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Experimenting Formative Assessment Strategies in Teachers' Training to Improve EFL Learners' Writing Skill:

Middle School Learners as a Sample

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of Master in Didactics of Foreign Languages

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DEDICATION

To my brother's soul   Sbaa, May he rest in peace

To my   lovely mother who was encouraging and empowering me all the time

To all my family members

To my best friends who inspired me, believed in me and my abilities and supported me all the time

To my Middle School Team of teachers in Tissemsilt   who were engaged and motivated to perform the work

To all 4th   Middle school   learners who participated and were actively engaged

Amel Fenini

DEDICATION

To my dear parents

To my family, my sons Ilyes, Isak, Mohamed Younes and my daughter Yasmine

To my friends

EL HADJ Touhami

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Table of Contents

Chapter One: Conceptual and Historical Framework

Chapter Three: Data Collection, Analysis and Interpretation

List of and Acronyms

01 AFL: Assessment for learning

02 CCSSO: The Council of Chief State School Officers.

03 EFL: English as a Forgien Language

04 ELT: English Language Teaching

04 INSET : In service training

05 OECD: Organisation for Economic Co-operation and Development

06 WP: Writing process

07 F A :formative assessment

List of Tables

List of Figures

Abstract

Formative assessment plays a crucial role in the 21s century education as it bridges the gap between teaching and learning. In fact, it is the process of gathering, analyzing and interpreting data to make informed decisions and provide constructive feedback for learners and teachers. The current study aims to investigate the implementation of formative assessment strategies and self-assessment to improve learners' EFL writing skills in Tissemsilt middle schools. To this end, an action research plan was conducted with five middle school teachers and twenty-five fourth year learners from five schools. Two major data collection instruments were used; namely a self-assessment checklist thanks to which the participants, pre- and post-assessed their writing, identifying the learners' weaknesses; then measuring the evidence of improvement. Classroom observations, meant specifically for five writing strategies implementation, revealed that learners, besides being highly motivated, managed to improve the quality of their writings; the findings showed that learners could assess themselves accurately when provided with constructive feedback and trained on how to implement self-assessment with reference to the key strategies. All in all, formative assessment, as a regular classroom practicum, can both empower the teachers' professional development and increase learners' writing abilities.

Keywords: Formative assessment, checklist, writing process, criteria

General Introduction

General Introduction

The Algerian Educational System has undertaken a lot of changes since 2003 at different levels, adopting the Competency-Based Approach to the English language teaching and assessing. However, in reality, the traditional methods of assessing learners based on the recall of information, understanding of concepts, and the ability to apply knowledge to specific situations for the sake of ranking them, are still prevailing and prominent. The current research seeks to shed light on how teachers can experience the implementation of formative assessment strategies in classroom practice to improve learners' writing skills and help them reflect on their practices; to monitor and improve progress, and develop learners 'responsibility for learning autonomy and self-regulation.

Assessment for learning is a crucial and powerful process for both teachers and learners. It helps the former to collect data to identify areas where learners may be struggling and adjust their teaching techniques accordingly. It also aids them in monitoring learners' development over time and assessing the efficacy of particular teaching methods. By collecting data on learners' performance, teachers can make informed decisions about classroom practice and policy. For learners, assessment for learning can help them to identify areas where they need additional support or guidance. It can also help to promote self-reflection and metacognition, as learners learn to reflect on their own learning and identify strategies for improvement. By receiving ongoing feedback, learners can better understand their strengths and weaknesses and take ownership of their learning. In so doing, learners' skills, their motivation, learning experiences, outcomes, self-achievement are enhanced. Thus, it is viewed vital to try and explore the use of assessment for learning in some classes, viz., fourth year middle school education at the province of Tissemsilt as a case study. The main aim behind this endeavour is to help improve learners' learning, teachers' professional development and inform the stakeholders about the importance of integrating assessment for learning with instruction in increasing learning, thus, ameliorating the quality of the Algerian educational System.

Statement of the Purpose

This study attempts to examine the importance of the implementation of formative assessment strategies in fourth year middle school writing sessions. The main concerns arise from questioning the limitations of summative assessment and testing alone in the Algerian

educational system. Despite the fact that learning assessment can go beyond measuring learners' performance at the end of NE instructional units, it is only used for managerial purposes, i.e., grading and ranking learners for statistical purposes that provide a snapshot of learners' knowledge and skills. Doing so, a significant amount of information that provides a complete portrayed picture of the learners' progress and achievements is overlooked.

Research Significance

It is important for today's learners to be equipped with 21st century skills and competencies that prepare them to successfully face and cope with the unexpected. Education is no longer about imparting information to passive learners, but rather empowering them to be actively engaged in deep learning and face 21st century challenges, engaging them in critical thinking and communicating effectively. On the other hand, teachers should play essential roles as mentors, coaches and facilitators to promote quality learning. In this regard, assessment, as an integral part of the teaching/learning process, should directly respond to the current learners' needs by using a variety of assessment methods, providing timely constructive feedback and promoting learning and progress. The core assumption is that assessment in this context should improve the process of teaching/learning.

Formative assessment is used interchangeably with the term assessment for learning. Furthermore, the dominant research model is learner's self-assessment.

The main issue is that there is not enough inset training on to give teachers' adequate training on how to implement formative assessment practices in everyday teaching to ensure effective learning. Accountability and ranking are therefore important.

Providing teachers with the resources they need to incorporate formative assessment procedures into their daily lessons is just as critical as holding them to high standards of accountability and rating in order to improve learners' achievement. In-service education and training, or in-set training, is crucial for equipping teachers with the knowledge and skills they need to effectively use formative assessment procedures in the classroom.

Teaching and learning that incorporate formative assessment procedures is crucial because they allow learners to receive continuous feedback and pinpoint areas in which they may benefit from further instruction. Teachers can help learners develop their metacognitive abilities and actively engage in learning by using

formative assessment procedures. Effective formative assessment procedures, however, call for specialized knowledge and abilities that may not be taught in pre-service teacher education programs. Therefore, it is important to give teachers the tools they need to use properly formative assessment procedures by providing them with ongoing training and support through inset training. The sole goal of teacher training and development should not be accountability and rating, even though they can provide incentives for teachers to improve their performance. Schools and educational authorities can foster a climate of continuous improvement and innovation in teaching and learning by emphasizing the importance of providing teachers with the resources they need to effectively implement formative assessment practices, which may lead to better learner outcomes.

Research Questions

This action research aims to investigate the following research questions:

- To what extent does the experimentation of Formative assessment strategies in class help EFL learners improve their writing skills?

- . How can we help teachers implement effective formative assessment strategies to improve learners' writing abilities and monitor progress?

- Does self-assessment make learners actively engaged into the writing process?

Research Hypotheses

In order to suggest something for the aforementioned research questions, the following hypotheses are put forward to guide this research design and data collection, besides predicting the relationship between the variables of the endeavour.

1. The experimentation of formative assessment strategies in class may be very beneficial for EFL learners' writing skills. By receiving feedback and guidance on their writing, middle school learners can make progress towards becoming skilful English writers.

2. Teachers may benefit from professional development opportunities that focus on effective formative assessment strategies for writing that help them to understand how to

give feedback that is specific, actionable, and timely, and how to use different types of formative assessment strategies to monitor progress.

3. The implementation of self-assessment in the writing classroom can be a powerful tool for engaging learners in the writing process. By taking an active role in evaluating their own writing, learners may become more motivated, self-directed, autonomous and reflective to improve their skills and develop the metacognitive skills needed for effective writing.

Research Methodology

The formulation of research questions and hypotheses led to the identification of qualitative approach and quasi-experimental method adopted and two collection methods to test the hypotheses; an upstream and downstream assessments using the self-assessment checklists and observation grids to observe classroom writing strategies implementation. Five Middle school teachers and twenty-five learners from middle schools in Tissemsilt were actively engaged as a sample. The self-assessment checklists were used to explore and investigate the change in learners' writing performances. The checklists were used twice; first (upstream) to identify the needs of the participants and the intervention plan during the study consists of intervention plan for about 4 weeks. Teachers' training sessions were undertaken during three workshops on assessment for learning literacy, AFL key strategies and the writing process. Teachers on their turn trained their learners to use AFL strategies in class self-assessing themselves using yes/no checklists with descriptive quality criteria. Finally, a post-checklist assessment (downstream) was carried out to compare and highlight the changes in the behaviour and the improvement of writing performance and products. The second tool was an observation grid. The aim behind its use is to collect more insightful data about the implementation of the five key strategies namely; sharing the learning objectives, monitoring learning in class, giving feedback that helps learners go forward, effective questioning, and peer and self-assessment. Both the results presentation and a narrative account are provided in the form of pie charts, tables and bar graphs. Moreover, the self-assessment checklist and evaluation grids may give the researcher clear insights about the implementation of formative assessment in the middle school English writing sessions.

The Structure of the Study

The present study consists of three different but complementary chapters, viz., theoretical, methodological and empirical.

The first chapter is meant to provide a thorough definition of the concepts in connection with formative assessment, its historical background, the main five key strategies and purposes of AFL for effective teaching and learning. It also traces the development of the concept of formative assessment. Besides, it explores the concept of writing, its definition, skill development, writing genres and writing process. It states the various stages that contribute to the writing skill assessment. It involves four stages, namely prewriting, drafting, and editing. It also tackles assessing writing using effective assessment tools such as grids, portfolio and self-assessment checklist.

The second chapter is devoted to the description of the research methodology design for the choice of qualitative approach, quasi-experimental method and action research, and presents the theoretical reasons for using this approach in the application of self-assessment in the writing class. Therefore, the chapter contains information about the sampling 5 teachers and 25 learners. It includes the data collection method and the investigation instruments, namely a self-assessment checklist, and the observation grid tools for classroom observation.

The third chapter deals with the analysis of the data obtained from the two data methods. First, it describes the analytical approach of each data collection method and their analysis and interpretation. The gleaned data will also be displayed in numerical and tabulated forms, and discussed in relation to the research questions and hypotheses and how these findings help improve formative assessment in the classroom.

The final step contains some recommendations to stakeholders in order to make some concrete pertinent suggestions to ensure the success of formative assessment strategies in the writing classrooms to improve learning and enhance lifelong learning.

Delimitation

The current study focuses on a small number of middle school teachers and learners in the province of Tissemsilt. This small sample size may not be representative of the larger number, and the findings may not be generalizable to other context.

Chapter one: Literature Review

Conceptual and Historical Framework

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Section one: Formative assessment

Introduction

Formative assessment is one of the key factors in achieving success in education in general and language learning in particular. The concept has attracted the interest of many scholars who try to give it a comprehensive definition in relation to its main pillars, while others try to exploit the principles of the concept in different contexts and cases to ensure its effectiveness. Researchers agree that formative assessment improves learning outcomes and helps teachers succeed in the classroom.

In this chapter, the aim is to explore one of the keywords of the work, which is Formative assessment. The chapter consists of two sections the first one is about formative Assessment; the second is about the writing process. As all chapters it starts broad and ends narrow. Similarly, the beginning of the chapter gives a brief history of formative assessment, then defines it   and distinguishes between formative assessment and summative assessment, followed by the significance of formative assessment for both the teacher and the learners. Then it moves straightforward to the five formative assessment strategies. Section two sheds light on writing it defines writing and shows its importance and the different writing approaches, genre writing, approach writing and process writing. It ends with assessing writing because this is the main subject the present research.

.1. A Brief History of Formative Assessment

Formative assessment has been used more frequently by teachers throughout history, as have the most successful teaching techniques and procedures. Socrates, for example, can be considered an early practitioner. He used learners' responses to quantify their learning and guide his teaching by asking them probing and provocative questions; this is a main characteristic of formative assessment.

Although educators have long used the Socratic Method and other tools of meaningful inquiry, the term "formative assessment" is new. Its modern usage dates back to Michael Scriven (1967), who coined the terms "formative" and "summative" to describe the gaps between both the purposes for collecting evaluation data and the use of the data. According to Scriven, the program is still in the planning and implementation stages, but it is still being

modified and the input from the evaluation will help improve the program. He called the improvement assessment "formative." According to Scriven, evaluations only provide evidence to determine whether a curriculum has achieved the desired goals after it has been developed and implemented. Scriven called this final data "summative assessment".

Benjamin Bloom was one of the first to introduce formative and summative assessment in educational assessment, which laid a strong foundation for the principle of mastery learning (Bloom, Hastings & Madaus, 1971). The goal of the mastery curriculum was to ensure that learners did not advance to the next level of learning until they demonstrated mastery of the current level's learning objectives. This idea later became the basis for modular learning, popular in the 1970s, where study Once a learner has successfully completed one package, they can move on to the next, completing modules until all objectives have been met. In principle, master learning is similar to today's scaffolding, but in reality learners operate more independently, without support from a teacher or peers. Formative assessment was studied in more detail in the following decades. Many Western countries are working to include it in standardized tests. Bloom continued his theoretical arguments about formative assessment by exploring a number of questions. He identified two essential components of formative learning: learner feedback and remedial requirements for all important learning components (Bloom, 1977).Learn from self-directed study packages or modules.

He also suggested that depending on the corrections needed, the class would be divided into cooperative groups using formative information. Teachers then use selected teaching methods and disciplinary responses to differentiate instruction and meet the needs of individual learners (Bloom, 1976). In New Zealand, Terry Crooks studied the impact of classroom assessment activities on learners and found that they can reinforce what is essential for understanding while positively influencing learner motivation. According to Crooks (1998), classroom assessment continues to be one of the "the most powerful factors shaping education, as a result, teachers should prepare ahead of time and devote a significant amount of time to it" (p. 476). Wine, Sadler (1989) emphasized that assessment is more successful when learners can monitor the consistency of their work with unique rules that are closely related to instruction.

Perhaps the biggest step forward in the embrace of formative assessment came in 1998, when Paul Black and Dylan Wiliam critically completed a meta-analysis of more than 250 research studies on Formative assessment. The researchers' conclusions, titled "Behind the

Black Box, «provide a strong argument for formative assessment "There is no other way of raising standards for which such a strong prima facie case can be made," Black and Wiliam argued in their study (1998a, p. 148). "Inside the Black Box" paved the way for many educational pioneers, not only in the United States, but around the world, to identify and implement formative assessment in classrooms. New Zealand, Australia, and the United Kingdom have been particularly active in this trend. The recent surge in interest and knowledge necessitates a shift in the way how we learn and implement assessment.

1.2 Formative Assessments Defined

Formative assessment is not a new term and can be defined in countless ways. The word "formative" was used primarily to describe the improvement process, while the word "summative" was used to describe the evaluation of the process. Formative assessment, by definition, is a process where teachers and learners gather information during the learning process and make changes accordingly. Formative assessment was broadly defined by Black and William (1998a).as «all those activities undertaken by teachers, and/or by their learners, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged." (p. 7). This definition is not limited to formal tests, quizzes or homework. Assessment is the collection of evidence of learner learning through a variety of means, including portfolios, journals, dialogues, quizzes, interviews, work samples, formal tests, and projects. In other words, formative assessment involves the process of gathering evidence about learner learning and providing timely and constructive feedback to learners to adjust teaching strategies to improve performance.

In 2006, the Council of Chief State School Officers (CCSSO) updated this definition: "Formative assessment is a process used by teachers and learners during instruction that provides feedback to adjust on-going teaching and learning to improve learners' achievement of intended instructional outcomes" (Popham, 2008, p. 5). The central principle of formative assessment is to provide feedback based on the collected data, the purpose of which is to bridge the gap between the current state of the learner and the desired level. This idea is supported by Heritage (2007) as he states «to make changes in the learners' learning status and help them close the gap" (p. 10). Once this gap is bridged, another opens up and the learner's learning moves to the next stage. Therefore, the purpose of the assessment process is to provide evidence of improvement in learner learning. Enable teachers and learners to make

changes in learner learning and bridge the gap between current and intended learning goals (Heritage, 2007).

In addition, Shepard (2000) points out that formative assessment is not just a tool or a measure, but a process that continuously supports the teaching and learning that takes place during the learning process. We can emphasize the great role of formative assessment in providing teachers and learners with information that informs and supports on going teaching in real time. In the same line of thought, Black and William (2009) form another definition of formative assessment with the following words:

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

1.3. Summative vs. Formative Assessment

Summative and Formative manifestations of assessment are considered as both, types and purposes of assessment as a result of their nature. Popham (2008) points out that the purpose of assessment defines whether it is formative or summative "it is not the nature of the test that earns the label formative or summative, but the use to which that test's results will be put." The same idea is shared by Falchikov (2005) who posits that the answers to the questions "why to assess?" can be put under two main categories: summative and formative.

1.4. Summative Assessment

Cizek (2010, p.3) defines two criteria for summative assessment:

1- It takes place at the end of a given unit such as e.g. unit, semester, school year.

2- It aims to describe the performance of a learner or a system.

Summative assessment results are grade-based, so they do not provide constructive feedback to teachers and learners. Regarding the Algerian middles school context, summative evaluation takes place during the school year through three main grade-based examinations, which are mainly aimed at making decisions about learner's performance that allow them to progress to a higher level. At the middle school level (in the context of a university), there are two semesters during the academic year, and each semester ends with a partial summative exam.

1.5. Formative Assessment

Formative assessment is "a process used by teachers and learners during instruction that provides feedback to adjust on-going teaching and learning to improve learners' achievement of intended instructional outcomes" (Popham, 2008,p.5), It is a feedback-based process including several steps that occur through a learning course. Popham (2008, p.6) defines formative assessment as "a planned process in which teachers or learners use assessment-based evidence to adjust what they are currently doing" meaning that it is not a random process but rather a multi-step process. Adjustments to this rating occur throughout the course, making it an ongoing process. Wiliam (2013, p. 15) suggests that the term "formative" should be given to the task that the evidence obtained during evaluation serves. This statement supports Popham's (2008) claims that evaluation is purposeful. To better understand assessment, we need to understand its characteristics. One of the teacher's tasks in the classroom is to assess learner performance; According to Brown and Abeywickrama (2010), they defined assessment as a continuous process involving many methodological techniques and strategies; this is done by providing feedback and guiding the next point in the teaching and learning process.

Teachers use formative or summative assessment to measure their teaching effectiveness (Wiliam and Thompson, 2007), which aims to divide assessment into two parts, as Popham 2008 noted: "it is not the nature of the test that deserves the label formative or summative, but the use for which the results of this test will be used" (p. 7). This is not an easy process for teachers, although it is difficult. Garrison and Ehringhaus (2007) state that summative assessment is given periodically to determine what learners know and do not know about a subject at a given point in time. Cizek (2010, p. 3) added that summative assessment has two standards.

"(1) it is administered at the end of some unit (e.g. unit, semester, school year); and(2) its purpose is primarily to characterize the performance of a learner or a

system that is the main purpose is to obtain a measurement of achievement to be used in decision making."

Therefore, the goal is to give a judgement about the learner's performance at the end of the lesson, and this is claimed by Bloom & al. when he defines the main features of summative assessment. "a judgment is made about the learner, teacher, or curriculum with regard to the effectiveness of learning or instruction after the learning or instruction has taken

place." (Cizek, 2010, p.5). In addition, it is to ensure that learners meet the requisite requirements, and as a way to select learners to enter further education. (OECD, 2005). Briefly, Summative assessments help evaluate the efficacy of programs, priorities for school development, or curriculum alignment. To provide input at the classroom level and to make instructional changes and interventions during the learning process, summative evaluations occur too far down the learning process.

Formative assessment is another technique that has long been considered integral to successful teaching (Shepard, 2005). That is why it has attracted the attention of many researchers; some try to define it that as "a process used by teachers and learners during instruction that provides feedback to adjust ongoing teaching and to learn to improve learners' achievement of intended instructional outcomes." (Popham, 2008, p. 5). This method is based on feedback that aims to make changes and that aims to improve learning outcomes, expression"used by teachers and learners." is a connotation of the self-and assessment process it includes the various steps that occur during teaching-learning. Another researcher proposes a universal definition of formative assessment "a planned process in which teachers or learners use assessment-based evidence to adjust what they are currently doing." Popham (2008,p. 6). What Popham adds is the claim that a planned process is a formative assessment; that is, it does not happen randomly and does not require one single test, but instead is a multi-step process. Besides, from the Black, Wiliam (1998) and Shavelson (2003), formative evaluation gathers and uses information about learners' awareness and success to close the gap through pedagogical actions between the actual learning environment of the learners and the desired state. Garrison and Ehringhaus (2007) agree that Formative assessment provides the necessary information when used in the classroom to adapt teaching and learning as they occur. Audits resulting from formative assessments should be carried out on site, ie. during the course, not at the end. Therefore, formative assessment is a continuous assessment process designed to provide learners with positive, timely feedback that helps them achieve learning goals and enhance achievement. There are a huge number of formative assessment methods. Forms of formative assessment include informal observation, informal observation, homework assignments, pop quizzes, papers, diagnostic assessments, learner work analysis, including tests, quizzes, homework, learner job portfolios and collections. The method mentioned above helps teachers monitor and update classroom learning, and these forms of assessment are not included in the learner's test score (Popham, 2011). In general, it can be

argued that formative assessment is part of teaching. It provides the necessary information when used in the classroom to transform teaching and learning as it happens**.**

.1.6. Significance of Formative Assessment

Research has shown that formative assessment plays an important role in learner learning. According to the works of researchers (Heritage et al. 2009; Popham 2008, Black and Wiliam 1998, Shepard 2000) concluded that formative assessment is useful to improve learning, it is «one of the most important interventions for promoting high-performance ever studied" (OECD 2005, p.22). Therefore, many educational partners require the implementation of formative assessment in the classroom due to its useful aspects. The next section emphasizes the importance of formative assessment for learners and teachers.

