

People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Ibn Khaldoun University of Tiaret  
Faculty of Letters and Languages  
Department of English



**Investigating the Significance of Formative  
Assessment in Developing EFL learner's Writing Achievements.  
The case of : Third Year Literary Stream Learners At Emir Abdelkader  
Secondary School-Dahmouni**

A thesis submitted to the Department of Foreign languages in partial Fulfilment of the Requirements for Master's Degree in Didactics

**Supervised by :**

Dr. BENABED Ammar

**Presented by :**

Miss FENNI Hadjer

**Board of Examiners**

Dr.Khaled BELARBI (MCB)	Chairman	University of Tiaret
Dr. Ammar BENABED (MCA)	Supervisor	University of Tiaret
Dr.Mustapha TOUBIDA (MAA)	Examiner	University of Tiaret

**Academic Year: 2018-2019**

# Dedication

*All my thanks and praise are due to Allah, the most gracious the most merciful, for helping me to complete this work.*

*I would like to dedicate this modest work to my little family and To the most precious people to my heart:*

my beloved mother ***Boussheba Houria***  
and to my precious angel, sister, ***Nour El Houda***



# Acknowledgements

*Above all, I thank Allah the almighty for providing me with patience and the will to complete my project successfully. The greatest credit for this success after Allah goes to the honorable teacher and supervisor Dr. BENABED Ammar. My esteemed professor.*

*I would like you to accept my words, although I know it's not enough for you Accept my sincere respect appreciation and thankful for your endless support and guidance, invaluable assistance, and pertinent suggestions.*

*throughout the work I was happy and honored to work with you, thank you very much for a thousand times, although the word of thanks will not suffice you are not a professor, but you are an example In the honesty and the sincerity*

*Dear Teacher ;You will set an example in my career, thank you very much I will not describe you more because I know that words will betray me.*

*You are just the best teacher and supervisor one can ever have*

*My deepest gratitude also goes to the members of jury, BELARBI Khaled, TOUBIDA Mustapha., who have willingly accepted to read my dissertation and offer their insightful and valuable comments.*

*I would also like to thank all the teachers in the department of English for their encouraging comments and supporting spirit*

*My heartfelt gratitude also goes to my dear friends: GHANI Housseynand Dhahbi Fatima and all my friends who supported me throughout the work. Special thanks to the informants and all the persons who helped in a way or another to achieve this work.*

## *Table of Contents*

Dedication .....	II
Acknowledgments .....	III
Table of Contents.....	IV
List of Tables .....	VIII
List of Graphs .....	IX
List of Abbreviations and Acronyms.....	VIII
Abstract .....	X
General Introduction.....	02

## *Chapter One*

### Literature Review

Introduction.....	10
1.1.A Succinct History of Assessment .....	10
1.2.Assessment Pillars.....	11
1.3.Assessment and Evaluation .....	13
1.4. Types of Assessment.....	14
1.4.1. Diagnostic Assessment (DA).....	14
1.4.2. Formative Assessment (FA) .....	15
1.4.3. Summative Assessment (SA) .....	16
1.4.4. Informal vs Formal Assessment .....	16
1.5.Importance of Assessment in the Classroom .....	17
1.6. Definition of Formative Assessment.....	<b>17</b>

1-6.1. Features of Formative Assessment .....	17
1.6.1.1. Practicality .....	18
1.6.1.2. Validity .....	18
1.6.1.3. Reliability.....	18
1.6.1.4. Authenticity.....	18
1.7. Stages of Formative Assessment .....	18
1.7.1. Pre-Instruction Formative Assessment .....	<b>19</b>
1.7.2. While-Instruction Formative Assessment .....	19
1.7.3. Post-Instruction Formative Assessment .....	19
1.8. Importance of Formative Assessment.....	19
1.8.1. Importance for Teachers.....	20
1.8.2. Importance for Learners .....	20
1.8.2.1. Teachers' and Learners' Roles in Formative Assessment .....	21
1.8.2.1.2. Teacher's Role .....	22
1.8.3. Learner's Role.....	22
<b>1.9. Formative Feedback</b> .....	22
1.9.1. Definition of Formative Feedback .....	22
1.10. Types of Feedback .....	23
1.10.1. Teacher - Learners Conferences .....	23
1.10.2. Peer Feedback .....	24
1.10.3. Written Feedback .....	24
1.10.4. Commentary.....	25
1.10.5. Rubrics.....	25
1.10.6. Minimal Marking .....	25

1.10.7. Taped Commentary .....	26
1.10.8. Electronic Feedback .....	26
Conclusion .....	26

## *Chapter Two*

### **The Writing Skill**

Introduction .....	30
2.1. Definition of Writing.....	30
2.2. Writing and other Language Skills .....	31
2.2.1. Writing and Reading .....	31
2.2.2. Writing and Speaking .....	32
2.2.3. Relation between Writing and Reading .....	32
2.3. Reasons of Teaching Writing Skills .....	33
2.3.1. Reinforcement.....	33
2.3.2. Language Development.....	33
2.3.3. Learning Style.....	33
2.3.4. Writing as a Skill.....	34
2.4. Benefits of Learning the Writing Skills .....	34
2.5. Approaches to the Teaching of Writing .....	34
2.5.1. The Product-based Approach .....	34
2.5.1.1. Familization .....	34
2.5.1.2. Controlled Writing .....	35
2.5.1.3. Free Writing.....	35
2.6. The Process-based Approach.....	35
2.6.1. The Creative-based Writing Approach .....	37
2.6.2. The Genre-based Approach.....	37
2.7. Importance of Teachers' Written Feedback .....	38
Conclusion .....	39

## *Chapter Three*

### **Fieldwork, Data Collection and Analysis**

Introduction .....	43
3.1. Methodology .....	43
3.2. Research Design .....	44
3.3. Sample.....	44
3.4. Population Sampling.....	45
3.5. Data Collection Instruments .....	45
3.5.1. Description of the Questionnaire .....	45
3-5-2.Results of Responden’s feedback Questionnaire.....	47
3.6. Qualitative Data.....	68
3.6.1.Aims of the Classroom Observation.....	68
3.6.2. Description and Analysis of the Observation.....	68
3.6.3. Analysis and Discussion .....	70
Conclusion .....	70
Limitations of the Study .....	71
Implications and Suggestions.....	72
General Conclusion .....	75
Bibliography .....	78
Appendices .....	81

## List of Tables

Table: 3.1.: Learners' Gender .....	47
Table: 3.2.: Learners' Age .....	48
Table: 3.3.: Learners' objectives behind learning English .....	49
Table: 3.4.: Learners' Level in English .....	50
Table: 3.5.: Learners' most Interesting Skills .....	51
Table: 3.6.: Learners' Attitude towards Writing Sessions.....	52
Table: 3.7.: Learners' Interest towards Writing Skill.....	53
Table: 3.8.: Learners' Attitude towards theWriting Tasks .....	54
Table: 3.9.: Learners' Attitude towards Mistakes Correction.....	55
Table: 3.10.: Learners' Correction Typology Preferences .....	56
Table: 3.11.: Learners' Attitude towards Feedback Time Occurrence .....	57
Table: 3.12.:Learners' Attitude towards Teacher's Feedack during the Course .....	58
Table: 3.13.: Teacher's Written Feedback Frequency.....	60
Table: 3.14.: Teacher's Feedback Typology .....	61
Table: 3.15.:Teacher's Feedback Impact.....	62
Table: 3.16.: Teacher's Written Feedback Effects in Detecting Learners' Abilities and Weaknesses .....	63
Table: 3.17.: Teacher's Feedback as a Springboard for Progress Attainment.....	64
Table: 3.18.: Teacher's Feedback Methods .....	65
Table: 3.19.: Learners' Preferences for Mistakes Correction .....	66
Table: 3.20.: Learners' Self- and Peer- Assessment Opportunity.....	67



## List of Graphs

Fig.: 3.1.: Learners' Gender .....	47
Fig.: 3.2.: Learners' Age .....	48
Fig.: 3.3.: Learners' objectives behind learning English .....	49
Fig.: 3.4.: Learners' Level in English .....	50
Fig.: 3.5.: Learners' most Interesting Skills .....	51
Fig.: 3.6.: Learners' Attitude towards Writing Sessions .....	52
Fig.: 3.7.:Learners' Interest Towards Writing Skill .....	53
Fig.: 3.8.: Learners' Attitude towards theWriting Tasks .....	54
Fig.: 3.9.: Learners' Attitude towards Mistakes Correction .....	55
Fig.: 3.10.: Learners' Correction Typology Preferences .....	56
Fig.: 3.11.: Learners' Attitude towards Feedback Time Occurrence .....	57
Fig.: 3.12.: Learners' Attitude towards Teacher's Feedack during the Course .....	58
Fig.: 3.13.: Teacher's Written Feedback Frequency .....	60
Fig.: 3.14.: Teacher's Feedback Typology .....	61
Fig.: 3.15.: Teacher's Feedback Impact.....	62
Fig.: 3.16.: Teacher's Written Feedback Effects in Detecting Learners' Abilities and Weaknesses .....	63
Fig.: 3.17.: Teacher's Feedback as a Springboard for Progress Attainment .....	64
Fig.: 3.18.: Teacher's Feedback Methods.....	65
Fig.: 3.19.: Learners' Preferences for Mistakes Correction.....	66
Fig.: 3.20.: Learners' Self- and Peer- Assessment Opportunity .....	67

## List of Abbreviations and Acronyms

1. DA: Diagnostic Assessment.....
2. EFL: English as a Foreign Language.....
3. FA: Formative Assessment .....
4. L1: First Language.....
5. SA: Summative Assessment .....

## Abstract

This research dealt with the importance the formative assessment and feedback that enhance EFL learners' writing skills. In other terms, this study attempted to investigate the effectiveness of formative feedback with respect to the learners' written production development. To conduct the survey and achieve the expected goal, we relied on two different research tools, viz., a questionnaire and classroom observation. The questionnaire was administered to fifty five (85) third year literary stream learners in Emir Abdelkader Secondary School at Dahmouni. It was used to probe our respondents' attitudes towards the writing skill and their viewpoints *vis-à-vis* the idea of receiving feedback during the sessions of written expression. Moreover, classroom observation was undertaken mainly to identify the teacher's role during the course of teaching writing. The findings show, on the one hand, that the participants are aware of the need and the importance of feedback and find it the best way to improve their written production and they also reacted positively to the teacher's feedback during teaching. On the other one, classroom observations reveal that teachers' emphasis on the importance of providing learners with feedback to enable them improve their writing skills during the devoted sessions depends on learners' needs and abilities. Constructive formative feedback is similar to a fertile ground for planting the seeds of development and activation of learners' written production during the writing process.

**Keywords:** Constructive , formative feedback, formativeassessment, feedback, written production, e-feedback,

## *General Introduction*

---



### Introduction

Assessment is an integral part of the teaching and learning process. It refers to a wide range of methods that are implemented by teachers during the lesson, at the end of the unit or level; primary, intermediate and secondary schooling in order to check learners' outcomes, grade them, make decisions accordingly, and determine whether the expected objectives have been reached or not. This type of assessment is generally known as a certificative (summative) one. Despite its importance for the role it plays in evaluating learners' competencies, the latter remains insufficient to depict learners' regular progress and to pinpoint the main weaknesses to be eliminated and strengths to be consolidated, this falls within the essence of the formative assessment.

The benefits and underpinning objectives of assessment concern not only learners, but also teachers since it helps them to see how well his/her educational message has reached the learners. It should be noted that assessment can often be used for multifarious purposes, viz., diagnostic, formative and summative, each of which has its own criteria. Formative Assessment (henceforth FA) is an ongoing type of assessment to be assigned throughout the teaching/learning process, revealing benefits for the teacher and learners as well. In other words, the FA is generally designed to provide feedback on teaching/learning, highlighting the strengths and weaknesses in order to palliate. In a different way, it also helps the summary assessment shows great importance in assessing student's performance and gives them grades. On the contrary, formative assessment is made during teaching, i.e., continuous observation. It is used primarily for the purpose of improving not only measurement; it also helps to determine the learners' achievement at the level of positive feedback towards student proficiency in the four skills (speaking, writing, listening and reading). Speaking and writing are important skills of production in which the observations of trainees can be monitored and continuously measured. In English as a foreign language classes, learners must pay attention to and take care of all skills when mastering the language. Therefore, in order to raise the profitability of the EFL learners, we must focus primarily on their productive skills in which the learner can express their abilities as well as their language difficulties. Speaking and writing are the key indicators to demonstrate the EFL level of proficiency.

Specially, speaking has been always considered as a key to communication while writing is a path to communication. As a matter of fact, writing becomes an essential part of learners' language improvement and the teacher is the fulcrum in this progress through what he offers to the learners in different ways and methods in order to explore the educator's

## General introduction

---

unrecognizing also it helps the teacher to decide how best to assist learners to develop that understanding.

All academic works in connection with the EFL learners' proficiency agree that formative assessment patterns are very likely to improve learners' outcomes. Besides, they provide the teacher with an overview about the strengths and weaknesses of their learners' deficiencies while practising how to write in a correct form. On the basis of these works, many researchers explored formative assessment in diverse contexts and with a range of aspects including language skills. For the present study, formative assessment is explored in relation to written production.

Assessment plays a pivotal role in the teaching and learning process; it is concerned with both checking learner's progress and improvement, and determining whether the expected goals have been effectively achieved or not.

The formative assessment aims to provide learners with positive feedbacks which inform them of the best way to undertake in order to achieve their educational goals in writing performance. Writing remains as an obstacle to most of the EFL learners according to their writing needs. In EFL classes, the teacher should give constructive observations and comments for the sake of increasing the learners' awareness about their strengths and weaknesses. The focal role that writing plays in educational arenas and everyday life makes the development of this skill of a paramount necessity. Indeed, writing is an important and a vital language skill which requires the integration of all acquired knows for the sake of producing understandable messages and pieces of writing. In fact, the writing skill is fostered by the three other skills, viz., writing, speaking and listening. Differently couched, the writing skill intricacy lies in the fact that besides mental operations, it requires the mobilization of a set of competencies; linguistic, syntactic, morphological, etc. to respond to a specific situation; too much time and energy is required. Generally speaking, writing is a daunting task for learners even in one's first language. Yet, it is much more difficult for EFL learners for the deficiencies in the TL. Accordingly, weak writing performance constitutes one of the major impediments towards successes in all written exams such as BEM (at the intermediate school), Baccalaureate (at the secondary school education), EMD evaluations (at the tertiary education), etc. Therefore, the development of this competence is the concern of all Algerian EFL teachers.

The intent behind the current study is the Algerian EFL secondary school learners' low achievement in written production in spite of the importance of the latter for successful performance in various examinations. The researcher estimates that the improvement of the

## General introduction

---

writing skill proficiency can be attained thanks to ongoing assessment which will lead to a regular practice of writing guided and scaffolded by teacher's feedbacks, in sum by virtue of formative assessment. Yet, before investigating the significance of formative assessment on writing, assessment will be used to identify pupils' difficulties in writing and the sources of these difficulties.

The significance behind the present study lies in providing a sample of formative assessment which can be implemented to boost Algerian EFL learners' competences in learning in general and in writing skill in particular. Over and above all that, the study aims also at improving learners' outcomes in written production mainly in the formal and informal examinations for the long-term.

Based upon all the aforementioned considerations and for the sake of the attainment of the set objectives, the researcher endeavors to answer the following questions:

1. What are the factors behind learners' writing deficiencies?
2. To what extent can formative assessment develop learners' writing skill proficiency?
3. What changes can the formative assessment make in terms of learners' achievements and attitudes towards the writing skill?

The above questions portray the scope for the study conduct, so in order to exhaustively scrutinize them; the below hypotheses are put forward:

1. The major factors behind learners' problems in writing skill are due to the lack of practice inside the classroom and poor use of the writing strategies.
2. Formative assessment highlights learners' difficulties in writing skills and this helps the teachers to assist learners to overcome their problems through intensive feedback, and the learners to monitor their progress.
3. Formative assessment enhances learners' achievement through regular practice of writing activities, and develops language competences. This, in turn, will lead them build up positive attitudes towards writing skill.

It is commonly recognized that various academic methodologies serve various goals and purposes of research. Generally speaking, the choice of the research methodology is determined by the nature of the problem, the purpose of the study and the researcher's objectives. In order to attain the stated objectives, explore the above research questions and test the advanced hypotheses, a mixed methodology is adopted, i.e., quantitative and qualitative.



## General introduction

---

Educational concerns directly involve individuals learning situations which are in perpetual change. The explorative-interpretive method seems, in our case, more appropriate to discern all issues and sub-issues in connection with the phenomenon under study.

To conduct this study, we used both the quantitative and qualitative data collection methods as appropriate method or means of analyzing the information gathered within this research. We have designed a questionnaire and distributed it to one-hundred third year literary stream learners who are supposed to sit for the 2019' BAC examination and a classroom observation conducted with BAC candidates too. The target population represents 2019' BAC cohort of Emir Abdelkader Secondary school at Dahmoni. The students' questionnaire consists of twenty (20) questions. The questions take different forms like close-ended questions, where the students are supposed to choose "yes" or, "no" answers with the justification of their choice, multiple choice questions, where the students are asked to pick out the appropriate answer from a number of choices, except for the last question which is open-ended question that requires students to give their own answers and justify them. While the classroom observation was conducted in the same school aiming to highlight the opaque facets in connection with issue under investigation, viz., *Investigating the Importance of Formative Assessment in Developing EFL Learners' Writing Achievement: the Case of Third Year Learners at Emir Abdeladker Secondary School*. It aims at shedding light on the classroom practicum with a special focus on the the teachers' assessment and the learners' attitudes towards this assessment.

This study is primarily about an investigation of the difficulties precluding EFL learners' writing skill proficiency. We heed fully intend to study a ample of secondary school literary stream learners and their teachers in Emir Abdelkader secondary school at Dahmouni. The spatiotemporal dimension and participants' background would certainly influence to a certain extent perceptions and attitudes vis-à-vis the phenomenon under survey.

We intend to make this study informative in its scope so as to enable teachers, learners and all stakeholders, concerned by educational issues draw benefits from its outcomes and seriously take in charge such issues. Besides, the findings of this study will try to shed light on the causes behind learners' poor written production in order to help practitioners be aware of the hindrances that preclude learners' writing skill proficiency so that they can cope with this problem. Furthermore, the findings could enable teachers develop approaches and implement suitable strategies while dealing with such skill in their classrooms.

Additionally, a full exploration of theresearch issues necessitates the exploration of theoretical bases underpinning thisresearch. Accordingly, the work is divided into two main

## **General introduction**

---

phases a theoretical one and a practical one. The work is then purposefully structured in a way that attempts to reflect the issue under enquiry as well as the methodology adopted. The body of the draft consists of three main chapters.

Chapter one presents the theoretical part, dealing with the literature review and the conceptual framework for this study. It deals with assessment, its history, types, importance for the teacher and the learner, features, and formative feedbacks.

Chapter two exhibits some conceptual features relating to the writing skill, its definition, connection with other skills, reasons behind its teaching, approaches to writing, and finally the importance of teachers' feedbacks.

Chapter three is mainly concerned with the fieldwork. It incorporates a detailed description of the research design, the participants, and the selected research tools, besides an in-depth analysis and interpretation of the data generated from both learners' questionnaire and classroom observation.



