

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



**Exploring the implementation of Formative
Assessment and its Impact on Learners' Writing
Skills Case of study: Fourth-Year Students at Wasel
Mustafa Middle School in Tiaret**

**A Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Didactics**

Presented by:

Ms. Lachachi Nour el Houda Ikram

Supervised by:

Dr. Khaled BELLARBI

Board of Examiners:

President: MOULAI Hacene Yacine (Ibn Khaldoun University – Tiaret)

Supervisor: Mr. Khaled BELLARBI (Ibn Khaldoun University – Tiaret)

Examiner: BENAMOR Youcef (Ibn Khaldoun University – Tiaret)

Academic Year 2023/2024

Dedication

First and foremost, I would like to thank Allah , the most and ever omniscient for his blessings and strength.

To my parents and my sister Iman ,the source of my happiness and success in my life. May Allah bless them.

To my brother " Abde RAhmen " , may God have mercy on him, whom I wish he would be with me today .

To my friend " Mebkhouti Iman " for her support and presence during working on this humble work.

To my family, my friends and my cousins who have been so supportive and encouraged me to fulfill this research.

Acknowledgments

My present work would have not reached a completion without a precious help of a great deal of people to whom I owe a special acknowledgment.

First and foremost, I would like to express my deepest and sincere gratitude to the supervisor of my project “Dr. Belarbi Khaled” for his guidance and mentorship. Thank you for encouraging me to finish this humble work.

I also wish to express my most immense gratitude to the board for the jury members for having accepted to examine my work.

Sincere thankfulness goes to all the students and teachers who collaborate in answering the questionnaire and interview, with a great patience and help.

Last, but not least, I would also like to extent my appreciation to all the teachers who have contributed to my education during my master years.

Abstract

The present study attempts to investigate the implementation of formative assessment and its importance in enhancing EFL students' writing skills. It aims to identify if teachers implement Formative assessment techniques during writing sessions to help their students to be skillful writers with competent level to achieve further academic and future professional experiences. We further attempted to explore the barriers that both students and teachers encounter during writing sessions and their attitude towards implementing this approach. In order to confirm our hypotheses, two instruments are used in this investigation to collect data; a students' questionnaire and a teachers' interview. The students' questionnaire was addressed to 69 fourth-year students at Wasel Mustafa middle school and the interview was with two teachers. The study concludes that formative is used by teachers to assess their students' writing and guide them towards upgrading their level. In addition, the implementation of this approach has a positive impact on students' level of writing and create for them a vital, secure atmosphere in order to present a creative English production. The study also recommends some ways through which teachers can decrease the writing difficulties that students encounter.

Keywords: formative assessment, writing skill, writing barriers, Skillful Writers.

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List of Acronyms

EFL: English as a foreign language

FA: Formative assessment

General introduction

Assessment plays a crucial role in teaching and learning by systematically gathering information to evaluate progress. It encompasses various methods and tools educators use to measure and improve learning outcomes. It's important to note that learner performance can be assessed in two ways: summative, at the end of learning, and diagnostically, during the learning process. Many educators opt to use both types of assessment for optimal results.

Therefore, educational assessment is crucial for gauging learners' levels and progress. In EFL classes, assessment typically encompasses all four skills, but speaking and writing receive particular emphasis from most instructors.

Speaking and writing are essential productive skills that allow learners to demonstrate their abilities and complexities. Both skills play a crucial role in enhancing EFL learners' proficiency: speaking facilitates the expression of thoughts and ideas, while writing is integral to the language learning process. Consequently, educators have explored new approaches to enhance learners' writing skills, such as adopting formative assessment. This method effectively identifies learners' strengths and weaknesses, enabling teachers to provide continuous, constructive feedback aimed at improving overall proficiency levels.

In English Foreign Language (EFL) writing classrooms, a prevalent issue is the insufficient use of formative assessment. Many students continue to face challenges with writing tasks primarily due to limited practice opportunities in the classroom. Moreover, the manner in which writing is assessed is seen as the primary cause of students' writing deficiencies.

Assessing writing is a complex endeavor. This study seeks to examine how the skill of writing is taught, developed, and evaluated. Focusing specifically on formative assessment of writing, the research proposes a range of strategies and techniques for EFL teachers to effectively assess this skill.

This study aims to examine the implementation of formative assessment in the writing classrooms at Wasel Mustafa middle school in Tiaret. Specifically, it seeks to determine how formative assessment contributes to enhancing the writing skills of fourth-year students.

Additionally, the study offers recommendations for writing instructors to mitigate the challenges students face in writing. Building on that, our main research question was conducted:

How do formative assessment strategies impact the writing skills of middle school students?

In addition, other sub questions were asked:

. What are the most effective formative assessment strategies for improving writing skills in middle school students?

. What are the challenges and benefits of implementing formative assessment for writing skills in middle school classrooms?

. How do teachers' beliefs and practices regarding formative assessment influence student writing outcomes?

The hypothesis posits that:

. Teachers integrate formative assessment into their writing sessions. It may be beneficial for the learners' writing skills.

. Students may have a better chance at English writing production when guided by teachers who use different techniques of formative assessment.

. Students are involved in their learning when formative assessment is used.

The current research carried out at Wasel Mustafa middle school. To explore the research hypotheses, a questionnaire was administrated to 69 4th year students from Wassel Mustafa middle school, and a face-to-face interview was conducted with two EFL teachers. The questionnaire is focused on students' perceptions of the effectiveness of formative assessment, their attitudes towards writing and their interaction with their teachers. However, the interview with the teachers is focused on their experiences with implementing formative assessment, the techniques and modes they use, and the challenges they face.

The sample population under this study are the fourth-year Algerian students at Wassel Mustafa middle school in Tiaret. The participants included 69 students of the age 14 to 17 years old from both genders. The choice of the students was done at random. The second sample is represented by two EFL teachers. In order to collect the data for this study, two (2) instruments are used, students' questionnaire and teachers' interview.

This study is significant because it leads to improved learning outcomes as students can address their weaknesses and build upon their strengths. Also, it enhances students' involvement in their own learning process, leading to increased motivation and deeper understanding of the material.

This study is specific because it fosters a growth mindset in students. They come to view challenges and mistakes as opportunities for learning and growth, rather than obstacles to success. Moreover, the current research attempts to identify Learning Gaps throughout the learning process, formative assessment helps teachers identify areas where students may be struggling or have misconceptions

The study is divided into three chapters. The first chapter provides a comprehensive understanding of FA and writing skill. It explores the theoretical foundations and conceptual frameworks associated with formative assessment, highlighting its significance in educational contexts, particularly in relation to enhancing students' writing skills. It also delves into the different types and methods of FA, examining its potential benefits and challenges. It also focuses on the various aspects related to enhancing students' writing skills, the challenges faced by students and teachers in writing as well, and examines existing strategies and approaches used to improve students' writing skills. It also analyzes the potential role of FA and the different techniques that can be used in supporting and enhancing this skill. The second chapter tends to explain and discuss the results obtained from our research instruments to conclude whether the research hypotheses are confirmed or not. The last chapter is concerned with the data analysis, discussions of the findings as it includes a set of suggestions and recommendations.

Chapter one: Literature Review

Introduction

This chapter covers the value of writing, the challenges that EFL students and teachers face while writing, methods for enhancing writing, assessment, and the role of formative assessment in writing improvement.

It reviews the various types of assessment that teachers employ to evaluate student progress, with an emphasis on formative assessment, highlighting how it enhances the abilities and performance of the students along their academic journey.

1.1. Definition of Assessment

Assessment refers to the systematic process of gathering evidence about a student's learning “progress, understanding, skills, and abilities. It involves various methods and tools to evaluate what students have learned and how well they have mastered the intended learning objectives or standards

According to the Longman dictionary of teaching and applied linguistics “assessment is a systematic approach to collecting information and making inferences about the ability of student or the quality or success of a teaching course on the basis of various sources of evidence” (Richard & Schmidt, 1985, p. 35)

It is the measurement of the students’ performance and the quality of their learning process. (Richard & Schmidt, 1985).

“It refers to the act of collecting information and making judgments about language learner’s knowledge of a language and the ability to use it. Although, some people consider „testing“ and „assessment“ to be synonyms” (Chapelle, Kremmel, & Brindley, 2010, p. 247).

Assessment involves gathering information on students' understanding of a particular subject or language unit and using that data to make evaluations or judgments.

“ In education, the term assessment is typically used to refer to the implementation of a variety of tools and strategies used by educators and teachers for the purpose of evaluating, monitoring and measuring their students’ level of progress, skills of acquisition and learning process” (Pendaliday, 2022, p.1).

Assessment comprises a range of methods and tools that aid teachers and educators in reviewing and monitoring their students' learning progress and academic performance. It plays a crucial role in enhancing the overall educational experience and outcomes.

“It is the systematic collection, review and use of information about educational programs undertaken purpose of improving student’s learning and development” (Banta & Palomba, 1999, p. 1).

Assessment can be described as the process of gathering data on students' knowledge to gain a comprehensive understanding of what they have learned, comprehended, and are capable of doing with that knowledge, stemming from their educational experiences.

Assessment is utilized by educators across all educational levels to pinpoint both the strengths and weaknesses of students. This information enables educators to offer tailored academic assistance, design appropriate educational plans, and arrange necessary social support services. Assessments are crafted by various entities, ranging from individual teachers to district administrators, universities, private firms, and state education departments, often through collaborative efforts. Consequently, assessment is deemed a vital component of the learning journey, furnishing educators with crucial insights to determine areas requiring further attention.

1.2. Types of assessment

Assessment in education encompasses a variety of forms and types, aimed at gauging students' knowledge, understanding, and abilities. It serves as a crucial tool for monitoring progress and guiding future instructional plans. In this section, we will delve into the primary assessments commonly employed by educators in classrooms: diagnostic assessment, formative assessment, and summative assessment.

1.2.1. Diagnostic assessment

This type of assessment is utilized to ascertain the existing knowledge and skills of students. These tests are specifically crafted by teachers for their respective classes to identify both strengths and areas needing improvement. The outcomes of these assessments highlight which aspects of the teaching and learning process require reinforcement or review, as well as where

additional practice is necessary. Consequently, they provide clear indications to teachers regarding whether students are prepared to advance to new material.

These tests hold significant importance within the learning process, serving a dual instructional role for both teachers and students. Diagnostic tests play a vital part in individualized instruction programs, aiding students in assessing their readiness to progress to the next unit or assignment, or determining if they need to revisit and reinforce the subject matter under assessment.

Dr. Barbbara Blackburn, a leading expert in educational leadership, She highlighted the crucial role of diagnostic assessments in identifying students' learning gaps and enabling targeted instruction. Her suggestion reinforced the idea that assessments should guide instruction, aligning closely with learning objectives and standards. (**Barbara, 2005**)

1.2.2. Formative assessment

Formative assessment is integrated throughout the teaching and learning process to offer numerous chances for both students and teachers to ascertain if the desired goals and learning objectives have been met, without the pressure of grading or achieving high marks.

According to (Wiliam, 2011), “the most important assessment does not happen at the end of learning, it happen during the learning, when there is still time to do something with the information”.

This form of assessment is regarded as an integral component of the teaching-learning process, representing an ongoing evaluation that enables teachers to regularly monitor their students and adjust instruction to meet their individual needs, focusing on areas where they strive to succeed.

After wrapping up, the lesson teachers must assess its accessibility to all students, identify areas requiring revisitation and reconstruction, determine what students have learned and still need to know, and devise strategies to enhance the lesson's effectiveness, as Burns (2005) says “this continual evaluation of instructional choices is at the heart of improving our teaching practice” (p. 26).