1.6.1 Importance for Learners

Formative assessment is the most effective that "formative assessment offers great promise as the next best hope for stimulating gains in learner achievement" (p.4). In addition, it is integrated as a bridge between classroom practice and large-scale assessments (summative assessment), i.e. serves as support for summative assessment. Therefore, formative assessment is primarily used to support learning and improve further success. In addition, the regularity aspect of formative assessment practices aims to accustom learners to the assessment environment and thus reduce the anxiety level of summative assessments.

Formative assessment develops learners' thinking processes and reasoning, McMillan (2007) shows that formative assessment is increasingly related to learners' cognitive processes: "formative assessment helps learners see the connections and clarify meaning in small, successive steps as new knowledge is related to existing understanding" (p.1). In broader sense, it helps learners to move from "knowledge and understanding to the higher cognitive levels of synthesis, analysis, and application" (Greenstein, 2010, p .36). Therefore, it develops learners' cognitive skills which are highly influential in learning.

A large number of studies have shown that formative assessment develops learners' critical thinking and metacognitive skills, because one of its foundations is self-assessment, which allows learners to monitor and evaluate their own learning. As a result, it gives them a sense of responsibility for their own learning, as Greenstein (2010) suggests: "including learners in the assessment process tends to inspire a feeling of agency in their own learning" (p.69). Indeed In fact, formative assessment awakens learner autonomy because it increases

learners' responsibility for their own learning. It develops this responsibility by improving the abilities of "learning" of learners (metacognitive strategies). Formative assessment is then the key to overall school improvement, as suggested by Greenstein (2010): "the pathways to school improvement are lined with formative assessment" (p.26), Using the results of formative assessment in teaching can easily achieve better standard scores. Interestingly, formative assessment is also a key factor in increasing learners' motivation and self-confidence, Miller and Lavin (Abedi, 2010) came to this conclusion in their study, where they investigate the effect of formative assessment on learners' self-esteem. Respect and found it «learners demonstrated a greater degree of self- competence and became more aware of the learning process" (Abedi 2010, p.183). Margolis and McCabe (2006, cited in Greenstein 2010) also point out that formative assessment with its various features (feedback, self-assessment and goal setting) can improve learners' self-efficacy. Formative assessment puts learners at the center of the teaching learning process, which increases their responsibility for their own learning and increases their motivation to work hard.

According to research, formative assessment mainly helps low-achievers (Black and Wiliam, 1998b; Greenstein, 2010; Cizek, 2010) to perform well and always provides new ways and opportunities to improve and achieve good results. as new strategies necessary for success. In addition, formative assessment also helps learners with special needs and learning difficulties (Black and William, 1998b; OECD; 2005, Cizek, 2010), so formative assessment promotes equity for learners with different learning needs because it focuses on individuals. Weaknesses of learners and try to improve them. For example, English language learners may struggle to understand learning and assessment materials due to linguistic complexity and cultural bias. Formative assessment can be used to help learners deal with such difficult questions, and can also be used by the teacher to identify and manage them (Abedi, 2010).

Most importantly, sometimes learners are good learners, but a lack of intention can make them become passive learners, and it is formative assessment that plays an important role in bringing such learners back into the classroom and learning environment. In this way, formative assessment is useful because it is used as a tool to tell learners about their strengths and weaknesses, which paves the way for improvement because it is based on the daily interaction between the teacher and the learners. "Refers to frequent, interactive assessments of learner progress and understanding. Teachers are then able to adjust teaching approaches to better meet identified learning needs" (OECD, 2005, p.13). Therefore, formative assessment

stimulates interaction between teachers and learners. Similarly, Cizek (2010) believes that formative assessment can provide information about the strengths and weaknesses of learners in non-assessment, where learners and the teacher can easily communicate and set future directions based on the information received and in relation to target objectives.

1.6.2 Importance for Teachers

According to Black and Wiliam (1998), formative assessment is central to effective teaching. It is noteworthy that regular formative assessment offers teachers the opportunity to reveal learners' learning needs, weaknesses, strengths and interests and plan instruction accordingly. Interestingly, formative assessment is also valuable for the teacher because it allows him to modify the content of his teaching according to the learners' situation, as suggested by Popham (2008). puts it: "one component of formative assessment process is for teachers to adjust their ongoing instructional activities" (p.7). Therefore, implementing formative assessment in the classroom helps teachers to be prepared to meet the needs of learners. In addition, it makes their teaching more effective and fruitful as it "has the happy effect of helping successful teachers be precisely regarded as successful" (Popham, 2008, pp,13-14). Formative assessment provides teachers with insight into what their learners are learning and how well they are progressing, and adjusts instruction accordingly to meet learner needs and learning goals (Greenstein 2010). The OECD (2005) summarizes the benefits of formative assessment into the following:

-Improvements in the quality of teaching: teachers using formative assessment "develop their ability to scaffold learning goals for learners and to adapt instruction to meet individual learning needs" (OECD, 2005, p.72), and this promotes effective and meaningful teaching.

- Stronger relationships with learners: as formative assessment is based on interaction between the teacher and learners, consequently this interaction leads to strong relationships, which in turn promote a teaching learning environment that is more comfortable and more fruitful.

- Different and better work products from learners: learners enhance their level of achievement towards betterment.

- Greater learner engagement: formative assessment helps the teacher to engage his learners in the learning process.

- Gains in academic achievement, and greater attention to the weakest learners: formative assessment enhances learning outcomes not only of active learners but also low achievers

Can benefit and enhance their achievement level as they are given enough attention and feel themselves engaged in the learning process.

Put briefly, formative assessment is a beneficial tool for both learners and teachers as it "can help teachers teach better and learners learn better" (Popham, 2008, p.14); it is a toolbox of strategies and techniques used to adapt future instruction to the current needs and interests of learners. Although formative assessment is not a silver bullet to solve all educational problems, formative assessment creates good opportunities to improve learning and achievement by meeting high performance goals, promoting equity in learner outcomes, and improving learners' lifelong learning skills (OECD)., 2005).

1.7. The Five Formative Assessment Strategies

To provide a better theoretical conceptual framework for formative assessment, Black and Wiliam (2009) conducted a meta-analysis and subsequent analysis and synthesis of studies. Authors (Wiliam, 2010; Wiliam and Thompson, 2008) identified five main strategies that could inform learners about what, when and how to do. **(The big idea).** The idea is that evidence of learner learning is used to better target teaching to meet learner needs - in other words, that teaching is adapted to learner needs. Three active agents: teacher, peer and learner. There is a growing consensus that assessment improves learning when it is used to support the five key learning strategies. Formative assessment can be functionally divided into five main components. These five components are titled:

- Clarifying and sharing learning intentions and criteria for success.
- Engineering effective classroom discussions, questions, and learning tasks
- Providing feedback that moves learners forward.
- Activating learners as instructional resources for one another.
- Activating learners as owners of their own learning.

1.7.1 Learning Targets

The first strategy is to make clear and proportion with college learners the studying intentions and standards for fulfilment. Sharing studying intentions and fulfilment standards is crucially an essential aspect of assessment for studying. This strategy proven to definitely affect scholar success especially whilst college learners examine their paintings as they continue via a assignment the usage of explicitly said standards for performance. In order to be successful, college learners want to recognise what's to be found out and what's predicted of them (Garrisonand Ehringhaus, 2007). In this strategy, the instructor writes the studying

goal at the whiteboard at the start of class, the scholars write it down of their notebooks. The fulfilment criterion is defined because the method utilized by instructors to decide if the learner has met the studying outcome (William, 2011). In this approach, the instructor explicitly nation and interact the scholars with inside the aim of a lesson, assignment, or activity. According to Stiggins (2005) who claims that Sharing studying intentions and fulfilment standards is an essential aspect of evaluation for studying. It enables college learners apprehend what they're going to examine and gives the expectancies for his or her performance. Moreover, knowledge and being capable of articulate the aim offer college learners with a clean concept of in which they're going to allow them to mirror on development towards that aim in preference to aimlessly running via a lesson. Researches findings screen that once college learners apprehend fulfilment standards simply, they're much more likely to be stimulated to take manage in their studying to goal fulfilment. Teachers simply become aware of standards that are aligned to studying desires and communicated to college learners.

More importantly, Jonshon's (2014) study showed that when assessment is transparent, learner outcomes can be significantly improved. In addition, it is expected that the learner can describe the purpose of the lesson in his own words and relate it to his own life and what is expected of him. Both the teacher and the learner define success criteria so that the learner understands what is expected of them in terms of quality, grade and learning outcomes (Clarke, 2005). As research has shown, lesson objectives use different methods, but at the beginning each objective should clearly state what knowledge and skills should be achieved by the end of the lesson. Sadler (1989) stated this directly "if we could, make all our goals explicit to our learners and ourselves, we might expect much more of their learning and our teaching." (p. 413)

1.7.2. Monitoring

The second strategy involves three related activities: 1) engaging learners in tasks and activities that provide insight into their thinking; 2) teachers and learners listen and analyze the conversations and items of learners interpretively, not only from an assessment perspective; and 3) implementing instructional strategies designed to engage all learners in assignments, activities, and discussions. (William, 2011). Teachers should foster fruitful discussions and encourage thoughtful questions to awaken learners' curiosity to think rationally. The main reason for asking questions in the classroom is twofold: "one, to cause thinking and two, to provide information for the teacher about what to do next" (William, 2011,

p.70). Designing effective classroom discussions, questions and learning also depends on the ability of both teacher and learner to listen and be heard. Evaluate interpretatively. That is, not just listening for the right answers but listening for evidence about learner thinking to inform the next instructional steps.

Trust as a mutual element in classroom relationships is extremely important when teacher-learner communication is a key factor in a healthy, relaxed, and prosperous atmosphere for learner learning, as suggested by Raider-Roth (2005). "Teacher trusted the learners intentions to be constructive and creative, and the learners trusted the teacher to be interested in, supportive of, and provider of the requisite material for their explorations"(p32). Establishing a trusting relationship in the teaching discussion is essential for the effectiveness of formative assessment, because the discussions between the teacher and the learner form a direct path for both parties to achieve the desired results. The teacher's only role here is to lead and direct the discussion and initiate it, respond and give fruitful and constructive feedback. By creating comfortable learning environments, learners feel relaxed and encouraged to formulate questions and wait for answers and feedback from their teacher. Wilen (2004) emphasizes the role of questions in building higher order thinking skills in the "power" of learners. "applying knowledge and stimulating critical thinking to enhance understanding about an issue, problem, or other content." (p. 35)

When learners are fully engaged, they are deeply immersed in activities, tasks, and discussions that use techniques such as brainstorming, time-outs, cold calling, sharing learner-generated solutions, and all learner response systems such as mini-boards. And exit cards. This idea is supported by the argument of William (2011). "High engagement classroom environments appear to have a significant impact on learner achievement." (p. 81). These and other instructional strategies provide teachers with multiple opportunities to check for understanding during or immediately after class, rather than waiting for homework, quizzes, and tests to provide evidence that learners are feeling their learning.

1.7.3. Feedback

A third strategy is reflective feedback (either written, verbal or gestural) linked to rubrics when appropriate, encouraging the learner to continue to meet the expected criteria and understand how they can and will move. Further learning (Clarke, 2005). Practically, learners do not benefit from feedback from most teachers. Simply checking and marking answers as correct or incorrect has been found to have a negative effect on learner learning compared to asking learners to return to their work (Bangert-Drowns et al., 1991).

Apparently, feedback that leads to low effort or lowering of goals has been shown to reduce performance (Kluger and DeNisi, 1996). Simply put, feedback, when misused, can hinder learner learning William (2011) summarizes this idea: "feedback functions formatively only if information fed back to the learner is used by the learner to improve performance" (p. 120). William's quote is to advise teachers to give feedback that is formative to advance their learning.

For formative assessment to be effective, learners must use the feedback they receive to advance their learning. William (2011) redefined the term as follows "f edback that engages learners and moves them forward is feedback that causes learners to think." (p. 127). In their 1998 meta- analysis, it was stated that "feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils." (Black & William, 1998b, p. 143). Teachers should be able to skilfully collect data that provides feedback related to learning outcomes.

If done correctly, feedback can make learners reflect on their progress, while increasing their effort and motivation. Any feedback learners receive; whether you are working during an assignment, an activity, a classroom discussion, or after the assignment, the focus should be on getting the learner to act. In summary, feedback can be considered as an opportunity for teacher-learner communication, which leads to the reorientation of the learner to the desired performance goal. In this sense, Black and William (1998a) argued that teacher feedback was more effective when it was given without judgment and with specific suggestions for improvement.

1.7.4 Self-Assessment

The fourth strategy, which is to activate learners as self-evaluators by evaluating their work using expected criteria, helps them understand and take responsibility for their own learning. Learners must be given the opportunity to be highly engaged in learning and responsible for their actions. William (2011) claims that when learners are asked to participate in learning, they base their decision to participate on four resources, viz., a) their own view of the activity in context, b) the level of challenge to succeed in the activity, and c) their beliefs about whether they can perform the activity, and d) their personal interest in the activity in question (p. 46). One way to make learning a shared experience is to use techniques such as self-assessment using a predetermined rubric or a learner-teacher created rubric.

Effective formative assessment is an important part of helping learners make lasting decisions based on these three things that allow learners to be actively engaged in their own

learning. Through self-assessment, learners learn metacognitive skills that allow them to monitor their progress as they learn and make changes and adjust their performance. In addition, in this type of activity, the learner is able to reflect on himself, critically analyze and take initiative, and at the sametime he changes his role from goal maker to goal achiever.

To encourage learners' self-assessment, the teacher must create a learning environment suitable for directing thinking. Guskey (2003) addressed the issue of full learner engagement, he said "Learner participation in learning, premised on the idea of authenticity would include active engagement in generating information about that learning." (p. 296). As Chappuis and Stiggins (2002) highlighted it in these words, "both teacher and learner use classroom assessment information to modify teaching and learning activities." (p. 40).

William (2011) suggests five strategies that teachers can use to increase learner's engagement and motivation, viz., a) allow learners to measure their own progress by sharing learning outcomes with them; b) reduce learners' anxiety by emphasizing that learning occurs in stages; c) reduce learners' opportunities to compare notes; d) provide feedback that highlights steps that can be taken to improve, as opposed to feedback that indicates what they did wrong without being able to improve; and e) encourage learners to take responsibility for their own learning.

1.7.5 Peer -Assessment

A fifth and final strategy to encourage learners to be a learning resource for each other is to create a learning community with the classroom (Garrison and Ehringhaus, 2007). For example, classroom teachers agree that it is sometimes easier to ask learners to evaluate, analyze, and provide feedback (rather than critique) another learner's work than to analyze their own work. William (2006) considered peer teaching or peer assessment a "helpful stepping-stone to self-assessment." (p.19). Working with this strategy is the cornerstone that will allow you to analyze your work effectively and efficiently. Interestingly, learners' self-assessment of their work can be based on evaluation, grade or evaluations. This idea is reflected in this quote, "it involves judgments of one's own outcome in relation to other learners." (Lee & Gavine, 2003; Sadler &Good, 2006, p.50)

Andrade and Boulay (2003) describe a picture of self-assessment when they ask learners to examine their work in relation to themselves, their teachers and their peers. When learners reflect on their work and begin to evaluate themselves as learners; their views are heavily influenced by what teachers have found valuable and their understanding of what is acceptable. Teaching learners to use effective research strategies can help strengthen

academic skills and understanding by pushing learners toward a more mature intellectual understanding of their cognitive strengths. They are "specific judgments of ratings made by learners about their achievement, often in relation to teacher-designed categories." (p. 2). Comparison drives most assessment strategies, that is to say, comparing the knowledge or skill of one learner with another. A key finding was that teachers need to be consistent and intentional about teaching learners self-reflection; simply give learners a rubric to rate the quality of their work.

At this stage, learners are much better at noticing mistakes in other learners' work than in their own work - peer assessment can be a difficult task - many teachers give learners rubrics - this is why peer assessment is an important part of effective teaching - learners who receive reactions are not the only beneficiaries. Learners who give feedback also benefit, sometimes more than those who receive feedback. According to William (2011), when he affirms the effectiveness of peer review, "In fact, under certain circumstances, peer tutoring can actually be more effective than one-on-one instruction from a teacher." (p. 134)

According to William and Thompson (2007), the five strategies mentioned above can be classified into three main processes in formative assessment: (I) identifying the place of learning of learners; (2) specify where they are going; and (3) know what needs to be done to get there. In ensuring learner direction, teachers must engage learners in the teaching and learning process by setting clear expectations. In addition, when determining where learners are now, teachers must engage learners through strategies such as effective classroom discussions, dialogues, and activities, as well as through direct observation to gather evidence of learner learning to support the curriculum. (Garrison and Ehringhaus, 2007). Engaging learners in process and content creates an expectation that each learner must participate, making them own their own learning and teaching resources for each other. (William and Thompson, 2007)

In short, to achieve this, teachers must provide thoughtful feedback when assigning activities that promote learners and make them own their own learning and teaching resources for each other (Wiliam and Thompson, 2007). Furthermore, when formative assessment and learning are effectively integrated into the learning environment and metacognitive strategies are taught and practiced by learners, positive learning experiences are helpful.

Slavin, Hurley, and Chamberlain (2003) show that activating learners as learning resources for each other leads to the greatest learning activities when two conditions are met. The first is that the learning environment must have group goals for learners to work in

groups rather than just in groups. Another condition is individual responsibility, where each learner is responsible for his own contribution to the group. That is why it is important for evaluation to encourage the cooperation of the learners during learning. To achieve this collaboration, the learning objectives and success criteria must be available to the learners (see above), and the teacher must support the learners in learning to improve each other's work. Additionally, research shows that the feedback giver gains as much as the feedback receiver because they are forced to frame learning intentions and success criteria in the context of someone else's work, which is less emotionally, charged than the feedback receiver. In the context of your own work.

1.8. Tools of Formative Assessment

Being a continuous process that enables teachers to learn more about learners' learning so that they can modify their education, formative assessment requires the use of variety of tools to gather insightful data. Among the tools, the following were used for the issue under investigation: analytic rubric, checklist and observation.

1.8.1. Analytic Rubric

The rubric is a descriptive assessment tool and indicator of learning output. It consists of criteria regarding the level of performance of the learner in tasks of different performance levels. It can be holistic or analytical so that it can be used for various purposes, including processes and products. (Brookhart, 2013, p. 04-06)

The analysis rubric consists of various criteria that are described comprehensively and in a separate scale that determines the levels of each activity from best to weak. (Centre for Teaching Excellence, 2018, p. 02)

The choice of analysis rubrics as another tool to encourage formative and self-assessment in the writing class was based on several reasons related to formative assessment, learner motivation and engagement, reflection during and after writing, and teaching. writing skills.

Teachers include an analysis rubric during and after the writing process to promote formative assessment, especially criterion-referenced assessment. (University of Manoa, 2017, p. 1) and timely feedback, which means that learners should receive detailed feedback as soon as possible after submitting their assessment works because it would be of no use or benefit to their learning if knowledge of their performance was too late. (Brookhart, 2008, p. 57 and Irons,

2008, p. 45). Therefore, providing timely feedback can be crucial for learners to improve or modify their learning situation appropriately. (Rucker and Thomson, 2003)

Timeliness is an important factor for learners to receive descriptive feedback. To avoid the problems of reading, analysing and giving descriptive feedback to each learner, especially in very large classes where there may be more than 50 learners in a class, rubrics can be an appropriate solution because they predict different levels of performance. Different dimensions. In addition, not all learners are able to understand and act on the feedback given. However, rubrics can do this by providing them with detailed information about any activity and the highest level that learners will achieve in a given task. (Stevens and Levi, 2005, p. 18-19)

1.8.2. Questioning

Questioning is another source of evidence of learner performance. According to Black & al. (2003). "More effort has to be spent in framing questions that are worth asking: That is, questions that are critical to the development of learner understanding." This means that teachers should spend more time on planned questions that encourage learners' engagement in learning, rather than randomly asking questions to get answers from them.