## Chapter One

---

### *Litterature Review*



## **Chapter One**

### **Litterature Review**

Introduction.....	10
1.1.A Succinct History of Assessment .....	10
1.2.Assessment Pillars.....	11
1.3.Assessment and Evaluation .....	13
1.4. Types of Assessment.....	14
1.4.1. Diagnostic Assessment (DA).....	14
1.4.2. Formative Assessment (FA) .....	15
1.4.3. Summative Assessment (SA) .....	16
1.4.4. Informal vs Formal Assessment .....	16
1.5.Importance of Assessment in the Classroom .....	17
1.6. Definition of Formative Assessment.....	<b>17</b>
1-6.1. Features of Formative Assessment .....	17
1.6.1.1. Practicality .....	18
1.6.1.2. Validity .....	18
1.6.1.3. Reliability.....	18
1.6.1.4. Authenticity.....	18
1.7. Stages of Formative Assessment .....	18
1.7.1. Pre-Instruction Formative Assessment .....	<b>19</b>
1.7.2. While-Instruction Formative Assessment .....	19
1.7.3. Post-Instruction Formative Assessment .....	19
1.8. Importance of Formative Assessment.....	19
1.8.1. Importance for Teachers.....	20
1.8.2. Importance for Learners .....	20
1.8.2.1.Teachers’ and Learners’ Roles in Formative Assessment .....	21
1.8.2.1.2. Teacher’s Role .....	22
1.8.3. Learner’s Role.....	22
1.9. Formative Feedback.....	22

1.9.1. Definition of Formative Feedback .....	22
1.10. Types of Feedback .....	23
1.10.1. Teacher - Learners Conferences .....	23
1.10.2. Peer Feedback .....	24
1.10.3. Written Feedback .....	24
1.10.4. Commentary .....	25
1.10.5. Rubrics .....	25
1.10.6. Minimal Marking .....	25
1.10.7. Taped Commentary .....	26
1.10.8. Electronic Feedback .....	26
Conclusion.....	26

## Chapter One

### Litterature Review

*“When teachers understand what students know and can do, and then use that knowledge to make more effective instructional decisions, the net result is greater learning for students and a greater sense of satisfaction for teachers.” —Bright and Joyner (2005: 2)*

#### Introduction

The upcoming chapter includes the basic and interrelated components, serving the issue under investigation. For the sake of a thorough refinement of the pivotal concepts around which revolves the study, the following definitions are dealt with: Assessment versus evaluation, types of assessment, its features and importance for the teacher and the learner, etc. It also sheds light on the steps assessment undergoes and the roles teachers and learners are supposed to play within evaluation. Finally, the formative feedbacks and their types are elucidated.

#### 1.1. Succinct History of Assessment

Scholars draw a clear distinction between three different types of assessment which are assigned exact objectives such as measurement, procedure and enquiry (Serafini, 2000). This division goes hand in hand with the shift in vision from the positivist to constructivist one. The first type, i.e., assessment as measurement characterises the traditional approach to assessment which is basically dependent on the behaviouristic theory of learning (Birenbaun 1996). In fact, this traditional approach to assessment is mainly centered on the decontextualized knowledge which is disconnected from the learners' own experience. In this paradigm of assessment, the teachers have almost little or no contribution in the process of making decisions, accordingly, the generated outcomes from such type of assessment are not exploited to guide and direct the learners and take the necessary decisions for the sake of improvement. (Rothman, 1996 cited in Serafini 2000).

The second type, known as assessment as procedure, implies that the key concern of this paradigm is the assessment procedure rather than the underlying purposes of assessment (Falchikov, 2005), in describing this category of assessment Daly uses the term “methodolatry” which means *“an overemphasis on the correct method of doing things, rather than on the purposes for doing those things”* (cited in Serafini 2000: 386), therefore it focuses in the first place on the way assessment is conducted. Identical to the previous type of assessment, the collected results are not used to inform future, but to report the learners'



measured achievements to stakeholders. Again, teachers remain outside decision-making circles (Serafini 2000).

The third type is assessment as enquiry, it is characterized by the inclusion of metacognitive component and the contextualization of knowledge (Birenbaum 1996), and it focuses on the process assessment rather than the product. It is defined as “*a process of inquiry, and a process of interpretation, used to promote reflection concerning students’ understanding*” (Serafini, 2000: 387). This model is, therefore, different from the two previous ones regarding the purpose of assessment and the degree of teachers’ and learners’ involvement in the process, besides, the major purpose is to understand the individual learner’s progress. The assessment as inquiry paradigm focuses on the alternative ways of assessment which consider the learner as the focal point in the assessment process and change the role of the teacher towards new direction which is mainly providing feedback. Doing so, both teachers and learners are involved in the assessment process, they are “*viewed as active creators of knowledge rather than as passive recipients*” (Wells, 1984 cited in Serafini 2000: 387). The teacher uses the assessment’s results to inform future instruction and to facilitate learning, and the learners are involved in the process instead of being just a tool to measure the results in relationship to external audience.

The focal issue of the current research work is the formative assessment, thus researcher is more concerned with the last paradigm of assessment as it meets the underpinnings of this type of assessment.

## **1.2. Assessment Pillars**

As far as assessment in education is concerned, Falchikov (2005: 01) gives seven pillars upon which assessment is based, viz.

- (1) Why assess?
- (2) How to assess?
- (3) What to assess?
- (4) When to assess?
- (5) Who assesses?
- (6) How well do we assess?
- (7) What next?

The first pillar “why assess?” is concerned with the purposes of assessment and how these purposes are best used to assist learners in their learning since the driving purpose is directly connected to learners’ needs. According to Falchikov (2005: 4), the purposes of assessment can be grouped under two categories: summative and formative. The summative

purposes include selection, accountability, and effective monitoring; while formative purposes consist of motivation, feedback and learning improvement.

The second pillar of assessment is concerned with the methodology used while assessing that is: how to assess? Diverse distinctions have been offered regarding the way to assess: qualitative vs. quantitative, process vs. product, continuous vs. terminal, internal vs. external, convergent vs. divergent, idiographic vs. nomothetic, and obtrusive vs. unobtrusive. Quantitative approach to assessment is analytic and based on grading and marking while the qualitative approach is based on description and on specific criteria in addition to the degree of match between objectives and learners' achievements. Product assessment includes traditional activities such as examinations and tests, whereas process approach encompasses class participation, presentations, etc. Continuous method of assessment means regular assessment such as coursework, while terminal assessment is limited to the end of a module or course such as examinations (Rowntree 1987 cited in Falchikov 2005). Another contrast is related to internal and external assessment, the former denoting assessment which occurs inside the institution by teachers and learners, and the latter refers to assessment occurring outside the institution hold by external parts e.g. supervisors, guardianship, etc. The convergent vs. divergent distinction is associated to Hudson's study (1967): "*a convergent test is one which has correct or predictable answers, while a divergent test has many possible answers, relying on the creativity and interpretation of the testee*" (Hudson, 1967 cited in Falchikov, 2005: 7).

Another division of assessment is concerned with idiographic and nomothetic, idiographic assessment deals with smaller population, it includes diary keeping, portfolios, and records of achievement, it is found within action and ethnographic research. Nomothetic approach is concerned rather with gathering data from larger population and uses different methods such as: the questionnaire. The last distinction of assessment is related to obtrusive and unobtrusive types, the obtrusive assessment occurs when the learners are informed that they are being assessed while the unobtrusive assessment is done without being signaled (Falchikov 2005).

The third standard presented by Falchikov deals with the content of assessment: what to assess? This pillar includes different areas ranging between traditional assessments and new alternative ways of assessments. The subsequent pillar is related to the timing of assessment: when to assess? It can be associated to summative and formative assessment or terminal and continuous assessment. The fifth pillar asks the question of who assesses? This point is related to those who do the assessment or sources of assessments, they can be:

teachers, tutors, self, peer, and so on. The next pillar deals with how well do we assess? This question is related to the quality of assessment including: reliability, validity and standards. The last pillar is related to the next step after assessment: What next? Where the teacher uses information gathered in assessment to inform future instruction.

Based on all these pillars, it can be claimed that assessment is a vital aspect of the teaching/learning process. Definitely, the significance of assessment in the classroom is underlined by different researchers.

### 1.3. Assessment and Evaluation

Assessment and evaluation are two fulcrum concepts which are sometimes used interchangeably yet in other situations they are used to mean different things. Some others consider assessment as a part of evaluation (Scriven, 1967). Nunan (1992: 185) attempts to draw a clear distinction between the two terms and states: “*assessment refers to the processes and procedures whereby we determine what learners are able to do in the target language... Evaluation, on the other hand, refers to a wider range of processes which may or may not include assessment data*”. Thus, and on the basis of this citation, it can be said that assessment is process-oriented whereas evaluation is product-oriented. In other words, for the former, the focus is mainly put on the actual task performance while for the latter; the emphasis is placed on the output or product.

Relying on what has been aforementioned, it can be concluded that assessment is the process of gathering and discussing information drawn from multifarious sources in order to identify the learners’ abilities and work on developing their proficiency in EFL. Assessment is a crucial aspect and a fundamental part that should be integrated in the classroom as it is regarded as “a form of communication” between different partners in the educational field including: learners (feedback on their learning), teachers (feedback on their teaching), curriculum designer (feedback on the curriculum), administrators (feedback on the use of resources) and employees (quality of job applicants) (McAlpine 2002). In fact, each of these partners proceeds to an analytical introspection on what has been accomplished and what remains defective to be palliated. For the sake of making this communication/reflection more meaningful and useful, different aspects should be taken into account including (adapted from McAlpine 2002):

- The purpose of assessment should be well-established in relation to students’ needs and lacks.

- The assessment should be valid in terms of its relevance to the skill or ability being assessed, and reliable in terms of the achieved results.
- The assessment should have a reference to which it is measured, this reference can be: other candidates, objective criteria or the candidate's own performance in another area.
- The assessment items should be within the candidates' reach i.e. "a good assessment ought to be at about the difficulty level of the average candidate" (McAlpine, 2002: 5).
- The grading system of the assessment should be clear and easy to understand.

The assessment designer is required to take into consideration various parameters, including the motives underpinning this assessment and these entail:

*"the information that you want to get out of the task, the uses that you will put that information to, how much time and effort you are able to devote to it, what information you wish to convey to students and others"* (McAlpine, 2002: 6).

The assessor's awareness and insightful control over all these issues are of prime necessity for a valid and reliable assessment. In fact, the validity and reliability of any evaluation should be reached in order to guarantee the accuracy and stability of the obtained outcomes.

Differently couched, it can be defined as a process of systematically gathering data as part of a broad evaluation. In this regard Richards and Schmidt point out that assessment is *"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"*. (2002: 35). Accordingly, assessment can cover different ranges but for the present study the emphasis is centered much more on the learner's assessment to improve his writing skills.

## **1.4. Types of Assessment**

Broadly Generally speaking, three types of common assessments are identified, namely diagnostic, formative and summative. They all serve distinct purposes and respond to definite requirements.

### **1.4.1. Diagnostic Assessment (DA)**

A diagnostic assessment is a type of pre-assessment that enables a teacher to determine learners' individual strengths, weaknesses, knowledge and skills prior to any instruction. It is primarily intended to diagnose/detect learners' difficulties and to guide lesson

and curriculum planning. It can be considered as a proactive step to the effective instruction process.

Diagnostic evaluation benefits both the teacher and the learner. Indeed, it permits the teacher to plan meaningful and efficient instruction. When the teacher knows exactly what the learner masters perfectly and what he lacks, he focuses mainly on the identified gaps and insufficiencies. Doing so, boredom and frustration are cut down. Besides, this type of assessment provides data allowing instruction individualisation. It may show the teacher that a group of learners needs an additional instruction on particular portion of a unit or lesson. Then, he plans remedial sessions for those learners so that they can fully engage with new content allowing them to catch up with the rest of the learners.

#### **1.4.2. Formative Assessment (FA)**

Formative assessment refers to a wide range of methods that teachers use to conduct in-process evaluations of learners' comprehension, learning needs, and academic progress during a lesson, a unit, etc. Formative assessment is meant for learning. The term formative assessment has been defined by many researchers as Irons (2008) and Clark (2008) as the ongoing process that continuously gathers information about learning capacity and effectiveness of teaching. This type occurs during teaching / learning mode, *“a process used by teachers and students during teaching that provides feedback to adjust learning and continuous learning to improve student achievement of the intended educational outcomes.”* (Cowie and Bell, as in Andraide and Cizek, 2010) *“Teachers and students to learn and respond to student learning in order to enhance learning while learning.”*

Some researchers have sought to restrict the concept meaning to instances where the alterations to the instruction are fairly immediate.

For Kahl *“A formative assessment is a tool that teachers use to measure student grasp of specific topics and skills they are teaching. It's a ‘midstream’ tool to identify specific student misconceptions and mistakes while the material is being taught.”* (2005: 11).

The FA is a set of activities that are undertaken during the learning process for the purpose of identifying learner's level and improving their learning goals. Formative assessment has a direct impact on both the learner and the teacher since it provides teachers with a range of information about the success of their teaching strategies. In this type of assessment, teachers do not give a final grade to learners' work rather they provide them with feedback about progress in their learning,

### 1.4.3. Summative Assessment (SA)

Summative assessment is referred to as the assessment of learning. It takes place at the end of a course semester or program which often results by attributing scores/grades on students one's own performance for the purpose of measurements rather than improvement. The assessment of learning informs both the teachers and the learners about the effectiveness and the appropriateness summative assessment. It "...aims to measure or summarize what a student has grasped and typically occurs at the end of a course or a unit of instruction", Brown (2003). Briefly, SA focuses on global rather than individualized learning.

### 1.4.4. Informal vs Formal Assessment

According to Brown (2003: 5) informal assessment "can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student." Informal assessment is an unplanned type of assessment that occurs throughout the classroom performance. The teacher recurrently assesses learners' work through, for instance:

*"Marginal comments on papers, responding to a draft of an essay, advice on how to better pronounce a word, a suggestion for a strategy for compensating for a reading difficulty, and showing how to modify a student's note-taking to better remember the comment of a lecture."* (Brown, 2003: 5-6).

Hence, teachers are sometimes unaware that they use such type of assessment as it occurs unconsciously and regularly. Besides, informal assessment is not based on making judgments about learners' work but rather giving supporting comments such as: "good", "carry on", "you have mistaken in such thing..." "What if you try this...." and so on.

As opposed to the previous one, a formal assessment is systematically and intentionally designed and "constructed to give teacher and student an appraisal of student achievement." (Brown, 2003: 6); such type of assessment can be confused with the test; however, one point to bear in mind is that all tests are seen as formal assessments but not all formal assessment is testing, i.e., formal assessments are not intended to make judgments but only to have an idea about learners' level, an example may include: "gathering information about learners' level through journals and portfolios; tests, on the other hand are more directed to making judgments, they are time-constrained." (Brown, 2003: 8). Formal assessment is therefore based on assessing students' performance in a given area but it is not intended to make final decisions.

### 1.5. Importance of Assessment in the Classroom

Assessment is an important part of the teaching/learning process. We cannot talk about teaching without learning as well as we cannot talk about these two processes without assessment. In fact, these three processes always go together. It is asserted that assessment is “*the only way that we can know whether what has been taught has been learned.*” (William, 2010: 18). Assessment is also a way to evaluate teaching effectiveness. It can push/drive learners to set their own learning goals. We can’t get answer without asking question and the teachers also can’t help their students without assigning assessment. In this case we can’t avoid Brown’s Words when he claims that “*teaching and assessment are partners*” (2000); “*assessment can have a great influence on learning and teaching*” as suggested by Boud (1988 qtd. in Race 2015: 97): “*Assessment methods and requirements probably have a greater influence on how and what students learn than any other single factor. This influence may well be of greater importance than the impact of teaching materials.*” For more effectiveness, teachers should make a call to a variety of methods and different procedures and types of assessment in order to make sure that they hit the target.

### 1.6. Definition of Formative Assessment

The term formative assessment was described by Greenstein as a “*systematic way for teachers and students to gather evidence of learning, engage students in assessment, and use data to improve teaching and learning.*” (2010: 29). It is often referred to as assessment for learning to mean the process by which both students and teachers are engaged in. Thus, 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 student’s achievement and learning. Moreover, according to Irons (2008) formative assessment is described as “*any task that creates feedback or (feed forward) to students about their learning.*” (2008: 7). Furthermore, the term has been described by Bloxham and Boyd (2007) as “*any activity during a module which provides information to students and tutors on their progress.*” (2007: 52). In other words, formative assessment is used to provide feedback to students on how well they are progressing and learning. Consequently, formative assessment is used to inform both teachers and students about the successfulness or failure of the teaching and learning processes.

#### 1-6.1. Features of Formative Assessment

Assessment is a complex, iterative process requiring skills, understanding, and knowledge in the exercise of professional judgment. In this process, there are five important

criteria that the testers ought to look into for “testing a test”: reliability, validity, practicality, washback and authenticity. Since these five principles are context dependent, there is no priority order implied in the order of presentation.

#### **1.6.1.1. Practicality**

This principle means moving from the test position to practice. First a test is practical when it is not too short or too long. It also should not be excessively expensive. Besides that it should be economical to deliver, easy and simple. Also the scorer must select the appropriate scoring procedure that suits the type of test and the marks must match the learner’s level and abilities so that the teachers can decide the best way to teach. To achieve the goal of applying the test, the testing environment must be appropriate and helpful Brown (2004).

#### **1.6.1.2. Validity**

A valid test should be clear as you test it. According to McAlpine (2002) “A *valid assessment is one which measures that which suppose to measure*”. When the type of assessment used in the class assesses the right skill designed to be measured, then, this method is said to be valid. In order the assessment to be valid, it should focus on the objectives of the lesson. For example, a test of oral production should require only the oral ability.

#### **1.6.1.3. Reliability**

The assessment tools are said to be reliable when they give the same results indifferent situations. In other words, “*If you give the same test to the same students or matched students on two different occasions, the test should yield similar results.*” Brown(2004). For example, if the teacher gives his students different tasks to answer and the same tasks are given to the same learners after 15 days, the results will be the same.

#### **1.6.1.4. Authenticity**

It means that assessment should present real world situation. That is, all types of assessment tools should prepare the learner to function correctly when they are in objective culture. Also, the topics dealt with should be interesting and the items should be contextualized.

### **1.7. Stages of Formative Assessment**

Formative assessment passes through three phases: prior to instruction, during instruction, and post instruction.



### 1.7.1. Pre-Instruction Formative Assessment

This phase is useful to “clarify the gap between current and desired achievement levels” and “identify sources of incoming information.” (Greenstein 2010: 44). Pre-assessment tasks provide enough information about learners’ background knowledge of the subject matter to be taught before instruction. Therefore, these tasks help teachers to base instruction on areas of misunderstanding as well as elements that are not yet learnt. For an effective pre-formative assessment, activities related to this phase should be: “ungraded, brief, nonthreatening, and targeted toward instructional improvement.” (Greenstein, 2010: 44). During this stage, teachers often use questionings as an effective strategy to have an idea about learners’ prior knowledge because the aim behind them is to prepare learners for the coming knowledge so that they will be motivated and smoothly engaged into learning.