Formative assessment also benefits students, as their involvement in the assessment process promotes greater engagement in their own learning. By using the information gathered from formative assessment, students can pinpoint areas they need to focus on further, thereby empowering them to take ownership of their learning journey.

Some examples of formative assessment:

*Classroom assessment techniques (muddiest point, minute paper, memory matrix)

*Homework exercises.

*Discussion responses

1.2.3. Summative assessment

While formative assessment is an integral and ongoing aspect of the learning process, focusing on evaluating students' engagement and progress, summative assessment is primarily concerned with measuring outcomes and assessing students' overall knowledge, proficiency, and performance. Typically conducted at the end of a training program or course, summative assessment aims to determine what learners have grasped throughout the duration of the course and to what extent they have achieved the learning objectives outlined in the materials. As H. Douglas. Brow states:

“Summative assessment aims to measure, or summarize, what a student has grasped and typically takes place at the end of a course or unit of instruction. A summation of what a student has learned implies looking back and tacking stock of how well that student has accomplished objectives but does not necessarily point the way to future progress”. (Brown, 2004, p. 6)

Summative assessment serves as a tool for educators to evaluate whether all students have met the established standards and to measure their academic achievements. It is utilized to gauge students' comprehension of the material presented throughout the learning process.

Some examples of the summative assessment are:

- . Semesterial exams.
- . Final projects or portfolios.
- . Achievements tests.
- . Standardized tests.
- . Final exams

The table below presents the main different criteria between the summative and formative assessment:

Diagnostic assessment	Formative assessment	Summative assessment
This type of assessment occurs at the outset of a process or unit	This assessment takes place throughout the process or duration of a unit.	It occurs at the end of the process or a unit.
It involves assessing students' comprehension of the material that has already been taught.	This assessment focuses on assessing students' understanding of the materials currently being taught.	It provides grades or evaluations regarding students' understanding of the materials currently being taught.
It addresses particular areas of content.	It encompasses narrow segments of content.	It encompasses entire areas of content.

Table 1.1 distinction between the three types of assessment

1.3. Characteristics of assessment

- Responsiveness:

The teacher and students' responsiveness to the data collected is the core element of formative assessment. Teachers talked about a variety of responsiveness-related topics. Formative assessment is dynamic and adaptable in terms of procedure. For instance, after assigning a task to the class, the teacher decides to attempt a different approach or modify their approach depending on the information gathered from the students' responses. According to (Cowie & Bell, 1999) "Without formative assessment, teachers do not function effectively. So it's your ongoing, day-by-day, every-day assessment".

Additionally, Cowie and Bell clarified that formative assessment is dynamic as it involves interaction. It emphasizes the exchange of information between teachers and students within the classroom setting. Instead of assessing students only at the conclusion of units, teachers are encouraged to involve students in this interactive process.

It also demonstrates responsiveness in that it can occur spontaneously or as part of a prearranged plan. Unplanned formative assessment commonly occurs at the beginning of a unit, stemming from students' unexpected responses that may not have been anticipated beforehand. On the other hand, planned formative assessment initiates the assessment process within a lesson according to a predetermined strategy.

For instance, towards the conclusion of a unit or lesson, students engage in asking questions and providing comments. While the teacher may have anticipated these questions, they can't predict what unfolds after the inquiries (unplanned). Formative assessment showcases responsiveness by being either proactive or reactive. The teacher may proactively seek formative assessment insights from students, or they can react accordingly to the feedback provided.

-The Source of Information and Evidence:

According to Cowie and Bell, the second feature of formative assessment is that verbal and nonverbal information serve as the source of evidence and data. An example of this is when teachers examine their students in action; during a question-answering session, for instance, they observe the student's body language, previous experience, and existing understanding.

-Student Disclosure:

According to Cowie and Bell, the students' behaviors and opinions emphasize student disclosure, which is the third feature of formative assessment and an important component of the process. It involves students sharing personal information and contributing to the assessment process. It includes the data that students have provided and that may be applied to assessment procedures. Teachers apply tasks that gather students' ideas and uncover their thinking by asking questions and having discussions about the ideas to provide evidence concerning students' performance or understanding.

- Tacit Process:

As stated by Cowie and Bell, formative assessment also has an implicit process component. This means that teachers are using formative assessment in the classroom, even though they are not always aware of it.

-Using Professional knowledge and experience:

The fifth characteristic of formative assessment, according to Cowie & Bell, is the professional knowledge and experience of the teachers, who are seen to be important in focusing on specific information sources. Both of them include teachers' knowledge of the subject and their view of students as learners.

-An Integral Part of Teaching and Learning

Formative assessment is a fundamental aspect of the teaching and learning process, involving actions taken by both teachers and students in response to the gathered information. Teachers provide feedback on the various actions taken in response to formative assessment data, as well as how they evaluate those actions. For instance, when a teacher receives data from students' responses, they analyze it to determine appropriate actions. These actions may or may not yield the desired outcome, motivating the teacher to react and consider alternative approaches for future experiences.

-Who is doing formative assessment?

Another feature that Cowie and Bell describe is when the teacher's comments focus on how students participate in the assessment process, meaning that both teachers and students complete it. Formative assessment also helps students understand their development as well as teachers.

-The Purposes of formative assessment:

There are two major goals for formative assessment. The first is to keep students informed about their learning; this entails staying updated on students' progress during instruction and receiving feedback from teachers regarding the values followed in the classroom. The second

goal is to provide information to students about their teaching, which covers lesson and unit preparation.

This will help teachers understand when to introduce a task, what to modify, and how to keep students interested and motivated.

-The Contextualized Nature of formative assessment:

The ninth characteristic of formative assessment lies in its contextualized nature, which encompasses the actions undertaken by both teachers and students. This involves considering various contextual factors such as elicited information, purpose, and interpretations. These actions depend on multiple contextual elements. For instance, when selecting an activity for students, it is crucial to consider their learning situation (whether individual or group-based) and the chosen learning activities (such as brainstorming, watching videos, or playing games).

1.4. Tools and strategies used in formative assessment

- **Classroom observations:** where the teacher could monitor and assess the development of their students' work.

- **Quizzes:** They frequently evaluate students on ideas, actual knowledge, and specific abilities, for which there is generally just one correct response.

- **Word or letter whisper:** A student whispers a word in this game, and his partner says it loudly.

- **Word sort:** in which the student is given a set vocabulary to classify it into different categories.

- **Work group:** Here, the teacher divides the class into groups according to the students' personalities and abilities to work together on a particular assignment.

- **Interview assessment:** Engaging students in discussions throughout the assessment process provides a deeper insight into their understanding. Discussion-based assessment methods also enhance learners' oral proficiency.

1.5. The importance of formative assessment:

Formative assessment stands as a vital part of students' learning advancement and is integral to classroom evaluation practices. Thus, it holds a pivotal role in assessing and enriching the learning process for both teachers and students.

A study conducted by (Menéndez, Napa, & Moreira, 2019) view formative assessment as a procedure that enhances the overall performance of schools, strengthens the bond between students and teachers, and improves the quality of learning by applying essential feedback.

By implementing various tools of formative assessment, teachers are guided to identify areas requiring reinforcement and further attention. This process aids teachers in evaluating their teaching methods and techniques employed in the classroom, enabling them to select approaches that best suit the needs of the learners. (Andrale & Cizek, 2009, p. 03) stated “formative assessment refers to the collaborative processes engaged in by educators and students for the purpose of understanding the students’ learning and conceptual organization, identification of strengths, diagnosis of weaknesses, areas for improvements”. Hence, formative assessment serves not only to evaluate students' work during instruction but also to tailor assessments according to the specific needs of learners

To sum up :

- Formative assessment techniques not only provide teachers with insights into their students' academic progress but also empower learners to establish realistic goals for themselves.
- Formative assessment ensures learners remain connected to the motivational atmosphere of the classroom, as it occurs within the class environment and offers immediate, descriptive feedback.
- Formative assessment techniques offer both teachers and students the chance to assess their academic performance, fostering a collaborative and creative learning environment within the classroom.
- Formative assessment ensures the continuous improvement of the educational level by serving as a guiding framework for both teachers and learners.
- Effective formative assessment significantly enhances students' achievements

- Formative assessment allows teachers to adapt their instructional methods based on evidence-driven results. This involves making adjustments, implementing modifications, and introducing enhancements to activities, thereby providing valuable feedback on students' work.

1.6. Writing skill:

Writing stands as a foundational skill in educational curricula, beginning with the introduction of alphabets and numbers in the English language and progressing to sentence construction, grammar, vocabulary, and more. It serves as a vital mode of communication essential for both academic and professional pursuits. This study deals with the importance of writing, problems faced in writing by EFL students and teachers, ways to improve it and also assessment and the role of feedback in its enhancements.

1.7. Importance of Writing Skills

Writing is the ability to bring ideas and thoughts into a coherent piece of writing. “It is a mean of communication made possible through graphic symbols” (Naveed, 2016)

Writing is a productive skill with established conventions such as spelling, grammar, and punctuation. It is consistently considered a challenging endeavor for both teachers and learners, demanding a range of abilities to construct quality written work.

“A good piece of writing is a valuable tool for communicating one’s thoughts to others” (Lim Seong & Wong, 2019).

As a result, writing serves as a crucial instrument in fostering effective communication and facilitating a strong bond between the writer and the reader. This competency holds particular significance for English as a Foreign Language (EFL) students, who undergo written examinations at the end of each educational phase. The ensuing discussion highlights the significance of writing in educational settings:

- When students write, they generate deeper thinking in any content area:

According to Langer and Applebee (1987), students don't just reproduce existing knowledge when they write; instead, writing serves as a catalyst for generating fresh ideas. It encourages students to cultivate novel thoughts and enhance their capacity for critical

thinking. (Gallagher, 2017)

- Writing helps students for better academic achievements

Proficient EFL students in writing usually encounter no obstacles to attaining academic success throughout their educational journey, earning high grades, and progressing to subsequent academic levels.

According to (Conley, 2007) “If we could institute only one change to make students more college ready, it should be to increase the amount and the quality of writing students are expected to produce”.

- Writing helps EFL students to grow not only as learners but as writers with impressive skills

Emphasizing writing skills can result not only in EFL students who excel in written proficiency but also in enthusiastic thinkers capable of crafting compelling written work infused with fresh insights, potentially influencing positive shifts in mindset.

1.8. Problems Faced by EFL Learners in Writing

Multiple research studies indicate that EFL students encounter significant challenges in writing classes, both in terms of content and grammar. While some individuals find writing to be effortless, others consistently struggle with it. Numerous students encounter difficulties in composing written assignments due to issues like having a limited vocabulary, lack of familiarity with grammar rules, or challenges in organizing and structuring their thoughts.

Some of the obstacles encountered by EFL learners in contributing to writing can be outlined as follows:

-Psychological and cognitive factors: play a significant role, encompassing students' understanding of and interest in a given topic or writing assignment. The lack of primary knowledge makes writing a burden task.

-Syntax and grammar: pose challenges, as learners struggle to generate and organize coherent sentences that adhere to grammatical rules regarding tenses, structures, and other conventions. This difficulty often results in disorganized and messy written work.

-The absence of cohesion and coherence in students' writing: as highlighted in a study by Khuwaileh and Al Shoumali (2000), can be attributed to deficiencies in organizing ideas and utilizing logical connectors such as sequence, consequence, contrast, addition, and illustration. This finding is supported by research conducted by Lim Seong and Wong (2019).

1.9. Ways and techniques to improve writing skills:

Whether aspiring to be a writer or aiming to refine writing abilities for academic tasks, certain steps are crucial for mastering the art of expression. Developing into a proficient writer requires dedication, practice, and a wealth of knowledge. Yet, with determination and enthusiasm, anyone can cultivate strong writing skills. Here, we outline steps to enhance writing proficiency.

