. Students must be informed by their weaknesses and strengths and learn how to develop their language performance, especially the writing skill. All what have been mentioned would serve as a reference for the investigation in the following chapters.

Chapter Two

Research Methodology

Chapter Two : Research Methodology

Introduction

This chapter is devoted to the research methodology and data collection tools. A descriptive method is used in this study and two instruments are used to collect data from the participants. The first is students' questionnaire ,while the second is teachers'questionnaire .This chapter includes the aim, the description and the analysis of both students'questionnaire and teachers'questionnaire.Data analysis will be reported in tabular presentations so that results will be clearer .

1.The sample

The sample chosen to be the representative of this study is EFL first year Master English Language students in Mostaganem university .The sample includes 22 students from all branches. EFL teachers of the written expression subjects are also chosen to be the members of the sample of the present study .

2.Students'Questionnaire

2.1.Aims of the Questionnaire

This instrument is used in this study because it is the most appropriate means to investigate learners'views about their teachers'feedback and its impact on developing their writing skill . In fact,the students'questionnaire aims to identify the role of their teachers'feedback in increasing their writing quality .

2.2.Description of the Questionnaire

The questionnaire is composed of 11 questions.Two questions are yes/No questions (1,11) .This tool involves two sessions,the first one is about the students'background,while the second is concerned with the writing skill where they are asked about their attitude toward their teachers'feedback and its impact on their writing .

2.3. Analysis of the Questionnaire Results

2.3.1. Students' gender

Question one : Students' gender

This question is used to know the sex of our participations , we have 20 female students , and two male students .

2.3.2. Students' attitude toward writing

Question two : Do you like the writing session ?

Options	Number	Percentage %
a. Yes	22	100%
b. No	00	00%
Total	22	100%

Table 2.2. Students' Reaction towards the Written Session

- From the first question, we need to know if the students like the writing session or not.

As it is shown in the table above , all the participants said that they like the writing session which means that the writing session is important for learners .

Question three : How do you find the course of « written Expression »

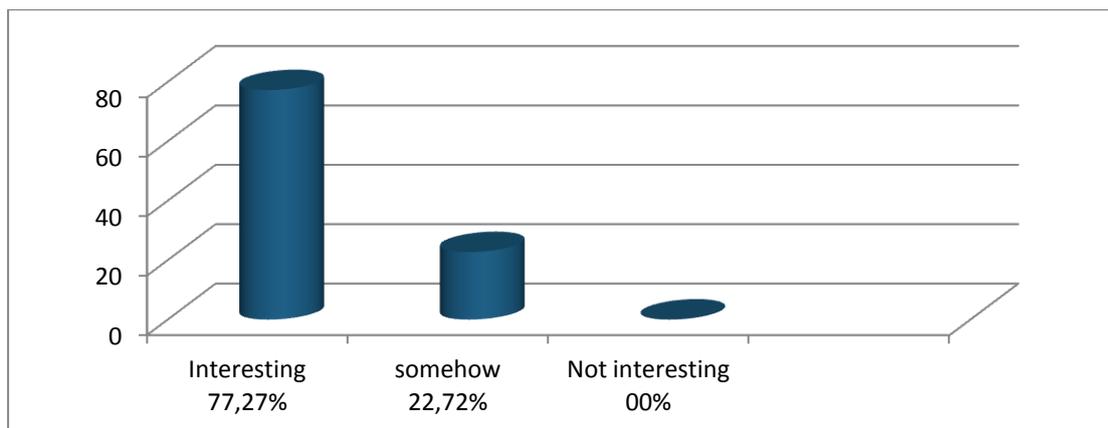


Figure 2.1 .Students' Interest toward the Course of « written Expression »

This question is asked in order to know if the learners are interested in the course of « written expression » or not.

As it is shown in the table above , most of the students (77,27 %)find the course of written expression interesting .22,72 of the students said somehow,whereas non of them said no.

Question four : How do you find the writing task ?

Options	Number	Percentage%
a. Easy	12	54,54%
b. Difficult	9	40,90%
c. Very difficult	1	4,54%
Total	22	100%

Table 2.3.Students’Reaction toward the Writting Task.

➤ This question is put in order to know the learners’attitude toward the writing task.

The results reveals that 54;54% find the writing task easy .40,90% of the students state that the writing task is difficult .However ,the remaining percentage of the students 4,54% said that the writing tasks are very difficult,which means that students still suffer from writing problems

2.3.3.Students’difficulties in writing

Question five : Which of the following activities are difficult for you ?