### 1.7.2. While-Instruction Formative Assessment

Here the teacher starts the application based on the pre-formative assessment obtained data. Through instructions designed to give a broad look about the learner’s progress and decide whether they will move on or not. Also, it helps teachers to explore each learner’s individual ability and whether they need more explanation and clarification than others. The teacher can instruct and even direct learners either individually or in groups. They can assess them through different ways including: tests, questions during the lesson etc. In the same vein, “students can demonstrate their understanding through a variety of ways such as writing, verbal explanation or signalling.” (Greenstein, 2010: 67).

### 1.7.3. Post-Instruction Formative Assessment

Formative assessment after instruction has been recognized as “last assessment” (ibid, ;103) that is according to her it seeks “to identify areas in which students could use a bit more clarification, practice, or reinforcement before a summative assessment” (ibid, 10). This last stage can also be as a previous stage in a long period of instruction, i.e., the data collected at this level can be used to inform the future formative evaluation; the process is complementary.

## 1.8. Importance of Formative Assessment

The FA is one of the most powerful ways of improving students’ learning that obtained attention in educational reviews. It is the platform for success and progress for many research works (Heritage & al. 2009; Herman et al. 2006, Popham 2008, Black and William 1998, Shepard 2000) insure that formative assessment is useful for learning improvement, it is “one of the most important interventions for promoting high-performance ever studied.” (OECD

2005: 22). The FA helps to share a spiritual connection between the student and the teacher through the feedback. It motivates the learning process and sets the right path for the teaching process. Formative assessment is conducted for the sake of collecting data that the teacher uses to determine where the learning gaps/deficiencies are for the learner and then is used to determine how to overcome the gap. FA explores learners' understanding. It enables the teacher to decide how best to help learners develop that understanding. Black and William defined assessment as "...all those activities undertaken by teachers—and by their students in assessing themselves—that provide information to be used as feedback to modify teaching and learning activities" (1996b: 140)

Formative assessment is one important component in the learners' learning progression. It should be an integral part of classroom assessment practices.

### **1.8.1. Importance for Teachers**

The importance of FA For the professors is no less important for the students According to Black and William (1998) formative assessment Is the basis of effective teaching It ebaleteacherto review its methodology by modifyind it or changing it makes the professor take the role of supporter by giving supportive comments and work on the student's progress. Moreover, it makes their teaching more effective and fruitful as it "*has the happy effect of helping successful teachers be accurately regarded as successful*" (Popham, 2008: 13-14). Formative assessment provides teachers with insights about what their students are learning and how well they are progressing, and accordingly adapt instruction in relation to students' needs and learning goals (Greenstein 2010).

### **1.8.2. Importance for Learners**

It is a starting point for change and progress. Formative assessment encourages students to study; it makes them more aware of their learning process in relation to what they know and what they still need to learn (Heritage et al. 2009; Herman et al. 2006, Popham 2008, Black and William 1998, Shepard 2000) concluded that formative assessment is useful for learning improvement, it is "*one of the most important interventions for promoting high-performance ever studied.*" (OECD 2005: 22) as (Cizek 2010: 24 ) suggests: "*formative assessment offers great promise as the next best hope for stimulating gains in student achievement.*" Formative assessment provides cognitive tools that help students to manage their learning processes "*formative assessment helps students see the connections and clarify meaning in small, successive steps as new knowledge is related to existing*

*understanding.*” Additionally, it helps students to move from “*knowledge and understanding to the higher cognitive levels of synthesis, analysis, and application.*” (Greenstein, 2010: 36).

The FA protects students from falling into the same mistake twice. It is also a key to increase students’ motivation and self-esteem this conclusion has been reached by Miller and Lavin (2007 cited in Abedi 2010) in their study where they examined the effect of formative assessment on students’ self-esteem and found that “*students demonstrated a greater degree of self-competence and became more aware of the learning process*” (Abedi 2010: 183). It costs to show the learners’ weaknesses and strive to eliminate/remove them gradually through the motivational comments provided by the teacher. It “*refers to frequent, interactive assessments of student progress and understanding. Teachers are then able to adjust teaching approaches to better meet identified learning needs.*” (OECD, 2005: 13). FA is as an awakening to the learners’ abilities and as a step to show their capacities

### **1.8.2.1. Teachers’ and Learners’ Roles in Formative Assessment**

#### **1.8.2.2. Teacher’s Role**

In this process, the teacher represents the sender and learner the receiver/recipient and the FA is the means of communication between these two latter. So, this process based on these two pedagogical elements, it helps teachers to assess learners’ prior knowledge which is a crucial component in determining whether a need exists to pose more challenging problems, more scaffolded problems, or both. Since learning is developmental, not everyone is in the same place at the same time. Learners’ marking time and waiting for others to catch up is not appropriate, nor will investigate the roles of both teachers and learners is one way teachers can accurately determine where learners are in the learning progression. Often the results of a range question dictate the need to differentiate instruction. The teacher’s role is to motivate and not to demoralize learners by giving motivational words while ensuring that the positive answers be a commentator. Indeed, the teacher has so many different techniques to devise the evidence of high quality of feedback and the type of formative assessment such as: questioning, interacting, conversing, negotiating, etc. Doing so, everyone, teachers and learners, gain much in his own way. In this vein, Black and William relate what follows:

*“We have learned more clearly that interactive dialogue, between teacher and learners and between learners themselves, is at the heart of formative practice and that such practice should enrich the central task of teachers. That task is to engineer learning opportunities so that learners can become*

*more expert and more responsible in guiding and furthering their own learning.” (2009)*

Referring to the citation above, one can deduce that teacher-learners and learner-learners interactive tasks can undoubtedly enhance learners’ expertise and responsibility towards their own learning process. According to researches, learners’ involvement in their own assessment entails into positive outcomes such as:

- All learners show gains, and lowest achieving learners show the largest gains overall;
- Mistakes become feedback that learners can use to adjust their learning activities and strategies;
- They make active choices about their learning, which has been demonstrated to increase achievement;
- They have to think about their own learning and talk about their understanding, which adds to their learning;
- Their self-assessments help teachers to design instruction to better meet the needs of learners.(Davies, Herbst & Reynolds 2008)

For the sake of the materialisation of the above outcomes, it would be worthy trying such assessment in the teaching-learning process.

### **1.8.3. Learner’s Role**

For formative assessment to affect learners’ achievement positively, learners should be actively involved in the process. When learners are actively engaged in criteria and goal setting, self-reflection and self-evaluation are the next logical steps in the learning process. *“Without time to reflect on and interact meaningfully with new information, students are unlikely to retain much of what is ‘covered’ in their class rooms.”(Dodge 2009: 4).* Although the concept is novel for most middle scholars, teachers should encourage students and give them time to reflect on their achievement.

## **1.9. Formative Feedback**

### **1.9.1. Definition of Formative Feedback**

It is considered as a key to the success of the FA and a new starting point for level transition. Hattie and Timperley also stress the importance of feedback in their article entitled *“The Power of Feedback”*: *“Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative” (2007: 81).* Feedback is a collection of comments and information that show the learner the right path to overcome their weaknesses William (2010: 19) states: *“the defining feature of feedback is that the*

*information generated within the system must have some effect on the system*”, Feedback is therefore, a key component in formative assessment. Black and William assert that formative assessment is *“all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.”*(1998b: 140). In the same vein, Irons suggests, defining formative assessment, *“Any task or activity which creates feedback (or feed-forward) for students about their learning.”*(2008: 7). It provides comments on learners’ written or oral performance. Therefore, formative comments create opportunities for learners to know how well they have done and what they can do for future improvement. Irons describes formative feedback as *“any information, process or activity which affords or accelerates students learning based on comments relating to either formative assessment or summative assessment activities.”*(2008: 7). The effectiveness of formative assessments does not depend merely on its existence or lack of existence, but it depends on the quality and communication of the assessment feedback.

### **1.10. Types of Feedback**

Teachers’ feedback to learners’ writing varies depending on the kind of writing task and misunderstanding or mistakes they made. So, the teachers’ responses can take a variety of forms. Conferences, peer responses, and teachers’ written comments are the most common. Each one focuses on a particular area of development and change learners’ writing performance.

#### **1.10.1. Teacher - Learners Conferences**

This type creates a spirit of discussion and dialogue between teacher and learner to discuss requirements and needs. This interaction often refers to the teacher and the learners’ Conferences. Conferences are a kind of response to writing students orally or face to face conferencing. The interactive nature of the conference gives teachers a chance to respond to diverse cultural, educational, and writing needs of their students, clarifying meaning and resolving ambiguities, while saving them time spent in detailed marking of papers. For learners, writing conferences not only assist them 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. (Hyland 2000: 192 & Riley 1997).

In fact, this type of feedback is different from the other ones in the sense that it provides an opportunity to discuss the weaknesses and the needs and puts the learner on the

right direction to overcome obstacles and correct errors. Conferencing gives the learners the opportunity to question and inquire or solve a particular problem as they are engaged in here and now discussion.

### 1.10.2. Peer Feedback

Learners can actively and collaboratively develop their writing as they respond to each other work. According to Hyland:

*“The idea of students receiving feedback on their writing from their peers developed from L1 process classes and has become an important alternative to teacher-based forms of response in ESL contexts. Peer response is said to provide a means of both improving writers` drafts and developing readers` understandings of a good writing, but teachers have generally been more positive than students, who tend to prefer teacher feedback and its benefits have been hard to confirm empirically in L2 situations”*(2003: 198).

Many researchers as (Andrade and Cizek 2010:62) argue that *“students react much better when they receive feedback on their work as peers rather than feedback provided by the teacher.”* For them *“Feedback from peers can be more immediate, timely, and individualized than teacher feedback”* (Andrade and Cizek, 2010: 62). In that, feedback from teachers tends to be authoritative and poorly explained in the case of negative feedback. While, peer feedback is less threatening and explores individual needs. Furthermore, formative peer feedback appears during all stage of the writing process by which learners are encouraged to revise their friends` work and provide reader reaction as they exchange their writings. Consequently, students will be able to identify key graduate attributes such as effectively communicating with others, working in teams, generating ideas, critical reflection, etc.

### 1.10.3. Written Feedback

Generally speaking, teachers prefer to create an atmosphere of dialogue with the learners through written comments that include the learners` weaknesses in a positive and stimulating manner to avoid the same mistakes twice and improve the writing level. Teachers often play the role of readers as they respond to their learners` writing. Thus, teachers do not feel satisfied by only giving grades till they provide written comments as reader reaction. According to Hyland (2003) teacher`s written comments appears as a justification of the marks they give. Written feedback according to Bloxham and Boyd needs *“to provide specific and sufficient comment and suggestions on strengths, areas for development and strategies*

*for improvement*” (2007: 104). Therefore, teachers need to consider what learners want from feedback and what they attempt in their revision. Teachers` response to their learners` writing takes a variety of forms. According to Hyland (2003) the most common ones are commentary, cover sheets, minimal marking, taped comments, and electronic feedback.

#### **1.10.4. Commentary**

According to Hyland, the commentary is the most common form of the written feedback. In fact, it is one way of responding to learners` writings as readers rather than as assessors. Therefore, teachers state their viewpoints about the learners` work successfulness and opinions for further improvements and empowerment.

Commentary feedback may be formulated into two forms either marginal or final comments. The former, i.e., marginal, includes instantaneous annotations on every point in the written product where the problem may occur and which ensures that the reader is responding worthily. On the other hand, the latter leaves some space for thorough comments and broad observations (ibid.).

#### **1.10.5. Rubrics**

Rubrics are considered as an operational teaching means for teacher to provide meaningful and understandable feedback for learners. *“A variation on commentary, and often accompanying it on final drafts, is the use of cover sheets which set out the criteria that have been used to assess the assignment and how the student has performed in relation to these criteria”* (ibid, 181). Rubric technique enables teachers to set their goals in mind when designing assessment activities through learners` response to given standards. In clearer terms, rubrics are implemented to inform instruction and to provide learners with evaluative framework which they are going to keep to in setting their goals along way with the writing process.

#### **1.10.6. Minimal Marking**

This type of written feedback is decoded by virtue of the use of correction symbols to determine the type of error. Therefore, learners will be able to identify their mistakes by referring to the beforehand provided codes or symbols. These codes are considered to be none threatening and positively revised than the use of red ink and the negative attitude it leaves.

*“In order to avoid an overabundance of red ink many teachers use correction symbols. These also have the advantage of encouraging students to think about what the mistake is.”* (Harmer, 2004: 111).

### 1.10.7. Taped Commentary

The taped commentary provides immediate feedback than written comments and according to Hyland, this type of correction:

*“saves time adds novelty; it provides listening practice for learners and assists those with an auditory learning style preference. It also shows the writer how someone responds to their writing as it develops, where ideas get across, where confusion arises, where logic or structure breaks down.”*  
(2003: 182).

For some learners, comments in such form may be much useful, since it is more personal and an indication that the reader is responding and reacting to every point in text.

The teachers' tapedcommentaries may be particularly beneficial for learners' written proficiency improvement if teachers' and learners' attitudes towards this technique change for the positive. In fact, the taped-commentaries could have important pedagogical implications on learners' writing process by increasing learners' awareness of their mistakes and gaining more independence.

### 1.10.8. Electronic Feedback

Due to the swift pace at which the educational technologies are developing has created a wide spectrum of ways in which technology can be integrated into classroom practicum. Among these technologies, the e-feedback has drawn researchers' attention for the benefits it affords to both teachers and EFL learners(Prins, Slujismans, Kirschner&Strijbos, 2005; Tuzi, 2004; Chen, 1997; Snyder, 1996).

Nowadays, written feedback and conferencing can be eschewed thanks to new technological means. In fact, computer technology facilitates interaction by offering different ways of responding to learners' writings via the internet orvia e-mail or through text editing programmes ...etc. Apparently, e-feedback has more advantages over the conventional ones. Yet, more researches have to be conducted to emphasise the positive influence of the pedagogic practice in EFL writing quality enhancement.

### Conclusion

Feedback is considered as a link between the learnersand their teacher.It enables the former to see his weakpoints and motivate him to consider and work on them. The formative nature of feedback makes it clear that learners' writing can be developed and enhanced thanks to constructive feedbacks. Thus, teachers should be aware of the type of formative feedback



they have to apply in accordance with their learners' needs and preferences in order to avoid ambiguous or misunderstood responses.

## Chapter Two

---

### *Writing Skill*

*Chapter Two***The Writing Skill**

Introduction .....	30
2.1. Definition of Writing.....	30
2.2. Writing and other Language Skills .....	31
2.2.1. Writing and Reading .....	31
2.2.2. Writing and Speaking .....	32
2.2.3. Relation between Writing and Reading .....	32
2.3. Reasons of Teaching Writing Skills .....	33
2.3.1. Reinforcement.....	33
2.3.2. Language Development.....	33
2.3.3. Learning Style .....	33
2.3.4. Writing as a Skill.....	34
2.4. Benefits of Learning the Writing Skills .....	34
2.5. Approaches to the Teaching of Writing.....	34
2.5.2. The Product-based Approach .....	34
2.5.2.1. Familization .....	34
2.5.2.2. Controlled Writing .....	35
2.5.2.3. Free Writing .....	35
2.6. The Process-based Approach.....	35
2.6.1. The Creative-based Writing Approach .....	37
2.6.2. The Genre-based Approach.....	37
2.7. Importance of Teachers' Written Feedback .....	38
Conclusion .....	39

## Chapter Two

### The Writing Skill

#### Introduction

Teaching and mastering a foreign language depends on teacher's perfect support as regards the four skills, viz., listening, speaking, reading and writing. These skills are the pinnacles of language which, if perfectly mastered, will undoubtedly take the learner to greater heights. Outwardly, they seem to be separate yet inwardly they are intertwined and each of which contributes in the construction of the other one. Their mastery is a process that endures in time and requires a gradual practice. Of all four language skills, writing is the most difficult and challenging skill for EFL learners. Consequently, it needs more effort and practice to achieve the high level of proficiency. Also, the writing ability is an important second language skill. This chapter presents the reader with the definition of writing and the difference between writing skill and the other productive skill, as well as its relationship with reading skill. Moreover, we aim to review the current approaches for teaching writing and identify the importance of teachers' written feedback during the process of teaching writing skill.

#### 2.1. Definition of Writing

Researchers define writing in many different ways, Crystal for instance states that "*writing is a way of communicating which uses the system of visual marks made on some kind of surface. It is one kind of graphic expression.*" (2006: 257).

Writing is the process of symbolic graphs in which we use symbols, alphabet letters, punctuation and space to form words and words are combined to generate sentences into well-structured and meaningful messages. According to Collins (2003) writing is a group of letters or symbols written used to communicate thoughts or idea in a readable form. Writing is more than visual marks; it is a complex activity as suggested by Jozef who states that "*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.*" (2001: 5). Writing is a very important skill because by writing people express themselves clearly. Also, by writing they give a visible image to the future generations as argued by Carroll who says:

*"Without doubt, the most important invention in human history is writing. It provides a relatively permanent record of information, opinion, beliefs, feelings, arguments, explanation theories. Writing allows us to share our communication not only with contemporaries, but also with future*

*generation. It permits people from the near and for distant past to speak to us.” (1990: 1).*

In fact, writings play a vital role in transmitting previous peoples' recorded legacy, consisting of ideas, cultures, lifestyles and experiences to the following generations. Doing so, perpetuity of human linguistic, cultural and experiential assets are safely transferred to draw benefits from and add new things.

## **2.2. Writing and other Language Skills**

Effective communication relies on the mastery of the four skills, namely listening, speaking, reading and writing (aka macro-skills). The latter are generally categorised into two types, i.e., receptive (input) and productive (output). The productive ones are predominantly the most difficult skills for EFL learners.

### **2.2.1. Writing and Reading**

Writing and reading are closely related and better writers tend to be better readers and better readers produce better writings. As it is seen by Johnson (2008), the apparent relationship between the preceding skills is that reading helps learners become better writers. *“The connection between reading and writing has often been viewed in straight forward terms; those who read well write well.”* (BerBache, 2007: 15). Reading helps learners to learn text structure and language that they can transfer to their own writings, because a major portion of what they know comes from the texts they have already read. Writing is the act of transmitting knowledge in a printed form. Learners must have data to share before they can write it. In addition, through reading, learners have incidental contact with the grammatical rules, so they develop a sense for the structure of the TL language and increase their vocabulary repertoire. At the same time, practising in writing helps learners to build their reading skills as cited in Flippo and Caverly *“reading and writing affect how people communicate, what they think is involved in communicating, and what they think is involved in thinking.”* (2000: 166).

The actual importance of reading is that it creates an ease and intimate relationship with the process of writing. Constant reading will pull the reader into a place where he can write eagerly and without any difficulty. It also offers him a constantly growing knowledge of what has been done and what hasn't, what is trite and what is fresh, what works and what just lies there dying (or dead) on the page. The more he reads, the more his pieces of writing are refined and easily readable. It also makes him gain aptness, vision and insightfulness with respect to this productive skill.

### 2.2.2. Writing and Speaking

Harmer (2004) makes the difference between writing and speaking in terms of time and space of communication, participants, process, organization, language, signs, symbols and product. However, he sees that in some contexts, these differences between writing and speaking fade away. For example, the use of written language in text messaging and internet chatting seems to be more like speech than written discourse where speakers seem. Besides of that (Tribble 1996;22) sees that speaking and writing are complementary skills and emphasizes that the person who masters both the forms of writing and of speech is therefore constructed in a fundamentally different way from the person who commands the form of speech alone. However, writing and speaking differ in many ways from written materials. In fact, the latter can be read repeatedly and closely analysed, and notes can be made on writing surface only recorded speech can be used in this way. Performance and oral language is transitory and must be processed in real time, while written language is permanent and can be read and re-read.