1. Practice basic Writing Skills :

To enhance your writing abilities, it's essential to strengthen your foundational skills. You should strive to master the fundamental principles of writing, which include:

- Mastering the art of crafting well-structured sentences.
- Minimizing grammatical errors and ensuring correct usage of tenses.
- Incorporating engaging vocabulary that strikes a balance between complexity and simplicity.
- Employing the active voice whenever possible, ensuring it aligns seamlessly with the context.

2. Reading for Good Writing:

Expanding your reading repertoire is a crucial strategy for enhancing your writing prowess. Consider the following approaches:

- Dive into the works of authors you admire, learning from their styles and techniques.
- Regularly peruse newspapers to refine both your communication and writing abilities.

- Analyze dialogues in movies and novels to grasp effective techniques in conversation.
- Explore children's storybooks to hone the skill of conveying complex narratives concisely.
- Delve into poetry to appreciate the nuances of language and imagery.
- Engage with diverse forms of written content, such as blogs, emails, and scientific reports, to broaden your understanding and exposure to various writing styles and formats.
- By immersing yourself in a diverse range of reading materials, you can glean insights and inspiration to fuel your own writing journey.

3. Develop writing habits:

To excel in writing, it is essential to bridge reading with active writing practice. Consider these steps to develop your writing skills:

- Begin by establishing a routine of writing daily or weekly diary entries, serving as a foundational step toward enhancing your writing proficiency.
- Take detailed notes during lectures to reinforce understanding and retention of key concepts.
- Challenge yourself to write a minimum of 400 words each day to progressively refine your writing abilities.
- Create outlines for your writing projects to maintain focus and coherence, ensuring your ideas flow logically.
- Capture your experiences, whether it is a field trip or moments of reflection, to nurture creativity and narrative skills
- Participate in writing workshops to share your work, receive feedback, and draw inspiration from others' writing.
- Enroll in online writing courses to gain structured guidance and access activities designed to elevate your writing skills.

By integrating these practices into your routine, you can cultivate a strong foundation and steadily enhance your writing prowess.

4. Seek help from others:

Taking initiative and seeking assistance when needed are crucial first steps towards achieving your writing goals. Consider the following strategies to enhance your writing skills:

-Take the initiative to pursue your writing goals and don't hesitate to seek help from others when you encounter challenges.

-If you have written a story, consider seeking feedback from a skilled editor or teacher to improve your writing.

-Engage in discussions about your work to exchange ideas and gain insight into areas for improvement.

-Collaborate with others by sharing your story and inviting feedback, allowing you to refine your writing through constructive criticism.

-Use a dictionary to expand your vocabulary and ensure precision in your writing.

-By taking proactive steps and leveraging feedback from others, you can continuously refine your writing skills and work towards your goals.

5. Practice, practice and practice makes a man perfect

Absolutely! Repetitive practice is key to mastering any skill, including writing. After completing a story or any piece of writing, it is beneficial to engage in the practice of rewriting it in your own words. This process allows you to gauge your progress and improvement over time. By becoming your own teacher and continuously refining your work through rewriting, you can make significant strides in honing your writing skills and striving for excellence.

6. Develop a confidence:

Building confidence in your writing is essential for growth and success. Here are some steps to cultivate confidence:

-Take pride in your writing accomplishments, no matter how small.

- Practice expressing your thoughts confidently and without hesitation.

-Embrace mistakes as opportunities for learning and improvement, and revisit the basics when needed.

-Shift your mindset to view writing as an enjoyable and creative endeavor, allowing yourself to develop your unique writing style.

By adopting these approaches, you can nurture confidence in your writing abilities and unleash your full potential as a writer.

1.10. Formative assessment in writing:

Assessing writing presents a significant challenge for teachers, particularly in English as a Foreign Language (EFL) contexts, where instructors must address various aspects of language to cultivate strong writing skills in their students. Formative assessment plays a crucial role throughout this process, providing ongoing guidance and support to learners as they progress. Continuous writing practice emerges as the most effective method for testing students' writing abilities, allowing them to enhance their skills and capabilities gradually. According to (Arthur & Jake, 2020), some common testing challenges encountered by teachers in assessing writing include the following :

-Teachers have to implement written tasks, which their students can deal with:

Teachers must select written tasks that align with their students' abilities: This involves considering the proficiency level and capacities of the students, as well as choosing topics that are relevant and engaging for them. Tasks should be representative of the content being taught, covering a diverse range of topics to ensure comprehensive learning. By including tasks that accurately reflect students' abilities and interests, teachers can foster better learning outcomes. As noted by (Arthur & Jake, 2020), tasks that effectively capture the full range of specified content are more likely to yield favorable results. This approach not only promotes learning but also enhances the overall effectiveness of assessment practices.

-Elicit a valid sample of writing ability:

To elicit a valid sample of writing ability, it is essential to focus solely on testing writing skills without incorporating other factors such as opinions, creativity, or intelligence. This can be achieved by providing a variety of distinct writing tasks that isolate the ability to write effectively. By ensuring that the tasks are independent of other skills or attributes, teachers can accurately assess students' writing abilities. This approach, as emphasized by (Arthur & Jake, 2020), enhances the validity of the assessment process, allowing for a more accurate evaluation of students' writing proficiency.

-Ensure valid and reliable scoring:

Teachers should prioritize assigning tasks that can be scored reliably and provide a wide range of tasks for assessment. By offering a variety of tasks, students are compelled to engage with each one, eliminating the possibility of task selection bias. Additionally, requiring students to complete all suggested tasks fosters meaningful discussions and allows for a comprehensive assessment of their writing abilities. This approach ensures fairness and accuracy in the evaluation process.

Conclusion

This chapter has underscored the presentation of methods and techniques aimed at facilitating the writing journey for both educators and students, elevating it to advanced levels. It addressed the primary challenges and hurdles that teachers may encounter in crafting writing curricula and assisting students in generating high-quality written work.

Chapter two: Research Methodology

Introduction

The chapter on research methodology focuses on investigating the implementation of formative assessment (FA) to enhance ' writing skills. It involves two main data collection methods: a questionnaire administered to BEM students and interviews conducted with two teachers.

The research methodology for investigating the implementation of formative assessment (FA) in enhancing students' writing skills typically involves a combination of quantitative and qualitative approaches . This study provides an overview of formative assessment, its importance in educational contexts, and its potential impact on writing skills development. the overall design of the study, including its objectives, research questions, and hypotheses Describe the participants involved in the study, including both students and teachers. Specify any inclusion criteria (e.g., BEM students) and the sampling method used. Outline the questionnaire designed to gather data from BEM students. This questionnaire might include items assessing their perceptions of formative assessment practices in writing instruction, their experiences. their perceived effectiveness of such practices. Explain the interview protocol used to gather insights from teachers regarding their use of formative assessment strategies in assessing students' writing skills. Questions might inquire about the types of formative assessment techniques employed, the frequency of their use, perceived challenges, and strategies for providing effective formative assessment . Describe how data were collected from both students and teachers, including any ethical considerations and procedures for obtaining informed consent.

2.Data analysis: Explain the methods used to analyze the data collected from both the questionnaire and interviews. This might involve qualitative analysis techniques (e.g., thematic analysis) for the interview data and quantitative analysis (e.g., descriptive statistics) for the questionnaire data.

2.1. Research sample.

2.1.1. Students' sample

The first sample is represented by 4rd year Algerian students'' at middle School in Tiaret, The participants included 69 students aged between 14 to 17 years old from the scientific stream and from both genders. Besides, the choice of the students was done randomly.

2.1.2. Teachers' interview

The second sample is represented by English as Foreign Language teachers at the same middle school. We selected 02 teachers to be a part of our study.

2.2. Data collection

In order to achieve the prominent purpose of our study and check our research hypotheses, quantitative and qualitative approaches were adopted through a questionnaire and interview. Questionnaires were distributed to students in order to collect the relevant data. Using the questionnaire is considered as an effective tool for data collection. It enables researchers to gather information from many participants easily and in a short time where it provides multiple questions and results (Singh, 2006).

The students'' questionnaire of this study is composed of 13 questions divided into 03 sections. The first section contains general information about students, while the second one pertains to the implementation of formative assessment in writing and the third one focuses on the writing enhancement based on formative assessment.

In the other hand, interviews offer the advantage of posing several inquiries simultaneously. Academic research interviews aim to acquire nuanced data that can offer valuable insights for any study. They enable researchers to collect comprehensive information and formulate more detailed conclusions regarding the subject under research . Our interview targeted EFL teachers from the same middle school to ascertain whether they incorporate formative assessment into their writing sessions. This structured interview involved nine questions categorized into two sections to effectively accomplish our research objectives.

3.3. Data analysis

3.3.1. Questionnaire analysis Section

01: General information

Question 01: What's your gender?

This question is designed to identify the number of pupils from each gender

Options	Number	Percentage
Male	24	35%
Female	45	65%
Total	69	100%

Table 2.1 Learners' gender

The analysis of the gender distribution provided shows that 65% of the sample identifies as females, while 35% identifies as males. This suggests that the sample maybe somehow skewed towards a greater representation of women than men.

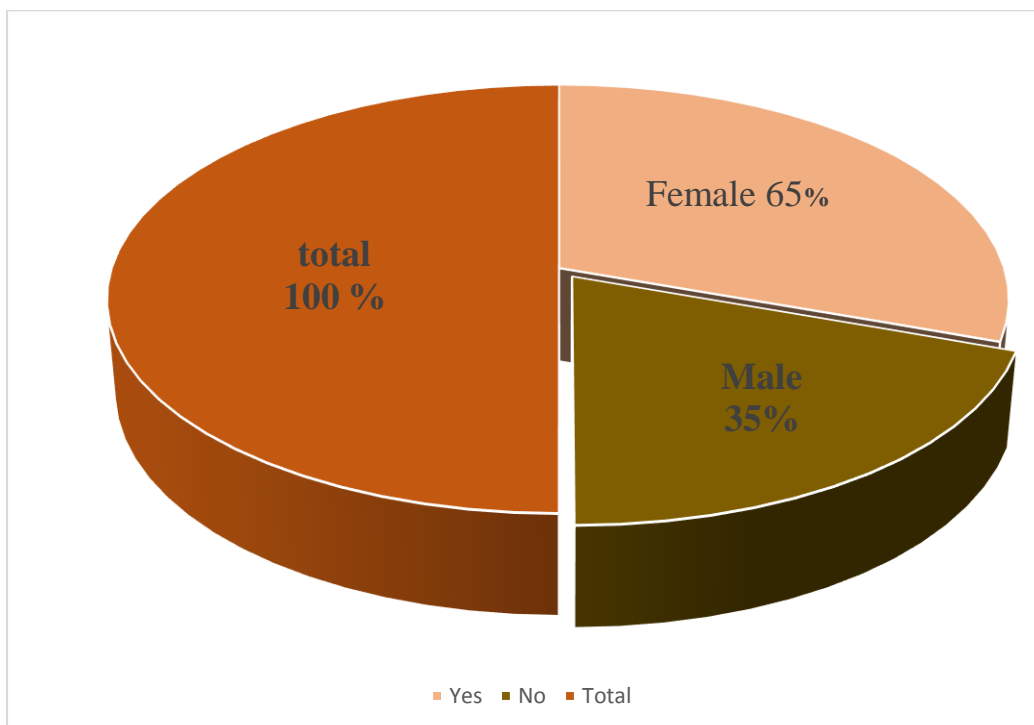


Figure 2.1 Learners' gender

Question 02: What's your age?

The aim of this question is to have a clear idea about student's age. The results obtained are shown in the table below.