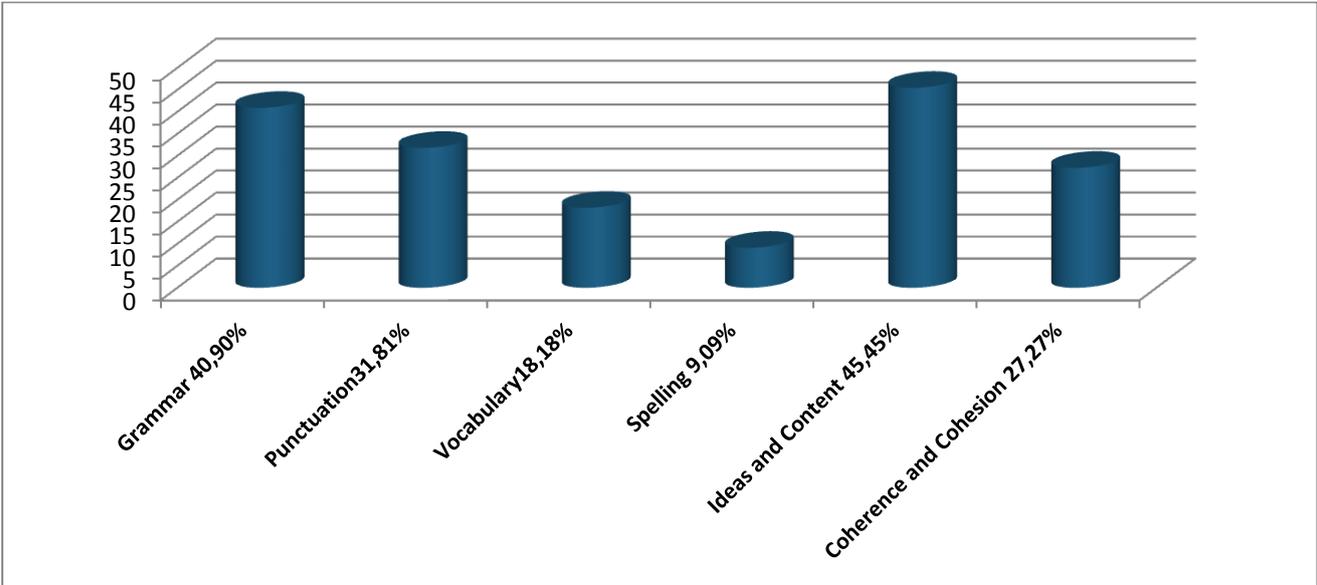


Figure 2.2. The most difficult activities for Students

- This question is asked in order to know the most difficult activities that students encounter.

The results show that almost all students 45,45% struggle with ideas and content activities. 9.09% consider spelling as the most difficult activity, while others 40,90% state that grammar is difficult for them. The remaining percentage shed the light on vocabulary and spelling

2.3.4. Assessing students' writing

Question six : Does your Teacher Assess your Writing Production throughly ?

Options	Number	Percentage %
a. Tests and exams	5	22,72%
b. Home works and quizzes	1	4,54%
c. Both of them	16	72,72%
Total	22	100%

Table 2.4. Teachers' Assessment of the Writing Production .

- This question is asked to know the way teachers assess their learners' writing production . Is it through tests and exams or through home works and quizzes or both of them and they can add other options .

We can notice that the highest percentage of students 72,72% state that their teacher assess their writing using both tests and exams, home works and quizzes.

Question seven : How does your writing expression teacher correct your mistakes ?

Options	Number	Percentage %
a. Directly provide the correct form	2	9,09%
b. Only scores you	3	13,63%
c. Provides feedback with scores	7	31,81%
d. Highlights the mistakes using red	17	77,27%

ink or symbols		
Total	22	100%

Table 2.5 . Teachers’ Correction Of The Students’mistakes .

- This question is put in order to know the way the writing expression teachers correct their students’ mistakes .

The results obtained denote that 77,27% of the students state that their teacher correct their mistakes by highlighting them using red ink or symbols , 31,18% said that teachers provide feedback with scores to correct their mistakes, 13,63% claim that their teachers only score them . However, only 9,09% said that their teacher directly provide the correct form .

2.3.5.Teachers’feedback :

Question eight : How often does your teacher of writing provides you with feedback on your writing performance ?

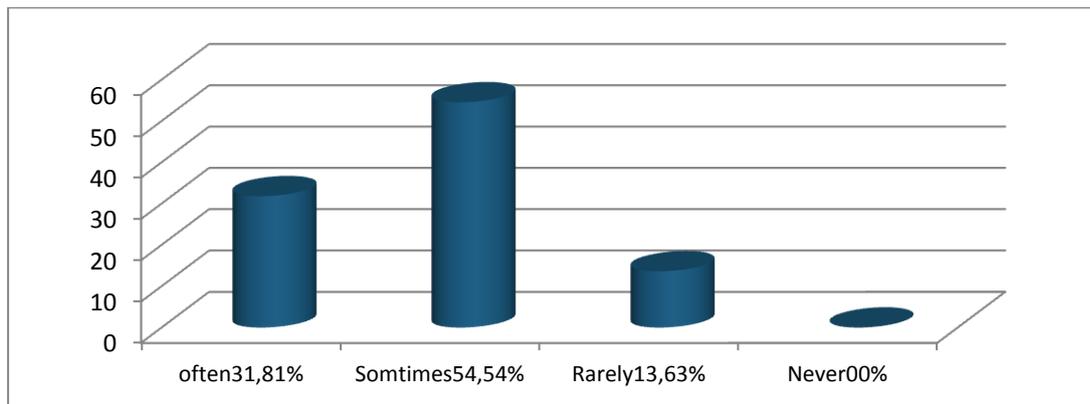


Figure 2.3. The Frequency of Teachers’feedback on The Students’writing Performance

- This question is put to know the frequency of the writing teachers’ feedback on their students’ writing performance .

The results shown that 54,54% of the students state that the teacher sometimes provide feedback on their writing performance and those who said often are 31,81% .However, only 13,63 of them said rarely . It is noticeable that none of the writing teachers never provide their students’ writing with feedback .

Question nine : What kind of feedback do you receive ?

Options	Number	Percentage %
a. Written and positive feedback	5	22,72%
b. Oral and positive feedback	5	22,72%
c. Written and negative feedback	2	9,09%
d. Oral and negative	3	13,63%
e. All of them	7	31,81%
Total	22	100%

Table 2.6. The kind of feedback Students receive

From this question, we know the kind of feedback students receive from their teachers of writing.

Regarding the students' awareness, about 31,81% of them said that they receive written and oral feedback from their teacher and they can be positive and negative. However, 22,72% state that they receive written and positive feedback and the same percentage said that they receive oral and positive feedback. 13,63% claim that the type of feedback they receive is only oral and negative. The remaining percentage 9,09% said that their teacher provides them with only written and negative feedback, which means that teachers do not implement the formative assessment.