### 2.2.3. Relation between Writing and Reading

Over the past years, both of writing and reading skills are viewed as separated skills because reading is passive and writing is productively one; however, nowadays these two language skills are complementary and can be closely developed.

As Johnson (2008: 7) “believes that the relationship between these two skills is that reading helps learners become better writer, by making them in contact with the rules of grammar, consequently they develop the language structure, grammar and increase their vocabulary; hence, reading in the writing classroom is understood as the appropriate input for the acquisition of writing skill since it is believed that *“reading passages will somehow function as primary model for which writing skill can be learned, or at least inferred.”* (Eisterhold, 1990:62). Also Krashen believes that *“the writing abilities development occurs through the comprehensible input with low effective filter, he also claims that writing competence comes from large amounts of self-motivated reading for interest, or for pleasure.”* (cited in Eisterhold, 1990).

The proof that there is a connection between reading and writing is the result of associational study, which is made by Stotskey (1983: 42) that comes out with the following ideas:

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. Better writers read more than poorer writers.*

3) *There seem to be correlation between reading ability and measures of syntactic complexity in writing. Better readers tend to produce more syntactically mature writing than poorer readers (ibid, p. 18)*

### **2.3. Reasons of Teaching Writing Skills**

Writing in a foreign language is one of the most challenging skills for almost all learners, what makes writing every troublesome task for EFL learners that they face difficulties with its different aspects which include content, organization, vocabulary, language use, spelling, punctuation, accurate capitalization and paragraphing. Harmer (2004) agrees that writing should be learned because it could not be naturally acquired like speaking, though, he provides more reasons to teach writing for EFL learners which include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. Depending on Jeremy Harmer's words(1998) the reasons for teaching writing are listed below:

#### **2.3.1. Reinforcement**

Some learners acquire languages in a purely oral/aural way, but most of them benefit greatly from seeing the language written down. The visual demonstration of language construction is precious for both our understanding and how it works together and as an assistance to adhere the new language to memory.

The process of writing should be integrated into the curriculum as a part of the learning process rather than relegated to written homework exercises and compositions in which learners are largely left to their own fate. By integrating writing as a basic skill in the teaching/learning process, the classroom selected activities such as group writing assignments, peer editing and multiple revisions enable learners to reinforce not only the learned material but acquire the writing techniques and stages as well.

#### **2.3.2. Language Development**

Language is a cognitive process via which learners can communicate their thoughts and feelings to others. Thus, the mental activity learners go through in order to construct proper written texts is all part of the ongoing learning experience.

#### **2.3.3. Learning Style**

For many learners, producing language in a slower way is something they appreciate. Writing provides time and ease for learners more than face-to-face communication does.

### **2.3.4. Writing as a Skill**

The most important reason for teaching writing is a basic language skill learners need to know how to write paragraph, how to put written reports together and how the writing system operates (for example, in terms of conventions such as punctuation, paragraph construction) just as they need to know how to pronounce language appropriately.

### **2.4. Benefits of Learning the Writing Skills**

Written language has nowadays an important social and educational function. It brings a lot of advantages as Walsh 2010 says “writing is important since it is used extensively in higher education.” When students do not know how to express themselves in writing, they will not be able to communicate well. Writing helps to develop the students thinking also writing acquires mastering of other skills such as metacognitive writings.

### **2.5. Approaches to the Teaching of Writing**

Learning to write is a difficult and complex skill for EFL learners, which requires explicit methods and approaches to be followed in order to produce well structured compositions. Therefore, the writing process has been viewed as the adaptation of different methods and approaches. Those approaches and methods are described as “*complementary and overlapping perspectives, representing potentially compatible means of understanding the complex reality of writing. It is helpful, therefore, to understand these theories as curriculum options, each organizing L2 writing teaching around different focus.*” (Hyland, 2003: 2). In the following, we will present the most common approaches which could be used in English classes for teaching the writing skill.

#### **2.5.1. The Product-based Approach**

This approach was significantly expanded in the mid-1960's. Gabriellatos defines it as “*a traditional approach that encourages students to imitate a typical text, usually presented and analyzed at an early stage.*” (2002: 5). This approach is based on the mastery of linguistic features; therefore, it focuses more on the appropriate use of vocabulary, syntax, and coherent device referred to by Pincas (1991). Richards (2003) argues that since the focus on the study of model text in order to make learners aware of the text features, the first stage in teaching writing using in product approach is:

##### **2.5.1.1 Familization**

Learners are taught certain grammar and vocabulary usually through a text.



### 2.5.1.2 Controlled Writing

Learners manipulate fixed patterns often from substitution tables. Guided writing, learners imitate model texts.

### 2.5.1.3 Free Writing

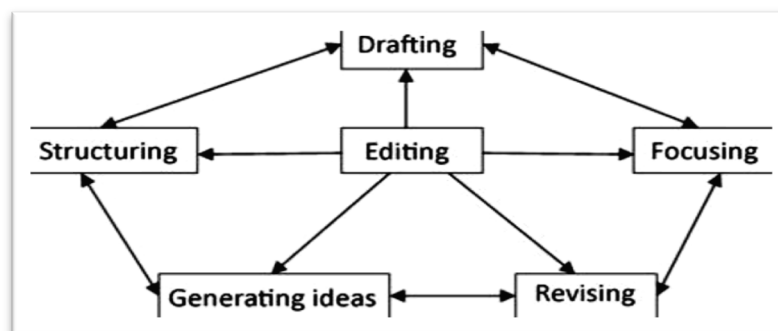
Learners use the patterns they have developed to write an essay, letters and so forth.

## 2.6. The Process-based Approach

The process-based approach has emerged as a reaction to the product approach. It gives greater importance to classroom activities that enrich linguistic balance and develop language use: brainstorming, group discussion and rewriting. The process approach model includes eight phases:

- **Stage one:** brainstorming it includes generating ideas.
- **Stage two:** planning, classifying ideas.
- **Stage three:** mind mapping; it is about organizing ideas into spider grams and making relationship between them.
- **Stage four:** drafting; the students start write all what come to their minds of ideas in the first draft.
- **Stage five:** peer feedback; drafts are exchanged between learners to develop their awareness of writing.
- **Stage six:** Editing; drafts are returned to be corrected.
- **Stage seven:** Final draft; students write their final draft.
- **Stage eight:** Evaluation and teacher's feedback; teachers provide feedback on that final draft and make an evaluation on it (Steele, 2004, p.79).

The following diagram shows the interrelationship in the stages of the process approach



**Figure 1: A Model of Writing (White and Arndt's, 1991: 43) diagram**

White and Arndt's (1991) diagram presents a framework which explains the nature of writing, as no linear.

To reinforce what has been said about the process-based approach or process-oriented approach, we will quote Murray (1992):

*“The process-oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as in a product-oriented approach. The process-oriented approach may include identified stages of the writing process such as: prewriting, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing. Final editing and publication can follow if the author chooses to publish their writing.” (1992: 16).*

In fact, it can be noticed that there is no total agreement among researchers on the number of stages to be followed within this writing process. According to scholars, these stages are the most recurrent ones:

**Pre-writing:** The writer is supposed to collect information including activities such as reading, talking, discussing, listening to tapes, interviewing, role-playing, etc.

**Drafting:** He develops the topic on paper.

**Revising:** He makes whatever changes he sees necessary. The changes may involve additions and deletions; syntactic-errors correction, sentence-structure reordering, ideas reorganising, etc.

**Editing:** He refines the draft during this phase. He takes note of the mechanics of writing, grammar and handwriting, etc.

**Publishing:** In this ultimate phase, he delivers the final copy to the intended audience.

All in all, the most important aim of the process-based approach is to coach and instruct learners on how to generate ideas for writing, plan these ideas, take into account the type of audience to be addressed, draft and redraft in order to produce and refine the final written paper that is likely to communicate their own ideas. Teachers who use this approach and implement its stages appropriately allot learners enough time to develop their own ideas and receive feedback on the content of what they write in their drafts. As such, *“writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them.”* As stated by Raimes (1983: 76). *“Furthermore, learning to write is seen as a developmental process that helps students write as professional authors do, choosing their own topics and genres, and writing from their own experiences or observations.”* (Ibid. 78). Embarking on such approach, i.e., process-based approach, calls for

much learners' autonomy and responsibility for their own learning. Learners should make decisions about genre and choice of topics, and collaborate as they write.

### 2.6.1. The Creative-based Writing Approach

This approach is known as "creativity" as one of our innate skills. It focuses on the idea that we can all enjoy the possibility of creativity under certain conditions. The goal of this approach is to highlight the learners' pure creativity through writing, which represents their own perspectives and experiences as well as self-awareness. To promote (the pride of the product), we need to provide a suitable audience for readers apart from teachers, we can use friends, parents, magazines, etc. Hindley (2008) explains that for a well-written essay, students are given the opportunity to gather ideas for their ideas. These include the regular use of visual arts, drama, music, roles and visualization. Creative approach provides learners with the opportunity to make their ideas more sophisticated, refined and participatory.

### 2.6.2. The Genre-based Approach

The genre-based approach to teaching writing is considered as an extension to the product-based approach. In other words, in the genre-based approach, teachers should provide a sample model of a particular social and cultural context. However, this approach emphasizes the language function, the purpose of writing, and the reader to whom the written text is delivered. In the genre theory, "*writing is seen as an essentially social activity in which texts are written to do things, the assumption being that if the reader cannot recognize the purpose of a text, communication will not be successful*" (Tribble, 1996: 37). An explicit description of the genre-based approach is proposed by Swales who defines genre as: "*A genre comprises a class of communicative events, the members of which share some set of communicative purposes, these purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for genre.*" (1990). This rationale shapes the schematic structure of the discourse and influences and constrains choice of the content and style (Swales, 1990: 58). Therefore, the genre-based approach is concerned with the study of particular genres for specific purposes. In that, according to Hyland "*the central belief here is that we don't just write, we write something to achieve some purpose*" (2003: 18). Furthermore, writing in different genres as narration, description, argumentation, expository...etc has specific characteristics that differ from one genre to another. Thus, writers should be aware of those recognizable characteristics in order to make the writing process more efficient and effective (Knapp and Watkins, 2005). To sum up, the orientation

of the genre-based approach is given to both language form and language function to achieve particular communicative purposes.

The positive aspects of the genre-based approach are that it recognises that writing occurs in social contexts and portrays a reflection of a particular purpose, and it understands that learning can happen consciously through imitation and analysis. It is important for the sake of writing that teachers connect these two elements in order to help students understand how and why linguistic conventions are used for particular rhetorical effects. Moreover, because the genre-based approach reflects a cultural ideology, the study of genres additionally opens for learners an awareness of the assumption of groups who use specific genres for specific ends. (Nemouchi, 2008).

In the field of second or foreign language writing, *The Routledge Encyclopedia of Language Teaching and Learning* has defined the genre approach as “a framework for language instruction.” Byram 2004. “It is based on examples of a particular genre. By framework is meant guiding students. The genre framework supports students’ writing with guiding principles about how to produce meaningful passages.” (Ibid. 234).

### **2.7.Importance of Teachers’ Written Feedback**

Teachers are seen as a catalyst for learners to develop and improve their writing skills. to Bloxham and Boyd(2007) needs "to provide specific and sufficient comment and suggestions on strengths, areas for development and strategies for improvement". and therefore, Harmer (2001) describes the role of teachers as a commentator; in this, he proposes the following:

- The teacher must deal with the student’s writing correcting with full responsibility responsibly and by being a catalyst for them and giving positive feedback that motivates the students to produce.
- When you make correct teachers you should choose what they know and a lot to focus on what students at this particular stage of their studies, and on the tasks they undertook. (2001:262).

In addition, written comments avoid students from making the same mistakes twice (Harmer, 1998: 84). In other words, students often have negative attitudes towards the use of the red ink which is usually used only for recording. Therefore, teachers come to give importance from their written formative observations that guide learners' negative attitudes toward scoring and further improve their knowledge and writing by suggesting the argument on the learners work in addition to telling them where they have done well or badly. Consequently, written feedback to teachers is an effective strategy for motivating learners in writing.

Teachers' feedbacks are also supposed to increase learners' awareness on the language. According to Read (1978), "*language awareness is drawing one's attention to something they already know; it is making the implicit knowledge become explicit.*" Language awareness can also be defined as "*explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use*" (Association for Language Awareness). Donmall, on his part, views language awareness as "*a person's sensitivity to and conscious perception of the nature of language and its role in human life.*" (1985: 7).

This language awareness could be divided according to Garvie into six interrelated types: linguistic awareness, psycholinguistic awareness, discourse awareness, communicative awareness, sociolinguistic awareness and strategic awareness.

- **Linguistic awareness** where the aim is to make the language learner aware of the language basic components (phonemes, morphemes and lexical units) and the rules that assemble them in sentences;
- **Psycholinguistic awareness:** *the learner should be more conscious about the study of language acquisition and use in relation to the psychological factors controlling its use and recognition.*
- **Discourse awareness** helps learners to be more aware about the discourse level rather than the sentence level.
- **Communicative awareness** aims at making learners aware of the use language in aspecific context in relation to the purpose, topic, audience and situation.
- **Sociolinguistic awareness** by which learners could be aware of the influence of the social context on language use.
- **Strategic awareness** where learners can apply different strategies to solve different learning problems. (1990).

Yet, sensitising learners to such types of language awareness requires a day-to-day continuous work and practice to attain the intended objectives behind teaching and learning writing strategies.

### **Conclusion**

In conclusion, writing is not an easy task neither for the teacher nor the learners. It requires a great awareness and appropriate use of the different areas of language. So, you have to know all aspects of a well-structured configuration approaches and methods. Teachers often develop the learners' scientific abilities while teaching writing by adopting such

approaches and methods as a function of writing. In addition, teachers have great credit in developing the abilities of the learner and enable him to acquire skills and techniques that make him a professional writer.



## Chapter Three

---

### Fieldwork, Data Collection and Analysis





**Chapter Three**

**Fieldwork, Data Collection and Analysis**

Introduction .....43

3.1. Methodology .....43

3.2. Research Design .....44

3.3. Sample.....44

3.4. Population Sampling.....45

3.5. Data Collection Instruments .....45

3.5.1. Description of the Questionnaire .....45

3-5-2.Results of Respondeen’s feedback Questionnaire.....47

3.6. Qualitative Data.....68

3.6.1.Aims of the Classroom Observation.....68

3.6.2. Description and Analysis of the Observation.....68

3.6.3. Analysis and Discussion .....70

Conclusion .....70

Limitations of the Study .....71

Implications and Suggestions.....72

General Conclusion .....75

Bibliography .....78

Appendices .....81

## Chapter Three

### Fieldwork, Data Collection and Analysis

#### Introduction

Throughout the foregoing chapters an insightful literature review about the issue under investigation, viz., the importance of the formative assessment in developing EFL learners' writing achievements has been provided. Besides, a set of various concepts, related to the issue have been identified, and explained.

The upcoming chapter is mainly concerned with the empirical phase of the issue under investigation. It is generally said that "saying is one thing, and doing is another thing" (Montaigne, cited in Robson 1993: 191). In fact this implies that what is said might be quite different from what effectively happens in situ. Throughout this part, the functional framework of the research is elucidated. The research methodology, the targeted population, and the research tools are described. The whole chapter ends up with presentation, analysis and interpretation of the collected data. Finally, it concludes with suggestions and recommendations.

#### 3.1. Methodology

It is acknowledged that every scientific research must follow certain procedures to ensure reliable and valid data. Thus, the reliance on one single method is insufficient to confirm the accuracy of the data and to provide a better understanding of the research issue. Hence, the methodology implemented to conduct the current inquiry is based on mixed methods, i.e., the combination of both qualitative and quantitative methods. In the light of this perspective, Creswell & Clark (2011), define mix-method as follows:

*As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone. (2011: 12);*

As stated above, the implemented approach is a dual-focused descriptive- interpretive one. The choice of this investigative method is dictated by the nature of the study, responding to the objectives of our research work, which are fundamentally meant to explore and explain the underlying importance of the formative assessment on the EFL learners' writing achievements.

The case of the current research which involves both EFL teachers and students of Emir Abdelkader Secondary school is expected to help the researcher collect enough reliable data in connection with the importance of formative assessment of EFL learners' writing achievements, thus ensuring scientific validity and allowing outcomes generalizability. So, the generated data would probably provide informed findings mirroring how the formative assessment could impact on learners writing achievements. This part also deals with the explanation of the methodology and procedures of the study. It gives an idea about the research design and the participants, and also presents the sample size, sampling techniques and data gathering instruments.

### **3.2. Research Design**

It is commonly recognized that a variety of academic methodologies are designed to serve the different goals and purposes of the research. Lynch (1997: 14) draws potential researchers' attention to be cognizant of both the nature of the existing phenomenon and the determination of the justifications thereof. Theoretically, these two essential optics, viz., ontological (nature of the existing phenomenon) and epistemological (determining the justifications), determine and orientate the choice of the methodology and undoubtedly affect its course to attain the expected objectives: discerning the issue of study and elucidating the associated constituents in an inclusive setting. To collect reliable data, two different research tools, viz., a questionnaire directed to learners and an interview conducted with teachers are used. The mixed method combining the quantitative and qualitative instruments is to improve the final evaluation by ensuring that the limitations of one type of data are balanced by the strengths of the other one. Thus, the descriptive-interpretive method is implemented to attain the predetermined objectives which are basically a) investigate and b) explain the impacts of the formative assessment on learners' writing achievement. The quantitative data will be analyzed numerically. In addition, all the calculated data will be presented through tables and graphs for better visualization. Thus, qualitative data were to be presented in the form of summary to illustrate the analysis of data. Both kinds of data will be collectively analyzed to identify patterns as well as details. Among the advantages of mixed method is the potential for gaining a fuller, richer and complete understanding of research instruments.

### **3.3. Sample**

The present investigation takes place at Emir Abdelkader Secondary School at Dahmouni- province of Tiaret, in 2018/2019 schoolyear. The survey considers teachers in charge third year EFL Learners.

### 3.4. Population Sampling

The choice of a manageable subset of the whole population of third year learners was imposed by time constraint. In fact, this survey has followed probability sampling that is mainly set up on a random selection, where every subject in the population is given a chance to be selected. The objective behind following this process is to minimize partiality and to maximize objectivity and reliability. Whereof, for the present case study, eighty-five (85) Baccalaureate candidates have been randomly selected. The sample represents half of the Baccalaureate candidates. We have selected this sample on the basis of the background, knowledge and experience the learners share together; this would probably enable us to recognize the nature of the relationship between them, how the latter is affected by several factors and how it is reflected in their attitudes towards assessment in general and the formative ones, in particular.

### 3.5. Data Collection Instruments

For the sake of methodological viewpoint, research tools utilized in any survey are not subjected to the principle of randomness. Various elements are taken into account when intending to embark on a study. In this vein, Dornyei (2011) believed that the backbone of any research reckons upon the instruments that are used in gathering the data. Thus, it requires different resources of data collection. In this study, we followed twofold methodology that relies on two data sources, i.e., qualitative and quantitative. The aim of these two instruments is to assure the validity of information and to develop a comprehensive understanding of the research outcomes.