Students' age	Students' number	Percentage
14	35	51%
15	22	32%
16	8	11%
17	4	6%
Total	69	100%

Table 2.2 Learners' age

Based on the table above, we can see that 51% from the 69 students questioned are 14 years old. The next age range is 15 years old, which accounts for 32% of the students and only 11% of the students questioned are 16 years old, while just 6% are 17 years old. It's interesting to note that there are no respondents outside the range of 14 to 17 years old, which suggested that the sample is relatively homogenous in terms of age. It's important to note that these results represent only the sample selected not the entire middle school population. This question provides a basic understanding of the age range from the students questioned from the secondary school. The results of this table are depicted in the following pie chart

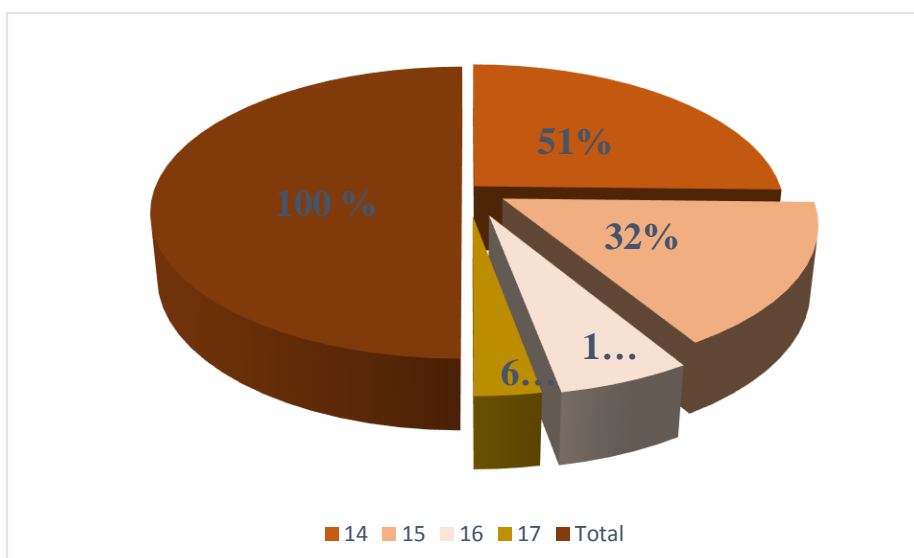


Figure 2.2 Learners' age

Question 03: How interested are you in learning English?

This question aimed to see students' interests in learning the English language. The results founded are presented in the table below.

Options	Students' number	Percentage
Very interested	31	45%
Moderately interested	27	39%
Somehow interested	6	9%
Not interested at all	5	7%

Table 2.3 Students' interests in learning English

Based on the data provided, we can conclude that there is a significant level of interest in English among the middle school students' questioned. Out of 69 respondents, 45% indicated that they are "very interested" in learning English, while 39% reported being "moderately interested" and another 9% are "somehow interested". Instead, only a small proportion of the investigated sample, 7%, reported having no interests in English at all. These findings suggest that the majority of the students have at least some level of interest in English, which is a positive sign for the process of education. This growing interest in learning English among middle school students can be explained by the fact that the English language is the world's lingua franca and the Algerian governments tendency to promote the use and teaching of this language.

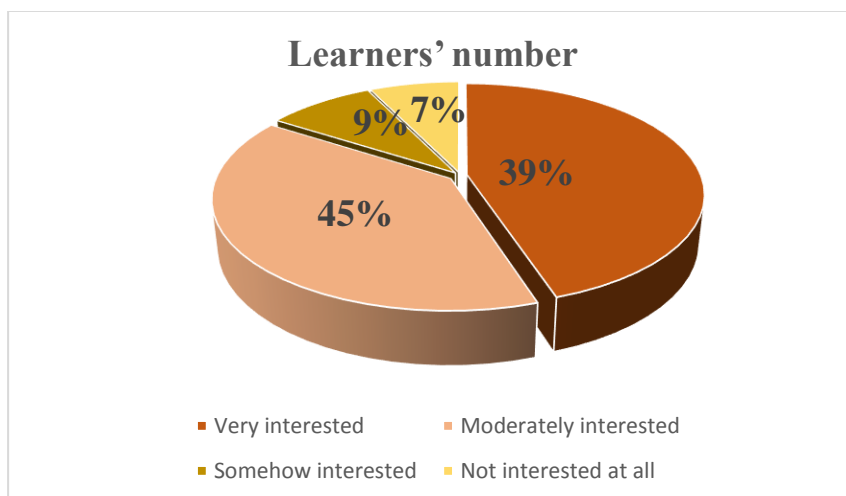


Figure 2.3 Students' interests in learning English

Question 04: Do you like writing?

This question was conducted to see students' interests towards writing. The data founded are presented in the table below

Options	Students' number	Percentage
Yes	42	61%
No	27	39%
Total	69	100%

Table 2.4 Learners' interests in writing

The results of this question indicate that the majority of the middle school students questioned, 61% like writing. On the other hand, 39% of the samples do not like writing. These results suggest that while a significant portion of the students questioned enjoy writing, there is also a sizeable proportion of students who do not find writing to be a pleasurable activity. The research study focuses in the implementation of formative assessment to enhance students' writing skills. Given that a majority of students who enjoy writing, it may be possible to build upon this interest by implementing effective formative assessment strategies that can help students improve their writing skills further. Overall, the questionnaire results provide valuable insights into students' attitudes towards writing and can serve as a bias for further research to investigate the impact of formative assessment on students' writing skills. Further data are shown below

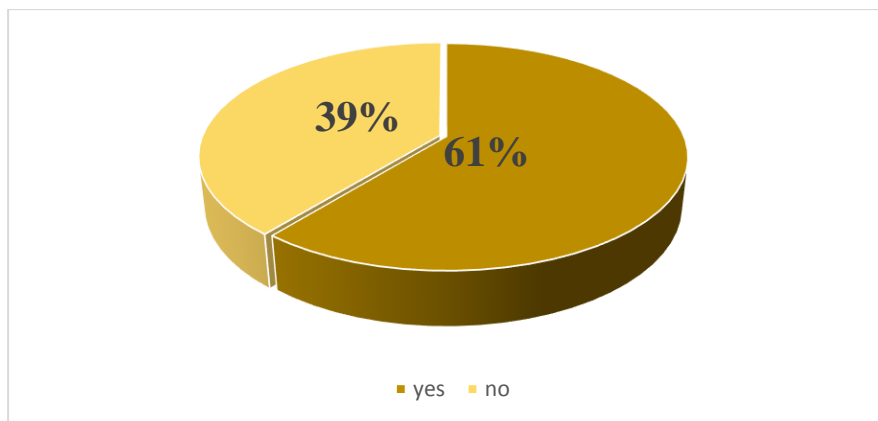


Figure 2.4 Learners' interests in writing

Section two: Implementation of formative assessment and feedback in writing

Question 05: Do you think that writing is an important skill for you as a BEM student?

Since the questionnaire was destined to BEM students, we wanted to know if they really consider writing as an important skill to be improved during this educational stage. More data are classified in the table below.

Options	Students' number	Percentage
Yes , it is very important	61	88%
It is important	7	11%
No , it is not	1	1%
Total	69	100 %

Table 2.5 Importance of writing according to BEM students

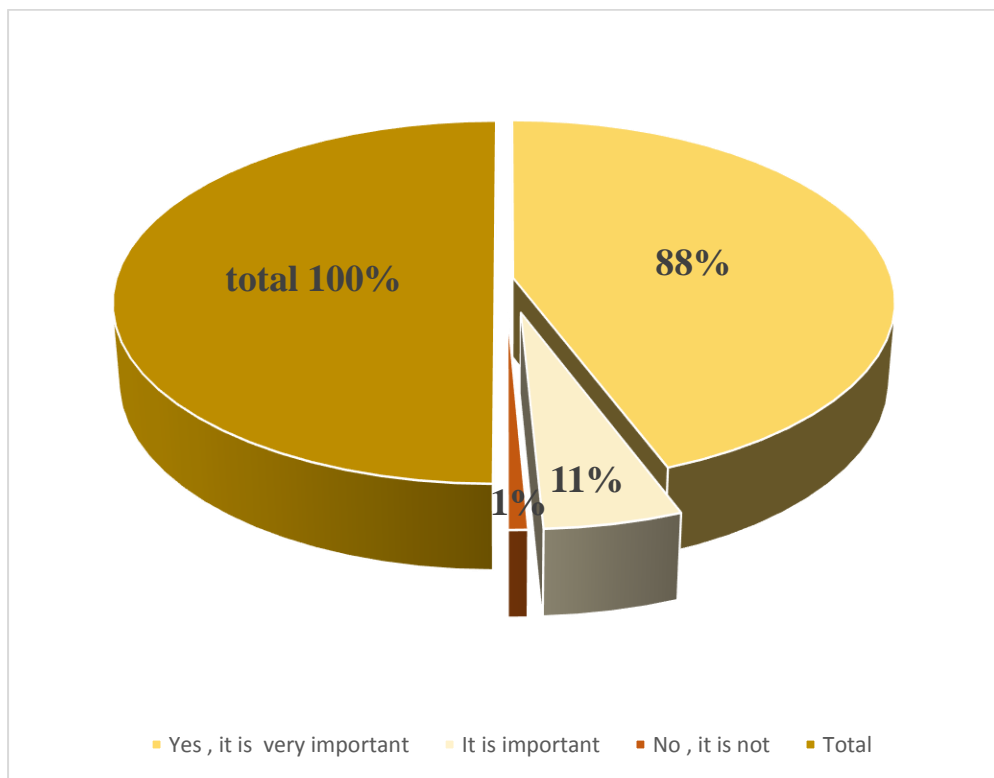


Figure 2.5 Importance of writing according to BEM student

Question 06: How often do you engage yourself in writing activities outside of school?

We tended in this question to look for students' efforts to improve their writing skills. We organized the results of the data in the table below

Options	Students' number	Percentage
Daily	10	15%
Rarely	12	17%
Never	47	68%
Total	69	100%

Table 2.6 Students' engagement frequency in writing activities

This question aims to explore the frequency of students' engagement in writing activities outside school. The results show that only 15% of the students engage in writing activities on a daily basis, while 17% engage in writing activities rarely and 68% never engage in writing activities outside of school. This data suggests that a significant part of students are not regularly practicing their writing skills, which could impact their overall writing proficiency. More insights are presented in the pie chart below

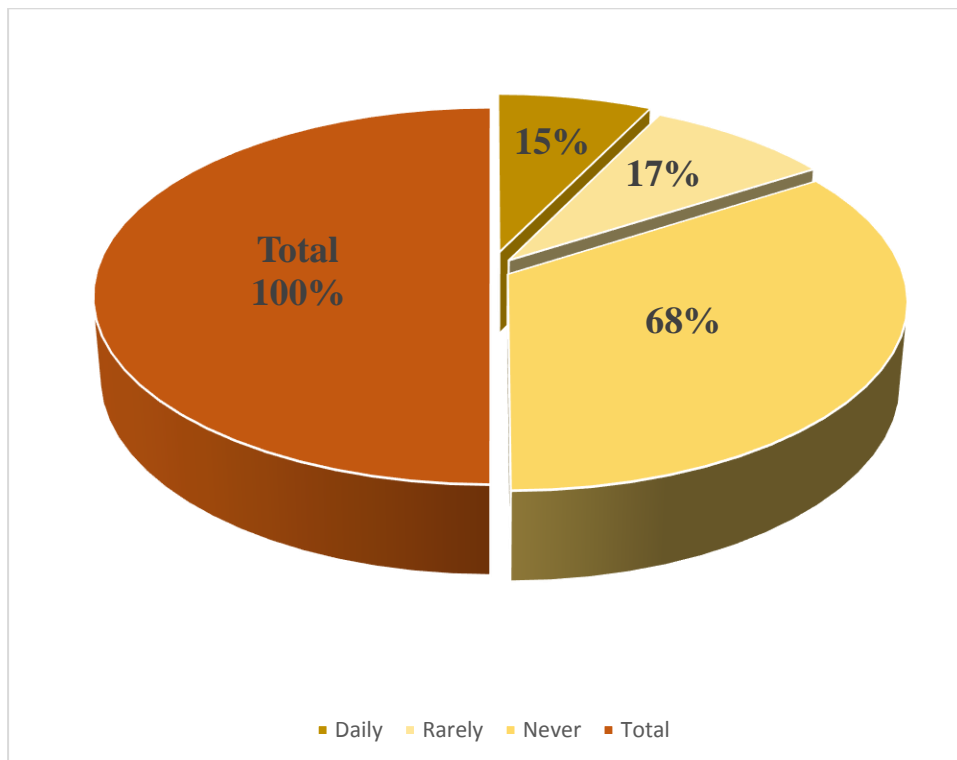


Figure 2.6 Students' engagement frequency in writing activities

Question 07: Have you received formative assessment on your writing?

