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Continuous Assessment and Constructive Feedback for Improving English Language Writing Skill

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Dedication

In the Name of Allah, the Most Merciful, the Most Compassionate

I would like to dedicate this work to the most precious people to my heart

*-To my beloved parents, **Belkacem** and **Fatna** for their encouragement and support.*

*-To my dear supervisor, **Dr. Mouri Djilali** for his kindness, guidance and support.*

*-To my dear sisters **Razika, Sabrina, and Fatiha***

*-To my brothers **Youcef, Abdelkader, Mohamed, Amine, Redouane, and Kamel.***

*-To my dear friends who stood behind my side, **Maroua, deena, Rima, Wafa, Ghizlane,** and **Denia** .*

OUAZIR YOUSRA

Dedication

It is with immense joy and a moved heart that I
dedicate this memoir to my dear family for their
inexhaustible affection and their precious advice.
They never stopped praying for me during my
school career and encouraged me regularly

To my mother

Inexhaustible source of tenderness, patience and
sacrifice. Your prayer and blessing have been a
great help to me throughout my life. Whatever I
could say and write I could not express my great
affection and my deep gratitude.
May Almighty God preserve you and
grant you health, long life and happiness.

To my father

Of all the fathers, you are the best. No dedication
can express my gratitude and my deep love. May
God preserve you and provide you with health
and happiness. You are and you will remain my
reference for me, the light that illuminates my
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Abstract

Writing seems to be a hard skill for EFL learners, but it can be improved through teachers' different strategies. The current study aims to investigate the role of teachers' continuous assessment and constructive feedback in developing the writing skill of third-year middle school learners. Therefore, the main question that is raised in this research is: What are the effective teaching writing strategies that middle school teachers should implement to enhance students' writing? To answer our research question, we adopted the mixed method to collect quantitative and qualitative data. As a result, we relied on two different investigation instruments; a questionnaire and a classroom observation. The questionnaire was administered to middle school teachers in Tissemsilt City. However, classroom observation was used to observe how the teacher can assess third- year middle school students during the writing sessions. The results revealed that both teachers' ongoing assessment and constructive feedback are effective strategies that middle school teachers may use to enhance their students' writing abilities.

Key words: EFL**,** Assessment, Feedback, Writing Skill.

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General Introduction

In education, the four language skills including, listening, speaking, reading, and writing, are the essential components of the teaching-learning process. However, most instructors focus on teaching the writing skill, as it allows all the students to express their ideas and thoughts effectively through written messages. This productive skill can be developed over a period of time through two main ways: continuous assessment and teachers' constructive feedback.

Middle school teachers may enhance their students' writing through several types of assessment, but relying on continuous assessment is the most effective type since it helps them assess their students' progress and the learners identify their strengths and weaknesses. Additionally, another effective strategy that may improve the writing skill is teachers' pivotal role in providing constructive feedback and adopting different writing approaches that help the students overcome all the writing difficulties that they face during the writing process.

In fact, writing is a crucial and essential skill in the teaching-learning process. It doesn't focus only on the final product. However, it emphasises on the various stages of the writing process, which include planning, drafting, revising, editing, and publishing. It requires the teachers to assess their students continuously and provide them with clear instructions and constructive feedback that help them learn from their mistakes and produce correct and well-organised pieces of writing.

1. Problem Statement

Mastering and developing the writing skill is a hard task for EFL students. It requires the production of a correct and well-organized piece of writing. While writing, middle school students encounter many problems related to grammar, spelling, vocabulary, cohesion, punctuation and other issues. Therefore, during writing instruction, middle school teachers

should apply several teaching strategies, such as continuous assessment and constructive feedback, which has a great impact in improving students' writing.

2. Aim of The Research

The main aim of this research is to raise awareness of middle school teachers about the importance and the significant role of the continuous assessment and constructive feedback in improving students' writing. Specifically, it attempts to explore the role of the teachers in using successful ways to assess and respond to their students' errors while writing. Additionally, this research aims at focusing on different types of feedback and ongoing assessment more than other types due to its effectiveness in developing the learning process in general and the writing skill in particular.

3. Significance of the Research

This research is significant due to many reasons. The first reason is that it aims at improving the writing skill through continuous assessment and constructive feedback, which play an important role in guiding the students in their writing process. The second reason that makes it more significant is that it provides middle school teachers with some suggestions and recommendations that they should consider to improve their students' writing. Above all that, it can be used as reliable source that the future researchers may rely on in their studies.

4. Research Questions

In order to get more insights about the teaching strategies that middle school teachers implement in writing class and the significant role of continuous assessment and constructive feedback in enhancing their students' writing, our research raised multiple questions:

1. What are the effective teaching writing strategies that middle school teachers should implement to enhance students' writing?

2. To what extent do these strategies improve learners' writing skill?

5. Hypotheses

Based on the research questions listed above, it hypothesised that:

1. Continuous assessment and constructive feedback are the two main teaching writing strategies that enhance learners' writing.

2. By assessing learners' writing and providing them with constructive feedback, teachers can track their progress and identify areas of improvement to help the learners enhance their writing capacities.

6. Research Methodology

It is commonly known that research always starts with a question or a problem to be investigated using a scientific, systematic method to achieve a certain objective. Hence, to ensure the reliability of the work in our research, we opted for the mixed approach, which is a combination of quantitative and qualitative methods, as the appropriate one to gain a better understanding of our research topic. Creswell & Clark (2011) refer to the mixed method as a good approach that focuses on the collection, analysis, and combination of both qualitative and quantitative data in a single study. The use of this method is more effective than using one method alone. It helped us understand the research problem from different perspectives, answer the research questions, and capture the significant impact of implementing continuous assessment and constructive feedback on improving students' writing.

6.1- Sample of the Study

In order to carry out this research and collect reliable data, we selected middle school teachers and third-year middle school students at Saoula Ahmed Benchouhra Middle School in Tissemsilt as the representative participants in our research. The selected sample is composed of ten teachers, and one class consists of thirty students. The main reason behind choosing the

students of the third level is the small number in the class, which helps us collect reliable data in comparison to other levels in which the number exceeded 42 students in one class.

6.2- Data Collection Tools

The questionnaire and classroom observation were the two tools on which we relied in our research. To gather quantitative data, we opted for a questionnaire, which was addressed online to EFL middle school teachers. On the flip side, classroom observation is a useful tool to collect qualitative data on classroom practices, with some focus on the teacher's continuous assessment and constructive feedback in writing sessions.

7. Structure of the Study

The current research is divided into three main chapters. The first two chapters are dedicated to the theoretical part and the third chapter is devoted to the practical part.

The first chapter provides an in-depth literature review about continuous assessment and constructive feedback. It tackles the definitions of many concepts, such as assessment, its types, principles, and stages. In addition to that, the first chapter presents other aspects related to feedback, including its types, characteristics, advantages, disadvantages, and effects on students' writing.

The second chapter gives a general overview of the writing skill. It includes the definition of this skill, the different types of writing, the process of academic writing, the three main approaches to teaching the writing skill, the importance of this skill, and the significant role of the teacher in teaching the writing skill.

The third chapter is the last one in our research, which is concerned with the practical part. It provides a detailed description of the data gathering tools, followed by the analysis and interpretation of the data collected from the investigation tools, which include teachers'

questionnaire and classroom observation. In addition to that, this practical chapter highlights some recommendations and suggestions that help middle school teachers assess and improve their students' writing skill.

CHAPTER ONE

ONGOING ASSESSMENT AND CONSTRUCTIVE FEEDBACK

Chapter One

Assessment and Constructive Feedback

Content

Introduction

When teaching English as a foreign language, every skill that a learner acquires should be controlled and assessed. This act can be achieved through ongoing assessment and teacher's constructive feedback, which play a significant role in the learning process by providing qualitative and quantitative evidence of how well students are improving and progressing on their paths towards effective learning. In this case, the teacher should assess his learners continuously and provide them with constructive, effective feedback in order to help them develop their knowledge and recognise feedback as a remedial frame rather than criticism. This chapter is devoted to discuss the key concepts of the topic, starting with the theoretical background of assessment in general, ongoing assessment, and constructive feedback in particular. It also discusses the principles of assessment, its types, (diagnostic, ongoing, and summative), and the application of ongoing assessment before, during, and after instruction. After that, we will tackle the term of constructive feedback and its types moving to the characteristics of effective constructive feedback, its effect on learning, and the main advantages and disadvantages of teachers' feedback in improving students' writing skill in Algerian middle school.

1.1. Assessment: Definition, Principles, and Types

Some important point having a relation with the subject will be discussed in detail in the following sections.

1.1.1. Definition of Assessment

In the field of Teaching English as a foreign language (TEFL), many researchers have defined the term 'assessment' as one of the most essential tasks in the teaching-learning process. Generally, the term assessment refers to the process of collecting and synthesising information about students and classrooms. Information about students can be collected through formal means such as assignments, tests, and written reports, and in formal ways, for example, through observation and verbal exchange. In other words, assessment is an ongoing process and, when effective, is tightly tied to teaching (Arends, R. I. 2012).

According to (Gardner, 2006), assessment in an educational context involves selecting, collecting, and making judgements about evidence in relation to the learning objectives being assessed. Harlan (1994 in Walde, G. S. 2016) shared the same definition of assessment. He said that assessment is the process of making judgements about a student's performance on a specific task.

Black & William (1998) described assessment as all activities undertaken by teachers and students as a part of self-assessment that provide information to be used as feedback to adjust and improve the teaching and learning, i.e. Assessment refers to the combination of different methods and techniques that are used to collect information about the development and performance of students.

To sum up, assessment is an integral part in education, and its application motivates students by using tests as a motivational tool to do their best and improve their learning, as well as teachers to monitor students' progress. (Popham, 2011)

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1.1.2. Principles of Assessment

Brown (2004) suggested that practicality, reliability, validity, authenticity and washback are the main principles of assessment that any language test should be based on.

1.1.2.1. Practicality

According to Bachman and Palmer (1996), the term "practicality" refers to the relationship between all the resources that are available for all these activities and the resources that are required for the design, development and the use of the test. Brown (2004) explained that the practicality of test is determined based on cost, time, administration, and scoring, i.e. A test is practical if it:

- is not excessively expensive,

- stays within appropriate time constraints,

- not complicated to conduct and easy to administer,

- considers the efficient time that is required for scoring .

1.1.2.2. Reliability

Brown, H. D. (2004) saw reliability as consistency. He said that if you give the same test to the same student on two distinct occasions, the test should produce the same results. The same point of view is shared by Arends, R. I. (2012) who claimed that reliability refers to a test that gives consistent results across multiple administrations or across several forms. According to (Mousavi, 2002, as cited in Brown, 2004), there are many factors that may contribute to the unreliability of the assessment. For example, student-related reliability is the most common issue that may occur due to physical or psychological factors such as illness or fatigue. Rater reliability that includes both inter-rater and intra-rater is another issue that may affect the scoring process because of human error, subjectivity, and bias towards particular "good" and "bad" students. In addition to that, the test administration reliability factor refers

to the conditions in which the test is administered, for instance, photocopying variations and the amount of light in different parts of the classroom. The last factor that causes unreliability is test reliability, i.e., the nature of the test, which is related to many things such as the length of the test and the ambiguity of items.

1.1.2.3. Validity

According to (Hughes, 2003), the term validity refers to the test that measures what is intended to measure. Brown and Abeywickrama (2010) shared the same perspective about validity .They indicate that in order to achieve a validity , a test should measure only what it claims to measure, depends on empirical evidence, and provide meaningful information about test taker's ability . Validity is a mean that assesses what is predetermined to be assessed and gives a fair judgment on learners' abilities and achievements. (Cohen et all., 2005)

1.1.2.4. Authenticity

Authenticity is another principle that needs to be considered in language assessment. Wood (1993) considers authenticity as a one of the most essential issue in language testing. Furthermore, Bachman and Palmer (1996) defined authenticity as a level to which the characteristics of a given language test task correspond to the features of a target language task. In fact, authentic assessment refers to assessment tasks that resemble writing and reading in actual situations as well as schools (Hiebert et all., 1994). For instance, authentic assessments may require students to write for authentic purposes about significant topics. Brown (2004) clarified that the authenticity in a test may be present in the following ways. First, the language should be natural as possible, and the items have to be contextualized. The second feature is the meaningfulness of topics and organization of items .Last but not least, the test should represent real world task.

1.1.2.5. Washback

Generally, the term washback refers to the influence that a test has on the teaching-learning process (Hughes, 2003).That means that washback can have positive or negative effects on instruction. On one hand, a positive washback occurs if a test promotes learning and teaching and provides opportunities for both students and learners to enhance the learning and teaching process. On the other hand, the washback may be negative if the test causes too much anxiety for all the participants in the teaching-learning process, such as students, teachers, and parents, or if there are mismatches between the objectives and goals of the curriculum and tests.

1.1.3. Types of Assessment

Black and Wiliam (1998) emphasized that there are multiple assessments such as diagnostic, formative and summative are used in middle school on going assessment in order to provide]on going feedback and support to both students and teachers .