#### 3.5.1. Description of the Questionnaire

The questionnaire is actually the most common instrument for collecting data in a record time. Therefore, Brown defines it as *“Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”*. (2001: 6). It consists of a series of written question-items worded in different formats. In fact, this instrument is used for it allows the accessibility to large number of the respondents. Besides, it is consistent and easily accessible with regard to analysis since it provides the researcher with numerical data.

The questionnaire is addressed to EFL learners at Emir Abdelkader Secondary School at Dahmouni. Eighty-five (85) Baccalaureate examination Candidates have been selected for the purpose of the study. The aim of the questionnaire is to investigate the importance of formative assessment on writing achievements and learners' attitudes towards it.

The questionnaire consists of twenty (20) questions. The questions are both close- and open- ended questions. As regards the close-ended questions, the surveyed students are supposed to pick up the appropriate answer from a number of choices, whereas for the open-ended ones, they are requested to provide explanations. These questions are categorized under three (3) different yet complimentary sections which are stated here below.

**Section One: Background Information (Q1-Q4)**

Questions in section one aim at gathering personal information about the target sample. The surveyed learners are asked to specify their gender, age, reasons behind studying English language; and the learners' basic knowledge of English in general.

**Section Two: Writing Skill and Learners' Attitudes towards Formative Assessment (Q5-Q12)**

The second section is concerned by the writing skill and the learners' attitudes towards teachers' assessment. In question-item five (5), they are asked to tick the appropriate answers among the four options about the skills they are interested in the most. Then, question-item six (6) is addressed to learners enquiring about whether they prefer the writing skill sessions or not. Question-item seven (7) is meant to gauge the extent of importance devoted to the writing skill in the teaching/learning process. Question-item eight (8) is meant to gauge learners' attitudes towards writing tasks. Similarly, question-item nine (9) is supposed to unveil learners' attitudes towards mistakes correction. The tenth (10<sup>th</sup>) question-item is asked to exhibit learners' viewpoints relating to mistakes correction preferences. The question-items eleven (11) and twelve (12) are intended to check learners' attitudes towards corrective assessment occurrence, its frequency and importance.

**Section three: Teacher's Role vis-à-vis the Writing Skill and learners' Attitudes towards Teachers' Assessment (Q13 –Q20)**

The third section consists of seven (7) questions. The aim behind this series of questions is to investigate the teacher's role as regards the writing skill teaching and learners' attitudes towards the written feedback frequency, its types, its efficiency, etc. Besides, it investigates the impact of self- and peer- assessment, etc.

### 3-5-2 Results of Responden's feedback Questionnaire

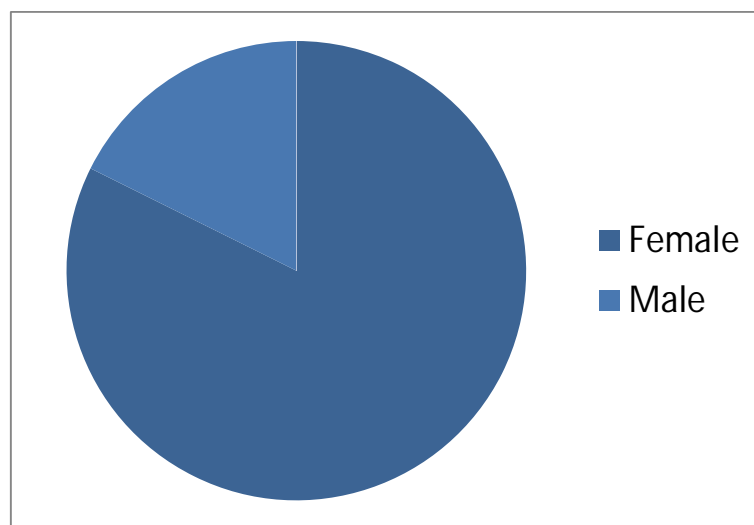
#### Section One: Respondents' Background Information

##### Question Item 1:

##### 1-Gender

Gender	Number	%
Female	70	82.35
Male	15	17.64
Total	85	99.99

**Table 3.1: Learners` Gender**



**Graph 3.1.: Learners` Gender**

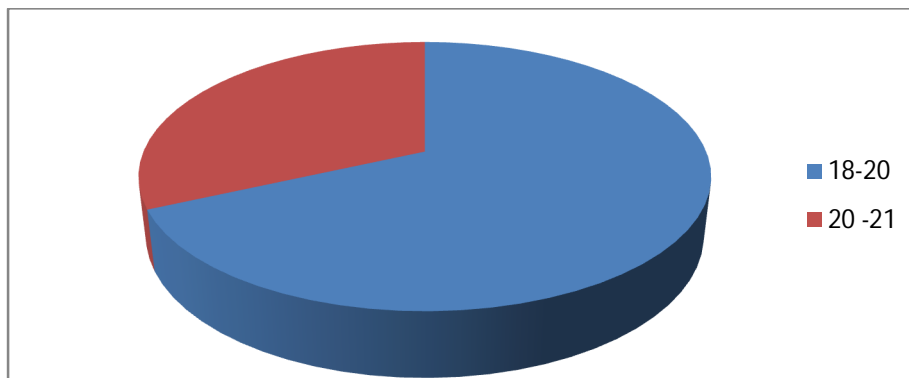
The numerical statistics in table 3.1 show that the majority (82.35%- n=70) of the targeted sample are females. Males represent the minority in the sample, i.e., fifteen out of 85 (17.64%).

It is worth noting that the majority of the surveyed population of the Bac candidates is constituted of females. More than the two thirds (2/3) of them are women. In fact, this distribution corresponds to the socio-demographic data published by the Ministry of National Education (cf. Appendices). A study was drawn up by the Ministry of National Education, revealing that at the level of the secondary education, the literary streams are chosen by the girl-students. That explains the rise of women in the sector of education (cf. appendices). It is generally acknowledged that females outnumber males and this disparity is due to females' interest in studying languages more than males who are more likely attracted, as a general stereotypical assumption, in studying hard sciences.

**Question-Item 2:**

2- Age

Alternatives	Number	%
18-20	58	<b>68.23</b>
21-22	27	<b>31.76</b>
23 and more	00	<b>00</b>
Totale	85	<b>99</b>

**Table 3.2.: Learners' Age****Graph 3.2.: Learners' Age**

The table above shows the respondents' age. The age of the targeted population ranges from 18 to 22 years old. 68.23% (n=58) of them are 18-20 years old, and 31.76% (n= 27) are 21-22. Yet, none is 23 years old.

Referring to the above percentages, it can be noticed that the surveyed sample is mainly composed of young learners. Those who are aged 21 years old and more are students who may have had failed their Bac examination once or twice.

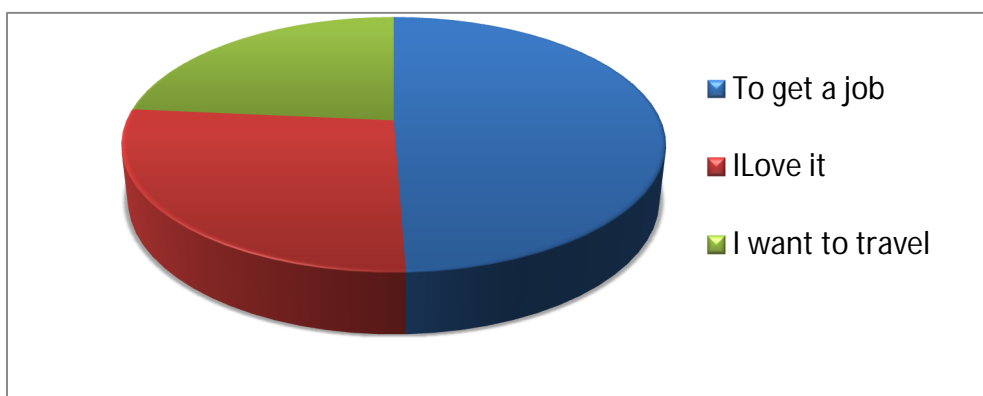


**Question-item 3: Why have you chosen English to study?**

What is your objective behind learning English?

Response	Number	%
To get a job	42	<b>49.41</b>
I Love it	23	<b>27.05</b>
To travel around the world	20	<b>23.52</b>

**Table 3.3.:Learners' Objective behind Learning English**



**Graph 3.3.:Learners' Objective behind Learning English**

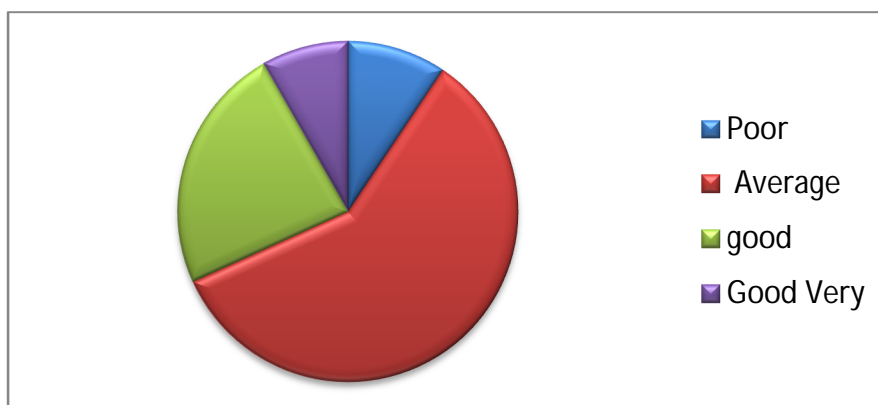
The table(3.3.)above reveals learners' objective behind learning English. Nearly half of the respondents (49. 41%) attest that they are learning English to get a job. 27.05 % of them admit that they do learn the language because they love it. The rest of the learners affirm that are learning English with the intention to travel abroad.

The objectives behind learning English have greatly changed in accordance with the English language status nowadays. In fact, English language has gained much field compared to other foreign languages. Thus, even for the local labour market, English has become one of the main requirements for job recruitment.

From analysis of respondents' answers,it can be concluded that English language learning is not essentially meant to pursue academic studies. In fact, many other other reasons incite people to learn English.

**Question-item 4: How do you consider your level at English language?**

Alternatives	Number	%
Poor	08	<b>9.41</b>
Average	50	<b>58.82</b>
good	20	<b>23.52</b>
Good Very	07	<b>8.23</b>

**Table 3.4.:Learners' level at English****Graph 3.4.: Leaners' level at English**

The above question-item is meant to gauge respondents' self-evaluation of the writing skill proficiency. Such self-assessment is indispensable to be implemented so as to provide learners with a valuable opportunity to highlight weaknesses and strengthens, enabling them to readjust and monitor their learning. However, this self-evaluation again remains inaccurate since it was not tested especially via classroom observation in a longitudinal period.

The collected data demonstrate that 58.82% of the learners believe that their level at English is average. 23.52% of the surveyed sample asserts that their level is good. Yet, the rest is shared between poor and very good; 9.41% (n=8) of them for the first and 8.23% (n=7) for the second.

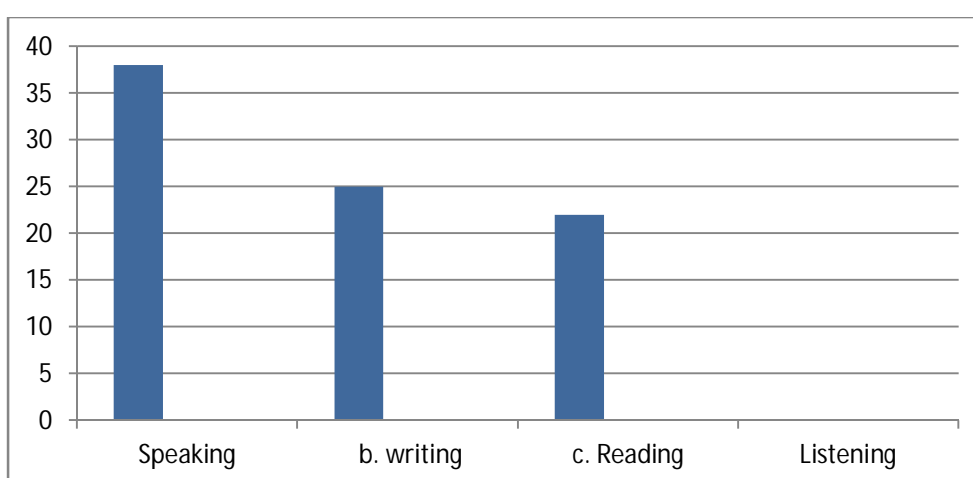
The above assessments provided by the respondents reveal that more than the half of them has a good level at English. Yet, and because of the lack of accurate measurement of this level, this remains subjective. An additional probing of this proficiency is needed so as to be able to bring an accurate evaluation.

### Section Two: The Writing Skill & Learners' Attitudes towards Assessment

**Question-item 5:** Which skills are you interested in the most?

Response	Number	%
a. Speaking	38	<b>44.70</b>
b. Writing	25	<b>29.41</b>
c. Reading	22	<b>25.88</b>
d. Listening	00	<b>00</b>

**Table 3.5.:Learners' most interesting Skills**



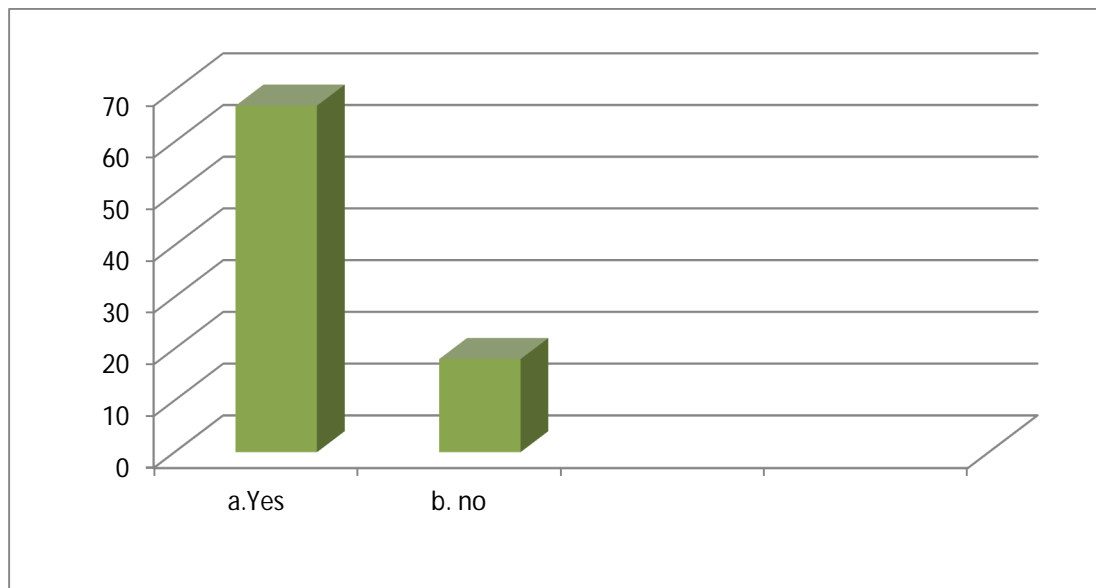
**Graph 3.5.:Learners' most interesting Skills**

The fifth question-item aims to highlight the most preferred skill (s) among the targeted sample. It enables us to figure out the respondents' predisposition and the attitudes they devote to assessment. Indeed, the results obtained denote that 44.70 % (n=38) of the respondents state that they prefer the speaking skill over the three other skills. 29.41% (n=25) have a bias towards the writing skill. The rest of the sample, i.e., 25.88% (n=22), stipulate that reading is their preferred skill. However, none of the learners chose the listening skill.

The collected results reveal that most of the learners devote too much interest to the speaking skills. This devotion can be due to the sake of gaining communicative assets for easy contact with others. This reinforces the previous enquiry about the objective behind learning the English language. Recruitment interviews are basically dependent on the interviewees' speech delivery, besides professional career success is mainly based on communication. Yet, for those who view that writing and reading are preferred over speaking and listening skills, their choice might be academic-driven objectives. They could have the intent to carry on their higher studies.

**Question-item 6: Do you like writing sessions?**

Response	Number	%
a. Yes	67	<b>78.82</b>
b. no	18	<b>21.17</b>

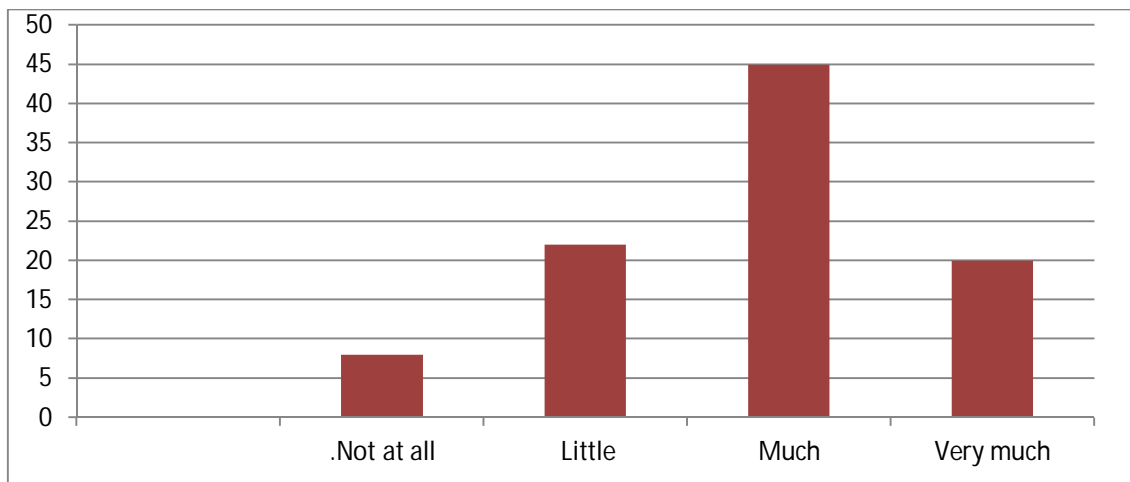
**Table 3.6.: Learners' Attitude towards Writing Sessions****Graph 3.6.: Learners' Attitude towards Writing Sessions**

The aim behind the above question-item is to disclose the respondents' attitudes towards the writing skills. In fact, the overwhelming majority of the learners (78.82%) show their predisposition towards writing skills. However, only a small minority, i.e., (21.17%) shows its disapproval to writing skills.

Learners' predisposition for writing skill learning is an asset towards its enhancement. Learners' weaknesses as regards this productive skill is not necessary due to predisposition or indisposition, but also to the way it is taught. In other words, the teaching strategies can be at the origin of failure.