1.8.3. Checklist

A checklist is an assessment tool that consists of statements that meet predetermined criteria and whether they are part of the learners' assignments. Learners can check whether they contain a criterion, answering "yes" or "no" or "done" or "not done", and are used to monitor the performance of a task by learners. By collecting and evaluating the information it produces, in addition to their learning behaviour, attitudes, strategies or specific skiLls (Rowlands, 2007, p. 61 (University of Alberta, 2008, p. 01; Brookhart, 2013, p. 77; Lauzon, 2014, p. 02)

Checklists were used in this study because they are easier to construct (quality criteria and performance level) than rubrics made with learners (LNS, 2007, p. 6). They are also tools that remind learners to follow specific instructions when completing a written assignment, or ensure that they have met all the requirements of the completed assignment, or keep them engaged with the assignment. (Gere, Christenbury, & Sassi, 2005, p. 57; Brookhart, 2013, p. 77). In addition, the use of checklists was based on their ability to highlight whether learners

understand the requirements of the task, whether they change their performance according to the given criteria, and whether they need and need additional help from the teacher to achieve learning goals.

Before the learners' participation in using the checklists in the practical part of the research, a professional researcher taught the concept of writing in a literary comprehension session where the learners were introduced to the basic features of the concept of writing. Instead, in a writing production session, they were given a task to complete based on a checklist that they referred to while writing.

1.8.4. Observation

Teachers might spot potential problem areas by watching learners while they work on activities or finish projects. According to Mackey et al (2005), observation can often take place in the classroom. The latter often allows a close examination of behavior with many important contextual variables. Designed in this way, classroom observation as a data collection method in all studies is an important and useful way to gather comprehensive information about all the studied phenomena.

Section Two: Writing Skill

Introduction

Writing is considered an important means of conveying abstract thoughts and ideas into concrete written texts. From an academic point of view, writing is considered one of the most important skills needed to learn any language. The writing ability of EFL learners is not an easy task and it is always considered as too demanding a task because it requires complex elements from linguistic, cognitive to psychological factors, i.e. integrative activity, except for the fact that writing as a skill seems to be. given less importance in the Algerian EFL curriculum... Thus; this chapter highlights the reframing and conceptualization of writing, the writing process as an approach to instructional writing, the close relationship between reading and writing, EFL learners' writing difficulties, and effective strategies for improving EFL learners' writing skills.

1.9. Writing Skills

Teachers can assist their learners in improving their writing and communication abilities by implementing multifarious techniques. They can also enhance learners' agency and ownership of their own instruction by offering consistent feedback and guidance throughout the learning process. Owing to its importance, writing skills mastery ensures success in school and beyond.

1.9.1 Definition of Writing

Writing is the use of language structures (sentences, words, syllables and phonemes) to communicate with each other. Writing also transforms the thoughts and ideas of the writer into a written text. Oak tree E (2019) says that "writing skills are stated to be special talents that enable authors to turn their thoughts into meaningful words and psychologically connect with the message." (p.6). In the same field of interest, indeed Editorial Team. (2021) defines writing as all the knowledge and skills related to the communication of ideas through the written word, which are included in writing skills. Writing skills also include a technical understanding of writing standards, style guidelines, and formatting for various situations.

In the same vein, Dorothy and Rumisek. (2005) mention that "Writing in everyday life is an important means of communication. It is also one of the most difficult subjects in both first and second languages Master." (p. v). Rogers, H. (2005) considers writing "as a great achievement mankind was able to reach as it permits us to keep data, stories and documents saved for future purposes. Writing, thus; helps us in keeping the ideas and thoughts easily recorded and memorized." (P.1)

Based on these above definitions, it can be said that writing skill is the ability to convert thoughts and ideas into written texts, taking into account both language and cognitive skills.

1.9.2. Importance of Writing

When talking about learning any language, there are four skills to mention; listening, speaking, reading and writing. Writing as a skill is of great importance like any other skill It helps learners express, organize, and explain their ideas. Essays, research papers, diary entries, creative writing, etc.. Sigroha, P. (2020) summarises the writing skills importance into two main points:

1.9.3. Writing for Communicative Skills

Writing is an essential instrument for the development of communicative abilities because it enables learners to convey their ideas and thoughts in a way that is both clear and succinct. The ability to write channelizes knowledge and brain to the point of value. It conveys something important to other people. It also mentioned that successful speeches and debates require effective writing skills to convey personal ideas and perspectives to the public.

1.9.4. Writing for Future Record

It is the process of writing down thoughts and experiences on paper for later reference to use. For example, developments in science and technology cannot be communicated orally; must be in written form such as scientific journals, logical journals and white papers. If scientists did not record every experiment in a uniformly structured way, science would not nave existed.

Besides writing is important in general, it also counts to write in English basic elements of intercultural communication. Especially this era is better known as globalization. Crystal. D. (2003) states this in his book 'English as a Global Language' that "English has become a widespread language and no country can claim its ownership." (p. 86). It rather refers to all existing countries in the world. So, to carry out this cross-cultural exchange or communication, writing in English should receive special attention because it plays an important role all over the world.

1.9.5. Approaches to Teaching Writing

Lerners can improve their writing abilities and become more effective communicators by taking one of several approaches to writing instruction. These approaches can help students develop their writing skills. The EFL teacher must decide together which approach is needed for a special lesson. Selvaraj and Aziz (2019) divided the approaches into three categories: convergence of product, process and genre.

1.9.5.1. The Product Approach

This approach places primary emphasis on the completed work, which is referred to simply as the "written piece." In order for learners to produce a piece of writing that is of high quality, they are instructed to adhere to a particular template or framework. This method may be helpful for teaching fundamental writing abilities, but it is unlikely to inspire originality or critical thinking on the part of learners. Differently couched, this approach seeks to measure

the learner's final product. Young (1978) noted that the main focus of this approach is on the final written product that says that inside this approach "emphasizes the manufactured product rather than the composition process." (Quoted in Matsuda, 2003, p. 70). For example, a writing teacher gives a model to learners, they imitate it and propose a similar category based on the first one there are four steps to implement this approach as mentioned by Sevarj and Azizi First, learners must read the model and pay attention to the order of ideas and language structure. Second, the learner practices the element outlined in the model. Thirdly the learner imitates the model and constructs predetermined thoughts according to the model. Fourth learners complete the task using their skills. Some advantages of these approaches Have learners begin to learn to use some formula-product methods in writing composition systematically, especially writing a narrative descriptively and persuasively essays In addition, the learner learns to improve vocabulary and different sentence patterns for these text types and improve learners' grammatical awareness. (Tangpermpos 2008).

1.9.5.2. The Genre Approach

This approach focuses on teaching learners to write in specific genres, such as persuasive essays, research papers, or creative writing. Learners learn the conventions of different genres and how to structure heir writing accordingly. It is also considered as an extension of the product approach. Swales (1990, cited in Treble, 1996) defines genre as "a class of communicative events, the members of which share some sets of communicative purposes." (p. 46). Authors follow certain conventions to organize the points so that the reader can understand their goals. The genre approach seems to "writing as pre-dominantly linguistics, but emphasizes that writing varies with the social context in which it is producing texts based on social context." (Badger and white 2000,p. 155). It emphasizes different types of writing, and text types related to social needs. Following the genre approach makes learners learn different sentence structures and different texts types or genres. The goal of this approach is knowledge and a specific genre and communication reason that allows writers to communicate with the community. (Tangpermpoon 2008, p. 6)

1.9.5.3 The Process Approach

Unlike a product-based approach, a process-based approach is where the focus is on satisfaction writing as a process, not a final product. It places an emphasis on the stages of writing that come before, during, and after the drafting process. These stages are pre-writing,

drafting, revising, and editing. Before beginning to write a rough draft, learners should first concentrate on developing new ideas and organizing their existing concepts. Revision and editing are crucial components of the writing process, and the process approach places a strong emphasis on their significance as such. It is a popular approach for its benefits and considered as a dynamic approach because it involves a recursive process. As Arndt (1991) noted that the process approach viewed writing as a complex process that requires continuous intellectual work "focuses on the cognitive aspects of writing." is four processes related to the writing process; design, editing, revision and editing" using a process approach allows authors to go back and provide the preface they need criticize. Raimes (1991) states that "at this level learners tend to control their own performance several times based on teacher feedback."

1.10. Writing Process

The writing process consists of a number of phases that writers often go through in order to generate a piece of writing that is of a high quality. The sequence of steps may differ slightly from writer to writer and from writing task to writing task, It is also known as process-focused approaches that focuses on "how to write" rather than the product "what to write"; however, the product is not completely ignored, but the process much emphasized. Brown H (2000) defines the writing process as a cognitive process. which the writer must go through some thought-intensive steps to create a written work He also emphasizes three important steps in the writing process; a pre-writing stage where learners are asked to generate and organize ideas, a stage where learners start writing their first draft and a final stage where learners revise the final one drafts. (p. 348)

In the same vein, Kroll, B. (1990) uses a quote from Applebee, N. (1986) when he says that the process approach enables learners to think cognitively their writing; it helps them think about what they are doing (planning, editing) instead of focusing on its final product (spelling, grammar). (p. 8). In fact, the writing process (WP) is about learners as the centre of learning. Onozawa confirms the latter. C (2010) for his role emphasizes the role of process writing in learners' use of their skills that knowledge or ability to think with both the teacher and the help he gives to peers. He also mentions important steps to consider in the writing; prescription, editing and revision. (p. 153)

The WP is about how the stages of writing are applied by the writer. Harmer, J. (2004) suggests four main stages; Planning, Drafting, Editing and Final draft. (p. 11)

1.10.1. Planning

Before learners can write, teachers must make learners think about what they are going to writing by planning the content. At this stage, learners should understand the assignment, brainstorm and generate ideas related to their topic in pairs or groups across different groups guided tasks. After brainstorming, they should organize their ideas into a clear and logical structure. This can involve creating an outline, a graphic organizer, or a rough draft to help organize thoughts and ideas. Learners should consider the audience when planning. They should consider what the audience knows about the issue and what they need to understand the writing.

1.10.2. Drafting

The drafting phase is the initial stage where learners put their ideas and thoughts onto paper or a digital document. It is the process of getting their ideas out of their head and onto the page, without worrying too much about grammar, spelling or structure. During this phase, they are simply trying to capture their ideas and thoughts, and make sure that they are organized in a logical manner. In this phase, learners should be encouraged to write a first draft based on their list of ideas previously prepared.

1.10.3. Editing

The editing phase of writing is the stage where earners review and revise their draft to improve its overall quality. During this phase, they will focus on refining their ideas, improving the organization and flow of their writing, and correcting any grammatical or spelling errors. This takes place after getting feedback from peers or teachers. The bridge phase, learners learn from each other or at the level of generating additional ideas or correcting their own mistakes.

1.10.4. Final Versions

The final version of a written work is the polished, refined version that has gone through the drafting and editing phases and is ready to be shared with an audience. It represents the culmination of the learners' efforts to communicate their ideas effectively and clearly.

In the same area of interest, Morgan, H. & Konrad (2007) point out the following stages of writing:

1.10.5. Pre-writing

Learners decide on topic, purpose, and audience during the writing phase. Then they plan and organize what they say and how they say it. Learners must be are highly motivated

by their writing topics and teachers would make better learners personal topics to increase their interest. (p. 111)

1.10.5.1. Ways to Make the Pre-writing Stage Efficient

In free-choice activities, it is better to give learners some freedom Choose one; when you assign learners to write letters, let them choose their target audience: whether his letter is written to an artist, his favourite anime character or some other addressee he preferred. Similarly, the teacher should also share ideas by providing visual aids such as movie trailers or an artist biography. (p. 111)

1.10.5.2. Drafting

As they transfer their planning notes into draft form, learners emphasize clear demonstration of their ideas during the drafting phase; learners should choose appropriately the words that can express their ideas correctly. If learners are writing on a subject that is of considerable interest to them, the natural contingency of reinforcement may already be present. That is to say, since learners are transforming their ideas that are of their interest, they may need some reinforcement; so teachers are asked reinforce.

1.10.5.3. Ways to Make the Drafting Stage Motivational

Teachers can ask for a pair work; think pair shares strategy where learners take each other's ideas and expend them together or learners are able to use papers to start drafting.

1.10.5.4. Revising and Editing

Both revising and editing are important elements of the writing process because they correct and smooth the written text; Having learners exchange their drafts for revision and editing can have a positive effect on the quality of learners' written expression.

Teachers can ask for peer interactions while providing a role model for learners to give feedback to their peers. The proposed category is; what three things did you like best about this song? What do you suggest to make this piece better, stronger or more interesting? "Focus on style, ideas and organization." Finally, what "errors in spelling, punctuation, grammar, and word choice." should be checked during editing.

1.11. Definition of Assessing Writing

Assessing writing is an area of study and research in the field of composition that deals with the theories and practices used to assess writing skills, production, and performance

through writing tasks. Thus, an appreciation of writing as a field in its own right combines scholarship and insights from composition studies, such as the composition process, the context of writing development, the influence of readers on writing, and discourse (Nystrand, Greene, & Wiemelt, 1993, p. 3), and measurement theory in educational institutions. (Behizadeh and Engelhard Jr, 2011, p. 189). It also refers to the use of different technologies such as computer-based assessment practice in assessing learner writing (Huot and Neal, 2006).

conclusion

To conclude, the foregoing chapter is mainly dedicated to define the formative assessment in writing, and the impact of assessment strategies use and effectiveness on learners' writing skills. Our next concern on the field study will be on how formative assessment strategies may be applied on learners to show its impact on their writing products, and the suitable strategies that one needs to follow in order to achieve proficiency in writing.

Chapter Two: Research Design & Methodology

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2.1. Introduction

The upcoming chapter is mainly devoted to examine the experimentation of the formative assessment strategies and its impact on improving 4th year Middle school learners and teachers writing skills in Tissemsilt. A qualitative approach and a quasi-experimental method were jointly adopted

The significance of this study attempts vigorously to apply formative assessment techniques into the daily practice of written production. The first section provides the research design, the theoretical rationale for the use of pedagogical action research, including the research questions, the target population, class profile and the data collection instruments. The latter consist of learners' self-assessment checklists on the writing process (pre- assessment and post -assessment checklist), and the five key strategies of Formative Assessment in classroom observation grids, eventually highlighting the purposes of using each of these research instrument in this context.

2.2. Rationale for Qualitative Research

The decision to adopt for qualitative research for the study was informed by several reasons. A qualitative methodology helps the researcher gain an in-depth understanding of an experience, a culture, or the meaning that people give to a phenomenon.(Mutch,2005);Patton ,2002). Therefore, the researcher's study in the field is fundamental to understanding the sites, institutions, and settings and to observe behaviour in its natural setting; i.e., praxeological context. Bogdan and Biklen (2007) define qualitative research as a process of collecting descriptive data in an actual setting as the direct source of data being concerned about the process rather than simply the outcome and analyse the data inductively. According to Morse(1996), a qualitative research calls for an attempt to make sense of reality and explore its depth to make meaningful conclusions researchers may use observation or interviews to be discussed and interpreted qualitatively .

2.3. Quasi -Experimental Method

Quasi-experimental designs (Compbell and Stanly1963) are based on situations that already exist in the real world and may be more representative of educational settings. Some of the above designs were also called quasi experimental because the studies were conducted under conditions in which many variables were difficult to control and subjects could not be assigned to specific groups for research purposes. In a quasi-experimental design, the researcher typically compares groups that already exist or are naturally formed, such as comparing the outcomes of two different schools or comparing the effects of an intervention on a group before and after.

Quasi-experimental studies are more likely to have external validity because they are conducted under conditions similar to those commonly encountered in educational settings. For this reason, research conducted in a quasi-experimental design format often faces less resistance from research consumers such as language teachers. These designs are also less invasive and destructive than others, making them easier to access and easier to conduct research. For these reasons, quasi-experimental designs are also ideal for teacher-led and pilot studies if exploring research ideas are your main goal.

2.4 Action Research

Action research is referred to as practitioner led, practitioner research, or practitioner based research (McNiff and Whitehead, 2001, p. 15). It is a systematic process guided by the critical reflection of the practicing researcher that dynamically fosters inquiry to engage in professional action (Frost, 2002, p. 25) for the sake of making a change, improving practice or addressing reform(Bassey, 1998, p. 93; Dick, 2002; Hopkins, 2002, p. 42). In this context, the central element is the practicing researcher who can interpret the main purpose of education. In the same vein, John Dewey (1931) affirms that, "the process of living through continuous reconstruction of experience." It is the development of all those capacities in the individual, which will enable learner to control his environment and fulfil his possibilities.

As a result, the teacher researcher has an idea that the educational environment is not linear. However, it challenges the shortcomings of teaching and learning, through "living the experiences," perceiving them as an opportunity for professional self-development, and a deep concern for the human and social aspects of teaching and learning classrooms and can influence learners throughout their lives and outside their educational institutions (Smith,

2009, xiii-xiv, as cited by Norton, 2009). Therefore, teaching/ learning improvement is based on the strengths of deliberative and change in action research.

McNiff (2001, p. 13) indicates that in order to bring about change in education, a key pillar of action research is the ability of the practitioner-researcher to make an inquiry "by the self into the self." This concept is based on his encounter with the (e-language) and (mi-language) ideas of Noam Chomsky, which in his book Language Cognition (1986) means language as a system and language produced in the mind of the speaker.

In McNiff's concept of action research, he argues that E-theory, which is external to the creator of knowledge and related to the study of external objects, should be moved to I-theory, which is characteristic of the practitioner's belief systems (Ibid., 2001, pp. 21-22 and no. 41. Therefore, the practitioner is committed to a reflective inquiry about his own activity and this is what Norton (2009, p. 04) calls the micro-level of practice, which means that the practitioner, especially at the beginning of his professional career. A begin to examine his situation, experiences, values and desires.

Thinking about one's own performance and attitudes paves the way for change that can affect learners learning. Nyquist and Wulff (1996) called this change the final stage of professional development.

Regarding this study, the reflection comes from the idea of summative assessment is taking the largest share in the Algerian educational system. The focus is the final product and it is done by the means of learners' grading, which mainly focuses on the marking and accountability sake. Doing so, the most vital key process and answer to all changes; namely formative assessment which is a viable and powerful process to improve learning and teaching; a systematic and cyclic process of gathering evidence for learning as opposed to Assessment of learning (AOL) are neglected. The teachers gather and interpret information about what the learners know, where they are, where they might go next and how best to get there.

The motive behind undertaking this endeavour is driven by the assumption that understanding the importance of the formative assessment use in everyday writing practice is vital for both teachers and learners. For this purpose, three workshops were organised for the teachers' benefit about this issue. The first one was devoted to formative assessment or assessment for learning, the definitions of key concepts, formative versus summative and the purpose of each type. The second one was dedicated to the presentation of the five key strategies of assessment for learning (AFL), clarifying and sharing learning intentions and

criteria for success. It also highlights the engineering of the effective classroom discussions, questions, and learning tasks, providing feedback that moves learners forward, activating learners as instructional resources for one another, as owners of their own learning, and sensitizing teachers of the three key processes of AFL. The third one covered the writing process. (cf. appendix)

Thus, the vision is to apply formative assessment tools to make teaching a supportive element in learners' learning to write   (Kember, 1997). In addition, teachers were trained in a theoretical and practical side to implement formative assessment techniques in classroom. The learners were provided with self-assessment checklists that will increase their self-confidence, inquiry and autonomous learning and prepare them for lifelong learning.

Changes in education endure time, require energy, cost money and demand a lot of efforts, besides some teachers are resistant to change. In this regard, our focus was on the short-term goals of empowering learners to develop their writing skills, techniques and strategies, along with its key components, so that they can produce well-crafted paragraphs. On the other hand, the inspiration of research, as mentioned before, is to prepare learners for a long-term goal, which is their ability to become autonomous and lifelong learners.

2.5. Research Settings

The settings of this action research study were five middle schools throughout Tissemsilt with 65 teachers as a whole population. The teachers were actively engaged and even schools' headmasters supported this action research study since it promotes the implementation of formative assessment in the writing process mainly as it is for fourth year Middle school learners.

2.6. Population and Sampling

The central part of any research is the sample on which the researcher bases his research and provides him with the information he needs for the investigation. The aim of this study is to instil the necessary skills in 4th year middle school learners to reflect on different stages of the writing process and at the same time equip them with appropriate techniques during their lifelong learning process outside school. A researcher would start with a bottom-up approach by choosing the population they want to work with, that is, starting with the entire population and then narrowing until they reach an appropriate sample (C. Cohen, Manion).and Morrison, 2005, p. 92).