1.1.3.1. Diagnostic Assessment

According to Anderson (2005), a diagnostic test is a test which is intended to identify learner's specific strengths and weaknesses. The obtained results may be helpful in making decision on future training, learning or teaching. The same definition was presented by Murphy (2009) who defined the diagnostic assessment as the process of diagnosing learners' strengths and weaknesses in the beginning of the course. It is beneficial for both teachers and learners because when the teacher knows what the student has learned and what he lacks, he focuses on the identified gaps and the deficiencies. Doing so, teachers can tailor teaching methods and meet specific needs of his students.

Bachman and Palmer (1996) believe that "diagnosis involves specific areas of strength and weakness in language ability to assign students to specific course or learning activities" (p.98).

1.1.3.2. Formative Assessment (Ongoing Assessment)

The concept formative assessment has been defined by many researchers. It refers to the ongoing assessment that occurs throughout the learning process to encourage further learning and change. According to Black and William (1988), formative assessment involves providing on going feedback to students that can be used by teachers in order to modify teaching and improve students' learning. Clark (2008) claimed that formative assessment is the ongoing process that continuously collects data on students' learning capacities and the effectiveness of teaching. Alternatively, Berry (2008), defined ongoing assessment or assessment for learning as:

> Conscious and systematic activities used by teachers and students for gathering
> information, analysing and interpreting it, drawing inferences, making wise decisions,
> and taking appropriate actions in the service of improving teaching and learning.

(p,06)

That means that, in the ongoing assessment classroom, teachers use various assessment activities and techniques to get a deep understanding of how their students are learning. In such case, teachers analyse and interpret the collected information and use it as main factor to adjust instruction and give feedback to students.

Overall, ongoing assessment is an integral part of teaching and learning since it helps in providing feedback to students and in monitoring their learning. Also, it aims at enhancing on going learning, and checking students 'progress. (Klenowski, 2009)

1.1.3.3. Summative Assessment

Summative assessment is the type of assessment that is conducted at the end of the course or the unit of instruction. It aims at measuring what students have learned at the end of the unit or the term (Brown, 2003).Additionally, SA refers to the exams which take place at the

end of learning period. For example, BEM exam is one type of summative assessment in the Algerian educational context.

According to Arends (2012), summative assessment collects information about what students have learned and achieved at the end of instruction. This collected information is typically used to determine grades or scores about the progression of students.

The difference between ongoing assessment (formative) and summative assessment is summarized in the following picture:
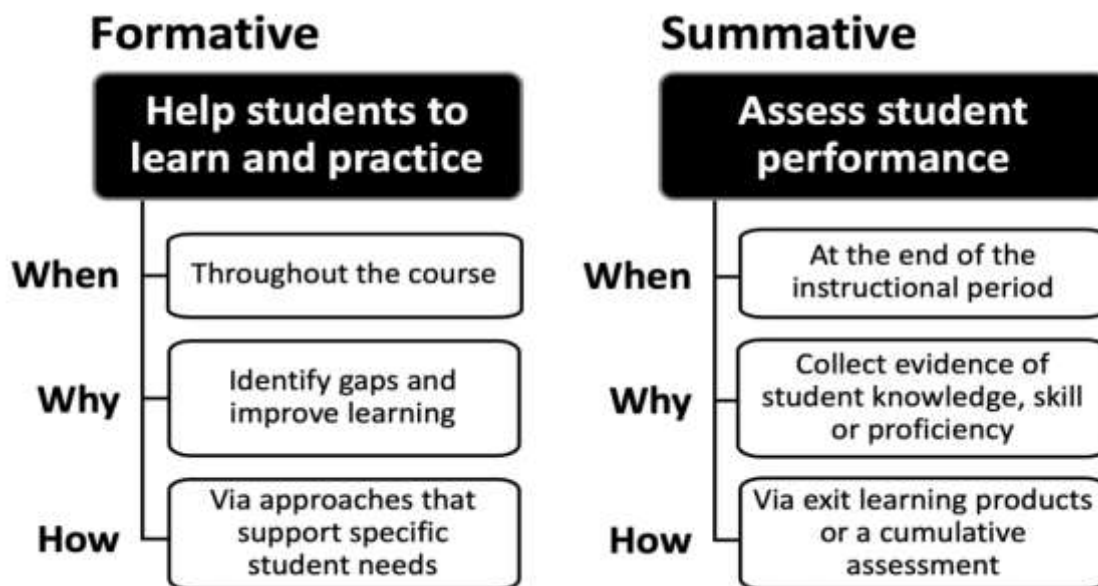
Figure 01: Difference between Formative and Summative Assessment

(Trumbull and Lash, 2013)   (Theal and Franklin, 2010, p. 151)

1.1.4. Stages of ongoing Assessment

The process of conducting on going assessment requires three stages used by teachers before, during and after their instruction in order to improve learning and meet leaners' learning needs. These stages are described in more details below.

1.1.4.1. Ongoing Assessment before Instruction

Green (2010), claimed that pre formative (on going) assessment is the stage in which teacher' role is implemented in designing instruction using pre assessment activities that give information about students' prior knowledge of the subject matter. Consequently, this pre assessment task is an effective strategy that helps teachers to focus on the areas of misunderstanding and the concepts that have not yet grasped by learners. In addition to that, pre assessment is the substantial step in conducting on going assessment where instruction can be tailored to fulfil learning outcomes in motivating and relevant way.

1.1.4.2. Ongoing Assessment during Instruction

According to Green (2010), Ongoing assessment during instruction is the assessment stage that occurs during the instruction. It aims at exploring students' individual capacities and giving information about how well students are progressing in order to determine whether to continue forward or backward the instruction. In addition to that, ongoing assessment during instruction has many benefits on teaching and learning. On one hand, it helps teachers to identify students who may be having difficulty in learning specific concepts and in understanding new ideas. On the other hand, it encourages students to assess themselves as they receive constructive feedback from their teachers. Moreover, ongoing assessment during instruction is an effective strategy that requires several tools such as questioning. The later to is an essential component during instruction because it helps students to develop their understanding toward certain topic, and teachers to know from their students' answers if they have grasped what has been presented in the classroom. (McMillan, 2007)

1.1.4.3. Ongoing Assessment after Instruction

McMillan (2007) referred to ongoing assessment after instruction as the last stage of assessment. During this stage, students identify different areas where they need more

clarification, practices, and reinforcement before the summative assessment takes place. Furthermore, ongoing assessment serves to fill the gaps of students' misconception after the instruction has been finished.

1.1.5. Definition of Feedback

Ongoing assessment is crucial factor in the teaching-learning process. It focuses on students' progression rather than giving scores. Feedback is the backbone and one of the main characteristics of ongoing assessment. We cannot refer to an assessment as ongoing if it does not provide constructive feedback. This later has been defined by many researchers in different ways.

In general, the concept of feedback, and for Bee (1998), is a crucial factor intrinsically linked to the learning process. Essentially, giving feedback means we are helping someone to learn, to develop his knowledge and skills and to improve behaviours and performance. Many researchers defined feedback in educational setting as any kind of information provided to students after they have responded to a learning activity (Wager & Wager, 1985). The same point of view shared by Narciss (2008) who defined feedback in instructional setting as the post response information which informs students on their current level of learning and performance and helps them to determine whether this level aligns with the learning objective in a given context.

Kulhavy (1977) defined the term feedback as follows: "The term "feedback" is used in a generic sense to describe any of the numerous procedures that are used to tell a learner if an instructional response is right or wrong.... (P, 211) That means that, teachers use different tools and strategies to inform students whether their response toward a particular task is good and correct or not.

Many previous studies have shown that feedback is a very important tool that can be used to enhance the writing skill. According to Silver and Lee (2007), feedback is a crucial factor

in the writing process because on one hand, it helps to identify the weaknesses and strengths of the learners, and on the other hand it keeps students to be motivated during the writing process.

Mory (2004), stated that feedback is the act of communicating the correctness of learners' answer to an instructional question. In other words, when students receive from their teacher constructive feedback on their writing, they will be capable of realizing the successful parts of their piece of writing and identifying the parts that need to be improved.

According to Zamel (1982), teachers' constructive feedback plays an important role in helping students to overcome any writing issue. He claimed that when the focus is on improving the writing skill, teacher' feedback is required during the various stages of the writing process. In contrast to the traditional teaching where teachers provide feedback after the completion of the work. i,e. teachers have to assist their learners during the all stages of producing a piece of writing. In this regard Zamel (1982) added that:

> Writing taught as a process of discovery implies that revision
>
> becomes the main focus of the course and that the teacher, who
>
> traditionally provides feedback after the fact, intervenes to guide
>
> students through the process. Teacher-student conferences need
>
> to be regularly held between drafts so that students learn, while
>
> they are creating, what areas need to be worked on (p.206)

To sum up, feedback is the pillar of ongoing assessment. It gives information about the quality of learners' answer including correctness, efficiency and accuracy. Constructive feedback helps learners to improve and develop their knowledge and skills.

1.5.1 Types of Feedback

In writing classes where constructive feedback does not take part in the teacher's pedagogical practice, or where students are unable to process the feedback they receive from their teacher on their writing, the development of the writing skill becomes a difficult issue. In light of this, and in an educational context, responding to students' writing is an essential part of the teaching-to-write process (Agbayahoun, 2016). So, teachers' feedback on students writing can take different forms: teacher' oral and written feedback, teacher-learner conferences, and peer feedback.
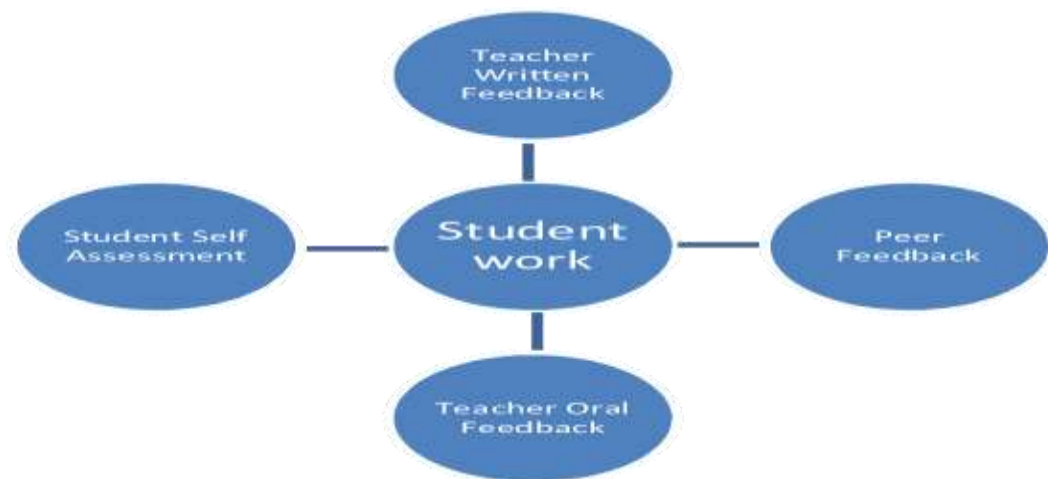
Fig. 02: Types of feedback that can improve learners' understanding
(Farai, 2018, p 5)

1.1.5.2. Teacher's Feedback

Teacher's feedback is a vital component of the teaching process especially in writing activities; it is used to boost student productivity and proficiency in the class. It plays an important role in writing development. Feedback is provided by teachers in two different ways: oral or written feedback. (Hyland and Hyland, 2006)

1.1.5.2.1. Written Feedback

According to Mack (2009), teacher written feedback is defined as any comments, questions or corrections made on students' work. This written comment can take different forms: questions, spelling mistakes, suggestions, and praises for new or an excellent idea. Peterson (2010), agreed on the same idea, he claimed that written feedback on students' draft gives them information about the quality of their writing and its impact on the audience. Therefore, teachers provide feedback to support the development of the writing skill, and nurture students' confidence as writers. In other words, written feedback is a teacher's comment on learners' writing in order to make them know what's correct and what errors need to be improved.

Based on Park (2006) point of view, teacher written feedback is divided into three types: form-focused feedback, content-based feedback, and integrated feedback. The first type of feedback focuses on students grammatical competence, i.e., when a teacher gives written feedback, the focus has to be on correcting errors related to grammar and structure whereas the content based feedback concentrates on the quality of the content as well as the organization of ideas that occur in students' production. In this type of feedback, the teacher will comment on the students' piece of writing without correcting the grammatical errors. The last type of feedback is integrated feedback, which refers to the mixture of form- and content-focused feedback. Giving integrated feedback requires teachers to comment on students' work taking into account both the structure and meaning.

1.1.5.2.2. Oral Feedback

As an alternative, it has been suggested that teachers provide oral feedback instead of written feedback. Brookhart (2008) refers to oral feedback as the comments given frequently during the observation of students doing their work. Oral feedback allows students to interact with the teacher about their written work orally. By doing so, teachers become able to

determine their learners' writing needs and explain the ambiguity and errors in their drafts. Additionally, this type of feedback is helpful for both teachers and learners. On one hand, it saves teachers' time because they directly give comments on students' writing. On the other hand, it may help auditory learners get rid of any writing problems. (Ferris, 2003)

According to Hyland and Hyland (2006), oral feedback, or teacher-student conferencing, is a good technique that refers to conversational dialogue where meaning and interpretation are well discussed by the teacher and his students. During teacher-student conferencing, the teacher can discuss the meaning of the students' piece of writing and provide the students with oral feedback to make them capable of identifying their strengths and weaknesses to improve the writing skill.