**Question-item 7: How much importance do you give to the writing skill?**

Response	Number	%
Not at all	08	9.41
Little	22	25.88
Much	45	52.94
Very much	20	23.52

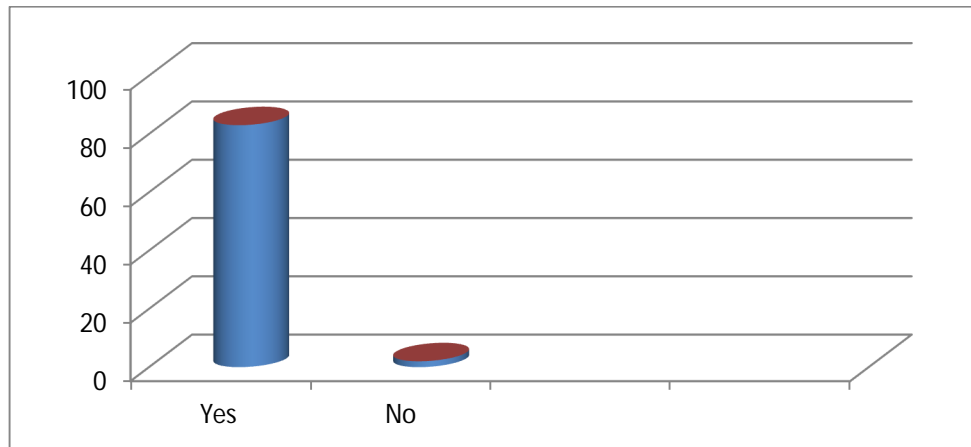
**Table 3.7.: Learners' interest towards the Writing Skill****Figure 3.7.: Learners' Interest towards the Writing Skill**

Based on the data collected from question-item 8, it can be noticed that the more than the half of surveyed learners, i.e., 45 (52.9%) give much importance to writing, and 22 (25.88%) of them award a little importance to writing. However, 20 of them, i.e., 23.25%, give very much importance to writing and 08 (9.41%) devote no attention and give no importance to writing.

With respect to the above responses, it can be asserted that learners, maybe not all of them, are aware of the importance of the writing skill, especially for all official examinations. Yet, the defects may reside at the level of the strategies implemented by teachers to develop such important skill.

**Question-item 8: Is writing a difficult task for you?**

Response	Number	Percentage
Yes	83	<b>97.64</b>
No	02	<b>2.35</b>

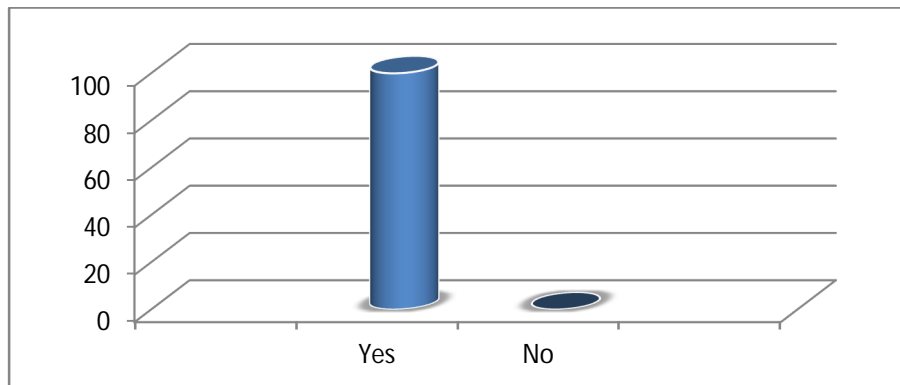
**Table 3.8.: Learners' Attitude towards the Writing Tasks****Graph 3.8.: Learners' Attitudes towards the Writing Tasks**

The answers to the question-item 8, in connection with the writing tasks difficulty, reveal that the overwhelming majority of the interrogated learners (97.64%) find the writing tasks difficult. Only two learners (02.35%) consider them easy.

The difficulties that EFL learners face when dealing with writing tasks might be due to accumulated grammatical, mechanical, lexical, morphological, etc. defects. In fact, the way teachers deal with writing and assessing learners' papers can either hamper or improve the written creativity among learners. Teachers are supposed to conduct action researches to identify the possible gaps in learners' basic knowledge so as to remedy them, and help learners change their attitudes towards the writing skill.

**Question-item 9: When you make mistakes, do you like to be corrected?**

Response	Number	%
Yes	85	100
No	00	0

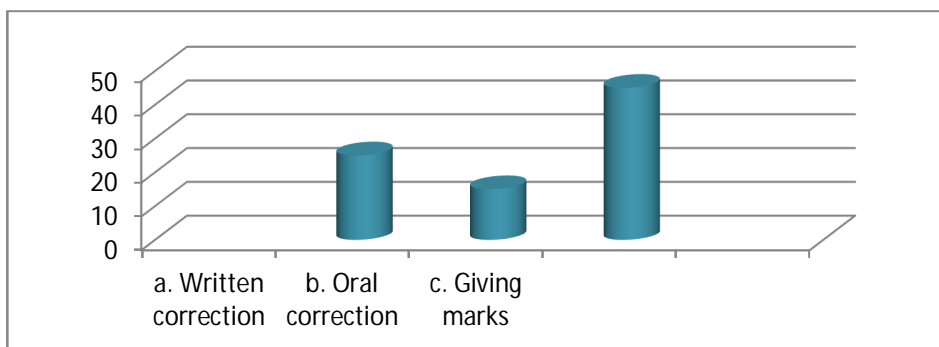
**Table 3.9.:Learners'Attitudes towards MistakesCorrection****Graph 3.9.: Learners'Attitudes towards MistakesCorrecting**

The above question-item 9 is worded so in order to disclose learners' attitudes towards teachers' mistake correction. The data collected demonstrate that all learners (99%) appreciate their teachers' correction and assessments.

This learners' positive attitude towards teachers' corrective feedback is an index for learners' willingness to improve their writing skills. Learners' predisposition can be exploited for the sake of improving this skill. In other words, this ensures that they can processed naturally towards learning.

**Question-item 10: How do you prefer your mistakes to be corrected?**

Alternatives	Nber	%
a. Written correction	25	<b>29.41</b>
b. Oral correction	15	<b>17.64</b>
c. Giving marks	45	<b>52.94</b>

**Table 3.10.: Learners` Correction Typology Preferences****Graph 3.10.: Learners` Correction Typology Preferences**

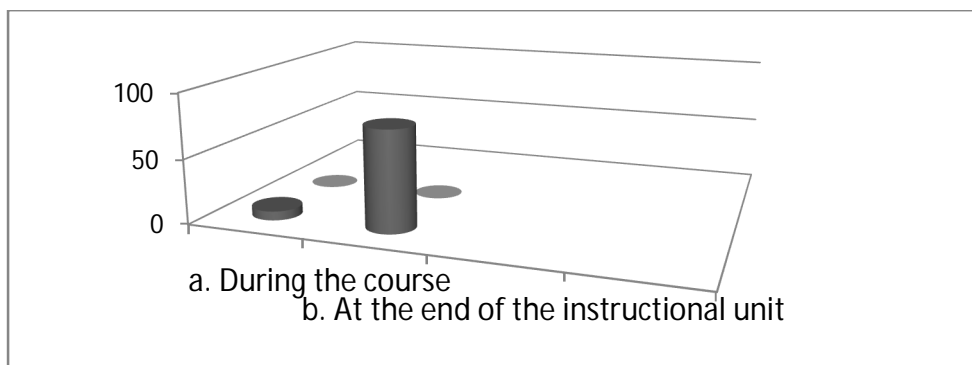
This question-item seeks to disclose learners' preferences as regards the form of correction they would like to receive from their teachers. The yielded data demonstrate that 29.41% of the learners prefer the written form of correction. 17.64% of the learners would rather have oral correction, whereas 52.94% of the respondents favour marks assignment over other forms of correction.

The scrutiny of the above collected data indicates that half of the surveyed learners are in favour of grades allotment. This reflects the dominant objective of this category of learners behind going to school, i.e., the totally grade-based instruction. Restricting assessment to a mere grade can never enable learners to know their weaknesses and improve their proficiency. For the rest of the learners, written and oral corrections contribute without any doubt in fostering their level.



**Question-item 11: When would you prefer to be corrected? Justify**

Responses	Nber	%
a. During the course	07	<b>8.23</b>
b. At the end of the instructional unit	78	<b>91.76</b>

**Table 3.11.: Learners` Attitudes towards Feedback Time Occurrence****Graph 3.11.:Learners` Attitudes towards Feedback Time Occurrence**

For the sake of unveiling the respondents' attitudes towards feedbacks and the time of their occurrence, the above question-item was asked. The answers reveal that 91.76% of the learners prefer that these feedbacks/corrections take place at the end of the instruction. Yet, 08.23% of them favour its happening during the course.

Learning a language is a long process during which learners inevitably make mistakes. In the opinions of many teachers, learners who are continually corrected may become inhibited and cease to participate. Yet, correction remains a necessity as a part of the learning experience.

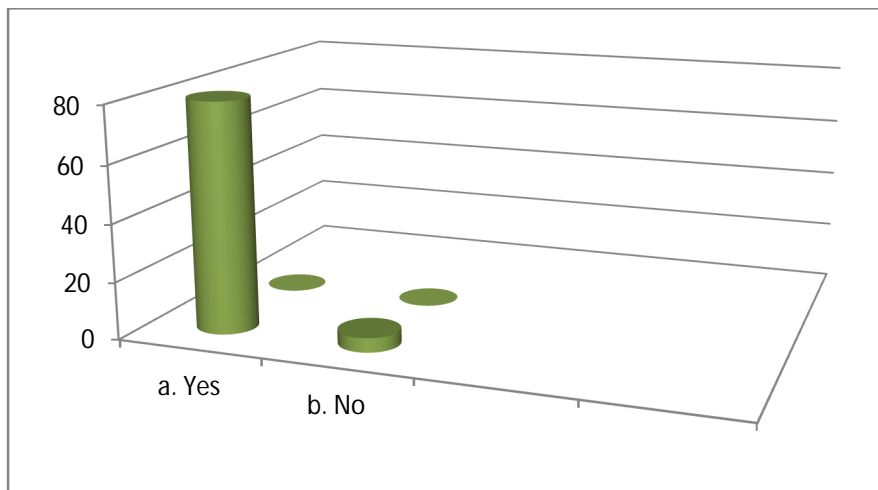
Correction is not an 'either/or' issue. Correction/feedback needs to take place and should be expected and desired by EFL learners. Nonetheless, the way via which teachers correct learners play a pivotal role in whether learners become self-confident in their practice or become intimidated/frightened and permanently obsessed by mistakes making. Correcting learners as a group, in correction sessions, at the end of activities, and letting them correct their own mistakes all help and contribute in motivating and encouraging learners to use English rather than to worry about making too many mistakes.

For the follow-up question (justification), learners who are in favour of immediate during course feedback think that doing so helps learners realise their own defects and remedy at once. Whereas those who are for delaying/deferring correction to the end of the activity/course believe that frequent stopping of the course of the activity at each and every mistake made can impede learners' appropriate learning.

**Question-item 12: Does the teacher's correction during the course help you improve your writing level?**

Alternatives	Nber	%
a. Yes	80	<b>94.11</b>
b. No	05	<b>5.88</b>

**Table 3.12.:Learners' Attitude towards Teacher's Feedback during the Course**



**Graph 3.12.:Learners' Attitude towards Teacher's Feedback during the Course**

To collect more insightful and informed data as regards teacher's feedback impacts, the above 12<sup>th</sup> question-item, enquiring about the importance of the feedback during the course as regards writing skill development was asked. The table and graph above show that the large majority of the respondents (94.11%) believe that teacher's correction during the course has a positive effect and contributes in developing the writing skill. However, a weak minority (05.88%) considers that such correction does not help to improve the meant skill, showing their critical attitude of their teachers' feedback.

So far, learners' learning process cannot be isolated from their teacher's systematic feedback. It is widely acknowledged that responding to learners' writing is a fundamental constituent of the teaching-to-write process. Correspondingly, learners' access to the teacher's feedback and their effective use of it constitute a significant feature of the learning-to-write process. In writing classes where the provision of feedback is not part of the teacher's pedagogical practices, or where learners are unable to process the feedback they get from the teacher on their writing, developing adequate writing proficiency is quite impossible. The importance of the teacher's written feedback has largely been documented by a considerable body of research in the areas EFL writing.

Yet, teachers are required to provide learners with positive and constructive feedbacks, supporting them to identify their own failures and strive to self-regulate

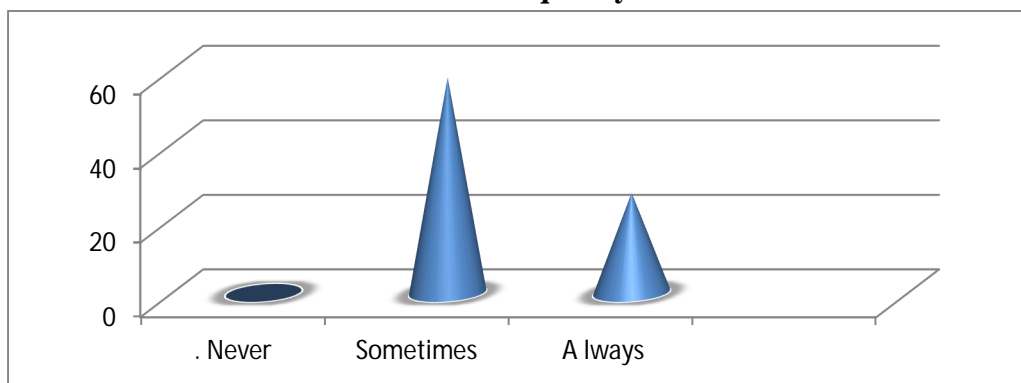
their performance. In the same vein Nicol & al. state that: “*A good quality external feedback is information that helps learners troubleshoot their own performance and self-correct; that is, it helps learners take action to reduce the discrepancy between their intentions and the resulting effects.*” (2006: 208).

### Section Three: Teacher's Role *vis-à-vis* the Writing Skill and learners' Attitudes towards their Corrective Assessment

**Question-item 13:** How often does your teacher provide you with written feedback?

Frequency	Nber	%
Never	00	<b>00</b>
Sometimes	58	<b>68.23</b>
Always	27	<b>31.76</b>

**Table 3.13.: Teacher`s Written Feedback Frequency**



**Graph 3.13.: Teacher`sWritten Feedback Frequency**

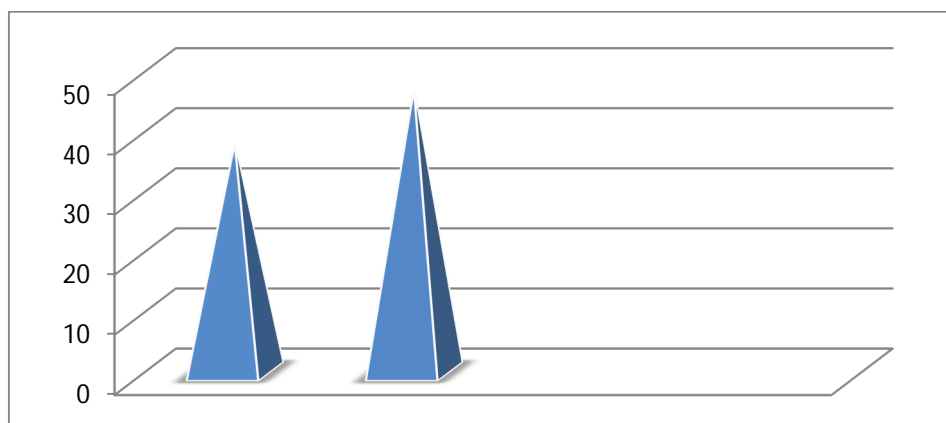
The question-item is asked for the sake of identifying the teacher's written feedback frequency. For 68.23% of the surveyed sample, the teacher sometimes provides written feedback. Only 31.76% of them attest that their teacher always gives written feedbacks. Yet, none of the learners states that their teacher never delivers written feedback.

By and large, the teacher either sometimes or always resorts to written feedback to draw learners' attention to their grammatical, morphological, lexical, etc. defects. This can help learners think over their own writing skill.

By feedback quality, it is not only realised by the understanding of the technical structure of the feedback (such as accuracy, comprehensiveness and appropriateness) but also its accessibility to the learner (as a communication), its catalytic and coaching value, and its ability to inspire confidence and hope (Sadler, 1989:84).

**Question-item 14: What kind of feedback does the teacher generally provide?**

Alternatives	Nber	%
Stimulating and Positive	43	<b>58.58</b>
Only Negative and Dicouraging	42	<b>49.41</b>

**Table 3.13.: Teachers` Feedback Typology****Graph 3.13.: Teachers` Feedback Typology**

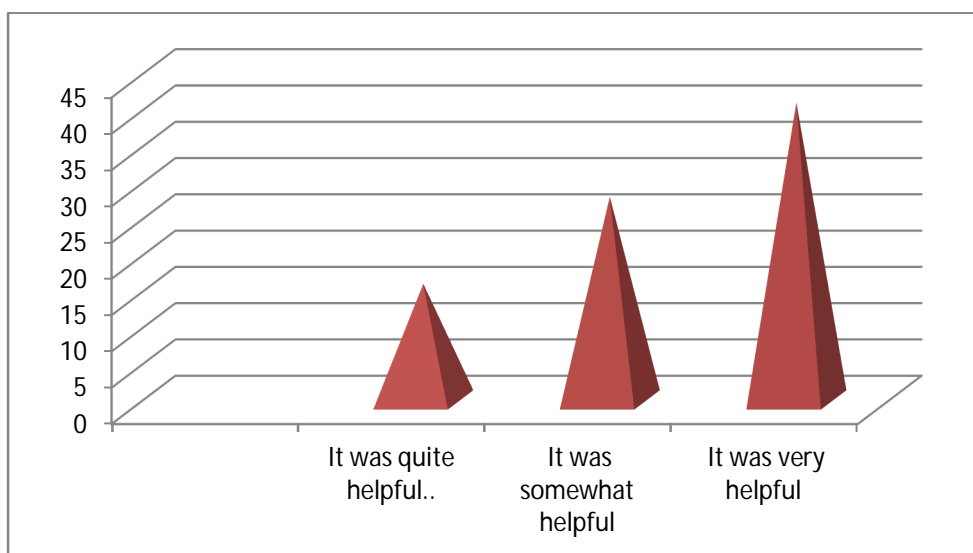
The 13<sup>th</sup> question-item is meant to inquire about the typology of feedbacks they generally received from their teacher. The responses are nearly equally shared between negative and discouraging (44.70%; n=38) and stimulating and positive (55.29%; n=47) feedbacks.

The assignment of the positive feedback amplifies changes and represents a booster to an effective improvement of writing. Differently couched, to obtain satisfactory betterment as regards learners' writing performance, teachers should provide learners with constructive feedbacks, helping them monitor their own writing progress and make the necessary re-adjustments to meet what is expected from them. Doing so, in the long run, learners may become self-assessors, being able to evaluate their own written products and simultaneously strengthen and reinforce their knows and know-how-to-do. Being positive or negative, feedbacks are very helpful for making important decisions.

Teachers may have different techniques to assess learners' written work. Yet, it is advisable that teachers' corrections should not have a discouraging effect on learners, so instead of gleaning scrupulously points for each mistake they made, teachers could respond positively to their strengths and reward them with what they have got right. Though at the end, the result might be the same, the point of view is completely different. Besides, as Tricia Hedge states: "*Ideally when marking any piece of work, ticks in the margin and commendations should provide a counterbalance to correction of «errors» in the script.*" (1988: 10).