The study participants were purposefully and carefully selected because they could provide their experiences of formative assessment at middle schools (non-probability sampling method). Targeted sampling is used when researchers want to understand the issue being studied and when they want samples from which they could learn the most (Patton, 2002).Creswell (2008) argues that it is better to select a sample for a qualitative study, which is to use purposeful rather than random sampling, as it helps researchers understand the phenomenon being studied.

The target samples of this study are 4th year middle school teachers and learners in Tissemsilt, Algeria. There were 5 middle school teachers and 25 learners (5 from each teacher, those showing great weaknesses in writing from 5 different schools. The teachers were heterogeneous as regards educational degrees.

2.7. Research Tools

To check the validity of our research questions and hypothesis, we opted as mentioned above for a qualitative approach; quasi-experimental method adopted a pre and post-testing using the self-assessment checklist as a research tool, i.e., the dual use of checklist and classroom observation grid. The observation sessions took place in different schools in Tissemsilt Algeria with 3 sessions for every teacher.

2.7.1. Self-assessment

Learner self-assessment is a learner's ability to review and evaluate their own performance to identify strengths and weaknesses to improve learning. Self-assessment is important to this study because it engages learners in a process where learners compare their effectiveness in generating ideas and completing writing assignments against given standards and goals. Current level and identify the gap they need to fill in order to achieve the goal of the writing task (Moss and Brookhart, 2009, p. 80; Butt, 2010, p. 79).

A researcher should carefully select self-assessment tools that can be modified according to learners' needs and can be used both in the writing process and in the final product to promote formative assessment and effective learning of writing (literacy). (Numeracy Secretariat, 2007, p. 06). Self-assessment includes a variety of tools, such as surveys, interest maps, checklists, conferences, etc., designed to get learners thinking about the task at hand. (Education Canada, 2006, p. 270). The study relies on one type of self-assessment technique; the checklists. They were administered (3 times) during the study.

According to Taras (2010), self-assessment is an important tool for learning, especially when used for formative purposes. According to Wride (2017, p. 04), a researcher should consider some principles before conducting a self-assessment, which are:

2.7.1.1 Preparing Learners for Self-assessment

In this study, the emphasis was that self-assessment takes place in a supportive classroom, in addition to introducing its importance in promoting success and lifelong learning. Also, the way its procedures such as setting a short-term goal, giving checklists to evaluate performance, and knowing the criteria for quality assignments are implemented; thus, seeking to encourage them to ask their own questions to clear up any misunderstandings.

In this context, the "strong self-esteem model" characterized by the following aspects was used. (Taras, 2015, as Wride, 2017: 08)

- Learners perform a self-evaluation based on pre-determined evaluation forms and required criteria and standards;
- The supervisor/lecturer gives feedback based on the evaluation criteria, but without assigning a mark or grade;
- Learners also receive feedback from their peers and then, taking into account all the feedback received, revise and re-evaluate their work and return it;
- Advantages - learners evaluate themselves without the emotional pressure caused by the grade and from a conscious position, combining both instructor and peer feedback. According to Shepard (2005), training learners in self-assessment has several benefits. First, self-assessment allows learners to gain knowledge and skills about the assessment process and to know the standards that the assessor uses to assess their performance. In addition, teaching self-assessment facilitates the input of task criteria and quality performance requirements. Finally, involving learners in self-assessment increases their responsibility for learning and also opens opportunities for collaboration between learners and teachers.

2.7.1.2 Selection of Tasks

The choice of topics should be based on interests and experiences of learners. In addition, learners should be familiar with the topics to develop related ideas. In relation to this study, the curriculum referred to a pre-study in which the professional researcher chose "dream job" as the topic. This assigned topic is, so learners have a wealth of information and ideas to write about (Juzwiak, 2012, p.

21). In addition, the subject corresponds to the transition period from middle school to secondary school. Therefore, the subject offers learners the opportunity to write about their dream career jobs and share their experiences with classmates and teachers along with the reasons behind choosing this profession. The brainstorming technique was adopted by teachers and learners.

During the writing phase, the learners were told that they would be working on the same assigned topic throughout the writing process. Therefore, the first session the learners were trained to writing a paragraph about the rational for choosing their dream job. After the training was completed, they were asked to compare their performance before and after the intervention. This principle is central to the assessment of learning, because learners' performances are not compared with each other, but with previous performances.

2.7.2 Checklist

A checklist is an assessment tool that consists of statements that meet predetermined criteria and whether they are part of the learners' assignments. Learners can check whether or not they include a criterion by answering "yes" or "no" or "done" or "not done" and are used to check learners' performance by collecting and evaluating the information it produces. in addition to their learning behaviours, attitudes, strategies or specific skills (Rowlands, 2007, p. 61; University of Alberta, 2008, p. 01; Brookhart, 2013, p. 77; Lauzon, 2014, p. 02).

Checklists were used in this study because they are easier to construct (quality criteria and performance level) than rubrics made with learners (LNS, 2007, p. 6). They are also tools that remind learners to follow specific instructions when completing a written assignment, or ensure that they have met all the requirements of the completed assignment, or keep them engaged with the assignment (Christenbury & Sassi, 2005, p. 57; Brookhart, 2013, p. 77). In addition, the use of checklists was based on their ability to highlight whether learners understand the requirements of the task, whether they change their performance according to the given criteria, and whether they need additional help from the teacher to achieve learning goals.

In addition, good teaching is the basis of independent learning path of learners because they no longer need their teachers to help them (D.H. Graves, 1984, p. 43-51) and this is the main idea behind the implementation of checklists of writing as they open and organizes the steps learners need to complete their task. By doing this, it is an opportunity for them to learn independently, a reminder and a road map, because sometimes learners get

stuck because they do not know how to handle a task from start to finish. Checklists, on the other hand, are used to stimulate reflection and transferable skills (Rowlands, 2007, p. 62). Before the learners' participation in using the checklists in the practical part of the research, a professional researcher taught the concept of writing in literary comprehension, where the learners were introduced to the basic features of the concept of writing. Instead, in a writing production session, they were given a task to complete based on a checklist that they referred to while writing.

Checklists were created for the sake of identifying a learning objective that learners would achieve at the end of the task. After that, the teacher explains the most important steps or criteria that learners should pay attention to when creating their ideas. These statements are formulated in simple language and with the addition of only one criterion to cf. appendices).

2.8. Classroom Observation

Classroom observation is a very important investigation tool for gathering information about people, event and cultures *in situ*. Many researches have been conducted in Social sciences and Anthropological studies that have been characterised by observation. Especially by participant observation, and is a characteristic method of these fields of study. Moreover, teachers frequently use it as a tool for gathering data. Researchers in the classroom, community- based social workers, and psychologist observing explore how others behave (Marshall & Rossman, 1989).

According to Marshell and Rossman (1989, p79), observation is the systematic explanation of the events, actions, and arti-facts of the social environment'. The importance of observation as a method of social science was emphasized in the writings of anthropologists in the late 19th century. Observation is the primary way to record what is happening in this environment. Observation is widely used is sociology, psychology, education, and other social sciences, and has proven effective in research beyond anthropology. B.B. Kaurich (2005), a researcher attitude during the observation process, or how they position themselves as a researcher, is crucial to the validity of their research. How you position yourself in your research environment affects your relationship with the people you observe and the quality of the data you can collect. Convert surveillance is people who are being watched but are unaware that you are watching them. It's rare to keep secrets.

This is usually considered appropriate. The preferred method of observation is open observation, where participants find themselves in the spotlight and realize they are never

hiding the truth, instead monitoring participants for research purposes.B.B. Kaurich (2005) observations are useful data tools. These are how people interact in an environment, how things are organized and prioritized there, what is important to people in the social environment under study, and how to get along with participants, is very helpful in understanding what questions are appropriate and how to ask them. They ask which questions are most helpful in answering the research questions. (Schensul, Schensul and Lecompte, 1999)

2.8.1 Description of the Observation

As far as classroom observations are concerned five teachers benefited from 3 classroom observation sessions on implementing formative strategies during the writing lesson a grid was used to assess the process writing and the implementation of the assessment strategies. See (appendices) the focus of the observation is the Grid that encompasses the five key strategies of formative assessment namely:

The first strategy is to clarify and share with learners the learning intentions and Criteria for success. In order to be successful, learners need to know what is to be learned and what is expected of them (Garrison & Ehringhaus, 2007). The expectation is that the learner will be able to describe the purpose of the lesson or task in his or her own words and connect it to his or her own life and to what he or she is expected to learn. Both the teacher and the learner establish the criteria for success, so that the learner understands what is expected of him or her in terms of quality, grade level and learning outcomes (Clarke, 2005).

The second strategy is thoughtful feedback, either through written, verbal, or gestured means that is linked to rubrics, when appropriate, and encourages the learner to continue to meet the expected criteria and understand how he or she can and will move his or her learning forward (Clarke, 2005).

The third strategy, engineering effective classroom discussions, learning tasks, and questions, should be embedded into the lesson planning. Educators need to model and encourage thoughtful discussion about and questioning of the content and process that engages their learners. This strategy establishes the expectation that every learner needs to 20 participate in and be accountable for his or her own learning because he or she is an integral part of the learning process and he or she must provide information to the teacher in order for the teacher to be able to appropriately adjust the instruction.

The fourth strategy, encouraging learners to be instructional resources for each other, creates a learning community within a classroom (Garrison &Ehringhaus, 2007). Having

internalized the expected criteria and being able to self- and peer assess their work or ideas in relation to the criteria, learners are now able to coach each other to meet the individual criteria as well as to provide feedback to their co-learners and to help meet or set new goals (Black, Harrison, Lee, Marshall, &Wiliam, 2003).

The fifth and final strategy, to activate learners in becoming self-evaluators through self-assessment of their work using the expected criteria, will help them understand and take ownership of their learning. All of these strategies are integral parts of formative assessment.

Conclusion

In this chapter, the attempt to conduct an action research study was highlighted**.** The main objective of which was to promote the implementation of formative assessment key strategies in 4th year class and use AFL as a system that promotes effective teaching and active learning. Observation as a key tool for collecting data from classroom practice .Thus**,** this study sought to help   teachers and 4th year learners master different techniques and stages of the writing process (grouping, paragraph outlining, composing**,** and editing) through learner self-assessment. To this end, the theoretical foundations of quasi-experimental research and of action research and reflective teaching as a choice of methodological approaches were also discussed. The researcher and teachers were equal partners to improve learning there was reflection on teaching and learner learning to bring about change. Finally, the use of two data collection methods was explained. The tools were the learner's self-assessment checklists and the observation grids used during the writing process, and the discussions of the observation findings are at   the end of this research study.

Chapter Three: Empirical Part

Data Collection, Analysis and Interpretation

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Introduction

The third chapter is mainly dedicated to the empirical part of the research. In fact, it is crucial because it provides evidence to support the research questions and the hypotheses. The gleaned data during the research process can be used to confirm or disconfirm the existing theories or to develop new ones.

Research data analysis examines and interprets data to draw conclusions. It helps researchers find patterns, correlations, and trends to answer research questions and make evidence-based decisions. With the availability of massive and complicated datasets, improved statistical and computational methods are needed to extract relevant information. Data analysis involves strategy, data cleaning, and the right statistical methods. It also requires clearly interpreting and delivering analytical results to stakeholders. For the sake of accuracy, a detailed set of requirements/criteria for a performance-based assessment scenario that learners must fulfil in order to demonstrate mastery of the specified clinical skill or task, viz., writing skills.

3.1 Upstream Writing Process Assessment

The following fourteen-item checklist, used at an upstream assessment of the endeavour, needs to be checked off. The examination of the gleaned data concentrates on locating the failures and inefficiencies in the learners' writing skills and seeking their potential improvement and enhancement.

	Learners' self-assessment		Failure rate	Teachers' Pre assessment			Change rate
		NO		YES	NO		
Pre-writing							
A) I highlighted the main idea of the assigned topic		05	20%		10/25	40%	
B) I provide 4 basic ideas related to my the topic		13	52%		13/25	52%	46%

Table 01: Teacher's Upstream Checklist Assessment Results pre writing stage

	Learners' self-assessment		Failure rate	Teachers' Pre assessment			Change rate
		NO		YES	NO		
Drafting							
C) My main idea responds direct to the assigned topic		13	52%		13/25	52%	
D) I could formulate the main idea		17	68%		23/25	92%	
E) I could provide 3 supporting ideas at least		08	32%		15/25	60%	
F) I could provide a concluding sentence		09	36%		13/25	60%	
G) I could use tenses correctly		13	52%		14/25	56%	62%
1 Past simple							
2 Present perfect							
3 Superlative of superiority							
4 Future simple							
5 Comparison and contrast							

Table 02: Teacher's Upstream Checklist Assessment Results drafting stage

	Learners' self-assessment	Failure rate	Teachers' Pre assessment			Change rate
	NO		YES	NO		
Editing						
H) my paragraph has title and indentation	10	40%		13/25	52%	
I) My paragraph has a topic sentence, 3 supporting sentences and a conclusion	17	68%		17/25	68%	
J) There are transition words	08	32%		16/25	64%	
K) punctuation and capital letters are used where necessery	13	52%		17/25	68%	63%
L) all sentences contain subject + verb+ object	10	40%		16/25	64%	
M) I add an extra sentence	13	52%		16/25	64%	
N) my hand writing is clear and neant	08	32%		16/25	64%	

Table 03: Teacher's Upstream Checklist Assessment Results editing stage

The first set of statistical data analyses compares the pre--assessment of the sample of twenty-five (25) learners and five (05) teachers to check if there are any significant

differences with respect to learners' writing skill. By identifying the gaps, it might be possible to remedy, aiming at improving learners' writing skills ultimately.

The teachers' sampling was randomly selected, viz., a probability sampling method, while the learners' sample was selected on the basis of their main areas of weakness as revealed by the upstream-checklist assessment, viz., a non-probability sampling method.

3.2 Data Description and Analyses

The first section aimed at determining if the twenty-five targeted learners had a firm grasp on the writing process across its three stages, namely, pre-writing, drafting, and editing. The teachers were required to assess their learners to determine whether the latter were meeting benchmarks or not, by ticking either 'Yes' to affirm that they do so without difficulty or 'No' to testify that they were, in fact, struggling.

The pre- writing phase is composed of 2 items 'A' and 'B', checking learners' ability to identify the topic sentence and provide basic ideas.

A: *I highlighted the main idea of the assigned topic*.

B: *I provided 4 basic ideas related to my topic*.

Teachers' upstream- assessment results showed that ten out of twenty-five (10/25) of the learners, standing for a percentage of forty per cent (40%), cannot highlight the main idea. Besides, thirteen out of twenty-five (13/25), representing fifty-two per cent (52%) of them cannot provide four basic ideas related to the main topic. All in all, the failure rate average of pre-writing stage was of forty-six per cent (46%), which is, indeed, a significant concern.

3.2.1. Comments

Learners' pre-writing stage difficulty may be due to a variety of reasons. Listed below are some probable causes of setback or difficulty:

Learners may have difficulties with the pre-writing part of an assignment if they do not fully understand the writing task and the expectations for the work. This could cause them to become befuddled and disorganized in their thinking. Learners who are unfamiliar with the topic or genre they are writing in may find the research and planning stages of the writing process challenging. They could be unsure of how to get started or how to best organize their thoughts. Also, learners with time management issues may skip over important steps in the

pre-writing process, such as brainstorming and outlining, or they may not give themselves enough time to complete these steps. This can cause their writing to seem disjointed and illogical.

Some others may have trouble coming up with ideas or participating in productive brainstorming sessions. Due to this, it's not always easy to zero in on one central argument or thesis statement. They may also have trouble with the pre-writing phase if they are not well-versed in pre-writing tactics, including outlining, clustering, and free-writing. They may benefit from using these methods to better structure their writing and establish an outline before beginning to write.

Teachers must be cognizant of these possibilities so they can assist learners who are facing difficulty in the pre-writing stage. Via regular gratia examples, they may demonstrate helpful pre-writing tactics, set aside time for learners to discuss and generate ideas, and offer continuous feedback and assistance while they complete their writing assignments.

The drafting stage consists of five (05) items with uneven failure rates as it is shown below. For item (C), worded as follows, *‘My main idea responds directly to the assigned topic.’* thirteen out of twenty-five (13/25) of the leaners, representing fifty-two per cent (52%) of the total number, cannot do the task correctly.

3.2.2 Comments

Formulating a clear and effective main idea may be challenging for some learners, especially if they are still developing their critical thinking and writing skills. To help learners formulate a main idea, it can be helpful to encourage them to do some preliminary brainstorming and outlining. Start by identifying the topic and any key-points that come to mind. Then, consider how these points relate to one another and how they support a central argument or thesis.

Taking the adequate time duration to review the assignment requirements and any relevant materials is essential if learners discover that their main thought does not directly respond to the assigned topic. It is possible that they will need to rework their written-product central argument after gaining a deeper familiarity with the subject matter. They could benefit from outlining their thoughts and coming up with a few important points that relate to the topic and back up their core thesis. They may seek out the opinion of a classmate or teacher if they are still unable to formulate a central thought that directly addresses the topic. They could then have some suggestions for how to tailor their approach to fit the parameters of the task at hand. If they want their writing to be focused and successful, it's important to stick to

the topic they have been given. They have to spend some extra time making sure their central argument is a direct response to the prompt.

For item (D), worded as follows, *'I could formulate the main idea'*. The number of learners who failed in that was the highest compared the rest of the items. Twenty-three out of twenty-five (23/25), representing ninety-two per cent (92%) of the learners affirmed that they were unable to formulate the main idea.

3.2.3. Comments

If learners struggle to articulate the central idea, it could be because they lack the comprehension or articulation skills necessary to do so, or because the topic was too complex for them to grasp. Learners can improve their ability to identify the central message using the following methods:

First, instruct learners in how to pick out the most important and relevant parts of a document or speech. This can aid in their grasp of the article's overarching composition.

Second, have learners' complete exercises that have them determine and then explain the central point of a text or speech. Some examples of this kind of work are summarizing, paraphrasing, and synthesizing.

Third, instruct learners in the use of graphic organizers like concept maps and mind maps to help them visualize the central topic and supporting information of a text or a speech.

Fourth, respond to learners' efforts to determine and communicate the central idea by giving them feedback and suggestions. This can shed light on any areas of confusion or skill deficit that they may have had.

Fifth, stress the significance of a topic context, intended audience, and overall tone in determining its meaning. Learners will have a deeper appreciation for the author's perspective and goals if they take these into account. In so doing; learners can improve their chances of academic success by using these methods to identify and articulate the central argument of a written product. Besides, through encouraging learners to ask "What do I want to say about this topic?" or "What message do I want to convey to my readers?" , they can be helped to focus on a stronger main concept.

Additionally, teachers can provide samples of good thesis statements or primary concepts if they see that learners are still having trouble. This can assist them understand powerful key-ideas and how to create some others. Feedback and guidance on their initial attempts might help them refine their thoughts and establish a stronger main theme.

For item 'E', formulated as follows: *'I could provide 03 supporting ideas at least.'* the results disclosed that fifteen out of twenty-five (15/25), representing sixty per cent (60%) of the learners, did not succeed in providing three supporting ideas.

The fourth item was about providing a concluding sentence. The upstream assessment results showed that thirteen learners out twenty-five (13/25), standing for percentage of fifty-two (52%), could not do the task correctly.

3.2.4. Comments

Indubitably, good writing requires supporting sentences. The latter provide facts, instances, and details to support the learner's thesis or major concept. They also provide writing depth, clarity, and persuasiveness. The learner's arguments may confuse or lack persuasion to the readers, weakening the written piece. Learners are supposed to study and integrate multiple sources of information to generate good supporting sentences. Besides, they have to organize and express their thoughts in a logical and interesting manner utilizing clear, concise, and audience-appropriate language. In fact, without supporting sentences, a piece of writing may lack depth, clarity, and persuasiveness. To help learners overcome this failure, teachers are required to:

- Encourage learners to come up with several major ideas via brainstorming. This may help them identify key sentences and arguments. Their best essay ideas may be chosen.
- Incite learners to use the outline so as to organize and discover supporting sentences. Encourage them to break down their main argument and produce sub-points and generate supporting sentences. Doing so, learners can see how their ideas go together and ensures they have enough evidence for their key idea.
- Encourage them to use reliable sources and take notes on essential material to support their main concept.
- Train them to draw benefits from peer-reviewing and teacher's criticism on their core ideas and supporting sentences. This can give perspective and help identify areas where greater evidence or argument strength is needed.