Question ten : When does your teacher provide you with feedback

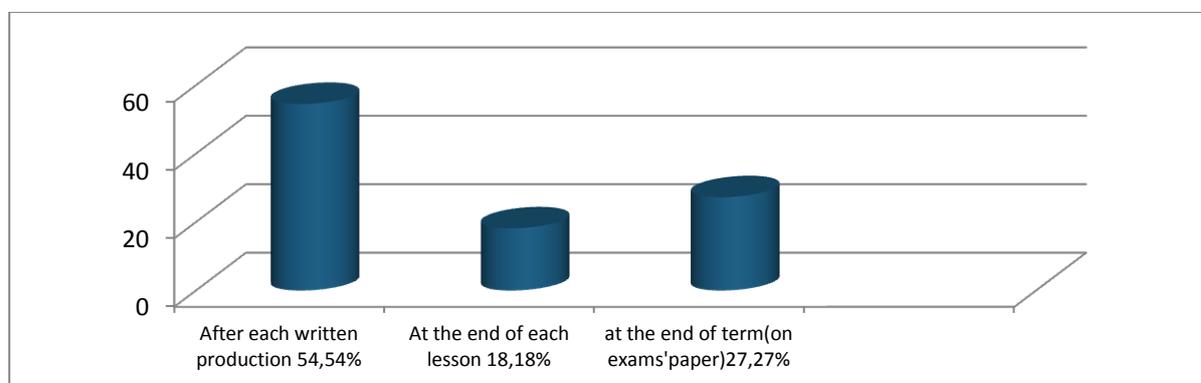


Figure 2.4. Teachers' feedback.

This question aims to know when does the teacher provides his/her student with feedback .

The figure above shows that the high percentage of students 54 ,54% said that they receive feedback from their teacher after each written production .27,27% state that their teachers'feedback is till the end of exams' paper . The remaining percentage 18,18 % of the students said that at the end of each lesson, their teacher provide them with feedback .

Question eleven : When do you prefer to receive your teachers'feedback ?

Options	Number	Percentage %
a. After each written production	9	40,90%
b. At the end of each lesson	12	54,54%
c. At the end of term	1	4,54%
Total	22	100%

Table 2.7. Students'Prefrences of their Teachers'feedback.

➤ The objective of this question is to figure out students'preferences to receive their teachers'feedback .

We can observe that the highest perscentage of students (54,54%)prefer to receive their teachers'feedback at the end of each lesson,while others (40,90%) prefer to receive feedback from their teachers after each written production .However,only one student like receiving feedback at the end of term(on exams'paper).

Question tweleve : Do you think that receiving feedback from your writing expression teacher after each written production can enhance your writing production ?

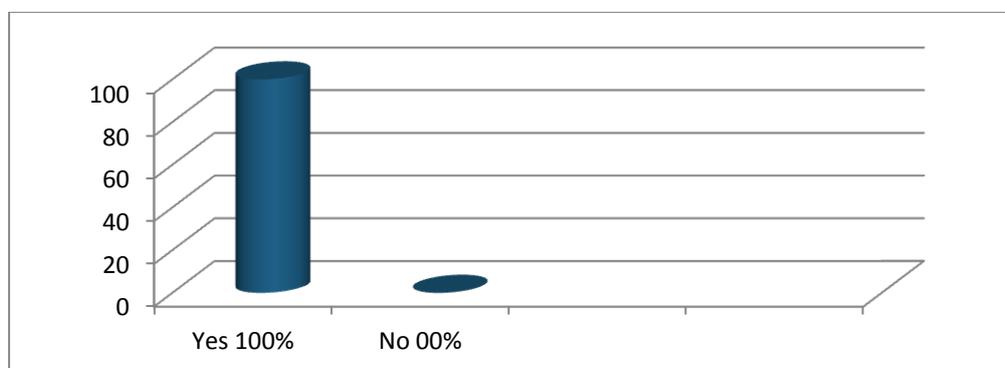


Figure 2.5.Students'Reaction toward their Teachers'feedback

- Through this question, we seek to know whether students think that their teachers' feedback after each written production can enhance their writing production or not .

As it is shown in the figure above , the results reveal that all the participants 100% think that receiving feedback after each written production can enhance their writing skill. Whereas , none of the students 00%do not think so .

Here are some Students'justifications for the reasons behind preferring to receive feedback after each writing production :

- Immediate correction helps them to not fall in the same mistakes .
- Through feedback they can work on their mistakes and correct them with the teacher himself in order to make sure they are on the right path to mastering proper academic writing ,also they can not correct self correction and not counting on their peers.
- In their view ,feedback gives others information on what they are doing effectively and on what they could do differently to better meet expectations and improve future performance results .

3. Teachers' Questionnaire

3.1. Aims of the Questionnaire

The questionnaire was administered to the teachers of written expression to identify their roles during the course of teaching writing and to see their views about the importance of implementing formative assessment in written expression classes .In fact, this questionnaire aims to investigate the importance of teachers' feedback while teaching writing to enhance students writing performance. The questionnaire was handed to written expression teachers at the university of Mostaganem .

3.2. Description of the Questionnaire

The questionnaire consist of 12 items. It involves different types of questions , the two first questions are about the teachers' background information. Three questions are yes/no questions and five questions are multiples choices questions . The last question is an open ended question through which teachers can recommend some strategies to improve their students' capacities.

Section One: is about the background information, it aims at gathering general information about Teachers' qualification, and their teaching experience.

Section Tow: this section is made up of ten items. It is mainly concerned in variety of concepts and issues related to formative assessment aims at investigating teachers about its implementation in the teaching process.

3.3. Analysis of the Questionnaire

The questionnaire is used in this study as a tool for data collection .This tool is used to better understand the importance of formative assessment as well as the teacher's feedback in developing the students' writing production .

3.3.1. Teachers' qualification

Item 1 : How long have you been teaching at the university ?

Options	Number	Percentage %
10-15 years	4	50%
3 years	4	50%
Total	8	100%

Table 2.8. Teachers' experience in teaching.