Teacher-student conferencing has many benefits for students' learning because it encourages them to become autonomous learners able to construct a good strategy for writing independently. Additionally, this type of feedback allows students to react and adjust the new idea of their piece of writing and teachers to get deep insights about the problems students' writing. (González, 2010)

1.1.5.3. Peer Feedback

In the context of teaching the writing skill, many scholars have defined the term "peer feedback" in different ways. Liu & Hansen (2002) defined peer feedback in the writing process as peer review or peer assessment that refers to the act of using students as sources of information; they interact with each other by commenting on or criticising each other's draft in both written and oral form. Similarly, Nation (2009) stated that during writing, peer feedback requires students to work together in pairs or in small groups to provide comments from each other on their piece of writing.

According to (Hyland, 2003), peer feedback is an effective way to correct learners' writing. This type of feedback, involves students receiving oral or written feedback on their

writing from their peers. Consequently, students will enhance their writing skill and get more understanding of others' work.

Mahili (1994) believed that peer review allows students writers to evaluate their own work and identify their shortcomings due to their peers' critics. That is to say, receiving feedback from others helps students in enhancing the writing skill being aware of the essential aspects of a good writing which include grammar, meaning, structure, and clarity in writing. In addition to that, more than just writing for teacher, peer feedback can provide different audience and develop the critical thinking skills that can help students improve and assess their own writing. (Leki, 1990)

1.1.5.4 Characteristics of Effective Constructive Feedback

Feedback is crucial factor in enhancing the quality of learning. It can be positive reinforce student' good performance or negative corrects and improve poor performance. Both positive and negative feedback should be constructive possess several characteristics such as being timely, specific, and understandable. (Roland, 1996)

1.1.5.4.1. Timely Constructive Feedback

Students must receive feedback from their teacher immediately after the given task while they are still aware of the topic. Through timely constructive feedback, teachers will not take a long period of time to find out their students' strengths and weaknesses. Timely feedback ensures that learners are still aware of their mistakes; they can spot and correct them immediately after the task. (Roland, 1996)

1.1.5.4.2. Specific Constructive Feedback

Fisher and Fisher (2011) refer to specific feedback as follows: "when the students understand what they have done well and what they need to focus on next, they are more likely to make adjustments and improve their performance" (p. 72). That means that if the teacher provides the students with specific feedback, they will be able to understand what is

expected of them, recognise it, and remedy their problems in order to avoid making them in the next assignment.

1.1.5.4.3. Understandable Constructive Feedback

In order to give understandable feedback, the teacher must use clear language and simple words that all learners can understand. By doing so, students will be able to know what they performed well and what they need to improve. Additionally, ambiguous feedback will not help students learn and achieve the desired outcomes. (Fisher and Fisher, 2011)

1.1.5.5 Effects of Constructive Feedback on Students' Writing

Zainuddin (2004) claimed that giving constructive feedback to students, is a teacher' role in the classroom. It has positive effects on the learning process in general and the writing skill in particular. One of the main effects of providing constructive feedback is that it reduces the errors of the second language learners and finds the best solution on students' writing. Another effect of CF, according to Ur (1996, as cited in Zainuddin, 2004), is that, based on the two main components of feedback: assessment and correction, students will be informed about how well or badly they have performed. Furthermore, giving positive feedback encourages students to keep working in the same way and fosters a teacher-student relationship as well. Dheram (1995) asserted that a significant impact of feedback on improving writing is that students use it as a reference to focus on language use and meaning, and to edit, add, and rearrange their ideas in order to improve the writing task.

According to Hammond (2008), constructive feedback has various impacts on effective teaching and learning. She said that constructive feedback allows students to demonstrate their abilities, pinpoint their strengths and weaknesses, and encourage them to improve their work. Additionally, effective feedback provides useful information for teachers that can be used to improve and facilitate learning, which helps students in the construction of their knowledge and skills. Feedback affects the learning process in general and the writing skill in

specific. That means that, when the teacher provides feedback, students can control their drafts, identify their mistakes, and correct them in order to develop their writing. (Hattie & Timperley, 2007)

Abdulahi (2017) concluded that constructive feedback is a teacher's prime concern when teaching writing. It is the main component of ongoing assessment, which seeks to improve students' writing from the pre-writing to the post-writing stage.

1.1.5.6. Advantages and Disadvantages of Constructive Feedback

Feedback is considered as one of the main forces in writing development and as an important pedagogical tool in teaching writing (Abdulahi et al., 2017). That refers to the usefulness and advantages of constructive feedback as a vital element in writing process since it helps the students have better writing.

1.1.5.6.1. Advantages of Constructive Feedback

According to Sarvestani and Pishkar (2015), teachers' feedback is beneficial in improving writing since it helps students to use the aspects of English language correctly. In other words, teachers' feedback makes students form correct sentences being aware of the grammar rules that enable them to write correctly. From another point of view, Truscott (1996) claimed that students' accuracy cannot be improved if teachers do not correct their students' mistakes. That means that, the students may continue repeating the same errors that teachers have never tried to correct. Additionally, another advantage of constructive feedback is that it assists students making revision and improvement in their writing and being aware of the parts that need more improvement. (Razali and Jupri, 2014)

Motivation in writing is essential factor that can be achieved through effective feedback. That is to say, constructive feedback may boost up the motivation of students in improving and producing a good writing. When students receive direct feedback from their teachers

during the writing process, they will expand the idea that gives a great impact to the quality of their writing. (Hamidun et al., 2012)

Silver and Lee (2007) confirmed that giving feedback to students is a crucial factor for students' revision process and enhancing the writing skill as it helps students to pinpoint their strengths and weaknesses, reduce making the same mistakes, and produce a correct and readable piece of writing .

1.1.5.6.2. Disadvantages of Providing Feedback

Despite of the positive role that teacher's constructive feedback plays in improving students' writing, some researchers criticised feedback due to its disadvantages on learning in general and in writing in particular.

According to Connors and Lunsford (1993), providing too much critical feedback on students' work will damage their motivation and self-confidence as writers. For example, correcting every mistake that student makes during the writing task does not provide the students with any sense of achievement. Pointing to the same aspect, Zamel (1985) suggested that the unclearness and vagueness of teachers' feedback is another negative point that may hinder students' creativity in writing. Moreover, giving feedback is a time-consuming issue because the teacher takes too much time to comment on the work of each student. Without ignoring the usefulness of praise and positive feedback as a good way to level up students' enthusiasm for writing, however, it doesn't encourage them to revise their second draft. (Silver & Lee, 2007)

In the same vein, Truscott (1996) believed that a teacher's feedback, especially the written type that focuses on correcting grammatical errors, is not effective for both the teacher and the learner because it requires too much time and effort from the teacher and hinders the development of students' fluency in writing as well. Therefore, he recommends teachers not correct grammatical mistakes when dealing with writing tasks.

To sum up, while teachers' feedback can greatly benefit students' learning and performance, it is important to be aware of its negative effects that may inhibit students' writing.

Conclusion

The conclusion that can be drawn from this chapter is that in teaching English as a foreign language, ongoing assessment and constructive feedback play an integral role in enhancing learning outcomes. By providing ongoing assessment, educators can monitor student progress, identify areas for improvement, and tailor instruction to meet individual needs. Constructive feedback, when delivered effectively and continuously, empowers students to reflect on their work, understand their strengths and weaknesses, take ownership of their learning, and make improvement in their work. It is essential for educators to employ a variety of assessment strategies and provide timely, specific, and understandable feedback to foster a supportive learning environment. Through ongoing assessment and constructive feedback, educators can promote student's learning in general and the writing skill in particular.

Chapter Two

Importance of the Writing Skill Process

Chapter Two

Importance of the Writing Skill Process

Content

Introduction

In the field of teaching English as a foreign language, students may find the writing skill as one of the most difficult skills that they encounter in academic settings. It is a hard activity that requires a lot of effort from both students and teachers.

Writing in a second language is not a matter of writing new ideas down or mastering the grammatical rules; however, it refers to the capacity of students to use the terminology and structures correctly and in an ordinary way. Therefore, enhancing the students' writing demands significant efforts from the teacher to identify the writing problems that students may face during the writing process. Hence, this chapter provides a general overview of writing skill. In the beginning of the chapter, we will start with the definition of the writing skill, then we will talk about the types of the writing skill and the different approaches that teachers use to teach writing. After that, we will deal with the process of writing which includes pre writing, planning, drafting, editing, and publishing. Additionally, we will focus on the main challenges that students face during writing, and the role of teachers in teaching this skill. At the end of the chapter, we will tackle the importance of writing in teaching and learning process.

2.1. Definition of the Writing Skill

Writing is an essential part of language learning, which has many definitions from different points of view. In a broad sense, the term "writing" could refer to a product or process. That is to say, writing as a process involves the act of transforming our thoughts and ideas into written form; however, writing as a product is the outcome of the writing process. In simpler terms, writing refers to the activity of putting our thoughts into a group of words and sentences that becomes a product (Haynes, 2010).

Nunan (2003) defined writing as a mental and a physical activity that involves coming up with new ideas and organizing them in order to communicate correctly and form clear sentences and paragraphs for readers. In other words, writing is widely seen as a means of communication that conveys students' thoughts and ideas in a written form. The same point of view shared by Collins (2003) who defined writing as the process of organizing symbols and students' thoughts into meaningful words and sentences to convey the message in a readable format.

According to (Hogue, 2008), writing in an academic context refers to the activity that takes place in an educational setting, such as college classes. It refers to the process followed by students in order to produce a meaningful message in which they can explain or give information about something. In the same vein, Grabe and Kaplan (1996) defined the writing skill as the steps that students follow to produce a correct text. They viewed writing from the rhetorical triangle, which includes the writer, the audience, and the text.

Byrne (1988) stated that writing is logical agreement that involves organising letters into words and sentences for the purpose of producing a coherent and well organised piece of writing. From another point of view, Bell and Burnaby (1984) pointed out that the writing skill is a complex activity that requires control of different aspects while writing. That means

that, during the writing process, the students have to take content, sentence structure, vocabulary, spelling, and punctuation into account in order to produce cohesive paragraphs.

In short, based on the definitions mentioned above, we can say that writing is a tool of communication and the act of expressing different ideas in written form. Moreover, producing a piece of writing in a second foreign language is a complex process that focuses on the correct use of grammatical rules, vocabulary, and organisation of ideas in order to present a well-structured work.

2.2. Types of Writing

2.2.1. Descriptive Writing

According to Anderson and Anderson (1997), there are different types of writing. To start with the descriptive type, descriptive writing is the type that focuses on describing and giving details about a person, event, or place. In descriptive writing, the writer focuses on specific information rather than a general one. Through descriptive text, the writer aims at delivering a deeper meaning about the described item. An evident example of descriptive writing in the Algerian educational context is that third year-middle school students use past simple tense to describe their personalities in meaningful paragraphs.

2.2.2. Narrative Writing

Anderson and Anderson (1997) believed that narrative text is the piece of writing used in telling stories about personal experiences or writing biographies about some people. For example, third-year Algerian middle school students use the past simple to produce a well-organised biography about famous scholars.

2.2.3. Persuasive Writing

According to Abdul Aziz and Ahmad (2017), persuasive writing is the type that aims at persuading readers that the writer's point of view about a certain topic is correct. It can be proved by explaining facts, using reasonable examples, and using experts' opinions.

Producing a persuasive piece of writing in a second language seems to be a complex and difficult task for students to master since it requires full control of the second language, much focus on both the structure and the content and strong arguments to produce more effective persuasive writing.

2.2.4. Expository Writing

Expository writing refers to the type of writing that describes the topic explicitly in a sequential way. The main goal of expository writing is to give the reader detailed information about any idea or to explain what is true using specific evidence or facts. What characterises an expository paragraph is that the students, at the beginning of the paragraph, focus on the explanation of the topic rather than trying to convince the reader. Another feature of this type of writing is that the students support their explanation with various facts using different elements of persuasion such as specific words, sentences, and techniques to convince the reader about a certain topic (Sari, 2021).

2.3. Approaches of the Writing Skill

Undoubtedly, writing is the most challenging skill for students to master. That means that producing a coherent and correct piece of writing in a second language is not an easy task for students (Nunan, 2000). Thus, teachers must be clear on the ways of teaching writing in EFL classes. In this sense, Harmer (2001) claimed that there are many approaches, which include the process approach, the product approach, and the genre approach, that teachers have to follow to practice and develop the writing skill. The choice of these approaches is based on whether students' focus is on writing as a process or product, or whether they want to learn different written genres.

2.3.1 Product Approach

According to Nunan (1991), the product approach is an approach that focuses on students' final product of writing. In other words, the main focus of the product approach is

achieving the final outcome of language learning as well as the learner's proficiency and competency in producing a written text. This approach aims at helping learners become competent and capable of using the English language correctly when producing a piece of writing. Teaching the writing skill through this approach requires learners to follow some classroom activities in which they imitate and copy a model of previous text that has provided by their teacher in order to produce a correct work.

Hyland (2003) shared the same idea about this approach. He believed that the product approach is the final work that the learners produce with the correct use of grammatical rules and lexical items. Similar to this, Brown (2000) considers this approach an important tool that fosters language structures and helps the learners develop their writing skill. The role of the teacher in this approach is to see whether the final product is readable and grammatically correct, respecting a list of criteria, which include content, organization, spelling, punctuation, and the correct use of grammar and vocabulary.