Learners should be reminded that supporting sentences strengthen their arguments and persuade the reader. Thus, they should be encouraged to write clear, relevant supporting sentences, and modify/refine their ideas to make their case strong.

The last item 'G' was related directly to grammar; the use of tenses, the past simple tense, the present perfect aspect, superlative of superiority, future simple and comparison and contrast. 14/25 of the leaners had difficulties while writing and using tenses and grammar elements in general. They represent 25% of the learners.

The failure rate average of the 2nd writing stage was of 62%.

3.2.5 Comments

It is not uncommon for EFL learners to face difficulties in using grammatical rules appropriately. In fact, many learners struggle with syntax in their writing and speaking skills. It is true that a significant portion of the EFL learners may struggle with this aspect of target language. There may be many reasons why learners might have difficulties with grammar appropriate use. Some of the unsuccessful learners as regards this issue might not have had solid basis of grammar during their educational course, while others may struggle with some specific aspects of grammar, such as verb tenses, subject-verb agreement, sentence structure, etc.

Regardless of the reasons behind these multifarious reasons, it is important for learners to strive to improve their grammar skills. This can involve practising grammar exercises, seeking feedback from others, teachers, peers…, besides reading and writing regularly to improve both their fluency and accuracy.

The editing stage encompasses 07 items that are listed below:

H: My paragraph has a title and indentation.

I: My paragraph has a topic sentence and three supporting sentences.

G: There are transition words.

K: Punctuation and capital letters are used where necessary.

L: All sentences contain subject verb and object.

M: I add an extra sentence.

N: My handwriting is clear and neat.

The pre- assessment results showed that in the first item 'H', thirteen out twenty-five (13/25) of the learners, representing fifty-two per cent (52%) cannot provide an appropriate title, and do not use indentation when writing a new paragraph.

3.2.6. Comments

During the editing process, learners should make sure the content is well-organized and easy to read by providing the suitable title and using the correct indentation. In order to sharpen their editing skills, learners should consider the following:

- To organize the paragraph-/essay -content with headings and subheadings, because this makes the content more readable by providing visual breaks.

- To make sure that the headings and subheadings are properly formatted and identified. Also to maintain a uniform tone and style across the written piece.

- To emphasize the structure of their writing, they should use indentation correctly.

- To verify that the paragraph formatting, spelling, and grammar are all consistent.

- To make sure that there are no missing or incorrectly placed words or punctuation throughout the entire written document.

If learners follow these guidelines, their writing will be easier to read and more organized, increasing the likelihood that it will be favourably accepted.

'G', 'L', M and 'N' items shared the same failure rate. In fact, the gleaned answers revealed that the number of learners, i. e., sixteen out of twenty-five (16/25= 68%) faced difficulties as regards the above mentioned criteria.

With respect to the 'G' item, transitional words are crucial in writing, because they allow the reader to seamlessly transition between concepts. If the learner wants her/his writing to flow better, s/he tries to use some of these transition words appropriately.

As regards the 'L' item, clear and concise sentence writing requires the inclusion of subject, verb, and object in each sentence. This ensures that the statement conveys the intended meaning and is straightforward to read.

For item 'M', concerned with 'extra sentences' where the failure rate is around sixty-eight per cent, the inclusion of a few extra sentences at the end of each paragraph can assist you give the reader more information and background on your topic, in so doing, more information to back up the writer's topic. It should be kept in mind that the purpose of supplementary sentences is to deepen the reader's grasp of the subject at hand. Paragraphs can be made that are useful, interesting, and well-rounded if these guidelines are followed.

Concerning item 'N', covering handwriting clearness and neatness, where sixty-eight per cent failed, it should be highlighted that though handwriting may not be as important as it

once was especially in the digital era, it is still a valuable skill to have. Writing in a clear and neat handwriting can help to ensure that your writing is legible and easy to read.

For items 'I' and 'K', referring successively to *'topic sentence and three supporting sentences'* and '*Punctuation and capital letters*', fourteen out of twenty-five (14/25 =65%) learners failed to use the necessary paragraph writing requirements.

The entire failure rate in editing stage was 63%, which is a significant rate.

3.2.7 Comments

It is commonly acknowledged that topic and supporting sentences are key components of a well-organized paragraph/essay. In fact, they help to ensure that the paragraph/essay has a clear focus and that the ideas are presented in a logical and coherent manner. Besides, the lack of mechanics of essay/paragraph writing can have a significant impact on the quality of the written product; poor clarity, credibility and readability reduction and marks losing.

Being the ultimate complex stage, editing is a crucial part of the writing process, but it is also one of the most time-consuming and challenging. There are a number of potential causes for the high rate of failure while editing, including:

First, many essay-writers do not give their writing adequate attention since they do not have enough time to devote to editing.

Second, they do not have the requisite editing skills, which include a keen eye for details, an understanding of grammar, and the ability to spot and correct mistakes. It is possible that many learners just are not cut out for the editing process.

Third, some learners may be overconfident in their writing skills and fail to see that their work requires substantial reworking because of this.

EFL learners' failure in such a skill, viz., writing a coherent paragraph or essay is not a fatality. Similar to other skills, editing proficiency requires practice, experience and guidance. Writing activity is not a mere event, yet it is a long-term process that endures time, requiring scaffolding, training and persistence. Differently couched, writing is both a complex task and dynamic process that require the integration of multiple cognitive, linguistic, and motor abilities, working together in a coordinated manner. It involves both low-level transcription skills (handwriting, spelling, punctuation, capitalisation, and grammar) and high-level composition skills (planning, content, organisation, and revision), i.e., discourse-level conventions. The data aforementioned revealed that learners struggle with pre-writing, drafting and editing owing to deficiencies in grammar, vocabulary, mechanics of writing as well as other skills in connection with organizing and structuring complex ideas, developing

and supporting and creating a coherent and engaging essay/paragraph, allowing effective communication with the intended audience. Learners' mistakes and failure are to be considered as natural parts of the learning process, and should be embraced as an opportunity for growth and improvement.

Additionally, editing is a complex task that involves not only the mastery of syntax and lexical items, but also the understanding of the intended meaning, target audience and the general structure and flow of the written output. It is a multi- step process, including several stages, viz., from ideas generating to editing and proofreading the final copy. In the end, it is crucial to acknowledge that EFL learner's linguistic competence lies somewhere along a spectrum, with varying degrees of mastery across different domains. Learners' failure as regards the writing skill proficiency will persist unless much importance and care is devoted to learners' individual differences, experience and learning strategies.
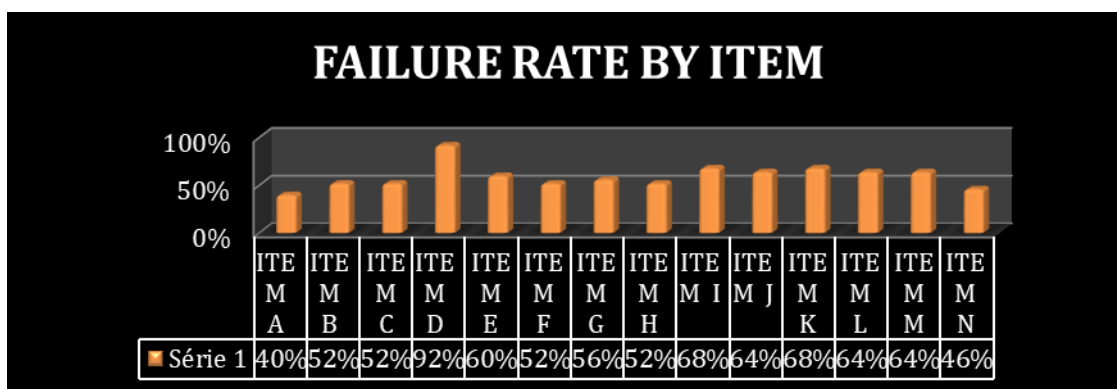
Figure 01: Upstream Assessment Failure Rate by Item

The pre- writing stage consists of two items 'A' and 'B' that are worded as follows for 'A': '*I highlighted the main idea of the assigned topic.*' And for 'B': '*I offer 4 main ideas related to my topic.*' The collected results from the teacher's checklist showed that ten learners out of twenty-five (10/25), representing forty per cent (40%) of the total number, could not emphasize the topic main idea. Also, thirteen learners out of twenty-five (13/25) accounting for fifty-two per cent (52%), could not give 04 main ideas related to the main topic. Overall, the failure rate for the pre-writing stage was forty-six per cent (46%), which is, indeed, a substantial gap in this first stage.

3.2.8. Comments

There are a number of reasons why learners may struggle to both identify and convey major concepts relating to the topic they have been assigned.

• Learners with low reading comprehension could have trouble picking up on a text's central idea.

• They could not know the subject well enough to pick out the central idea.

• They may not be familiar with the structure of different sorts of texts, such as essays, articles, and reports, making it hard to recognize the main idea.

• EFL learners' inadequate reading abilities may make it difficult for them to understand material with complex terminology and sentence structures.

• They may have trouble focusing on the material at hand, causing them to miss important clues that point to the text's overarching subject.

Finding the central idea takes time and effort. Learners may be struggling due to a lack of experience gained via repeated practice.

It is critical to pinpoint learners' core cognitive challenges and provide solutions. It is possible to provide direct instruction in textual analysis, vocabulary acquisition, and comprehension.

The drafting stage encompasses five (05) items. The upstream assessment results demonstrated fluctuating failure rates as shown in the table above (fig. 01).

Regarding item **'C'**, enunciated as follows: '*My main idea directly corresponds to the assigned topic*', the results showed that thirteen learners out of twenty-five (13/25) could not formulate a main idea that corresponds straightforwardly to the topic, accounting for fifty-two per cent (52%).

For item **'D'**, formulated as follows, '*I could formulate the main idea.*' the number of learners who could not accomplish the required task was higher than all other items. In fact, twenty-three learners out of twenty-five (23/25), standing for ninety-two per cent (92%) failed in providing the main idea.

With respect to item **'E'** that is worded '*I could suggest at least 3 supporting ideas*,' fifteen learners out of twenty-five (15/25), representing sixty per cent (60%), were unable to construct three supporting ideas.

The fourth item **'F'** was concerned with giving the concluding sentence. The results showed that more than the average, i. e., thirteen learners out of twenty-five (13/25), portraying fifty-two per cent (52%), could not complete the task correctly.

The last item **'G'** was mainly devoted to '*grammar; comparison and tense, simple past, present, superlative of superiority, future simple.*' The data showed that fourteen learners out of twenty (14/25), representing twenty-five per cent (25%), had difficulty when writing to use grammatical rules appropriately. The all-inclusive failure rate as far as drafting

is concerned revolves around sixty-two per cent (62%); an alarming failure rate that requires very serious care.

3.2.9. Comments

The learners' failure in the drafting stage might be due to the lack of exposure to the language. In fact, this might be at the root of this failure. Besides, the paucity of practice, insufficient or erroneous instruction, and differences in learning strategies and talents are just few of the causes of poor grammatical usage. The absence of immersion in the language in real-world contexts can prevent learners from developing a strong sense for the target language grammar. When exposed to it in authentic contexts (vivo), they can gain a deeper understanding of how the language is used in real-life situations. In fact, this dearth of practice, except in the classroom (vitro), can also be a potential explanation for such failure. By doing so, learners may master the grammatical principles, but lack the experience to confidently apply them in real-world contexts. Internalizing the rules and developing fluency in employing them requires repeated exposure through practice.

Finally, learning styles and talents can play a role in such failure. Some learners have problems retaining and recalling material, while others struggle with abstract concepts like grammatical norms. Language norms may take longer or a different strategy for these learners.

The editing stage encompasses seven (7) items, which are successively formulated as follows: for item 'H' '*My paragraph has a title and indentation.* For *item* 'I': *'My paragraph has a topic sentence and three supporting sentences.' For item 'G': 'There are transition words.' For item 'K':* '*Punctuation and capital letters are used where necessary.*' For item 'L': *'All sentences contain a subjective verb and an object.'* The last but one item 'M': *'I add an extra sentence.'* The last 'N': *'My handwriting is clear and neat.'*

In the initial checklist, the results revealed that thirteen learners out of twenty-five (13/25), representing fifty-two per cent (52 %), could not provide an appropriate title to the first paragraph and missed using indentation when writing a new paragraph. For items 'G', 'L', 'M' and 'N', the number of learners who had problems with the requirements was the same 16/25, representing sixty-eight per cent (68%) of the total number. For the last two items, viz., 'I' and 'K' the recorded failure rate had is sixty-three per cent, which is a significant failure rate.
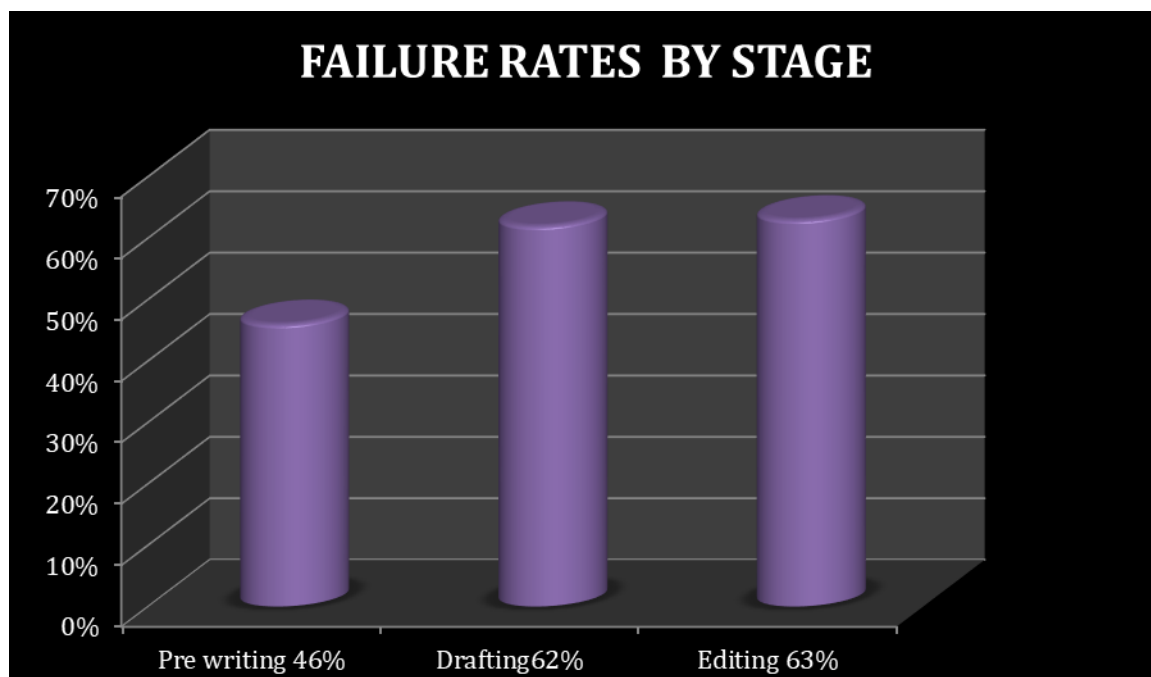
Figure 02: Learners' Failure Rates in the Upstream Assessment by Stage

  Referring to the numerical data in the above figure 2, it can be noticed that failure rates in all three stages of the writing process, i. e., editing with sixty-three per cent (63%), drafting with sixty-two per cent (62%), and pre-writing with forty-six per cent (46%) are significant failure rates

3.2.10 Comments

  When learners face significant troubles at every stage of the paragraph-/essay-writing process (pre-writing, drafting and editing), it may be a clue that they have trouble with writing in general. In fact, a set of factors may contribute to this failure.

  First, learners may experience difficulties getting started on their essays because they are unsure of what is expected of them or what the criteria of the assignment are.

  Second, the pre-writing phase of essay-writing includes essential steps that involve brainstorming, researching and idea organizing,. Undoubtedly, if learners struggle with pre-writing, they are more likely to struggle with idea generation and organization leading systematically to poor quality drafts and ineffective editing.

  Third, standards of written English, such as syntax, punctuation, and sentence structure, are crucial to the creation of clear and comprehensible paragraphs/essays. Learners may have trouble expressing themselves clearly in writing if they are unfamiliar with these standards.

Fourth, the lack of regular practice of editing and revising, which can make learners gain an essential experience to complete the editing and revising stages may stand as a hurdle to the writing process. Learners may struggle to spot and fix writing mistakes if they are unfamiliar with these procedures.

Individualized instruction throughout the writing process may help learners, especially the struggling ones, overcome these hurdles. Teachers can help learners revise and get feedback by providing clear instructions for the task at hand, discussing drafts, and offering writing tips for how to improve their writing. With proper supervision and resources, learners can overcome obstacles and gain writing expertise and self-assurance they are in need of.

Introduction

After conducting an upstream checklist assessment that unveiled very significant failure rates in connection with all checklist criteria and the writing-process stages, a set of strategies/tools were provided to address these deficiencies. To fulfil this purpose, few workshops (cf. Appendix _) were organized for the benefit of teachers with the intent to equip them with some strategies to be implemented in classrooms. Among a set of strategies, the following were recommended to prepare and motivate the learners:

- Sharing the learning objectives and success criteria : Brainstorming technique was used to train learners elicit key concepts related to the topic

Brainstorming is a group creativity technique that is commonly used to generate ideas and solutions to problems. The basic idea behind brainstorming is that a group of learners can come up with more ideas than a single person working alone. The effectiveness of brainstorming can vary depending on how it is conducted and the context in which it is used. Some studies have shown that traditional brainstorming sessions, where group members simply shout out ideas in a free-for-all fashion, may not be as effective as other methods.

- Effective Questioning and classroom discussions

Pre-writing classroom conversations and questions can assist brainstorm and clarify ideas before writing. Discussion starters: Why write? Inform, persuade, entertain, or something else? Target audience? What do they know and need to learn about the topic? The writing project thesis? Can it be said in one sentence? What are some writing project resources? Should we consult any experts? How can we overcome writing challenges? How can we structure our arguments? What frameworks work well? How can we attract readers in

our writing? How do you get their attention? How can we improve our writing? How can we repair frequent mistakes? Teachers use open-ended questions as a means of stimulating learners thought and gauging their level of comprehension.

The above questions are just a starting point, and teachers can adjust them based on the specific requirements and goals of their writing project. The key is to encourage open and collaborative discussion among learners, so that they can share their ideas and perspectives and learn from one another.

- Constructive Written Feedback

Constructive written comment helps the recipients. It is usually written and utilized in classroom practicum. It must be timely, detailed/specific and actionable to be effective. Instead of broad praise or criticism, it should include examples and improvement suggestions. It should also be respectful and helpful, concentrating on the behaviour or performance rather than the learner. Some tips for writing informative Feedback:

- Specify: Give examples of the person's strengths and weaknesses.
- Be constructive: Focus on performance, not the learner. Suggest improvements.
- Be professional: Avoid personal attacks and criticism.
- Give feedback right away, while the behaviour or performance is still fresh in everyone's mind.
- Give feedback regularly, not just when something goes wrong.

Overall, formative assessment can be a powerful tool for improving writing skills, as it provides on-going feedback and opportunities for learners to learn and grow.

Following these strategies, teachers can give useful, constructive written feedback that undoubtedly helps the recipient develop their skills.

- **Peer-assessment /Think-pair-share**:

In many respects, the writing process might benefit from peer-correction, sometimes called peer review. While drafting, getting feedback from their peers might help them figure out what needs fixing and how to make their argument even stronger. The effectiveness of the learner's language and style, as well as the veracity of any factual information offered, might be criticized by the peers.

By and large, the opinions and suggestions provided by a peer review can aid learners to elevate the quality of their work. It can also provide them with a new perspective on their work and help them spot flaws they may not have noticed on their own.

- **Self-assessment**

Self-correction is a crucial part of the writing process since it enables learners to boost the quality of their work by fixing their own mistakes and weak spots. It aids in the development of better writing abilities by allowing learners to reflect on their work and make appropriate adjustments. It also encourages learners to engage in introspective thought about their work, which can strengthen their analytical abilities and capacity for objective self-evaluation, doing so, they may engage in taking ownership of their own work: This is especially crucial in the realms of academic and professional writing. Self-editing is an important part of the writing process since it shows that you care about your work and are willing to take responsibility for its quality. Besides, it is a crucial element of the writing process because it enables learners to exercise agency over their work, hone their craft, and speedily crank out better writing. In the context of formative evaluation, it can be an extremely useful talent. It is a continuous cycle of checking in with learners to see how they're doing and giving them pointers on how to do better next time.

- **Reflection**

Learners can use writing as a tool for self-reflection and improvement. They can be prompted to consider their progress, areas of weakness, and potential solutions through the use of reflection questions.