From the results, we can notice that teachers have been teaching at the university for a long time which means they are well experienced in teaching English in EFL classes.

Item 2 : years of teaching writing ?

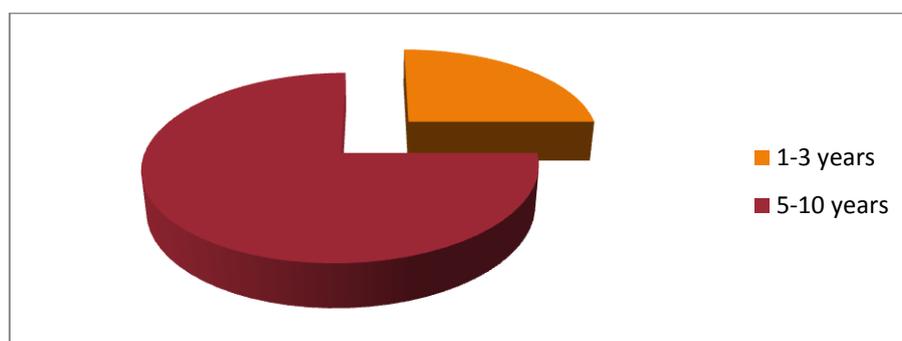


Figure 2.6. Teachers' experience in teaching writing

One can observe from the result above that six teachers have a long teaching experience in teaching written expression, since they have spent from 5-10 years. However, two teachers have a short teaching experience.

3.3.2. The implementation of formative assessment

Item 7: Do you think that it is important to use formative assessment in classroom ?

Options	Number	Percentage %
a. Yes	8	100%
b. No	00	00%
Total	8	100%

Table 2.9. The importance of using formative assessment

This question is put to know whether teachers give importance to the use of formative assessment or not. As it is expected ,all of them said the positive answer « yes » and they justified their answers by saying that formative assessment helps teachers identify concepts that students are struggling with to understand skills they are having difficulty acquiring,or learning standards they have not yet achieved so that they can adjust their lessons and the ways of teaching

Item 5: How often do you implement formative assessment in your classroom ?

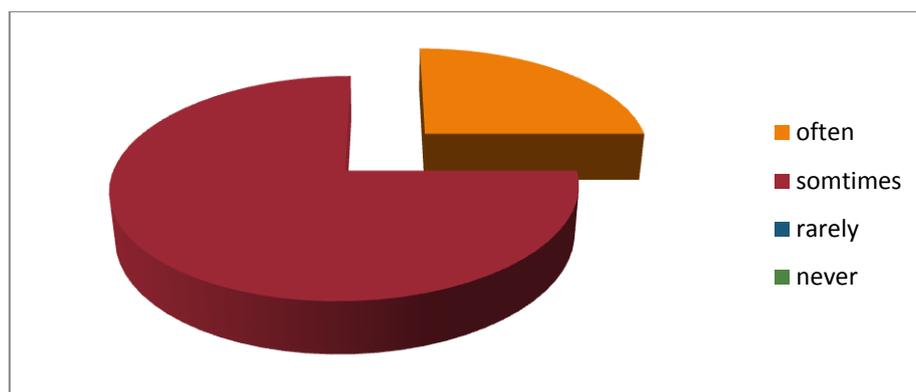


Figure 2.7. The frequency of implementing formative assessment.

This question intended to get an insight about the frequency of implementing formative assessment in written expression classes .In fact ,all teachers do implement formative assessment as they all picked either « sometimes »or « often ».

- **3.3.3. Teachers'feedback**

Item 11: Do you think that providing students with feedback during the course may enhance their writing performance?

Options	Number	Percentage %
a. Yes	8	100%
b. No	00	00%
Total	8	100%

Table 2.10.The improvement of students'writing performance through their teachers'feedback.

This item of information investigates teachers' views about the effect of their feedback on their students' writing performance. The analysis of the data gathered determined that all the written expression teachers view that providing students with feedback during the course can enhance the learners' writing skill.

Some of the written expression teachers justified their answers by saying that providing students with feedback during the course can enhance their writing performance, because :

- It helps them overcome some of the difficulties they face in writing ,be they related to language or to content.
- Immediate feedback allows students to successfully complete their tasks which is itself a positive reinforcement, and it allows teachers to check if more explanation and instruction are needed.

Item 9: How often do you provide your students with feedback about their writing problems

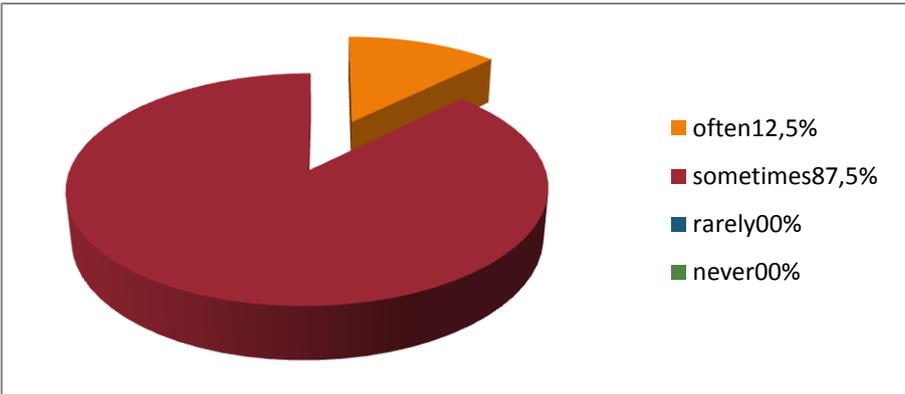


Figure 2.8.Providing feedback to students

This question is about the frequently teachers provide their students with feedback concerning their writing problems. The table shows that most of the teachers 87,5% sometimes provide their students with feedback

Item 10: which form of feedback do you give your students ?