To sum up, it is true that the product approach contributes to the development of students' writing skill through exposure to different models and texts presented by their teacher; however, it does not focus on the quality of students' ideas and expressions or the steps of the writing process. Hence, many researchers started working on the development of the process approach as a new alternative to the product approach. (Silva, 1990)

2.3.2 Process Approach

Harmer (2001) refers to the process approach as the various stages that any written work passes through. In a simpler way, a process approach represents the different steps that the learners follow in order to produce good work. According to Brown (2000), this process is a thinking process that allows learners to think while writing. Additionally, it helps them to focus on all the stages that lead to a well-constructed written text, make a plan or write an

outline, receive constructive feedback from their teacher, revise their work, and make the necessary changes where needed before writing the final draft.

According to Hasan and Akhand (2001), the process approach focuses on the classroom activities such as brainstorming, group discussion, and rewriting which play a significant role in the development of language use that leads to the production of effective writing.

Despite the crucial role that the process approach plays in enhancing students' writing skill, it has been criticised due to the amount of time it consumes. Hence, teaching the writing skill requires a balance between both the product and process approaches because the product is the ultimate aim and the main reason that leads to the process of writing, which includes prewriting, drafting, revising, and editing. (Brown, 2000)

2.3.3 Genre Approach

The teachers use the genre approach to teach a particular genre of text. In this approach, writing is seen as the learners' reproduction of text after being exposed to different genres provided by the teacher, such as recipes and apology letters. The genre approach is beneficial for students' learning since it helps them develop their competence and ability to write about a specific genre after exposure to similar kinds. (Badger & White, 2000)

Cope and Kalantzis (1993) claimed that the development of writing in a specific genre consists of three main phases. Modelling a particular genre is the first stage, which refers to students' exposure to the target genre that they have to produce. Construction is another phase where students engage in different activities that focus on relevant language forms. The text's independent construction is the last stage, in which the students produce a written text of a specific genre independently from the teacher.

To sum up, the genre approach is a good technique that teachers may rely on to facilitates teaching the writing skill through imitation and analysis. However, limiting students ability to

imitate and follow certain models of writing may lead to students' lack of creativity and inability to produce a text or a paragraph. (Hamer, 2004)

2.4 Stages of the Writing Process

Sa'adah (2020) stated that in order to make good writing, the writer has to pass through various stages, starting with prewriting or what we call the planning stage, moving to the drafting stage then revising and editing what has already been written to produce the final draft, which is considered as the last stage of the writing process. The diagram below shows the stages of the writing process.

Figure.3. A simplified model of the writing process instruction
(Hyland& Hyland, 2006, p 11)

2.4.1 Planning (the pre-writing) Stage

Seow (2002) defined the planning stage as the activity that takes place in the classroom. During this stage, students use different strategies, such as brainstorming, clustering, and asking questions, to generate ideas and gather information for the writing topic, thus facilitating the product and the process. From the same perspective, Harmer (2004) said that during the pre-writing stage, students think about the topic, organize their ideas, and then make a plan before starting to write. He claimed that, the purpose, the audience, and the

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content are the three main issues that writers need to take into account when planning. To start with the purpose, they have to recognize the purpose of their writing and what they want to achieve, as this influences the types of text produced, the language used, and the information chosen. Moving to the audience, the writers, during the prewriting stage, have to consider the audience as they play a significant role in language choice. For example, check whether the language used is formal or informal. The last issue that they should take into account is the content, i.e., students have to organize and structure their ideas in a coherent way that will affect the reader.

2.4.2 Drafting Stage

According to Seow (2002), drafting is the first attempt at writing. In other words, drafting is the stage where students start writing about a particular topic, developing ideas that are collected during the planning stage into sentences and paragraphs. The main thing that students focus on during this stage is that they emphasize on fluency and the content more than grammatical and spelling mistakes. Brown and Hood (1989) agreed on the same point. They said that it is the stage where students start putting words down on paper. At this stage, it is essential for students to be able to understand what they have written and what changes they have made without worrying about spelling, grammar, and punctuation.

2.4.3 Revising Stage

The word "revision" means re-seeing or to seeing something again. That is to say, students during this stage try to improve their writing by revising their work for the second time in order to fix any problem related to the content or the organization of their ideas (Bae, 2011). According to Brown and Hood (1989), revising is the most crucial stage in the writing process that takes place after the drafting step. Additionally, at the revising stage, students check whether their piece of writing is meaningful and presented in a clear and appropriate way that may be effective for the reader.

Teacher's comment on the writing and self-revision are the two main activities that the revision stage may consist of. In the former activity, the teacher comments on students' drafts and provides them with feedback in order to see and recognize their errors. However, in the second type of activity, students reread their piece of writing then make the necessary changes by removing, adding, moving, or rearranging ideas to produce the correct work (Laksmi, 2006). Hall (2004) strongly supported this idea, claiming: "strong revision demands taking a critical look at your writing, saving the parts that are working, and changing the parts that aren't (p. 57). That means that, at this stage, writers may add any information related to the topic or omit the irrelevant parts in order to produce a coherent work that meets readers' needs.

2.4.4 Editing Stage

According to Grenville (2001), editing is the act of making the written work as reader-friendly as possible by arranging the sentences in a clear and easy way. In other words, students at this stage prepare their draft for reading, focusing on the correct use of the aspects of language that include grammar, punctuation, spelling, and other aspects. In the same vein, Williams (2014) defined the editing stage as the stage that comes after revising where the sentence level is the main concern of the student, i.e., they focus on the spelling mistakes, grammatical errors, length of sentences, and the organization of ideas for the purpose of producing the final paper in a professional way. At this level, we may face two forms of editing: self-editing and teacher editing. In the first editing, the students review their writing line by line in order to identify and correct the spelling, grammar, punctuation, and capitalization mistakes and ensure that they have written strong and clear sentences (Faraj, 2015). On the other hand, in the teacher editing type, the teacher does not correct his students' draft directly; however, he comments on their piece of writing using correction symbols such

as "WO" for wrong order, "G" for grammar mistake, and "S" for spelling mistake to help the students identify and correct the mistakes by themselves (Harmer, 2004).

2.4.5 Publishing Stage (final version)

Harmer (2004) highlighted that in the writing process, publishing is the last stage that the students reach after editing their drafts and making the necessary changes when needed to produce the final version, which is then sent to the intended audience. Moreover, the publishing stage is the act of making a completed paper available to the public. In a simpler way, publishing means sharing the final paper either with other students or posting it in any other area where people can read it. In addition to that, publishing does not mean that the final text has to be published in a journal; however, it means submitting the paper to a teacher or other audience to read (Williams 2014).

From Tompkins (1990) point of view, publishing is the stage where students finish their final draft and then present it to the teacher to read and evaluate. He claimed that publishing is a social and beneficial activity that helps students share their piece of writing with their classmates, teachers, or family members. As a result, students become able to communicate with their readers while writing and develop what we call self-confidence as writers.

In a nutshell, we can say that writing is one of the most important skills for language learning. It requires the writer to pass through a recursive process instead of a linear one. The former process means that at any stage of the writing process, the students, even when they write their final draft, may change their mind, re-plan, re-draft, revise, and modify some words before publishing the last version. (Harmer, 2004)

2.5 Students' Problems in Writing Skill

Mastering the writing skill is not an easy task for learners since most of them find difficulties in grammar, vocabulary, punctuation, and spelling, which are considered the main

challenges that prevent students from producing a well-organized piece of writing in a second language. (Mohamed, 2022)

2.5.1 Problems Related to Grammar

Mohamed (2022) claimed that grammar is a crucial part of writing. It refers to the structure of words and sentences. The correct use of grammar allows the students deliver a meaningful message to the reader. In the same vein, Azar (2007) asserted that grammar is a necessary element for comprehension of the nature of language. She noted that students with limited grammar knowledge will find difficulty in academic writing. They become unable to write correct sentences, do not understand how the sentences are constructed, and are linked in one paragraph. In contrast, students with stronger grammar knowledge will understand the meaning of sentences easily and be able to produce correct sentences in written form.

2.5.2 Problems Related to Vocabulary

Lack of vocabulary is another issue that students may face during writing. According to (Asep, 2014), vocabulary is the main element that students may rely on to create and construct meaningful sentences, which is the key element for good writing. Practically, the students use different words to share their opinions, ideas, and thoughts with all the people surrounding them. Consequently, students with a high range of vocabulary can effectively express their thoughts in a well-written text. Vocabulary plays an essential role in enhancing language skills in general and writing skill in particular. In writing, the students select clear and correct words to explain their ideas and modify their piece of writing. Hence, having a limited vocabulary may hinder our ability to write effectively (Gains and Redman, 1986).

2.5.3 Problems Related to Spelling

Even though wrong spelling does not often inhibit the readers from understanding the writer's message, we can consider it as one of the most common issues that affects both

students' writing as well as the reader's judgement (Harmer, 2004). In light of this, many researchers have defined the concept of spelling differently. For Puspandari (2017), spelling is the act of using a series of letters to produce correct words that represent the spoken language in a written form. From another perspective, Croft (1983) refers to spelling as a component of written language, which plays a pivotal role in effective writing. That means that the students who avoid making spelling mistakes will convey their message in a clear way. However, for students who misspell many words for many reasons, their piece of writing will be difficult to understand. Thus, reading and being aware of other spelling varieties, such as British and American, are two of the best ways to help students avoid making errors and convey a clear message (Harmer, 2004).

2.5.4 Problems Related to Punctuation

Jozsef (2001) considered writing one of the most complicated activities that requires the correct use of grammar, vocabulary, and punctuation when developing different ideas. In writing, punctuation is one of the main challenges that students may encounter. It refers to the system of using signs and symbols that writers use to express the meaning of sentences. (Rook, 1990)

According to Allen (2002), punctuation is a useful tool that writers should add to their text in order to make it strong, simple, and easy to comprehend. However, neglecting or misusing this element can alter the meaning of the message and make it difficult for the reader to understand. Thus, the correct use of punctuation signals such as full stop, comma, and semicolon is an essential element that students should not ignore when writing in order to convey the exact meaning of the text.

2.6 Role of the Teacher in Teaching the Writing Skill

Harmer (2004) clarified that in EFL class, the teacher plays many distinct roles, but when it comes to teaching the writing skill, the teacher plays three essential roles: motivator, resource, and feedback provider.

2.6.1 Motivator

Being a motivator refers to one of the principal roles that teachers may play when teaching writing skill. In such cases, the teacher motivates the students by creating a good learning atmosphere that helps them generate ideas and make a lot of effort for optimal advantage. Additionally, the motivator teacher is the one who persuades the learners about the advantages of the activity and encourages them to express their ideas creatively in a written text. (Harmer, 2004)

2.6.2 Resource

During writing, the teacher can be a source of knowledge. In other words, being a resource means that the teacher supports and guides the students by providing them with the necessary information. Moreover, the teacher who plays this role has to review the students' work as it advances through giving some advice and constructive suggestions (Harmer, 2004).

2.6.3 Feedback Provider

According to Harmer (2004), providing feedback is another essential role that a teacher may play during writing. The teacher should comment on the content as well as the form of the students' piece of writing in a positive, encouraging, and constructive way. When the teachers provide corrective feedback, they have to focus on the point that the student needs in the performed task or at a specific stage of learning.

2.7. Importance of the Writing Skill

In EFL context, writing is one of the most important skills that needs to be learned due to its many significant points. First, writing is a necessary tool for learning that helps students

practice and reinforces what they have learnt through various activities designed by the teacher. An additional advantage of this skill is that it is not a time-limited activity. That is to say, unlike speaking activities, in writing tasks, students have enough time to think, plan, develop, organise ideas, and check grammar mistakes (Harmer, 2004). Second, according to Raimes (1983), writing is a very important skill since it helps the students express their ideas in a second language, focusing on the correct use of grammar and vocabulary items. Another important point of writing is that it allows students to transmit their thoughts and ideas for the purpose of effective communication among people. (Huy, 2015)

Similarly, Azar (2007) stated that writing becomes an important skill in learning a foreign language because it has several benefits. The first benefit is that writing makes students capable of expressing their opinions, ideas, and thoughts in a written text. In addition to that, the writing skill allows students to explore the language and develop what they have grasped in different ways and for several purposes. Moreover, it helps the students reinforce new structures and terminology and recall new language items. Through writing, teachers can reflect on their students' capacity to solve many problems. Besides the advantages mentioned above, Alfaki (2015) explained that writing, on the one hand, helps students assess their progress and receive constructive feedback from the teacher. On the other hand, it permits the teacher to monitor the students and diagnose their difficulties.

Conclusion

In the light of what we have discussed in this chapter, it is evident to say that writing is a fundamental skill for learning English as a second language (ESL). It refers to the act of transmitting and receiving information. The mastery of this skill is a hard activity that requires the students to pass through the process of planning, revising, editing, and writing the last draft. Additionally, writing is a cognitive process that requires the students to get involved in several mental activities. They have to think, develop ideas, organise their thoughts, and pay attention to the proper use of the language aspects, which include grammar, vocabulary, punctuation, and spelling. These aspects can be a challenge that students may face while writing.