Since our subject of study is the implementation of formative assessment, we had to explore if the students have received them during learning writing or not, that's why this question was asked. Results are shown in the table below

Options	Students' number	Percentage
Yes	42	61%
No	27	39%
Total	69	100%

Table 2.7 Students' reception of formative assessment

The majority of the students (61%) responded that they have received formative assessment during writing sessions which represents the large proportion of the answers while 39% said they have not. These results provide preliminary evidence that the students are receiving formative assessment on writing which give a pre-sign that teachers are implementing these methods during teaching writing. The chart pie below presents the results founded

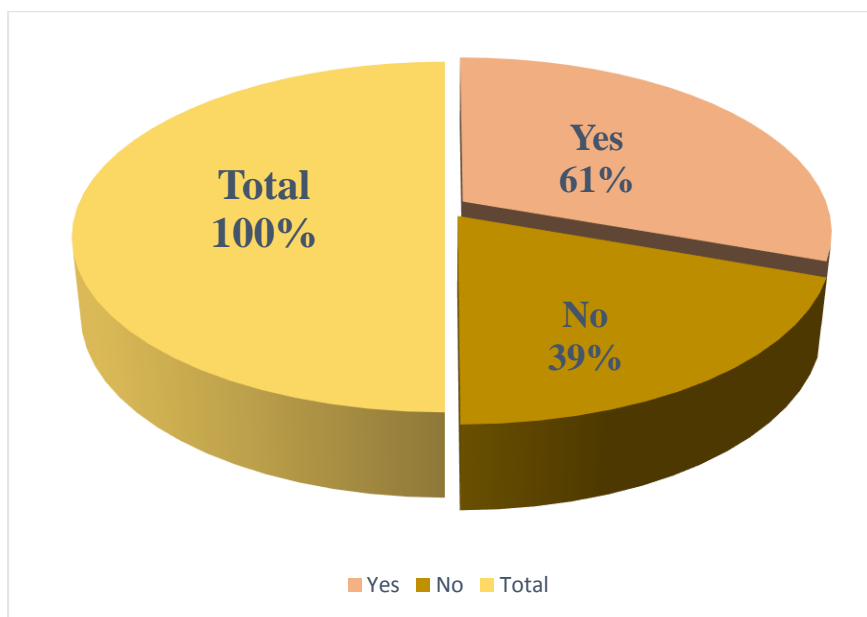


Figure 2.7 Students' reception of formative assessment

Question 08: How often do you receive formative assessment techniques on your writing?

This research question focused on determining the frequency of receiving formative assessment techniques on writing among the students. The data collected from the sample provides insights into the distribution of responses among the different frequency categories and they are presented in the table as follow

Options	Students' number	Percentage
Never	32	46%
Rarely	10	15%
Sometimes	21	30%
Often	6	9%
Total	69	100%

Table 2.8 Frequency of FA reception

The research question aims to investigate the frequency of FA techniques received by students on their writing. Based on the results, it is found that the majority of the sample which represents 46% never received FA , while 30% of the respondents answered “sometimes” but still receive FA . On the other hand, there is a small proportion of the sample (15%, 9%) reported “rarely” and “often ” and this may refer to several factors.

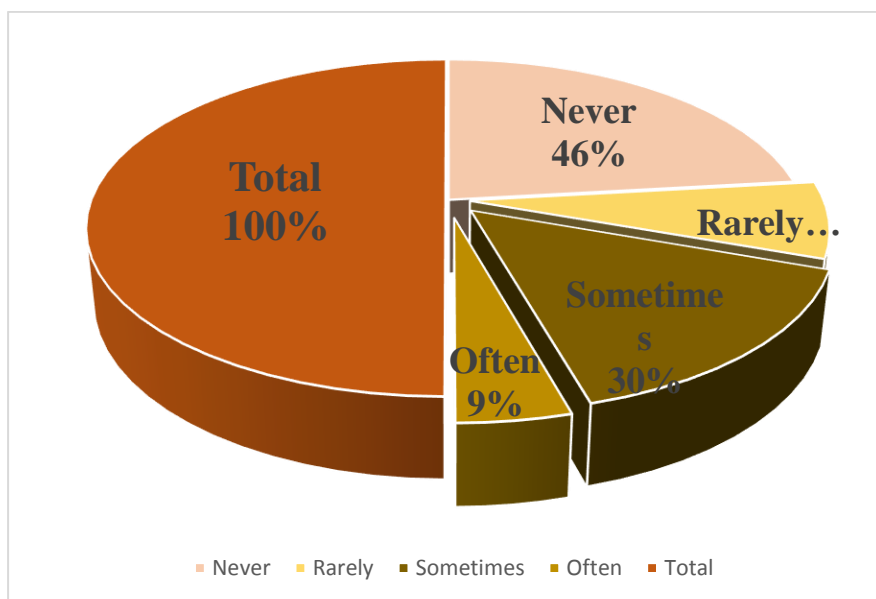


Figure 2.8 Frequency of FA reception

Question 9: Do teachers implement various techniques of formative assessment to assess your writing?

This question aims to investigate whether teachers implement various techniques of FA to assess students' writing.

Options	Students' number	Percentage
Yes	48	70%
Not all time	14	20%
No	7	10%
Total	69	100%

Table 2.9 Teachers' implementation of FA techniques

Based on the provided results, it can be concluded that a majority of students which represent 70% of the sample perceive that their teachers implement various techniques of FA to assess their writing. This indicates a positive trend in terms of teachers' efforts to use FA practices in evaluating students' writing skills. However, it is notable that a significant portion of 20% of the participants responded negatively stated that FA is not implemented consistently and 10% stated that is never implemented.

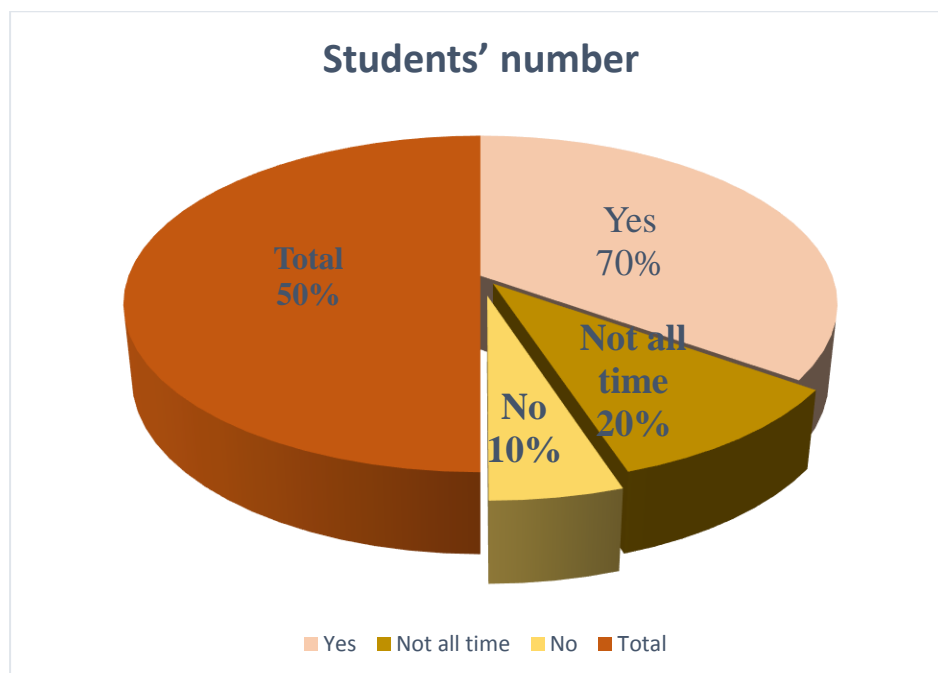


Figure 2.9 Teachers' implementation of FA techniques

Question 10: Do you think that implementing your teacher for various techniques of formative assessment helps in upgrading your level of writing?

The question aims to see if the students consider that using various techniques of formative assessment helps in enhancing their level of writing.

Options	Students' number	Percentage
Beneficial	48	70%
Not really	21	30%
No	0	0%
Total	69	100%

Table 2.10 Students' attitude towards FA techniques implementation in writing

Students' responses indicate that the majority of them (70%) found that involving various techniques of formative assessment is beneficial for boosting their writing skills. This suggests that formative assessment maybe effective approaches for enhancing students' writing skills. The fact that only 30% did not find it beneficial, suggests that these approaches are generally well received by students. More insights are presented in the following

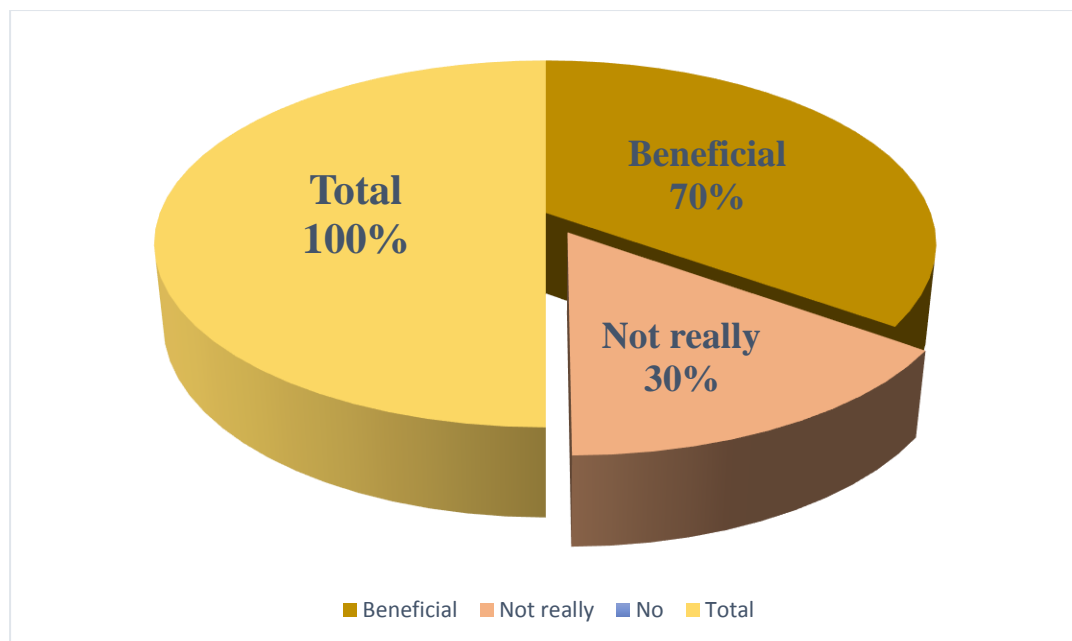


Figure 2.10 Students' attitude towards FA techniques implementation in writing

Question 11: Do you think that the formative assessment you receive from your teacher is tailored to your individual needs?