Options	Number	Percentage%
Oral and written feedback	00	00%
Written feedback	00	00%
Both of them	08	100%
Total	08	100%

Table 2.11. Teachers' feedback.

The objective of this question is to figure out what kind of feedback teachers give their students. The questionnaire reports that all teachers provide their students with both oral and written feedback .

Item 8: Do you face any difficulties while implementing formative assessment in classroom?

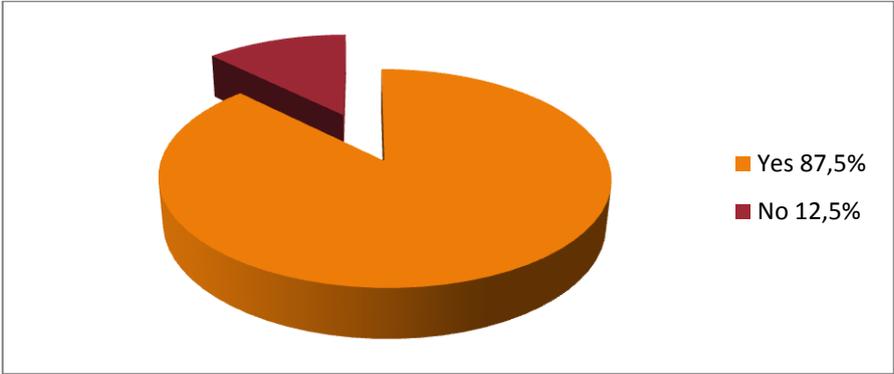


Figure 2.9. Difficulties of using formative assessment in classroom.

From this question , we know the difficulties teachers are facing during the implementation of formative assessment in the writing classroom . Regarding the teachers awarness , 87,5% of the teachers said that they do face difficulties when using formative assessment.However,only 12,5% who said no.

Some of the teachers mention some of these difficulties by saying that not many difficulties but generally leads to time wasting and how to find alternative ways to reconsider some points

3.3.4.Students’writing difficulties

Item 4: what are the most common problems your students are facing ?

Options	Number	Percentage%
Grammar	02	25%
Vocabulary	01	12,5%
Ideas and content	04	50%
Spelling	01	12,5%
Total	08	100%

Table 2.12. Students’writing problems

This question were raised to know the common difficulties students are facing in their writing. Most of the written expression teachers assert that the majority of the students 50% do not know what to write because they do not have enough ideas to express themselves.

Item 6 : Formative assessment has three strategies, which one do you use ?

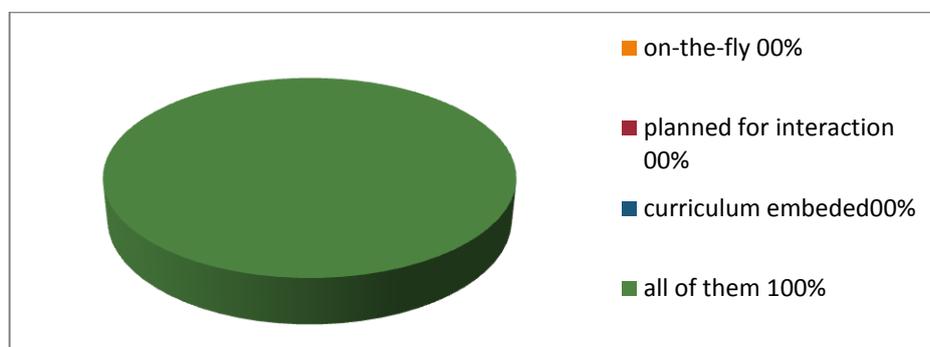


Figure 2.10. Teachers' strategies .

This question is put in order to know what kind of assessment's strategies written expression teachers use . The results obtained denote that all the teachers mention all the above strategies they use to assess their students formatively.

Item 12: Relying on your experience, what are the main strategies do you employ to maximize the use of formative assessment and provide systematic feedback as a solution to improve your students' writing ?

This item in an open ended question through which teachers recommend some strategies to help students acheive better in their writing .

They suggest as follows :

Students' works need to be checked from time to time like using Peer-correction and on-sport correction ,evaluating student work, questioning students and giving them a short wait time,peer and group evaluation. . Since assessment is an ongoing process, it should be implemented continuously in the classroom.

Conclusion

To conclude , the results deduced from the study which is concerned with the impact of formative assessment on EFl learners' writing skill have confirmed our hypothesis .Without a doubt, continous feedback affects positively students' writing performance .Thus, it is necessary to implement formative assessment in the writing classroom to enhance the students' writing skill and acheive effective teaching and learning

Chapter Three

Discussions and Recommendations

Chapter Three : Discussions and Recommendations

Introduction

The present chapter provides discussions of the analysis of both teachers and students' questionnaire. Besides, it recommends some strategies and techniques that may help learners to reduce the writing difficulties they encounter. By the end, the researcher suggests some ways for the writing assessors to maximize the use of formative assessment and provide systematic feedback as a solution to improve students' writing.

1.Data Discussion

The results collected by the two research instruments used in the present study show that formative assessment has an impact on EFL learners' writing skill. Written expression teachers assess their students formatively through feedback, being it written or oral feedback, and they consider the writing skill as their major concern in the teaching process.

1.1.Students'gender

The chosen sample in this study shows that females (90,90%) are dominant over males (9,09%), this may be due to the fact that females are more interesting in studying foreign languages, particularly the English language than males who are often interesting in scientific studies.

1.2. Students'attitudes toward writing

Regarding the first, the second and the third question (see appendix 1, p:42), which was about the students' attitude toward writing, the result shows that students like the writing session and their interest in written expression courses, however, most of them find the written task difficult which means they are complaining about the difficulties they face in the writing process.