- **Goal-setting**

Learners can benefit from using writing to articulate their learning objectives. They can document their goals and use that knowledge to direct their study and monitor their development over time.

By incorporating writing into formative assessment, teachers can help learners to develop their writing skills while also supporting their learning and growth.

After being endowed with the above strategies, few weeks had been allocated to classroom implementation before a downstream-checklist assessment was conducted. The results are hereafter displayed.

	Teachers' post assessment		Number Of changes	Positive rate change	Change rate average
	PRE NO	POST YES			
Pre-writing					
A) I highlighted the main idea of the assigned topic	10	25	15	60%	40%
B) I provide 4 basic ideas related to my the topic	13	18	05	20%	

Table 4: Teachers' Downstream- Checklist Assessment Results Pre-Writing Stage

	TEACHERS' POST ASSESSMENT			NUMBER OF CHANGES	POSITIVE RATE CHANGE	CHANGE RATE AVERAGE
	YES	PRE NO	POST YES			
Drafting						
C) My main idea responds direct to the assigned topic		09	20	7	28%	
D) I could formulate the main idea		23	23	0	0%	
E) I could provide 3 supporting ideas at least		15	16	1	04%	
F) I could provide a concluding sentence		13	17	04	16%	
G) I could use tensescorrectly		14	22	8	32%	16%
1 Past simple						
2Present perfect						
3 Superlative of superiority						
4 Future simple						
5 Comparison and contrast						

Table 5: Teachers' Downstream- Checklist Assessment Results Drafting Stage

	TEACHERS' POST ASSESSMENT		NUMBER OF CHANGES	POSITIVE RATE CHANGE	CHANGE RATE
	NO	POST YES			
Editing					
H) my paragraph has title and indentation	13	22	9	36%	
I) My paragraph has a topic sentence, 3 supporting sentences and a conclusion	17	19	2	08%	
J) There are transition words	16	18	2	08%	
K) punctuation and capital letters are used where necessary	17	18	1	04%	
L) all sentences contain subject + verb+ object	16	16	0	0%	10%
M) I add an extra sentence	16	18	2	08%	
N) My hand writing is clear and neat	16	16	0	0%	

Table 6: Teachers' Downstream- Checklist Assessment Results Editing Stage

The main focus is put on the positive changes that occurred subsequently to the implementation of the recommended strategies. In fact, the gleaned data demonstrated some improvements.

In the pre- writing stage, there was a positive change in both criteria, viz., highlighting the main idea with fifteen learners, representing sixty per cent (60%) and providing four sentences with eighteen learners (18) instead of thirteen (13) in the upstream assessment, that

is to say, a positive change of 20%. In general, a positive change rate of forty per cent (40%) was recorded in this stage.

As regards the second stage of writing (drafting), similarly a positive change was recorded in all items, except in one item, i.e., 'D'. In fact, the global success moved from four (4%) to thirty-two per cent (32%). For criteria 'C', 'E', 'F' and 'G', the success rates were twenty-eight per cent (28%), sixteen per cent (16%), four per cent (4%) and thirty-two (32%), successively. With respect to criterion 'D' no change was recorded.

For the last stage, i. e., editing, an improvement was noticed in all items, except in items 'L' and 'N', which witnessed no improvement. The highest betterment was recorded in item 'H' with thirty-six per cent (36%). The other items, viz., 'I', 'J', 'K', and 'M' success rates were recorded, i. e., 8% of success, for items 'I', 'J' and 'M' and 4% for item 'K'. The global average of improvement as regards editing is 10%

The aforementioned statistical data highlighted the persisting weaknesses of the target sample. In other words, learners still face difficulties to formulate the main idea item 'D', sentence structure, item 'L', and handwriting legibility and neatness, item 'N'. These failures may be due the time factor, i. e. , the time allocated to the application of the strategies.

	ITEM A	ITEM B	ITEM C	ITEM D	ITEM E	ITEM F	ITEM G	ITEM H	ITEM I	ITEM J	ITEM K	ITEM L	ITEM M	ITEM N
Série 1	60%	20%	28%	0%	4%	16%	32%	36%	8%	8%	4%	0%	8%	0%
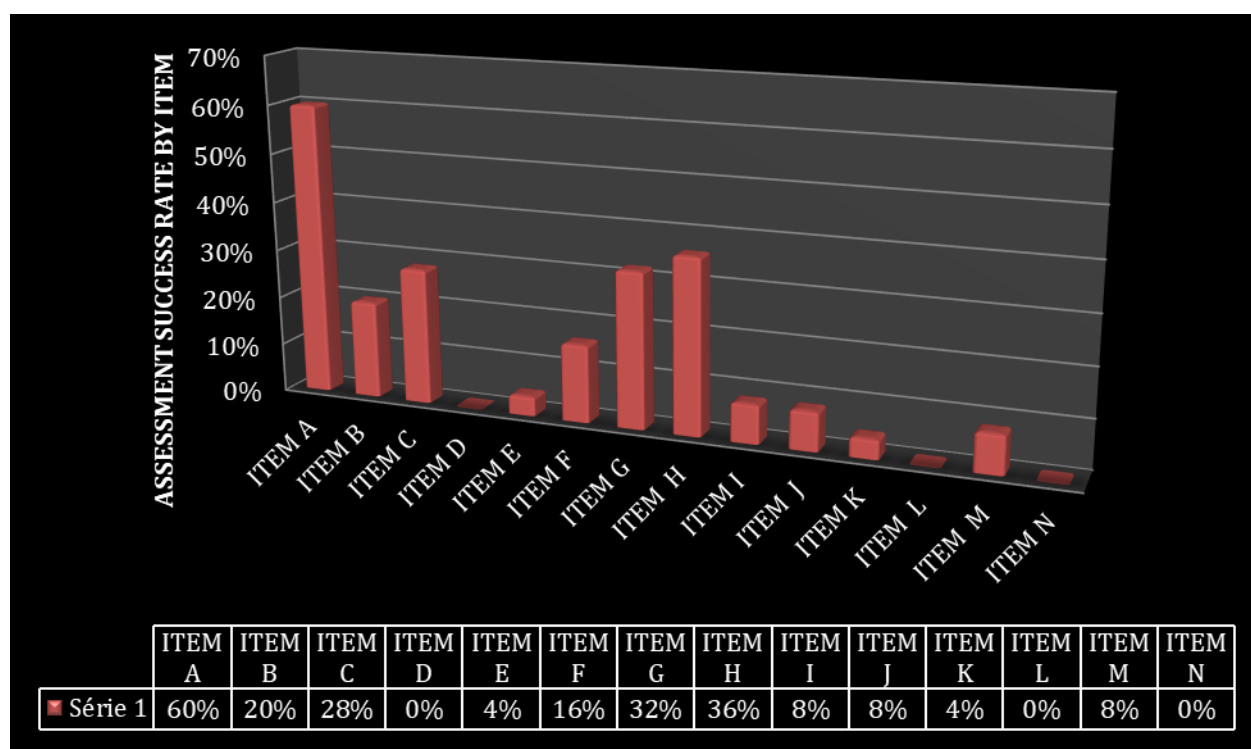
Figure 03: Assessment Success Rate by Item
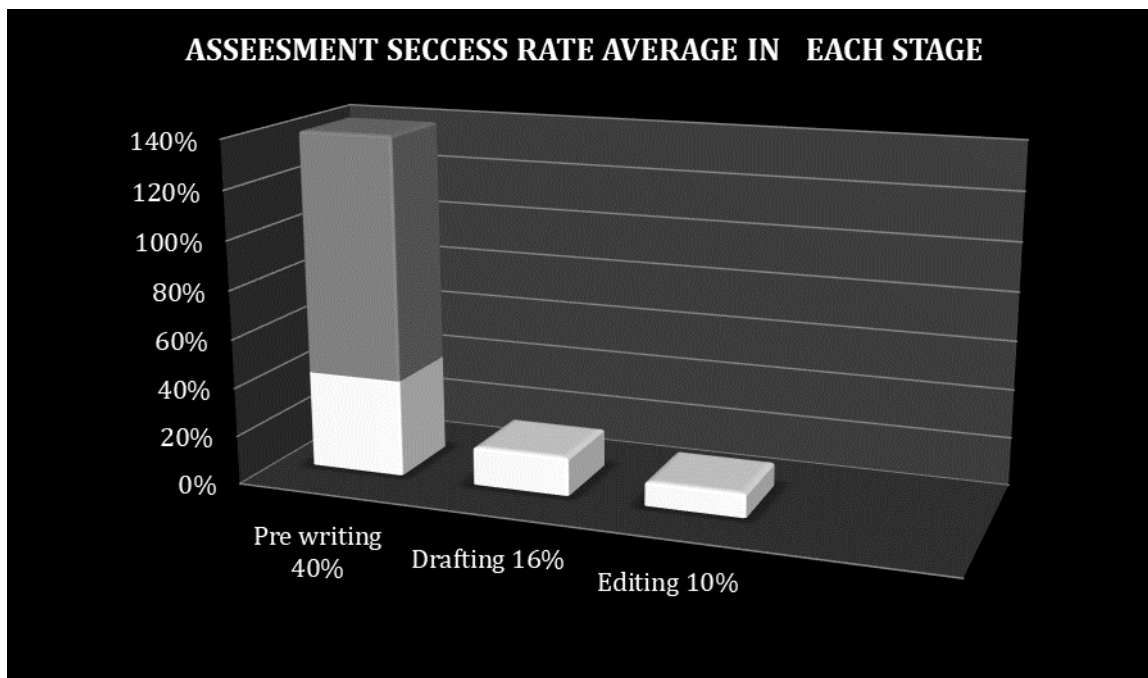
Figure 4: Downstream Assessment Success Rate by Stage

By reference to the numerical data above (*cf.* fig. 4), it can be noticed that some uneven improvement had been recorded in different writing stages. For the pre-writing stage, learners' improvement attained forty per cent (40%), whereas for drafting and editing stages, the improvement was respectively sixteen per cent (16%) and ten per cent (10%)

No matter how moderate the recorded improvement is, it can be considered as significant, if it is the result of a deliberate effort to improve and assess those skills over a short period of time. In general, however, even a slight development in learners' writing abilities is the product of concerted effort over a relatively brief time frame to hone and evaluate such abilities.

3.3 Gender-Based Success

For the sake of deeper results scrutiny, it is viewed necessary to check which gender succeeded to improve his writing skills within few weeks and why. The table below represents the results of the twenty-five learners who were targeted by the survey. X stands for males and Y for females.

N°	Learner names	Gender	Success rate
01	Y	Female	100%
02	Y	Female	100%
03	Y	Female	78%
04	Y	Female	100%
05	Y	Female	100%
06	Y	Female	92%
07	Y	Female	60%
08	Y	Female	88%
09	Y	Female	100%
10	Y	Female	50%
11	Y	Female	58 %
12	Y	Female	90%
13	Y	Female	55%
14	Y	Female	83%
15	Y	Female	50%
16	Y	Female	60%
17	Y	Female	33%

Table 07: Post-Assessment Results by Gender (Females)

N°	Learner names	Gender	Success rate
01	X	Male	100%
02	X	Male	100%
03	X	Male	100%
04	X	Male	100%
05	X	Male	40%
06	X	Male	36%
07	X	Male	50%
08	X	Male	50%

Table 08: Post-Assessment Results by Gender (Males)

It should be highlighted that the non-probability sampling method is used, i. e., the sample was not selected randomly; it was a purposive choice based on the weakness shown

by the learners in the upstream checklist results. With reference to the table above, it can be noticed that females slightly outperformed males in the writing skills. In fact, females (seventeen in all) scored a percentage of seventy-six point forty-one (76.41%); whereas males (eight in all) scored a percentage of seventy-two (72%). This might be due to their quick grasping of concepts compared to males.
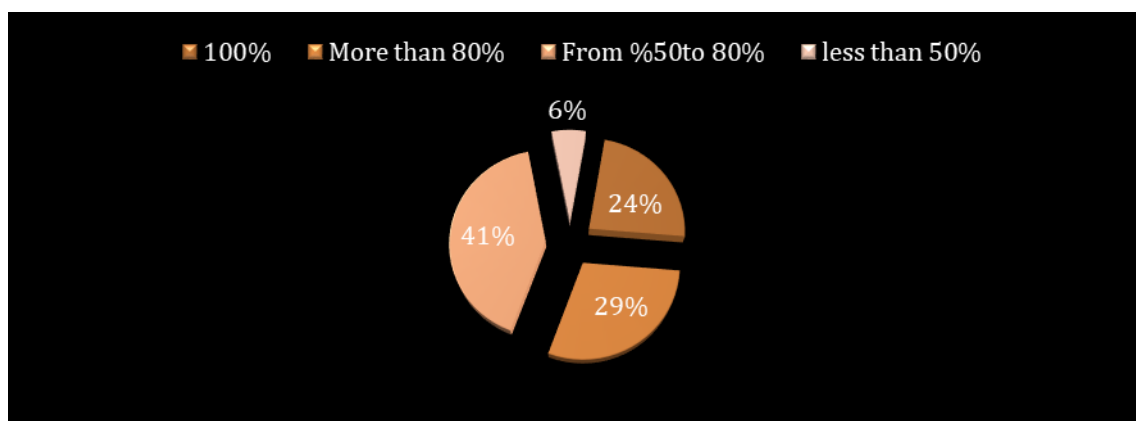
Figure 05: Females' Progress Representation

Relying on the data in figure 5 above, it can be noticed that out of seventeen female-learners (17) only four (4) achieved one-hundred (100%) success in their written products. For the rest, viz., thirteen (13), the success rates were ranging from above eighty per cent for 05 of them, fifty to eighty per cent for 07 of them. Only one female-learner attained less than fifty per cent (50%) success.
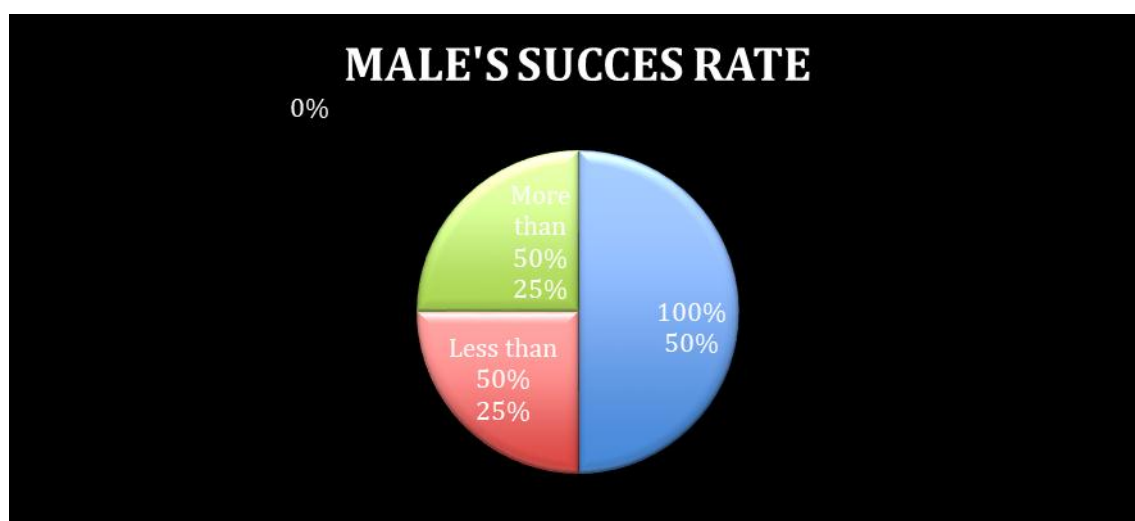
Figure   06: Males' Progress Representation

Regarding male-learners improvement, it is observed that out of eight learners four (50%) fully succeeded in their written product. The remaining, i. e., four learners, two of them reached 50% success rate, while the two others obtained less than fifty per cent '50%).

Despite the expanding body of evidence suggesting that women writers outperform men in many areas, our knowledge of gender disparities in writing remains rudimentary at best. Females also fared better than males in terms of writing fluency and text quality, according to the data collected. The results also showed that the higher level of English proficiency among women explains their innate advantage in terms of writing fluency and text quality.

3.4 Data Analyses by Teacher

The following tables (4, 5, 6, 7 & 8) are used as an indicator of progress, tracking and assessing the efficiency of both the recommended strategies and the formative assessment on the learners' writing skill. It should be reminded that only a sample of five learners was chosen to the purpose.

Teacher. 01 (S. f)	Learners	Formative Assessment strategy success rate	Success average
01	Y	100%	
02	Y	100%	
03	X	100%	
04	X	100%	95.6%
05	Y	78%	

Table 09: Success Rate Achieved by Teacher 1 (S .F)

Table 04 shows that teacher 01 (S.F) succeeded in leading four learners (2 females and 2 males) to achieve a full success in writing skills. The fifth learner (a female) achieved an improvement of seventy-eight per cent (78%).

Teacher. 02 M. N	Learners	Formative Assessment strategy success rate	Success average
01	X	100%	
02	Y	100%	
03	Y	86%	
04	X	100%	95.60%
05	Y	92%	

Table 10: Success Rate Attained by teacher 2 (M, N)

Table 5 represents the noticed improvement of five learners; three females and two males, monitored by teacher 2. The statistical data show that three learners out of five (2 males and a female) produced a faultless paragraph, whereas the two other females recorded an improvement, attaining 92% and 86%.

Teacher. 03 M. H.	Learners	Formative Assessment strategy success rate	Success average
01	X	60%	
02	Y	88%	
03	Y	100%	
04	X	50%	71.20%
05	X	58%	

Table 11: Success Rate Attained by Teacher 3 (M .D)

The data in table 6 report the improvement recorded by five other learners (2 females and 3 males) under the supervising of teacher M. D. It is noticed that a female wrote a mistake-free product. The other one wrote an 88% correct paragraph. The three males recorded an improvement ranging from 50 to 60% correct.

Teacher. 04 M. D.	Learners	Formative Assessment strategy success rate	Success average
01	X	90%	
02	X	40%	
03	Y	33%	50.80%
04	Y	55%	
05	X	36%	

Table 12: Success Rate Attained by Teacher 4 (M. D.

The above table shows that five learners, monitored by teacher M. D., improved unevenly their written production. The refinement of the products ranges from 33% to 90%. The highest percentage of improvement (90%) was achieved by male.

Teacher. 05 H. S	Learners	Formative Assessment strategy success rate	Success average
01	Y	83%	
02	Y	50%	
03	X	50%	58.60%
04	Y	60%	
05	X	50%	

Table 13: Success Rate Attained by Teacher 5 (H. S.)

For the sample under the supervision of teacher 5 (H. S.), the learners' achievements may be considered as moderate. The rates are graded between 83% success to 50%.

By and large, it can be considered a success if, in a short period of time, teachers were able to improve their learners' writing skills even slightly. In order to make significant progress in learners' writing abilities, they must commit to a time-consuming and difficult process. As a result, any progress that can be seen in a short amount of time is encouraging.

Remember that honing learners' writing abilities is a continual process in which you may always develop further. Therefore, even if learners only make moderate progress in a short period of time, teachers should keep working with them to enhance their writing Skills over time.
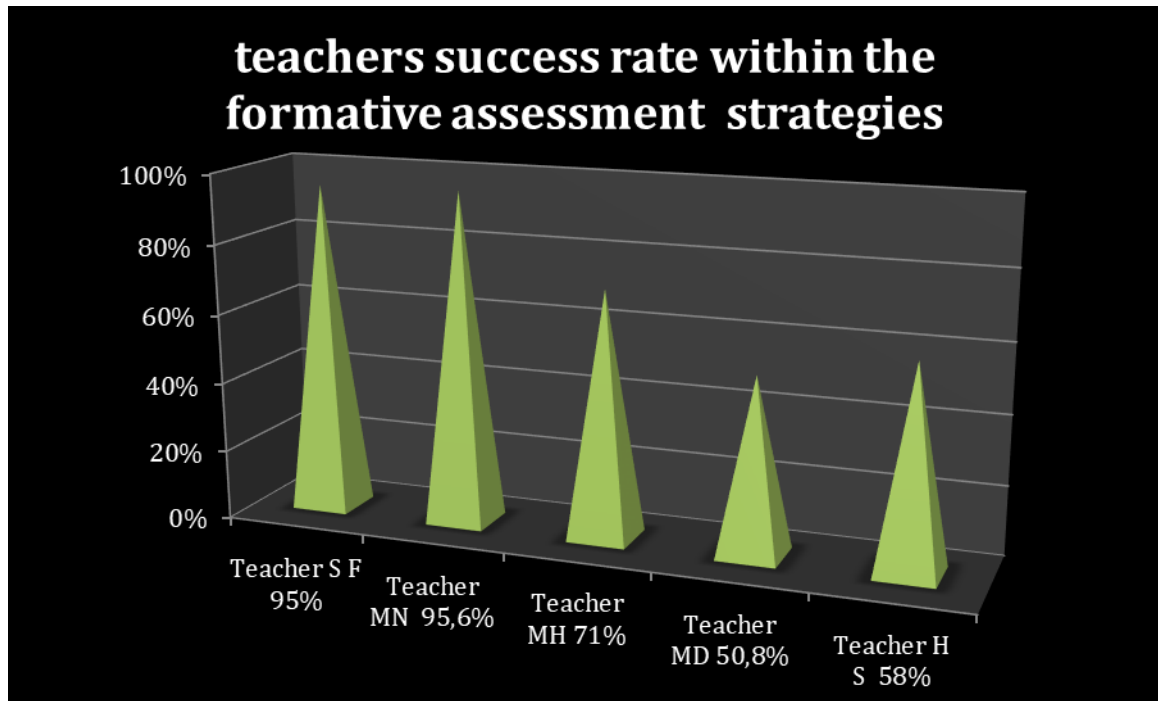
Figure   07:   Teacher success rate in formative assessment

The success rates differ from one teacher to another, but, in general, the results may be regarded as acceptable. In fact, two teachers: S. F & M. N. got a success rate of more than 90%, whereas the other three, i. e., M. H, M. D & H. S attained a success 50% to 70%.