This question aims to find out whether the formative students receive from their teachers meet their needs or not. The table below sums up the results obtained:

Options	Students' number	Percentage
Yes	61	88%
No	8	12%
Total	69	100%

Table 2.11 FA based on students' needs

The results show that 88% of the students responded with a "yes", while the 12% of them said "no". So the data suggest that there is a remarkable proportion of the students who do not feel that the FA implemented by the teachers in writing sessions is tailored to their individual needs. This may indicate a need for teachers to develop more personalized approaches to formative assessment that better align with the needs of students.

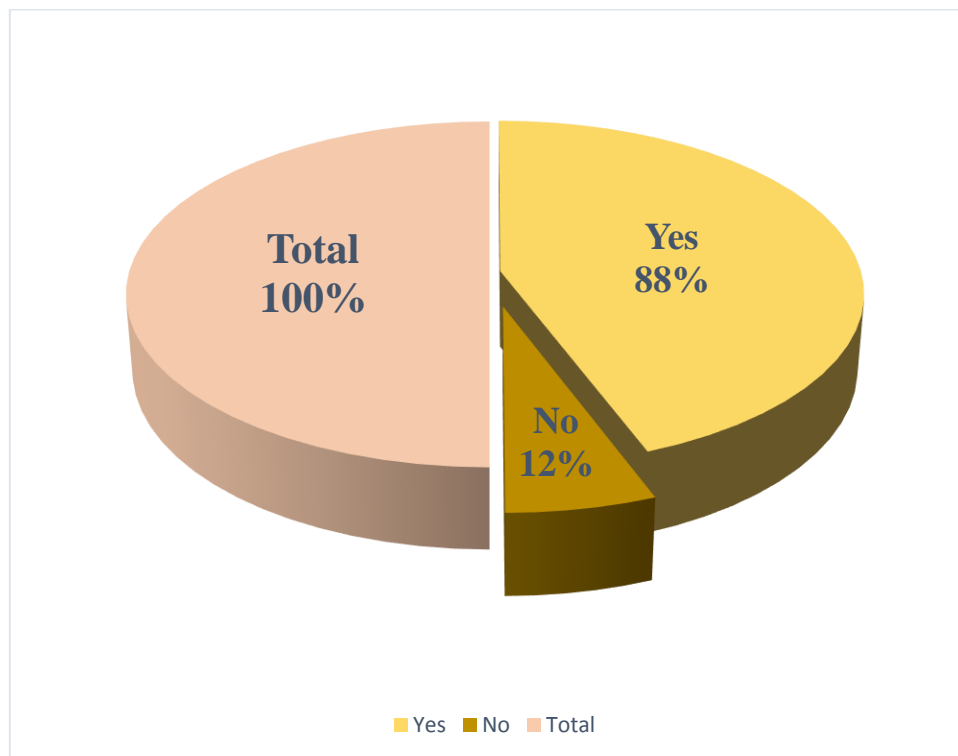


Figure 2.11 FA based on students' needs

Question 12: How confident do you feel to revise and improve your writing based on formative assessment?

Options	Students' number	Percentage
Very confident	46	67%
Somewhat	17	24%
Not confident	6	9%
Total	69	100%

Table 2.12 Students' attitude towards revising writing

The table above showed that the majority of students, 67%, responded feeling “very confident” in their ability to revise and improve their writing based on FA. 24% of the respondents answered feeling “somewhat” confident, while only 9% feel not confident in their ability to revise and improve their writing. From the results we can understand that the majority of students have a positive attitude towards the revision process and are willing to make changes to their writing based on FA. However, it is also important to note that a small percentage of students feel “not confident” in their ability to revise and improve their writing based on FA. This could be explained by a lack of understanding of the FA provided by the teachers or a lack of confidence in their writing abilities. This proportion may require further support and guidance to improve their writing abilities. This pie chart clarifies more each proportion percentage.

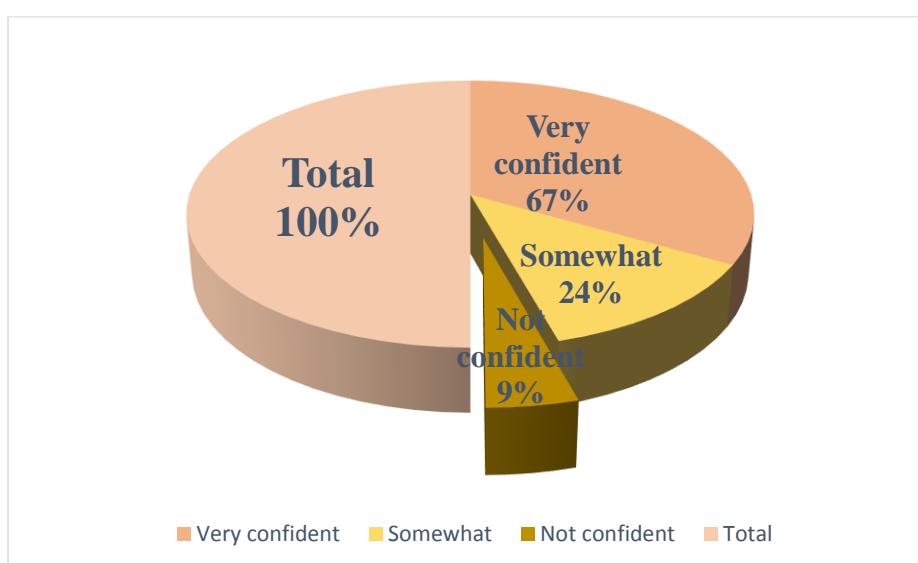


Figure 2.12 Students' attitude towards revising writing

Section three: Writing skill enhancement

Question 13: Do you think that formative assessment is important and helped you in improving your writing skill?

To see the importance and the impact of formative assessment among the students we tended to ask them the question above

Options	Students' number	Percentage
Yes, very important and helpful	40	58%
Somewhat important and helpful	22	32%
No, not at all	7	10%
Total	69	100%

Table 2.13 FA importance and impact on students' writing

The findings indicate that the majority of the students (90%) recognize the significance of FA in improving their writing skills. This suggests that implementing FA strategies is effective in enhancing students writing abilities. The fact that 58% of the participants consider FA to be very important and helpful demonstrates as a strong positive perception of these educational practices. This implies that students acknowledge the value of receiving FA and using it to make improvements in their writing.

Additionally, the 32% of participants who indicated that FA is somewhat important and helpful still recognize their positive impact to a lesser degree. This group may benefit from further exploration and understanding of the benefits of FA to fully grasp their potential in improving writing skills. Although, a small percentage (10%) reported that FA is not helpful at all. The findings are illustrated in the pie chart down.

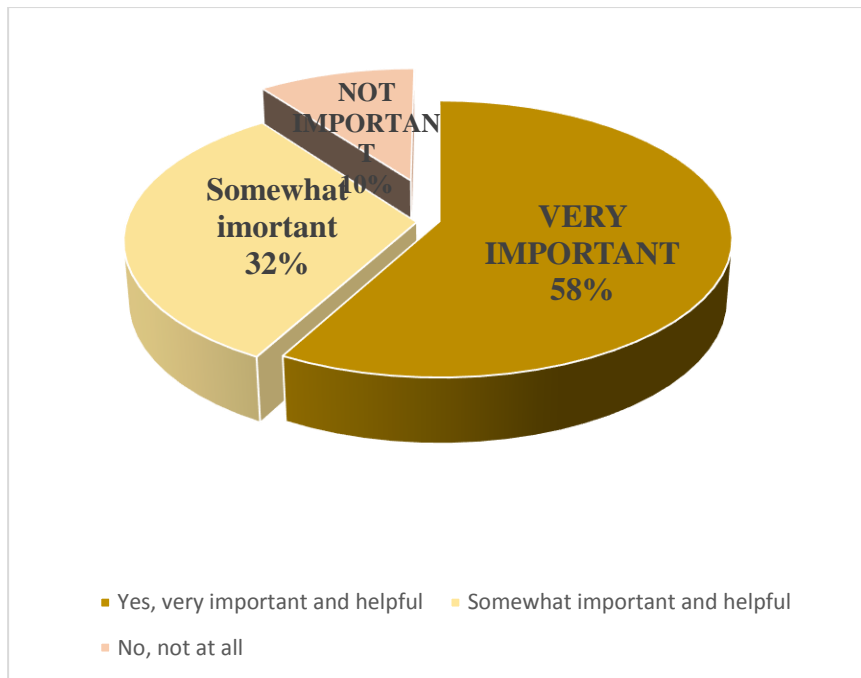


Figure 2.13 FA importance and impact on students' writing

Teachers' interview analysis:

This study was conducted to explore more about teachers' implementation of formative assessment in writing sessions and their students' interaction over them. This interview was divided into two main sections.

Section one: This section aims at gathering general information about the sample. It consists of two questions about diploma and qualification and teaching experience.

Section two: It is entitled formative assessment in writing, and is composed of 10 questions (3 to 12). It aims firstly to collect data about teachers' use of formative assessment in writing session as well as the strategies they implement according to students' needs. It aims also to find out the impact of FA on students' writing proficiency.

Section one: General information

Question 01: How long have you been teaching English?

The question aimed to gauge the teaching experience of the two teachers. The first teacher indicated 13 years of experience, while the second teacher stated 8 years. From this, it's apparent that the first teacher has been teaching for a longer period than the second. Based

just on this information, we can infer that the first teacher likely possesses more experience and potentially greater expertise in teaching English.

Section two: Formative assessment on writing

Question 02: How important is FA in your teaching?

This question explores teachers' views on the importance of formative assessment in teaching writing. The first teacher believes that this practice is essential for the teaching and learning processes. It helps to address gaps in students' understanding, identify strengths and weaknesses in writing, and facilitate improvement. Furthermore, formative assessment enables teachers to pinpoint areas where their teaching may need adjustment, allowing for additional support sessions to aid student progress.

Similarly, the second teacher agrees that formative assessment is a valuable tool for assessing each student's strengths and weaknesses in writing. She emphasized its utility, stating, "It helps teachers evaluate students' strengths and weaknesses in writing."

In essence, both teachers' responses underscore the critical role of formative assessment in fostering effective writing development.

Question 03: Do you use teaching FA in teaching written expression?

Both teachers responded positively when asked about their utilization of formative assessment in teaching.

The first teacher simply affirmed with a "Yes, I do," while the second teacher provided a more detailed insight, mentioning the specific practice of employing the "think-pair-share" activity with BEM students to enhance written expression.

These responses from both teachers indicate their active integration of formative assessment strategies into their teaching methodologies to enhance students' written expression skills.

Question 04: What strategies or techniques do you use to provide formative assessment on students' writing assignments?

Both teachers offer distinct strategies for implementing formative assessment (FA) in students' writing assignments. The first teacher underscores the importance of practice and guidance in FA. He assigns homework as a formative assessment tool, encouraging students to practice their writing skills. Additionally, he guides students through the drafting process, offering observational feedback to support their writing development.

In contrast, the second teacher employs collaborative learning strategies, such as the "think-pair-share" activity, where students individually reflect on a topic, share their thoughts with a partner, and then discuss them with the whole class. She also advocates for brainstorming to help students generate ideas more effectively.