1.3. Students'difficulties in writing

The two questionnaires' results are similar, concerning the fourth question (see appendix 1, p:42; appendix 2, p:46), which was about the common writing problems students are struggling with. The results of both questionnaires show that ideas and content are the major problems students suffer from. Indeed, teachers are aware of their students' writing problems,

and these problems can be solved by assessing them formatively and providing them with continuous feedback, so that they can enable all learners to achieve effective writing then attain their learning goals.

1.4. Assessing writing

Concerning the fifth question(see appendix 1,p:43) which was about the way teachers assess his students' writing production .All the students said that their teachers assess their writing production using both tests and exams,home works and quizzes ,this indicates that teachers use formative assessment in classes.

1.5. The implementation of formative assessment

As for the ninth question (see appendix 1,p:43 ; appendix 2,p:45),which intended to get information about the frequency of implementing formative assessment in writing classes .In fact ,most teachers do not often implement formative assessment as they all picked "sometimes" ,only one teacher who said that he often implement formative assessment, which means that formative assessment is not widely implemented in the written expression classes.

1.6. Teachers'feedback

Concerning the seventh question(see appendix 1,p:43; appendix 2,p:45), which was about the frequency of teachers'feedback ,the result of the students'questionnaire reveals that their teachers sometimes provide them with feedback .Also, high percentage of the written expression teachers claimed that they sometimes react on their students' writing performance.

With regard to the eighth question(see appendix 1,p:43;see appendix 2,p:45),which was about the kind of teachers' feedback ,the answers of both questionnaires are the same.most the students said that they receive both oral and written feedback most of the time ,similar to the majority of teachers' answers who state that they provide their students with oral and written feedback .

Regarding the eleventh questions(see appendix 1,p:44 ; appendix 2,p:45) ,the results of the two questionnaires are similar because both teachers and students have chosen the positive answer "yes" which means that they think that feedback may enhance the learners' writing production. That is to say, in the writing' process formative assessment encourages continuous feedback loops to support students success in their writing proficiencies.

From the result of this analysis, it is noticeable that assessing students formatively provide learners with opportunities to improve their learning level in general , and the quality of their writing in particular .

The results of the two questionnaires has confirmed our research hypothesis, if students are assessed formatively ,their writing production would be improved.

2.Recommendations for teachers

All teachers use strategies in their classroom to help students learn .Some of these strategies have been learned in teacher education programs or professional development workshops ;others are developed on the job ,when addressing students'individual learning challenges. However, all teachers encounter a variety of students, and instrucional strategies that have been shown to help a wide range of students who struggle with writing. Instrucional strategies can be thought of as having one or more of the following purposes :

1. To help students learn basics skills, such as reading,writing,speaking,listening,and computation .
2. To help students understand and remember the facts and concepts taught in school settings.
3. To help students learn independently and transfer knowledge to non-school situations.

There are variety of teaching strategies that instructors can use to improve student'learning.Yet,in this research our concerne is teaching writing strategies .

2.1.Teaching Writing Strategies

Written expression teachers must set a range of strategies and techniques that may help them to consider the success of the student'learning as well as their writing skill :as it is mentioned in Fateh,S.(2010,p :74) , Douglas and Wren(2008,p :5) :

- The teacher needs to take into consideration that making mistakes are productive opportunities for learning and not a pointer about a lower level of students as the majority consider.
- Teachers should help learners with the language requirement in order to discuss the progress of their learning.
- As it is known that there is a big difference between summative and formative assessment .But teachers can use summative tests for formative purposes they

are done through : the use of activities in which students give their feedback in such a topic for revision ;implies questions and answers. It helps them to prepare for exams also.

- In order to prompt students to practise more writing , teachers should use effective assessment method which requires students to keep a portfolio pieces of writing that are written even inside or outside classroom.
- While a paper is still in process ,writing groups in another effective way to provide a response because students see their writing through the eyes of one another.
- Encouraging students about self assessment in order to figure out their weaknesses points and try to over step it.
- Offering a collection of resources for students such as :web resources, some materials in the classroom,and making sure that learners take profit of it.
- Designing activities that offer challenge for learners.
- Planning short and useful assignment such as : summaries and letters.
- Students can also evaluate themselves through self-assessment and peer-assessment accordong to Black and William(1998)describe self-assessment as an essencial component of formative assessment’.

2.2.Techniques And Processing Activities For Writing Teachers To Check for Understanding

According to Lambert,L.(2012).There is a list of tools for formative assessment ans techniques to check for understanding

- **Index Card Summaries /Questions** : from time to time the teacher distributes index cards and ask students to write on both sides,with these instructions (side1) based on our study of (unit topic),list a big idea that you understand and word it as a summary statement (side2)identify something about (unit topic)that you do not yet fully understand and word it as a statement or question.
- **Hand Signals** : ask students to display a designated hand signal to indicate their understanding of a specific concept ,principal,or process :-i understand.....and can explain it (e ;g,thumbs up).-i do not yet understand(e.g ;thumbs down).-I am not completly sure about(e.g ;wave hand).

- **One Minute Essay** : or one minute question is a focused question with a specific goal that can ,in fact,be answered within a minute or two.
- **Analogy Prompt** : presents students with analogy prompts : (A designated concept,principle ,or process)is like.....because.....
- **Web Or Concept Map** : any of several forms of graphical organizers which allow learners to percieve relationships between concepts throught diagramming key words repressenting those concepts.
- **Misconception check** : present students with common or predictable misconceptions about a designated concept,principle ,or process.Ask them whether they agree or disagree and explain why.The misconception check can also be presented in the form of a multiple choice or true false quiz.
- **Self Assessment** : a process in which students collect information about their own learning ,analyse what it reveals about their progress toward the intended learning goals and plan the next step in their learning .
- **Exit Card** : they are written students responcees to questions posed at the end of a lesson or learning avtivity .
- **Portfolio Check** : writing teachers use portfolio to check the progress of their students, it is purposeful collection of significant work, carefully selected ,dated and presented to explain the story behind the students'achievement .It is beneficial for learners to show their improvement in their writing process.
- **Quiz** : quizzes assess students for factual information,concepts and discrete skill .There is usually a single best answer.some quiz examples are :
 - Multiple choice
 - True/false
 - Short answer
 - Paper and pencil
 - Matching
 - Extended response
- **A-B-C Sammaries** : each students in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
- **One sentence summary** : students are asked to write a summary sentence that answers the “who,what where, when , why, how ”questions about the topic.
- **Summary Frames** :
 - description