The use of different teaching approaches, which entail product, process, and genre approaches along with the significant role that the teacher plays in motivating students to express their ideas effectively, supplying them with useful information, and providing them with continuous constructive feedback, can be useful for students. It helps them overcome the challenges of writing and become more proficient in producing an effective piece of writing, which has a great importance in our life in general and in academic settings in particular.

Chapter Three

Data Collection and Analysis

Chapter Three

Data Collection and Analysis

Content

Introduction

After dealing with the two previous theoretical chapters, which centred on the concepts of continuous assessment and teachers' constructive feedback in improving the writing skill, the research moves to the third chapter, which is mainly practical. Throughout this chapter, we will give a detailed description of teachers' questionnaire and students' observation, which are used as investigation tools in this research to collect data from the participants. After that, we will move on to the presentation, analysis, and interpretation of the data gathered by the research instruments. This chapter ends with some suggestions and recommendations that may be helpful for further research.

3.1 Data Collection Tools

Some tools were necessary to be used during our investigation over the subject being studied. These research instruments are referred to, in the following sections.

3.1.1 Teachers' Questionnaire

In our research, we opted for a questionnaire and classroom observation as the two main tools of investigation that helped us obtain data in a short time period. We prepared this questionnaire based on some essential principles stated in the theoretical part. It aims at collecting reliable data about the role of teachers' continuous assessment and constructive feedback in enhancing students' writing. This questionnaire is divided into three sections: the first section is related to personal and official information, the second section is related to assessment and feedback, and the third section is related to the writing skill. In each section, we addressed some questions to ten middle school teachers, where they were asked to answer different types of questions, such as closed-ended questions, multiple-choice questions, or open-ended questions.

3.1.1.1 Analysis of Teachers' Questionnaire

Section One: Personal and Professional Information

Question One: How long have you been teaching in the middle school?

Years of experience	Percentage
1-4 years	40%
5-10 years	30%
More than 10 years	30%
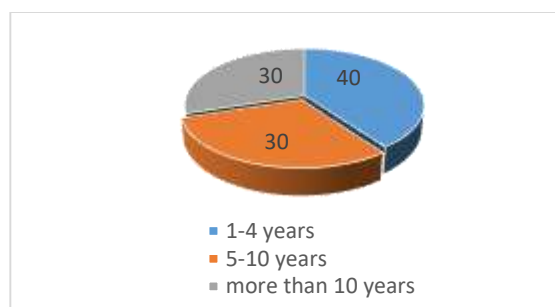
Table 1: The experience of teachers' in teaching   **Figure 4: The experience of teachers in teaching**

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This question aims at determining the years of experience that middle school teachers have in teaching English as a foreign language. The result of both the table and the diagram on the right shows that 40% of teachers have 1 to 4 years of experience. Furthermore, the percentage of the teachers who have passed 5 to 10 years of experience and more experienced teachers who passed more than 10 years in teaching was the same, which is estimated 30%.

Question Two: What is your academic qualification?

Academic qualification	Number	Percentage
Classical degree	4	40%
Licence degree	4	40%
Master degree	2	20%

<div align="center">Table 2: Teachers' Academic Qualification</div>
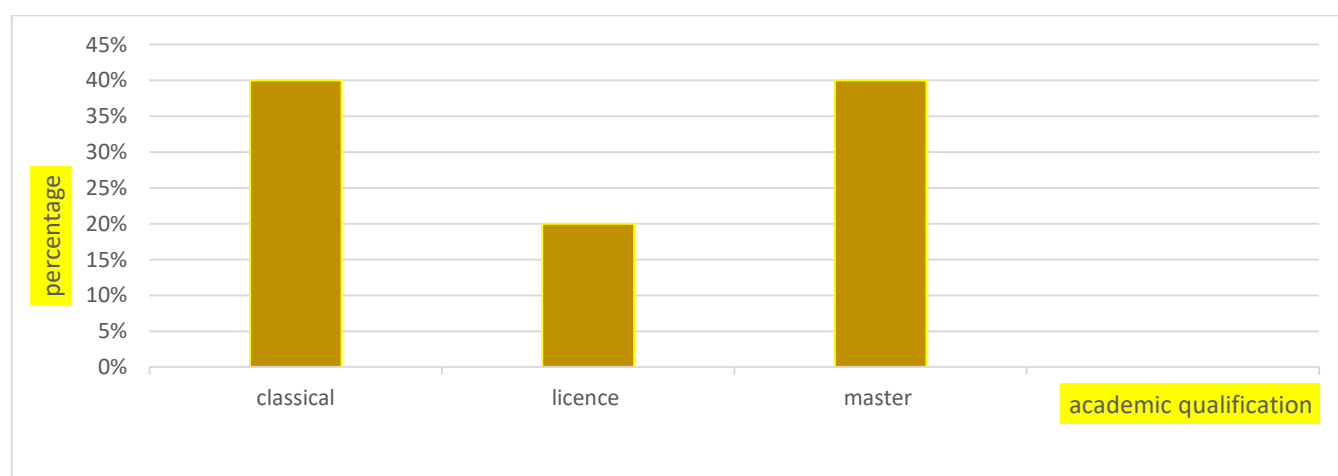
<div align="center">Figure 5: Teachers' Academic Qualification</div>

The aim of this question is to identify the educational background of middle school teachers and the level of education they have achieved. The statistics in the table and the bar graph indicate that 40 % of teachers have a classical degree, 40% hold a master degree, and 20% represent teachers who hold a licence degree.

Questions Three: Which levels are you concerned with in the current academic year?

Levels	Number	Percentage
1ms	4 teachers	40%
2ms	5 teachers	50%
3ms	6 teachers	60%
4ms	5 teachers	50%

Table 03: The Academic Levels of Teaching
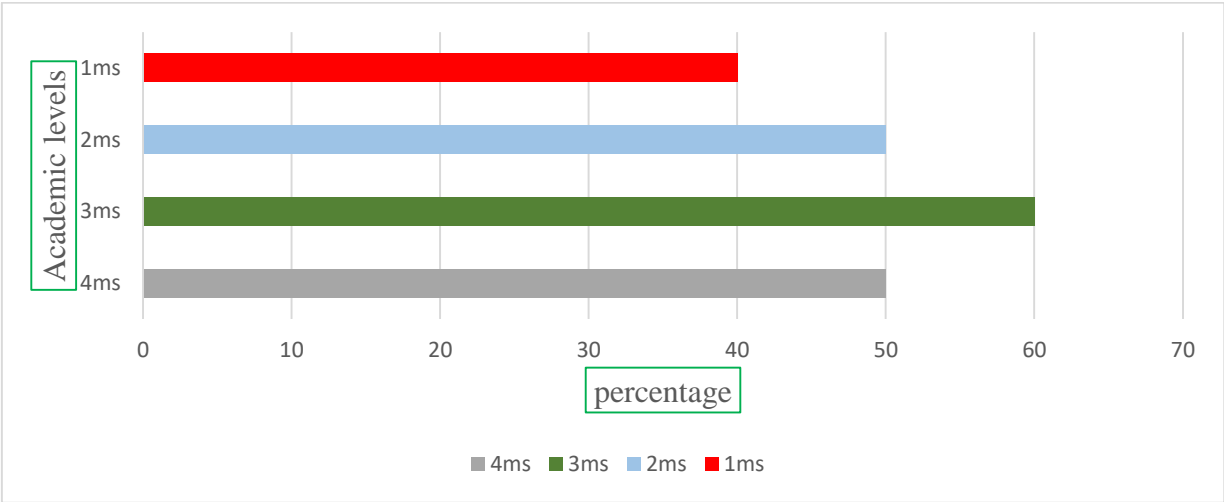
Figure 06: The Academic levels of Teaching

This question seeks to know the academic levels at which these teachers have been teaching. The responses provided to this question reveal that each teacher is concerned with two academic levels. Sixty percent is the highest statistic in the graph and the table. It represents the teachers who are concerned with the third level. Other responses showed that 50% of teachers teach the second level, the same percentage for the teachers who teach the fourth year, and 40% of the whole numbers of teachers teach first-year middle school learners.

Question Four: Have you attended any workshops or seminars with inspector about the role of continuous assessment and constructive feedback?

Options	Number	Percentage
Yes	08	80%
No	02	20%
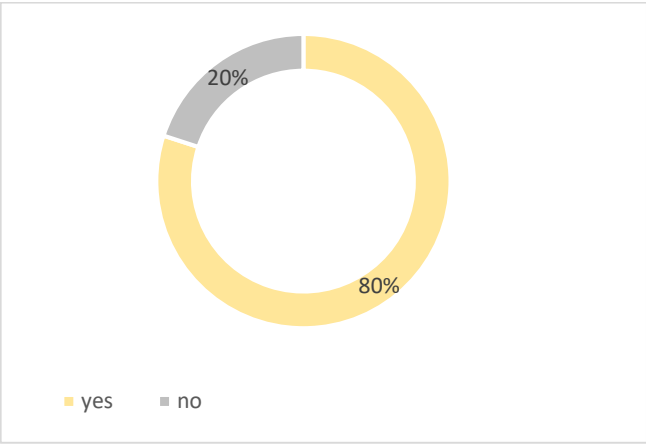
Table 04: Teachers' Seminars Attendance　　　　　　**Figure 07: Teachers' Seminars Attendance**

The main purpose behind this question is to see whether these teachers have attended seminars about the role of continuous assessment and constructive feedback or not. So, the statistics of the graph show that 80% of middle school teachers have already attended seminars that tackle the role of both ongoing assessment and constructive feedback; however, only two teachers, i.e., 20%, have not participated in such seminars.

Section Two: Continuous Assessment and Constructive Feedback

Question One: Do you incorporate continuous assessment and constructive feedback in writing instruction?

Options	Number	Percentage
Yes	10	100%
No	00	0%

Table 05: Incorporation of Continuous Assessment and Constructive
Feedback in Writing Instruction
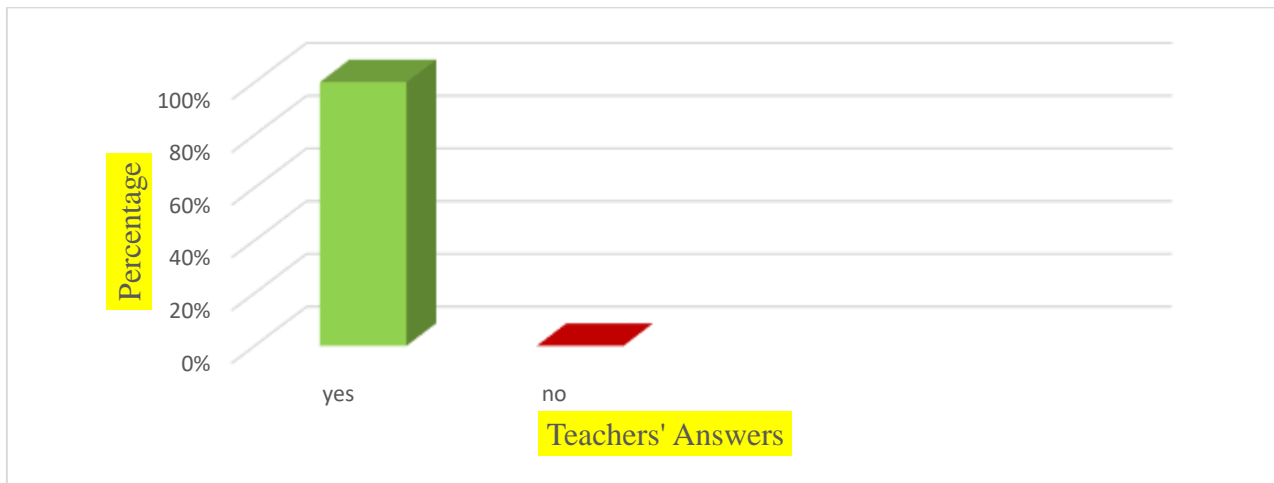
Figure 08: Incorporation of Continuous Assessment and Constructive Feedback in Writing Instruction.

This question aims at knowing whether the middle school teachers integrate ongoing assessment and constructive feedback when teaching writing or not. As indicated in the graph and the table, all the teachers (100%) claimed that they use both of these two strategies while teaching the writing skill.

Question Two: Do you think that continuous assessment and constructive feedback play an important role in improving the writing skill?