Learners' writing-related achievement varies from one teacher to another. This may be due to a number of reasons, such as teachers' varying degrees of knowledge, experience, and training in the field of writing instruction, as well as learners' varying levels of writing skill and aptitude.

It is possible that certain teachers may be better suited to guiding their learners toward maturing as writers than others. They might be in a better position to guide and critique their learners writing if they have a more comprehensive grasp of the process.

In addition, not all learners have the same writing requirements or skill levels. It is possible that some learners will have easier time writing than others, or that they will have more trouble with specific areas of writing like grammar or structure. Teachers who can see these variations in their learners and modify their lessons to match the needs of each learner can have more success in getting their learners to improve their writing.

3.5. Classroom Observations

For the sake of checking the effective implementation of the formative assessment strategies during writing sessions, five teachers were observed *in situ* (praxeological study). In so doing, it is possible to gain insights into how they are using these strategies, and to identify areas where they may need additional support or guidance. All in all, observing teachers *in situ* can be a valuable tool for checking the focussed issue. By providing insights into instructional practices, identifying areas of strength and weakness, providing feedback, and promoting collaboration, observation can help to support effective teaching and learning.

3.5.1. The Observation Reports

Mrs.(S.f) started her lesson with a warm up activity for 4 mn to wet the learners appetite and create a relaxing atmosphere , then   she moved to pre- writing phase. she managed ' successfully to share the learning objectives with the learners by contextualizing the objectives via asking some open ended questions and linking them with the previous learnt Material. she also used pictures related to the theme to elicit few key concepts, and she wrote the situation on the board and asked learners to identify the main key words such : as dream job , career , some jobs' names and some ideas related to the topic like the requirements and qualifications   .she organized all is under the form of a clustering.

The second part was devoted to Drafting phase where learners worked collaboratively in groups writing as many notes as possible on the topic and with the help of their teacher who was giving them informative feedback to help them move on and progress. They discussed, exchanged ideas and organized their writing without giving importance to mistakes. The checklist was given to the learners   in groups then individually where they had to compare their answers using   the checklist indicators.

During the editing phase: learners where given written feedback from their teacher and peers so that they reflect, review, re -arrange, and co- assess their piece of writing. They managed to tick in the checklists freely thanks to the teacher.

2) Teacher 2: M.dj Started his lesson at 8h 5mn by a lead in activity then he moved to sharing the learning intentions and success criteria on the board through a series of questions to the learners , they engaged in a discussion and he managed to break up the objectives into manageable tasks. He also wrote the topic on the board and asked the learners to highlight

and identify the topic and the main ideas. The main key concepts related to the topic were gathered under the form Brainstorming technique. (see appendices)

After that he divided the learners into groups and asked them to share ideas and cooperate using the instructions given drafting phase .They started writing drafting their 1st version without giving importance to mistakes .They learners were given correction symbols to rely on and the teachers tried to coach and help .

The last phase was editing, the learners read reviewed and revised correct their mistakes giving importance to verb subject agreement, tenses, grammar, spelling, coherence and cohesion. the teacher lacked some abilities in responding to learners feedback since he couldn't react positively and constructively to their needs and didn't respond to their questioning so he needs to work on giving feedback the moves the learning forward.

Teacher 3: S H:

H .S started her lesson by reviewing previously learned material to the Topic but didn't succeed in discussing the topic with the learners since she explained what they should do instead of making the class more learner learner centered and asking them to guess and take part in the process. Then she moved to writing the situation she tried to elicit some key words just few ones 5 words were put on the board and didn't deal with success criteria. The brainstorming was uncompleted.

During the drafting phase, she asked learners to write their first drafts based on the choice of their favourite dream job and write why they had chosen the job relating it to some characteristics; the teacher kept giving feedback to learners in written form and orally. Then, she moved to the third stage where learners reflect on the final draft using the checklists indicators. by choosing 'yes' or 'No' in the right column. They reviewed reflected and corrected their mistakes (syntax spelling and cohesion).

Teacher four: M .H

M.H. started his lesson with a warm up activity, and then moved straight forward to sharing the learning objectives. He asked the learners a series of questions to elicit key vocabulary concepts. And discusses key success criteria for 15mn without organizing the words into brainstorming technique on the board .he wrote the situation of integration on the board and started by identifying the key words by highlighting main ideas of the writing.

The second stage was devising learners into groups to write their first draft, they cooperate in writing the main ides of the target paragraph for 15mn. The teacher guided the learners to produce paragraphs by respecting the paragraph outline. Identifying the topic sentence and main supporting learners then asked to write their first draft without giving importance to mistakes. The teacher gave them written feedback and equipped the learners with correction symbols and guides them to correct mistakes and assess themselves using the self-assessment checklist.

Teacher five

N.M started her lesson by a lead in then moved to pre-writing stage by using some pictures to elicit key words from learners then she wrote the learning objectives on the board and managed to make leaners engaged in a discussion about the topic "dream job ". And she then wrote the situation on the board and asked learners to underline the key words and instructions. Using a Brainstorming technique stressing the importance of producing a paragraph

The learners started writing their paragraphs individually where she explained that there should be some individual brainstorming and drafting the first paper without being afraid of mistakes. she gave written feedback to the learners who reflected and tried to correct their mistakes. N. M then moved to the last stage where learners produced individually and reflected on their papers using the self-assessment checklist items   individually.

The following table sums up the collected data:

Key formative assessment strategies (issues to observe)	Yes	No
1- Sharing the learning intentions and the success criteria with the learners. Pre- writing (clustering)	4	1
2-Engineering effective questioning activities and classroom tasks that elicit evidence of learning (Questions and waiting time).	4	1
3- Providing feedback that moves learners forward.	3	2
4- Helping learners be learning resources (Peer assessment) .	4	1
5)Activating learners as agents of their own learning (self-assessment)	5	0

Table 14: Classroom observation issues on Formative Assessment Strategies

From the table above 9, mostly all of the teachers used the different assessment strategies and applied them in their classes. From the grid of observation, it can be noted that four teachers out of five, representing eighty per cent, shared the learning intentions and the success criteria with the learners; pre- writing (Brainstorming) from the beginning of their lessons. The same number of teachers used the strategy of engineering effective questioning activities and classroom tasks that elicit evidence of learning (Questions and waiting time), thus ensuring answers allowing learners to reflect on their answers and providing more accurate and thoughtful answers, thus ensuring progress. Three teachers out of five (60%) provided their learners with positive feedback that helps them to move forwards. Four teachers helped their learners and gave them chance to work with their peers, helping each other when doing some tasks. Finally, all of the observed teachers pushed their learners to be agent of their own learning, and encouraged them to assess themselves.

Effective teaching and learning rely heavily on assessment and evaluation. However, teachers' levels of engagement with assessment and evaluation procedures can range widely based on characteristics such as their education, experience, and the specifics of their classroom settings.

It is possible that all educators have heard of various assessment and evaluation techniques, but it does not mean they all use them consistently or at the same pace. When it comes to using assessment and evaluation to boost learners' learning, some teachers may have more experience and training than others. Moreover, resources, the needs and interests of individual learners, the requirements of the curriculum or standardized testing, and so on can all have an impact on the actual implementation of assessment and evaluation procedures. While it is generally agreed that using assessment and evaluation procedures is an integral part of good teaching, the degree to which individual teachers actually do so may vary widely. Teachers should employ a wide range of methods to encourage and facilitate learners' learning and success, including on-going assessment and evaluation.
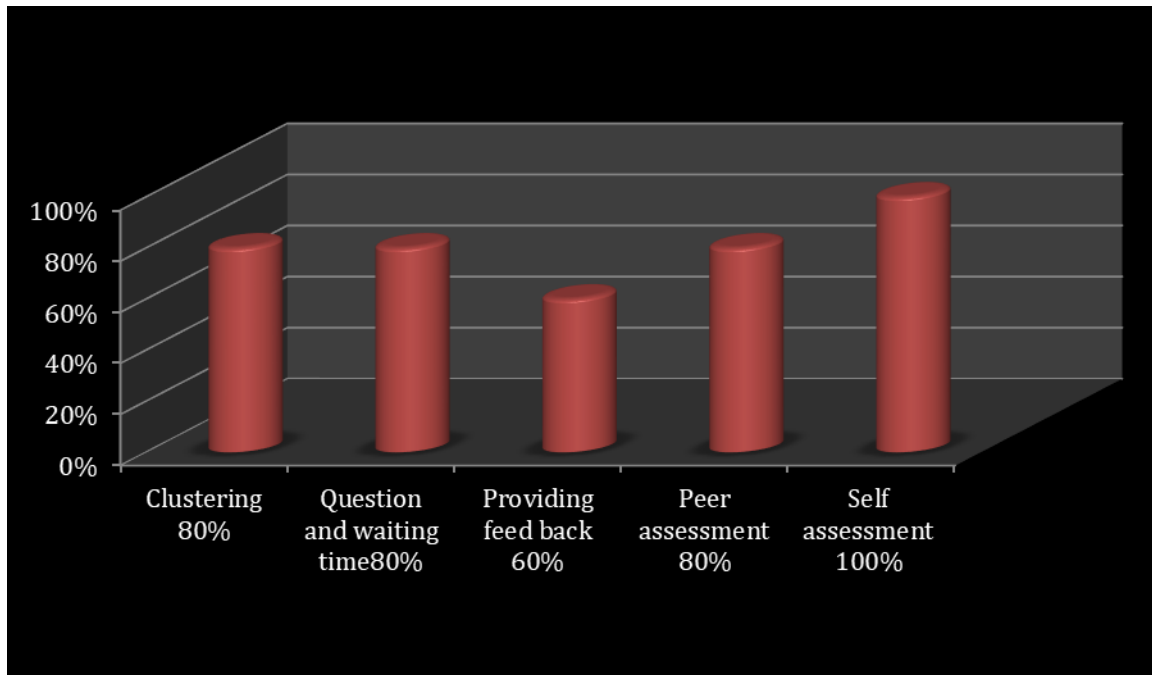
Figure   08: Teacher's   use of assessment strategies

Figure 07 shows that mostly all of the teachers used different assessment strategies and implemented them in their lessons. From the observation grid, it can be said that 04 out of 05 teachers shared learning intentions and success criteria with learners from the beginning of the lesson they represented 80% of the teachers. The same number of teachers (04 out of 05) used a strategy to design effective inquiry activities and classroom tasks that provide evidence of learning (questions and waiting time). And it helps learners progress in their studies 80% of the teachers used the strategy. Sixty per cent (60%) of the teachers, i. e., 03 out of 05 gave positive feedback to their learners, which helps them move forward. The same percentage 80% that means 4/5 of the teachers helped their learners and gave them the opportunity to work with their peers and help each other with assignments. Finally, 100% of the teaches used the lest strategy which is self-assessment, besides, all them pushed their learners to be their own agents; to self-assess their products.

Conclusion

This chapter deals with the different ways of collecting data under an action research method in order to be analyzed meaningfully. The examination of themes and data obtained led us to use different analytical tools such as tables pie chart and bar chart in order to   , comments and interpretations to show the real impact of the implementation of the formative assessment strategies in daily class routine enhancing the learners writing skills. Results of

the study show that Formative assessment strategies have the potential to increase the learners writing skill. Empower teachers

Interpretation

For the sample under the supervision of 05 teachers 5 their success rate in implementing formative assessment strategies was very high so that it 4 out of 5 strategies they achieve 80% of success rate, this may be related to their good understanding to the way how should they introduce formative assessment strategies while teaching writing.

The one strategy in which the success rate is 60% is giving feedback where 3 out of 05 teachers succeed in providing feedback that moves learners forward to the learners. And the other two did not succeed enough. This may be due gorge tnes or teacher may not master all the techniques and way to give feedback this is due to time limitation.

In another item, all teachers achieved 100% of making learners responsible of their own learning. This is due to the efforts they did in order to help them in being self-dependent in their learning. My teacher gave this strategy much more importance than the other strategies.

Limitations

Similar to all researches, the present one remains limited regarding the sample size selected for the purpose In fact, the target population represents a limited size, which may render the generalizability of the findings impossible. That being said, it is important for researchers to acknowledge the limitations of their sample and to be transparent about the potential implications for generalizability. Besides, improvements in writing skills may take time to materialize and require a longitudinal study to assess. Longitudinal studies involve collecting data from the same group of participants over an extended period of time, which can provide valuable information about how skills or behaviours change over time. Above all, the fulcrum agent in the teaching/learning process is the teacher who needs more in-service training about the issue to master and keep up-to-date on new matters for the sake of enhancing his teaching practices.

Recommendations

Starting from the above findings and analysis, the following recommendations may be suggested:

- Further studies are actually needed to validate the current results and deepen our understanding of this area in the educational field. Additional research may provide a better view of how Formative Assessment can be used effectively in Middle school classes. The stakeholders should be informed of its crucial importance.

- There should be a link and relationship between universities and schools through subjects. The aim could be to interact and share ideas on how to teach learners a particular subject so that they will be successful in the university/higher education context. Learners should be formatively assessed in schools by teachers with better understanding of formative assessment strategies and literacy.

- Establishing formative assessment culture can be a powerful means to help ELT development and leaners autonomy. It is important thus to recognize the role of Formative assessment instead of just relying on summative tests ranking, grading and accountability.

- Time factor is very important key element for formative assessment to be fruitful because it is an ongoing process that needs time to be proved.

- Special standards for Teachers are needed: Raising teachers standards and training them can tremendously empower them to learn and bring in change in class.

- Encouraging teachers to work in Teams can also bring in Formative Assessment in class since they can share experience and cooperate professionally and improve learners learning Teams cells according to Dylan Wiliam

- Developing real reflective practitioners by engaging Teachers in a continual professional development spirit and help them be self-directed and motivated to engage in Assessment for learning in Algerian educational system.

- Shifting the paradigm from teacher centered; content based approach to constructivist and socio constructivist criterion referenced self-assessment paradigm is crucial to implementation and improvement self-direction and learners autonomy.

- There is a necessity for Engaging learners in the process of assessment as agent of their own learning .and as resources for others learning. (Self and peer assessment).

- Exploiting 'thoughtful' informative, feedback as a crucial strategy that helps learners identify their strengths and weakness improve their performance; moves learners forward (feed forward).

- Effective questioning is deeply rooted in Dewey's inquiry based learning theory that help learners develop critical thinking , problem solving and engage in 21st century skills' development.

- Portfolios personal journals , dairies, … should be developed and integrated in daily life writing classroom as a clear evidence of learning (Wiliam 1998).

General Conclusion

General Conclusion

Formative assessment has been widely recognized as a powerful tool for improving teaching and learning in educational contexts. The persistent call for its use is due to the significant impact it has on learners' learning outcomes, particularly, the written products.

The current study was designed to experiment the implementation of formative assessment strategies and self-assessment to improve fourth year Middle school learners' writing abilities and skills at Tissemsilt as a sample. Teachers were trained on formative assessment strategies and writing process. It also aimed to identify the relevance of the use of the key formative strategies in classroom through self-assessment checklist and classroom observation to improve writing proficiency.

The gleaned findings indicated that formative assessment strategies were crucial to learners for achieving learning outcomes. Since the first strategy is sharing the learning intentions and success criteria with learners, it provides a clear insight for teachers and learners about curriculum outcomes, answering the three main questions; where are we going? Where are we? How best to get there? A positive experience for learners and invaluable opportunity for teachers keep track of the progress and weakness. Quality timely feedback is a key to successful formative assessment tool since it is used to inform both teachers and learners about their needs, therefore it helped learners move forward and progress. Peer assessment helped learners discuss exchange and learn from one another. Finally, the study demonstrated that there was a significant improvement in learners' written products, which confirms the first hypothesis of the study. Besides, the upstream and downstream checklist assessment affected positively the teachers' classroom performance, confirming the beginning of their professional development, i.e., the confirmation of the second hypothesis. Furthermore, the targeted learners showed a firm commitment to the experimental study, which can be an indicator of self-assessment success; validation of the last hypothesis.

All in all, the study can be regarded as a beneficial experience that may open up future avenues for further studies related to the same issue. The following questions can be raised: How can formative assessment strategies help develop 21st century skills effectively? How can AFL help teachers develop professionally in the Algerian educational system?

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Appendices

Appendices

Appendix A

Checklist: writing checklist

Pre-writing

The statement	Learners self-assessment		Teacher assessment	
	Yes	No	Yes	No
A)I highlighted the main idea of the assigned topic				
b)I provided 4 basic ideas related to my main topic				

Drafting

The statement	Learners self-assessment		Teacher assessment	
	Yes	No	Yes	No
C)My main idea responds directly to the assigned topic				
d)I could formulate the main idea				
e)I could provide 3 supporting ideas at least				
f)I could provide a concluding sentence				

g)I could use tenses correctly
    Past simple
     Present perfect
     Superlative of superiority
     Future simple
    Comparison and contrast				

Editing :

T he statement	Learners self-assessment		Teacher assessment	
E)My paragraph has a title and indentation	Yes	No	Yes	No
F)My paragraph has a topic sentence,3 supporting sentences and a concluding sentence				
G)There are transition words				
h)Punctuation and capital letters are used where necessary.				
i)All sentences contain Subject +verb +object.				
j)I add an extra sentence				
k)My hand writing is clear and neat				

Appendix B

Criteria	Good	Fair	Poor
Relevance	-The format coorect:1 -All ideas related to the topic:1	-some ideas are related to the topic.0,5 -the format:partly correct.0,5	-very little reference to the topic.0,5 -Format incorrect:0,5
Correctness	-Ideas are well organized. -introduction. -four or more supporting ideas. -Conclusion. -All sentences are linked correctly. 1.5	Some ideas are organized. Topic sentence. No conclusion -Two or three supporting sentences. -some sentences are linked correctly.1	-Ideas are not organized and difficult to follow. -No topic sentence, no conclusion -sentences are linked correctly. 0,5
Coherence	-Correct use of tense. -Different grammatical items. -Correct use of linking words. -Appropriate vocabulary. 1.5	-Some verbs are correctly conjugated . -Use of some grammatical items. -Use of few linking words. -Inappropriate vocabulary. 1	-Incorrect use of tense. -Incorrect use of grammatical items. -No linking words. -Very limited vocabulary. 0,5
Excellence	Creativity and originality (bright ideas ,varied vocabulary items ,good paper presentation ,legible hand writing.1		

Official evaluation grid

Appendix C

. My future job is to be a dentist . I would like to go to the dentistry school to finish my education . I take care of my teacher and I enjoy helping other and make theme have a good smile .

. First. My long time dream is to be a dentist. I am always happy when I am helping others .