Compare/contrast

Problem solution

Cause/effect

- **Think-write-pair-share** : student is asked to think individually, write down his/her thinking , discuss with a partner, and then share it with the class.
- **Directed paraphrasing** : students summarise using his own words a key idea presented during the class period.
- **Writing frames** : such as :
 - problem/solution paragraph
 - Compare and contrast paragraph
 - Description paragraph
 - Cause and effect paragraph
 - Sequence paragraph
- **Student Data Netbooks** : a tool used to track students' learning ... where am I going ? where am I now ? how I can get there ?
- **Fill in your Thoughts** : written check for understanding strategy where students fill the blank.

2.3. Tips to improve students' writing skill

As a teacher , your role is to help each students to develop himself, acquire new skills to become a successful learner. The following tips may help you to develop your students' writing skill

- **Encourage good writing**

Let your students know that clear writing will be greatly rewarded and bonus points are always available for those who make greater efforts to express themselves better on paper.
- **Work on your students' mindset**

Sometimes, clear instruction does not work , it would be better to use non-instructive motivation techniques that will inspire your students instead of scaring them.
- **A lot of practice equals better performance**

Change the routine of your classroom and make writing sessions every day. Ask students words related to specific subject, it could be tiring but the more they practise, the better their writing will get .

- **Provide instructions throughout the writing process**

Give them a starting point, show them some techniques to save their energy with time, they will significantly improve their writing skills.

- **Provide helpful feedback**

Besides the teaching, your role as a teacher is to provide your students with quality feedback. For each student, your feedback should be specific with corrections. This reveals how much you care about them and show them where they have specifically gone wrong.

- **Have your students read a lot**

Make your students aware about the importance of reading and the link between reading and writing. This can be achieved by giving them clear instruction and offering them with useful reading material such as :books, articles and essays.

2.4. Some strategies for writing teacher to help struggling writers

Most of students struggle with writing because they are informal ideas. “I do not know what to write” is the famous expression students claim. Others struggle because of the lack of coherence and cohesion ;their writing is disorganized and hard to read .Another group of students struggle with the disconnection from the assignment because they found it irrelevant.

2.4.1. Stuck for ideas :

- **Share ideas before writing**

Orally with a peer or a group or using recorded ideas .This can get their creative juices flowing and helps them to solidify and ground the idea so it is not lost

- **Write collaboratively**

Have different students share ideas to create a collaborative writing sample this can provide them with ideas about the topic.

- **Use sentence starters**

For those who always claim “I do not know what to write”, sentence starters are really helpful to guide them with their writing

- **Writing warm-up**

Encourage student to write down their thought. Using a writing warm-up like free writing can keep the flow of the ideas without worrying about grammar or spelling mistakes.

- **Pre –writing**

To construct ideas and help them to generate many ideas such as brainstorming. Whenever they get stuck, they can return to brainstorming.

2.4.2. Disorganization and lack of structure :

- **Chunk assignment with graphic organizers**

There are many struggling writers who do well because they are visual learners. Thus, breaking writing up into more manageable chunks, make the task more realizable and less tiring.

- **Teachers lead modeling and guided writing**

In order to guide the students' writing and before the start of the assignment show them models (it can be a teacher model or a previous student example and allow them to think aloud to encourage them to share their samples. Additionally this helps ideas to be sparked in students' mind.

- **Mini writing lessons**

In order to incorporate into your writing block, there are excellent mini-lessons you can use. For example : take 10-15 minutes to teach and practise a writing strategy. Once the student learn the skill, have them immediately practise in their writing.

- **Provide students with writing tools**

To support their writing, provide them with different writing tools such as a list of traditional words for the writing they are tackling. Also, give them resources while writing will help them to overcome their writing challenges.

2.4.3. Disconnect from assignment :

- **Student choice**

Offer students with different choices with what they write about even if it is not a big choice. This may lead them to a long way with their writing. Additionally, feeling invested to a topic allow student to write more.

- **Sense of purpose**

Writing for the sake to be graded make student less motivated to do their best and perform well. Thus, it is important to create an authentic writing situation for students to support struggling writers to invest more in the assignment.

- **Conference with individual students and in small groups**

In order to identify students' strengths and weaknesses, it is important to find a time to meet with students in small groups or individually, since they have different writing abilities. The teacher role is to help student to feel able to write in a successful way.

Conclusion

In the present chapter, we discussed the analyses of the results collected by the two research instrument used in this study. Therefore, it reveals positive attitude towards the necessity of teachers feedback and its contribution to the development of the writing skill especially when the teacher provide his/her students with written feedback. In addition to that, we recommend some strategies and techniques for written expression teachers to enhance their learners' writing production and to overcome the difficulties they encounter.

General Conclusion

In this project we shed the light on the writing skill which is considered as a major element in the process of teaching and learning. Writing, therefore, is a fundamental skill in language learning; it is also a difficult skill that requires considerable effort and practice on the learner's part to reach an acceptable level of writing. The purpose is to review the criteria that make for producing an effective piece of writing. In addition to revealing the importance of this productive skill which is always presented in the assessment process.

In the current research, we seek to investigate the impact of formative assessment on EFL students' writing skill at the level of master one classes, Mostaganem university. The hypotheses were confirmed by this investigation that if students are assessed formatively, their writing production will be improved. In fact, implementing formative assessment in EFL writing classes can serve writing and make it more effective because it puts an emphasis not on the evaluation itself but on its impact on the improvement of the writing process.