Both teachers agree on the significance of providing formative assessment through both oral and written comments. This approach enables students to receive immediate feedback on their writing and provides a documented record of feedback that students can utilize during the revision process. Overall, their approaches demonstrate a commitment to integrating FA strategies to enhance students' writing skills effectively.

Question 05: On what basis do you choose formative assessment tasks for your learners?

Both teachers offer valuable insights into their approaches to selecting formative assessments for their students. The first teacher emphasizes that their choice of formative assessment tasks is guided by the learning objectives and the specific needs of their students. This approach ensures that assessments are aligned with instructional goals, enabling teachers to accurately gauge students' progress towards those objectives. Furthermore, the first teacher mentions that tailoring formative assessment methods to student preferences can enhance engagement and improve the overall effectiveness of formative assessment.

In contrast, the second teacher focuses on the primary goal of formative assessment as a means to gather evidence of learning and monitor students' progress. This perspective underscores the importance of using assessment tasks to pinpoint students' weaknesses and provide timely feedback. By doing so, teachers help students identify their strengths and areas needing improvement, thereby supporting their ongoing learning journey.

Overall, both teachers highlight the importance of thoughtful selection and implementation of formative assessment strategies to foster student growth and achievement in their learning

objectives. Their combined perspectives underscore the dual roles of formative assessment in both informing instructional practice and supporting student development.

Question 06: How do students respond to your FA?

Both teachers affirm that their students generally react positively to formative assessment (FA), highlighting different aspects of its benefits and student perceptions.

The first teacher observes that students respond well to objective formative assessment, viewing it as a catalyst for improvement. This implies that students value receiving constructive criticism and find clarity, specificity, and actionable feedback helpful. Moreover, the first teacher notes that students feel encouraged by FA, seeing it as a supportive tool rather than something punitive.

In contrast, the second teacher emphasizes that FA helps students maintain focus on their learning objectives throughout a course. This suggests that students appreciate FA for its role in helping them remember and track progress towards their academic goals. Furthermore, describing FA as a "loose method" suggests that students appreciate its flexibility and adaptability, allowing for personalized learning experiences.

Together, these insights underscore that students generally perceive formative assessment positively. They appreciate its role in providing constructive feedback, supporting their learning journey, and helping them stay focused on their academic goals. The flexibility of FA also resonates with students, enabling them to engage meaningfully in their learning process.

Question 07: What challenges or barriers do you encounter as a teacher in implementing formative assessment in writing instruction and how do you address them?

Based on the interview responses, both teachers identified several challenges they face in implementing formative assessment (FA) in writing instruction.

The first teacher highlighted the issue of time management in providing feedback on students' assignments, noting that it is time-consuming to correct all assignments at once. This challenge suggests that despite the benefits of FA, the practicality of providing timely and thorough feedback to each student can be challenging. Additionally, the first teacher mentioned that some students struggle with producing high-quality writing due to a lack of specialized

vocabulary and limited sources. This barrier indicates that students' writing skills may be hindered by their vocabulary limitations and access to suitable resources.

On the other hand, the second teacher emphasized the complexity of writing as a language skill. She noted that students often encounter challenges in crafting well-structured and meaningful pieces of writing. This complexity suggests that assessing writing comprehensively, considering multiple dimensions such as coherence, organization, and clarity, poses a significant challenge for teachers. Furthermore, the second teacher identified student behaviors as another barrier. She implied that student motivation or engagement can impact their performance in writing assessments, potentially affecting the effectiveness of FA strategies.

Overall, these challenges underscore the multifaceted nature of implementing FA in writing instruction. Teachers must navigate issues related to time constraints, students' linguistic and academic skills, as well as motivational factors to effectively utilize FA and support students' writing development. Addressing these challenges may require innovative approaches to feedback delivery, differentiated instruction, and fostering student engagement in writing tasks.

Question 08: How do you encourage students to reflect on and use the formative assessment they receive to improve their writing?

Both teachers emphasize the importance of formative assessment (FA) in enhancing students' writing skills, but they employ slightly different strategies to achieve this goal.

The first teacher focuses on actively guiding students through the formative assessment process. They encourage students to rewrite their pieces of writing based on feedback received, which promotes continual improvement. By selecting samples for presentation and engaging students in discussions about them, this teacher creates a collaborative atmosphere where students can reflect on feedback and identify areas for enhancement. Additionally, by incorporating ideas from each student into building a cohesive piece of writing, the teacher fosters collaboration and student engagement in the writing process.

On the other hand, the second teacher places a strong emphasis on providing positive and constructive comments during writing sessions. This approach aims to boost students' confidence and motivation, thereby encouraging them to invest more effort in achieving learning objectives. By focusing on positive reinforcement, this teacher creates a supportive

environment where students feel encouraged to incorporate feedback into their writing practices.

In summary, while both teachers use formative assessment to improve students' writing skills, the first teacher emphasizes active guidance through iterative writing processes and collaborative feedback discussions. In contrast, the second teacher prioritizes positive reinforcement to enhance students' confidence and motivation in achieving their writing goals. Both approaches contribute to fostering a supportive and effective learning environment for developing writing skills.

Question 09: Based on your experience what recommendations do you have for other teachers who are interested in implementing FA to enhance students' writing skill?

Both teachers offer valuable insights into implementing formative assessment (FA) effectively during writing sessions, focusing on several key recommendations.

The first teacher underscores the significance of selecting writing tasks that are tailored to meet students' needs. This ensures that tasks are relevant and engaging, which in turn enhances student motivation and willingness to participate in the writing process. Clear instructions further clarify expectations and goals, providing students with a solid foundation to begin their writing tasks confidently.

Furthermore, the first teacher advocates for using a variety of FA techniques. This approach allows for a holistic assessment of students' writing skills, capturing different aspects such as content, organization, language use, and mechanics. By employing diverse assessment methods, teachers can gain a comprehensive understanding of students' strengths and areas needing improvement.

In terms of feedback, the emphasis is on simplicity and objectivity. Clear, straightforward feedback helps students grasp areas for improvement without feeling overwhelmed. Immediate feedback is also highlighted as beneficial, as it enables students to promptly apply suggestions to their current work and future writing tasks, thereby promoting continuous improvement.

On the other hand, the second teacher emphasizes FA as a diagnostic tool. By using FA effectively, teachers can pinpoint specific areas where students need improvement. This

diagnostic capability enables targeted instruction and support, ensuring that students receive personalized feedback and guidance tailored to their individual needs.

Additionally, the second teacher advocates for using a variety of writing tasks across different topics. This approach not only helps broaden students' vocabulary and knowledge but also encourages them to explore various writing styles and genres, fostering creativity and versatility in their writing skills.

All in all, both teachers stress the importance of thoughtful task selection, clear instructions, varied FA techniques, and simple, objective feedback. These recommendations collectively contribute to the design of effective writing instruction that meets students' needs, supports their learning, and cultivates their writing skills over time. By implementing these strategies, teachers can create a supportive environment where students feel empowered to grow and excel in their writing endeavors.

Conclusion

In this chapter, the analysis focused on synthesizing the findings obtained from two key research instruments: a questionnaire administered to BEM students and interviews conducted with two teachers. These instruments were designed to explore the implementation of formative assessment (FA) and its role in fostering the development of students' writing skills.

Chapter three: Finding's Discussions and Recommendations

Introduction:

The last chapter in this research is devoted to discuss the findings gained through the two research instruments, the questionnaire administered to fourth middle school students at Tiaret, structured interview conducted with two teachers. Besides, it recommends some strategies and techniques that may help learners to reduce the writing difficulties they encounter.

1. Recommendations for teachers

Teachers employ various strategies in their classrooms to facilitate student learning. Some of these strategies are acquired through teacher education programs or professional development workshops, while others are developed in response to individual student learning challenges. Regardless of their origin, these strategies are designed to support a diverse range of students, particularly those who struggle with writing. Instructional strategies can be categorized by their purposes, which include:

1. Assisting students in learning basic skills such as reading, writing, speaking, listening, and computation.
2. Helping students understand and retain the facts and concepts taught in school.
3. Enabling students to learn independently and apply their knowledge in non-school contexts.

There are various teaching strategies that instructors can use to enhance student learning. However, this research focuses specifically on strategies for teaching writing.

1.1. Teaching Writing Strategies

Teachers of written expression must employ a variety of strategies and techniques to enhance students' learning and writing skills effectively.

- Teachers should recognize that mistakes are valuable learning opportunities rather than indicators of a student's lower ability level, contrary to common belief.
- Teachers should assist learners with the necessary language skills to facilitate discussions about their learning progress.

- It is well-known that summative and formative assessments differ significantly. However, teachers can repurpose summative tests for formative purposes by incorporating activities where students provide feedback on a topic for review, including question-and-answer sessions. This approach also helps students prepare for exams.
- To encourage students to practice writing more frequently, teachers should implement an effective assessment method that requires students to maintain a portfolio of their written work, both from inside and outside the classroom.
- Writing groups are another effective way to provide feedback while a paper is still in progress, as students gain new perspectives by viewing their writing through the eyes of their peers.
- Encouraging students to engage in self-assessment helps them identify their weaknesses and work towards overcoming them.
- Providing students with a variety of resources, such as web resources and classroom materials, and ensuring they utilize them effectively.
- Creating activities that challenge learners.
- Designing short and practical assignments such as summaries and letters.
- According to Black and William (1998), self-assessment and peer assessment are essential components of formative assessment, allowing students to evaluate their own work.

1.2. Tips to improve students' writing skill

As a teacher, your role is to facilitate each student's personal development and help them acquire new skills to become successful learners. The following tips may assist you in enhancing your students' writing skills:

- **Encourage good writing**

Inform your students that clear writing will be highly valued, and bonus points are accessible for those who exert extra effort to improve their written expression.

- **Work on your students' mindset**

Sometimes, clear instruction may not suffice; in such cases, utilizing motivational techniques that inspire rather than intimidate students can be more effective.

- **A lot of practice equals better performance**

Introduce variety into your classroom routine by conducting daily writing sessions. Prompt students to brainstorm words related to specific subjects. While this approach may seem demanding initially, regular practice will significantly enhance their writing skills over time.

- **Provide instructions throughout the writing process**

Provide students with a starting point and teach them techniques that will help them save energy over time, leading to significant improvement in their writing skills.

- **Provide helpful feedback**

In addition to teaching, your role as a teacher includes providing students with high-quality feedback. Your feedback should be specific and include corrections tailored to each student. This demonstrates your care for them and helps pinpoint exactly where they need improvement.

- **Have your students read a lot**

Educate your students on the significance of reading and the connection between reading and writing. Provide clear instructions and offer them valuable reading materials such as books, articles, and essays to reinforce this understanding.

2. Discussion of the findings

The objective of this study is to investigate how formative assessment (FA) can enhance students' writing skills. This section focuses on interpreting the findings gathered from both the questionnaire and interviews conducted. A critical analysis of these sources revealed that both BEM students and teachers regard FA as a highly important approach to be implemented during writing sessions. The majority of students surveyed expressed belief that FA is an essential tool for developing their writing abilities. These positive findings provide strong evidence of the significant role that formative assessment plays in improving students' writing skills.

Based on our research findings from the instruments used, it is evident that teachers actively incorporate formative assessment techniques, whether oral or written, into their teaching practices. Our study further supports the effectiveness of employing diverse FA techniques and modes to enhance students' English writing skills. By utilizing a variety of formative assessment modes, educators can offer students multiple perspectives on their writing, facilitating more effective identification of areas needing improvement. This flexibility in FA techniques also enables teachers to personalize their instruction according to the specific needs of each student, thereby fostering the development of stronger writing skills and increasing students' confidence and proficiency in writing.