. Secondly, I know that the road ahead will be challenging. but I am commited to work hard and staying focused on my goal

. thirdly, one of my relatie is a good and well known dentist

. I want to be a dentist, because it's a nobel job and it has a important role in society

Learner A   pre writing

Appendix D

Checklist

The pre-writing self assessment checklist

The statement	Students self assessment		Teacher assessment
	Yes	No	
I highlighted the main idea of the assigned topic	✓		✓
I provided 4 basic ideas related to my main topic	✓		✓

Drafting

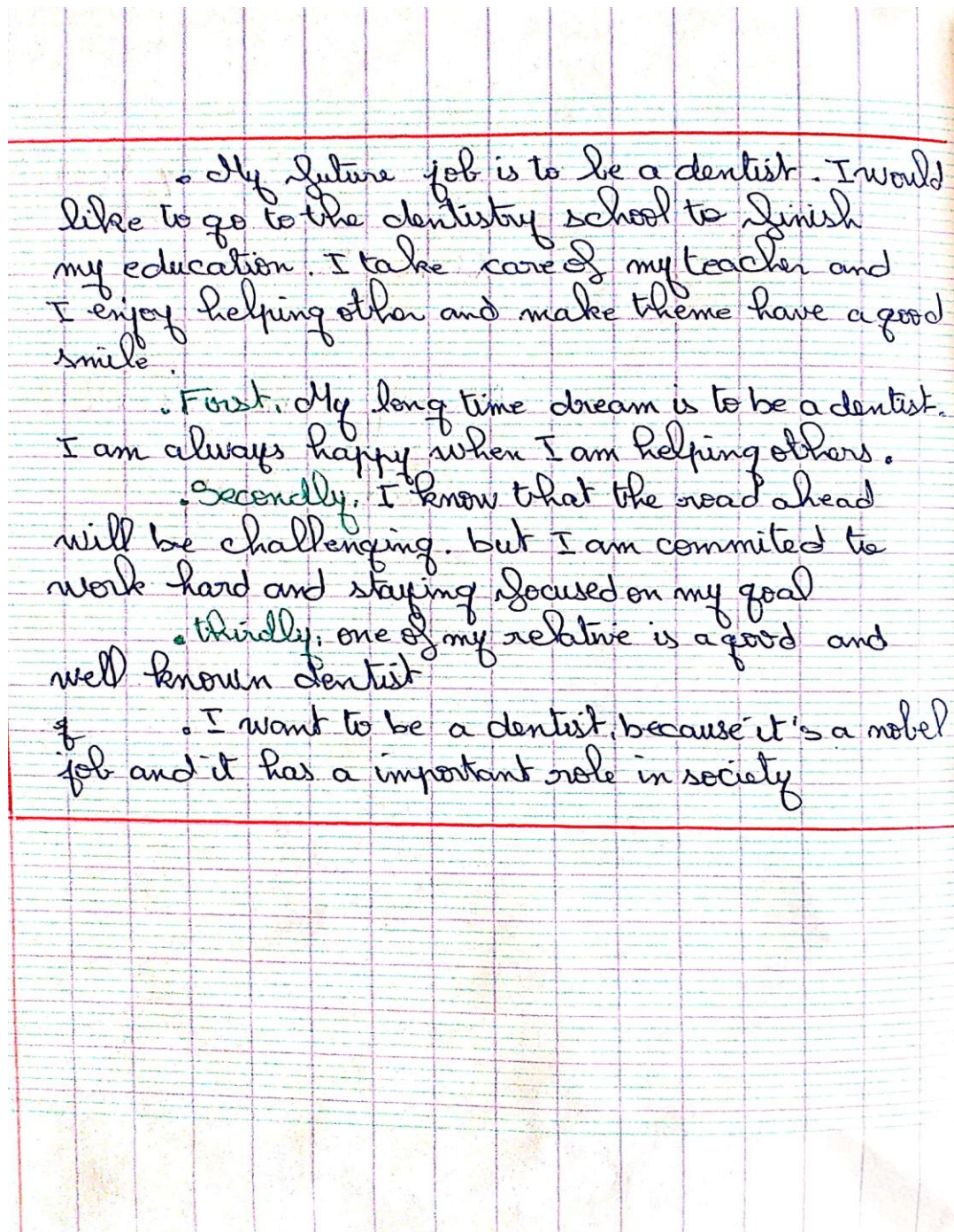| The statement	Students self assessment		Teacher assessment
	Yes	No	
My main idea responds directly to the assigned topic	✓		✓
I could formulate the main idea	✓		✓
I could provide 3 supporting ideas at least	✓		✓
I could provide a concluding sentence		✗	✓

I could use tenses correctly
    Past simple
    Present perfect
    Superlative of superiority
    Future simple
    Comparison and contrast
	✓		

My hand writing is clear and neat	✓		✓

Editing

The statement	Students self assessment		Teacher assessment
My article has a title and identation	Yes ✓	No	✓
Each paragraph has a topic sentence,3supporting sentences and a concluding sentence	✓		✓
There are transition words	✓		✓
Punctuation and capital letter are used where necessary	✓		✓
All sentences contain Subject+verb+object	✓		✓
I add an extra sentence	✓		✓

Learner A   pre checklist

Appendix E

My future job is to be a dentist. I would like to go to the dentistry school to finish my education, I take care of my teacher and I enjoy helping other and make theme have a good smile.

My long time dream is to be a dentist. I am always happy when I am helping other I am exscited to to learn more about human body as I pursue my education. I know that the road ahead will be challenging. but I am commited to working hard and staying focused on my goal. in the future I would like to be a dentist. one of my relative is a very good and well knowin dentist, I always want to be a dentist because I am interested in healtih in general and to help people take care of their theeth

. I want to be a dentist becaus it's a nobel job and it has a important role in société society

Lerner A post writing

Appendix F

Checklist

The pre-writing self assessment checklist

The statement	Students self assessment		Teacher assessment	
	Yes	No	Yes	No
I highlighted the main idea of the assigned topic		✗	✓	
I provided 4 basic ideas related to my main topic	✓		✓	

Drafting

The statement	Students self assessment		Teacher assessment	
	Yes	No	Yes	No
My main idea responds directly to the assigned topic		✗	✓	
I could formulate the main idea	✓		✓	
I could provide 3 supporting ideas at least		✗	✓	
I could provide a concluding sentence		✗	✓	
I could use tenses correctly Past simple Present perfect Superlative of superiority Future simple Comparison and contrast	✓		✓	✓
My hand writing is clear and neat	✓		✓	

Editing

The statement	Students self assessment		Teacher assessment	
	Yes	No	Yes	No
My article has a title and identation	✓		✓	
Each paragraph has a topic sentence,3supporting sentences and a concluding sentence			✓	
There are transition words		✗	✓	
Punctuation and capital letter are used where necessary	✓		✓	
All sentences contain Subject+verb+object	✓		✓	
I add an extra sentence	✓		✓	

Learner A post checklist

Appendix G

République Algérienne Démocratique et Populaire

MINISTÈRE DE L'ÉDUCATION NATIONALE

Établissement ....

Élève(e) : ...C..

Matière : ....

Enseignant(e) de la matière : ....

Examen trimestriel : ....

Classe : ....

Date : ....

Numéro : ....

✂ - - - - - -

Numéro : ....

FEUILLE DE RÉPONSE

Note partielle	
Question ①	
Question ②	
Question ③	
Question ④	
Question ⑤	

NOTE FINALE

The dreant

Every one have the dreams want succed, but fating The difekolds for succed.

Hello!

My name is Rayhana. I am 14 years old. I am kind, helpful and hardworking, but I am nervous, Talkative at some Times. I live in Ouled Benem with my family. I have always dreamt for becoming a doctor for children Since, I want helping the sick child and save his lifes in Falastine or Siria. I have every day dreant to prove medicin and want succed many chievement.

EL SACAME Magazine school.

LEARNER B POST WRITING

Appendix H

Checklist

The pre-writing self assessment checklist

The statement	Students self assessment		Teacher assessment	
	Yes	No	Yes	No
I highlighted the main idea of the assigned topic	X		✓	
I provided 4 basic ideas related to my main topic		X		✓

Drafting

The statement	Students self assessment		Teacher assessment	
	Yes	No	Yes	No
My main idea responds directly to the assigned topic	X		✓	
I could formulate the main idea	X			✓
I could provide 3 supporting ideas at least		X		✓
I could provide a concluding sentence	X			✓

I could use tenses correctly
   Past simple
   Present perfect
   Superlative of superiority
   Future simple
   Comparison and contrast
		X		✓

X My hand writing is clear and neat				

Editing

The statement	Students self assessment		Teacher assessment	
My article has a title and identation	Yes X	No	✓	
Each paragraph has a topic sentence, 3supporting sentences and a concluding sentence	X			✓
There are transition words	X			✓
Punctuation and capital letter are used where necessary	X		✓	
All sentences contain Subject+verb+object	X			✓
I add an extra sentence		X		✓

My hand writing is clear and neat ✗   ✓

Appendix I

République Algérienne Démocratique et Populaire

MINISTÈRE DE L'ÉDUCATION NATIONALE

Établissemen...........................	Examen trimestriel : ....
Élève (e) :	Classe : ....
Matière :	Date : ....
Enseignant(...........................	Numéro : ....

✂ - - - - - - - - - -

FEUILLE DE RÉPONSE

Numéro : ....

Note partielle	
Question ①	
Question ②	
Question ③	
Question ④	
Question ⑤	

NOTE FINALE

It's me.

Rayhana is a pupil in Amany Yahia midlle school. She is Algeria, she is lives in Ouled Bessem with your family at simple house. She says: " children Doctor is my dream career".

My name is Rayhana I am 14 years old. My teachers have always says - beautiful and correlative but I am Wordy and I nquisitive.

The primary school was The most interesting for me, escprially The first day, I was very Happy like my classmates.

I have always dreamt of becoming a doctor of children Since to devlope medicine and help the children nedderste.

I wish the success for ather people.

"ELSALAME" school magazing.

LEARNER B POST WRITING

Appendix G

Checklist

The pre-writing self assessment checklist

T he statement	Students self assessment		Teacher assessment	
	Yes	No	Y es	N/o
I highlighted the main idea of the assigned topic	✗		✗	
I provided 4 basic ideas related to my main topic	✗		✗	

Drafting

T he statement	Students self assessment		Teacher assessment	
	Yes	No	Y es	N/o
My main idea responds directly to the assigned topic		✗	✓	
I could formulate the main idea	✗			✓
I could provide 3 supporting ideas at least	✗			✓
I could provide a concluding sentence	✗		✓	

I could use tenses correctly
  Past simple
  Present perfect
  Superlative of superiority
  Future simple
  Comparison and contrast
	✗			✓

My hand writing is clear and neat	✗		✓	

Editing

T he statement	Students self assessment		Teacher assessment	
	Yes	No		
My article has a title and identation	✗ Yes	No	✓	
Each paragraph has a topic sentence,3supporting sentences and a concluding sentence	✗			✓
There are transition words	✗		✓	
Punctuation and capital letter are used where necessary	✗		✓	
All sentences contain Subject+verb+object	✗			✓
I add an extra sentence	✗		✓	

LEARNER B POST CHECKLIST

Appendix K

Topic:

Your school web magazine is organizing a contest for the top 10 best written profiles. The participants are required to write an article to describe themselves in terms of: *Dream Job*

Personality / Interests / Dream job / Childhood and Primary school memories.

Topic:

Your school web magazine is organizing a contest for the top 10 best written profiles. The participants are required to write an article to describe themselves in terms of:

Personality / Interests / Dream job / Childhood and Primary school memories.

Topic:

Your school web magazine is organizing a contest for the top 10 best written profiles. The participants are required to write an article to describe themselves in terms of:

Personality / Interests / Dream job / Childhood and Primary school memories.
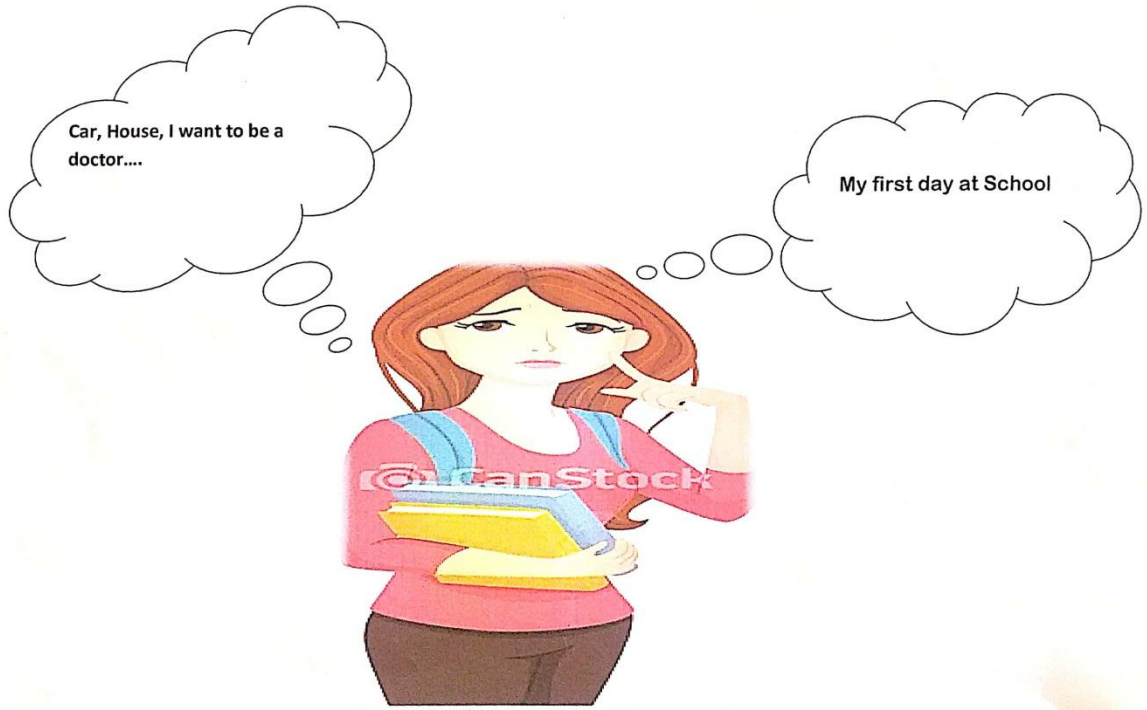
Topic:

Your school web magazine is organizing a contest for the top 10 best written profiles. The participants are required to write an article to describe themselves in terms of:

Personality / Interests / Dream job / Childhood and Primary school memories.

Appendix L

Appendix M

Symbol	Meaning	Example
Sp	Spelling خطأ إملائي	I go to shcool (Sp) by bus.School
Cap	Capitalization	I was born in algeria (Cap)
P	Punctuation علامات الوقف	I live in Tissemsilt Algeria (P) Tissemsilt, Algeria.
R	Repetition تكرار	My school is far, My school has a large yard, My school (R) is beautiful.
WO	Word Order ترتيب الجملة	She has two sisters young(WO)
T	Wrong tense خطأ زمني	When I Start (T)
?	Unclear meaning معنى غير واضح	It is like which for you need.(?)
^	Something is missing كلمة ناقصة	She ^ a doctor. She is a doctor.
√	Well done جيد	I like helping people . (√)

Symbol	Meaning	Example
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?	Unclear meaning معنى واضح	It is like which for you need.(?)
^	Something is missing كلمة ناقصة	She ^ a doctor. She is a doctor.
√	Well done جيد	I like helping people . (√)

Appendix N

School : Nadhir abdelkader Tissemsilt   Name of teacher : M N

Date :10 /03/2023   class : 4AM4

Key formative assessment strategies (issues to observe)	YES	No
1- Sharing the learning intentions and the success criteria with the learners. Pre writing (clustering)	√	
2-Engineering effective questioning activities and classroom tasks that elicit evidence of learning (Questions and waiting time).	√	
3- Providing feedback that moves learners forward.	√	
4- Helping students be learning resources (Peer assessment) .		√
5)Activating students as agents of their own learning (self Assessment) .	√	

Appendix O

Appendice **The Five key Formative Assessment Strategies**

Classroom observation grid on Formative Assessment Strategies

Key formative assessment strategies (issues to observe)	yes	No
1- Sharing the learning intentions and the success criteria with the learners. Pre writing (clustering)		
2-Engineering effective questioning activities and classroom tasks that elicit evidence of learning (Questions and waiting time).		
3- Providing feedback that moves learners forward.		
4- Helping students be learning resources (Peer assessment) .		
5)Activating students as agents of their own learning (self Assessment) .		

Appendix P

Appendice **The Five key Formative Assessment Strategies**

Classroom observation issues on Formative Assessment Strategies

School : Nadhir abdelkader Tissemsilt   Name of teacher :   S F

Date :18/03/2023   class : 4AM1

Key formative assessment strategies (issues to observe)	yes	No
1- Sharing the learning intentions and the success criteria with the learners. Pre writing (clustering)	√	
2-Engineering effective questioning activities and classroom tasks that elicit evidence of learning (Questions and waiting time).	√	
3- Providing feedback that moves learners forward.	√	
4- Helping students be learning resources (Peer assessment) .	√	
5)Activating students as agents of their own learning (self Assessment) .	√	

School :   akid Othmane school .khemisti   Name of teacher : H s

Date :14/04 /2023   class : 4AM2

Key formative assessment strategies (issues to observe)	yes	No
1- Sharing the learning intentions and the success criteria with the learners. Pre writing (clustering)		√
2-Engineering effective questioning activities and classroom tasks that elicit evidence of learning (Questions and waiting time).		√
3- Providing feedback that moves learners forward.	√	
4- Helping students be learning resources (Peer assessment) .	√	
5)Activating students as agents of their own learning (self Assessment)	√	

المخلص

الغرض من هذا البحث هو تعزيز استخدام استراتيجيات التقييم التكويني والتقييم الذاتي بشكل أساسي لتحسين مهارة الكتابة في السنة الرابعة في مرحلة التعليم المتوسط تيسمسيلت. تكوين خمسة معلمين على التقييم التكويني واشترك 25 متعلمًا في البحث. اعتمد هذا البحث الإجرائي نهجًا نوعيًا في البحث للنهوض بتدريس مهارات الكتابة من خلال الاعتماد على استراتيجيات مثل التغذية الراجعة البناءة التي تشارك أهداف التعلم ومعايير النجاح ، وطرح الأسئلة الفعال ، والتقييم الذاتي والنظراء. الهدف من هذا البحث هو التأكيد على الأثر الإيجابي للتقييم من أجل التعلم على كل من المتعلمين والمعلمين ؛ لأنه يساعد المتعلمين على تحسين التقدم ، وإثبات التعلم ، والثقة بالنفس والاستقلالية وتطوير فعالية المتعلمين من خلال تحديد احتياجات المتعلمين وتعديل التعليمات وفقًا لذلك. تحمل المتعلمون مسؤوليتهم في تقييم أنفسهم باستخدام قائمة مراجعة التقييم الذاتي ؛ وفي الوقت نفسه ، أظهرت الملاحظة الصفية إتقانًا جزئيًا لاستراتيجيات التقييم التكويني الرئيسية من قبل المعلمين . يعد التقييم من أجل التعلم أمرًا بالغ الأهمية لتحسين تعلم المتعلمين و تطوير مهارات المعلمين.

Résumé :

Le but de cette recherche est de promouvoir l'utilisation des stratégies d'évaluation formative et principalement l'auto-évaluation pour améliorer les compétences en écriture en 4e année au collège Tissemsilt. Cinq enseignants ont été formés à l'évaluation formative et 25 apprenants ont participé à la recherche. Cette recherche-action a adopté une approche qualitative en recherche pour faire progresser l'enseignement de l'écriture en s'appuyant sur des stratégies telles que la rétroaction constructive, le partage des objectifs d'apprentissage et des critères de réussite, le questionnement efficace, l'évaluation par les pairs et l'auto-évaluation. Le but de cette recherche est de souligner l'impact positif de l'évaluation pour l'apprentissage à la fois sur les apprenants et les enseignants ; car il aide les apprenants à améliorer les progrès, les preuves d'apprentissage, la confiance en soi et l'autonomie et à développer l'efficacité des enseignants en identifiant les besoins des apprenants et en ajustant l'enseignement en conséquence. Les apprenants ont assumé leur responsabilité de s'évaluer à l'aide d'une grille d'auto-évaluation, tandis que l'observation en classe a montré une maîtrise partielle des principales stratégies d'évaluation formative par les enseignants. L'évaluation au service de l'apprentissage est cruciale pour améliorer à la fois l'apprentissage des apprenants et renforcer les compétences des enseignants

Summary:

The purpose of this research is to promote the use of Formative assessment strategies and mainly self-assessment to improve 4th year writing skill in Middle school Tissemsilt. five teachers were trained on formative assessment and 25 learners were engaged in the research . This action research adopted a qualitative approach in research to advance the teaching of writing skills by relying on strategies such as constructive feedback sharing the learning objectives and success criteria, effective questioning, peer and self assessment. the Aim of this reseach to stress the positive impact of Assessment for learning on both learners and teachers ; since it helps learners improve progress , evidence of learning , self confidence and autonomy and develop taechers' efficacy by identifying the learners ' needs and adjusting instruction accordingly . The learners assumed their responsibility of assessing themselves using a self assessment checklist ;meanwhile , classroom observation showed a partial mastery of the key formative assessment strategies by teachers . Assessment for learnng is crucial to improve both learners learning and empower teachers skills.