**Question-item 15: How helpful was the feedback you received?**

Alternatives	Nber	%
It was quite helpful.	16	<b>18.82</b>
It was somewhat helpful	28	<b>38.94</b>
It was very helpful	41	<b>48.23</b>

**Table 3.15.: Teacher'sFeedbackImpact****Graph 3.15.: Teacher'sFeedback Impact**

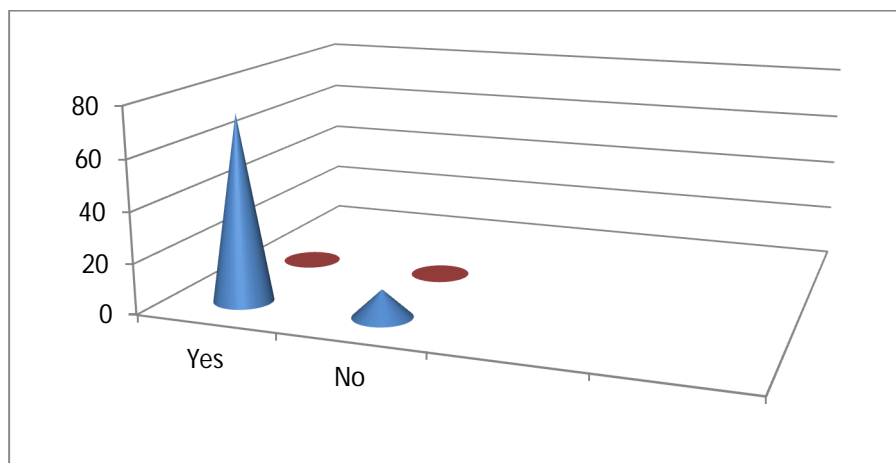
The question-item 15 is asked to check to what extent the teacher's feedback impact was felt by the learners. The responses reveal that nearly half of the learners (48.23%) acknowledges that the feedback was very helpful. 38.94% of them say that it was somewhat helpful, and 18.82% attest that it was quite helpful.

It is quite certain that feedback is commonly regarded as one of the most powerful influences on learners' learning and achievements provided that the ways to render it manageable are reconsidered. To be effective and beneficial for all learners, the feedback should provide constructive steps for every learner to ensure progress. It should mainly concentrate on both success and improvement needs *vis-à-vis* the learning intents and success criteria; empowering learners to turn out to be reflective and assist them bridge the gap between current and expected performance.

**Question-item 16: Does the teacher's written feedback enable you to identify your abilities and weaknesses?**

Alternatives	Nber	%
Yes	74	<b>87.05</b>
No	11	<b>12.94</b>

**Table 3.16.: Teacher's Written Feedback Effect in Detecting Learners' Abilities and Weaknesses**



**Graph 3.16.: Teacher's Written Feedback Effect in Detecting Learners' Abilities and Weaknesses**

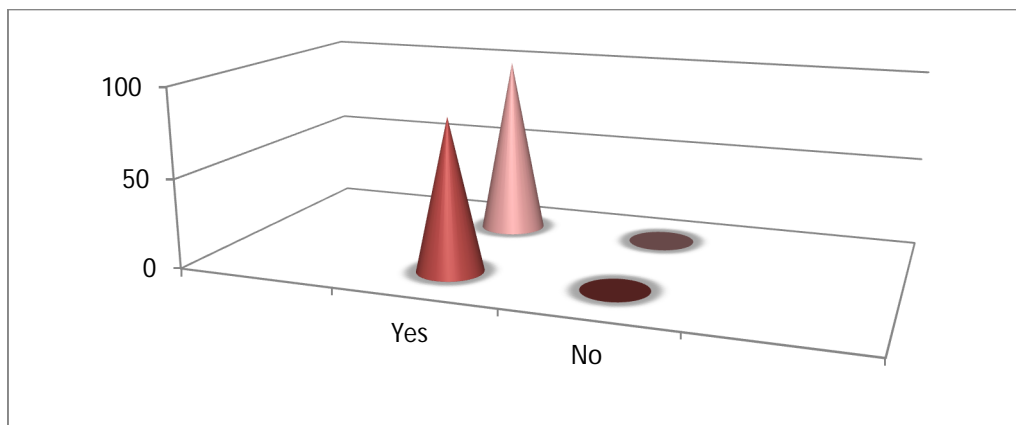
The sixteenth question-item aims to confirm or disconfirm if the written feedback helped learners highlight their own weaknesses and strengths as regards the writing skill. In fact, 87.05% (n=74) of the learners confirm that the teacher's feedback encouraged and assisted them to depict their weak and strong points regarding the writing skill. Yet, the rest of the respondents (12.94%; n=11) disconfirm whatsoever effect on their writing skill.

How effective a particular type of feedback is can be dependent on a number of factors, including the learner's ability, the extent of his motivation, the type of task being tackled, and the predetermined learning goals. It is therefore important to very carefully consider how to deliver feedback. It can be noticed that most of the surveyed learners get benefit from their teacher's feedback for the congruency to the aforementioned factors.

Yet, it is also crucial that teachers do not consider feedback as a '*silver bullet*' that will dramatically improve/boost learning, in general, and writing skills, in particular on its own. In order for feedback to be successfully delivered, several other components of good teaching/learning process are required (such as considered planning, clear goal setting and effective assessment).

**Question-item 17: Is the teacher's feedback the best way to reach progress?**

Alternatives	Nber	%
Yes	85	<b>100</b>
No	00	<b>00</b>

**Table 3.17.: The Teacher's Feedback as a Springboard Progress Attainment****Graph 3.17.: The Teacher's Feedback as a Springboard for Progress Attainment**

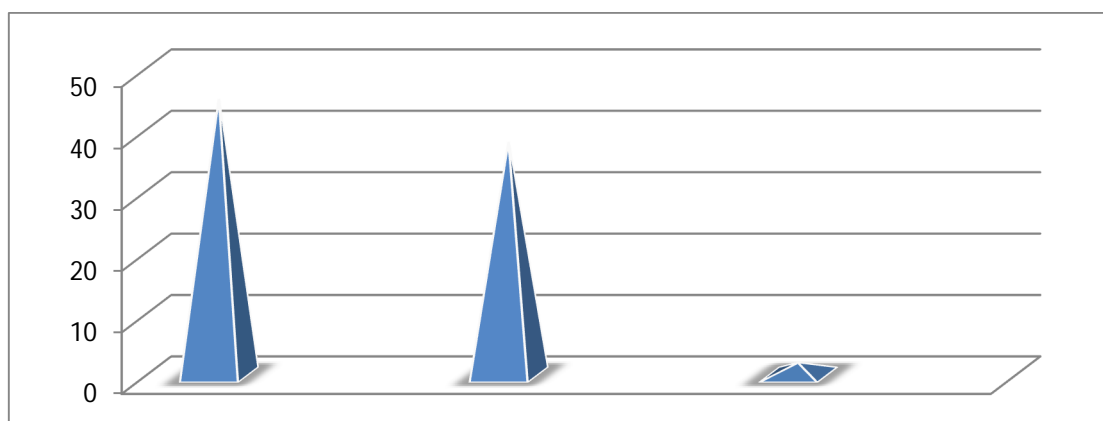
The resulting data from the question-item 17 show that the surveyed learners unanimously (100%) acknowledge that the teacher's feedback is the best way to nurture progress attempts in writing skill.

The learners' recognition of the significance of the teachers' corrective feedback represents an undeniable index which can be invested by the teacher to understand the learner's individual progress, i.e., to direct emphasis on the process rather than the product. To ease the feasibility of such a process, both partners, teacher and learners, are supposed to be involved in this assessment process by dint of which they turn to be active participants, daring to take the risk of undertaking the required decisions. Then, it is incumbent to the teacher and learners to collaborate so as to attain the expected outcomes as regards the writing skill proficiency.



**Question-item 18: What is the method used by the teacher to correct your writing?**

Alternatives	Number	%
Giving grades only	38	<b>44.70</b>
Giving grades with observations	45	<b>52.94</b>
Highlighting the mistakes	02	<b>2.35</b>

**Table 3.18.: Teacher's Feedback Method****Graph 3.18.: Teacher's Feedback Method**

The statistics above show that more than the half of the teachers, i.e., 52.94% (n=45) correct the learners' writing mistakes by assigning them scores accompanied by observations. 44.70% of them give only scores and 2.35% merely highlight the mistakes.

It is acknowledged that correction is a daunting task for almost all teachers. Assessing fairly controlled writing tasks such as gap-filling, dialogue completion, sentence reordering, etc., can be easily corrected in the classroom. This type of correction both reduces teachers' workload and involves learners in revising and editing their own written work, benefitting for their refinement.

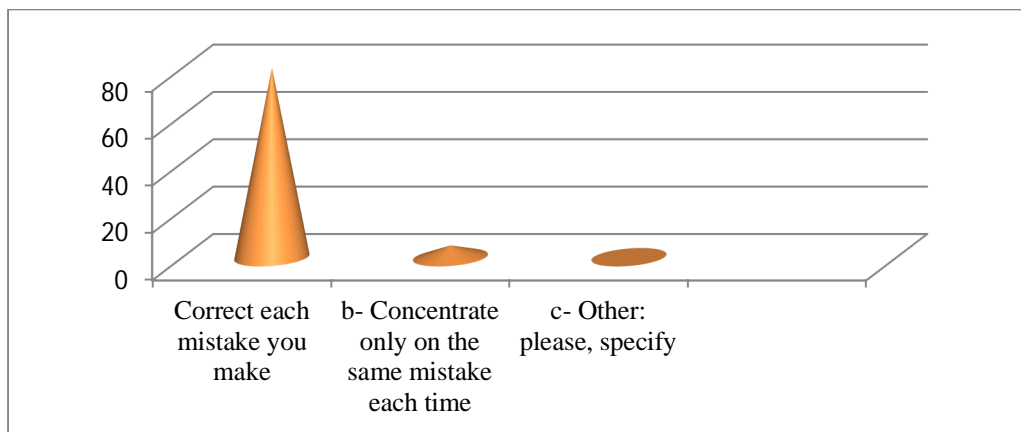
Yet, for learners' free writing, an individualised correction is required. Thus, there seems to be no eschewing from the tedious task of marking compositions. It is therefore necessary to plan a clear assessment programme of writing at the beginning of the academic year. Besides, this type of writing requires a set of aspects to be taken into account such as purpose, audience, content, organisation, grammar, vocabulary and mechanics of writing.

As regards marking, it should be regarded as an incitive to writing improvement. An effective marking is to gain learners' engagement and action to improve their learning, in general, and their writing proficiency, in particular.

Question-item 19: Would you like your teacher to \_\_\_\_\_?

Alternatives	Number	%
Correct each mistake you make	80	<b>94.17</b>
Concentrate only on the same mistake each time	05	<b>5.88</b>
Other: please, specify	00	<b>00</b>

**Table 3.19.: Learners' Typology Preference for Mistakes Correction**



**Graph 3.19.: Learners' Typology Preference for Mistakes Correction**

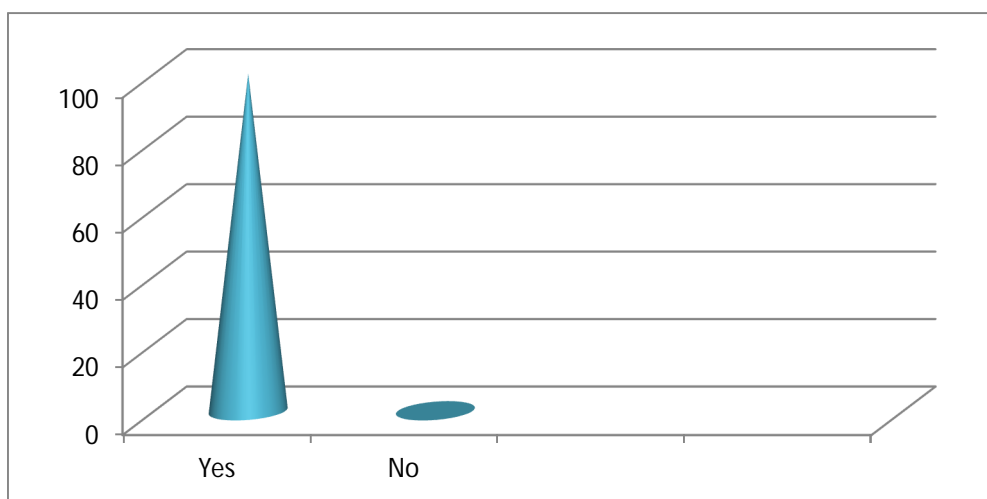
The 19th question-item is asked to disclose learners' preferences relating to the correction of their mistakes. The heavy majority (94.17%) prefer that each and every mistake should be corrected. Yet, only 5.88% of them state that they like to keep correcting the same mistakes each time. No other alternative is suggested by the respondents.

Correction differs from one teacher to another. Teachers may mark positively, selectively or use a clear correction code. They may devote much importance to content or product; product- or process- oriented approaches. The underpinning major objective is to make learners involved in their learning process and be aware of their own language defects too.

**Question-item 20: Does your teacher give you the opportunity to practice self- and peer correction?**

Alternatives	Nber	%
Yes	85	<b>100</b>
No	00	<b>00</b>

**Table 3.20.: Learners' self- &Peer-Assessment Opportunities**



**Graph 3.20.: Learners' self- &Peer Assessment Opportunities**

The data generated from question-item 20, in connection with self-assessment, attest that the teacher gives them the opportunity to correct their own mistakes.

Learners' self-assessment involves learners in evaluating their own writing products, monitoring their learning progress, providing an insightful idea on learners' true comprehension. Self-assessment is both a valuable learning tool and a part of the assessment process. Through self-assessment, learners can identify their own gaps. Doing so, they become more involved and responsible which makes them gain more self-confidence and esteem. Besides, this encourages them to reflect on their own role and contribution to the process of group work.

All in all, the purpose behind self- and peer-assessment is to help the learners know the extent of their own abilities and to work on them to improve upon them without the need of a performance appraiser. It involves the use of questions such as; what are my strengths; what are the obstacles, what are the possible solutions, etc. Besides, such involvement enables learners to shift from mere passive-feedback recipients to active-feedback partners. The potential for feedback to come from other sources – peer- self- as well as teacher- may provide a necessary adjunct to teacher only feedback, with some benefits in terms of the development of judgement and appraisal skills in learners.

### **3.6. Qualitative Data (Classroom Observation)**

#### **3.6.1. Aims of the Classroom Observation**

When embarking on such types of investigation, it is of a paramount importance to diversify and multiply tools of inquiry. Therefore, using more than a single tool of investigation is extremely useful to get trustful and valid findings. Consequently, I viewed it necessary to integrate classroom observation so that the interplay of both yielded findings can ensure a clear overview on the issue under investigation.

Although classroom observation has relentlessly been considered as a strenuous experience on the part of the observees (teachers), it remains a research tool which allows the observer to draw a clear overview of the events as they occur in real situations (praxeology). The fact of conducting such classroom observation makes it possible to survey and analyse the processes taking place in the classroom, the prompt and spontaneous actions or the teachers' decision-making when a question is asked, interference or any unforeseen event interrupting the course of the lesson. Besides, this observation allows making more appreciable effects as regards formative assessment and feedback while dealing with the writing skills.

A classroom observation has been conducted in order to observe the effectiveness of formative assessment on the learners' written production in the educational setting. The objectives behind this observation are to seek to what extent the formative assessment is used in classrooms and also to investigate its significance in developing learners' writing achievements. However, for time constraints, the sample was restricted to a class of 52 literary Baccalaureate candidates. Besides, it should be recognised that one classroom observation does not impart very adequate data.

#### **3.6.2. Description and Analysis of the Observation**

It was 9:30' when I stepped into Emir Abdelkader secondary school, a bit earlier than planned. I directly headed to the headmaster's office to make him know about my arrival. Warmly received by the latter, he insisted on accompanying me to the staff common room. I stayed there for nearly half an hour. When the bell rang, teachers joined the staff room for a break. Once the bell rang for course resumption, I joined the classroom with the teacher.

**Date:**   **Hour:** 10:00   **Level:** 3<sup>rd</sup> Year FL stream

**Skill:** Writing

**Topic:** Correction of the written production

**Teacher:** Still standing up, salutes learners: Good morning everybody

**Learners:** Good morning Miss

**T:** Puts her educational belongings on the desk and informed the learners about my presence

**T:** Ok! Here are your paragraphs. You did very well, yet there are some mistakes to be corrected. So, try to review the mistakes and reformulate the underlined sentences for the final draft.

Distributes the already corrected papers

**Ls:** *Systematically take their pencils- they showed preparedness (used to doing so).*

**Ls:** They started the correction of their written paragraphs. (*self-correction*)

**T:** moves around and tries to explain the feedback jotted on the sheets of paper.

*Twenty minutes elapsed*

**T:** Asks learners to exchange their papers with their peers.

**Ls:** Impatiently did. (*peer-correction*)

**T:** moves around again and collaborates with her learners

*It endures a quarter of an hour.*

**T:** asks learners to write the final draft

**Ls:** take sheets of paper and start rewriting their final drafts

*It lasts around a quarter of an hour.*

**T:** asks two learners to read out their paragraphs.

**Ls:** fingers raised

**T:** Fatima, read

**F:** reads her paragraph

**T:** *praises her*

**T:** Mohamed, read

**M:** reads out his paragraph

**T:** *expresses warm approval*

**T:** Collects the papers for a final correction, and leaves the classroom.

### 3.6.3. Analysis and Discussion

First of all, it can be noticed that nearly the whole session was learner-centered; learners engagement, self-control, collaborative approach. The teacher's interference was mainly restricted to instructing and collaborating when needed. The session was devoted to first to self- and then peer- correction of a written paragraph. The written paragraphs were collected the previous session and corrected by the teacher and handed back to learners to recorrect their mistakes, refine their ideas and rewrite the final draft. The learners' reactions and attitudes towards their teacher's instructions lend empirical evidence to well-established reflexes on the part of the learners. Differently couched, learners' positive and collaborative attitudes reflect that a long-term work has been done by the teacher. In fact, the shifting from individual to peer work is a blunt proof of the learners' flexibility with regard to the learning strategies necessity and their efficacy.

In fact, the scrutiny of the film of the lesson demonstrates that many strategies have already been instilled among the third year Baccalaureate candidates. The clear distinction between personal work (development of the cognitive development) and what it requires, and the collaborative one (social knowledge construction) are visibility dealt with in the observational session. Such learning strategies contend to promote learning through collaboration, especially learners-teachers and learners- learners one. Besides, the metacognitive strategies are implicitly implied throughout drafting of that piece of copy; self-monitoring, regulating and control. Apparently and as regards the ultimate phase, the writing strategies are scrupulously implemented by the teacher, i.e., *pre-writing, outlining, writing and revising draft and writing the final draft and hand in*, as mentioned by Oshima and Hogue (1990).

The formative assessment is both effectively implemented by the teacher and appreciated by the learners who show a positive attitude towards it, and collaborate with their teacher trying to understand and voice their viewpoints too.

### Conclusion

The foregoing chapter has presented the results collected by virtue of the two research instruments used to investigate the issue under study entitled: *The Significance of Formative Assessment in Developing EFL Learners' Writing Achievements*. Throughout data scrutiny, it has been revealed that most of the targeted learners approve and appreciate their teacher's formative assessments and the way corrections regarding writing skills are conducted.