Options	Number	Percentage
Yes	10	100%
No	00	0%

Table 06: Teachers' Opinion about the Role of Ongoing Assessment and Constructive Feedback in Improving Students' Writing
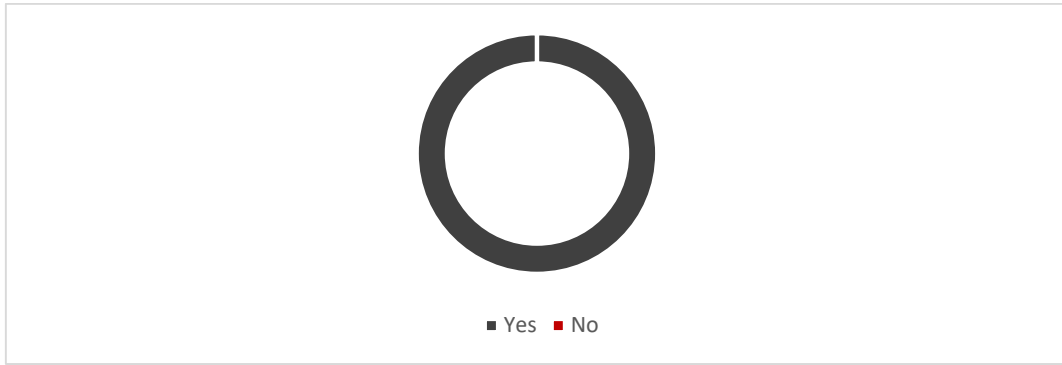
**Figure 09: Teachers' Opinion about the Role of Ongoing Assessment
and Constructive Feedback in Improving Students' Writing**

This question is intended to investigate teachers' perspectives about the role and effects of ongoing assessment and constructive feedback on students' writing. The analysed data determine that all the teachers, i.e., 100%, agree on the idea that ongoing assessment and constructive feedback play a significant role in enhancing the writing skill.

Question Three: Which type of assessment do you use in improving students' writing?

Types of assessment	Number	Percentage
Diagnostic assessment	01	10%
Continuous assessment	07	70%
Summative assessment	02	20%

Table 07: Types of Assessment That Improve the Writing Skill
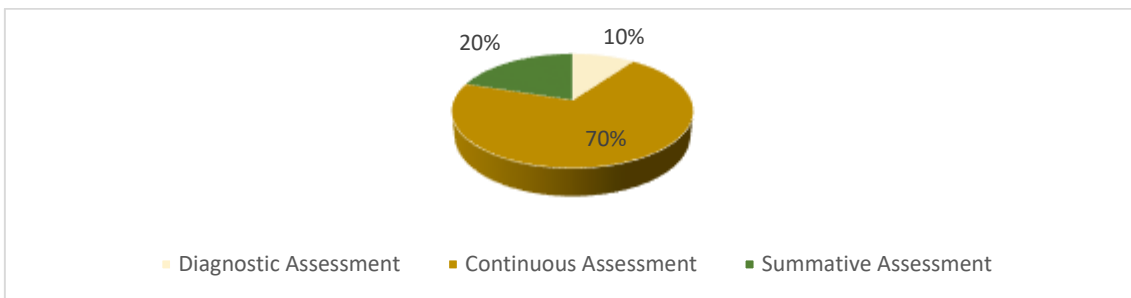
Figure 10: Types of Assessment That Improve the Writing Skill

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This question is posed in order to figure out the most common type of assessment that middle school teachers use to enhance their students' writing. After collecting data, we found that 70% of these teachers prefer assessing their students writing continuously; 20% of them use the diagnostic type of assessment; and only 10% use summative assessment to improve their students' writing.

Question Four: When do you provide them with feedback?

Stages of instruction	Number	Percentage
Before instruction	02	20%
During instruction	06	60%
After instruction	03	30%

Table 08: Stages of Providing Feedback
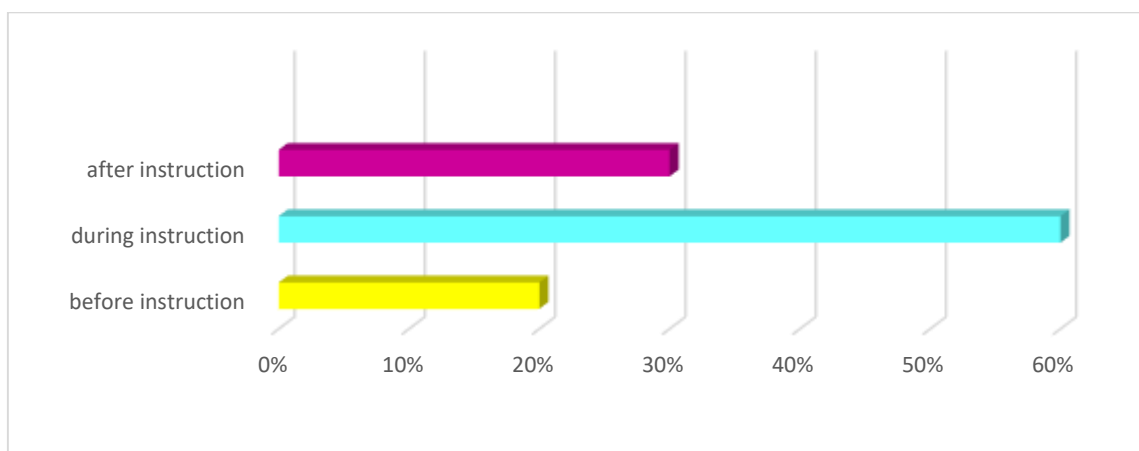
Figure 11: The Stages of Providing constructive Feedback

This question aims at determining the exact teaching period during which these teachers provide constructive feedback to their students. Teachers' responses revealed that some of them provide their students with constructive feedback before and after instruction, while 20% said that their feedback is given before instruction. In addition to that, 60% of them provide their students with constructive feedback throughout the teaching and learning process, whereas 30% give feedback to their students after instruction.

Question Five: Which role do you play while your students are writing?

Teacher's Role	Number	Percentage
Monitor	08	80%
Feedback provider	05	50%
Resource of knowledge	03	30%

Table 09: Teachers' Different Roles
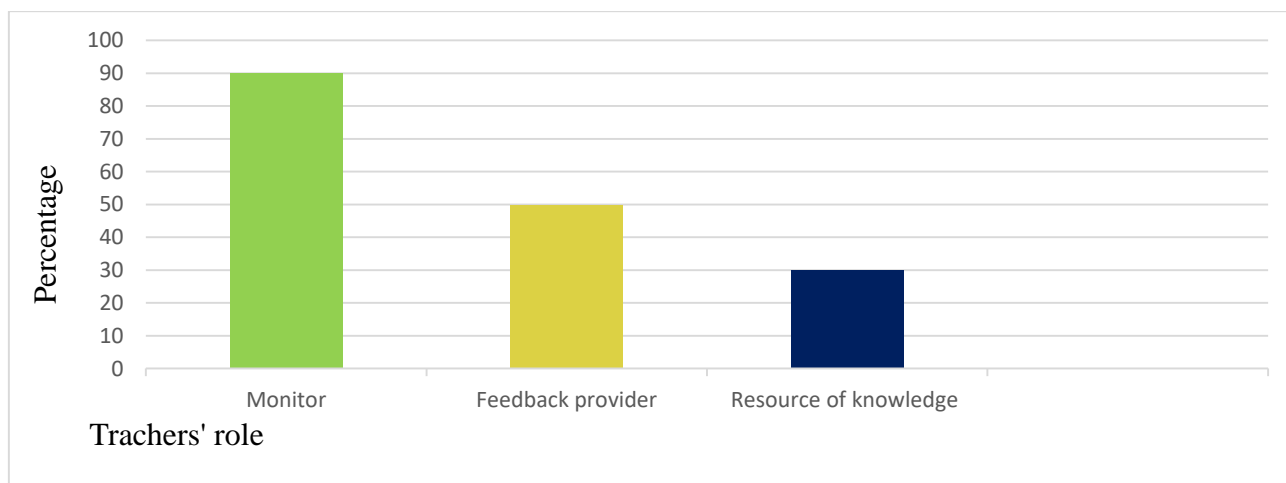
Figure 11: Teachers' Different Roles

This question is intended to get insights about teachers' different roles and actions in the classroom. In this type of question, teachers can choose more than one answer. The results claimed that 90% is the highest value that represents the teachers who play the monitor role;

50% of these teachers prefer to act as feedback providers; however, 30% of them consider themselves a resource of knowledge.

Question six: What is the most effective type of feedback do you use to improve the writing skill?

Types of feedback	Number	Percentage
Oral written	01	10%
Written feedback	02	20%
Peer feedback	01	10%
All of them	08	80%

Table 10: Types of Feedback
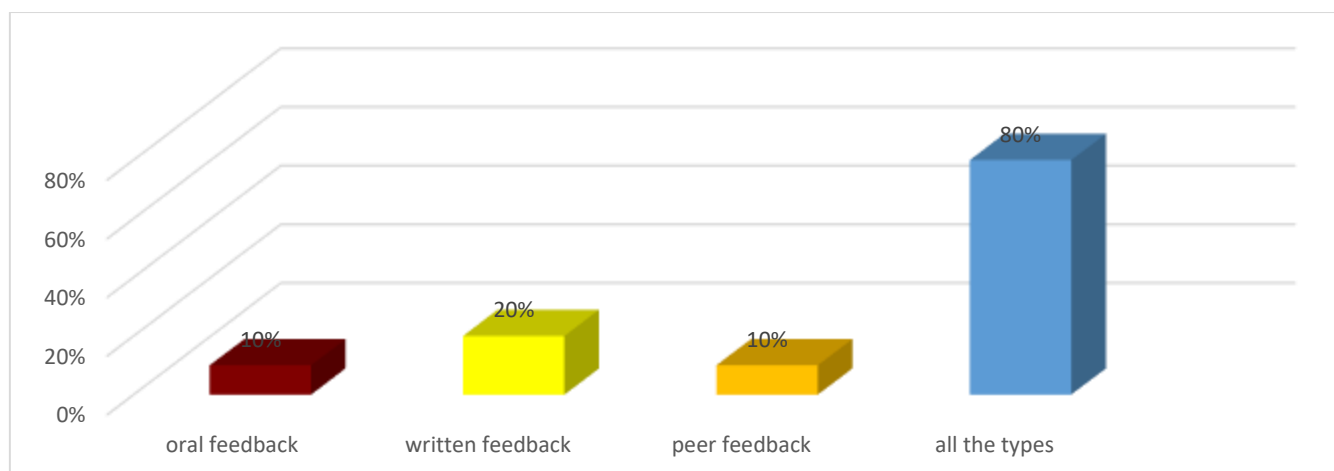
Figure 13: Types of Feedback

We designed this question to know the various types of feedback provided to learners during writing. Teachers' responses indicate that 80% of these teachers use all the types of feedback during the session. Additionally, only 10% said that they use oral and written feedback to enhance their students' writing, whereas 20% claimed that they rely on written feedback as an effective type to develop the writing skill.

Question Seven: How often do your students respond to your feedback?
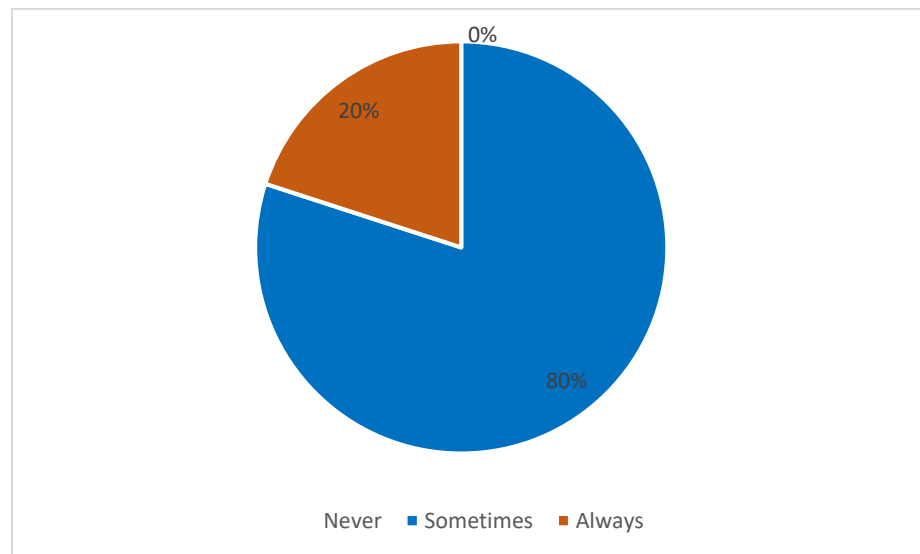
Figure 14: The Frequency of Students' Responses to Teachers' Feedback

We asked this question in order to identify the frequency of students' responses to their teachers' feedback. The statistics show that 80% of these informants claimed that their students sometimes respond to their comments, but only 20% of them declared that the learners always respond to their feedback positively. Furthermore, no one of these teachers opted for the answer (c), which scored 0%.

Question Eight: What challenges do you face while implementing ongoing assessment and providing constructive feedback in the writing classroom?

The aim of this question is to determine some difficulties that middle school teachers encounter when assessing the writing skill. The responses to this question show that the teachers face different obstacles. According to certain teachers, some learners have not well grasped the correct use of grammatical aspects. Another teacher's response indicates that the lack of vocabulary is another issue that prevents students from developing their ideas. Additionally, the students are not interested in writing sessions; thus, maintaining motivation

is a huge constraint they may face. Moreover, some other teachers said that the matter of time and overcrowded classrooms are the main challenges that they face when assessing students' writing. Helping the slow learners to coordinate and organise their ideas while writing is a time-consuming issue that the majority of the teachers face. Another teacher claimed that the main challenge that he faced during the writing session was that not all the students responded to their teacher's feedback, and not all of them cared about the mistake they made.

Section Three: The Writing Skill

Question One: Which approach do you use in teaching the writing skill?