Our research indicates that students exhibit greater confidence and engagement in the writing process when they receive constructive feedback. This feedback encourages them to actively improve their writing. When students perceive that their teachers are genuinely interested in their development and success, they are more motivated to participate in learning how to write effectively. The findings underscore that students respond positively to formative assessment provided by their teachers. By offering targeted and timely feedback, implementing formative assessment strategies, and demonstrating dedication to their students' growth, teachers can foster a positive classroom atmosphere. This environment motivates students to actively participate in writing activities and continuously enhance their writing skills.

3. Recommendations and suggestions:

The findings from this study propose several recommendations for implementing formative assessment (FA) in teaching writing, specifically tailored for 4th-year middle school students. Which are the followings:

- Teachers are encouraged to diversify their use of formative assessment (FA) techniques, integrating them into their instructional practices to assist students in identifying areas requiring improvement and offering consistent guidance on how to enhance their skills. Some examples of effective formative assessment techniques include self-assessment, free writing exercises, peer reviews, writing conferences, writing prompts, rubrics, and picture-cued tasks,....etc.
- Consistently deliver timely feedback, which is essential for improving students' writing skills. Teachers should prioritize giving feedback promptly after students finish a writing assignment.

They can employ various feedback methods, such as oral and written comments. For instance, marginal notes, highlighting grammatical errors, and providing feedback on cohesion and coherence are effective approaches.

- Teachers should customize formative assessment to align with the specific needs of students, thereby enhancing their writing proficiency more effectively. It is crucial for educators to assess each student's individual strengths and weaknesses and offer feedback that addresses their particular requirements. Some students may benefit from feedback on grammar and sentence structure, while others may require guidance on content and cohesion of ideas. Additionally, feedback related to form, punctuation, and capitalization should be tailored to meet the needs of each student.

- Teachers should encourage students to engage in writing across various topics by assigning tasks that cater to their individual needs and proficiency levels. It is essential for educators to allocate additional writing sessions specifically for their 4th-year middle school students, especially in preparation for the BEM exam.

- In conclusion, it is crucial for both teachers and students to cultivate a positive classroom atmosphere. Teachers should show their commitment to student progress through consistent formative assessment, guidance, and by fostering a supportive and encouraging learning environment. In return, students should heed their teachers' advice and exert extra effort both in and out of school to enhance their writing skills, including writing more frequently and engaging in regular reading.

4. Perspectives of research

Hopefully, this research paper serves as inspiration for future investigations aimed at obtaining more definitive results regarding the use of formative assessment (FA). Subsequent research could also consider the following recommendations:

- We suggest that future research replicate the study with a larger sample size to enhance the statistical power of results and yield findings that are more widely applicable.

- We also propose broadening the scope of the study to explore additional factors that may influence students' writing performance, such as motivation and self-efficacy. This approach

can offer a more comprehensive understanding of the multifaceted factors that impact students' writing abilities.

- Undertaking a longitudinal study over an extended period can offer greater insights into how formative assessment (FA) impact students' writing skills over the long term.
- Additionally, we recommend employing additional research instruments, such as quasi-experimental methods like pre-test/post-test designs. These approaches can strengthen the evidence and yield more precise results regarding the effectiveness of formative assessment (FA) in improving students' writing skills.

Conclusion

In this chapter, we have examined the analysis of the results obtained from the two research instruments used in this study. Furthermore, we propose strategies and techniques for teachers of written expression to improve their students' writing skills and address the challenges they face.

General Conclusion

This project focuses on the writing skill, recognized as a crucial component in the teaching and learning process. Writing is fundamental in language acquisition, yet it is a challenging skill that demands significant effort and practice from learners to achieve proficiency. The goal is to explore the criteria essential for creating effective written pieces. Furthermore, the project highlights the importance of this productive skill, which is consistently assessed in educational evaluations.

In this current research, our aim is to explore the influence of formative assessment on the writing skills of EFL students in BEM classes at Wasel Mustafa Middle School in Tiaret. The findings of this investigation confirmed our hypotheses: implementing formative assessment enhances students' writing production. Formative assessment in EFL writing classes is beneficial as it focuses not only on evaluation but also on how it can positively impact and improve the writing process, thereby making it more effective.

This paper has centered on examining teachers' practices of formative assessment: the types they employ, their frequency, and the positive effects on students' writing skills. It underscores the significance of formative assessment throughout different stages of students' writing processes, aiming to alleviate their challenges and enhance their written output.

For the practical aspect of this study, the descriptive method was employed to examine the dynamics of learning and teaching writing skills through the lens of implementing formative assessment. Data collection involved using a questionnaire for students and conducting interviews with teachers. The findings from this research affirmed our hypotheses regarding the critical importance of formative assessment in the writing process. Consequently, students gained insights into their strengths and weaknesses within this process.

The findings indicate that formative assessment significantly influences students' overall learning progress, particularly in their writing skills. By one hand, the teachers' interview indicate that teachers actively implement formative assessment during writing sessions, using this tool to identify and address students' strengths and weaknesses in writing, and adjust their teaching accordingly. On the other hand, a majority of students surveyed in the questionnaire agreed that the formative assessment provided by their teachers helps them make progress in their writing skills. The results also revealed that students have a positive attitude towards the

formative assessment they receive, suggesting they engage in a motivating learning environment. Based on these results, we confirm that the research hypotheses have been supported.

As students continue to encounter challenges in writing, this study proposes several recommendations for writing instructors. These suggestions aim to alleviate students' writing difficulties by providing ample opportunities for practice, which fosters motivation to produce high-quality written texts. It is advised that teachers focus on providing relevant materials such as notes, copies, portfolios, and other resources tailored to meet the specific needs of their students, thereby enhancing the effectiveness of their teaching efforts.

Overall, formative assessment in the writing process proves to be an effective strategy that encourages and motivates students to write coherently and achieve high performance. Assessing students during lessons helps teachers foster skill development and monitor their progress. Therefore, formative assessment is an essential component of teaching that should be integrated into the Algerian educational system.

Limitations of the study

As with any study, there are inherent limitations to consider. The research findings may not always be perfect, and the study encountered the following challenges:

- The study's scope was constrained by a small sample size from a single middle school and involvement of only two teachers. Therefore, the findings may not be applicable to broader student populations or other teachers.
- The study's focus was narrow, concentrating solely on formative assessment in writing. Other factors that could influence students' writing skills, such as motivation, prior knowledge, and language background, were not taken into account in this research.
- The short duration, the study may have been limited by a short duration of time.
- Due to time constraints, we were unable to utilize additional research instruments, such as quasi-experimental methods like pre-test/post-test designs. These methods could have provided more definitive results regarding the positive impact of formative assessment on enhancing students' writing skills.

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Appendices

Appendix 01

Dear students, this questionnaire is being distributed to gather data on the implementation of formative assessment in enhancing writing skills among 4th-year middle school learners. Your responses will solely be used for academic research purposes and will not be shared elsewhere. Your participation is greatly valued as it will significantly contribute to the completion of our academic study. Thank you for your cooperation.

Section one: personal information

1. what is your gender?
 - Male
 - Female
2. What's your age?
.....
3. How interested are you in learning English?
 - Very interested
 - Moderately interested
 - Somehow interested
 - Not interested at all
4. Do you like writing?
 - Yes
 - No

Section two: formative assessment in writing

5. Do you think that writing is an important skill for you as a BEM student?
 - Yes, it is very important
 - It is important
 - No, it is not
6. How often do you engage yourself in writing activities outside of school?

- Daily
- Rarely
- Never

7. Have you received formative assessment on your writing?

- Yes
- No

8. How often do you receive FA techniques on your writing?

- Never
- Rarely
- Sometimes
- Often

9. Do teachers implement various techniques of formative assessment to assess your writing?

- Yes
- Not all the time
- Never

10. Do you think that implementing various techniques of FA helps in upgrading your level of writing?

- Beneficial
- Not really
- No

11. Do you think that the formative assessment you receive from your teachers is tailored to your individual writing needs?

- Yes
- No
- Not sure

12. How confident do you feel to revise and improve your writing based on formative assessment ?

- Very confident
- Somewhat
- Not confident at all

Section three: writing skill enhancement

13. Do you think that formative assessment is important and helped you in improving your writing skill?

- Yes, very important and helpful
- Somewhat important and helpful
- No, not at all

Appendix 02

Dear teachers, you are kindly asked to answer the following questions which are going to be a part of our research completion. Thank you for your cooperation.

Section one: personal information

1. How long have you been teaching English?

Section two: formative assessment in writing

2. How important is formative assessment in your teaching?
3. Do you use FA in teaching writing expression?
4. What strategies or techniques do you use to provide FA on students' writing assignments?
5. On what basis do you choose formative assessment tasks for their learners?
6. How do students respond to your FA?
7. What challenges or barriers do you encounter as a teacher in implementing formative assessment in writing instruction and how do you address them?
8. How do you encourage students to reflect on and use the feedback and formative assessment they receive to improve their writing?
9. Based on your experience, what recommendations do you have for other teachers who are interested in implementing FA to enhance students' writing skill?

ملخص البحث

تسلط الدراسة الضوء على أهمية مهارة الكتابة الأساسية للطلاب في المدارس الجزائرية وفي أماكن أخرى، مع التأكيد على التحدي الكبير في تقييم هذه المهارات. يهدف هذا البحث الى دراسة تطبيق وأهمية التقييم التكويني في تعزيز مهارات الكتابة باللغة الإنجليزية كلغة اجنبية. كما تهدف أيضا الى تحديد مدى استخدام المعلمين تقنيات التقييم التكويني اثناء حصص الكتابة لمساعدة الطلاب على ان يصبحوا كتابا ماهرين، قادرين على تحقيق تجارب اكااديمية ومهنية ناجحة. كما تسعى الدراسة أيضا لاستكشاف العقبات التي تواجه الطلاب والمعلمين في الكتابة، ومواقفهم اتجاه هذا النهج. لتأكيد الفرضيات، استخدمت الدراسة أدوات بحثية متنوعة، بما في ذلك استبيان تم توزيعه على تسعة وستون طالبا في السنة الرابعة من المدرسة واصل مصطفى، ومقابلات أجريت مع مدرسين. أظهرت النتائج ان المعلمين يستخدمون التقييم التكويني لتقييم كتابات طلابهم وتوجيههم نحو تحسين مستواهم بشكل إيجابي. كما ان تطبيق هذا النهج يؤثر بشكل إيجابي على مستوى كتابة الطلاب، ويخلق بيئة نشطة وامنة لهم لعرض مواهبهم الكتابية. وفي الختام قدمت الدراسة بعض الاقتراحات لتحسين استخدام هذا النهج.

Résumé

Cette étude souligne l'importance des compétences rédactionnelles pour les élèves en Algérie et ailleurs, ainsi que les défis de leur évaluation. Elle examine l'efficacité de l'évaluation formative dans l'amélioration des compétences rédactionnelles en anglais comme langue étrangère, en étudiant son utilisation par les enseignants et ses impacts sur les étudiants. Les résultats montrent que l'évaluation formative aide les élèves à progresser et crée un environnement favorable à leur développement en tant qu'écrivains compétents. L'étude identifie également les obstacles rencontrés par les étudiants et les enseignants dans l'enseignement de l'écriture, tout en proposant des suggestions pour optimiser cette approche pédagogique.

Summary

This study highlights the importance of writing skills for students in Algeria and elsewhere, as well as the challenges of their assessment. It examines the effectiveness of formative assessment in improving writing skills in English as a foreign language, by studying its use by teachers and its impacts on students. The results show that formative assessment helps students progress and creates an environment conducive to their development as competent writers. The study also identifies the obstacles encountered by students and teachers in teaching writing, while offering suggestions for optimizing this pedagogical approach.