Besides, they showed an unanimous awareness towards the significance of such assessment in enhancing their writing performance. With respect to classroom observation, the teacher focused his role during that writing skill teaching session on feedback provision intended to motivate learners identify their weaknesses and boost them to strive to overcome and remedy to those gaps.

teacher's on the Therefore, the analysis of the data drawn from the learners' questionnaire shows learners' positive attitudes towards the necessity of developing the writing skill as well as their teachers' correction during the writing course. In other words, the results show that learners are aware of their teachers' formative feedback importance in enhancing their writing skill. Concerning the analysis of the classroom observation, the teacher emphasizes his role during the teaching process by providing feedback that motivates learners to improve their level and to make greater efforts to overcome difficulties.

This chapter has presented the results yielded from the two research instruments used in the current study. Throughout it, light has been shed on the teachers' general practices, their writing instruction patterns, and their implementation of feedback in the writing classes. There has also been an examination of the students' response to a feedback that occurs before the final draft. The results proved a strong connection between the variables of this research hypothesis, namely, the feedback provided prior to final drafts and the students' response to it. This type of feedback was a twofold effect: the first one was improving students' revision skills and repair mechanisms and the second was enhancing the learners' overall writing quality while doing a different draft of the same composition. Therefore, feedback that occurs between drafts should be incorporated into the writing classes at the Department of English at UMC given its plausible effect in making the students respond to it and improve their writing performance thereby.

### **Limitations of the Study**

Similar to any research work, the current one has encountered a set of limitations. First, the sample involved in the survey in terms of motivation and other variables might have affected the expected outcomes. Second, the results of this research cannot be generalized for it is limited to an exiguous size of teachers and third year literary Bac candidates at Emir Abdelkader secondary school. Third, the issue under investigation requires a longitudinal research so as to see the instilment of the formative assessment and observe its effective impact on the learners' written production. The attendance of observational sessions was impossible due to time limit, particularly in such a disrupted academic year. Fourth, it is worth of note to highlight that the lack of the primary sources and first hand data, especially

those in connection with the Algerian context made it hard to collect enough empirical studies on the issue under investigation.

### **Implications and Suggestions**

The current study endeavors to closely scrutinize to what extent the formative evaluation can positively impact the learners' writing skill proficiency. Based on the findings, several suggestions can be provided for the sake of the writing skills development. Teachers need to reconsider the way teaching the writing skills and the formative assessment is actually dealt with. To attain the ultimate competence, i.e., learners' writing proficiency, producing 'excellent' English writers, the writing skill sessions should be heavily devoted to practice. It is said that we learn by doing (John Dewey). In other words, teachers are to present real life problems to learners and guide them find the solution through hand-in activities. Besides, opportunities should be provided for learners to reflect on their written production and collaborate with their teachers to understand and find the appropriate solution, aiming to improve their writing skill proficiency. Differently couched, teachers need to afford appropriate classroom healthy atmosphere enabling learners to voice out their viewpoints and discuss feedback freely. Doing so, learners' motivation and self-esteem can be enhanced, on the one hand, and anxiety and shyness can be lessened, on the other one. The attainment of such psychological emotions reduction relies definitely on teachers' appropriate management of writing skill sessions. Thus, the classroom activities should be diversified to cater for learners' learning needs, styles and preferences. Cooperative and collaborative work, involving all learners regardless of their levels should be suitably selected, adroitly planned and scrupulously implemented so as to help learners overcome writing weaknesses and hurdles. The enhancement of learners' writing skill proficiency can be reached if the appropriate strategies are appropriately implemented.

Above and beyond the focus on the learners' linguistic competence enhancement, much more heed should be devoted to learners' affective aspects and particularly motivation, self-esteem, self-confidence, fear and anxiety to increase their writing skill proficiency. Similarly, the teachers are supposed to set up a friendly relationship among the learners, which ensures their mutual respect, sharing and caring, and collaboration. The instilment of such key human qualities leads necessarily to the socialization of the EFL class, thus weeding out many boundaries. The following recommendations may help EFL teachers and learners overcome the hindrances precluding the attainment of the writing skill proficiency:

- Teachers and learners should learn how to respect each other mutually;
- Teachers are compelled to know their pupils and their preferences and needs;



- They should also strive to enhance learners' self-esteem and confidence;
- They should appropriately select the writing strategies, techniques and classroom activities involving all students and responding to their aspiration;
- They should provide feedbacks and appraisals to raise students' engagement and motivation;
- Teachers are required to be caring, committed, compassionate, conscientious, cooperative, devoted, fair, loving, understanding vis-à-vis their learners.

## General Conclusion

---

### General Conclusion

Many of the ELT teachers keep blaming learners for their deficiencies as regards writing skill performance. Very few are those teachers who have attempted to conduct serious researches to disclose what provokes these learners' weaknesses as regards writing skill. For a long time, an excessive number of approaches have been implemented with the intention to improve learners' learning proficiency. Yet, nothing has changed since then. EFL learners are struggling to learn the English language and to use it for communicative purposes. They do not resist and refute out of the lack of goodwill, but because of serious hurdles that preclude their effective engagement in such teaching/learning process. The present research work set a well-defined objective from the very onset: Investigating the significance of formative assessment in developing the learners' writing skill. It is mainly approved that the productive skills play a vital role in the learning process since they stand for the essential part of the communication process in any language. Yet, it is generally observed that EFL teachers devote less importance to the development of the writing skill rather than to the three other skills. Through this work, the researcher has investigated the importance of the formative assessment in improving learners' written production. It also aims at highlighting the EFL teachers' role in helping their learners to identify their weaknesses and strive to overcome them and the main strategies used to enhance the learners' proficiency of the writing skills.

This study departed from three hypotheses. They all revolve around the weaknesses and deficiencies which stand as a barrier in front of learners' efficient performance in the writing sessions, and the strategies to be undertaken so as to overcome them. All hypotheses were confirmed by the analysis of the data. These types of weaknesses were reported to be partly due the lack of practice of the writing activities in the classroom. It was also confirmed that the formative feedback contributes in highlighting learners' writing weaknesses to assist learners overcome the defects at the origin of the learners' failure and the low level of performance. Besides, the teachers' commitment and the selection of the suitable strategies could flawlessly help the learners to get rid of or at least reduce such obstacles impact. This survey began with a theoretical framework which deals with the literary works related to the assessments, their types, importance, features, teachers' and learners' roles within feedback, formative assessment, and its types. The second chapter is devoted to the writing skill, its definition, relationship to other skills, Reasons behind teaching the writing skill, approaches to teaching it, the importance of the written feedbacks, and their impact. The third chapter is

## General Conclusion

---

mainly concerned with the fieldwork. It includes a detailed description of the research design, the participants, and the selected research tools, besides and in-depth analysis and interpretation of the data gathered from both learners' questionnaire and classroom observation.

To conclude, it might be said that writing is a complex and difficult skill to both teachers and learners. However, acquiring communicative competence should imperatively go through the mastery of the writing skill. Many of the EFL learners generally restrict their learning of the target language to listening, speaking and reading skills at the detriment of the backbone skill ensuring writing proficiency. This is not meant to denigrate or belittle the importance and the value of the three other skills but to point out the significance of the speaking skill with respect to communicative competence. Being the main component for the construction of the communicative competence, writing skill enables EFL learners to communicate competently and effectively with other speakers of English. So, it is desirable that more insightful researches would be conducted to enlighten and increase teachers' awareness of the significance of the formative feedback as regards this productive skill enhancement, viz. writing. More practice, appropriate use of writing strategies, formative feedback can undoubtedly help learners to build-up positive attitudes towards the formative feedback and the writing skill.

## Bibliography

---

### Bibliography

- Akbari, R. & Tajik, L. (2007). A Classroom Observation Model Based on Teachers' Attitude. In L. Stephenson & P. Davidson (Eds.) *Teacher Education and Continuing Professional Development* (pp.243-262). Dubai: TESOL Arabia.
- Andrade, H. L. (2010). Students as the definitive source of formative assessment. In H. L. Andrade & G.J. Cizek (Eds.), *Handbook of formative assessment* (pp. 90-105). New York: Routledge
- Andrade, Heidi L and Gregory J, Cizek. (2010). *HandBook of formative assessment*. UK: Routlege
- Andraide, H & Cizek, G, J. (2010). *Handbook of Formative Assessment*. London, England: Routledge.
- Birenbaum, M. (1996). *Assessment 2000: towards a Pluralistic Approach to Assessment*. In M. Birenbaum, & F. J. R. C.Dochy (eds.), *Alternatives in Assessment of Achievements, Learning Processes and prior Knowledge* (pp. 3-29). New York: Kluwer Academic Publishers.
- Bright,G.-W., & J.-M., Joyner. 2005. "Dynamic Classroom Assessment: Linking Mathematical Understanding to Instruction." *ETA Cuisenaire*. 2005. [www.etacuisenaire.com/professionaldevelopment/math/dca/dynamic.jsp](http://www.etacuisenaire.com/professionaldevelopment/math/dca/dynamic.jsp) (accessed September 9, 2019).
- Byram, M. (2004).*Genre and genre-Based Teaching*.*TheRoutledgeEncyclopedia ofLanguage Teaching and Learning*.London: Routledge.
- Chen, J. (1997). *Computer Generated Error Feedback and Writing Process*. *TESL\_EJ*.
- Donmall, B.G. (1985). *Language awareness*. *NCLE Reports and Papers*. 6, London: CILT.
- Falchikov, N. (2005). *Improving Assessment through Student Involvement: Practical Solutions for Aiding Learning in Higher and Further Education*. New York: Routledgefalmer.
- Garvie, E. (1990). *Story as Vehicle: Teaching English to Young Children*. *Multilingual Matter.LTD*, Clevedon.
- Hedge, T. (1988) *Writing*. Oxford: Oxford University Press.
- Hyland, F. (1998). *The Impact of Teacher Written Feedback on Individual Writers*. *Journal of Second Language Writing*, 255-286.
- Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.
- Hyland, K., &Heyland, F. (2006). *Feedback on Second Language Students' Writing*. Hong Kong: The University of Hong Kong
- Johnson, A. P. (2008). *Teaching Reading and Writing: A Guidebook for Tutoring and*

- Nicol, David J. & Macfarlane-Dick, D. (2006) 'Formative assessment and self-regulated learning: a model and seven principles of good feedback practice'. *Studies in Higher Education*, Vol. 31, No. 2, pp. 199 — 218.
- Prins, F., Sluijsmans, D., Kirschner, P., & Strijbos, J. (2005). Formative Peer Assessment in a CSCL Environment: A Case Study. *Assessment & Evaluation in Higher Education*, 417-444.
- Raimes, A. (1983). *Techniques in Teaching Writing*. Honk Kong: Oxford American English.
- Read, C. (1978). Children's Awareness of Language with Emphasis on Sound System. In A. Sinclair, R.J. Jorvella and W.J.M. Levelt (eds), *The Child's Conception of Language*. (pp. 65-82). Berlin and New York: Springer Verlag.
- Remediating Students. USA: Rowman & Littlefield Education.
- Sadler, D. R. (1989) 'Formative assessment and the Design of Instructional Systems', *Instructional Science*, Vol. 18, pp. 119 – 144.
- Serafini, F. (2000). Three Paradigms of Assessment: Measurement, Procedure, and Inquiry. *The Reading Teacher*, 54 (4), 384-393.
- Snyder, M. (1996). *The Paperless Writing Course: A Relevant Business Writing Course*. ERIC.
- Tuzi, F. (2004). *The Impact of E-Feedback on the Revisions of L2 Writers in an Academic Writing Course*. Elsevier, 217-235.

## Appendices

---



## **Apendices**

---

Appendix A: Students` Feedback Questionnaire

Appendix B :Students' Feedback Classroom Observation

**Appendix A Student feedback questionnaire**

*Dear student*

*I would be very thankful if you answered with complete credibility this questionnaire which is in your hands and which aims to collect information about the notes you receive from teachers in the writing cycle.*

*With my sincere appreciation and thanks to everyone who helped me*

*Please tick (x) the appropriate answer or make a full statement if necessary*

**Section one: Background information**

**1- Gender**

a-Male

b-Female

**2-Age**

a- 18-20

b-21-22

c-23and more

**3-Why have you chosen English to study ?**

a-To get a job

b-I Love it

c-I want to travel

**4-How do you consider your level in English?**

a-Very Good

b- Good

c- Average

d-Poor

**Section two:The writing Skill**

**1-In wich skill are you most interested in?**

a.Speaking

b. writing

c. Reading

d. Listening

**Why**

.....

**2-Do you like writing?**

a-yes

## Apendices

---

b-No

### 3-To what extent you give importance to writing in learning English Language?

a-Very much

b-Much

c-Little

d-Notat all

### 4-Writing is a difficult task?

a-Yes

b-No

### 5-When you make mistakes; do you like to be corrected?

a. Yes

b. No

### Justify your answer

.....

### 6-How does you prefer your mistake to be corrected

b. Oral correction

c. WRITTEN CORRECTION

c. Giving marks

### 6-When would you prefer to be corrected?

a. During the course

b. At the end of the instructional unit

### 8-Does the teacher's correction during the course help to improve you writing level ?

a. Yes

b. No

### Sectionthree :Teacher's feedback

#### 1- How oftenDoes your teacher provide you with written feedback?

-Sometimes

-Always

-Never

#### 2-What kind of feedback?

a- Stimulatig and Positive

b- Only Negative

#### 3-How helpful was the feedback you received?

## Apendices

---

-It was somewhat helpful.

-It was quite helpful.

-It was very helpful

**4-The teacher's Feedback is the best way to reach progress ?**

a. Yes

b. No

**why**

.....

**5-What is the method used by a professor to correct you writing ?**

a-Give only scores

b-Give scores with observation

c-Highlights the mistakes

**6-Would you like your teacher to?**

a- Correct each mistake you make

b- Concentrate only on the same mistake each time

**7-Does your teacher gives you the chance to Correct yourself?**

a-Yes

b-No

*Thank you for your cooperation*

**Appendix B Classroom Observation**

**Date:** **Hour:** 10:00 **Level:** 3rd Year FL stream

**Skill:** Writing **Topic:** Correction and rewriting of the final draft

10.00: **Teacher:** Still standing up, salutes learners: Good morning everybody

**Learners:** Good morning Miss

presence.

**T:** Puts her educational belongings on the desk and informed the learners about my

**10.05' T:** Ok! Here are your paragraphs. You did very well, yet there are some mistakes to be corrected. So, try to review the mistakes and reformulate the underlined sentences for the final draft.

Distributes the already corrected papers

**Ls:** Systematically take their pencils- they showed preparedness (used to doing so).

**10.10' Ls:** They started the correction of their written paragraphs. (self-correction)

**T:** moves around and tries to explain the feedback jotted on the sheets of paper.

**Twenty minutes elapsed**

**10.30'T:** Asks learners to exchange their papers with their peers.

**Ls:** Impatiently did. (peer-correction)

**T:** moves around again and collaborates with her learners It endures a quarter of an hour.

**10.45'T:** asks learners to write the final draft

**Ls:** take sheets of paper and start rewriting their final drafts.

It lasts around a quarter of an hour.

**10.55'T:** asks two learners to read out their paragraphs.

**Ls:** fingers raised

**T:** Fatima, read

**F:** reads her paragraph

**T:** praises her

**T:** Mohamed, read

**M:** reads out his paragraph

**T:** expresses warm approval

**11.03' T:** Collects the papers for a final correction, and leaves the classroom.



## Résumé

Cette recherche traitait de l'importance de l'évaluation formative et de le feedback qui, à notre avis, doivent améliorer les compétences rédactionnelles des apprenants d'anglais comme langue étrangère. En d'autres termes, cette étude a tenté d'examiner l'efficacité de l'évaluation formative en ce qui concerne le développement de la production écrite des apprenants. Pour mener cette enquête et atteindre l'objectif visé, nous avons utilisé deux outils de recherche différents, à savoir un questionnaire et une observation en classe. Le questionnaire a été administré à quatre-vingt-cinq (85) apprenants de troisième année secondaire, filière langues vivantes au lycée Emir Abdelkader à Dahmouni. Il a été utilisé pour sonder les attitudes et dévoiler les conduites de nos répondants à l'égard des compétences rédactionnelles et leurs points de vue vis-à-vis de l'idée de recevoir un feedback lors des séances d'expression écrite. De plus, l'observation dans la salle de classe visait principalement à identifier le rôle de l'enseignant au cours de l'enseignement de l'écriture. Les résultats montrent, d'une part, que les participants sont conscients de la nécessité et de l'importance de la rétroaction et la trouvent comme meilleur moyen pour améliorer leur production écrite. Ils ont également réagi positivement à la rétroaction de l'enseignant pendant l'enseignement. D'autre part, l'observation en classe révèle que l'importance accordée par l'enseignant à la nécessité de fournir aux apprenants un feedback leur permettant d'améliorer leurs compétences en écriture au cours des séances consacrées dépend des besoins et des capacités de ceux-ci. Aussi l'opportunité de l'auto-correction et celle des paires accordée aux apprenants a effectivement contribué au raffinement des paragraphes. Le feedback formatif et constructif est similaire à un terrain fertile pour semer les graines du développement et de l'activation de la production écrite des apprenants pendant le processus d'écriture.

**Mots-clés :** Rétroaction formative constructive, évaluation diagnostique, évaluation formative, rétroaction, rétroaction électronique, évaluation sommative, production écrite

## الملخص

تناول هذا البحث أهمية التقييم التكويني والتغذية الراجعة، والتي نعتقد أنهما يساهمان في تحسين مهارات الكتابة باللغة الإنجليزية كلغة أجنبية. بمعنى آخر، حاولت هذه الدراسة فحص فعالية التقييم التكويني في تطوير الإنتاج المكتوب للمتعلمين. لإجراء هذا الاستقصاء وتحقيق الغرض المرجو، استخدمنا أداتي بحث مختلفتين، هما: استبيان وملاحظة في الفصل. أُجري الاستبيان على خمسة وثمانين (85) طالباً في السنة الثالثة فرع اللغات الأجنبية بثانوية الأمير عبد القادر بدمهوني. تم استخدامه لمعرفة مواقف المتعلمين تجاه مهارات الكتابة وآرائهم حول تلقي الملاحظات في حصص الكتابة. بالإضافة إلى ذلك، ركزت الملاحظة الصفية على تحديد دور المعلمة في تدريس الكتابة. تظهر النتائج المتحصل عليها، أن المشاركين يدركون ضرورة التعليقات بحيث أنهم يجدونها أفضل طريقة لتحسين إنتاجهم المكتوبة. كما استجابوا بشكل إيجابي لتعليقات المعلمة أثناء التدريس. من ناحية أخرى، تكشف الملاحظة الصفية على الأهمية الكبيرة التي توليها المعلمة لتقديم ملاحظات للمتعلمين من أجل تحسين مهاراتهم الكتابية في الحصة المخصصة والتي تعتمد على الاحتياجاتهم وقدراتهم، كما ساهمت فرصة التصحيح الذاتي والأقران الممنوحة للمتعلمين في تنقيح الفقرات.

في التغذية الراجعة التكوينية والبناءة كأرض خصبة لزراعة بذور التنمية وتفعيل الإنتاج المكتوب للمتعلمين أثناء عملية

الكتابة

**كلمات المفتاحية:** التغذية الراجعة التكوينية البناءة، التقييم التشخيصي، التقييم التكويني، التغذية الراجعة، التغذية الراجعة

الإلكترونية، التقييم التلخيصي، إنتاج كتابي