The approach	The number	The percentage
The product approach	03	30%
The process approach	06	60%
The genre approach	01	10%

Table 11: Teachers' approaches to Teach Writing
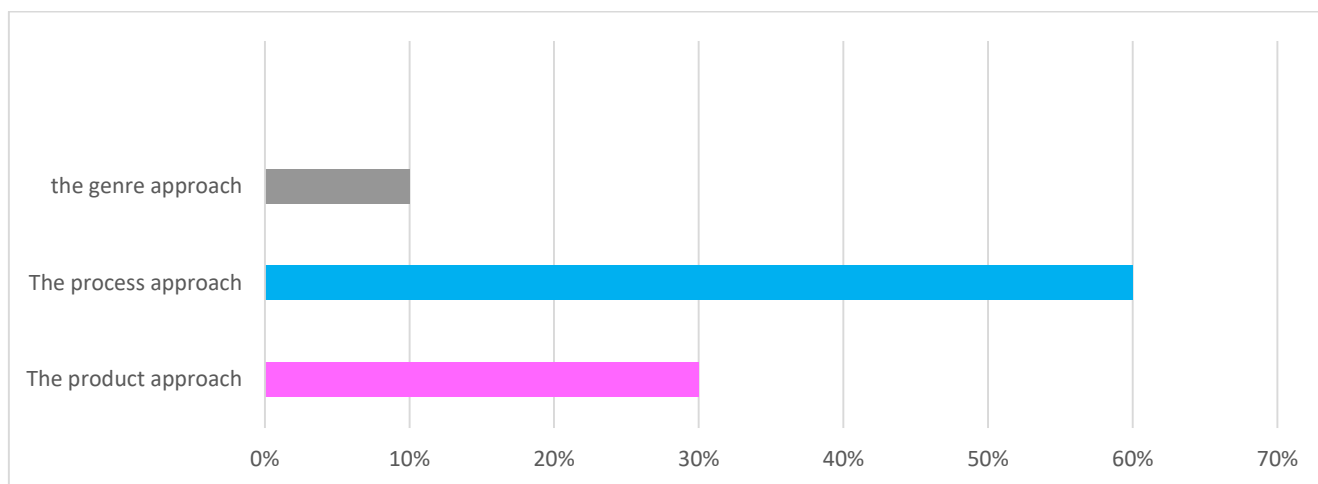
Figure 15: Teachers' Approaches to Teach Writing

This question aims at knowing the various approaches that middle school teachers use to teach the writing skill. The presented data indicate that 60% of these teachers use the process

approach; 30% of them believe that the product approach is the most appropriate one to teach writing; however, only 10% rely on the genre approach in writing instruction.

Question Two: What are the most common writing difficulties that students face?
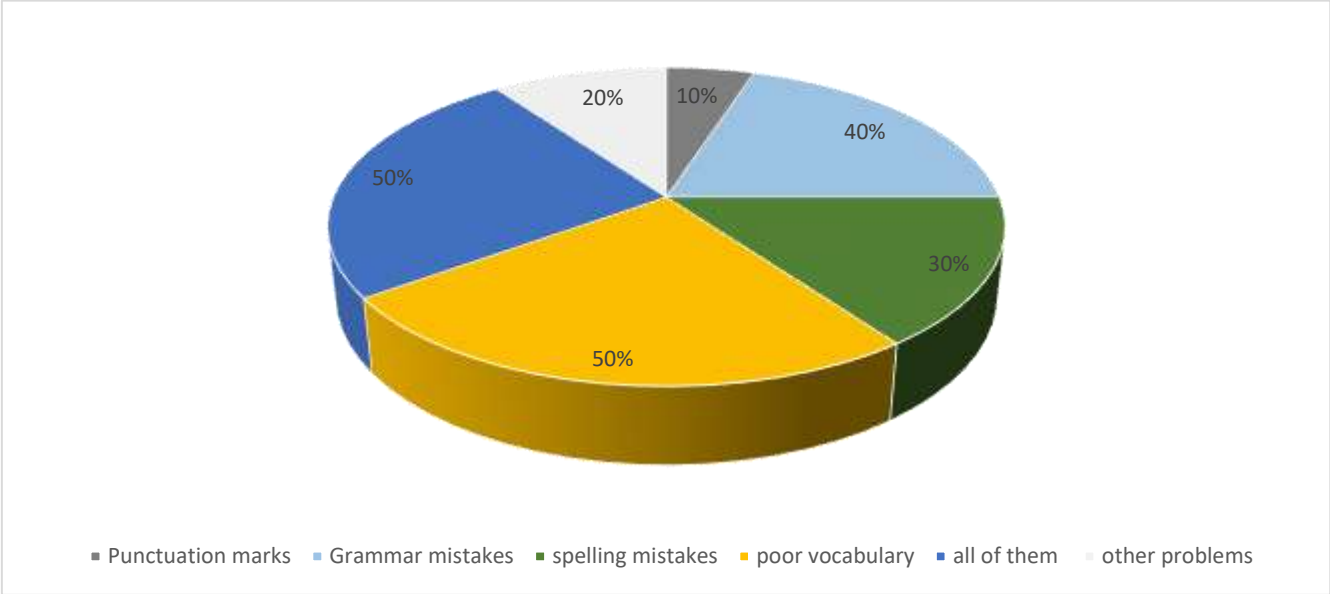
Figure 16: The writing Problems Faced by Learners

   The purpose of this question is to identify the areas of difficulty encountered by learners when producing a correct piece of writing. In this question, the teachers can choose more than one question. Based on the collected data, 50% of the participants claimed that poor vocabulary is the most prevalent problem faced by students. Grammatical mistakes are another challenging aspect, as declared by four teachers. In addition to that, some teachers noted that spelling and punctuation were two major writing problems (30% for spelling mistakes and 10% for punctuation). On the other hand, 50% of them said that the majority of learners faced all these writing problems, but only 10% believe that the lack of linking words is another writing problem that the majority of the students encounter.

Question Four: At which stage, should students receive feedback to improve the writing skill?
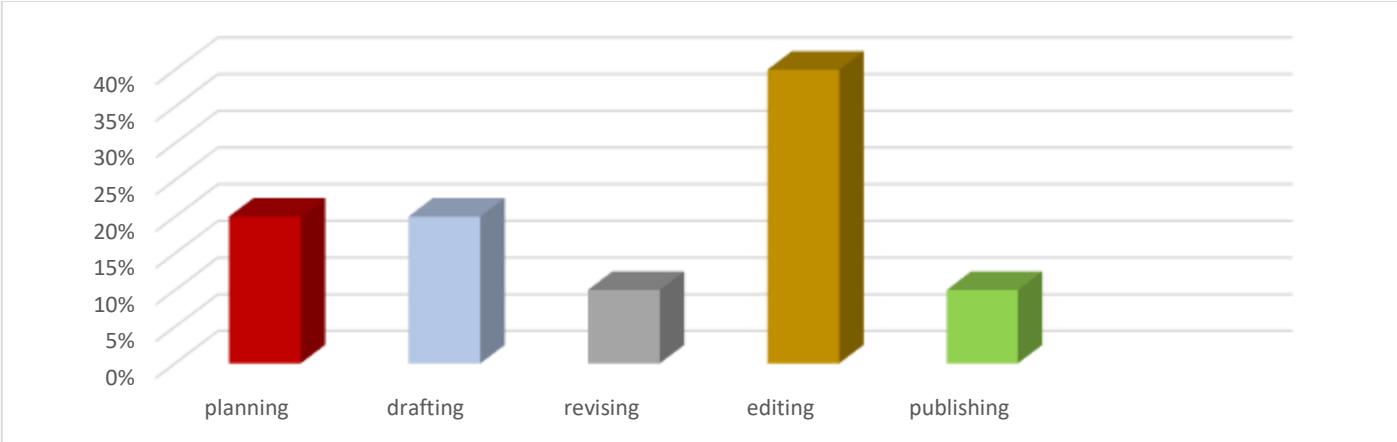
Figure 17: The Stage of Writing

The main aim of this question is to determine the appropriate stage for providing feedback to students during the writing process. The results suggest that the majority of teachers prefer to provide feedback to their learners during the editing stage. In addition to that, 20% reported that the drafting and planning stages were the appropriate stages for giving feedback to students. Some other teachers said that revising is a suitable stage; nevertheless, the last 10% of teachers claimed that constructive feedback should be given after publishing the final draft.

Question Five: Do you think that the time allocated for the writing sessions is sufficient to improve the student's writing?
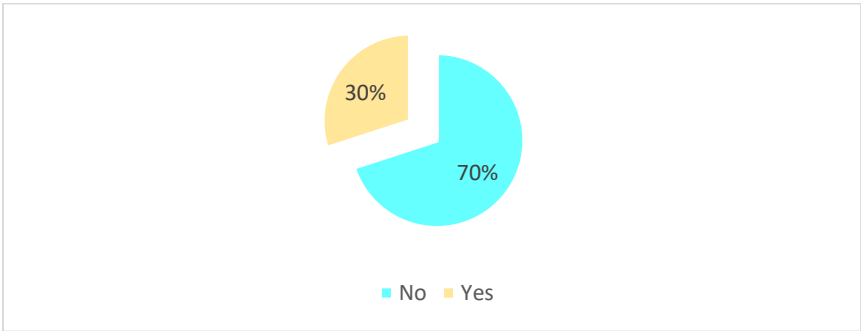
Figure 18: Teachers' Perspectives on the Time Allocated for the Writing Sessions

We addressed this question to teachers in order to know whether the time allocated for the writing sessions helps third-year middle school students improve their writing or not. The answers indicate that 70% of them declared that two sessions per sequence are not sufficient to improve their writing skill whereas 30% claimed that the time allocated for the third level is enough to develop their writing.

Question Six: What do you focus on when providing students with feedback?

This question aims at identifying several aspects that middle school teachers focus on when providing their students with constructive feedback. Their responses show that most of them focus on the correction of vocabulary and the grammatical structures. Other teachers focus on the accuracy and the cohesion of the ideas. However, according to some teachers, the emphasize is on giving both positive and negative feedback in form of simple and clear sentences that help the students understand and respond to their teacher's feedback.

Question Seven: What is the main writing objective do you want your students to achieve by the end of the year?

The purpose of this question is to know the intended outcome that these students have to achieve by the end of the year. The results show that producing a correct, well organised, and coherent paragraph was the common objective mentioned by the majority of these teachers. Only one teacher said that the main objective was that the students would be able to communicate their ideas effectively in different types of writing.

Question Eight: How can the students benefit from the writing skill development?

According to these teachers, developing the writing skill can benefit students in many ways. The first advantage is that it helps them communicate with others and express their ideas and thoughts using the language correctly. Additionally, it enhances students' vocabulary, critical thinking, and academic performance. Through the development of the

writing skill, the students become autonomous and more persuasive, capable of producing long paragraphs, essays, or research papers in their future careers.

Question Nine: What can you suggest or recommend to help students improve their writing?

This question aims at gathering recommendations from teachers on how to help students improve their writing. We have received many suggestions from them. All the teachers focused on reading as an effective strategy. They said that students should read many books of different genres to expand their vocabulary and practice writing regularly. Some other teachers claimed that the best way to improve students' writing is to read short stories and make summaries of them so they can acquire more knowledge and learn more vocabulary. The last two teachers responded in a similar way. They recommended students pay attention to grammar and punctuation rules and incorporate them into their writing correctly.

3.1.1.2 Discussion of the Teacher's Questionnaire Results

Based on the obtained results from teachers' questionnaire, we can say that the majority of instructors are novice, possess a good qualification, and are concerned with the third-year level, which is the focus of our research. Besides, most of these teachers have an idea about the role of ongoing assessment and constructive feedback in improving students' writing since 80% of them have attended with their inspector a seminar that tackles the same topic.

The outcomes of the second part of the questionnaire revealed that all teachers incorporate continuous assessment and constructive feedback in teaching writing due to their significant role in enhancing students' writing. This aligns with some ideas mentioned by several authors in the first chapter, such as (Popham, 2011) and (Abdulahi et al., 2017) who consider ongoing assessment and constructive feedback as integral parts used in teaching to monitor students' progress and help students have better writing.

According to the results of the questionnaire, it appears that 70% of middle school teachers use ongoing assessment more than diagnostic and summative types. As claimed by Clark (2008) in the first chapter, this result indicates that continuous assessment is an effective strategy that improves students' learning and allows teachers to collect ongoing information about students' development along the learning process, in contrast to diagnostic and summative assessment, which provide some information about students' learning over a certain period of time.

The results also show that providing feedback is a good strategy used by teachers to help their students improve their writing. However, 60% of these teachers prefer to give it during instruction, as it is the appropriate stage for enhancing the writing skill. Additionally, and as mentioned previously by Green (2010), during the instruction stage, teachers can identify their students' misconceptions, and learners become able to assess their progress as they receive constructive feedback from their instructor. Furthermore, from teachers' responses, it seems that teachers play several roles in the class by monitoring their students' work and providing them with different types of feedback, such as oral and written, that may boost students' productivity and proficiency. Unfortunately, students do not always respond to their teacher's feedback, and this may be due to a lack of understanding or the need for further guidance. What is evident from this study is that implementing continuous assessment and constructive feedback is not an easy task since most teachers face many challenges, such as students' disinterest, time issue, and the huge number of learners in the class.