This paper has focused on the teachers' feedback, what kind of feedback they provide the students, how often they provide feedback and how can this feedback affect the students' writing skill positively. We emphasized the importance of formative feedback during the various stages of students' writings when helping them to get rid of their difficulties and thus improve their written production.

In its practical side, the study used the descriptive method in order to describe the situation of learning and teaching writing skill in the light of implementing formative assessment. To test our hypotheses, two(2) questionnaires are used in this study for data collection. The first one is for students, and the second one is for teachers. After analysing and discussing the collected data, the obtained results have confirmed our hypotheses that the implementation of formative assessment is very crucial in the process of writing. As a result, students will know their strengths and weaknesses in this process.

The results have shown that formative assessment has an impact on the progress of students in their learning in general, and in their writing skill in particular. By one hand, the analysis of the student's questionnaire shows their interest in the writing process. On the other hand, the teachers' questionnaire revealed that the implementation of formative assessment in the writing classroom is necessary and important to enable learners to enhance their writing production and to reduce some difficulties they are facing during the writing process.

Due to the difficulties students are still facing in their writing, a set of suggestions were recommended in this study for the written expression teachers to reduce the writing problems students are struggling with and offering opportunities for learners to practice more and more as far as it motivates them to produce well in written texts . Written expression teachers should focus on what materials are given such as :giving notes,copies,portfolios and so on in order to meet their students'need and make the teaching effective

All in all, the continuous feedback in the writing process is considered as an effective strategy in encouraging and motivating students to write in a coherent manner and show a high performance in their writing.Indeed,by assessing them during the lesson, the teacher help them to develop their skill and check whether they are progressing or not .Hence , formative assessment is an integral part of teaching which must be implemented in the Algerian educational system .

Limitations of the study

This research is limited to written expression teachers in order to focus on the writing skill in one area.In addition to that , we can mention the lack of resources, our library lacks books which are related to this topic. Besides ,it is too late for training in that short period.

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Appendices

Appendix I : Students' questionnaire

Appendix II : Teachers' questionnaire

Appendix I

The Students' questionnaire

Dear students,

I am master 2 student, and I am conducting a study about the impact of formative assessment on EFL students' writing skill, for a Master Dissertation in Mostaganem University. I will be grateful if you could answer the following questionnaire sincerely and truthfully. It aims to better understand the importance of formative assessment and feedback in enhancing your writing performance. I hope that you will give us your full attention and interest.

Thank you for your cooperation

*Please put a **tick** on the appropriate box (es) and write a full answer where it is necessary

Gender: a- Male b- Female

Age:

1/Do you like the writing session? A- Yes b- No

2/How do you find the course of "Written Expression"?

a-Interesting b-somehow c- Not Interesting

3/How do you find the writing task?

a- Easy b- Difficult c- Very Difficult

4/ Which of the following activities is /are difficult for you? (you may opt for more than one choice)

Grammar	Punctuation	Vocabulary	Spelling	Ideas and content	coherence and cohesion

5/Does your teacher assess your writing production through?

a- Tests and exams

b- Home works and quizzes

c- Both of them

d-Others.....

6/-How does your teacher of Writing correct your mistakes? (You may opt for more than one answer).

a- Directly provide the correct form

b- Only scores you (gives you a mark)

c- provides feedback with scores

d- Highlights the mistakes using red ink or symbols

e- Other, **please specify.**

7 /How often does your teacher of writing provide you with feedback on your writing performance?

a- Often

b-Sometime

c-Rarely

d-Never

8 /What kind of feedback do you receive?

a- written and positive feedback (such as good, well..etc.)

b- Oral and positive feedback

c- written and negative

d- Oral and negative

e- All of them

9/When does your writing teacher provide you with feedback?

a- After each written production

b- At the end of each lesson

c- At the end of term (on exams' papers)

10/ When do you prefer to receive your teacher's feedback?

a- After each written production

b- At the end of each lesson

c- At the end of term on exams' papers

d- Justify.

11-Do you think that receiving a feedback after each written production or at the end of each lesson can enhance your writing production?

a- Yes

b- No

Justify your answer.

Thank you for your kind collaboration

Appendix II

The Teachers' questionnaire

Dear teachers,

I am a master 2 student. This questionnaire is a part of my study, which aims to investigate the importance of the teachers' formative assessment and feedback while teaching writing, to enhance students' writing performance.

I really appreciate your collaboration if you answer the following questions That will serve my study.

1/ How long have you been teaching at the university?

2/How long have you been teaching written expression?

3/ Do you think that it is important to use formative assessment in the classroom?

a- Yes

b- No

Justify.

4/How often do you implement formative assessment in your classroom?

a-Often

b-Sometimes

c-Rarely

d-Never

5/ Do you think that providing students with feedback during the course can enhance their writing performance?

a- Yes

b- No

b- Please say why?

6/ How often do you provide your students with feedback about their writing problems?

a- Often

b- Sometimes

c- Rarely

d- Never

when?.....

7/ Which form of feedback do you give to your students? and when do you do?

a-Oral feedback

b-written feedback

c-Both of them

8/ Do you face any difficulties while implementing formative assessment in classroom?

a-Yes

b- No

If yes, please mention some.

9/ What are the most common writing problems your students came through?

a- Grammar problems

b- vocabulary problems

c- Ideas and content problems

d-Others. Please specify.

10/Formative assessment has three strategies, which strategy do you use?

a-On-the-fly assessment

b- Planed for interaction assessment

c-Curriculum-embedded assessment

d- All of them

11/ Relying on your experience, what are the main strategies do you use to maximize the use of formative assessment and provide systematic feedback as a solution to improve your students' writings?

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Thank you for your kind collaboration