The third section of the questionnaire was devoted to collecting different data about the writing skill. The findings indicate that 60% of these teachers use the process approach in teaching the writing skill, as it focuses on the process itself. This result supports the perspective of Harmer (2001), who claimed before that the process approach is the most effective one the students pass through several stages to produce a correct piece of writing.

Another response shows that only 10% of instructors use the genre approach. The reason behind this, and based on the opinion of many researchers as stated in the first chapter, is that the genre approach focuses on the imitation of certain models of writing, which may lead to learners' inability to produce a paragraph.

The study also displays that third-year middle school students, while writing, face many difficulties in terms of grammar, vocabulary, spelling errors, and punctuation marks. Therefore, in order to solve them, teachers have opted to provide them with constructive feedback continuously and during the editing stage of the writing process because it is the step where students can modify their drafts, focusing on all the aspects of language, as claimed by Williams (2014) in the second chapter. In addition to that, when providing students with feedback, teachers should focus on helping students expand their vocabulary and use proper grammar. This result coincides with the opinion of Azar (2007), who previously considered grammar a necessary element in academic writing.

Overall, the outcomes indicate that the main objective that students have to achieve by the end of the year is to be able to produce a good and well-organised piece of writing. Additionally, the development of the writing skill helps students express their ideas, expand their vocabulary, use the aspects of a foreign language correctly, and become more creative. Thus, in order to be more proficient in writing and engage meaningfully in written text, the students should read many books and short stories that help them acquire more knowledge and vocabulary and pay attention to all aspects of language.

3.1.2 Classroom' Observation

Classroom observation is another helpful tool that aligns with the objective of our research. We conducted it at Saoula Ahmed Benchouhra Middle School in Tissemssilt. From February 28th, 2024, to March 18th, 2024, we started observing third-year level in a class composed of thirty pupils. The purpose behind relying on classroom observation is to gather accurate data,

and take notes on all the aspects related to the writing session, the teacher, and the learners. For instance, the way students interact with each other and their teacher, what kind of feedback they receive, the role of the teacher in the class, and the challenges students face during writing.

3.1.2.1 Analysis of Classroom Observation

As previously stated, we chose classroom observation to collect data about many things as they occur in actual setting. Accordingly, in our analysis, we will talk about all the observed items that occured throughout the observation period, which took place at Saoula Ahmed Benchourhra Middle School in Tissemsilt city from February 28th, 2024, to March 18th, 2024.

We attended many sessions with third-year level in one class containing of 30 students. When we started our first observation, the teacher was dealing with sequence four, entitled "Me and My environment." It was the first lesson in this sequence. The teacher created a good learning atmosphere, and the students were so eager to delve into the new topic and explore new vocabulary related to it. Additionally, most of the students were actively trying to share their ideas with their teacher and classmates. They discussed the main causes that lead to the pollution of the environment, the types of pollution, and the guidelines that they should follow to protect the environment. Moreover, what we have observed throughout the whole session is that when twenty minute left from the whole time allocated for the session, the teacher asked the learners to write a short paragraph about what we should do to protect the environment. After that, I noticed that most learners were unable to develop new ideas and produce a correct paragraph. They started asking the teacher about new vocabulary and the way of developing a good piece of writing. On the other hand, we found that five or six students engaged in the writing task.

During the next observation, and after dealing with many activities that helped the learner in their writing, for example, reordering activities, spotting and correcting mistakes, the teacher asked the learner to write a short piece of writing about the same previous topic. We noticed that the majority of the students, even the ones who were incapable of writing in the previous session, started writing while the teacher was controlling and checking their progress. He was assessing their work and asking them to pay attention to the content and the correct use of the grammatical points that they had already dealt with. Another noticeable point is that during the drafting stage, the teacher provided them with the necessary information and some suggestions. However, when the students were at the editing stage, the teacher was correcting some mistakes and providing them with oral and written feedback focusing on many aspects of language, such as the cohesion and the correct order of different words and sentences. At the end of the session, we saw that the students finished their work, and most of them produced a good piece of writing, whereas some of them wrote simple sentences without linking them. The teacher collected all the papers in order to correct them at home.

Throughout the last observation, the teacher brought the corrected papers and selected one paragraph to be written on the board. After that, he asked the learners to identify all the mistakes in that piece of writing. With the teacher's help and through collaborative work, students started correcting many mistakes. For example, mistakes related to grammar, vocabulary, spelling, and the organisation of the ideas. The next step after correcting the chosen paragraph is that the teacher delivered the papers provided with written feedback, then asked them to correct their mistakes based on that feedback and what they have corrected on the board. In that case, we noticed that the students began correcting and checking each other's mistakes in order to avoid making the same errors in their next writing.

The table below summarises some points we have noticed during the observation period.

Some observable points	Notes		
	Not at all	partially	Fully
The teacher checked the work of all students.		✓	
The teacher played many roles.			✓
The students face many problems while writing.			✓
There was enough time to correct all the papers in the class.	✓		
The students used their L1.		✓	
Students' work differs from the first observation session to the last.			✓

3.1.2.2 Discussion of the Classroom Observation Results

According to the findings obtained from the classroom observation, the incorporation of continuous assessment and constructive feedback was evident throughout the writing sessions. On the one hand, the teacher acted as a monitor, facilitator, and feedback provider. That means that he kept assessing his students' work continuously, guiding and providing them with the necessary information and specific suggestions for improvement. This process was done through written feedback and sometimes through oral feedback due to the number of learners and the allocated time, which was not sufficient to check the work of all the learners. On the other hand, receiving constructive feedback from teachers' during the drafting and editing stages allowed the students to engage actively in the writing process and identify their strengths and areas for improvement.

3.2 Recommendations and Suggestions for Future Research

Based on the literature review and the findings of our research discussed above, we propose some recommendations and suggestions for further research that may help middle school teachers improve their students' writing.

- Constructive feedback has positive effects on students' writing. That is why it is advisable for all teachers to assess their students' progress continuously and provide them with effective, timely, specific, and understandable constructive feedback.
- The teachers should use different types of feedback tailored to the level of learners because this will guide and support the students, give them the opportunity to share their ideas with their teacher and classmates, and allow them to receive detailed comments and suggestions on their writing.
- The teachers are advised to play many roles in the class, such as being facilitators and motivators by encouraging the students to engage in a writing classroom that nurtures students' creativity, critical thinking, and writing capacities.
- It is advisable for middle school teachers to expose students to various genres, such as narrative, persuasive, expository, and argumentative, focusing on the process approach more than the other approaches since it encourages teachers to teach students different stages that guide them to the production of a good piece of writing.
- Since most teachers said that the time allocated for the writing sessions is not sufficient, the teachers should provide their students with additional sessions for further practice of the writing skill.

Conclusion

We can conclude that the third chapter is the main part of our research since it presents the outcomes obtained through the two research instruments: teachers' questionnaire and classroom observation. Additionally, it sheds light on the analysis and discussion of the results of this study, which aims at identifying the impacts of continuous assessment and teachers' constructive feedback in improving students' writing. Moreover, it provides readers with some suggestions and recommendations that middle school teachers may use to enhance the writing skill development of all the students in general and third-year middle school learners in specific.

Limitation of the Study

While conducting this research, we faced a number of challenges. Concerning the practical part, we did not find many references to some concepts, such as the stages of continuous assessment and types of writing. Another constraint in this study is that some books were not free. From another angle, one of the major challenges that were related to the practical part was that some teachers refused to answer all the questionnaire's questions, claiming that it was too long and took too much time, and this was the main reason that prevented us from collecting data in a short period of time.

General Conclusion

The general conclusion that can be drawn from this research is that the writing skill is a key component of second language learning. It is not an easy task, as most people consider it. It allows us to express our thoughts and ideas through written language. A single approach to developing it is the integration of ongoing assessment and teachers' constructive feedback in writing instruction.

Continuous assessment is the most effective way to help middle school teachers enhance their students' writing. It helps them to continually assess their students' progress and identify areas for improvement. Hence, by regularly assessing students' writing and providing guidance and support, the students become able to enhance their writing abilities.

Moreover, during the continuous assessment process, teachers' constructive feedback plays an essential role in improving the writing skill. It should be specific, actionable, and understandable to accommodate their learners' needs. It helps them identify their strengths and weaknesses and overcome difficulties during the writing process. Additionally, it is necessary for teachers to use different approaches to teaching writing, particularly the process approach, as it leads the learners to go from prewriting, revising, and editing to the publishing stage, where students are required to produce a correct and well-organised paragraph.

In the practical side of this study, we relied on the descriptive method to explore the impacts of using continuous assessment and constructive feedback to improve the writing skill. To test our hypotheses, we used classroom observation and teachers' questionnaire as two main tools to collect data. The obtained results have proved the suggested hypotheses that through ongoing assessment and constructive feedback, middle school learners can improve their writing.

In a nutshell, based on all that we have discussed in our research, we can say that both teachers' constructive feedback and continuous assessment are two main strategies that should be incorporated into teaching writing. Therefore, middle school teachers should know how and when to provide their students with effective feedback, and the learners should respond positively to it in order to improve their learning abilities in general and their writing capacities in particular.

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Appendix

Teacher's Questionnaire

Dear teachers,

We would be grateful if you took a few minutes from your time to answer with complete credibility this questionnaire, which is a part of our research and aims at collecting reliable data about the role of continuous assessment and constructive feedback in improving students' writing skill.

Note: Please tick (✔) the appropriate answer or answer in full sentence when necessary.

Section One: Professional Information

1) How long have you been teaching in the middle school?

    a) 1-3 years   ☐

    b) 5-10 years   ☐

    c) more than 10 years ☐

2) What is your academic qualification?

    a) Classical Degree ☐

    b) Master Degree   ☐

    c) Licence Degree   ☐

3) Which levels are you concerned with in the current academic year?

    a) 1ms   ☐

    b) 2ms   ☐

    c) 3ms   ☐

    d) 4ms   ☐

4) Have you attended any workshops or seminars with inspector about the role of continuous assessment and constructive feedback?

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Section Two: Continuous Assessment and Constructive Feedback

1) Do you incorporate continuous assessment and constructive feedback in writing instruction?

    a) Yes ☐

    b) No ☐

2) Do you think that continuous assessment and constructive feedback play an important role in improving the writing skill?

    a) Yes ☐

    b) No ☐

3) Which type of assessment do you use in improving students' writing?

    a) Diagnostic assessment ☐

    b) Continuous assessment ☐

    c) Summative assessment ☐

4) When do you provide them with feedback?

    a) Before instruction ☐

    b) During instruction (Continuously) ☐

    c) After instruction ☐

5) Which role do you play while your students are writing?

    a) Monitor ☐

    b) Feedback provider ☐

c) Resource of knowledge ☐

6) What is the most effective type of feedback do you use to improve the writing skill?

    a) Oral feedback ☐

    b) Written feedback ☐

    c) Peer feedback ☐

    d) All of them ☐

7) How often do your students respond to your feedback?

    a) Always ☐

    b) Sometimes ☐

    c) Never ☐

8) What challenges do you face while implementing ongoing assessment and providing constructive feedback in the writing classroom?

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Section Three: Writing Skill

    1) Which approach do you use in teaching the writing skill?

    a) Product approach ☐

    b) Process approach ☐

    c) Genre approach ☐

2) What are the most common writing difficulties that students face?

    a) Grammar mistakes ☐

    b) Punctuation marks ☐

    c) Spelling mistakes ☐

d) Poor vocabulary ☐

e) All of them ☐

f) Other problems ☐

If there are other problems, mention some ……………………………………………………….

3) At which stage, should students receive feedback to improve the writing skill?

a) Planning ☐

b) Drafting ☐

c) Revising ☐

d) Editing ☐

e) Publishing ☐

4) Do you think that the time allocated for the writing sessions is sufficient to improve the student's writing?

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5) What do you focus on when providing students with feedback?

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6) What is the main writing objective do you want your students to achieve by the end of the year?

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7) How can students benefit from the writing skill development?

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8) What can you suggest or recommend to help students improve their writing?

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Thank you for your collaboration.

Résumé

L'évaluation continue et le feedback des enseignants occupent une place primordiale dans le processus d'apprentissage de l'écriture. L'objectif de la présente étude est d'analyser le rôle et les conséquences de ces deux éléments dans l'amélioration des compétences de l'écriture des apprenants d'anglais comme langue étrangère. Cette recherche est effectuée avec les élèves de troisième année moyenne au CEM de Saoula Ahmed Benchouhra à Tissemsilt. Dans le but de confirmer ou d'infirmer notre hypothèse et d'atteindre le but de cette recherche, nous avons adopté une approche de méthodes mixtes utilisant deux outils afin de collecter des données quantitatives et qualitatives. Le questionnaire a été administré à dix enseignants d'anglais de moyen. Cependant, l'observation des élèves de troisième année moyenne dans la classe était spécialement pour observer et identifier le rôle de l'enseignant dans la classe pendant les séances de l'écriture. Les résultats de cette étude indiquent que l'évaluation continue a un effet positif sur le développement de la production écrite de tous les apprenants en général et des élèves de troisième année moyenne en particulier. Ainsi, les résultats de l'observation de l'enseignant et de ses élèves en classe révèlent qu'il est essentiel que les enseignants évaluent régulièrement la progression de leurs apprenants et continuent de les fournir des commentaires afin de produire une bonne rédaction.